

THE SENATOR
The University Faculty Senate Newsletter
May, 2010

Faculty Senate

Yes. It's official. The University Senate became a Faculty Senate after approval of bylaws changes by the Board of Trustees in April. What does the new Faculty Senate look like?

The Senate will have 37 voting members; fifteen from the College, eight from the School of Medicine, six from the Schools of Business, three from the Law School, two from the Z. Smith Reynolds Library, and one from the Divinity School. These numbers are slightly changed from the previous distribution of faculty members on the Senate, in part due to the addition of Library faculty and the consolidation of the Schools of Business. Staff will no longer be represented on the Senate due to the formation of the independent Staff Advisory Council.

The President of the University, the Provost, the Senior Vice President and Chief Financial Officer, the Deans, and a representative from the Staff Advisory Council, serve as non-voting ex-officio members.

The change to a Faculty Senate reflects the support of the Administration for strong faculty governance. Another sign of support for faculty governance can be seen in the monthly meetings of the Planning Committee, during which the Provost meets with members of the Senate Executive Committee, to discuss items of shared interest and concern.

2010-11 Officers

At its last meeting of the year, the Senate elected the officers for 2010-11.

President: James Cotter, Schools of Business

Vice-President: Greg Kucera, School of Medicine

Secretary: Ellen Miller, College

At Large Representative to the Executive Committee:
Michael, Green, School of Law

Past- President: Carole Browne

Summary of 2009-10 Senate Activity

Tenure Probation at the WFUBSM

This year the Senate spent a considerable amount of time in discussion of salary cuts and tenure probations enacted by the School of Medicine. Salary cuts of up to 5% a year had been imposed on a small number of faculty members, primarily from the basic sciences, due to a failure to bring in at least 60% of their salary in grant support. There was concern that the performance criteria for faculty had not been clearly delineated, and that there was a lack of transparency in the process. There was also an issue of whether it was appropriate to administer tenure probations to individuals who had been tenured prior to the time at which the tenure probation policy was instituted.

During the discussion it was made clear that the Grievance Committee is a University-wide committee, and that individuals from the School of Medicine could take recourse through that committee. In addition, the Committee on Academic Freedom and Responsibility offers another avenue, as it serves as a panel for the dismissal of tenured faculty members and other related matters. This committee is a standing committee of the Senate, but is comprised of members elected from all of the academic units of the University. The Committee is described in the Board of Trustees Handbook, the Reynolda Campus Faculty Handbook, as well as the School of Medicine Policy Handbook.

The Senate, with support of the Wake Forest Chapter of the AAUP, passed the following motion, and forwarded it to the Administration at the School of Medicine:

The Wake Forest University Senate is deeply concerned with recent administrative decisions to institute salary reductions and tenure probation for some tenured members of the Medical School faculty. In particular, the lack of transparency in the evaluation process and

the lack of clear, written criteria by which faculty performance is to be judged are of concern. The Senate calls for greater openness, clarity, and participation (by both faculty and department chairs in the evaluation process.

Although the Senate recognizes the unique administrative structure of the School of Medicine, we urge the School of Medicine's administration to adhere to AAUP guidelines on faculty governance and the privileges of tenure. The Senate affirms that the School of Medicine should be held to the same high standards of fairness, equity, and respect in its treatment of faculty and staff as the other Schools of Wake Forest University. The Senate invites the senior administration of the School of Medicine to enter into dialogue with the Senate on the appropriate procedures for ensuring cross-University consistency on these vital issues.

Dean Applegate replied that two committees had been formed to study these issues.

The Wake Forest Chapter of the AAUP requested that the National Office of the AAUP address the questions raised here. At the April meeting of the Senate, Gale Sigal, President of the Wake Forest Chapter of the AAUP, summarized the National AAUP response, which said that tenure is a means of ensuring academic freedom and economic security which are "indispensable to the success of an institution in fulfilling its obligations to its students and society." While recognizing the differences between a medical school and traditional college, the AAUP position was that the School of Medicine's five-year summative review of tenure "threatened academic freedom" and that the phrase "tenure probation is "a contradiction in terms". With respect to the salary cuts, the AAUP letter referred to its Statement of Principles which asserts that "administrative abrogation" of a portion of salary could be seen as "an attack on the principle of tenure".

