

## Minutes of the Meeting of the Faculty of Arts and Sciences March 14, 1989

Dean Lutzer called the meeting to order at 3:30 p.m. in Rogers 100.

The faculty approved the minutes of February 7, 1989, with one correction:

- p. 2 The Faculty Hearing Committee alternate is Roger Smith (Government), not G. Smith (Modern Languages)

### Announcements

The Dean made these announcements:

1. He has recommended to the Provost that three of five Commonwealth Center pre-proposals from A&S be sent to Richmond for review by SCHEV, which will invite full proposals this summer.
2. At the request of department chairs, the Dean will soon issue a letter explaining the A&S salary system. A complicated relationship exists between one's merit rating and the percentage raise he or she receives. Individuals with the same merit rating will receive different percentage raises depending on their current salary.
3. The preliminary results of a study of the A&S salary structure reveal no statistically significant evidence of salary discrimination by gender when demographic variables are controlled.
4. James Squires (Editor of the Chicago Tribune) will give a lecture on March 16th in connection with the Journalist in Residence series. Mr. Schwartz encourages faculty to attend.

### Reports of Administrative Officers

#### The Provost

Provost Schiavelli discussed faculty contracts, the faculty personal computer (PC) program, and faculty leave policies.

1. The Dean will issue contract letters for continuing faculty; however, if the contract involves a change in status (e.g., a promotion), the letter will come from the Provost.
2. The College is in the process of buying approximately 100 PCs for faculty offices, and more will come later. The state Procurement Office treats PCs as commodities (like asphalt and toilet paper) that must be purchased through a cumbersome bidding process that is now underway. Mr. Schiavelli asked the faculty to be patient with this process. Mr. Meyers asked if ordering a Macintosh rather than a PC clone is an option. (It is, but because the Mac is more expensive and has no clone, one will receive less computer [i.e., no hard disk] for the same dollar.)
3. Three changes in faculty leave policies are being considered. One is to increase funding of full-year research leaves to 75% pay, which should encourage faculty to seek external support for the full year. Another involves making it easier for faculty to receive at least a 10% supplement when taking leave without pay. Finally, Mr. Schiavelli hopes to institute a pre-tenure leave program.

There were no questions about the Provost's remarks. However, Dean Lutzer was reminded of two additional announcements:

1. Salary action letters will be sent out in April, before the Board of Visitors acts on promotion requests. The Provost will issue change of status contracts for faculty whose promotions become official in May.

2. One-hundred PCs will be distributed to faculty this semester based on recommendations by department chairs. More will be distributed in the fall.

## Committee Reports

### Faculty Affairs Committee (FAC)

Mr. Finifter made these announcements:

1. FAC is working on an inventory of salary-merit criteria across departments and will soon report its findings to the faculty.
2. FAC is also doing an inventory of faculty development programs that exist and those may be desirable.
3. FAC has reviewed and commented upon the College's Outsider Case Statement (a fund-raising plan).
4. The Resources Allocation and Planning Advisory Committee (RAPAC) has been disbanded and its function taken over by the University Policy Advisory Committee (UPAC), which has been expanded to include representatives from the Faculty Assembly. (So committees do die!)
5. FAC's meeting with the Board of Visitors (BOV) went well. The Board was attentive to recruitment, tenure, and faculty development issues covered in last month's presentation, "Who Teaches?" The topic of the final presentation will be "What We Teach."

### Faculty Assembly

Mr. Selby (A&S representative and President of the Faculty Assembly) reported on developments at the February 21st Assembly meeting:

1. As the A&S faculty luxuriates in a committee dying, it should be aware that in the Assembly a committee has been born. The newly constituted Elections Committee, chaired by J. Yankovich (Education), includes A. Fuchs, L. Schifrin, and L. Wiseman (A&S), N. Waxman (Business Administration), B. Theberge (VIMS), and J. Donaldson (Law).
2. J. Edwards (A&S) was elected Parliamentarian.
3. It was decided that the Executive Committee will meet on the second Tuesday of each month to prepare the agenda for the full Assembly meeting on the fourth Tuesday.
4. These reporting patterns were established: The Assembly will announce meetings and agendas in the W&M News, report actions taken in the W&M News, and distribute formal minutes as prescribed by the constitution.
5. Matters may be brought before the Assembly by any faculty member or organized sub-constituency (e.g., Student Association, Women's Caucus). The latter may designate a representative and inform the President of that representative's intention to address the Assembly. Otherwise, issues may be brought to the Executive Committee or an appropriate sub-committee, or one may ask at least two Assembly members to put an item on the agenda.
6. As noted above, the Assembly recommended that RAPAC and UPAC be combined.

