MINUTES
Meeting of the Faculty of Arts and Sciences
3 May, 1994

The meeting was called to order by Dean Lutzer in the Commonwealth Auditorium of the Student Center at 3:35 PM.

The minutes of the meeting of 5 April, 1994 were approved as circulated.

ANNOUNCEMENTS

Dean Lutzer reminded the Faculty of the deadlines for Spring Term grades, and then read the following announcements of faculty fellowships into the record:

Paula Blank (English)	ACLS
Judy Ewell (History)	Fulbright
Clyde Haulman (Economics)	Fulbright
Talbot Taylor (English)	Guggenheim
Dale Cockrell (Music)	NEH
Bob Gross (American Studies)	NEH
William Fisher (Anthropology)	Smithsonian

Professor McCord reminded the Faculty of the city council elections.

REPORTS OF ADMINISTRATIVE OFFICERS

Provost Cell endorsed the Dean's call for timeliness in grade reporting, and then announced the appointment of two search committees and their chairs:

> for the Dean of the Faculty of Arts and Sciences,
> Linda Collins Reilly, Chair;

> for the Registrar,
> David Aday, Chair.

She also reported that the retroactive salary increases were in the process of being calculated, and might make it onto the May 16 paychecks, but may have to be a separate check, or be delayed until June 1.

Professor Robert Johnston suggested that grade submissions might be expedited if the most popular class times were not scheduled for the last day of the exam period.

Provost Cell answered that that was a reasonable change to consider.

REPORTS OF COMMITTEES

Nominations and Elections

Professor Greenia presented the following nominations on behalf
of the Committee:

for Chair of the Educational Policy Committee:
Gene Tracy (Physics)

for 3 year terms on the Retention, Promotion, and Tenure
Committee:
Norman Barka (Anthropology)
John Charles (Kinesiology)
John Nezlek (Psychology)
Ellen Rosen (Psychology)

for a 4 year term on the Board of Faculty Compensation:
Berhanu Abegaz (Economics)
George Strong (History)

for 4 year terms on the Faculty Hearing Committee:
Ruth Beck (Biology)
Chandros Brown (History)
Craig Canning (History)
Dorothy Coleman (Philosophy)

for a 4 year term on the Committee on Degrees:
Howard Fraser (Modern Languages)
Marc Sher (Physics)

for 1 year terms on the Board of Student Affairs:
David Armstrong (Physics)
Susan Chast (Theatre and Speech)
Cindy Hahamovitch (History)
Hermine Pinson (English)
Anne Rasmussen (Music)
Gary Rice (Chemistry)
Carole Sheriff (History)
Carl Vermeulen (Biology)
Robert Welch (Modern Languages)
Brad Weiss (Anthropology)

Dean Lutzer then called for nominations from the floor.

Professor Clemens nominated Larry Evans (Government) for the
Committee on Retention, Promotion, and Tenure, and the
nomination was seconded.

A motion to close nominations then was made, seconded, and
     passed, votes were cast, and the ballots collected.

Faculty Affairs Committee

Professor Chappell reported on the progress of the Affirmative
     Action documents, on advice given by the Committee regarding
     Dean Macdonald's FIPSE grant application, and on discussions
     with the Committee on Retention, Promotion, and Tenure
     concerning the possibility of making chairs eligible to
     serve if elected to the latter committee, since the current
     exclusion of any member of the department of a person whose
     case was being considered should adequately cover such
     cases, and a pool of former RPT Committee members had been
     set up to provide adequate replacements.

Professor Tiefel urged the Faculty to accept the idea. It was
     accepted.

Professor Chappell then reported that the Faculty Affairs Commit-
     tee had discussed the student athletic fee and sent a letter
     to Linda Butler in this regard.

Professor McCord pointed out that the fee is now over $600 per
     student and that the faculty needs to go on record support-
     ing a substantial reduction; he then made a motion to ask
     the Strategic Planning Committee to consider the issue.

The motion was seconded.