In his answer to the Senate's resolution and the AAUP response, Dean Applegate expressed his willingness to establish an elected committee which would examine issues of performance criteria and guarantees of minimum salary.

Athletics

The Wake Forest Faculty Senate belongs to an organization called COIA – the Coalition of Intercollegiate Athletics. It is a coalition of faculty Senates from 57 NCAA division IA (FBS) schools that are

working to support reform efforts in intercollegiate athletics. The commitment of the Senate to COIA demonstrates its belief in the role of a faculty voice in issues related to college sports. As a result of a discussion of COIA principles, Carole Browne offered a motion to the College on behalf of the Senate that a member of the Senate be a non-voting member on the College Committee on Athletics. That motion, which required a change in the College bylaws, passed, and was reaffirmed by a second vote at a later meeting.

At the March 14, 2005 faculty meeting, the University Senate brought a motion to the College faculty concerning the practice of the Department of Athletics to provide men's basketball and football tickets to members of the Committee on Athletics. The motion was tabled. Last year the Senate voted to bring this issue back to the College for a vote.

The motion, which was reintroduced as a new motion, read: Whereas, it is the practice of the Athletic Department to provide a pair of season's tickets in men's basketball and football to members of the Athletic Committee, and; Whereas, the approximate market cost of these tickets is \$7,000, and; Whereas, service on no other university committee involves any comparable reward, and; Whereas, this practice creates at a minimum, the appearance of conflict of interest for faculty expected to exercise impartial oversight of the athletic program, and; Whereas, the Athletics Committee is the only committee for which there are a substantial number of volunteers each year, suggesting that the free tickets are the motivation for serving there rather than somewhere else; Be it resolved that the Faculty of Wake Forest College conclude the practice of providing free seasons tickets to FAC members should cease.

The motion passed without dissent.

Reynolda Campus Faculty Handbook

While not exactly big news, it was a big job. The Executive Committee of the Senate was charged in August of 2008 with the task of updating the Reynolda Campus Faculty Handbook. It took nearly two years, but the Handbook revision was completed this month. The Handbook will now be maintained by the Senate. Policy changes will be incorporated into the Handbook by the Senate, guaranteeing that faculty have the opportunity to discuss and provide feedback on such changes.

Motions from the Collegiate Senators

According to the Reynolda Campus Faculty Handbook, the Collegiate Senators (Senate representatives from the College) may meet independently of the full Senate as deemed appropriate. This year the Collegiate Senators met to discuss two issues of concern to the College Faculty. The first was that over the past few years, ad hoc committees have been appointed by the Administration to deal with issues that are within the purview of standing committees of the College. At the same time, some standing committees have not met, and others have failed to carry out their responsibilities to report to the faculty. Carole Browne brought the following motion to the College Faculty on behalf of the Collegiate Senators:

It is moved that the members of the College faculty renew their commitment to shared governance by asserting their rights, as stated in the College Constitution, to participate in both the capital and academic planning processes of the institution. In cases where it is required by the Constitution, faculty committees must submit annual reports to the faculty.

The motion passed without dissent.

The second motion concerned the process of merit evaluation that has been instituted in the College. While the mechanism of evaluation is clear, many faculty are still uncertain as to what criteria are being used to measure excellence in teaching, research, and service. Therefore, the following motion was brought to the faculty on behalf of the Collegiate Senators:

Therefore, the faculty moves that there be established faculty committees to look at best practices in evaluation of teaching, research, and service, and to report their findings to the faculty.

