

**Minutes of the Meeting of the Faculty of Arts and Sciences  
February 7, 1989**

Dean Lutzer called the meeting to order at 3:34 p.m. in Rogers 100.

The faculty approved the minutes of December 6, 1988, with these corrections:

- p. 2 The second correction to Mr. Finn's report is incorrect: The percent of students in the top 10% of their class was 75.8%, not 65.8% or 72.6%.
- p. 4 Mr. Selby's fifth announcement should state that the telecommunications contract was awarded to Bell-Atlantacom.

### **Announcements**

The Dean made these announcements:

1. As promised, he will institute a program to monitor gender equity in the Arts and Sciences (A & S) salary structure. A memo summarizing the monitoring process will be distributed soon.
2. To determine if further action is needed, the Dean will ask certain department chairs why 35 sections of grades were turned in more than 24 hours late.
3. Members of the A & S faculty are grateful to Ms. Marshall for keeping the library open at various times between Christmas and New Years.
4. SCHEV has officially approved our Ph.D. program in Applied Science and encouraged us to proceed with submissions for an M.A. program in Public Policy and a B.A. program in American Studies. These proposals require approval from the Educational Policy Committee (EPC), the faculty of A & S, and the Board of Visitors before going to Richmond next June. If other proposals for new programs are forthcoming, they should materialize soon.
5. Affirmative Action procedures must be followed in faculty searches. It will be prudent for departments to contact the Affirmative Action officer before advertising, before inviting candidates to campus, and before making a final choice. Without properly completed documents, the Dean cannot send a letter of intent.
6. The average faculty raise next year will be about 8.1% (less than the oft-heard 9% figure, which applies only to the 90% of our salary funded by the state). The A & S raise pool is divided into three parts: an across-the-board portion, a portion in which a given merit rating always generates the same dollar raise, and a portion in which a given merit rating generates the same percentage raise. The chairs have recommended continuing this three-pool system, which is slightly biased toward junior faculty who receive higher percentage raises for a given merit evaluation. Contracts will be out by April 15th.
7. FRA forms requesting faculty research assignments for 1989-90 are now due. Without them, we cannot hire replacements.
8. Africa Day will take place at the Campus Center on Saturday, February 25th. All are welcome.

### **Reports of Administrative Officers**

#### The President

President Verkuil discussed the growth proposal he will present to the Board of Visitors this weekend. We must chart a middle course between the Scylla of no growth (risking our favored status in Richmond) and the Charybdis of too much growth (violating the essential nature of the College). A solution that should please

everyone, Mr. Verkuil said with humor, is to create the illusion of growth (i.e., sensible growth). To this end, we will admit 1250 freshman per year for the next four years, with the 50 new positions each year going to Virginians. This will reduce slightly the proportion of out-of-state students, but not the absolute number. Mr. Verkuil noted that the graduation of next year's unusually large senior class should make up about two-thirds of the four-year enrollment increase. FTEs will also be made up "painlessly" by increasing summer school enrollment. In general, the growth plan will give us breathing room over the next four years to assimilate our facilities, reorganize our curriculum, and see the results of our fund-raising efforts.

Mr. Verkuil entertained questions. Mr. Fuchs asked what the out-of-state ratio will be after the adjustment. (About 32-33%, down slightly from the current 36%.) Mr. G. Smith wondered if students abroad are counted as part of our enrollment. (They are.) Mr. Holmes asked if the Richmond planners are set in their ways; can they be persuaded that quality education depends on size? (They are impressed by printouts and numbers; a few do appreciate the size argument, but it is unlikely to prevail). Mr. Finn asked if having 200 more students in four years might compound problems such as disenrollment. (Probably not; we expect a greater proportionate increase in faculty than students). Mr. Meyers, a member of the advisory group on enrollment, offered the opinion that the President's proposal is a happy solution to a difficult problem; we should be grateful and pleased.

