

Minutes of the Meeting of the Faculty of Arts and Sciences

November 7, 1989

Dean Lutzer called the meeting to order at 3:35 p.m. in Rogers 100.

The faculty approved the minutes of the meeting of October 3, 1989, with one correction:

p. 4, paragraph 2, line 4: strike "which did not meet this summer." (According to Ms. Ventis, the Faculty Assembly's Committee on Committees did meet this summer, several times.)

Announcements

Dean Lutzer noted the presence of the Student Association liaison, Ms. Katy Wilson, and urged faculty members to vote in the general election that day. He then recalled a resolution the faculty adopted last spring affirming the importance of grade deadlines. The last possible time for turning in grades will be Tuesday, January 2nd at 9:00 am, after which the Registrar will mail out student grades regardless of whether all are available. The Dean will seek explanations from chairs for lateness. The Registrar's Office will be open by appointment between Christmas and New Year's Day (call the Registrar). Do not turn in grades through campus mail or U.S. mail; grades are too important.

Committee Reports

Committee on Graduate Studies

Before discussing the Annual Report of the Committee on Graduate Studies (Appendix 1), Graduate Dean Scholnick invited everyone to a party for international graduate students (Friday, November 11th in Tucker Hall) and commented on efforts to recruit graduate students, especially minorities, a topic not covered in the annual report. Picking up on Dean Lutzer's recommendation (October meeting) that we work to stem the Ph.D.-pipeline crisis, Mr. Scholnick showed the faculty a colorful, fold-out brochure advertising graduate education at W&M. These brochures are available to departments for distribution, he said, and several useful booklets on recruiting, prepared by the Council for Graduate Schools, are available in the Graduate Dean's office as well. With the help of Mr. Robinson (Affirmative Action Officer), Mr. Scholnick is taking steps to improve minority graduate-student recruiting: Money is now available to bring prospective students to campus, and more recruiting trips will be made this year to historically black campuses.

Turning to the annual report, Dean Scholnick reviewed two major achievements: a Ph.D. program in Applied Science, approved by SCHEV, will be initiated in the 1990-92 biennium; and a proposal for a Ph.D. program in Public Policy, endorsed by the Departments of Government and Economics and approved by the Committee on Graduate Studies, will soon be presented to the Faculty, possibly next month.

Mr. Scholnick said the annual report is longer than usual and should be regarded as an invitation for everyone to think about the role of graduate education at William and Mary. Those present accepted the invitation and debated the virtues of expanding graduate programs for about 45 minutes. With one or two exceptions, the faculty members who spoke expressed reservations about expansion, while administrators were optimistic.

The first part of the debate was an exchange between Mr. Finn and Dean Scholnick about money. Mr. Finn: Considering that M&O budgets have not increased, are we seeding new graduate programs with funds that would otherwise go to undergraduate programs? Dean Scholnick: No, M&O has been flat since '82. Mr. Finn: That is not a satisfactory answer; the state gives the university money and doesn't say how to spend it. Dean Scholnick: A&S is not the university. Our administration wants new programs and it's in our interest to develop them in order to attract

investment funds. We do have an M&O problem, but good ideas will help solve it. Mr. Finn: But we also have a conviction that new programs should not emerge at the expense of existing programs unless the latter can be justly pruned.

After Mr. Finn explained what he meant by "justly pruned," Mr. Funigiello asked if it is true that library funding has gone down. Ms. Marshall (University Librarian) said she has requested funds to support new graduate programs with mixed results. For example, she was assured that library resources for the new Applied Science program would be no problem, but this has not been the case. When new programs come up, unfulfilled funding promises come home to roost on the Librarian's head. Dean Scholnick suggested that creating new programs helps to improve library funding, but Ms. Marshall did not appear persuaded.

Mr. Johnston returned to Mr. Finn's point, asserting that the university wants graduate programs, but doesn't give departments the M&O or faculty positions to support them. Years ago, the psychology department was promised two positions for its Psy.D. program but given only one, and external evaluators are now recommending a new Ph.D. program. In psychology's case, graduate programs don't help undergraduate programs, they hurt them.

Ms. Marshall returned to the library question, pointing out that the state has flat funded libraries, too, at 80% of the state's own guidelines. Dean Lutzer asked Ms. Marshall a series of questions to emphasize that our library budget is higher because we have graduate programs and that the library demands of undergraduate and graduate programs are not radically different. Mr. Funigiello suggested that someone at a higher level should address the problem of the state funding below its own guidelines. Mr. Scholnick noted that the present Secretary of Education is punishing publishers for exorbitant subscription rates.

