

Comments, questions, and responses have been linked with appropriate illustrations. Simply click on an area when the cursor changes and it will take you to the illustration. Simply click on the illustration to return to the original location of the minutes.

Faculty Senate Minutes

February 1, 2002

Next Senate meeting: March 1, 3:00 p.m., DBH 216

Next University Faculty meeting: February 12, 3:00 p.m., DBH Brock Forum

3:00 PM DBH 216

Dr. Stephen Chew, presiding

Prayer, Steve Epley

Senators present: **Arts & Sciences** Linda Ables, Steven Epley, David Garza, Randolph Horn, Ginger Frost, Ellen McLaughlin, Sandra Willis, David Shipley. **Business** Jennings Marshall, Marlene Reed. **Divinity** — **Education** Dan Sandifer-Stech, David Finn, Ralph Gold. **Law** Howard Walthall, Albert Brewer. **Performing Arts** Randall Richardson, Edward Tibbs, Don Sandley. **Pharmacy** Condit Steil **Nursing** Rebecca Warr, Gretchen McDaniel, Darlene Mathis. **Library** Becky Hutto, Elizabeth Wells

Committee chairs present: **Committee on University Curriculum:** Jeanie Box **Committee on Business Affairs and Faculty Welfare** — **Committee on University Learning Resources:** Tim Banks **Committee on Elections:** Tina Duffey. **Committee on Athletics:** Ralph Gold, **Committee on Student Affairs, Relig Life, & Univ Relat:** Randolph Horn, **Committee on University Writing:** —. **Committee on Academic Affairs:** Steven Epley,

Also present were Joe Lewis and Brad Creed.

I Approval of Minutes

Minutes approved as circulated.

II. Report from the Chair

Faculty Handbook Revision

Regarding updates to the handbook: Stephen stated that he was compiling a list of revisions to submit to the Provost next week. These revisions would be circulated to the review committee. The Provost remarked that he had a few revisions as well.

The Chair then addressed the clarification of the Policy on Political Activity, specifically article #3.

Special Rules Required for the Passage of Such Resolutions:

- 1) Resolutions shall require passage in a meeting of the full faculty by a vote of 2/3 of the members present;
- 2) Resolutions should make it clear that the faculty do not speak for Samford as an institution.
- 3) The faculty are encouraged to avoid taking partisan positions or positions that may be easily construed as such.

Revised

Special Rules Required for the Passage of Such Resolutions:

- 1) Resolutions shall require passage in a meeting of the full faculty by a vote

- of 2/3 of the members present;
- 2) Resolutions should make it clear that the faculty do not speak for Samford as an institution.
 - 3) The faculty, as a whole, is discouraged from endorsing particular candidates or legislation.

The Chair asked if there were any questions. None

III. Committee Reports

A. Committee on University Curriculum: Jeanie Box

There was nothing that required review and discussion by the Senate. The next meeting is February 18.

B. Committee on Business Affairs and Faculty Welfare: David Little

There was nothing that required review and discussion by the Senate. The next meeting will be in the first week of March.

C. Committee on University Learning Resources: Tim Banks

There was nothing that required review and discussion by the Senate. .

D. Committee on Elections: Tina Duffey

There was nothing that required review and discussion by the Senate, but Tina reminded everyone that Senate Officer nominations for 2002-2003 will be reviewed during February. She encouraged everyone to inform their respective schools about this review and selection, and to submit names for next year's officers.

Tina also reported that the problem of staggered terms for Senators has been resolved. Senators will serve, until the existing terms are complete, one, two and three year terms. The individual schools will determine who serves a specific number of years.

E. Committee on Athletics: Ralph Gold

There was nothing that required review and discussion by the Senate, but Ralph informed everyone that the NCAA recertification committee will be on campus this week. Jack Brymer is directing the recertification effort. The meetings will be held Monday, Tuesday and Wednesday in the Science Center.

The next meeting for the Committee on Athletics will meet February 20th.

F. Committee on Students Affairs, Religious Life, and University Relations: Randolph Horn

There was nothing that required review and discussion by the Senate,

H. Committee on Academic Affairs: Steven Epley

There was nothing that required review and discussion by the Senate,

I. University Writing Committee: David Dedo

There was nothing that required review and discussion by the Senate,

IV. Review and Discussion of Faculty Opinion Survey

To let the faculty know about the upcoming full faculty meeting.

To help with interpretation and provide examples. To think of questions and comments.

To think of ways to build on the results.

59% of faculty participated in the opinion survey. (168 out of 285). There may have been some problems due to the delivery process. Those off campus had some difficulty retrieving the survey. Twelve surveys were submitted due to problems with delivery or confidentiality concerns. One entry was blank. The explanation for this was that Zoomerang didn't prompt, and if one hit the submit at any time, their form was immediately submitted. Arts and Sciences had the highest participation of participation at 73%. Pharmacy had a 71% participation rate. The Law School had least participation at 30%. 96% of those who participated agreed with the university's mission. There was a high percentage of those who believed the university set high standards for students.

Comment: These statistics have not teased out the percentages of specific schools.

Law represented a more positive assessment. Gender was less of an issue for Education and Pharmacy, while it was a major concern for Nursing and Arts and Sciences.