In the second part of his report, the President summarized the many ways in which the College is gaining ground. In attracting better students, we are now twice as selective as we were three years ago; we are getting ahead in Richmond with faculty salaries and new positions; and on the capital front our accomplishments have been "amazing." Mr. Verkuil reviewed the many construction and renovation projects that have been or will soon be funded. The centerpiece, Tercentenary Hall (a birthday present from the state), will be dedicated in 1993. We are fortunate that enrollment at the College is growing more slowly than it has in the past 20 years, while space is growing much faster. We are taking full advantage of the state's generosity, and the quality of education will be positively affected in a dramatic way.

## Committee Reports

### Nominations and Elections Committee

On behalf of the Committee, Mr. Keifer put forth this motion:

*Election to the Faculty Hearing Committee and the Procedural Review Committee will be a four-year commitment, two years as a regular member and two years as an alternate.*

He explained that the purpose of the motion is to formalize what had been done in the past. Mr. Ward asked if this involves amending the Bylaws. Dean Lutzer said no, the motion simply reestablishes a procedure that fell out of use. The motion passed unanimously by voice vote.

The election of alternates to the Faculty Hearing and Procedural Review Committees and of a replacement for Ms. Kerns on the Educational Policy Committee then proceeded. For each position, Dean Lutzer asked for nominations from the floor before receiving motions that nominations be closed. There being no further nominations, Mr. Keifer and the Committee collected the ballots and left the room to count the votes. Seventy-six faculty members voted.

Later in the meeting, Mr. Keifer and his Committee reported these election results:

Faculty Hearing Committee alternates: G. Smith (Modern Languages), E. Themo (Sociology)

Procedural Review Committee alternates: R. Barry (Economics), W. Cobb (Philosophy), C. Null (Psychology)

Educational Policy Committee (replacement): G. Rublein (Mathematics)

### Faculty Affairs Committee (FAC)

Mr. Finifter made these announcements, some of which had already been talked about:

1. FAC has met with the ad hoc committee on gender equity.
2. FAC has worked closely with Dean Lutzer in reviewing the Insider's Case Statement (the development plan for the Campaign of 1993) and generating comments that have been sent to the University Advancement office.
3. FAC has reviewed the student-outcome assessment documents and discussed them with Associate Provost Slevin (Steering Committee chair) and Mr. Fuchs (chair of the Educational Objectives sub-committee). FAC and EPC have jointly endorsed the assessment process.
4. The current faculty liaison committee to the Board of Visitors will continue for the rest of the academic year. The next presentation to the Board (the second in a series of three) will address the topic, "Who Teaches?" The presenters will include Mr. Bradley (faculty compensation), Mr. Hausman (faculty research), Mr. Terman (retention, promotion, and tenure), Mr. Willis (faculty recruitment), and Mr. Selby (eminent scholar recruitment). The topic of the final presentation will be "What We Teach."
5. Mr. Finifter is FAC's representative to the Undergraduate Enrollment Group, and he agrees with Mr. Meyers that the President's proposal is reasonable given current pressures. The Provost is putting together a massive data file for the Committee's use.
6. As FAC chair, Mr. Finifter also sits on the Resource Allocation Planning Advisory Committee, which advises about the budget process.

Mr. Finifter then asked for a Faculty Assembly report from Mr. Selby, who explained that our legislation requires such a report at each A & S faculty meeting. Mr. Selby said that the main business of the first meeting was electing the officers of the Assembly, the Executive Committee, and the Committee on Committees. From A & S, Ms. Houle, Mr. Bradley and Mr. Selby were elected to the Executive Committee; Ms. Ventis, Mr. Willis, and Mr. Eckhause were elected to the Committee on Committees. The Secretary of the Assembly is Mr. Pearson (Business Administration) and the Vice President is Mr. Thelin (Education). After Mr. Selby sat down, Dean Lutzer noted that the President of the Assembly is Mr. Selby.