Reacting to Mr. Johnston's comments, Mr. Eckhause said that in his department (physics) the presence of a doctoral program has infinitely enriched the undergraduate program, not just economically, but educationally. Mr. Finn accepted this, but said the real issue is whether new programs should be started with slender seed money. Dean Haulman disagreed: In his view, the real issue is that resources have gone into faculty salaries. He has not seen faculty lining up to turn back raises. Should we not do that, Mr. Haulman asked rhetorically, before pointing fingers at each other about marginal funds for graduate programs? Dean Lutzer allowed that Mr. Finn is correct in one respect: State approval of a new program does not create funds for that program. Dean Scholnick then urged the faculty to recognize the many opportunities graduate programs offer for improving teaching programs and library resources and "staying alive" in times of rapidly expanding knowledge. He would prefer moving beyond the question of whether graduate programs are good or bad; we should talk about how to enhance them and recognize the good job we do bringing in money to support graduate students.

Mr. Jones (classics) then raised an issue of educational quality: He is bothered by the involvement of graduate students in undergraduate education. Mr. Jones' son, who attended W&M as an undergraduate, had justifiable complaints about graduate-student instructors. When the Physics Ph.D. program was new, we were assured that graduate students would not be classroom teachers, but now they are. Has a door been opened? We all know using graduate students is an approach to cheap labor. Mr. Jones said he knows of no undergraduate program comparable in size and quality to our own that relies on graduate-student instructors. He then asked a question about the last paragraph in section III of the report: Does the Funds for Excellence (FFE) proposal mean more graduate-student teaching?

Before answering, Dean Scholnick pointed out that his own son attends Yale (a school at least comparable to W&M) and finds that being around graduate students helps him envision an academic career. Yale takes seriously the task of preparing graduate students for teaching, as we should. Mr. Jones said he applauds that, but would like an answer to his question: Is wide-spread graduate-student teaching being contemplated at W&M? Dean Scholnick said no, but Dean Lutzer offered the qualification that some departments are considering how to make teaching a meaningful part of the graduate experience. We have a training responsibility in this respect and will keep the

FFE proposal alive. Mr. Funigiello asked if the FFE proposal will be reviewed by the departments involved. Dean Lutzer said the proposal originated from the departments involved.

Mr. Ward said he is less worried about our own graduate students than he is about other people's graduate students (A.B.D.s), who teach 12 courses in his department. We may be taking less care with them than with our own. Dean Lutzer said he shares Mr. Ward's concern about part-time adjuncts; we are working to become less dependent on them. On the other hand, there should be no blanket condemnation of adjunct teaching; as some chairs have argued, particular adjuncts can be invaluable.

Mr. Johnston warned again about the danger of starting new programs without the resources to do it properly. W&M cannot do what Yale can, and we should not be misled by "opportunity." Mr. Scholnick responded by drawing an analogy between the psychological development of individuals and institutions: Just as individuals grow and look to the future, so must institutions. Mr. Johnston said Ph.D. programs in American Studies and Public Policy are fine, but his department is not ready for one. Dean Lutzer assured Mr. Johnson that there will not be a raft of new Ph.D. programs. We have plenty of graduate work on our plate now, and commitments already made will take a while to fulfill.

Ms. Katy Wilson, the Student Association representative, said that students oppose graduate-student teaching and want the faculty to control it. Students come to William and Mary because professors, not graduate students, teach the classes. Dean Haulman attempted to reassure Ms. Wilson, suggesting that the FFE grant will help us make better decisions about this, so that if and when graduate students teach, they will be well prepared. Mr. Finn added that, in his opinion, it is unethical to turn graduate students back to the academy untrained in college teaching. Mr. Ward then asked how expanding graduate programs fit the College's building plans: Where will we put more graduate students? (Answer: here and there.)

Mr. Harris had the last word in the graduate studies debate. He began by observing that we live in an unprecedented period of growth in higher education. Every issue of the W&M News announces a new program, and many of us don't know what's going on. Returning to Mr. Scholnick's human development metaphor, Mr. Harris suggested that children grow at different rates and different times, and that growth requires periods of consolidation. He hopes the administration will heed our (institutional) need for consolidation and integration.