There seemed to be some disagreement regarding chairs evaluations which suggested that some changes should be made to the evaluation process itself and that communication to and from chairs needed review.

Question: Were these responses broken out by junior and senior faculty status? Reply: there is no question specific to rank. The number of years at Samford was requested: 1 to 3, 3 to 5, 5 to 10, and 10 and beyond. These numbers overlapped and obscured even the years here a bit. For example, a person teaching here for 3 years could be evaluated as having been here 5 years.

Top Administration: There was a significant number indicating a lack of input and communication. 24% of faculty felt they were not informed of important decisions by top administration. 35% of faculty felt that top administration did not listen adequately to faculty.

Faculty development: Education appears bimodal. Approximately the same number strongly agree and strongly disagree.

Question: Is the wording adequately funded or supported? These words would support very different possibilities of interpretation.

Reply: Funded.

Comment: So in my school half are happy and half are unhappy — right? Yes right. Question: How is the significance determined? Reply: If I see more than 20% of faculty disagreeing with an issue, I consider that significant. I arrived at this by analogy of teacher evaluations. Any area of teaching which shows 20% disapproval should be examined by the teacher in my judgement.

Comment: If only 10 faculty members from law participated and 4 members disagree or strongly disagree “somebody is taking a hit.”

Reply: The faculty didn’t determine the form or manner of participation. This was run by Human Resources.

Reply: This survey was based upon a national model.

Question: Did the analysis provide confidentiality?

Reply: There were concerns regarding confidentiality through electronic response, so the option for paper and pencil responses was made available. 12 out of 168 submitted paper responses. We attempted to make the process as removed from direct control as possible. There is no way to know how the issue of confidentiality affected the number of responses.

Comment: In the profile for those who are dissatisfied and those who are happy, is there a way to break out whether a particular issue might promote a response for senior faculty (about to retire) which is different from that of new faculty. (Is it an issue describing past years and dissatisfaction or is it a concern for the future?) Or perhaps it is a comparative issue, where provisions for new faculty recently from graduate school are different from or exceed those of Samford.

Reply: Due to confidentiality there are things which cannot be discerned by this survey. If a group totaled no more than 4 then their particular characteristics were not depicted or revealed.

It appears that those at Samford between 3 and 10 years expressed a large amount of dissatisfaction..

There appeared to be a split with regard to funding, between the professional schools and the undergraduate programs.

Faculty Workshops: Arts and Sciences expressed greatest dissatisfaction. Divinity and Nursing expressed their approval of the workshops. It was due, perhaps, to specific activities conducted within Divinity and Nursing. First year faculty expressed appreciation for the workshops. The messages of the President and the Provost were well received.

Academic Freedom: Divinity, Education Nursing and Pharmacy agreed that there was an atmosphere of academic freedom at Samford. Arts and Sciences and Business had a rather high rate of disagreement regarding academic freedom at Samford. Again, it appeared that the 3 to 5 and 5 to 10 year faculty members were the majority of those who disagreed.

Comment: It seems rather clear that those schools which are more subject to university and public scrutiny would be more likely to disagree with the merit of academic freedom at Samford. Perhaps those that have been here longer find approval relative to more restrictive years in the past, and someone coming from another academic environment might find more scrutiny than at a previous institution. The 3 to 5 year

group may feel more vulnerable due to tenure considerations.

Comment: Tenure/ not tenure, Maybe. Perhaps the affiliation with the Southern Baptist Conference presents a more restrictive environment than the university itself. It isn't clear.

Comment: Some schools will, by nature, run outside the norm. This disagreement regarding academic freedom will probably break out like this anywhere.

Comment: It could be something as simple as cross curricular teaching and someone being forced to teach a UCCP with someone else's agenda.

Diversity of Faculty: Disagreement in Arts and Sciences, Business and Nursing. Strong disagreement is greatest in Nursing at 50%

Morale is generally high.

Cross curricular Cooperation: One third of Education, Arts and Sciences, and Business said there was not enough.

Recognition of Excellence in Teaching: 30% of Arts and Sciences disagree. Business had a very significant percentage who strongly disagreed.

Question: (Regarding the large number of neutral submissions) How could an issue like this be neutral?

Reply; Balance. There are so many ways to balance one issue with another or too confuse the primary issue.

Comment: Perhaps some of the open ended questions can be examined for further clarification on some of these issues.

Promotion and Tenure: Generally very positive.

Policy is Clear: Education seems to be very polarized.

Benefits: Business shows a large percentage who strongly disagree

Question: To what do you attribute the bimodal split of Arts and Sciences?

Reply: There are no reference points to understand further the reasons.

Market Competitive Pay: Seems to have achieved a perfect symmetry with the neutral response as the greatest.

Question: Was there no gender breakout?

Reply: there were problems concerning anonymity. Years of service and gender might provide a pretty clear picture of the respondent.

Comment: We looked where we could for differences by gender, college, and years.

Comment; Teaching is not an obvious gender issue.

Question: Are we working toward gender equity?

Comment; Men believe they have more power to make changes. Harassment doesn't seem to be a concern of women with greater numbers of years at Samford. Some of the faculty, 1 to 5 years, feel there is possibility for harassment. On gender equity, Nursing is very dissatisfied.

Work Anywhere: Women with 3 to 5 years of service are less likely to go somewhere else.

