

Wake Forest University

Faculty Senate

September 22, 2010 Minutes

The Wake Forest University Faculty Senate held its first meeting of the 2010-2011 academic year in the DeTamble Auditorium of Tribble Hall on the Reynolda campus. The following members were present:

<i>Administration</i>	Jill Tiefenthaler	
<i>Executive Council</i>	James Cotter	Schools of Business President
	Greg Kucera	School of Medicine Vice-President
	Ellen Miller	Wake Forest College Secretary
	Michael Green	School of Law Representative at Large
	Hank Kennedy	Wake Forest College Resources Committee
	William Ward	School of Medicine University Integration Committee
	Ahmed Taha	School of Law Senior University Appointments
	Alan Townsend	School of Medicine Medical School Subcommittee
	Judy Kem	Wake Forest College Staff Advisor Council
	Carole Browne	Wake Forest College Past President 2009-2010
<i>Academic Deans</i>	Jacque Fetrow	Dean of the College
	Gail O'Day	Dean of the Divinity School
Senate Members		
<i>Wake Forest College</i>	Carole Browne	Biology
	Mike Hughes	History
	Paul Escott	History
	Paul Anderson	Physics
	Mary Friedman	Romance Languages
	Candelas Gala	Romance Languages
<i>Graduate School</i>	Greg Kucera	Internal Medicine
<i>School of Medicine</i>	Martha Alexander-Miller	Microbiology & Immunology
	Ronald Zagoria	Radiology
	Sarah Jones	Physiology & Pharmacology
	Daniel Bourland	Radiation Oncology
	Sonia Crandall	Family & Community Medicine
<i>Schools of Business</i>	Jack Meredith	Operations Management

The meeting was called to order by Senate President James Cotter at 4:03pm.

Transparency and Inclusion

Members discussed the need for transparency and inclusion as part of the Faculty Senate goal. Members also expressed the need for good, relevant information in order to convey an appropriate response or solution to issues that arise.

Wake Forest's Anti-discrimination Statement

Equal Opportunity Policy in regards to Dean's Search – The need for EO Policy language to be modified and updated was expressed. A suggestion from the floor was made to broaden the language of the 1st paragraph (see **Appendix I**, with proposed changes highlighted in red). A suggestion was also made that the WFU Legal Department should have final review of any changes or modifications to the policy language. Senate President James Cotter called for any other suggestions and comments from Faculty.

Reports from standing committees

Resources Committee

Hank Kennedy

Hank Kennedy reported that the Committee would like to expand data gathering initiative and make data comparative with other Universities. He expressed that the Committee would like access to various reports from University departments.

Provost Tiefenthaler added that a formal letter had been submitted to dispute a statistic published by the Goldwater Institute regarding WFU Administration (see **Appendix II**).

University Integration Committee

William Ward

No report.

Senior University Appointments Committee

Ahmed Taha

Ahmed Taha reported that the Committee would like to evaluate which positions would benefit from Faculty input, and gather Faculty input much earlier. He added that Faculty members needed to be added to appropriate search committees earlier in the process, and that rules be more specific.

Fringe Benefits Committee

Michael Green

Michael Green outlined the 3 serving functions of the Fringe Benefits Committee, and expressed the role of the Committee as a funnel for special interests, concerns and complaints of Faculty.

Medical School Subcommittee

Alan Townsend

Alan Townsend reported that the need for the Subcommittee's charge should be investigated. He added that the role of the Subcommittee currently is to guide and govern what is contracted between the University and Baptist Medical School.

Committee for Academic Freedom and Responsibility

Gail Sigal

No report.

Staff Advisor Council Subcommittee

Judy Kem

Judy Kem outlined the role of the Subcommittee as an advisory body to strengthen communication between staff and administration at all levels.

Characterization of Incoming Freshman Class

Provost Tiefenthaler gave an overview of the newest incoming Freshman class:

ENROLLING FRESHMAN CLASS OF 2010 (2009)

Applied 10,566 (10,555)
Accepted 4,256 (3,959)
Enrolled 1,232 (1,203)

22% (25%) North Carolinians
76% (75%) Out-of-State
22% (23%) Minority
7% (7%) Alumni Children
3% (2%) International
11% (10%) First Generation College

44 (44) States represented
22 (19) Foreign countries represented

41% (38%) Graduated within the top 5% of their high school class
81% (75%) Graduated within the top 10% of their high school class

Top States Represented

2010		(2009)	
1. North Carolina (270)	22%	North Carolina (303)	25%
2. Florida (94)	8%	MD and NJ (77)	6%
3. Virginia (73)	6%	FL and VA (74)	6%
4. Maryland (70)	5%	Pennsylvania (67)	6%
5. Connecticut (68)	5%	Georgia (63)	5%

