

Faculty Senate Meeting October 19, 2011

In attendance: Sharon Andrews, Sheri Bridges, Daniel Bourland, James Cotter, Carol Cramer, Debbie DeHeck, Mary DeShazer, Ron Dimock, Paul Escott, Miki Felsenburg, Jacquelyn Fetrow, Mary Friedman, Candelas Gala, Laura Gammons, Samuel Gladding, Michael Green, Nathan Hatch, Duncan Hite, Michael Hughes, Kevin Jung, Leslie Kammire, Judy Kem, Hank Kennedy, Greg Kucera, Jack Meredith, Ellen Miller, Mark Miller, Gail O'Day, James Schirillo, Cathy Seta, Gale Sigal, Susan Smith, Lynn Sutton, Ahmed Taha, Alan Townsend, Mark Welker

Topic: Medical School Tenure Document

Overview: after considerable discussions with the medical school, with these improvements, approve the new policy.

Last meeting with medical school, in the interim, medical school Faculty Representation Council accepts new tenure policy; faculty is content with tenure but still concerned about salary reductions, and some fear could be compelled by salary cuts to resign without going through tenure procedure.

Compensation Policy Motion:

The Faculty Senate recognizes the need for the Medical School to articulate a fair and transparent compensation policy that is based on accountability of faculty for their contributions to academic research, teaching, and institutional service. However, the Senate remains concerned that salary cuts could be severe enough to force a tenured faculty member to resign, thereby in effect circumventing the tenure revocation process codified in Wake Forest University policy and approved by the Board of Trustees.

Hence, the Senate strongly urges that the new compensation policy for the Medical School include a faculty panel (with members elected from nominees named by the FRC) to review the justification for any salary cuts. The panel should report annually to the FRC and Senate the criteria used to evaluate faculty for salary cuts, so that faculty can be clear on the standards they are expected to meet, and the number of faculty whose salary was cut. The criteria should include more than just grant funding but also consider faculty contributions in scholarship, teaching, and service necessary for the Medical School to function effectively in all aspects of its missions. We also recommend:

- 1) that faculty be given at least a 12-month warning of salary cuts, to allow time to correct deficiencies in performance;
- 2) that salary cuts be no greater than 10% in any one year
- 3) that salary cuts not exceed 20% cumulative total, as any greater cut imply gross neglect of Faculty duties or malfeasance that would be more appropriately resolved in accordance with established criteria and policies for appointment, renewal, or dismissal.

Medical School brought in consultants to draft a compensation policy before Board of Trustees vote this weekend. Board of Trustees will approve the tenure policy since Medical School faculty representatives voted to accept it. Bring this resolution because some still fear compensation policy could prove to be mechanism and process to get around tenure revocation.

Questions:

Background, senate asked medical school to address issues; medical school did know the senate made the request

FRC Chair Walter Ambrosius did know of Senate action.

Open the Floor for Comments:

- Impossible for person to have salary cut without review, but by administrators
- Just got review, metric they use is dependent on grant. Concern from medical school, reliant on external forces beyond faculty control, will keep cutting dependent on grant – severely cut salary, 50% is huge
- In favor of resolution – voted previously, model for medical school is different from Reynolda campus. Base salary is unknown, department basis. This resolution is helpful for building an effective model – uncertainty among faculty eased if, review takes place in favor, wording not unreasonable.
- Document as worded, no specific strait jacket, gives assurance, prevents circumvention for tenure revocation.

What sorts of issues to take under consideration? Concerns? None raised. Motion moved that expression of medical school policy pass as is, seconded.

Discussion:

- Item 1. Deficiencies does not seem to be the right word. 12 months warning to correct deficiencies in performance? “Deficiencies” used in Medical School discussions
- In conversations with medical school and FRC, future date, no change, clear?
- Last version of compensation plan included that wording, have more weeks and months to go, does imply this time line.
- A lot related to grant deadlines, hoping for protection and more than granting.
- Larger strategy, not just current funding, quality of effort to regain funding, track record, without input of chair, unrelated to department politics.
- In discussion with Dr. McConnell asked about an external committee; he is open to have some external review committee for salary reduction, way to bring more information to administrators as benefit
- Duplicative, in annual review, 2 unsatisfactory reviews, review committee asked to comment and submit a statement to the dean.
- Makes sense to go ahead with this

All in favor, none opposed, motion carried.

