



WAKE FOREST
UNIVERSITY

Wake Forest College
Faculty Meeting
Agendas & Appendices
2022-2023

AGENDA FOR WAKE FOREST COLLEGE FACULTY MEETING
Monday, October 10, 2022, at 3:30 p.m. in Pugh Auditorium

1. **Call to order**
 2. **Approval of minutes of September meeting:** [September 12, 2022 \(unapproved\)](#)
 3. **Announcements and important dates** (Please see appended information)
 4. **Reports from Faculty Committees**
 - a. **Committee on Nominations (Jane Albrecht, chair),** *(no faculty action required, Appendix A).*
 - i. **Recommendation to dissolve the Committee on Publications** *(faculty action required, Appendix A).* This vote will represent the first vote required to change the bylaws.
 - b. **Committee for Online Education - (Elizabeth Clendinning, chair)** *(no faculty action required Appendix B).* **Update from Committee**
 - c. **Committee for Academic Planning - (Leah Roy, chair)** *(no faculty action required, Appendix C).* **Update from Committee**
 - d. **Committee on Academic Affairs (José Luis Venegas, chair)** *(no faculty action required, Appendix D).* **Update from Committee**
 - e. **College Senators Report. (Olga Pierrakos, chair)** *(no faculty action required, Appendix E).*
 5. **New Business**
 6. **Adjournment**
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Announcements:

1. **Mid-term grades due by noon on October 17:** Mid-term grades provide students, advisers, and deans with the first definite signal concerning students' academic standing. It is important that we have accurate grade reports on the quality of students' work during the first half of the semester. Only by having a full complement of grades can one determine what a student's standing and prospects really are, and what, if any, interventions might be needed. The Registrar provides a list of non-reported mid-term grades to the relevant department chairs each semester.
2. **WakerSpace**, the on-campus makerspace for all Wake Forest students, faculty, and staff, is a resource available to you and your classes. A variety of in-person workshops and Zoom VirtShops are offered each week. These include sewing, laser cutting & etching, 3D Printing, CNC Router in a newly expanded woodworking area, painting, Audacity audio editing for podcasts, Adobe Express, and many more. Special events and "makes" are offered every week as well. WakerSpace is available for both the academic mission as well as the wellness mission (making not tied to a class). Departments are invited and encouraged to visit WakerSpace to better understand the opportunities available. If you are interested in visiting, having your students use the WakerSpace to enhance learning in your class, make WakerSpace a part of your class, or if you are just personally interested in using our technologies,

please contact Paul Whitener (whitenpm@wfu.edu), the Assistant Director of Digital Fabrication and Maker Education at WakerSpace.

3. **The Provost's Faculty-Student Lunch Program** promotes and fosters exceptional faculty-student engagement. It provides the opportunity for faculty eating lunch with undergraduate students, on the meal plan, to dine for free in the Fresh Food Company and the Magnolia Room. More information can be found at <http://provost.wfu.edu/current-faculty/faculty-resources/faculty-student-engagement/>.
4. **The Reid-Doyle Prize for Excellence in Teaching – *Who is eligible:*** Wake Forest College Junior Faculty Members who hold the rank of Assistant Professor or who were promoted from Assistant to Associate Professor in the last academic year are eligible for this prestigious award. The primary criterion for selection is excellence in teaching. Nominations for the Reid-Doyle Teaching Award are submitted by chairs, program directors, or senior faculty (with chair approval) from within the nominee's department or program. The Reid-Doyle Prize for Excellence in Teaching, along with a monetary award, will be presented at a ceremony at the end of the spring semester. Plan now to nominate a deserving faculty member from your department. ***How to nominate:*** For complete nomination information, please refer to this [link](#) on the College website. Deadline for submissions is Wednesday, October 19.
5. **Teaching Professionals Award for Excellence in Teaching – *Who is eligible:*** All faculty members at any level of their career. This award honors a Wake Forest College Teaching Professional faculty member at any level of their career. The primary criterion for selection is excellence in teaching. Nominations are submitted by chairs, program directors, or senior faculty (with chair approval) from within the nominee's department or program. ***How to nominate:*** Please visit the [Teaching Professionals Award webpage](#) on the College website for complete nomination information. Deadline for submissions is Wednesday, October 19.
6. **Senior Orations** – Wake Forest has been honoring senior orators since 1869. This remarkable tradition elevates the importance of thoughtful public discourse within the university community and beyond. For more history of this long-standing tradition, and examples of past orations, please visit the [Senior Orations webpage](#).
Who is eligible: Students who are eligible for graduation in May 2023 or have graduated in August or December 2022 Faculty can nominate students to prepare and present orations for the 2023 Senior Colloquium competition, which will take place on Wednesday, February 1. Nominated students will have demonstrated substance, depth, clarity, and style in their oral presentations. ***How to nominate:*** Please send the full name of your nominee(s), we need no other reference information, and submit to [Sarah Frederick](#) in the Office of the Dean of the College by November 7. The Office of the Dean of the College will then contact nominated students and invite them to submit manuscripts. Details about the format for the 2023 Senior Colloquium will be forthcoming.
7. **Faculty Awards for Excellence in Mentored Scholarship:** Faculty Awards for Excellence in Mentored Scholarship: To honor faculty members who have distinguished themselves as excellent mentors of Wake Forest undergraduate scholars, the URECA Center has established a faculty award for Excellence in Mentorship in Research and Creative Work. The award recognizes College faculty who share their passion for scholarship and creative activities, and who encourage and

inspire their students to work closely with them. Each year, URECA presents two awards: one to a faculty member in the arts and humanities and another to a faculty member in the sciences or social sciences. "Nomination guidelines and deadlines are located on the URECA website ureca.wfu.edu. You may email your nominations to Nathan Allen (allejn16@wfu.edu).

8. **Mullen Carswell Scholarship Program:** The Committee on Scholarships and Student Aid provides a \$1,500 annual stipend for up to 10 Thomas E. and Ruth Mullen Scholars as part of the Carswell Scholarship Program for returning students each year. The scholarship is renewable through the fourth undergraduate year; seniors are eligible to apply. Non seniors who receive this scholarship, and retain it, are also eligible to apply for Carswell summer grants of up to \$5,000 to support independent research. Applications are due October 15; the Committee will interview twenty finalists and select the recipients in mid-November. Though selection occurs late in the first semester, the award is made for the entire academic year. Details about applying can be found [here](#).

Important Dates:

WFU Theatre 2022-2023 Season Continues with *Julius Caesar*

The Wake Forest University Theatre will continue its 2022-2023 season with William Shakespeare's *Julius Caesar*, which will be directed by guest artist Mark Cohen.

A breathless political thriller, *Julius Caesar* follows the unscrupulous machinations of Senate power-brokers who hold in their hands the fate of their Republic. From backroom to battlefield, Shakespeare's first great tragedy rips back the curtain on how our politicians really hammer out their world-altering decisions, how they spin those decisions for a ravenous public, and how we all live with the consequences that those decisions bring down on us. *Julius Caesar* is the riveting turning point in Shakespeare's career-long obsession with our relationship to evil played out against the glare of the political spotlight, and keyed to the music of high rhetoric and falling bombs.

Scenic Designer is Rob Eastman-Mullins, Associate Professor of Design in Theatre & Dance. Lighting Designer is Associate Professor of Design in Theatre, Kevin Frazier. Costumes are designed by Profess of Design in Theatre & Dance Mary Wayne-Thomas. Lydia Evans ('22) is the Sound Designer. Ruise Nicole Liu ('23) is stage managing. The cast consists of Assistant Teaching Professor Michael Kamtman, Academic Coordinator Lara Ianna (also serving as Fight Choreographer), and students: Xander Friedel, Nathaniel Avery, Cameron Michles, Adam Hammock, Michael Votto, Patrick Fenlon, Andrew Miller, Katharine Collie, Olivia Woods, Nicole Namath, Will Rothschild, Dawn Zhong, and Abby Parr.

Performances are October 28-29 & November 3-5 at 7:30 PM and October 30 & November 6 at 2:00 PM on the Tedford Stage of the Scales Fine Arts Center. Tickets are \$15 adults, \$12 senior citizens, and \$7 students (price includes sales tax). Group tickets should be reserved through Leslie Spencer by calling ext. 1997 or emailing spenceld@wfu.edu.

Appendices
Wake Forest College Faculty Meeting, October 10, 2022

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Appendix A. Committee on Nominations – Jane Albrecht, chair

Motion from the Committee on Nominations to disband the Committee on Publications.

At the September 2022 college faculty meeting, the Nominations Committee presented our recommendation to dissolve the Publications Committee (see Background and Rationale, below). At the same time, the Nominations Committee urged ODOC to identify a mechanism, person or office to oversee any new student publications and ensure that they have a faculty advisor and that they secure permission to use the Wake Forest name and logo, as well as to address any issues which arise in the conduct and operation of both current and new student publications.

Upon further consideration and discussion, as the issue of future oversight of student publications (if any) is not within the Committee on Nominations' remit, our motion comes to the faculty as it read above.

Background and Rationale:

Part of the charge of the Nominations Committee is to review standing committees and make recommendations to the faculty about continuation. Through Monique O'Connell (Interim Associate Dean of Faculty), the Nominations Committee received a request from Nate Plageman, Acting Chair of the Publications Committee, that the Nominations Committee review its status and vote to disband the committee. Nate's email below lays out the rationale. According to Monique, various members of ODOC, including Tony Marsh and Rebecca Alexander, have discussed this proposed dissolution and see no downsides to doing what Nate suggests. It seems that this is a committee whose time is past.

What is the Publications Committee? From the Faculty Handbook:

The Committee on Publications (A "Special Committee")

a. Membership:

Voting: The Dean of Wake Forest College or the Dean's designate, one undergraduate student, and six elected Faculty members, one from each of the five academic divisions of the College, and one from the School of Business. Faculty on this committee will serve staggered three-year terms.

b. Powers and Duties:

(1) To review all student publications and recommend regulations to the Faculty for their conduct and operation. No student group shall be authorized to prepare or issue any publication bearing the Wake Forest name or logo without the approval of this Committee.

(2) To appoint Faculty advisers of all approved student publications. These advisers shall be appointed annually and may succeed themselves.

(3) To report annually to the Faculty on issues regarding student publications in all media, and on other topics assigned to them by the Dean of Wake Forest College.

Request From Nate Plageman:

As acting chair of the University Committee on Publications, I would like to request that it be removed from the list of special committees.

The committee was formed to supervise and facilitate student publications. At present, however, all student publications (the Old Gold and Black, Three to Four Ounces, the Howler, and Her Campus Wake Forest) have their own faculty advisors. In addition, it is clear that several departments/programs (English, WGGS, Journalism) have permanent commitments to organizing and facilitating this faculty oversight. Given that these departments—and not the Committee—currently appoint faculty advisors as well as the fact that the Committee on Publications has not met in several years, it is clear that it no longer serves its intended purpose and might be removed from the faculty handbook.