Ms. Ventis asked what our graduate recruiting record has been, relative to other institutions, for minorities and women. Dean Scholnick said that, for minority students, W&M is doing well in Business and Law, and less well in A&S (except in particular departments like computer science). About 50% of our entering graduate students are women, but proportions vary widely across disciplines. The trick is to encourage women to enter fields such as math, physics, and computer science.

Faculty Affairs Committee (FAC)

Mr. Selby reported that FAC has met three times and advised the Dean on (1) procedures for a third-year evaluation of new faculty and (2) a statement of guidelines for adjunct and visiting faculty. In addition, FAC began a preliminary discussion of a report on part-time faculty and, at the Dean's request, began reviewing revisions in departmental merit evaluation procedures.

Mr. Selby then moved the following FAC resolution on alternates for elected A&S committees:

In order to select alternates for elected positions under the Faculty of Arts and Sciences when elected members request leave from a position while on academic leave, the Nominating Committee (or in case of members of the Nominating Committee, the Faculty Affairs Committee) may appoint for the period of the requested leave a faculty member who has served in that position and whose term of office ended within the previous three years, provided:

- a. *that the committee involved requests an alternate be appointed (in the case of a representative to the Faculty Assembly, an alternate will always be appointed);*
- b. *that the order of priority for selection be persons whose terms of office have most recently ended;*
- c. *that the persons selected agree to serve as alternates;*
- d. *that the faculty member requesting leave intends to return to complete his or her elected term.*

Mr. Hausman asked if faculty on leave will have the option of requesting absence from committee service. Mr. Selby said yes, it would be an option. Mr. Rublein asked if a bi-election would be held if for some reason a faculty member on leave could not return to a committee assignment. After some discussion, Dean Lutzer offered a friendly amendment, accepted by Mr. Selby, revising point "d" as follows:

- d. *that, in cases where more than one year of the term remains, the faculty member requesting leave intends to return to complete his or her elected term.*

The resolution was put to a vote and passed unanimously.

Mr. Hausman asked FAC to consider whether committee service during research leave is consistent with the terms of a full-time research assignment.

Faculty Assembly

Putting on his Faculty Assembly hat, Mr. Selby reported that the Board of Visitors approved new procedures for evaluating administrative personnel that address two faculty concerns. Faculty will now serve only on committees for evaluating administrators within three steps of the President (which will reduce the large number of assignments), and the immediate supervisor of the administrator being evaluated will now report the outcome orally to the committee (which will solve the problem of faculty not hearing the results).

In response to issues identified by the Handbook Committee, the Assembly appointed an ad hoc committee to address college-wide faculty grievance procedures and another to address professional ethics. The Assembly also asked the Affirmative Action Committee to draft a sexual harrassment policy.

As recommended by the Committee on Committees, the Assembly agreed to "adopt" (i.e., accept as Assembly Committees) the Board on Faculty Compensation, the Faculty Research Committee, the Library Policy Advisory Committee, and the Admissions Policy Advisory Committee. The curent structure and membership of these committees will not change; in the future, however, members will be appointed by the Assembly rather than the Provost. The Assembly also created an Academic Advisory Committee and is considering a Committee on Faculty Rights, Responsibilities, and Due Process.

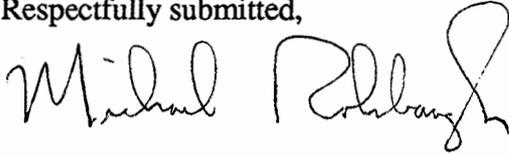
Mr. Selby read the Assembly resolution creating the Academic Advisory Committee:

The purpose of this committee shall be to inform the Assembly about academic matters that are judged to affect the academic mission of the College. The committee shall be comprised of one Assembly representative from each constituency designated by the Assembly members of that constituency and shall elect its own chair. In accordance with Article III, Section 9, of the Assembly's constitution, formation of this committee shall in no way infringe on the academic policies and procedures defined by the Bylaws of the individual faculties as reserved to each faculty constituency.

Mr. Funigiello noted that the Provost had agreed at the May meeting to bring in a consultant to review our affirmative action procedures. How far has the consultant gotten? The consultant has not yet been engaged, Mr. Selby said, but the Provost is aware of his commitment.

There was no new business. The meeting adjourned at 4:58 p.m.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Michael Rohrbaugh". The signature is written in dark ink and is positioned above the typed name.

Michael Rohrbaugh
Secretary to the Faculty of Arts and Sciences

Appendix 1. Annual Report of the Committee on Graduate Studies.