States Not Represented

2010	(2009)
Alaska, Hawaii, Nebraska, South Dakota, Wyoming	Alaska, Delaware, Hawaii, Iowa, Montana, South Dakota

Countries Represented

2010 Bermuda, Brazil, Brunei, Canada, China, Colombia, Germany, Hong Kong, Iceland, Indonesia, Italy, Japan, Korea, New Zealand, Singapore, South Korea, Spain, Switzerland, Taiwan, Turkey, United Arab Emirates, United Kingdom

(2009) Australia, Belgium, Brunei, Canada, China, France, Haiti, Hong Kong, India, Japan, Netherlands, Pakistan, Panama, South Korea, Spain, Sweden, Taiwan, United Arab Emirates, United Kingdom

Invited Address by Dr. Gail R. O'Day, Dean of the Divinity School

Dean O'Day gave an overview of the School of Divinity, which included the following topics of discussion:

- I. Wake Forest University School of Divinity in Context
 - A. Accredited member of Association of Theological Schools (ATS): 237 accredited members in US and Canada
 - B. 38 University related schools in US, 4 in Canada—17% of total ATS schools
 - C. WFUSD is a multid denominational school—21% of ATS schools in US and Canada
 - D. Currently, WFUSD offers 1 degree program—M.Div. (basic professional masters), degree offered by all member schools: 32,861 students in US and Canada enrolled in this degree
 - E. Of the top 25 national universities in this year's US News and World rankings, 21 are private schools, and of those, 10 either have their own divinity school or have long standing, historical and ongoing relations with a divinity school—another vantage point on the place of divinity schools in higher education
- II. WFUSD currently offers one degree, the MDiv, and has several joint degree programs with other WFU units (Law, Counseling, Biomedical Ethics)
 - A. What is now the MDiv degree was originally a bachelor's degree (historically, one could argue the original bachelor's degree), since the university system in Europe and the US has its origins in educating clergy. Oxford, the Sorbonne, Harvard, Yale, WFU—started for this purpose, and the core curriculum of that original education continues to the present day
 - B. Heart of MDiv curriculum: texts and traditions, ancient and contemporary social contexts and practices, training professionals to be leading practitioners in their contemporary world
 - C. Impact of MDiv curriculum extends beyond church leadership: HDS did a recent article on innovative business leaders with MDiv degree, because of the ways in which the MDiv educates the whole person to make a difference in the world
 - D. Theological education is also marked by pedagogical innovation—again, because of the necessity of educating the whole person
 - the Auburn Institute did a research project on teaching in theological schools and found that theological faculties have most in common with faculty at liberal arts colleges
 - Wabash Center for Teaching and Learning
- III. WFUSD profile
 - A. Current students: approximately 110 students in MDiv program
 - B. Graduates: over 200 total graduates (8 grad classes total)
 - C. Recent accomplishment: On June 30, 2010, the ATS reaffirmed the accreditation of WFUSD for 10 years.

D. Future initiatives

1. Examining the core degree program and ensuring that it reflects the best current practices in theological education at university-related schools
2. Degree program mix (investigating new degree options), as well as non-degree programs
3. Professional continuing education
4. New opportunities for community engagement
5. Faculty development
6. Strengthening the distinctive contribution of the school to theological education
7. Strengthening and expanding connections with the broader university community

There being no further business, the meeting was adjourned at 5:23pm.

Respectfully submitted,

Amy R. Cecil

Senate Administrative Assistant
Schools of Business
Wake Forest University

APPENDIX I

GENERAL

Wake Forest University approved an Equal Opportunity Policy on September 30, 1974, and reaffirmed its commitment to this policy on March 12, 1976. In accordance with Title VII of the Civil Rights Act of 1964 and Executive Order 11246 as amended, Wake Forest will continue to carry out, in all educational and employment activities, its program of nondiscrimination as to race, color, religion, gender, sexual **preference**, gender identity, age, national origin, disability, or status as a disabled or **United States Veteran**. The University will continue to utilize available vacancies to affirmatively promote efficient and effective utilization of all available and qualified personnel without regard to race, color, religion, gender, sexual preference, gender identity, age, national origin, disability, or status as a disabled or United States Veteran.

In recognition of the need for this policy, the University has developed an Affirmative Action Program that further details its commitment to improve the utilization of all who are protected by civil rights laws through administration of its policies, practices and procedures relating to use of its facilities, admissions program, recruiting and hiring practice, upgrading, transfers, termination, disciplinary action, compensation, benefits, layoff and return from layoff, training, tuition assistance, social and recreational programs and educational programs. Through continuing analysis the University will identify deficiencies and problem areas and establish reasonable goals, timetables and corrective actions.

