

Accountability Measure Study "Plan for the Class of 2000"

Recommendations

Outcomes

A1 Wake Forest must remain a University with a deep and distinguishing commitment to students and to the service of humanity.

From HERI 1998 Faculty Survey, 71% of WF faculty & 60% of Peer Group faculty indicated primary interest as "Toward teaching" or "Heavily teaching"

A2 Wake Forest should strive to bring together the best features of a liberal arts college and research university by pursuing the Teacher-Scholar Ideal and by fostering a true community of learning, in which principled and talented students and faculty know each other and learn together.

From HERI 1998 Faculty survey, 62% of WF faculty & 59% of Peer Group faculty indicated high or highest importance for "Develop community among students/faculty."

B1 Wake Forest reaffirms its commitment to small size.

Fall Undergraduate FTE Enrollment

| | | | | |
|------|------|------|------|------|
| 1996 | 1997 | 1998 | 1999 | 2000 |
| 3732 | 3802 | 3836 | 3820 | 3918 |

Average FTE Undergraduate Enrollment

(Excluding all students studying abroad and Calloway students in combined M.S. program)

| | | | | |
|---------|---------|---------|---------|---------|
| 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
| 3541 | 3591 | 3644 | 3589 | 3698 |

B2 Wake Forest reaffirms its traditional commitment to teaching students in small classes, particularly in their first two years.

Mean Class Size (Fall)

| | | | |
|------|------|------|------|
| 1995 | 1998 | 1999 | 2000 |
| 23 | 21 | 20 | 20 |

- B3** Every College faculty member should continue to teach undergraduate students.
- B4** The College should establish a standing committee on teaching.
- B5** Each Reynolda Campus faculty should consider, modify where appropriate, and adopt the proposed "Principles of University Teaching."
- B6** The University should aggressively seek students with diverse academic interests who demonstrate strong intellectual ability, personal motivation, and leadership potential. We should continue seeking to balance the demographic characteristics of our student body.
- B7** The Academic Planning Committee should consider advancing to the faculty a proposal to offer a First-Year Seminar to as many first-year students as practicable.

Number of Full-time College Faculty Not Teaching Undergraduate Courses:

2000-2001 - Four

Approved at May 1999 faculty meeting

Several departments, 3/2001

Average SAT

| | | | | |
|------|------|------|------|------|
| 1996 | 1997 | 1998 | 1999 | 2000 |
| 1296 | 1295 | 1298 | 1300 | 1291 |

Percent in Top 10%

| | | | | |
|------|------|------|------|------|
| 1996 | 1997 | 1998 | 1999 | 2000 |
| 69% | 66% | 64% | 66% | 67% |

Percent Talented

(Identified by Admissions Office as exceptional in fine/performing arts or other areas including debate, writing for publication and entrepreneurship)

| | | | | |
|------|------|------|------|------|
| 1996 | 1997 | 1998 | 1999 | 2000 |
| 9% | 11% | 14% | 16% | 9% |

Gordon Scholarship competition expanded in 1999-2000 to include all minority groups

First-Year Seminar required of all freshmen effective Fall 1996

B8 The University should study ways that students, faculty, and administrators can work together to strengthen the atmosphere for learning and personal growth on campus.

Montreat Conference Report, March 1996
Kuh Report, July 1996
Evaluation Committee Reports, July 1998-
December 2000

B9 The University should solicit carefully considered comments from recent alumni as a part of the process of all tenure evaluations.

Dean Escott said that chairs have agreed,
May 1999

B10 The University should strictly limit temporary and part-time faculty positions to no more than 15%.

**Percentage of F/T Visiting and P/T FTE
College/Calloway Faculty (Fall)**

| 1996 | 1997 | 1998 | 1999 | 2000 |
|------|------|------|------|------|
| 14.5 | 18.8 | 21.9 | 22.4 | 18.7 |

**Full-time Visiting Faculty as a % of Total
FTE Faculty (Fall)**

| 1996 | 1997 | 1998 | 1999 | 2000 |
|------|------|------|------|------|
| 8.7 | 11.2 | 13.4 | 13.8 | 12.6 |

**FTE Part-time Faculty as a % of Total FTE
Faculty (Fall)**

| 1996 | 1997 | 1998 | 1999 | 2000 |
|------|------|------|------|------|
| 5.8 | 7.5 | 8.4 | 8.6 | 6.1 |

B11 The University should add several academic support staff positions over the next decade.

3 cumulative new positions in sciences

B12 Every effort must be made to add 40 new full-time faculty positions by or before the year 2005. The committee identifies this need for more full-time faculty as the University's highest priority.