Appendix B. Committee on Online Education – Elizabeth Clendinning, chair

The Online Education Committee of the College (OLEC) held 12 regular meetings during the '21-22 academic year. The primary focus for the year was to guide the transition of the College out of the emergency, remote instructional formats and procedures employed during the global pandemic (March 2020-Summer 2021) and consider and prepare policy for new, post-pandemic online learning opportunities within the context of upcoming strategic planning for the university.

Based on strong indications of student interest in taking online courses in Summer 2022, OLEC partnered with the Office of Online Education (OOE) to craft policy and procedure for temporary course-instructor approvals for Summer '22 and Summer '23. Faculty were given preliminary approvals in November 2021. The design process took place from December-January, and the committee brought the courses to the full faculty for approval in March 2022. This timeline and the amount of oversight was significantly shortened from the prior approval process, which took 6 months to a year from proposal to approval. The faculty ultimately provided this temporary approval for approximately 70 courses.

The committee engaged in continued discussion about the role of online education within the College in the future. While faculty and students alike are increasingly comfortable with online environments, the committee also believes that our community strongly values intimate, in-person relationships as a part of campus culture. To gauge student interest, the committee developed and administered a survey for graduating senior students about their thoughts about online education, given in April 2022. The survey received over 350 responses. Though further analysis of this data is needed, students favored online education primarily for summer courses or in special circumstances, and primarily for introductory or divisional courses. Further surveys are planned for the other student classes for Fall 2022, as well as opportunities for faculty to give feedback.

Leann Pace was elected Chair of the committee for the '22-23 academic year.

The committee continues to be grateful for the active work of its membership—in particular, the partnership with the Office of Online Education. We also wish to acknowledge the increased presence and insight of student representatives, who provided an invaluable perspective.

Respectfully submitted,
Elizabeth A. Clendinning
Div. III Representative and OLEC Chair, '21-22

Online Education Committee Membership, 2021-22

Voting Members

1. Mary Foskett (*Division I Representative*); Leann Pace (subs. for Mary Foskett)
2. Jerid Francom (*Division II Representative*)
3. **Chair** Elizabeth Clendinning (*Division III Representative*)
4. Fran Flanagan (*Division IV Representative*)

Timo Thonhauser (*Division V Representative*)

5. Irma Alarcon (*At-large Faculty Representative*)
6. Anne Hardcastle (*Dean of Wake Forest College or the Dean's designate*)
7. Kyle Denlinger (*Dean of the Z. Smith Reynolds Library or the Dean's designate*)
8. Ethan Wearner (*Student Representative*)

Non-Voting Members

1. Allen S. Brown (*Director of Online Education or designate*)
2. Kristi Verbeke (*Executive Director of the Center for the Advancement of Teaching*)
3. Caroline Wright (*Student Representative*)

Appendix C. Committee on Academic Planning - Leah Roy, chair

Annual Report from the Committee on Academic Planning (CAP), AY 2021-2022

Membership

Chair	Jennifer Greiman
ODOC Representative	Anne Hardcastle
Provost's Representative	Keith Bonin
University Registrar	Ken Gilson
ZSR Representative	Amanda Kaufman, Rosalind Tedford
Division I	Emily Austin
Division II	Jennifer Greiman
Division III	Leah Roy
Division IV	Melissa Maffeo
Division V	Miriam Ashley-Ross
Member at Large	Kristina Gupta
Students	Mattison Cheek, Helen Haile

The 21-22 academic year was a busy one for CAP. Along with the regular work of the committee, CAP created a document clarifying the committee's procedures and the timeline for proposing new programs. A summary of our activities relating to new programs is below:

OCT '20: CAP presented a proposal for a new Committee on the Liberal Arts Core Curriculum (CLACC). The Faculty approved the language at our September meeting. The college faculty passed the motion unanimously.

DEC '21: CAP recommended the approval of a new major in Critical and Creative Media in COM as well as a new concentration in Film Studies. The Faculty approved this recommendation.

DEC '21: CAP recommended the approval a proposal from the program in International Studies to change its name to Contemporary Global Studies. Course designations for the minor would change from INS to CGS. The motion passed.

DEC '21: CAP recommended the approval of a proposal from the Department of Mathematics and Statistics to replace the existing BA in Mathematical Statistics with a BS in Applied Statistics, which will be offered by the Department of Statistical Sciences. The motion passed.

MARCH '22: CAP and the CCC recommended approval of a proposal from the Department of Communication to create a new minor in Marketing Communication. The proposal was approved.

MAY '22: Jennifer Greiman presented CAP's draft document outlining the timeline and procedures for proposing new majors, minors, interdisciplinary programs,

concentrations, or certificates for questions and/or discussion. The Faculty had none.

Work undertaken by CAP but not brought to conclusion during AY 2021-22 includes writing WFU-specific definitions for “major,” “minor,” and “concentration,” as well as revisiting the previously approved definition of “certificate.”

The Committee elected Leah Roy (THE) to serve as Chair for AY 2022-2023.

Appendix D. Committee on Academic Affairs – José Luis Venegas, chair

2021-22 Annual Report

The CAA met biweekly during calendar year 2021-22 and reviewed more than 220 student petitions between July 1, 2021 and June 30, 2022.

Membership Roster for 2021-22:

Chair: Nikki Elston

Voting:

Chair: Nikki Elston (Counseling)
Ashley Hairston (Associate Dean)
Stavroula Glezakos (Philosophy)
Sarah Squatriglia (for the Dean of the School of Business)
Angela King (Chemistry)
Stephanie Koscak (History)
Sol Miguel-Prendes (Spanish)
Jose Luis Venegas (Spanish and Interdisciplinary Humanities)
Kathryn Mayers (Spanish)
Ava Liberty (Student)

Non-voting:

Karen Bennett (Assistant Dean)
Wendi Zonker (OAA part-term)
Jane Caldwell (Athletics)
Sasha Suzuki (Registrar)
Grace Peters (Student)

Petitions from students that require CAA decisions can be handled by the Office of Academic Advising under guidelines provided and authority delegated by the CAA. Cases going beyond these guidelines are brought to the Committee for action.

The following is a summary of petitions reviewed by the Committee and their resolution. “YES” would equate to approved requests and “NO” would equate to denied requests.

	YES	NO	TOTAL
A. Courses:			
1. Overloads	10	3	13
2. Late add	29	29	58
3. Late drop	7	3	10
4. Retroactive withdrawal - semester (usually medical)	9	1	10
5. Retroactive course drop without grade penalty (medical)	13	9	22
6. Retroactive course add	4	0	4

B. Grades:

1. Mode change (graded to pass/fail)	6	6	12
2. Mode change (from pass/fail to grade)	0	1	1
3. Honor and Ethics Council recommendation of irreplaceable F	27	0	27
4. Grade change	3	4	7

C. Suspensions:

1. Readmission after withdrawal or suspension (academic or conduct)	18	1	19
2. Readmission after withdrawal or suspension (medical)	7	2	9
3. Appeal academic suspension	8	14	22

D. Other:

1. Request appeal of CAA decision	0	2	2
2. Exceed transfer of online credits	0	1	1
3. Online credit for freshman to play SP tennis	0	1	1
4. Incomplete extension	1	0	1
5. Change in credit value for course	1	0	1
6. Graduate with 2 majors & 2 minors	0	1	1
7. Exemption from graduation requirement	1	1	2
8. Repeat a course not failed	0	2	2

Totals: 144 81 225

Other Business:

- Reviewed and approved the 24-25 academic calendar; submitted to faculty and faculty approved.
- Reviewed and approved a request to move fall break 2022 from Oct. 6-9 to Oct. 13-16, at the request of Athletics, President, and Provost; submitted to faculty and faculty approved.
- Shifted spring 2022 academic deadlines and exam schedule due to fertilizer fire
- Continued to discuss drop/add deadlines and the processing of these requests, and the ways these dates and deadlines are communicated to students, faculty, and staff.
- Began work on revising how departments/programs petition for non-standard class times.
- CAA chair (Nikki Elston) served on the College Covid working Group.
- Approved summer 2022 calendar.

Membership Roster for 2022-23**Voting:**

Chair: Jose Luis Venegas (Spanish and Interdisciplinary Humanities)
 Ashley Hairston (Associate Dean)
 Jenny Pyke (English)

Angela King (Chemistry)
Stephanie Koscak (History)
Simone Caron (History)
Kenny Herbst (School of Business)
Kathryn Mayers (Spanish)
Ava Liberty (Student)

Non-voting:

Wendi Zongker (Senior Academic Counselor)
Jane Caldwell (Athletics)
Sasha Suzuki (Registrar's Office)
Grace Peters (Student)

Goals for 2022-23:

- Bring to college faculty more awareness and understanding about the use and parameters of assigning incomplete grades.
- Streamline the process whereby scheduling exceptions are processed and evaluated.
- Foster optimal communication between CAA, the Registrar's Office, and academic departments.
- Discuss how to encourage faculty to submit midterm grades and review potential requirement of midterm grade submission.
- Continue to discuss how to respond to departments that repeatedly request late adds.
- Bring to faculty general transfer credit process and guidelines.

Appendix E. College Senators Report. – Olga Pierrakos, chair

In our September College Senator Meetings, the College Senators discussed the following:

College Senators' Hopes for the Year - Our hopes for the year include: (1) a desire to have the Faculty Senate's power restored, (2) continued advocacy for processes that show transparency, trust, and collaboration, (3) departmental autonomy, (4) the Day Care becoming a reality, (5) shared visioning for our university with strong engagement and integration of the faculty voice and perspectives, etc.

COVID – Faculty and students have noted the rise of COVID cases. While the dashboard is no longer an accurate tool, the College Senators desire for communication by the administration to remind students to respect the request of faculty for masking in classrooms so that we minimize disruptions that could adversely impact learning. Further, the College Senators request for the Omicron Booster to be made available for all employees. Bring vaccines back to us.

College Dean's Search – Considering a national search for Provost did not happen prior to a College Dean Search being launched, it is even more important for College Faculty, College Senators, and Faculty Senators to play a critical role with the Dean's Search. There is a desire for the College Senators (and all Faculty Senators), as a representative and elected body, to remain integrally engaged in the search, interview, and selection processes. Errin Fulp (Computer Science) is the one College Senator on the College Dean's Search Committee. We encourage all College Faculty, all College Senators, and all Faculty Senators to remain engaged with the College Dean Search. The Chair of the College Senators (Pierrakos) advocated for the College Senators (or a subset of the group) to be part of the interview process for all finalist candidates. We (College Senators) want to establish a strong relationship with the incoming Dean as shared governance is contingent on that.