Customer Service: If there were 5 or more submissions regarding a specific service, that particular service was included. We took the first submission from each and ignored all other suggestions.

Role at Samford More Satisfying: Salary was the most frequent answer. Other answers regarding work and workplace satisfaction included scholarship, classroom and office quality, One person wrote that they felt there wasn't enough chalk in the classroom.

Question: How many suggestions are represented here? Reply: It is ranked by number of submissions, so salary was the number 1 concern.

Comment: We should have the Quality Council look review these findings

Call for questions/Brief Overview:

Comment; I believe the faculty would like to know how these will be addressed and who will review them.

Comment; We need to consider how we think about this: perhaps in work groups. Question: Will these slides be presented at the Full Faculty Meeting?

Reply: Each person who participated in the analysis will make a presentation. We will limit the number of slides in an attempt to avoid overwhelming everyone with data.

Comment; This should be done every 3 years rather than 5.

Comment: It is important that something comes from this.

Comment: There are some education concerns. Morale is high but there seems to be refutation in some areas. How will this be interpreted?

Comment: Rather than a review directed by administration, it is critical that we use a collaborative team representing faculty and administration, to think about assessment. The university survey should serve as a model for college surveys in which more specific questions may be asked and more specific responses compiled. Also, be careful to remember that 59% participation means that 41% of faculty are not necessarily represented by this survey.

Comment: It is very important that Law participate.

Comment: I appreciate all the work. This will have an effect. I expect it to be very beneficial.

V. Old Business -

Gender Equity Concerns will be discussed further at the March 1st Senate meeting.

Comment: I will email to Richard, the past minutes specifically concerning gender equity issues. He can then post or distribute those for review before the next senate meeting.

VI. New Business

None

VII. Announcements

None

Meeting adjourned at 4:35 pm.

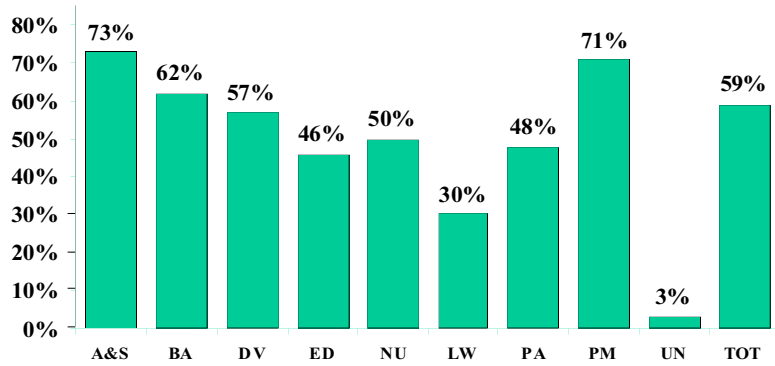
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Next University Faculty meeting: February 12 , 3:00 p.m., DBH Brock Forum

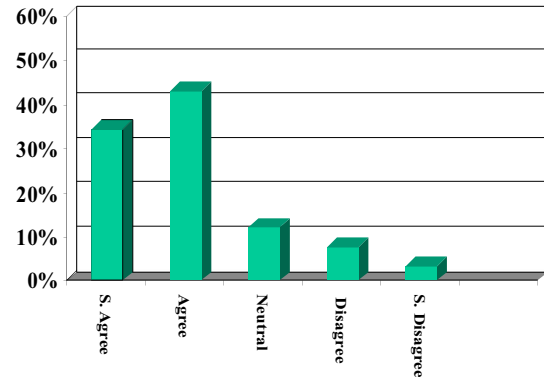
Respectfully submitted,

Richard Dendy, Faculty Senate Secretary

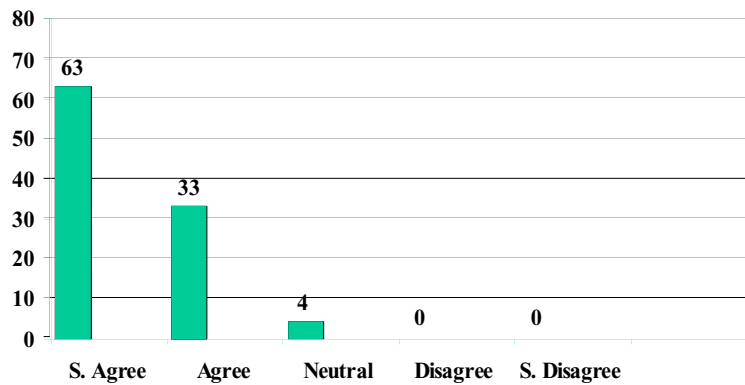
2001 Faculty Opinion Survey Response Rate (168/285)



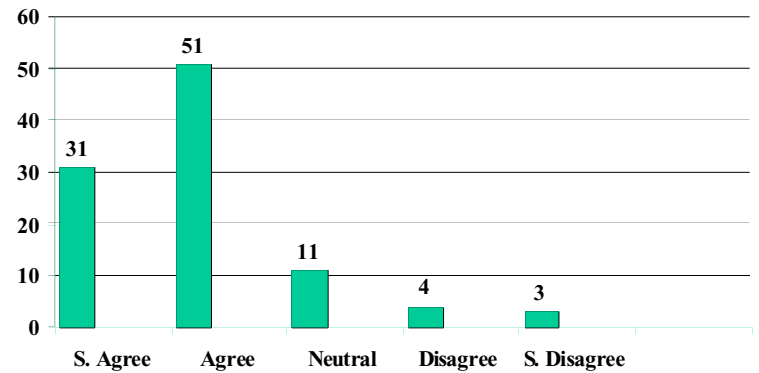
Teach6: Faculty Supported for Setting High Standards for Students (Overall)