42 cumulative new positions in
College/Calloway - Fall 2000

Student/Faculty Ratio

| Fall 1993 | Fall 1998 | Fall 1999 | Fall 2000 |
|-----------|-----------|-----------|-----------|
| 13.0/1 | 11.1/1 | 10.5/1 | 10.3/1 |

B13 Departments should be creative and flexible when assigning teaching loads. Systems that balance total workload (not just teaching load) should be considered.

Most departments have teaching loads of 2-3 classes. Some departments have policies that call for reductions in certain cases. Most department chairs teach 2-1 or 2-2, and some named chairs have reduced teaching loads. Source: "Faculty Workload Practices"

B14 The Academic Planning Committee should consider:

- (1) Reviewing the entire core curriculum to determine whether it currently meets the needs and purposes of the College;
- (2) A proposal from the fine arts departments to create a separate division of fine arts, including the specification of a fine arts requirement; and
- (3) A proposal from the English department to develop new programs that require writing across the curriculum in small interdisciplinary seminars and writing-intensive courses in the various disciplines.

Adopted Fall 1999

Adopted 1996-97

Not yet accomplished while First-Year Seminars took precedence

C1 Each year the University should schedule a major symposium on a topic of broad intellectual or artistic interest. The various programs of the symposium should be highlighted on campus by actively discouraging conflicting events, and by the full coordination of information regarding all events.

1996-97 Year of the Arts
1997-98 Year of Religion in American Life
1998-99 Year of Globalization and Diversity
1999-00 Science & Technology: the Next Millennium
2000-01 Year of Ethics & Honor

C2 The American Ethnic Studies interdisciplinary minor should be implemented no later than the fall of 1995.

1996-97

C3 The University should continue to pursue full funding for a new divinity school but remain steadfast in its belief that no program implementation should occur until full funding is

Divinity School opened Fall 1999 with students

in place.

D1 Wake Forest must reaffirm its commitment to quality research and scholarship by providing resources that facilitate faculty scholarship and by recognizing the scholarly efforts of the faculty.

Cross-campus collaborative grant program
More funding for Archie & Science Research funds
New Social Science Research fund
Semester's leave for tenure-track Assistant Professors

D2 The University should continue and expand its commitment to existing graduate programs at both the Master's and Ph.D. levels. Ph.D. programs, while still remaining relatively small, need to add students and faculty in order to achieve the critical mass necessary for success.

8 cumulative new graduate assistantships in Ph.D. granting departments – Fall 2000
Number of Doctorates Awarded-Total & Reynolds in ()
1995-96 1996-97 1997-98 1998-99 1999-00
23 (7) 20 (3) 32 (8) 31 (11) 26 (11)

D3 The University should expand the Faculty Leave Program to enable every faculty member with a justified project to have a leave each seven to ten years.

Number of Reynolds Applications/Leaves
(All Qualified Applications Approved)
1997-98 1998-99 1999-00 2000-01 2001-02
29/15 27/19 21/18 24/16 21/17

D4 In striving to establish 20% of its tenure track positions with dedicated endowments, the University should emphasize chairs and professorships for faculty who exemplify the Teacher-Scholar Ideal.

Percentage of Tenure Track Positions Endowed
2000-2001
Babcock 15% College/Calloway 12% Divinity 40% Law 10% Total 13%

D5 The University should raise faculty salaries to a level above the average of joint-admission institutions in all ranks in 2-5 years. The University should raise faculty salaries to the top third of the joint-admission institutions in all ranks within a decade. Adequate projected annual increases for faculty need to be maintained. Likewise, the University should evaluate non-faculty salaries to insure that they are fair and competitive.

D6 The University should expand efforts to provide competitive means for recruiting minority and female faculty and provide a supportive environment for retaining them.

D7 The University should offer a menu of fringe benefit options in order to provide flexibility for those in need of child care. While continuing to support the local clearinghouse for child care, the University should work toward the establishment of a day care center near campus within five years.

E1 The University should inaugurate an extensive program of funded Teacher-Scholar Fellows and continue funding for collaborative study and research through the Individualized Instruction Spire Committee.

2000-2001 Ranks with Cross Admit Institutions
Professor – 7/10, Associate- 5/10, Assistant – 8/10
Note: 29% closer to cumulative mean compared to 1999-2000.

The office of Human Resources is in the process of conducting an extensive “study” of staff salaries. An additional \$500,000 was allocated in 2000-2001 to staff salaries and another \$500,000 in 2001-2002.