Professor Robert Johnston asked if the $600 included the William
     and Mary Hall fee.

Professor Christina Jackson said: "No."

"Does it include intramurals?"

"No, there is a separate fee."

Professor Hausman suggested that the sense of the Faculty also be
     communicated to the Athletic Policy Committee of the Self-
     Study and to the Athletic Policy Committee. His suggestion
     was accepted as a friendly amendment to the motion.

The motion passed by voice vote without audible dissent.

Professor Chappell then reported on Faculty Assembly business.
     Professor Slevin had led a discussion of the climate for
     women, the need for further discussion, and perhaps an
     orientation program for new faculty.

Professor Deborah Green asked what would be the next step for the Affirmative Action Policy.

Provost Cell stated that it is to be discussed and acted upon at a special meeting of the Board of Visitors and is now undergoing review and improvement by President Sullivan and Michael Powell.

Educational Policy Committee

Professor Fowler first requested approval of the first part of his committee's May report, which was the summary of the normal year's work. It was approved by voice vote.

He then pointed out that the second part was a report on progress toward the implementation of the new curriculum, for information only, but that it was time to start thinking about courses to suggest for the new requirements.

Regarding the 3rd part of the document, on Freshman Seminars, Professor Fowler requested that the date on the bottom of p. 7 be changed from May 4 to May 9.

There was no discussion of the implementation motion on p. 6 and the motion passed by voice vote.

The Dean then interjected an expression of thanks to Professors Schwartz, Kennedy, Haulman, and all the others who had worked to develop this aspect of our new curriculum.

Discussion then turned to the 4th part of the document, on computer skills. It was clarified to allow the possibility of word processing as the only necessary skill in some fields when it can be so justified.

Dean Lutzer then pointed out that the 4th part of the EPC document is not an implementation, but only a plan. It was approved by voice vote.

Professor Tiefel then moved an expression of appreciation for Mark Fowler's open and exemplary leadership. Professor Noonan seconded the motion and it was passed by applause and acclamation.

OTHER BUSINESS

Professor Sher asked what would happen if the Board of Student Affairs is abolished as far as faculty representation is concerned.

Professor Homza responded that no one knows.

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Dean Lutzer reported on new directions at the graduate level. The consortial partnership agreements have been remarkably successful in psychology, CEBAF, and applied science work with NASA which has brought windfall space and funds to CEBAF and to the College. Getting involved in outreach to the schools and community colleges has also resulted in consortial agreements for our advanced graduate students to teach at Thomas Nelson Community College, gaining for them both support and experience, and there will be special graduate courses offered for teachers during the summer and fall of 1994.

Dean Lutzer then announced the election results:

Chair of the Educational Policy Committee: Gene Tracy

The Committee on Retention, Promotion, and Tenure:
          John Charles and John Nezlek

The Board of Faculty Compensation: Berhanu Abegaz

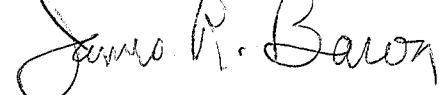The Faculty Hearing Committee:
          Ruth Beck and Craig Canning

The Committee on Degrees: Marc Sher

The Board of Student Affairs:
          David Armstrong, Susan Chast, Cindy Hahamovitch, Anne
               Rasmussen, and Carole Sheriff.

The Faculty then adjourned for the year with a rising motion.

Respectfully submitted,

James R. Baron

Educational Policy Committee's <u>Final</u> 1993-4 Report
May Faculty Meeting

Submitted by: **Faculty:** Chris Abelt, Jesse Bohl, Maryann Brink, John Drew, Mark Fowler (chair), Colleen Kennedy, Anne Henderson, Hans Tiefel, and Eugene Tracy. **Ex-officio Members:** David Lutzer, Heather Macdonald, Nancy Marshall, William Savely, Ronald Wheeler, William Geary, and Bruce Nielsen. **Students:** Sam Ozeck, Bridget Pool, and Jon Trinidad.