Mr. Meyers observed that eliminating RAPAC in effect removes the EPC chair from an advisory role. He wondered if this would weaken the advisory role of A&S generally. Mr. Selby said he doesn't think so, because the A&S members of the Executive Committee represent the faculty of A&S.

### Educational Policy Committee (EPC)

Mr. Meyers presented the Annual Report of the Educational Policy Committee for 1986-87 and 1987-88 (Appendix 1). He noted one correction to the report: For Music 307 (bottom of p. 10) and Music 407 (top

of p. 11), "A" for "Area" should be "S" for "Sequence." Mr. Willis complimented the archivology of the report, expressing amazement that the activities of the committee had been recorded (or recovered) in such detail.

Mr. Meyers then conveyed EPC's request for guidance by the faculty about the need and/or timing of a review of the undergraduate curriculum (see EPC's 2/17/89 memo to the faculty, Appendix 2). After reviewing some pros and cons of curriculum review, Mr. Meyers moved the following resolution for purposes of debate:

*The Educational Policy Committee should nominate and the Dean of the faculty appoint a committee to review the existing undergraduate curriculum and consider possible changes to enhance the academic experience of our students. The committee should consider all options and analyze the consequences on general education and concentrations of the changes involved with each. Upon completion of this review, the committee will report its findings and recommendations, if any, to the Educational Policy Committee.*

A lengthy debate followed, and a substitute motion was introduced, amended, and defeated before the original EPC resolution was finally put to a vote.

The first phase of the discussion included these questions, points, and counterpoints:

Mr. Shaver: How detailed would the review be? Mr. Meyers: It would be fairly detailed. Mr. Finifter: How would the curriculum review committee interact with the student assessment project? Mr. Meyers: Closely. Mr. Thompson: Accrediting bodies are interested in faculty productivity; we are already overburdened by committee work that takes us away from being effective teacher/scholars. Mr. Delos: Why look at the curriculum before the assessment results are in? We're spinning too many wheels, generating too much paper. Mr. Willis: The resolution has value, but the review would best be done by departments as needs arise. Our general education requirement may be musty, but reviewing it should grow out of the assessment process. On the other hand, one reason to do the review now is to consider reducing the normal course load to four (per semester) for students, which may lead eventually to reducing the normal load for faculty. Perhaps a small working committee could do that. Mr. Shaver: An unmentioned hazard of curriculum review is having a Stanford experience (finding problems) during the tri-centennial development campaign. Mr. Selby: There is merit in Mr. Willis' suggestion that a smaller, limited committee study the 4-course-load alternative. Dean Lutzer: The four-course-load issue is closely linked to the general education issue. Mr. Selby: The last curriculum revision (in 1969) was bound by philosophical and political considerations that may no longer apply. Perhaps some structural issues can now be resolved without broaching philosophical issues. Mr. Johnston: Modifying the curriculum is a big job that can't be restricted to one area. We should delay the review until we get feedback from the assessment project. Mr. Fuchs (agreeing with Mr. Selby): The faculty supported the 4-course-load idea in 1969, but we were told it wasn't feasible administratively. We should know if it is feasible now in terms of administrative and state requirements. Provost Schiavelli: We can do what we want about regrouping courses as long as we use the coin of the (state council) realm, namely credit hours. Mr. Palmer: Since educational policy should involve ongoing curriculum review, why not use existing structures and have EPC empower a sub-committee? Dean Lutzer: EPC is requesting guidance from the faculty now about this. Mr. Palmer: We should distinguish curriculum review at one point in time from curriculum review as an ongoing process. Mr. Meyers: From time to time it is helpful to pause and see what the cumulative effect of incremental adjustments has been. Mr. Palmer: Perhaps five years from now would be the time to do that. Mr. Willis (returning to the 4-course-load question): The state council is more flexible now than it used to be, as Mr. Schiavelli says.

