

AGENDA
Faculty of Arts & Sciences
March 13, 2018, 3:30 – 5:00 pm
Tucker 127A

- I. Approval of minutes from meeting of faculty on February 6, 2018.
<http://www.wm.edu/as/facultyresources/fas/minutes/20180206.pdf>

- II. Report from Administrative Officers:
 - a. Provost Michael Halleran
 - b. Dean Kate Conley

- III. Nominations and Elections (Brett Wilson)

Faculty Assembly, Area I, 3-year term, choose one:
Suzanne Hagedorn, English
Molly Swetnam-Burland, Classical Studies

Faculty Assembly, Area II, 3-year term, choose one:
Jennifer Mellor, Economics
Meghan Miller, Psychological Sciences

Faculty Assembly, Area III, one 3-year term, one 1-year term, choose two:
Chris Abelt, Chemistry
Vladimir Bolotnikov, Mathematics
Pieter Peers, Computer Science

Retention, Promotion, & Tenure Committee, Area I, 3-year term, choose one:
Regina Root, Modern Languages
Francis Tanglao-Aguas, Theater, Speech, & Dance

Retention, Promotion, & Tenure Committee, Area II, 3-year term, choose one:
John Gilmour, Government
Gul Ozyegin, Sociology

Procedural Review Committee / Personnel Policy Committee, Area II, 3-year term, choose one:
Lee Kirkpatrick, Psychological Sciences
John Parman, Economics

Procedural Review Committee / Personnel Policy Committee, Area I, 3-year term, choose one:
Gayle Murchison, Music
Chris Tucker, Philosophy

Committee on Faculty Awards, Prizes, and Professorships, Area I, 3-year terms, choose two:

Matthew Haug, Philosophy
Charles Palermo, Art & Art History
Talbot (Tolly) Taylor, English

IV. Motion from EPC regarding COLL 199 requirement (Laurie Wolf)

The COLL curriculum will be amended to include a COLL 199 requirement. The College commits itself to developing additional courses to supplement existing courses with a COLL 199 attribute, and to provide sufficient resources. The requirement will only go into effect when a sufficient number of courses have been approved.

COLL 199

The COLL 199 requirement is a requirement that all students take a course of at least 3 credits dealing with justice and equity. The COLL 199 attribute can be applied to other COLL courses, including COLL 100s, 150s, and 200s. Students who take such courses will earn credit toward both requirements. This attribute can be affixed to any course that successfully addresses two pedagogical goals.

These goals are: 1) to deepen students' understanding about marginalization as an ongoing social, cultural and material process; 2) to provide students with a rigorous academic space in which to explore differences in perspective while foregrounding reasoned, respectful discussion as the means for achieving common ground.

To meet these pedagogical goals, COLL199 courses will: 1) examine processes and patterns of marginalization by exploring at least two key social aspects including, but not limited to: race, gender identity, ethnicity, sexual orientation, socioeconomic status, language, religion and disability; 2) emphasize respectful dialogue between students as an integral component to the course; 3) enable critical reflection by requiring students to make sustained connections between the course material and contemporary life in the United States.

V. Report from Dean's working group on undergraduate research (Dan Cristol)
</as/facultyresources/fas/documents/working-groups/2016-17-undergraduate-research-working-group-report.pdf>