Faculty Handbook – It appears that the Faculty Handbook was updated in July. What changes were made? The Chair of the College Senators has asked Interim Dean Tony Marsh for helping us to find out what has changed. The College Senators desire to know to following and are looking for answers: What is the process for making changes to the Faculty Handbook? What is the annual schedule and timeline for changes? Who oversees the entire process and communicates with all the constituents? What role does the Faculty Senate (and College Senators) play in the process? Where is the documented process and procedures? The College Senators will continue to advocate for documented, transparent, and equitable processes with opportunities for any faculty to propose recommended changes for considerations. The Faculty Senate should have a role to play in prioritizing and pushing policy to be documented in the Faculty Handbook. The College Senators request that an annual streamlined process be developed for proposing changes to the Faculty Handbook. What is happening to date seems to be ad hoc rather than systematic. The Chair of the College Senators has asked Interim Dean Tony Marsh to work with the College Senators in developing a College-level process and structure to solicit from faculty, Chairs, Associate Deans, proposed changes to the Faculty Handbook.

Strategic Framework Process – The College Senators discussed the strategic framework process and recognized that it is still being developed. The College Senators discussed the importance of shared visioning (current state vs future state thinking) as an opportunity for the College in midst of a College Dean Search and University Strategic Framing. Given the Strategic Framework and detailed steps are still under development, we desire to understand the flow chart, communication channels, group composition and criteria used in forming the various groups involved, decision making processes to be used by each group in the flow chart, and how the faculty be involved in prioritizing ideas and/or goals. As a representative and elected body of the

faculty, we will continue to advocate for the Faculty Senate and the College Senators to play an integral role in this strategic framework, to review draft documents and offer perspectives, and be involved in prioritizing ideas, themes, goals. The Chair of the College Senators met with Interim Dean Marsh to propose shared visioning at the College (current state vs future state thinking) and was informed that such visioning happens at the Department level with hiring decisions, curricular decisions, etc.

Job Advertising with Hiring - College Senators discussed what appeared to be a reduction in advertising costs for promoting job ads relevant to new hiring. College Senators were confused about this cost reduction considering the strong emphasis on diversity & inclusion within new searches and found this to be a priority mismatch. The Chair of the College Senators spoke with Interim Dean Marsh about this and was informed in talking with Associate Dean Erica Still that in the past, a few departments have asked ODOC to provide funding for them to post job ads in venues beyond those already supported through Workday. Frequently, ODOC agreed to do so. However, as more departments have begun looking to advertise widely, more requests have come in. To accommodate this increase, ODOC agreed to provide 1/2 of total costs for additional advertising, up to \$1000, with the department to provide the remaining 1/2 and anything beyond the \$1000.

Provost Appointment, Faculty Governance, and Future Searches – The College Senators discussed questions that were raised about the reasoning for a national College Dean search in contrast to the internal appointment for a Provost. It was not clear to the College Senators, even though some believed that there are documented procedures in place, how the appointments of academic administrators are made. Senators discussed that while the President has the authority to appoint administrators, shared governance should at least require that the Faculty Senators, or the Executive Committee of Faculty Senators, be consulted. Moving forward, College Senators will continue to advocate for the Faculty Senators to be a body to be consulted with appointment decisions of academic administrators. Once we know the processes for Faculty Handbook changes, we will work to advocate for the Faculty Senate, or at least the Executive Committee of the Faculty Senate, to be consulted for academic administrator decisions. For internal searches or appointments of academic administrators, the College Senators will continue to advocate for internal searches to invite diverse and qualified faculty and professionals across Schools and across the University to apply and be considered.

2022-2023 Collegiate Senators - Sharon Andrews, Margaret Bender, Saylor Breckenridge, Simone Caron, Stewart Carter, Errin Fulp, Katy Harriger, Ellen Kirkman, Ellen Miller, Ananda Mitra, Olga Pierrakos (Chair), Barry Trachtenberg, Amanda Griffith, Ryan Shirey, Raisur Rahman.

The College Senators have an online “Suggestion Box”, where faculty can voice what is working well, concerns, feedback, etc.: <https://forms.gle/vtNf5txRZuGwkMyR6>

The University Senate met September 20, 2022. The full minutes of the meeting will be available at <https://facultysenate.wfu.edu/minutes-announcements/current/>. **The College Senators will discuss the details of this Faculty Senate meeting in our upcoming College Senator meetings.**

AGENDA FOR WAKE FOREST COLLEGE FACULTY MEETING
Monday, September 12, 2022 at 3:30 p.m. in Pugh Auditorium

1. **Call to order**
2. **Approval of minutes of May meeting:** [May 9, 2022 \(unapproved\)](#)
3. **Announcements and important dates** (Please see appended information)
4. **Welcome from Provost, Michele Gillespie**
5. **Reports from Faculty Committees**
 - a. **Committee on Nominations (Jane Albrecht, chair),** *(faculty action required, Appendix A).*
 - i. **Recommendation to dissolve the Committee on Publications** *(faculty action required, Appendix A).* This vote will represent the first vote required to change the bylaws.
 - ii. **Results of special election** *(no faculty action required)*
 - b. **Collegiate Senators Report (Olga Pierrakos, chair)** *(no faculty action required, Appendix B)*
 - c. **Committee on Academic Planning (Leah Roy, chair)** *(no faculty action required, Appendix C),* procedures for proposing new programs
 - d. **Committee on Liberal Arts Core Curriculum (T.H.M. Gellar-Goad, past chair)** *(no faculty action required, Appendix D),* 2021-2022 Annual report
 - e. **Committee on First Year Seminars (Benjamin Coates, past chair)** *(no faculty action required, Appendix E),* 2021-2022 Annual report
 - f. **Committee on Information Technology (William Turkett, past chair, Allin Cottrell, chair)** *(no faculty action required, Appendix F),* 2021-2022 Annual report
6. **Additional Reports**
 - a. **Incoming Class (Eric Maguire, VP of Enrollment)** *(Appendix G)*
7. **New Business**
8. **Adjournment**

Announcements:

1. **Faculty Meetings** – Schedule for 2022-2023: For the schedule, agenda, and minutes of all faculty meetings, please see the “Faculty Meetings” link on the College website: <http://college.wfu.edu/governance/faculty-meetings/>.
2. **Honor Code/ Academic Misconduct:** Faculty members are reminded that a Judicial Liaison is available to provide advice to faculty about any issues involving potential student violations of the academic honor code. The Judicial Liaison also officially receives cases of academic misconduct on behalf of the judicial system and manages their pre-hearing phase. Mark Vail in the Department of Politics and

International Affairs is the Judicial Liaison. The Honor and Ethics Council (HEC) adjudicates cases of academic misconduct. The chair of the HEC is the Dean of the College or the Dean's designate. Associate Dean Erica Still and Professor Ellen Kirkman preside over HEC hearings. For more information consult the judicial website, <https://studentconduct.wfu.edu/honor-system-wfu/>.

3. **New faculty members** who belong to Phi Beta Kappa are asked to send their names to Mark Vail (President of the Wake Forest Chapter), at vailm@wfu.edu. Other faculty members who belong to Phi Beta Kappa and who have not been receiving chapter mailings are also invited to submit their names.
4. **The Reid-Doyle Prize for Excellence in Teaching** – The primary criterion for selection is excellence in teaching. Nominations are submitted by chairs, program directors, or senior faculty (with chair approval) from within the nominee's department or program. Wake Forest College Junior Faculty Members who hold the rank of Assistant Professor or who were promoted from Assistant to Associate Professor in the last academic year are eligible for this prestigious award. The submission deadline is Friday, October 19 at 5:00 pm. Please visit the [Reid-Doyle Prize webpage](#) on the College website for complete nomination information.
5. **Teaching Professionals Award for Excellence in Teaching** – This award honors a Wake Forest College Teaching Professional faculty member at any level of their career. The primary criterion for selection is excellence in teaching. Nominations are submitted by chairs, program directors, or senior faculty (with chair approval) from within the nominee's department or program. The submission deadline is Friday, October 19 at 5:00 pm. Please visit the [Teaching Professionals Award webpage](#) on the College website for complete nomination information.
6. **Religious Holidays Calendar** - We encourage faculty to allow students who observe any of the High Holy days (in blue on the calendar in *Appendix H*) to miss class and be given the opportunity to make up any missed work/assignments so as not to affect their course performance.
7. **Mullen Carswell Scholarship Program:** The Committee on Scholarships and Student Aid provides a \$1,500 annual stipend for up to 10 **Thomas E. and Ruth Mullen Scholars as part of the Carswell Scholarship Program** for returning students each year. The scholarship is renewable through the fourth undergraduate year; seniors are eligible to apply. Non seniors who receive this scholarship, and retain it, are also eligible to apply for Carswell summer grants of up to \$5,000 to support independent research. Applications are due October 15; the Committee will interview twenty finalists and select the recipients in mid-November. Though selection occurs late in the first semester, the award is made for the entire academic year. Details about applying can be found [here](#).
8. **Announcements from the Office of Academic Advising: Faculty resources for situations in which students exhibit excessive difficulties or concerning behaviors**
 - a. **OAA Academic Alerts:**

Faculty can alert the Office of Academic Advising to any concerns about student performance or well-being by using the academic alert form on the OAA web page (advising.wfu.edu). Common "red flags" for student difficulty are poor

classroom attendance, poor performance on early quizzes or papers, or significant changes in appearance or behaviors. If you have students or advisees who are displaying such behaviors, you are of course encouraged to talk directly to the student. However, if you feel uncomfortable addressing the student directly, have not had success in getting a response from a student, or wish to have support in helping a student, please contact us. The earlier we can intervene together to address problems, the better chance we have of helping students correct them before the consequences become too great. Contact Associate Dean Ashley Hairston, Assistant Dean Nikki Elston or any OAA staff if you have any questions about these alerts or the ways our office can support your work with students (x3320, undergraduateadvising@wfu.edu).

b. CARE Team: Caring for individuals of concern

The Campus Assessment, Response and Evaluation (CARE) Team serves the Wake Forest University community by evaluating and responding to disruptive, troubling, or threatening behaviors brought to the attention of the Team. As a part of this work the Team also seeks to help identify members of the Wake Forest community who are in need of support, guidance, or other intervention and to refer them to appropriate campus and community resources. CARE Team members are available to speak to departments or programs about the work of the team. For more information or to request a visit for your department or program, see careteam.wfu.edu.

Important Dates:

September 14, Face to Face Speaker Forum: *George W. Bush and John Meacham*

- Former President George W. Bush, will be the forum's first speaker, appearing Sept. 14 at 7:00 PM at Joel Coliseum. Bush and Jon Meacham, a presidential historian and author, will share the stage and discuss the challenges facing the United States in the 21st century and the power of freedom, Bush, a Republican, served from 2001 to 2009 as the country's 43rd president. Please visit the [Face to Face website](#) for more information and to purchase tickets.