At this point, Mr. Finifter said he agreed with everyone (especially Mr. Willis) and proposed the following two-part substitute motion:

- 1) EPC should nominate and the Dean of the Faculty appoint a committee to examine the implications of a 4-course load for students;
- 2) The curriculum review will wait at least one year until the assessment results are known.

Mr. Finn seconded the motion, then asked for a clarification: Does the second part mean that a curriculum review will in fact take place? (Answer: Not necessarily.) Mr. Fuchs questioned the desirability of the second part of the motion, suggesting that it is unrealistic to expect definitive answers about the curriculum from a one-year pilot program. He moved that that the second point be

deleted. Mr. Fuchs' motion to amend the substitute motion was seconded and passed (with some dissent) by voice vote.

These points were made in the discussion of the amended substitute motion:

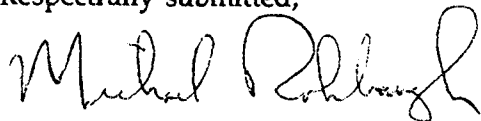
Mr. Bradley: Ten years ago a curriculum review committee worked very hard preparing a report that the faculty didn't want to hear. Let's not waste time now on what the faculty doesn't want to hear. Mr. Willis: This is a more sensible, limited thing that will not require extensive examination of the curriculum. The issue is feasibility. Mr. Schwartz: The substitute motion is much inferior to the original (although both should be defeated). The 4-course load can't be examined for five minutes without looking at the general education requirement or for three minutes without looking at our interdisciplinary programs. The substitute motion creates an illusion of less work. It would have us weasel in what we want without grappling with broader philosophical issues. Mr. Selby: On the contrary, the committee would provide a useful precis of what might need to be done, including which broader philosophical issues would need to be debated. Mr. Finn: The 4-course-load issue needs to be studied now because increasing pressures for scholarship and self-government are making it difficult for us to be adequate in the classroom. Mr. Wiseman: This is like studying a big fish in Lake Matoaka; it's an ecological matter, and we don't have the energy or resources to drain the lake. Institutions, like individuals, can be overcommitted. Dean Haulman: Let's not tie our hands. One result of the development campaign will be new positions and programs that we will have to live with for a long time. Now is the time to plan the curriculum of the future. Mr. Finn: It should be a simple matter to ask departments what a 4-course load would mean for their curriculum. This would give us a provisional understanding so that we might not need to empty Lake Matoaka or fill it with fish. Mr. Shaver: Could any chair answer Mr. Finn's question without calling long department meetings? Mr. Finn: Yes, as chair I could.

Dean Lutzer called for a vote on the substitute motion. The motion was defeated. The Dean then reread the original EPC motion and opened the floor again for discussion (if anything new remained to be said). Mr. Crapol suggested that the faculty is overextended and wondered if the poor attendance at this meeting may reflect the faculty's lack of enthusiasm for another curriculum review. Finally, Mr. Ward mused on what he called a "sociological" problem: Why is the faculty too weary to take on such a review every 10 years? Are we aging or getting too much dumped on us? Either way, it's not in us to support this kind of thing.

The EPC motion was put to a vote and defeated.

(It did not go unnoticed by certain social scientists and historians that, for the first time in institutional memory, Mr. Shaver was on the winning side of a faculty debate. It should be noted, however, that Shaver thus far has only argued against a losing motion; he has not yet argued for a winning motion.)

Respectfully submitted,



Michael Rohrbaugh  
Secretary to the Faculty of Arts and Sciences

- Appendix 1. Annual report of the Educational Policy Committee: 1986-87 and 1987-88.
- Appendix 2. EPC memo to the Faculty regarding curriculum review (2/17/89).