Presentation by Dean Lynn Sutton, *Academic Libraries in a Time of Change*. AB in Classical Greek, University of Michigan, AMLS Library Science, University of Michigan, Ph.D Education Leadership, Wayne State University, 2005. She has held many leadership positions in librarianship, mostly recently before coming to Wake as Associate Director, Wayne State University Library System; appointed Director, Z. Smith Reynolds Library, 2004 and Dean, Z. Smith Reynolds Library, 2009. She published a book, (2006), *Access Denied: How Internet Filters Impact Student Learning in High Schools* as well as numerous articles and presentations. Associate of College and Research Libraries Excellence in Libraries Award, 2011; their Executive Director says that receiving this award is “a national tribute to a library and its staff for the outstanding services, programs and leadership they provide to their students, administrators, faculty and community.” The award announcement said, “The selection committee was impressed with the strong alignment of the library to institutional values and

ambitions as evidenced through the variety of programs developed to support and foster student learning. The Z. Smith Reynolds Library is a catalyst bringing together faculty, students and staff. The library values and celebrates its employees whose teamwork creates the energy and vitality evidenced in their application.”

I would like to thank Mike Hughes and the Senate for this opportunity to speak. I have been a librarian 35 years and I can't recall a time that libraries were NOT in a time of change, but the current time is particularly in flux.

I thought it might help to put our Wake Forest libraries in perspective. I tend to get questions on relationships among the libraries on campus. We are three independent libraries. As Dean at ZSR, I report to the Provost. The medical and PCL libraries each report to their own Deans at the medical school, the law school and the business school.

Together, we have over 2 million volumes and nearly 100 staff, which places us just **below** the level of the Association of Research Libraries (ARL), the 125 largest research libraries in North America.

Z Smith Reynolds Library (Arts and Sciences, Divinity)

1.8 million volumes
53 faculty and staff
\$ 8 million expenditures

Coy C. Carpenter Library (Health Sciences)

140,425 volumes
27 staff
\$ 4 million expenditures

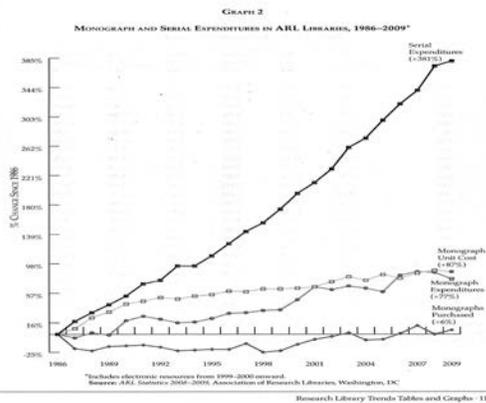
Professional Center Library (Law and Business)

158,318 volumes
15 staff
\$ 2 million expenditures



And just in case anyone here is among the few people left in North America who were NOT aware, The Z Smith Reynolds Library won a national award this year: the 2011 Excellence in Academic Libraries Award given by the Association of College and Research Libraries. It has been a lot of fun this year as reigning champs!

I will start with a look backward. When I was in school, you HAD to go to the library because the information you needed in scholarly books and journals was only there. So you checked out books and photocopies journal articles and used reference material in the library itself. It was a friendly gate, for the most part, letting people in for access as much as keeping them out for safety.



Here is a chart that explains much of the last 25 years in scholarly literature.

It may not look like much to you, but it is an icon in the library world. You could write a dissertation on the information contained here and I will spend a bit of time on it. It is maintained annually by the Association of Research Libraries and documents the rise in costs of scholarly materials, namely, monographs (books) and serials (journals). This particular chart is from 1986 to 2009.

The top line is the amount spent on scholarly journals by ARL libraries, a 381% increase over these 23 years, far exceeding the consumer price index, which doesn't show here, but is in the middle of the rest of the lines. This is why people have been saying for years that the scholarly communication system is broken. Cost increases like this are unsustainable; Provosts and CFO's will tell you. At ZSR, serial costs increase around \$200,000 each year. The reasons are complicated. To start, a small number of foreign publishers have taken control of the journal publishing market. Names like Elsevier, Wiley-Blackwell, Taylor and Francis. They have ruthlessly raised prices at annual double digit rates, for decades, and libraries felt they had no choice but to pay the price so that you, as faculty, would continue to have access to the journals that you need to publish in.