September 16-18 & 22-25, Theatre Production

The Wake Forest University Theatre will open its 2022-2023 season with the modern fairy tale *This Girl Laughs, This Girl Cries, This Girl Does Nothing* by Australian playwright Finegan Kruckemeyer, which will be directed by Professor of Theatre Brook Davis. Join us for the charming story of three sisters who embark on fantastical journeys as they grow up and follow their dreams; there are sword fights, adventures at sea, and one very angry badger. This uplifting fairy tale is appropriate for all ages.

Performances are September 16, 22, & 23 at 7:00 PM, September 17 & 24 at 11:00 AM, and September 18 & 25 at 2:00 PM on the Tedford Stage of the Scales Fine Arts Center.

Appendices
Wake Forest College Faculty Meeting, September 12, 2022

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Appendix A. Committee on Nominations – Jane Albrecht, chair

Nominations Committee Recommendation to dissolve the Publications Committee. Part of the charge of the Nominations Committee is to review standing committees and make recommendations to the faculty about continuation. Through Monique O'Connell (Interim Associate Dean of Faculty), the Nominations Committee received a request from Nate Plageman, Acting Chair of the Publications Committee, that the Nominations Committee review its status and vote to disband the committee. Nate's email below lays out the rationale. According to Monique, various members of ODOC, including Tony Marsh and Rebecca Alexander, have discussed this proposed dissolution and see no downsides to doing what Nate suggests. It seems that this is a committee whose time is past.

What is the Publications Committee?

From the Faculty Handbook:

The Committee on Publications (A “Special Committee”)

a. Membership:

Voting: The Dean of Wake Forest College or the Dean's designate, one undergraduate student, and six elected Faculty members, one from each of the five academic divisions of the College, and one from the School of Business. Faculty on this committee will serve staggered three-year terms.

b. Powers and Duties:

(1) To review all student publications and recommend regulations to the Faculty for their conduct and operation. No student group shall be authorized to prepare or issue any publication bearing the Wake Forest name or logo without the approval of this Committee.

(2) To appoint Faculty advisers of all approved student publications. These advisers shall be appointed annually and may succeed themselves.

(3) To report annually to the Faculty on issues regarding student publications in all media, and on other topics assigned to them by the Dean of Wake Forest College.

Request From Nate Plageman:

As acting chair of the University Committee on Publications, I would like to request that it be removed from the list of special committees.

The committee was formed to supervise and facilitate student publications. At present, however, all student publications (the Old Gold and Black, Three to Four Ounces, the Howler, and Her Campus Wake Forest) have their own faculty advisors. In addition, it is clear that several departments/programs (English, WGGS, Journalism) have permanent commitments to organizing and facilitating this faculty oversight. Given that these departments—and not the Committee—currently appoint faculty advisors as well as the fact that the Committee on Publications has not met in several years, it is clear that it no longer serves its intended purpose and might be removed from the faculty handbook.

The Nominations Committee discussed the request and voted to recommend dissolving the Publications Committee. At the same time, however, the Nominations Committee urges ODOC to identify a mechanism, person or office to oversee any new student publications and ensure that they have a faculty advisor and that they secure

permission to use the Wake Forest name and logo, as well as to address any issues which arise in the conduct and operation of both current and new student publications.

If the College Faculty votes to disband the Publications Committee, ODOC should inform the Business School of the decision.

Appendix B. Collegiate Senators Report – Olga Pierrakos, chair

The 2022-2023 College Senators wish all faculty a wonderful start to the academic year. We invite all College Faculty to share their ideas for what the College Senators should take on this year in support of shared governance, equitable policies and procedures, inclusive practices, as well as empowerment and justice for all. The College Senators have an online “Suggestion Box”, which can be used throughout the year and is one venue for faculty to voice any ideas for actions the College Senators should take on this year, share what is working well, share concerns, and any feedback:

<https://forms.gle/vtNf5txRZuGwkMyR6>

College Faculty can also schedule a meeting or chat with any of the 2022-2023 College Senators listed below. 2022-2023 Collegiate Senators - Sharon Andrews, Margaret Bender, Saylor Breckenridge, Simone Caron, Stewart Carter, Errin Fulp, Katy Harriger, Ellen Kirkman, Ellen Miller, Ananda Mitra, Olga Pierrakos (Chair), Barry Trachtenberg, Amanda Griffith, Ryan Shirey, Raisur Rahman.

Appendix C. Committee on Academic Planning – Leah Roy, chair

CAP Procedures for Proposing New Majors, Minors, Interdisciplinary Programs, Concentrations, or Certificates (August 2022)

The Board of Trustees approves new degrees, academic schools or programs, and departments or department name changes, but does not approve new majors, minors, concentrations or certificates. The addition or revision of an academic program of sufficient difference from existing programs in the College may require a “Substantive Change” notification or approval by SACSCOC.

SACSCOC Notifications

- [A new program with 25-49% new content is a significant departure from the institution’s existing programs and requires notification prior to implementation.](#)
- [A new program with 50-100% new content is a significant departure from the institution’s existing programs and requires SACSCOC approval prior to implementation.](#)

CAP reviews and recommends to the faculty for approval the creation of new majors, minors, concentrations, certificates, and interdisciplinary minors or programs as well as changes to their names. Significant changes to an existing major (such as a change from a B.A. to a B.S. or changes to 25% or more of the major’s content or requirements) also will need to go through the CAP review process and recommendation to the faculty for approval.

Timeline: The entire process for a new program (major, minor, interdisciplinary, concentration or certificate) approval can take 2 years to complete from initial development to the first cohort of students. Departments and faculty are encouraged to contact the chair of CAP and the Associate Dean of Academic Planning well in advance of the desired implementation date. CAP recommends that all documentation be submitted by April of the year before intended implementation, e.g. a program seeking a Fall 2024 launch would be submitted in April 2023 to complete both CAP and College Curriculum Committee review processes.

Recommended Timeline:

Year 1	Fall	Department / organizing faculty group develops proposal
	Spring	Proposal sent to Dean’s Office, Campus Partners; revisions and documentation gathered —> complete proposal to CAP by April
Year 2	Fall	CAP review —> faculty vote by November Engage CCC Bulletin change process October/November SACS Substantive Change due by January 1, if needed
	Spring	January - April: CCC / OUR Bulletin change

		processes May: new program appears in Bulletin for coming fall
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Definitions:

Program (SACS): SACSCOC defines an Academic Program as “a coherent course of study leading to a for-credit credential including a degree, diploma, certificate, or other generally recognized credential” (SACSCOC Substantive Change Policy p. 86). The degree carries the name of the Academic Program. Some examples: Bachelor of Science in Physics, Bachelor of Arts in German Studies, Bachelor of Arts in Environmental Studies, Bachelor of Science in Chemistry with a Concentration in Medicinal Chemistry. (The College currently has 47 Academic Programs, plus 6 additionally offered as both a B.A. and a B.S.). The WF College adheres to the SACSCOC requirement that Bachelor’s degrees have a minimum of 120 credit hours.

Program (WFU): A Program is centered around the academic curriculum of an interdisciplinary minor and has a budget to allow for programming, initiatives, and activities that enhance its interdisciplinary interests. A Program has a faculty director and an Advisory Board and can represent itself more easily to other universities and institutions.

Basic Steps in the New Program Review Process

1. The Department or interdisciplinary faculty group prepares a proposal for the new major, minor, interdisciplinary minor or program, certificate, or concentration according to the proposal guidelines below.
2. Department/group sends a first draft of the program proposal to and meets with the Dean to discuss the new program, any anticipated resource issues or requests, and Dean’s support for the proposal.
3. Campus partners input: the program proposal is presented to Student Financial Services, Financial Aid, Information Services, Institutional Research, the Office of Online Education (if relevant), the University Registrar’s and Provost’s Offices for feedback on possible impacts that should be addressed in the proposal.
4. Department/group solicits appropriate documentation from departments, programs, or offices on campus involved in program courses, requirements or experiences.
5. Department/group presents the proposal with all supporting documentation to the Committee on Academic Planning (CAP)
6. CAP reviews the proposal and asks for any necessary clarifications or revisions
7. CAP approves the structure of the new program and makes a recommendation to the full College Faculty for a vote.
8. Department/group sends Bulletin Changes and new course requests to the College Curriculum Committee.
9. A new program is brought to the College Faculty Meeting for a vote through both CAP and the CCC. To encourage full discussion by the faculty, CAP will bring the motion to approve the new program itself; CCC will bring the motion for Bulletin changes and all newly created courses for the program.

The CAP will expect the following areas to be addressed in the proposal:

For **NEW** Majors, Minors, Programs*, Concentrations, or Certificates,

**Existing Interdisciplinary Minors seeking to change status to a Program, see section below.*

1. Mission statement and overview of the coherence of the program
2. Provide information and data on the following:
 - a. Statement/evidence of student interest and need
 - b. Existing enrollments that support the new program
 - c. Information on peer institution comparisons for similar programs. Describe any ways the WFU program may be distinct or unique.
3. Discussion of the specifics of course offerings:
 - a. Listing of all required and elective courses
 - b. Indication of the total number of courses and hours needed to fulfill requirements. Provide information about the rotation and frequency of course offerings for completion of the program. Are required courses and electives currently offered at a frequency sufficient to fulfill requirements in a timely manner or will courses need to be offered at a new frequency or rotation? If the latter, indicate agreement from department(s) and any resources to be dedicated to those course offerings. For Concentrations, also indicate the proportion of total requirements needed to complete the concentration.
 - c. Is there a specific progression or range of experiences expected?
 - d. What new courses will be developed? *Note: CAP does not approve new courses. All new courses will need to be reviewed by the College Curriculum Committee.*
 - e. If extracurricular requirements exist (service, internships, etc.) then descriptions of how those will be administered, monitored, etc.
 - f. **For new majors and certificates:** List the Student Learning Outcomes and the plan for assessing student learning achievement. New majors and certificates will require the completion of an Annual Program Evaluation Report (APER).
 - g. **For Concentrations:** Will the concentration be reflected in the name of the degree conferred or solely appear on the student transcript? In the case of concentrations reflected in the name of the degree conferred, the concentration proposal must also include a set of Student Learning Outcomes and a plan for annual assessment of student achievement. These concentrations will require the completion of an Annual Program Evaluation Report (APER).
4. Address any obligations the new program may have for accreditation by external regulatory bodies (see SACSCOC policies above) and the plan for meeting them. The Office of the Dean of the College can facilitate consultation with Institutional Research for this item. A list of [current WFU accreditation agencies](#) is available from Institutional Research.
5. Statement from the Dean of the College indicating that he/she has met with the organizers and discussed matters related to staffing, resources, space and facilities requirements, or any other budget and financial considerations for the new program.
6. Campus partner input completion checklist.
7. Statement from the Dean of the Library that he/she is aware of the new program, major, minor, concentration, or certificate and that arrangements have been made to ensure library resources meet the needs of the new program.