All members of the University's administrative and supervisory staff will be held accountable for helping the University set and achieve these goals. Their effectiveness in this area will be a part of appraisal of their total effectiveness. The specific responsibility of administering the University's Equal Opportunity Policy is that of the Assistant Director of Human Resources/Director of Equal Employment Opportunity. Responsibilities include thorough dissemination of the Equal Opportunity Policy to all students and employees; monitoring practices, procedures, and policies which affect equal opportunity; reporting annually on the program's progress in meeting goals; developing and maintaining a meaningful Affirmative Action Program; and recommending corrective actions.

This policy relates to all phases of employment including but not limited to recruiting, hiring, placement, training, promotion, transfer, upgrading, demotion, termination, layoff, recall, compensation, benefits, use of facilities and participation in all University-conducted employee activities. An effective monitoring and reporting system has been developed and implemented.

The University recognizes the pluralistic nature of the student body and seeks to provide opportunities for all students, including minorities, females and the disabled. The University will attempt to make all its students aware of the importance of equal opportunity. It also seeks greater participation of its students and non-academic employees in those meaningful community action programs which are designed to improve equal opportunity.

Wake Forest University adheres to and supports anti-discrimination laws and regulations. In addition, Wake Forest rejects hatred and bigotry in any form and adheres to the principle that no person affiliated with Wake Forest should be judged or harassed on the basis of perceived or actual sexual orientation. In affirming its commitment to this principle, Wake Forest does not limit freedom of religious association or expression and does not presume to control the policies of persons or entities not affiliated with Wake Forest.

*Approved by the Board of Trustees April 19, 1995 and revised November 10, 2000.

APPENDIX II

September 21, 2010

Dear Mr. Templar,

As Provost of Wake Forest University, I am writing in reference to the article, "Administrative Bloat at American Universities: The Real Reason for High Costs in Higher Education," published by the Goldwater Institute on August 17, 2010. We appreciate and respect the in-depth study by the authors to provide important trends in higher education. However, we need to convey to you significant facts impacting the results as presented in the article about Wake Forest and subsequently reported in an article by the *Carolina Journal* this month.

Wake Forest University consists of six schools on the Reynolda Campus and a separate School of Medicine with related graduate programs on the Bowman Gray Campus. We recognize that the authors used the publicly available IPEDS data for their study. Our research indicates that only Reynolda Campus staff numbers (and not medical school staff numbers) were used for 1993 in the study. On the other hand, staff numbers were used for both campuses combined in 2007.

In 1993, practices were acceptable for our separate campus numbers on staff to be reported to IPEDS. The practices changed in 2003 when IPEDS "instructed" all institutions to be consistent in reporting on all reports for multiple campuses. Consequently, the staff data used in 2007 represented both campuses combined. Thus, the increases presented in the study and *Carolina Journal* article do not represent "apples to apples" comparisons for Wake Forest University in 1993 and 2007. Once again, the staff data used in 2007 includes our medical school but the staff data in 1993 does not include our medical school.

Using the Goldwater Institute study, the *Carolina Journal* reported an increase of 369.7% in the number of full-time administrators per 100 students for Wake Forest from 1993 to 2007. Applying the authors' methodology from the Goldwater Institute study, we calculated a 59.2% increase from 1993 to 2007 in the number of full-time administrators per 100 students for our Reynolda Campus (that does not include the medical school). The following table provides the relevant data.

Wake Forest University	1993	2007	Percent change in full-time administrators per 100 students
AS CALCULATED BY THE GOLDWATER AUTHORS			
<i>Full-time administrators* per 100 students</i>	5.689 (317 administrators & 5572 students) DOES NOT INCLUDE MEDICAL SCHOOL ADMINISTRATORS	26.724 (1814 administrators & 6788 students) INCLUDES MEDICAL SCHOOL ADMINISTRATORS	369.7%
USING JUST REYNOLDA CAMPUS ADMINISTRATORS AND STUDENTS			
<i>Full-time administrators* per 100 students</i>	6.527 (317 administrators & 4857 students)	10.391 (617 administrators & 5938 students)	59.2%

*As defined by the Goldwater Authors

I look forward to hearing from you regarding these crucial facts that would have changed significantly the Wake Forest results presented in your study. Please let me know if you have any questions. Thank you for your attention to this important matter.

Sincerely,

Jill Tiefenthaler
 Provost
 Professor of Economics