This report consists of four sections: 1) EPC motion for Faculty approval of curricular changes recommended by EPC in Spring 1994; **2)** EPC May Progress Report on the New Curriculum Implementation; 3) EPC Implementation Motion on Freshman Seminars; and **4)** EPC motion on the Computing Proficiency Requirement.

I EPC moves that the Faculty approve the Curricular Changes listed below:

A) New Courses:
Anthrology 415- Practicing Cultural Resources Management- 3 credits
Biology 209L- Insect Biology Laboratory (Lab for Bio 207), 1 credit
Classical Studies- Hebrew 201- 3 credits
Classical Studies- Hebrew 202- 3 credits
Computer Science 142- C++ for Pascal Programmers- 1 credit
Computer Science 434- Network Systems and Design- 3 credits
Computer Science 440- The Computing Profession and Society- 3 credits
Kinesiology 332L- Lab for Principles of Motor Learning- 0 credits
Modern Languages:
Russian 150- Freshman Seminar (Introduction to Russian Civilization)- 4 credits, W
Spanish 417- Hispanic Cinema- 3 credits
Religion 202- Introduction to Biblical Studies-- 4 credits
Religion 355- Torah- 3 credits
Religion 358- The Synoptic Gospels- 3 credits
Speech 202- Fundamentals of Oral Communication- 2 credits

B) Changes in Existing Courses:
Art History 150W- Freshman Seminar- for 4 credits, change of title and number, formerly FA 150W
Art 150W- Freshman Seminar- for 4 credits, change of title and number, formerly FA 150W

fulfilment of this requirement.
Proficiency in Mathematics 111, 112, and 211 is also required for a concentration in Computer Science.
Math 214 can be substituted for CS 240 to satisfy 1 above. If this substitution is made, Math 214 will serve in place of CS 240 wherever the latter is specified as a prerequisite.
Math 401 can serve in place of CS 424 wherever the latter is specified as a prerequisite. Note however that Computer Science concentrators are strongly urged to use CS 424 instead of Math 401 and that Math 401 may not be used to satisfy 2 above.

Computer Science Requirements for a Minor: Computer Science requires 19 credits. These 19 credits must include Computer Science 141, 151, and 240, and any 9 credits chosen from 300-400 level Computer Science courses excluding Computer Science 430 and 498. Math 413 and 414 count toward partial fulfilment of the requirement for 9 elective credits. Math 214 can be substituted for CS 240 in satisfying the minor requirement. If mathematics courses are counted toward fulfilling the 19 credit requirement, at least 13 of the 19 hours must be taken within the Computer Science Department.

Economics Concentration Requirements: The number of credits in the concentration is reduced from a minimum of 31 to a minimum of 30. Econ 390 is no longer required.

Religion Concentration Requirements: A concentration in Religion requires 30 credit hours in the Department which must include the following distribution: 2 courses from the Abrahamic faiths (210, 300, 303); 1 course in Biblical studies; 1 course in Eastern Religions (311, 312, 313); any upper-level seminar (courses bearing only S designation); and two upper level courses (courses bearing only S designation).

D) Changes in Concentration Writing Requirements:

Computer Science: The Concentration Writing Requirement can be satisfied by successful completion of Computer Science 423W (in conjunction with enrollment in Computer Science 423) or Computer Science 440W (in conjunction with enrollment in Computer Science 440) or Computer Science 313W (in conjunction with enrollment in Computer Science 313) or by fulfilling the requirements of Computer Science 495-496, Honors project in Computer Science.

4) Implementation motion on the Upper Level Learning Experience

5) Report and proposed recommendations to the Faculty on the use of Teaching Assistants for instructing undergraduates.

III EPC (Slightly Amended) Implementation Motion on Freshman Seminars: Please recall that the Faculty has voted to split the original Section 3 of the New Curriculum Motion, so that now the Freshman Seminar requirement can be implemented independently of the Upper Level Learning Experience requirement; EPC is not proposing that the latter requirement be implemented.