8. **For interdisciplinary majors, concentrations, and minors:** Provide a list of at least three faculty willing to serve on an executive committee or as director of the program, and the length of their commitments in these capacities.
9. **For interdisciplinary majors, concentrations, and minors,** the designation of an initial program director and statements of approval from that faculty member's department chair.
10. **For interdisciplinary majors, concentrations, and minors,** obtain statements of commitments from departments who will be sharing faculty. How will courses taught in the interdisciplinary program be counted toward tenure and promotion?
11. **For interdisciplinary majors, concentrations, and minors,** statements of agreement from all departments whose courses will be listed as requirements or electives for the minor. Those statements should address how the department and the new interdisciplinary program will share enrollment / cross-list courses and, where relevant, how students in the interdisciplinary program will have registration access to courses from that department.
12. Statement of the impact (positive or negative) the new program may have on existing majors or minors.

For Interdisciplinary Minors seeking to become a Program,

1. A statement by the group of the mission, rationale, and plans for programming and new initiatives that have driven the desired change in status.
2. A letter of support by the Dean of the College indicating that he/she has met with the group and agreed on financial and resource commitments necessary for the status change.
3. To become a Program, an interdisciplinary minor does not need approval by the Curriculum Committee as the existing Interdisciplinary Minor is already listed in the Bulletin and participates in annual Curriculum Committee review. Any new courses or new assignment of existing courses to the Program will follow normal Curriculum Committee processes.

Appendix D. Committee on Liberal Arts Core Curriculum

Annual report, academic year 2021–2022

T. H. M. Gellar-Goad, chair

The inaugural year of CLACC was busy. The committee's central occupation was the implementation of the 21st Century Stewardship (21CS) requirements passed by the College faculty in its May 2021 meeting, which were the primary initial charge of the committee when it was created by the College faculty in fall 2021.

CLACC has adopted the following guiding principles and core values in implementing the 21CS requirements:

- CLACC's role as approving courses, with a degree of temperance and trust in the expertise of faculty, not just rubber-stamping or informing instructors about resources
- protecting faculty from potential for harm, and offering trainings in support of this value
- helping to develop mutually supportive communities of faculty developing & teaching 21CS courses, across departments and divisions
- being transparent about the role and expectations of CLACC for courses that are being submitted for consideration as 21CS
- antiracist, intersectional thinking and focus on equity
- building a culture around teaching the 21CS curriculum

In its first two meetings, committee members deliberated extensively on the timing for the implementation of the 21CS requirements. In its inaugural December meeting, the committee ultimately decided that the first year with the 21CS requirements in effect will be academic year 2024–2025 (and so will apply to Wake Forest students in the Class of 2028 and beyond). CLACC also decided in its January meeting that the preceding academic year 2023–2024 will feature a “soft launch” of 21CS courses taught by a cohort of faculty with relevant expertise who have already been teaching courses that fit the 21CS requirements in content, approach, and spirit. Much of the spring 2022 efforts of the committee centered on establishing an application for participation in the cohort, recruitment of applicants, evaluation of applications, and formation of the cohort, whose members will spend academic year 2022–2023 in learning communities, revising and fine-tuning their courses for the requirements and consulting with CLACC about the broader implementation process.

The members of the cohort, as announced at the May 2021 College faculty meeting, are:
Power, Inequity, and Global Contexts (PIGC): Power, Oppression, and Resistance

- Tanisha Ramachandran, facilitator
- Michaelle Browsers
- Phillip Cunningham
- Amanda Gengler
- Lisa Kiang
- Morna O'Neill
- Ali Sakkal
- Tess Wise

PIGC: Studies in World Culture

- Sherri Lawson Clark, facilitator
- Elizabeth Clendinning
- Regina Cordy
- Karin Friederic
- Andrew Gurstelle
- Jieun Lee
- Samanta Ordóñez
- Nate Plageman
- Mir Yarfitz
- Qiaona Yu

Quantitative Data Analysis

- Erin Henslee, facilitator
- Edward Allen
- Nicole Dalzell
- Jack Dostal
- Justin Esarey
- Ciaran Evans
- Jason Fanning
- Jerid Francom
- Freddie Salisbury

Ethical Inquiry

- Simone Caron, facilitator
- Betsy Barre
- Stavroula Glezakos
- Sarah Lischer
- Alessandra Von Burg

At the conclusion of its work for the academic year 2021–2022, CLACC elected Nate Plageman as chair for academic year 2022–2023.

In the coming academic year, the primary focus of CLACC will be twofold: working with the now-established 21CS cohort to support cohort members' learning communities and course refinement ahead of the 2023–2024 “soft launch” of 21CS courses, and developing (in consultation with the cohort) the evaluation standards and application processes for the full implementation of the 21CS requirements, with an application form made available to the general faculty by May 2023 and CLACC evaluation and approval of 21CS courses in fall 2023. CLACC may also, in consultation with the cohort, bring recommended amendments to the 21CS requirements to the College faculty.

Additionally, in the coming academic year, CLACC will consult with the Committee on First-Year Seminars and the English Department to explore the question of whether FYS and WRI 111 courses are worth consideration for eligibility to fulfill 21CS requirements. CLACC will also evaluate whether 2-credit, 1.5-credit, and 1-credit courses are worth consideration for

eligibility to fulfill 21CS requirements. Either of these changes would require amendment of the 21CS requirements by the College faculty.

CLACC is also monitoring potential down-the-road proposals for tweaks to the role of labs in Division V divisional courses. Looking ahead to the 2025–2026 academic year, the next decennial accreditation review will need to have clear learning outcomes for the Core curriculum and the ability to assess three academic years' worth of data on them. This means that Core learning outcomes need to be clarified and approved by the faculty in time to be in place by fall 2023.

Appendix E. Committee on First Year Seminars – Benjamin Coates, past chair

Committee Members

Ashley Hairston – Representative from the Dean's Office

Ron Von Burg

Elizabeth Clendinning

Melissa Jenkins

Katy Lack

Doug Beets

Ben Coates – Chair

The committee met monthly via Zoom. Beyond reviewing and approving FYS proposals, the committee investigated the state of the FYS program, brainstormed methods of encouraging broader and deeper participation by faculty, worked with CAT to offer a workshop on teaching FYS, and updated the FYS website.

A. New First Year Seminar Courses Approved by the Committee

Jack Amoureux

Department of Politics and International Affairs

American Indian and Settler Colonial Relations

Adrian Bardon

Department of Philosophy

"The Philosophy of Humor"

Lisa Blee

Department of History

"Memorial Contentions"

Stewart Carter

Department of Music

"China and the Silk Road"

Patricia Clayton

Department of Engineering

"Queering STEM: Exploring LGBTQ+ Experiences in Science, Technology, Mathematics, and Engineering"

Ted Eaves

Department of Health & Exercise Science

"Current Issues in Sport and Exercise"

Melissa Jenkins

Department of English

"Animals Make Us Human?: A Service Learning Course"

Carrie Johnston

ZSR Library, Digital Initiatives & Scholarly Communication

"The Digital Humanities: Technology Pro Humanitate"

Lucas Johnston
Department for the Study of Religions
“Rock Music, Religion, and Social Change”

Rowena Rowie Kirby-Straker
Department of Communication
“Greta Thunbergs Everywhere: Caribbean and Pacific Island Youth in Environmental Communication”

Peter Knapczyk
Department of Middle East and South Asia Studies
“Literature and Popular Culture in Contemporary South Asia”

Lauren Miller
Department of Spanish
“From Bad Bunny to Bollywood: Pop Culture Around the World”

Ananda Mitra
Department of Communication
“Remote Work: It’s Here”

Megan Regan
Contemporary Global Studies
“Global Studies”

Carter Smith
Department of English / Writing Program
“Alone Together?: Community in a Time of Electracy”

Siddharth Srikanth
Department of English
“Imagining the ‘Global’”

Mark Welker
Department of Chemistry
“Living in a Material World”

Abbie Wrights
Department of Health & Exercise Science
“The Culture of Youth Sports”

B. Committee Discussed Topics

a) FYS Data collection

The Committee collected data from the registrar to get an overview of how FYS instruction has changed since 2015, the year of the last FYS review. Specifically, we collected data on average GPA, FYS teaching across departments, and the rank of FYS instructors. This data is included in this report (see sections C-E, below). We also examined data related to how frequently instructors offer the same FYS courses to get a better sense of how the FYS workload is distributed. We piloted an end of year “exit survey” for FYS instructors which will eventually allow for trend analysis.

b) Enhancing FYS instruction

The Committee discussed ways of encouraging more faculty to teach FYS, and of helping existing FYS instructors further develop their pedagogy for first year instruction. Working with the Center for Advancement of Teaching we offered a workshop on first year instruction which attracted approximately twenty interested faculty. We will aim to offer a similar workshop each semester and are exploring the possibility of a multiday workshop beginning in summer 2023.