You can see that in the mid 90's the slope started to rise dramatically. This was the advent of the e-journal. E-journals took off at different rates in different disciplines. The sciences were first: medicine, chemistry, physics, biology. STM publishers learned that they could put e-journals together in big packages that were almost irresistible to libraries. This came to be known as the Big Deal.

There are a number of consequences to this huge increase. One is that no library has had a budget increase of 381% over this period of time, so as journal purchases were protected, the amount of money available for other things, like books, has decreased. The third line is the amount of money spent by the same libraries on monographs, or books. It rose by only 77% in the same period. And the bottom line shows the number of actual books purchased has actually decreased for a long time and has only a small 6% increase in 23 years, despite a much larger number of books published each year.

So depending what field you are in, this chart is either bad news or catastrophic. If you are an English professor whose livelihood depends on the print monograph, you have had a rough 23 years. So given this history of scholarly publishing, here is how we feel in libraries today: about to step off a cliff.

We are at the proverbial tipping point of almost everything. Everything is becoming digital, like it or not. **Journals** are almost completely electronic and now pretty universally accepted. **Books** are the next frontier, but a much harder sell in academe, for a lot of reasons (length, not leisure, need to mark up) but I will talk more later about the inexorable march to digital. **Data** sets and research data are in dire need of management, and librarians are among those stepping up to help meet requirements of NSF, for example, in identifying data management plans for new grants. **Digital media** is an integral part of society now, with YouTube and other video absolutely everywhere. But media producers are even stingier with digital access than text publishers, so there are many issues around digital rights management. **Digital publishing** is receiving increased attention everywhere. Here at Wake, we now have a digital publishing manager, Bill Kane, who can help faculty turn their intellectual content, in whatever form, to a digital publication.

Then there is the Open movement. Open access publication is seen as one possible remedy for the dire serials cost spiral. If authors agreed to keep their own copyright and make their publications available freely and openly over the Internet, then the commercial publisher stranglehold would be broken. Costs would still need to be covered, but the 40% profits currently enjoyed would be much less. **Open source** software employs the same

kind of open philosophy with a different product. ZSR has tried to make use of open source software in its library operations to the extent possible. We use an open source product for our digital repository, WakeSpace, and have used an open source discovery layer called VuFind to enhance our catalog. The University's move from Blackboard to Sakai is another example of the open source movement.

Then there is cloud computing. This can be a vague term to mean anything accessed over the Internet. What we have done at ZSR is to pioneer moving all our web based services to a cloud architecture, rather than being housed on a local server farm. We have used instances of the Amazon cloud, with replication to ensure up time, with good success.

All of these movements reflect an inherent value in libraries of the *commons* that is using information for the public good. We have been criticized for naively saying "Information wants to be free," but we try to make that as transparently true as possible for our users.

So, this is an era of massive change, though it isn't new. We have gotten used to pretty constant change and view it as our mission to lead the campus in these changing paradigms of information usage. But as I mentioned earlier, change comes at different rates and different times depending on the culture of your field. Physics and History are very different fields, with very different patterns of publishing and use of information.

Then there are the generational differences. As libraries, we need to take into account the learning styles and preferences of 18 year old students, as well as mature faculty. We cannot ignore the new world of technology, nor can we throw out all of our hard-won print resources because students think they can find everything on the Internet (which they can't).

Here is a capsule summary (generalized, to be sure) of the priorities of our respective constituencies. This is my job.

Science faculty: E-journals

Humanities faculty: Print books

Social science faculty: both e-journals and print books

Undergraduates: Quiet place to study

Graduate students: Private spaces

Administrators: Sustainable costs

Community: Unrestricted access

Librarians: Respect for their role in the process

So, people ask me a lot: what is the future? What is the future of libraries? Is there a future? And my truest answer is: the future is digital. But it kind of depends on how long or short term you mean by future. 5 years from now, there will still be plenty of print, even 10. But 25 years from now it will be scarcer. In 50 years, probably digital. 100 years: come on, game over, digital. So what is the future? It depends how far you look down the beach, but in the long run, the future is digital. Having just said that, it is also true that libraries plays a role in preserving books as artifacts of culture.