This proposal was first introduced as a topic for Faculty comment and advise at the April 19 Faculty meeting. In response to Faculty comment it has been amended as indicated below.

Faculty comment: Five Faculty comments were made:

First: under the original New Curriculum Motion only the GER's are subject to built-in periodic assessment. It was asked whether Freshman Seminars could be placed under the same ongoing assessment project, and whether this could be done this Spring so that EPC and the Assessment Steering Committee could begin working on an appropriate instrument for it over the Summer?

Second: should the new requirement read to apply only to 'entering freshman' in Fall 1994, rather than to all freshmen in Fall 1994?

Third: in the original implementation proposal, B(3) read "students must complete their freshman seminar requirement by the end of their first year at the College...". This suggests that students failing to satisfy the Freshman Seminar requirement in their first year will not be allowed to graduate. Was the suggestion intentional?

Fourth: Should we strive to keep Freshman Seminars exclusively for freshman? Having Juniors, Seniors, or even Sophomores in them can prevent a teacher from simultaneously involving all students equally and preserving the introductory level of the seminar.

And fifth: The original proposal is unclear as to how the Freshman Seminar requirement affects transfer students. More specifically, are students under this requirement who transfer in after having completed a year or more of college at another institution?

EPC Response:

Regarding the first comment, we had originally planned to propose making Freshman Seminars part of the assessment project in the Fall but see the advantages of having the Faculty approve of this proposal now. Accordingly, section C(3) has been added below.

Regarding the second comment, the answer is yes and the original proposal has been appropriately revised.

As for the third comment: the suggestion was unintentional and

will have considerable flexibility to adjust supply to demand because several departments have expressed a willingness and ability to offer more seminars in exchange for adjunct-level replacement funding.

B) The Logistics of the Requirement:

Randy Coleman has formulated the following plan for handling the logistics of implementation.

1. When first-year students enroll for Fall classes, they will be asked to list six seminars in order of preference. These choices must cover at least three subject fields, and no more than 3 can be selected from the same department or program. The Advising Office will register as many students as possible. A second mailing in July will be sent to students who have not been successfully placed. This will include a listing of seminars with openings and a second request form.

2. First-year students who do not complete the requirement during the first term will be given enrollment priority in the Spring.

3. The catalog and advising materials will emphasize that "students are expected to complete their freshman seminar requirement by the end of their first year at the College, and students may not declare their concentration before this requirement is completed." This latter stipulation should provide students with a modest and timely incentive to satisfy the requirement during their first year at the College.

4. The catalog and advising materials will also emphasize that a) incoming students having sophomore status or above due to AP credit or college courses taken **before** High School graduation **will** be subject to the Freshman Seminar requirement; but b) incoming transfer students classified at William and Mary as being sophomores or above due to college work done **after** High School graduation **will not** be subject to the Freshman Seminar requirement.

C) Seminar Accreditation:

All freshman seminars must meet guidelines that have been established by the EPC for reading-, writing- and discussion-intensity. The seminar accreditation process will work as follows.

1. In late Spring, 1994 the EPC will promulgate a statement to department chairs and Fall, 1994 and Spring, 1995 seminar instructors outlining the broad objectives of the freshman seminar program, as well as the specific operationalized guidelines passed by the faculty. Faculty members who self-identify their 1994-5 seminars as either currently meeting these guidelines, or as capable of meeting them after some redesign that can be accomplished before they are taught, **need do nothing;** their seminars will automatically meet the requirement. Faculty members who self-identify their 1994-1995 seminars as apparently **not** meeting the guidelines may submit proposals to EPC showing how their courses meet the spirit, if not the exact letter, of the guidelines. (The deadline for submitting such proposals is May 4.)

concentrations can at present justify requiring no more than word
processing at this time. We expect such concentrations to be few
in number and that over time the use of more advanced computing
skills will become increasingly widespread in virtually all fields.
Nonetheless, we have amended our original proposal to make it clear
that we allow for the possibility of such concentrations. (See
especially the "Elaboration of Definition and Criteria" below.)