c) Plans for 2022-23

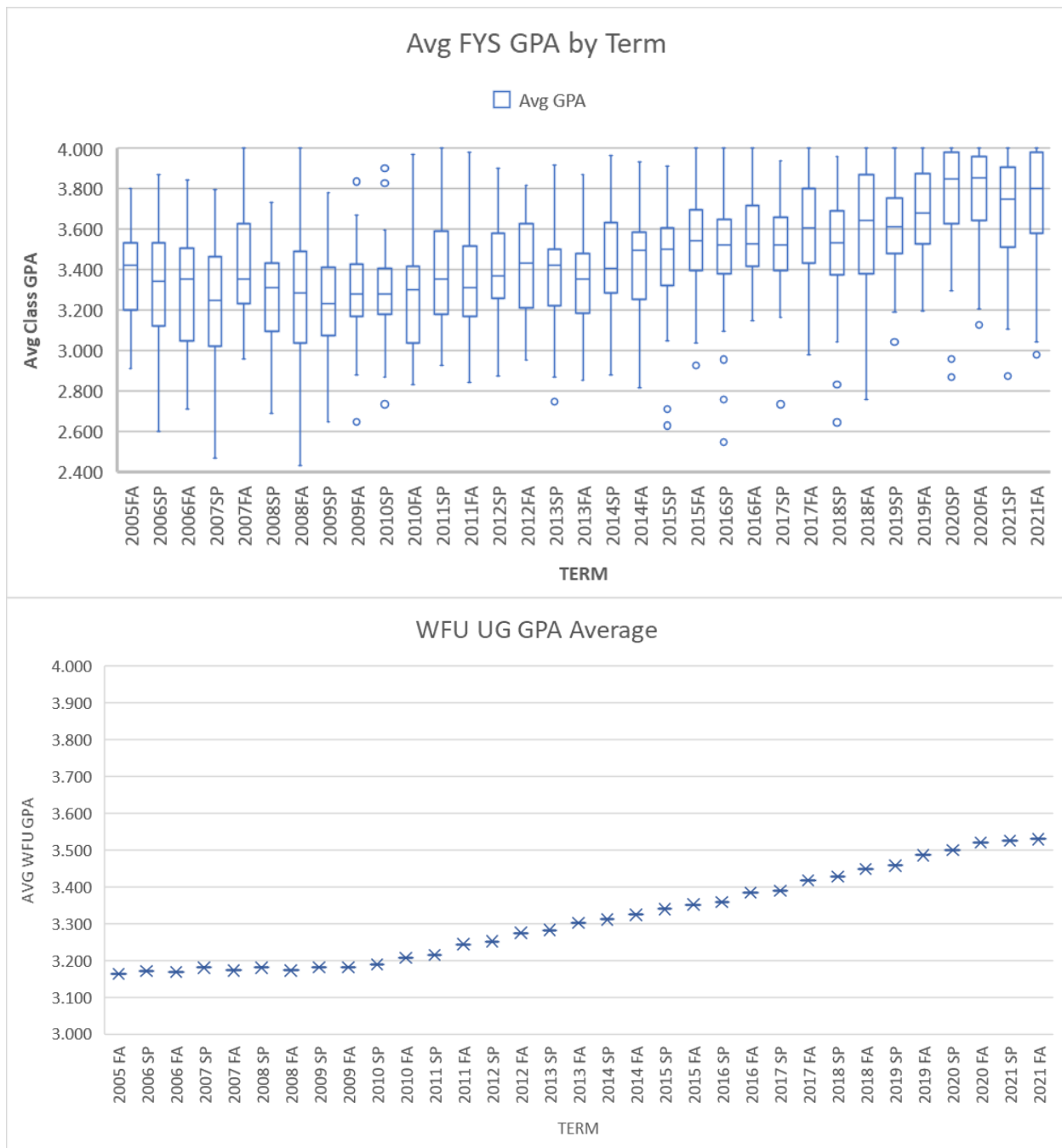
The committee plans to continue to work with CAT on offering programming related to first year pedagogy. Other topics for discussion include clarifying rules for eligibility and clarifying policy relating to refreshing or renewing previously-taught FYS courses.

C. Number of FYS Sections offered by Department/Program since 2015

	AY '15/'16	AY '16/'17	Fall 2017	Spring 18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	TOTALS by Dept or program
ANT	4	6	3	0	1	4	0	2	2	3	0	1	26
ART	1	3	1	1	1	1	2	1	1	1	1	0	14
BIO	4	2	0	3	1	1	1	0	1	2	1	0	16
CHM	2	2	0	2	2	2	2	2	2	2	1	2	21
CLA	4	4	2	1	2	4	2	0	3	1	2	2	27
CNS	4	3	3	1	3	1	3	1	3	0	3	1.5	26.5
COM	6	5	3	2	3	1	4	2	3	1	3	4	37
CSC	2	0	0	0	0	0	1	0	0	0	0	0	3
EALC	1	1	1	0	0	0	0	0	1	1	1.3	1	7.3
ECN	1	0	0	1	1	0	0	1	0	0	0	0	4
EDU	7	4	1	4	3	1	2	3	2	2	2	6	37
EGR						0	0	0	0	0	0	0	0
ENG	6	4	3	2	5	6	2	3	7	5.333	6	8	57.333
WRI	-	2	0	0	0	0	0	0	2	0	1	0	5
FRENCH						1	1	0	0	1	0	2	5
GER/RUS	2	2	2	1	2	1	2	1	1	2	2	0	18
HES	0	3	2	0	1	1	1	1	1	1	1	0	12
HMN	1	3	1	1	0	2	1	0	1	2	1	0	13
HST	8	8	6	2	3	2	4	2	3	0	3	2	43
MESA				1	0	1	1	1	0	0	0	0	4
MIL.SCI				1	1	4	3	2	0	2	2	2	17
MTH	3	1	0	0	0	2	1	0	1	0	0	0	8
MUS	2	4	0	2	1	3	2	2	2	0	0	1	19
PHI	3	5	4	3	2	2	1	4	2	4	1	2	33
PHY	3	4	1	1	1	1	1	1	1	2	0	2	18
POL	4	6	0	4	2	0	1	1	1	1	0	2	22
PSY	3	4	2	2	2	2	1	3	3	1	4	1	28
REL	4	3	1	2	2	0	2	4	1	3	0	2.5	24.5
ROM	5	3	1	2									11
SOC	1	1	1	1	0	2	0	0	0	0	0	0	6
SPN and ITL					2	0	0	2	2	3	0.3	3	12.3
THE/DCE	4	3	4	3	4	2	2	2	3	2.333	0.3	2	31.633
WGSS	0	1	1	0	0	0	0	0	0	0	0	0	2
LAW	0	2	2	0	0	1	1	0	0	1	0	0	7
FOCUS GROUP				1	1	1	1	1	1	0	0	0	6
Library													
Faculty									2	0.333	0	1? (2 half/half)	2.333
GPS									4	?	?	?	4
Totals/Sem			45	44	46	49	45	42	56	43.999	35.9	47	
Totals/Year	85	89		89		95		87		100		83	

Note: fractions indicate classes co-taught by faculty from multiple departments

D. GPA Data



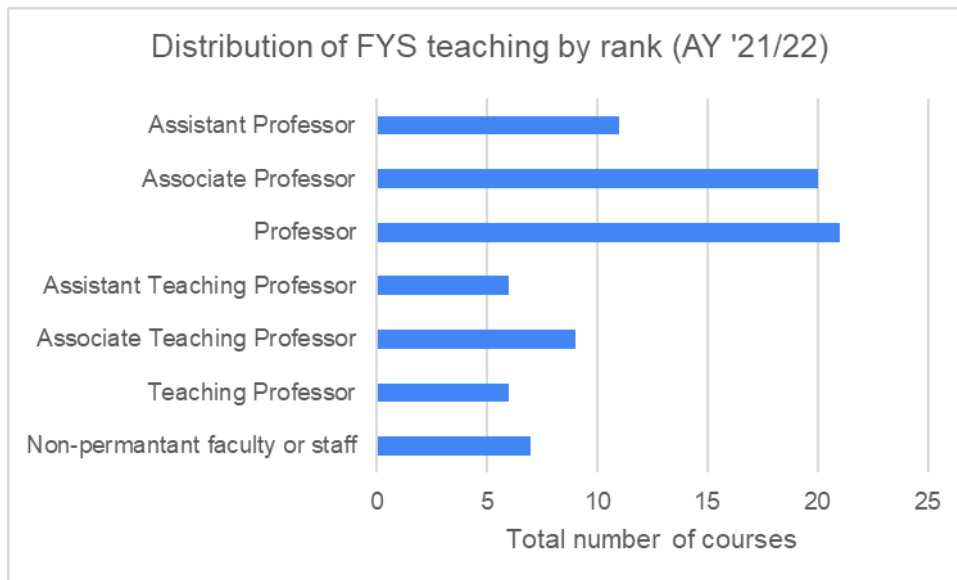
E. Distribution of FYS faculty by rank

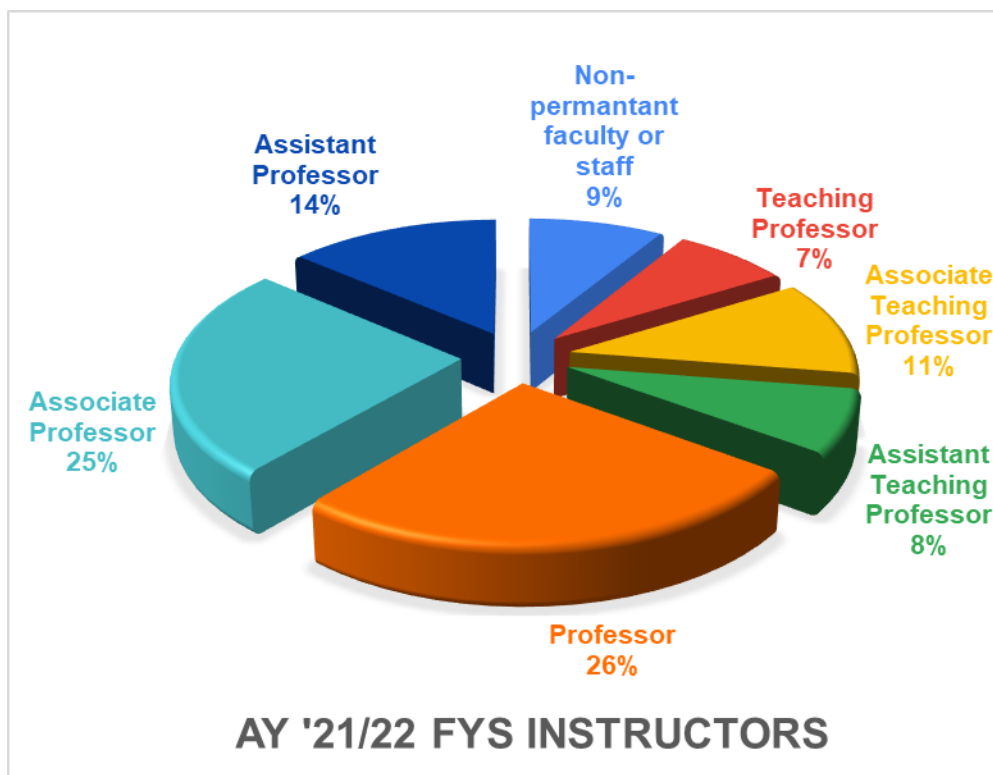
FY20 Distribution of College Faculty (as of Nov 1, 2019)

Permanent Faculty Lines				
Faculty Rank	Tenure Status	Count	% of Perm	% of Total
Professor	T	159	33.9%	25.5%
Associate Professor	T	130	27.7%	20.8%
Assistant Professor	OT	81	17.3%	13.0%
Teaching Professional	NTT	99	21.1%	15.9%
Sub-Total		469	100.0%	75.2%

Temporary Faculty Lines				
Faculty Rank	Tenure Status	Count	% of Temp	% of Total
Adjunct / Part-Time	NTT	88	56.8%	14.1%
Full-Time Visiting	NTT	48	31.0%	7.7%
Teacher-Scholar Postdoctoral Fellow	NTT	19	12.3%	3.0%
Sub-Total		155	100.0%	24.8%

Total Faculty		624	N/A	100.0%
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F. 2022-23 Committee Chair

Elizabeth Clendinning, Department of Music

Appendix F. Committee on Information Technology – William Turkett, past chair, Allin Cotrell, chair

The CIT has several responsibilities, and we met those responsibilities in the 2021-2022 year.