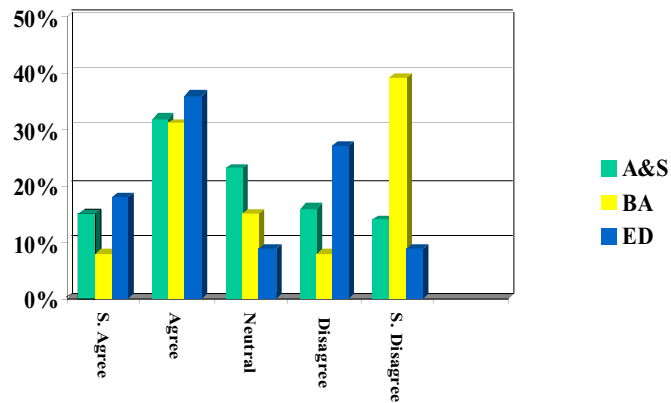
Qual5: I Support Samford's Mission



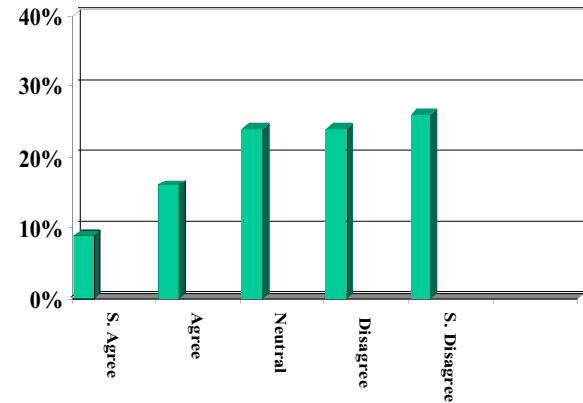
Qual3: My School Continues to Improve



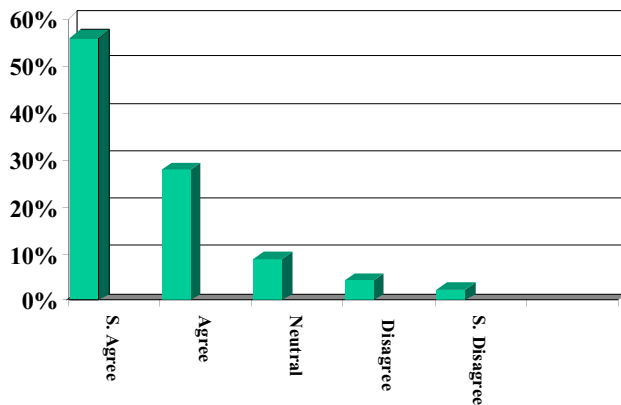
Work5:Involved in Decisions Affecting Me by My Supervisor



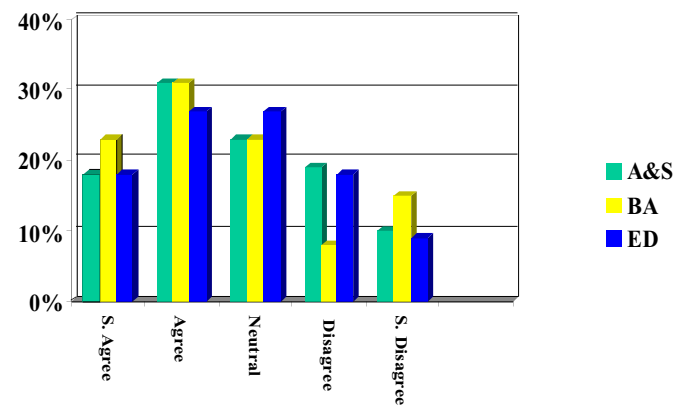
Work9:Involved in Evaluating Department Chair



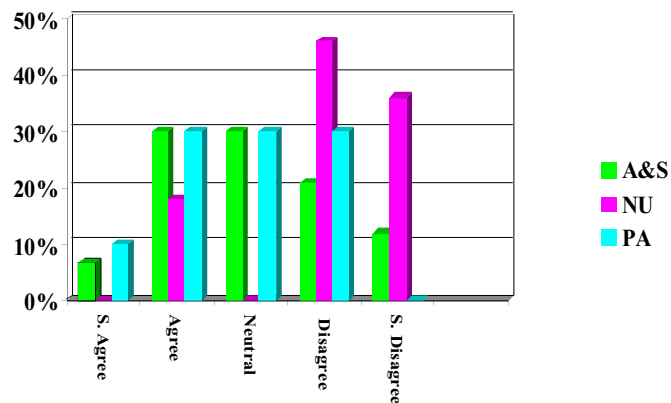
Work6:Work Environment Free From Harassment