#### Educational Policy Committee (EPC)

Mr. Meyers reported that EPC has clarified a question raised by the Registrar about the new plus/minus grading: A C-minus grade does meet the minimal C requirement for courses such as Writing 101. The plus/minus system does not affect numerical requirements.

Mr. Meyers then introduced a motion recommended by EPC on the advice of the Writing Committee:

*Students whose combined SAT Verbal and English Achievement scores fall below 1300 must satisfactorily complete, by the end of their fourth semester, normally during their first year at the College, a one-semester course in writing . . .*

*In addition, all students must satisfy the Concentration Writing Requirement described by each department or school. Students entering for the first time in the fall of 1989 and thereafter must satisfy the lower-division writing proficiency requirement before attempting the Concentration Writing Requirement.*

Several questions followed: Mr. Selby asked if one could take a concentration writing-requirement course, even though it may not count. Mr. Meyers said he hopes this won't happen, but if it does, the student has the right to appeal later for the course to be counted. Mr. G. Smith asked what would happen if a student fails to meet these requirements by the end of the senior year. Again, this shouldn't happen, Mr. Meyers said, but if it does a student may request an exception from the Degrees Committee. Mr. Greenia wondered if the lower-division and concentration writing requirements could be taken concurrently. Mr. Meyers said no.

The EPC motion was put to a vote and passed unanimously.

### Faculty Compensation Committee

Dean Lutzer announced that the Faculty Compensation Committee will defer its report until the May meeting and give a two-year summary then.

### Student Assessment Steering Committee

The remainder of the meeting was given to discussing four student assessment documents that had been distributed beforehand. Dean Lutzer listed the subcommittees of the Student Assessment Steering Committee on the board, pointing out that over 50 faculty members have been involved in this state-mandated activity. The documents to be considered are the result of many drafts and compromises. They have been reviewed and endorsed not only by the Steering Committee but by FAC, EPC, and the department chairs.

At the Dean's suggestion, the faculty considered each of the four documents in turn.

#### *Document # 1: "Statement of Purpose, Principles, and Structure for Student Assessment" (Appendix 1)*

Mr. Tiefel asked, what is the point of this discussion? The Dean explained that the point was to inform the faculty about the student-assessment procedures that FAC and EPC have endorsed as a pilot project for the current year. Mr. Axtell wondered if the the Committee had considered a longitudinal design, since otherwise it will be impossible to separate W & M's contribution from other influences. Dean Lutzer replied (with humor) that such a "value added" approach may not be in the interest of a university that "puts the frosting on the frosting on the cake." A longitudinal design had been considered, but it, too, would necessarily be confounded. Associate Provost Slevin (chair of the Steering Committee) suggested that Mr. Axtell's concerns may be partly addressed by the method of portfolio analysis. Mr. Finn noted that one university in the Commonwealth that did test students as freshman and again as seniors found that (standardized) scores had declined! Mr. Abdalla asked if the assessment assumes an "ideal student performance." The Dean said the purpose is not to assess individual students. We know (from the College's mission statement) what we are trying to do; the question is how well are we doing it. Mr. Palmer said that he sees no mention of "creativity" in the statement of what we are trying to do; does the Committee regard creativity as unmeasurable, unteachable, or undesirable? Ms. Slevin said that Mr. Palmer's question should be held for the next document. Mr. Ward then redirected attention to Mr. Axtell's question, which he (Mr. Ward) felt had not been answered. How can we know what we've done if we don't know what students were like when they arrived? Dean Lutzer repeated his assertion that the controls necessary for an ideal social science experiment are simply not possible in this case (no disrespect for social science intended). President Verkuil joined the discussion at this point to suggest several dangers of longitudinal measurement: the results of a "graduation exam" could be used to compare institutions and justify funding formulas; moreover, teaching to such an exam would subvert the purpose of liberal education. Mr. Axtell asked why a cynic would be wrong in expecting every university in the state to minimize damages and come out smelling like a rose. Dean Lutzer acknowledged that universities may indeed present themselves in a favorable light, but the purpose of assessment at William and Mary is to determine how well we do the job we have set for ourselves.