1. Over the year, CIT members:
 - a. Provided feedback on the projects of the CIT Working Groups and Initiative Teams
 - b. Provided feedback on IS and University projects as requested on a scheduled or an ad hoc basis
 - c. Participated in and reported to the IT Executive Committee (ITEC) quarterly meeting, Student Services Engagement team, and IT Partner's Council
 - d. Ensured the campus [TechX](#) event occurred in a hybrid format and provided feedback on ideas for engagement with TechX speakers and activities
 - e. Reviewed grant proposals from faculty interested in developing academic technology ([STEP grants](#))
2. During the year, CIT heard reports from both a set of CIT Working Groups and Initiative Teams as well as Information System personnel working on specific projects. The topics of these reports included:
 - a. Workday Learning training/professional development scheduling and course management
 - b. Digital Pedagogy community of interest
 - c. Reimagined WIN
 - d. Banner 9 faculty impacts
 - e. Student Services and Engagement Initiative team activities
 - f. WakerSpace Makerspace activities and future goals
 - g. Faculty and staff computer exchange
 - h. WakeWare, device popularity, and the introduction of a new hardware option (Microsoft Surface devices)
 - i. Canvas:
 - i. Recent software integrations available to faculty, staff, and students
 - ii. New models of Canvas support for faculty
 - j. Kaltura:
 - i. Usage analytics and insights
 - ii. Video retention plan
 - k. Technology accessibility policy and procedures review
 - l. *Update your Zoom* campaign
 - m. Research computing at Wake and the DEAC Cluster
 - n. Cloud computing strategy across the University
 - o. Campus learning spaces
 - i. WFU Learning Spaces Initiative team annual update

ii. Smith Group University-wide space survey outcomes

In every case, the CIT was able to provide feedback to the presenters. None of the presenters sought CIT support for funding from IS. Faculty were canvassed to engage in *Reimagined WIN* planning sessions, and to act as early adopters of *Reimagined WIN* and *Banner 9 services functionality*.

3. During the year, CIT also discussed broader uses of technology around the university. Discussion topics included:
 - a. Instructional Technology Group (ITG) activities
 - b. Student data management best practices and guidance
 - c. Project-based data management best practices
 - d. EvaluationKit course evaluation software pilot outcomes
 - e. Teaching and Learning Spring 2021 survey results
4. During our last meeting for the academic year (May 2022), new leadership was elected for the upcoming academic year. Allin Cottrell (faculty) and Hannah Inzko (staff) will serve as co-chairs of CIT for 2022-2023 academic year
5. Future Initiatives
 - a. Software licensing requests
 - b. Workday Student
 - c. Future WIN
 - d. Technology and University strategic planning
 - e. Formalizing representation from School of Professional Studies

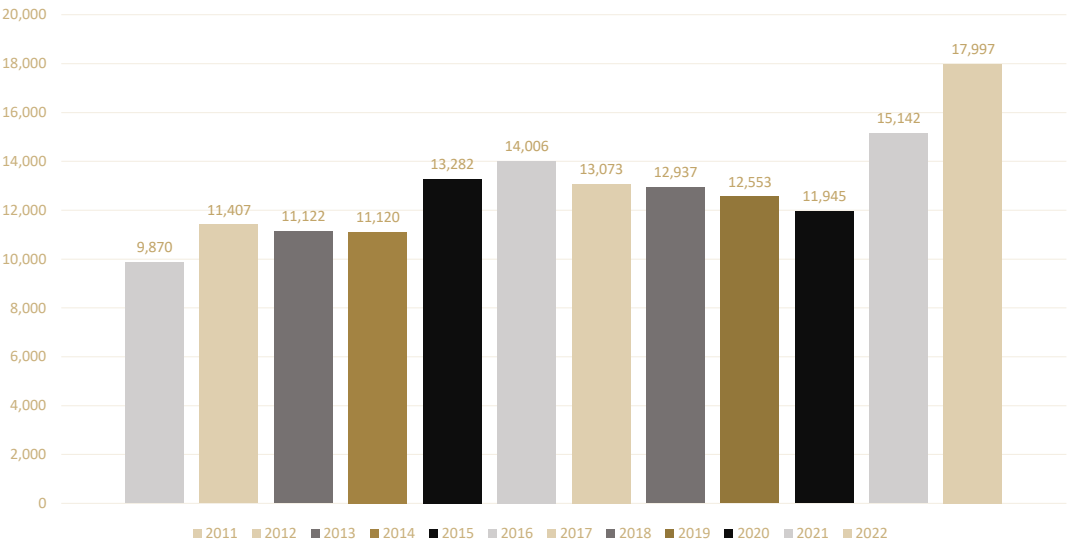
Introducing the Class of 2026

Eric Maguire, VP for Enrollment



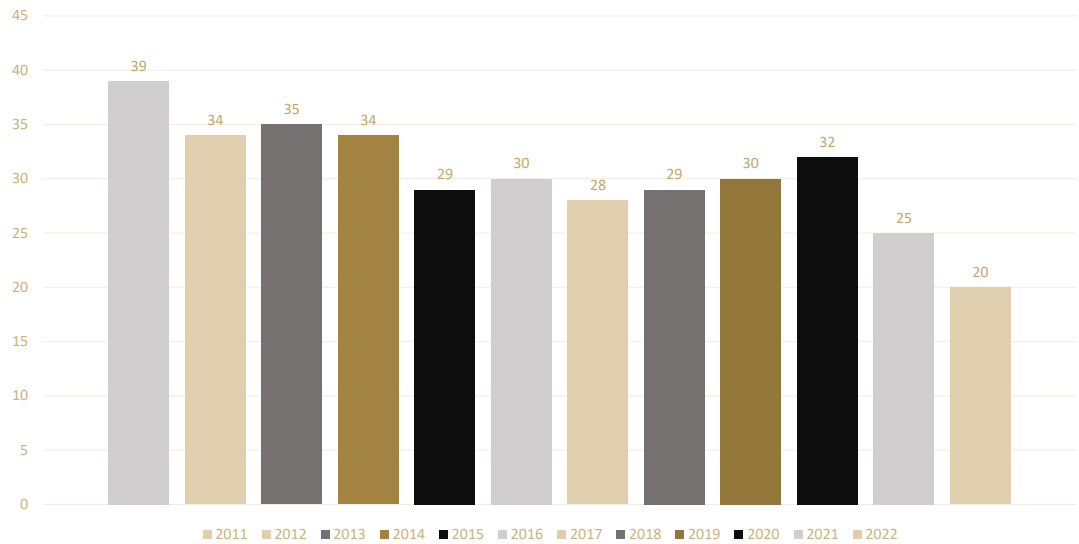
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Applications



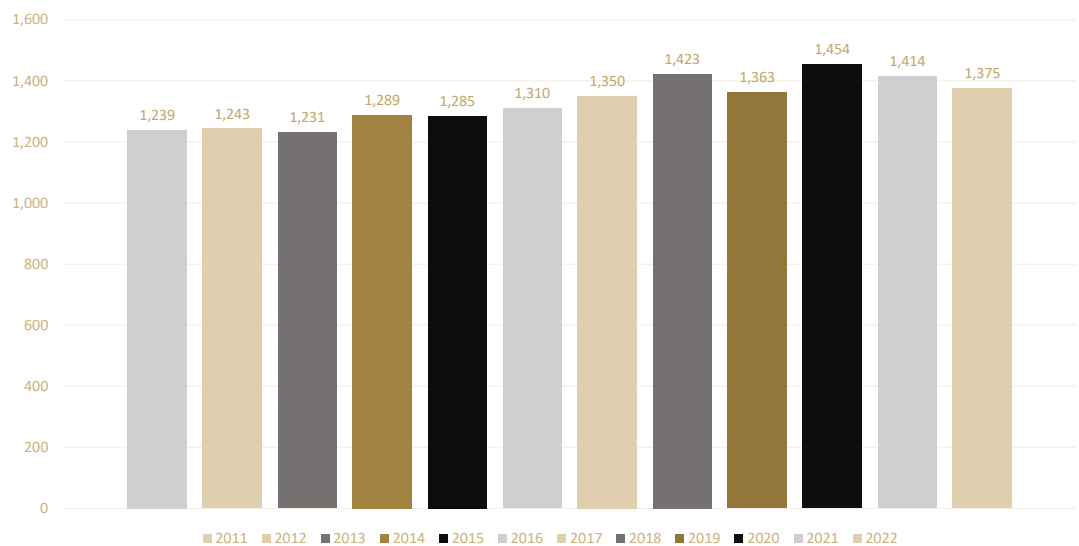
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Admit Rate



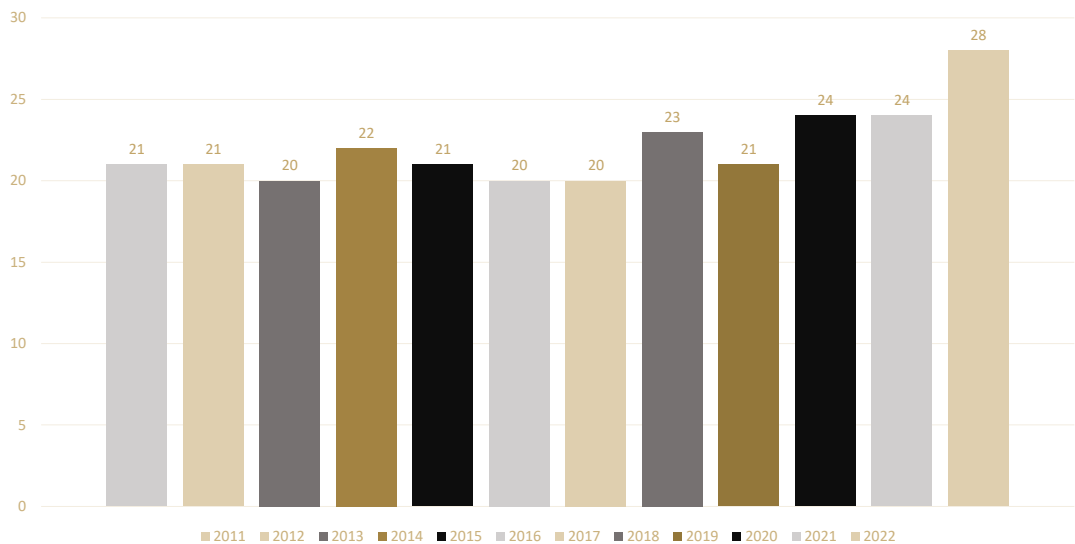
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Enrollment