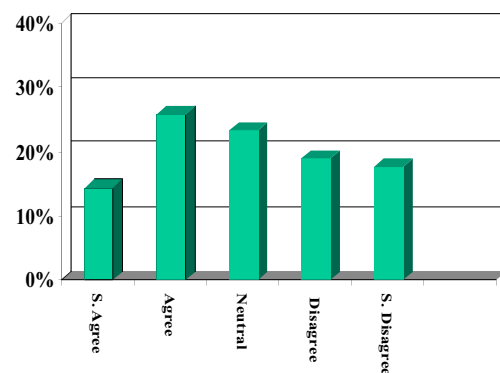
Work10:Feel Empowered to Suggest and Make Changes



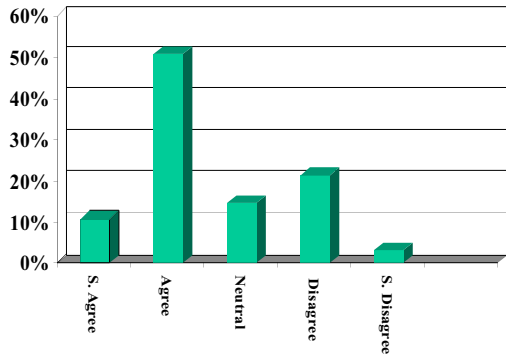
Work8:Making Progress on Gender Equity



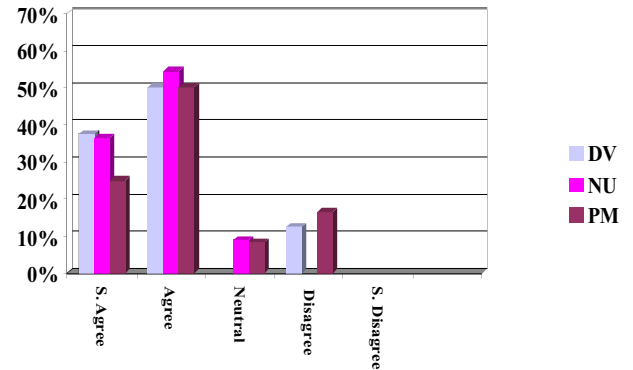
Work12:The Top Administrative Leadership is Open and Approachable (Overall)



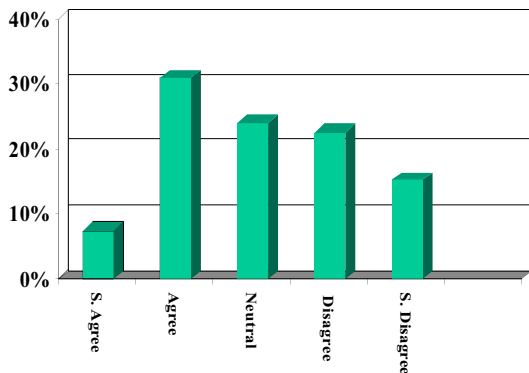
Teach1: Faculty Informed of Important Events and Changes (Overall)



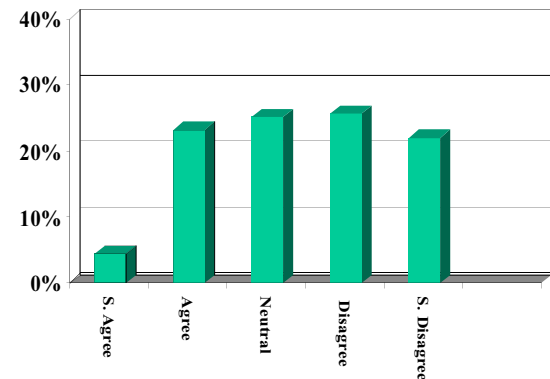
Teach8: Faculty Development Is Adequately Funded (Agree)



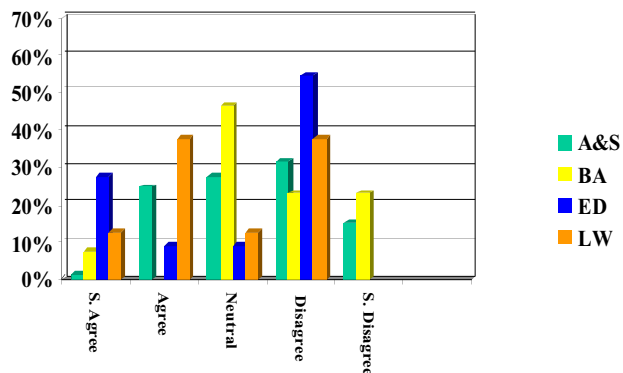
Teach2: Administration Listens to Faculty (Overall)



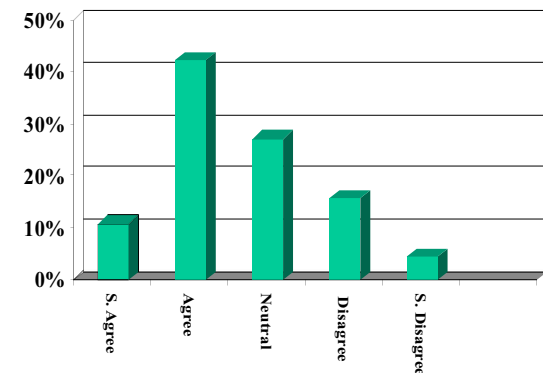
Teach9: Faculty Workshop Contributes to My Development (Overall)