% Minority Faculty (College & Calloway)

| Fall 1994 | Fall 1998 | Fall 1999 | Fall 2000 |
|-----------|-----------|-----------|-----------|
| 8% | 12% | 12% | 12% |

% Female Faculty (College & Calloway)

| Fall 1994 | Fall 1998 | Fall 1999 | Fall 2000 |
|-----------|-----------|-----------|-----------|
| 26% | 33% | 35% | 35% |

The childcare committee's report has been completed and presented to the president. A feasibility study on the report's recommendations took place in Fall 1999. Presently, the project is on hold.

Awarded Fellows

| 1998-99 | 1999-00 | 2000-01 |
|-----------|-----------|--------------------|
| 28@\$2000 | 37@\$2000 | 35@\$2000 & \$3000 |

E2 The University reaffirms its commitment to the internationalization of the curriculum, the faculty, and the student body.

Undergraduate International Students (Fall)

| | | | | |
|------|------|------|------|------|
| 1996 | 1997 | 1998 | 1999 | 2000 |
| 1.5% | 1.5% | 1.2% | 1.4% | 1.1% |

Note: For fall 2000, 98 first-time freshman international students applied, 26 were accepted and 11 enrolled

Seniors Receiving Degree Credits Abroad

| | | | | |
|------|------|------|------|------|
| 1996 | 1997 | 1998 | 1999 | 2000 |
| 34% | 30% | 34% | 35% | 37% |

Study Abroad Fellowships

| | | |
|--------------|---|---|
| 1998-99 | 1999-00 | 2000-01 |
| 152 @ \$2000 | 176 @ \$2000 (includes 72 summer) | 187 @ \$2000 (includes 66 summer) |

Number of Full-time Non-Resident Alien Faculty

| | | | | |
|------|------|------------------------|------|------|
| | | Reynolda Campus - Fall | | |
| 1996 | 1997 | 1998 | 1999 | 2000 |
| 9 | 14 | 20 | 22 | 22 |

2000 Mellon & Education grants received for faculty internationalizing the curriculum

F1 The University should increase library funding for book and journal purchases and for new technologies, as well as support the necessary training, exposure, and expertise that allow access to the information.

WFU has increased the actual amount spent for library books and journals in excess of the \$500,000 cost estimate and has committed additional funds for library automation

- F2** The University should sustain its emphasis upon computerization, especially the capacity to access intellectual networks and to use appropriate databases for analysis.
- F3** The University should regularly budget start-up and matching funds, both to attract new faculty and to enhance the possibility of being awarded grants from external funding sources.
- F4** The overhead return policy should be readjusted to encourage departments with the greatest set-up and matching needs to help generate these funds.
- F5** The planned upgrading of the space for Tribble Hall departments should be completed at the earliest possible date. Efforts should continue to secure external funding for new buildings for the departments of Psychology and of Health and Sport Science, as well as a residential study center in Washington, DC.
- G1** The University must aggressively pursue additional resources from all sources--gifts, grants, contracts, operating economies, and fees.
- G2** Faculty should be expected to seek external grants. Faculty-initiated gift and grant ideas should be encouraged, facilitated, and rewarded. The University should redouble its efforts to generate foundation and gift support for academic programs, research projects, endowed laboratories,

New computers were "given" to all freshmen and full-time College and Calloway faculty effective 1996. As of fall 2000, 14 Academic Computing Specialists are employed in academic departments.

As of 1999, the University has increased the available matching & start-up funds approximately 163% over the past three fiscal years, which exceeded the cost estimate of \$150,000 disclosed in Appendix C of the Plan for the Class of 2000.

WFU readjusted the indirect cost recovery in 1995-96 to return 45% to departments, 45% to Research & Sponsored Programs and 10% to the faculty member awarded the grant.

The new classroom building for Psychology and Romance Languages opened in August, 1999. Renovation of Tribble Hall was completed. Discussions are underway regarding a new building for HES and residential center in Washington, D. C.

WFU has approved a new Capital Campaign with a goal of \$400 MM. Each academic dean on the Reynolda Campus had input into the priorities set for the campaign

Please see response for G1.

External Grants Awarded

1993-94 - awarded \$3,285,107

1997-98 - awarded \$2,755,110

matching equipment funds, and department endowments.

1998-99 - awarded \$4,007,158
1999-00 - awarded \$5,003,350

G3 The University should consider expanding summer offerings.

Intensive language courses added – 1999 & 2000
Study Abroad courses added – 1999 & 2000

| Summer Enrollment | | | | |
|--------------------------|------|------|------|------|
| 1996 | 1997 | 1998 | 1999 | 2000 |
| 1696 | 1751 | 1476 | 1832 | 1910 |