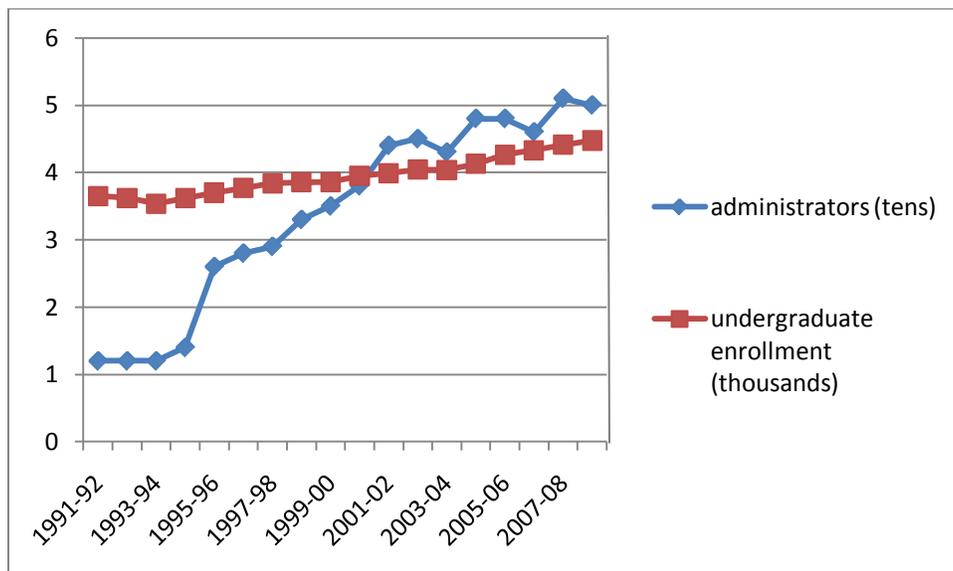
This motion also passed without dissent.

Reports from Senate representatives to Board of Trustees Committees

The Board of Trustees has invited representatives from the Senate to attend meetings of the Administration, Advancement, Academic, and Finance committees. Representatives serve for two years. They report to the Senate after the October and April Board meetings. The representative to the Athletics Committee of the Board from the College Athletics Committee (Mary Dalton) also kindly shared her reports with the Senate this year as well.

FYI

Faculty often bemoan the fact that the administration seems to be growing exponentially. Well, not quite exponentially. These numbers are derived from the Wake Forest Fact Books. The numbers of administrators represent only the President, all vice-presidents and assistant and associate vice-presidents, the Provost, and all deans and assistant and associate deans on the Reynolda Campus.



The increase in the number of administrators is not due entirely to addition of positions, but also to the elevation of existing positions to the level of V-P. And you may note that most of the increase occurred during the previous administration.

Revisiting the 2007 Faculty Survey

Last summer HR completed a staff climate survey. The faculty was not surveyed because periodically we complete the Higher Education Research Institute (HERI) survey, most recently in 2007. This is a national survey which allows the University to compare faculty satisfaction and attitudes to those at comparable institutions.

Some highlights of the **2007** faculty survey, comparing responses of Wake Forest Reynolda Campus faculty to faculty at Tufts University.

- 1) Research was viewed by our faculty as essential by 55% (70% for Tufts)
- 2) Teaching importance was viewed as essential by 77% (69% for Tufts)
- 3) 69% reported nine or more hours per weeks for teaching prep (67% for Tufts), but our scheduled teaching hours of 9 or more per week was 35% for us (12% for Tufts). We reported relatively the same number of hours per week on research (at 9 or more hours per week)
- 4) There has been an increase in accessibility of faculty outside of office hours from 71% in 2001 to 84% in 2007. Tufts is 69%.
- 5) Faculty at odds with administration was 18%, whereas at Tufts it was 6%. There was a large increase in this between 2001 (15%) and 2004 (37%). It has since decreased.
- 6) In 2007, 37% of THE Reynolda Campus faculty had salaries over 90,000. (Tufts 58%).
- 7) The faculty reported the importance of teaching higher than research (55% for research; 70% for teaching). Tufts reported teaching and research at

about the same importance. Service was considered substantially lower on both campuses.