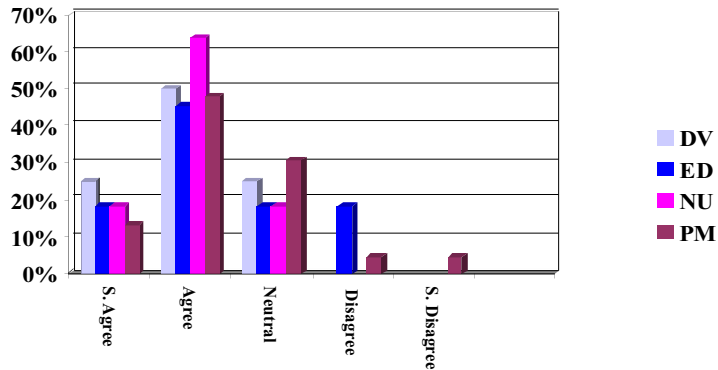
Teach8: Faculty Development Is Adequately Funded (Disagree)



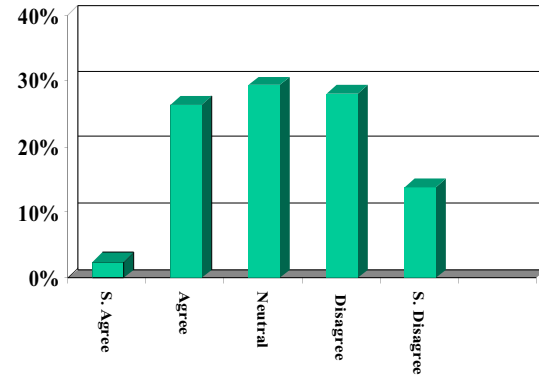
Teach10: Samford Values Academic Freedom (Overall)



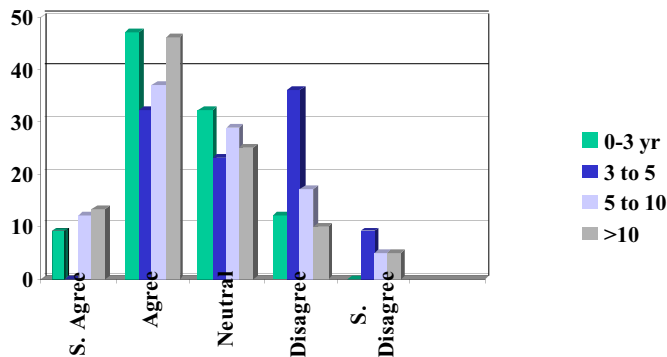
Teach10: Samford Values Academic Freedom (Agree)



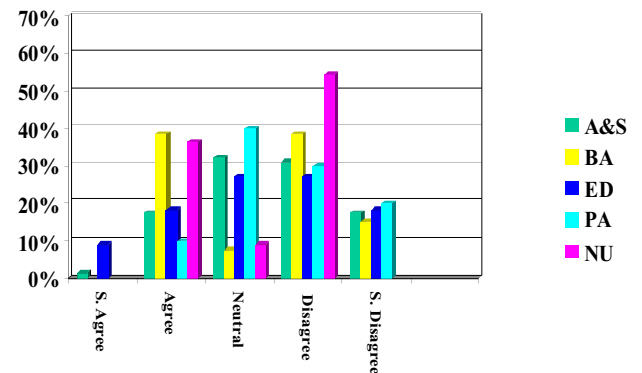
Teach13: Diversity Among Students Is Improving (Overall)



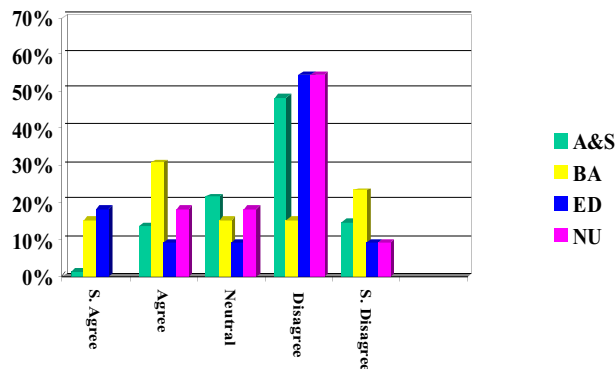
Teach10: Samford Values Academic Freedom



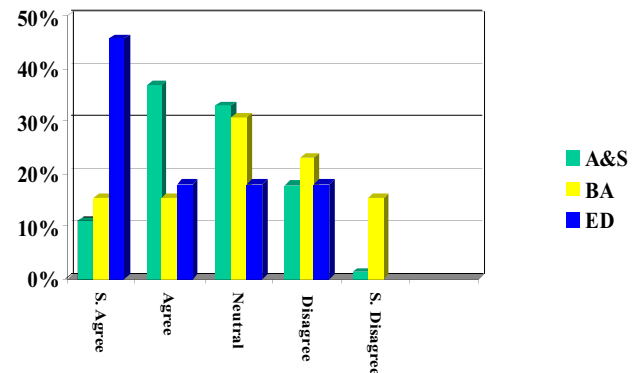
Teach13: Diversity Among Students Is Improving (Disagree)