One happy, ironic side note from everything becoming digital is that as ordinary books become the same, and all libraries have equal access to them, special books, in Special Collections, will become areas of distinction for their libraries and their universities.



This is a St Albans Psalter, similar to the kinds of rare bibles we are currently exhibiting in our Rare Book Room. And though the digital image is wonderful so that people all over the globe can see it without traveling to the archive where it is kept, you still want to go see it, touch it, smell it in the original.

So extra care will be given and extra pride taken in preserving original printed materials, making them available digitally, to be sure, but also caring for them as the rare and valuable artifacts that they are.

So among research libraries, Special Collections is seen as an area of growth and emphasis, counter-intuitively in a digital world.

So let's go back to our library, ZSR. We have two main constituencies, students and faculty.

With students, what we are really good at is the **User Experience**. We go to great lengths, like building a Starbucks in the library, and letting students play Capture the Flag on Friday nights after we close, so that they are comfortable in the library, come here routinely, talk to people – and all of this has an ulterior motive – so that we are close by and can help them with an information need when the point comes in the semester to research and write that paper.

An example of student service is **Lib 100/200** class. We teach 17 sections each semester of basic and advanced information literacy skills. We started with 3 sections in 2003 and offered more each year as the demand grew by word of mouth.

We also offer **Personal Research Sessions** for students and their numbers have sky-rocketed over the past couple of years. Librarians invite students to make an appointment when they are ready to bring their research and they spend an hour customizing research strategies for the project at hand. This started with our Business librarian, who is one of the best, and has now caught on in all fields.

With faculty, we like to call ourselves **Thinking Partners** in the learning process. Librarians sit down with faculty before the semester to help design assignments that make use of information and plan where in the course of the syllabus it makes sense for the librarian to come into the classroom.

The same applies to the **Research** process, as much time can be saved by sitting down with a librarian subject specialist at the beginning of a research project to outline data and information needs.

I have mentioned technology throughout the presentation, as that is a role that we embrace at ZSR. We help both students and faculty to use technology to enhance learning. Libraries have played this role in society, especially since the advent of the Internet. Libraries of all kinds, both public and academic, were among the first to utilize this new technology to expand access to information for their patrons. Here on campus, when the Plan for the Class of 2000 brought the laptop to Wake Forest, ZSR played a strong role in technology training. Recently, ZSR has been at the forefront of incorporating social media into communications, marketing, and even classroom learning. We are about to be in the middle of a controversy over innovations with online learning, and again, hope to lead the campus into embracing technology when it can be used to enhance learning.

So here are some concepts to watch for in the near future:

Google Books

Hathi Trust

Regional Print Repositories

Local Digital Repositories, e.g. WakeSpace

More open access

Data curation

Demand Driven Acquisitions

Digital Humanities

Online Education

Collaborative Learning Spaces

Libraries and Librarians

Lest you think I stole all these images, here are the credits.

Gate: <http://www.art.com/products/p12209923-sa-i1584106/alan-blaustein-hampton-gate.htm>

Chart: arl.org

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Tipping point: uploaded to Flickr on April 10, 2009 by Max Z

Change: christianmenchristianwarrior.files.wordpress

Baby: <http://www.flickr.com/photos/umpcportal/4581962986/sizes/m/in/photostream/>

Old men: <http://www.flickr.com/photos/nicnac/3121705656/sizes/z/in/pool-554700@N23/>

Footprints: <http://www.flickr.com/photos/kfergos/37070037/>

Psalter: <http://www.artbible.net>

Q & A

- How popular are e-readers? Very popular.
- Copyrights for e-books: In the process now of purchasing them, one per reader to comply with copyright law.
- Campus planning, when can we turn the library building into classrooms? They are already being used. Students want to be in a place where they have people to help them, they want personal assistance
- Publications: historically we bought them, now we rent access; JSTOR, is an issue; monitor license and fight hard for permanent rights; constant battle and different game from when we bought a print book.

I would be happy to entertain any questions or talk to you at any point in the future on these or any other topics!

Lynn Sutton, Ph.D.

Dean, Z Smith Reynolds Library

Wake Forest University

336-758-5090

suttonls@wfu.edu