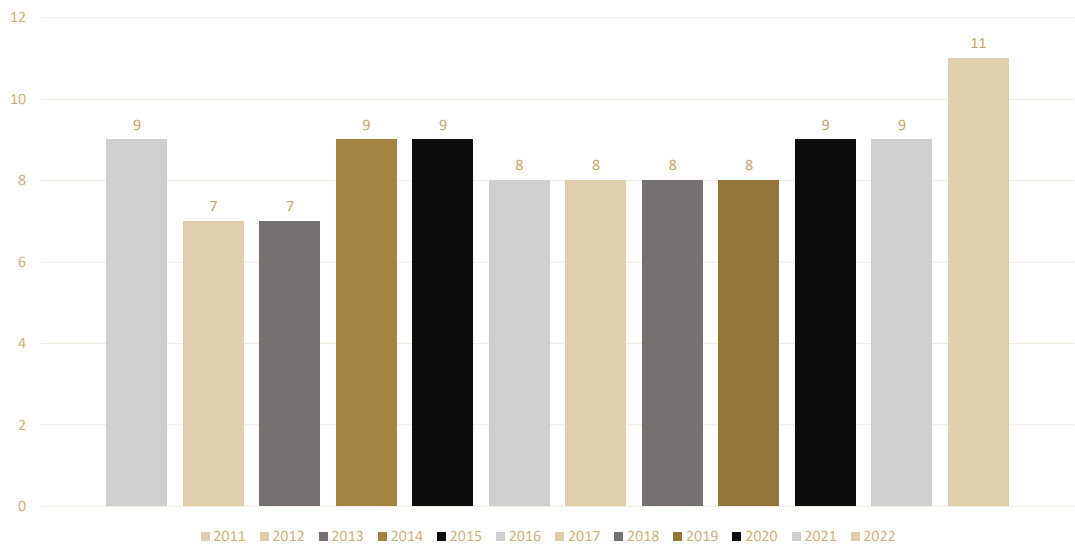
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Domestic Student of Color Percentage



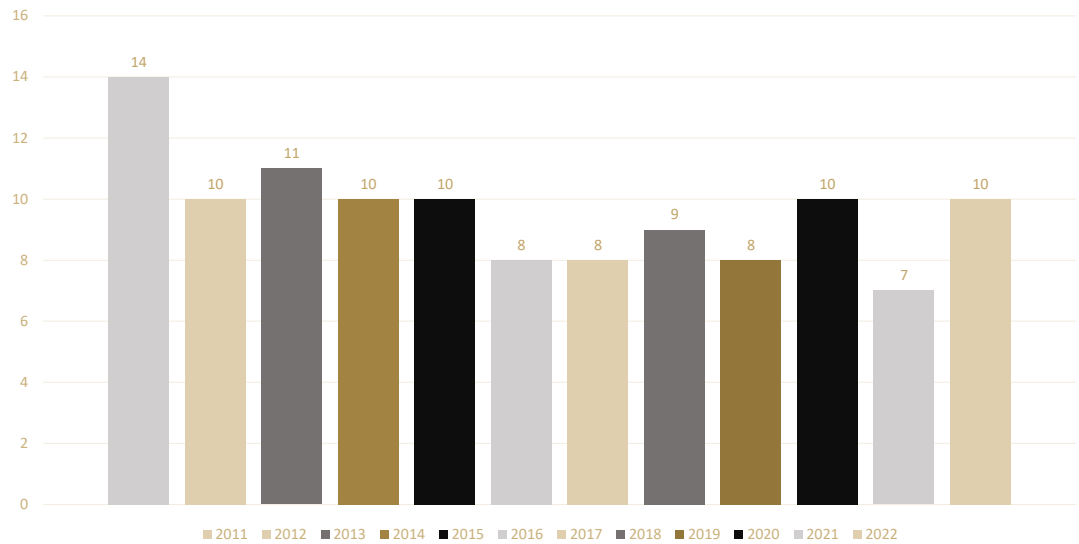
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First Generation Percentage



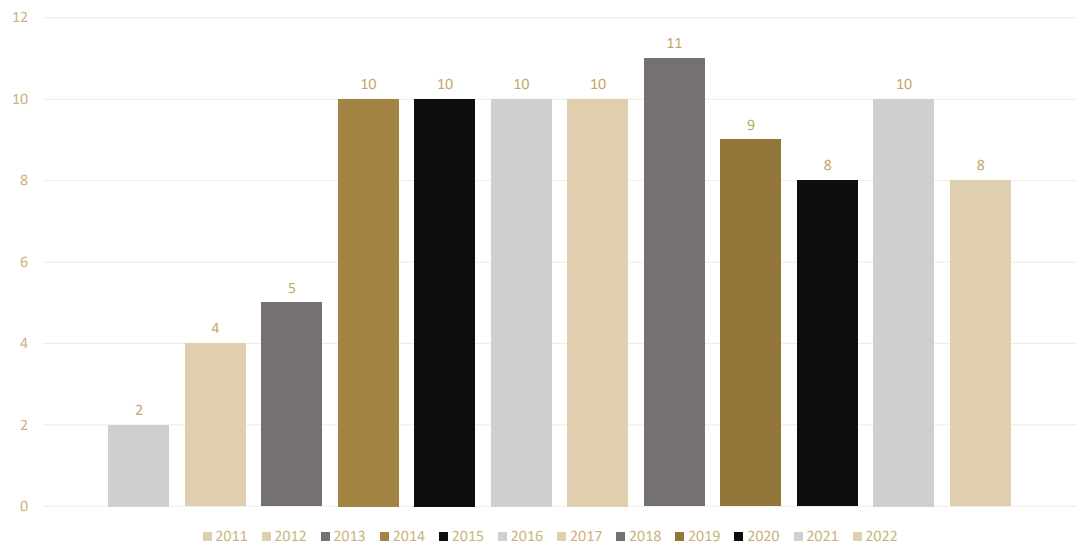
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Pell Percentage



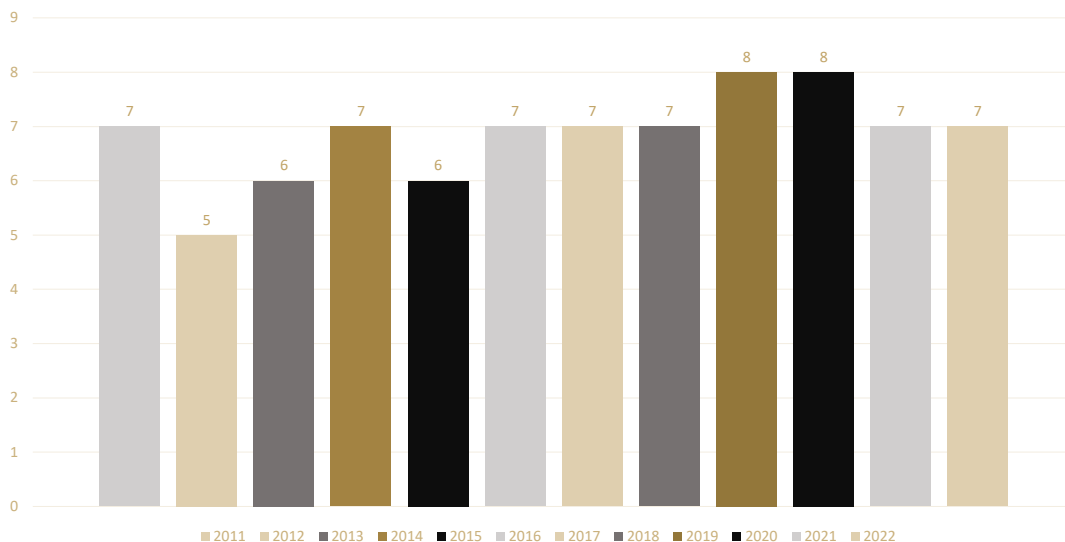
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International Percentage



8

Legacy Percentage



9

Also of Note...

- The Class of 2026 is 55% female, a slight decrease from recent years of 56% and 57%
- North Carolina is our largest state of student enrollment at 14% of our class, matching last year's percentage but down from previous years at 16% and 18%. North Carolina is followed by New York, New Jersey, Illinois, and Florida in representation.

10

Appendix H. Religious Holidays Calendar

Religious Holy Days of Observance - 2022-2023

The Office of Diversity and Inclusion and the Office of the Chaplain would like for students, faculty, and staff to be aware of a broad range of religious observances. **Faculty** should consider the manner in which holy days might impact student class attendance or their ability to complete assignments on respective due dates. **Administrative and Academic Units**, as well as **Student Organizations**, should consider holy days when scheduling department-wide or university-wide events and programming. **Students** interested in holy day accommodations for class and lab assignments, attendance, or athletic practice/competition should contact faculty or coaches well in advance with such requests. Students can utilize the [Religious Holy Day Accommodation Email Template](#) to reach out to faculty, staff, or coaches, etc.

Below is a list of holy days observed by many students, staff, and faculty members in our community. You can find detailed descriptions of the Holy Days in the next page after the calendar. This list, though exhaustive in its inclusion of traditions represented on our campus, is not complete.

Consequently, please direct suggestions for accommodations or additions to the list to the Chaplain's Office.

**Note that Jewish and Muslim holy days begin at sundown on the first day indicated.*

Holy days on which absence from work or school is common.

July 9* - 10	'Eid al-Adha	Muslim
August 7* - 8	'Ashura	Muslim
September 10	Mid-Autumn Day	East and Southeast Asian
September 25* – 27	Rosh HaShanah	Jewish
Various dates in October	Kathin	Theravada Buddhist
October 4* - 5	Yom Kippur	Jewish
October 9* – 16	Sukkot	Jewish
October 24 - 28	Diwali begins	Hindu/Jain
December 8	Bodhi Day	Mahayana Buddhist
December 18* – Dec. 26	Hanukkah	Jewish
December 21	Winter Solstice	Many traditions across the World
December 25	Christmas	Christian
January 7	Feast of the Nativity	Orthodox Christian
January 22	Lunar New year	East Asian Traditions
Various dates in Spring	Buddhist New Year	Buddhist
February 22	Ash Wednesday	Catholic/Protestant Christian
March 8	Holi	Hindu
March 22* – Apr 21	Ramadan	Muslim
Various dates in April	Water Festival	Southeast Asian Traditions
April 5* – April 13	Pesach/Passover	Jewish
April 7	Good/Holy Friday	Catholic/Protestant & Orthodox Christian
April 8	Vesak (Buddha Day)	Buddhist
April 9	Easter	Catholic/Protestant Christian
April 16	Pascha	Orthodox Christian
April 17* – 18	Yom HaShoah	Jewish
April 21* – 22	'Eid al-Fitr	Muslim
May 25* – 27	Shavuot	Jewish
June 21	Summer Solstice	Many traditions across the World