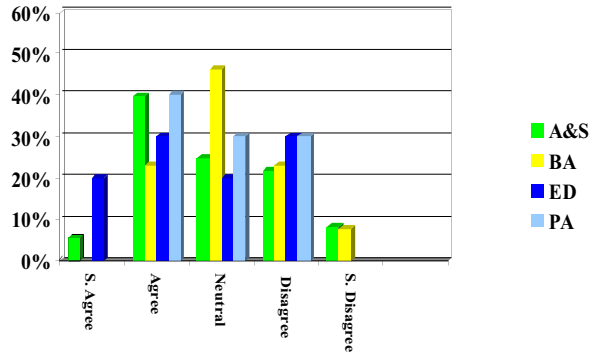
Teach11: Diversity of Faculty (Disagree)



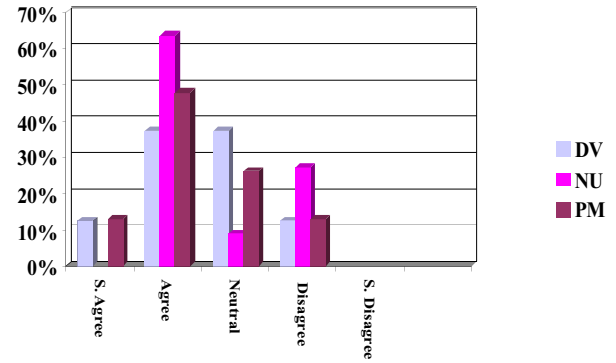
Team2: Morale is high in my school (Disagree).



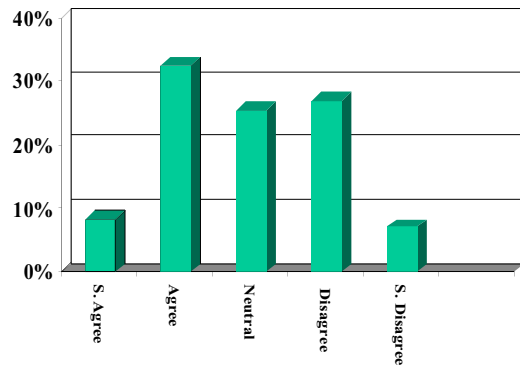
Team Current organizational structures encourage and help faculty work together across school and academic disciplines (Disagree)



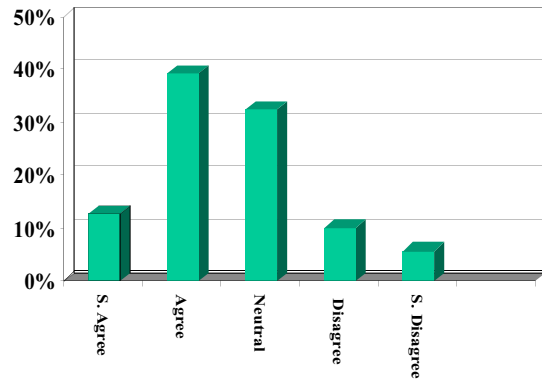
Rec1: Excellence in Teaching Is Appropriately Rewarded at Samford (Agree).



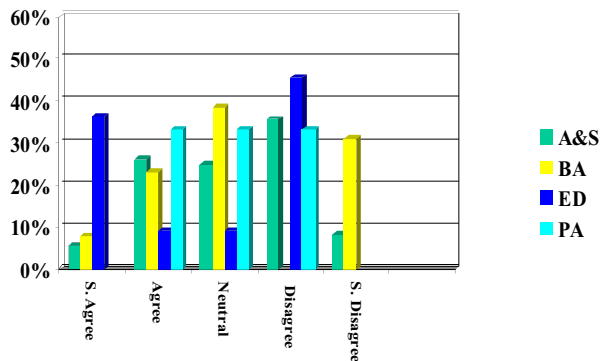
Rec1: Excellence in Teaching Is Appropriately Rewarded at Samford (Overall).



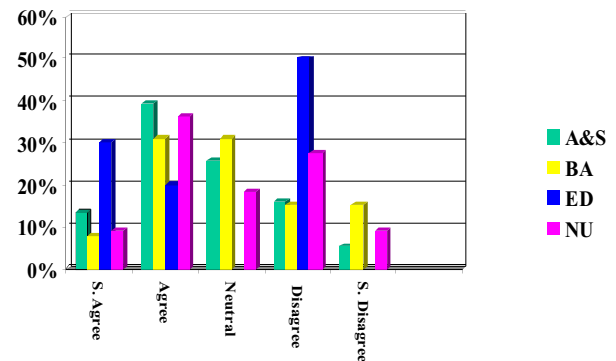
Rec2: Faculty Are Treated Fairly for Promotion and Tenure (Overall).



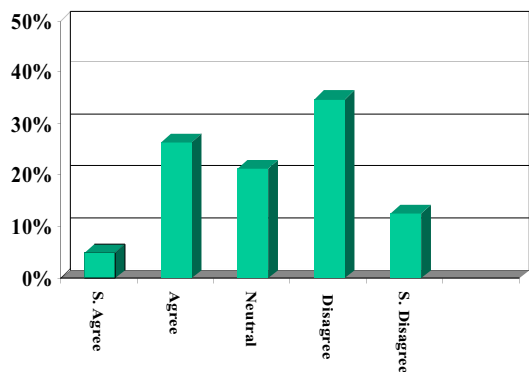
Rec1: Excellence in Teaching Is Appropriately Rewarded at Samford (Disagree).