Statement of Computing Proficiency Requirement in Section 6:

Computing: Students must satisfy a Concentration Computing
Requirement established by each department, program, or school
and approved by the EPC. The purpose of the requirement is to
ensure that all students have mastered the advanced computing
skills appropriate to their respective disciplines. Students
will be required to demonstrate proficiency in:

1. computer programming, or
2. the computer-aided composition of original, creative
   material (including mathematical or simulation models,
   music or other works of art, or significant
   experimental studies), or
3. the use of a computer to retrieve, process, and analyze
   numeric or non-numeric information.

Concentrations may designate certain departmental courses and/or
courses in other departments (such as Computer Science) as
satisfying the requirement. (Section III.B.4, page 9, of the
Final Report - 4/15/93)

EPC Motion: EPC proposes that the Faculty adopt the following (A)
Definition of "Computing Skills Appropriate to the Discipline" for
the Computing Proficiency Requirement and the following (B)
Criterion for Evaluating Proposals for Satisfying the Computing
Proficiency Requirement:

A) Definition of "Computing Skills Appropriate to the Discipline":
Students must demonstrate appropriate proficiency in at least one
of the following categories:

1. computer programming, or
2. the computer-aided composition of original, creative
   material (including mathematical or simulation models,
   music or other works of art, or significant
   experimental studies), or
3. the use of a computer to retrieve, process, and analyze
   numeric or non-numeric information.

Normally students have demonstrated the computing proficiency
appropriate to their disciplines when a) they have mastered the
advanced computing skills in category 1, 2, or 3 which are

Resources and Implementation

Beginning in the fall semester of 1995, the Computer Science Department will do one of the following: 1) Partition the existing CSCI 131, a 3 credit hour course into a 1 credit-hour stand-alone laboratory course and a 2 credit hour lecture/discussion course. (The 2 credit hour course will require concurrent registration in the 1 credit hour laboratory course and, therefore, will be essentially equivalent to the current CSCI 131.) 2) Leave CSCI 131 as it is and create one or more 1-credit stand alone laboratory courses. Some concentrations may want to make this 1 credit laboratory course an option for satisfying part of their Computing Proficiency Requirement for their concentrators admitted under the 1995-96 catalog. They may also utilize examinations because the Computer Science Department will administer a computing proficiency examination (no credit awarded) to certify that students have the computing skills contained in the 1 credit-hour laboratory course.

The Computer Science Department has considerable experience that relates directly to the implementation of the laboratory course option. For many years, as part of CSCI 131, the department has organized and taught a 1-credit-hour-equivalent laboratory to hundreds of students each semester. The existing CSCI 131 currently serves approximately 700 students a year. Another 200 or so students take CSCI 141 each year -- a course which some departments, for example Math, might use to satisfy the Computing Proficency Requirement. The point is that approximately 900 students already take CSCI 131 and/or 141 each year.

For the long term it is difficult to predict how the Computing Proficiency Requirement will affect staffing and resources because the requirement is discipline-specific. With respect to the proposed creation of a 1 credit laboratory course, a large percentage of students currently take CSCI 131 and an increasing percentage of matriculating students should be able to succeed on the common computing skills proficiency examination. In addition, because it will be possible for students to complete the 1 credit hour laboratory portion of CSCI 131 only (instead of the current 3 credit hour CSCI 131), it is likely that the overall resources currently devoted to staffing the 3 credit CSCI 131 course will be reduced (i.e, less lecture sections will be necessary).

Because the class admitted under the 1995-96 catalog will probably be the first required to meet the Computing Proficiency Requirement, full implementation may not occur until those students become upper division students in 1997-98. Because of wide variations in practices related to computing between concentrations, however, the subcommittee hopes that many departments will move much more quickly to phase in and enhance the concentration Computing Proficiency Requirement.