- 8) The faculty ratings for the importance of all forms of publications decreased except for exhibitions/performances. There were substantial drops in the importance of articles, chapters in books and books. In all categories, Tufts rated all of these are more important than WFU faculty did, except for the exhibitions/performances, which were rated less important than we rated them.
- 9) On the other hand, our hours of work per week on almost all categories increased, including on research and scholarship. The time spent on administrative work, committee work and advising also increased.
- 10) In our teaching activities, work with students on research projects, teaching interdisciplinary courses and team-teaching decreased. Teaching enhancement workshop attendance increased. In all these categories except teaching workshops, Tufts' faculty spent more time than we did.
- 11) In terms of instructional methods, most of us report using class discussion primarily (79%), although extensive lecturing is still reported. We had an increase in "cooperative learning." There was an increase in the assignment of term/research papers but a decrease in essay mid-terms and finals.
- 12) Only 29% rate being "very well-off financially"; as important; this was a substantial decrease since 2004 when it was vital for 36%.
- 13) There was a large increase (from 33% to 43%) in the importance of integrating "spirituality in life" and a similar 10% increase in being involved in environmental cleanup.
- 14) 90% satisfied with our autonomy and independence (Tufts was 93%) and also with the quality of students, which increased since 2001 from 78% to 89%. Tufts was 86%. Overall job satisfaction was rather 81%; this has hovered in the low 80s – high 70s since 1998.

15) Satisfaction with the opportunity for scholarly pursuits has decreased from a high of 78% in 2001 to 68% (Tufts was 72%).

16) Satisfaction with our teaching load has decreased slightly since a high of 74% in 2001, but increased since 2004, when it was 60%, to 70% in 2007.

17) Satisfaction with relationships with the administration has increased from a low of 50% in 2004 to 67%.

18) Satisfaction with salary and fringe benefits has increased from a low of 40% in 2004 to 56% in 2007 (Tufts was 48%).

19) Sources of stress

increased markedly in the area of research and publishing demands from 2001- 2004 (15% to 29%). It has decreased to 27% as of 2007. Tufts was 24%.

in the area of personal finances increased markedly from 2001-2004 (12% - 19%) and then decreased to 15% in 2007.

in the area of review/promotion has increased steadily from 2001 (14%) until 2007 (18%).

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in the area of institutional procedures and red tape promotion has increased steadily from 2001 (9%) until 2007 (15%).

in the area of committee work has decreased slightly from 2004 (11%-10%).

In the area of keeping up with technology decreased substantially since 1998 from a high of 15% to 2007's (4%) (same % as Tufts)

20) Faculty interest in our students' welfare has always been rated very highly (in the 90%s) although our view of the preparation of our students has steadily increased since 1998, from 71% to 87% in 2007

21) There has been an increase in the way departments value research (from 2001's 72% to 2007's 81%, which matches Tuft's).

22) The faculty's sense that teaching is rewarded by the institution has decreased from a 'high' of 31% in 1998 to 2007's 22%.

23) The majority of faculty rated the university's support for faculty development for research as "significant" (as opposed to "somewhat" [40%] and "very significant" [14%]). Faculty development for teaching was rated primarily as "somewhat" (44%); it was rated significant by 39% of the faculty; and 'not at all' by 2%.

24) It looks as though WFU still needed to work at "providing clarity and transparency in the tenure and promotion process with 38% of faculty saying that WFU was doing this "somewhat" well, 8% saying that it was not doing this at all well, 30% saying it was doing this "well" and 10% saying "very well."

25) Finally, when asked "How well do you think the University Administration defines its expectations of research and scholarly activity, 41% of 2004 faculty said "well" or "very well" in 2004, which decreased to 30% in 2007.