Rec4: Samford's Policies and Procedures for Promotion and Tenure Are Clear (Disagree).



Comp1: Salary Is Competitive With What I Would Receive for the Same Position at a Similar University (Overall).



Customer Service

(In Descending Frequency of Responses)

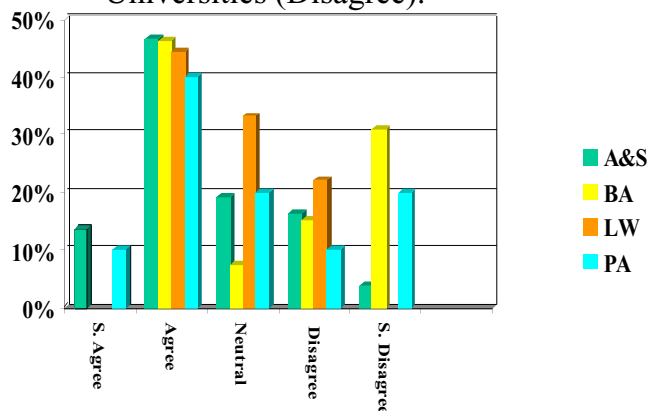
¥ Exceptional

- Library
- Human Resources
- Student Records
- University Relations
- Student Affairs
- Secretarial Staff

¥ Opportunities to Improve Service

- Computer Services
- Facility Services
- Student Affairs
- Mousepad
- Food Services
- Admissions
- Human Resources
- Student Records
- Bursar

Comp2: Samford's Benefits Compare Favorably With Those at Similar Private Universities (Disagree).



What would make your role at Samford more satisfying?

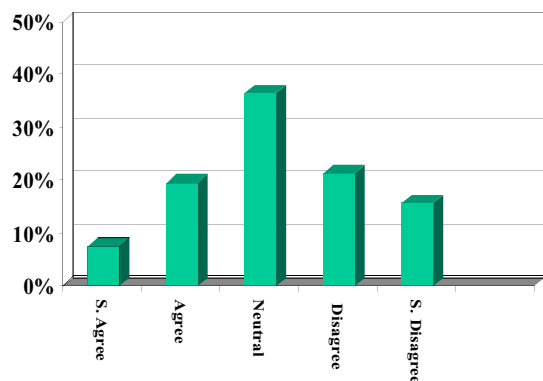
Competitive Salaries

Administration overtly Recognizes Faculty Work

Teaching/Research Balance

Improvements to Facilities

Comp3: Samford Is Striving to Provide Market Competitive Pay (Overall).



Competitive Salaries

¥ Pay at least commensurate with that of junior college teachers with half my experience

¥ If salary was more in line with my rank. I am working at an Assistant Professor pay level.

¥ Pay commensurate with scholarly work and student mentorship

¥ More funds devoted to merit increase; separate cost of living and merit increases

Administration Recognizes Faculty Work

- ¥ More feeling that the administration cared about what I was doing
- ¥ Express appreciation, in a personal way, for long hours of hard work
- ¥ more overt recognition of outstanding work of faculty and students

Other Ways to Increase Satisfaction

- ¥ Adequate budgets
- ¥ Gender equity in salary and recognition
- ¥ More opportunities for faculty development
- ¥ More openness by administration
- ¥ Emphasize hiring and retention of outstanding faculty
- ¥ Adequate secretarial staff
- ¥ More openness to diversity of beliefs, race, economic class

Teaching/Research Balance

- ¥ manageable teaching loads given higher expectations for research
- ¥ to have research supported more substantially
- ¥ lighter teaching load, more research time

Summary

- Graduate professional schools (Divinity and Law) differed in their views from the undergraduate schools
- An overwhelming majority of faculty support Samford's mission, feel the administration respects the faculty, feels supported in enforcing high standards for students and feel that their college or school is improving.

Improvements to Facilities

- ¥ more modern physical surroundings (office furniture, updated classrooms)
- ¥ my dept has the worst facilities on campus, extremely poor office and classroom spaces

Summary

- A large percentage of faculty feel that they have too little input into decision making at the college and university level, have little power to effect change and that upper administrators are not approachable and do not communicate effectively.
- A very large percentage of the faculty feel that faculty development is not adequately funded.

Summary

- Overall, faculty feel that Samford values academic freedom, but with strong disagreement on this from faculty who have been at Samford from 3 to 10 years.
- ∠ A majority of faculty feel that there is far too little diversity among faculty and among students at Samford.
- Morale is generally high among the schools.

Summary

- Faculty feel that there is too little collaboration across school and academic boundaries.
- A large percentage of faculty feel that teaching is not adequately recognized and rewarded.
- A clear majority of faculty feel that the tenure and promotion guidelines are clear and fair.

Summary

- A large percentage of faculty feel that salary and benefits are not competitive Faculty noted exceptional customer service in the library, human resources office, student records office. Opportunities to improve were in computer services, the facility services, the student affairs, and the mouse pad.