#### *Document # 2: General Education Objectives (Appendix 2)*

Mr. Tiefel suggested that defining what constitutes a "liberal" education can be a difficult, even bloody task. How precise can we be? How will attainment of objectives such as "individual autonomy" and "personal fulfillment" (p. 2) be measured? Mr. Fuchs (chair of the Objectives subcommittee) acknowledged the value of Mr. Tiefel's question, but asked that the document not be judged solely on that basis. The purpose of the document is to articulate goals; measuring them comes later. Mr. Fuchs said that attitude questionnaires will be used to measure some of the more elusive goals, but the Committee is not grandiose in its expectations. Mr. Palmer (after determining that his earlier question was now in order) asked again, Where's the creativity? Mr. Fuchs answered that because the document reflects minimal goals of a general education, not every student should be creative, yet all should understand and appreciate artistic creativity. Mr. Palmer said he was asking about "creativity," not just "artistic creativity." Mr. Fuchs, and then Mr. Meyers, pointed out that the Committee had meticulously avoided rewriting the College's mission statement. While creativity is not mentioned explicitly as an educational objective, the concept is at least implicit in the discussion of personal

fulfillment (p. 2) and aesthetic skills (p.7). Mr. Palmer said that consuming creativity is to be distinguished from the act of creating. Mr. Meyers then allowed that the College mission statement may need to be reexamined. Dean Lutzer pointed out that creativity (the act) occurs in the lab as well as the studio, and he suggested that departments consider this in developing their evaluation plans. In a final remark on this matter, Mr. Palmer noted that the College's mission statement is explicit about faculty creativity but talks around the issue of student creativity.

*Document # 3. Guidelines for Student Outcomes Assessment of the Concentration (Appendix 3)*

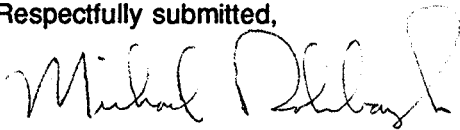
Referring to a recent request he had received, Mr. Delos wondered why the faculty had had no opportunity to review and endorse the assessment procedures before they went into effect. The Dean explained that, given the pressure of a June reporting deadline, the Steering Committee had decided to approve the procedures on its own authority, calling this a pilot program. Mr. Fuchs added that the Committee is very sensitive to the question of faculty autonomy; the assessment process should in no way be construed as setting educational policy. Mr. Shaver then asked a specific question about the procedure for recording class size and suggested that actual numbers rather than categories be used. Returning to his earlier question, Mr. Delos asked when the faculty will have a chance to endorse the assessment procedures; Dean Lutzer replied that this issue will be addressed by EPC when the procedures no longer have "pilot" status.

*Document # 4. Catalog Copy for Student Assessment (Appendix 4)*

In the last phase of the discussion, Mr. Abdalla asked if students will know that they are being assessed. Dean Lutzer said yes. Provost Slevin added that the memo to the faculty about portfolio analysis neglected to mention that students were asked beforehand if they would object to their work being included. Since students have given prior approval, it is not necessary to inform them at the time their work is actually selected for review. Mr. Axtell asked, should faculty keep it on the Q.T. when we submit a student's work, yes or no? Ms. Slevin: That is probably best. Mr. Axtell: Probably? Ms. Slevin: It is. On this note, the discussion of student assessment ended.

The meeting was adjourned at 5:10 p.m.

Respectfully submitted,



Michael Rohrbaugh  
Secretary to the Faculty of Arts and Sciences

- Appendix 1: Statement of Purpose, Principles, and Structure for Student Assessment
- Appendix 2: General Education Objectives
- Appendix 3: Guidelines for Student Outcomes Assessment of the Concentration
- Appendix 4: Catalog Copy for Student Assessment