Minutes of the Faculty of Arts and Sciences
The College of William and Mary

April 6, 2004
Millington 150

The meeting was called to order at 3:35 p.m. by Dean Barbara Watkinson.

I. Minutes of the Last Meeting

The minutes of the March 3, 2004 meeting were approved as posted.

II. Elections

A. Educational Policy Committee Chair
(one-year term, 2004-2005)
X Phil Kearns (Computer Science)

B. Faculty Affairs Committee Chair
(one-year term, 2004-2005)
X LuAnn Homza (History)

C. Committee on Degrees
(1 four-year term, 2004-2008)
X Todd Averett (Physics)
Gary DeFotis (Chemistry)

D. Educational Policy Committee
(1 two-year replacement term for Tamara Sonn, Area I)
X John Eisele (Modern Languages and Literatures)
Mark Fowler (Philosophy)

E. Faculty Hearing Committee
(1 four-year term, 2004-2008, 2 active, 2 alternate)
Norman Fasching (Biology)
X David Thompson (Chemistry)

F. Faculty Hearing Committee
(1 one-year replacement for Cindy Van Dover)
X Brian Holloway (Applied Science)
Brad Weiss (Anthropology)

G. Retention, Promotion and Tenure Committee, Area II
(1 three-year term, 2004-2007)
Eric Jensen (Economics)
X Kris Lane (History)

III. Report of Administrative Officers

A. Report of the Provost

Since Provost Feiss was out of town, Dean Barbara Watkinson gave a report on the status of faculty and staff contracts. There has been no state budget approved in Richmond, and so the university has not been

able to prepare contracts for next year. Raising faculty and staff salaries is still a top priority. The university hopes to send out contracts early in May, before graduation.

B. Report of the Vice President for Development

Vice President Dennis Cross gave a 15-minute presentation on the Campaign for William and Mary. A two-page executive summary is available from his office. Through March 19, 2004, $267,179,985 has been raised. The campaign is on target towards its goal of $500 million. The biggest need now is for commitments above $10 million. Campaign priorities closely match those of faculty—salaries, faculty/staff development, student assistance, facilities. Mr. Cross encouraged faculty who know of potential donors to the Campaign for William and Mary, to communicate with his office.

IV. Old and New Business

A. Educational Policy Committee

Prof. Jennifer Taylor presented two motions:

1. EPC motion to revise criteria for GER 2. The proposed criteria and the current criteria can be found at
http://www.wm.edu/as/dean/faculty/documents/epc/reports/GER_2_Proposed_Revisions.pdf.

Several changes in wording were suggested by faculty and accepted as friendly amendments. The revised criteria for GER 2 then read as follows:

The fundamental requirement of GER 2 courses is that they introduce students to the enduring scientific principles that underlie many of the important issues of their times and foster an appreciation of how science relates to our wider culture. Because these issues can change over the course of a lifetime, students must be given a foundation that prepares them to further educate themselves. Such a preparation provides the student with:

1. a body of knowledge within a particular scientific discipline; and
2. an appreciation of the broader context for that knowledge.

Although both criteria must be satisfied by a GER 2 course, there is no fixed formula for determining the exact percentage of time to be spent on each. The two criteria are elaborated as follows:

Criterion 1: A body of knowledge within a particular scientific discipline.

Gaining a body of knowledge involves the mastery of concepts and the development of the viewpoint specific to a particular scientific discipline. It is more than simply learning a set of facts. Knowledge of a particular science and its paradigms allows understanding of:

A. What types of questions should be posed and how one can go about answering them.
B. How scientific theories are developed and tested.
C. The nature of science and the limits of empirical knowledge.

Criterion 2: An appreciation of the broader context for that knowledge.

GER 2 courses also address issues that go beyond the body of knowledge of a particular discipline, such as the concepts that unify the natural sciences and how science has related to the broader cultural context. All GER2 courses achieve an understanding of at least three of the following:

A. The character of natural laws;
B. The role of mathematics in science;
C. The centrality of cause and effect reasoning to the scientific world view;
D. The fundamental importance of change and evolution;
E. The characteristic scales and proportions of natural phenomena;
F. The historical development of science and its cultural and intellectual context.

The laboratory component of combined lecture/laboratory courses, or separate laboratory courses which have GER 2 lecture courses as co-requisites, should introduce students to the conduct of experiments and observations, and the analysis of resulting data. Student understanding of experimental design and troubleshooting should be encouraged. To insure a proper balance between these aspects of laboratory inquiry, it is the committee's philosophy that the laboratory must include a significant component of "hands-on" experience. Activities such as the use of supplied data for analysis, the discussion of classical experiments, the use of computer simulations or demonstrations by instructors may all have appropriate roles as components of the laboratory experience. However, in the aggregate, they should not constitute the bulk of that experience.

These revised criteria for GER 2 were put to a vote, and PASSED UNANIMOUSLY.

2. EPC motion to institute Digital Information Literacy Proficiency.

Two changes in wording were suggested by faculty and accepted as friendly amendments. The revised motion then read as follows:

The purpose of the Digital Information Literacy (DIL) proficiency is to ensure that all students, upon matriculation at the College, have a basic understanding of digital information, how it is processed, and how to use it judiciously. To assess that basic understanding, all incoming freshmen, as well as newly admitted transfer students with fewer than 39 credits, must take and pass with a grade of C- or better the DIL exam. The exam consists of questions dealing with how computers process digital information; communicating using computers; security and privacy issues; analyzing research needs; finding information electronically; evaluating the information found; and information ethics. Those students failing to take and/or pass the exam by the end of the sixth week of classes after matriculation must enroll in and pass with a C- or better INTR 160, Digital Information Literacy.

The revised motion PASSED UNANIMOUSLY.

V. Discussion Item:

Prof. Liz Barnes led a wide-ranging discussion following last month's preliminary discussion about budget and policy matters relating to Faculty Research Assignments. The purpose of the discussion was twofold: 1) to provide input to the Faculty Research Committee regarding such issues as "merit versus years of service" before the FRC holds its annual policy meeting; 2) to provide input to Faculty Assembly representatives who will work with the Provost to identify and plan for the budgetary needs of the program. During its discussion last week, the Faculty Assembly came up with four main issues:

1. What is a reasonable relationship between considerations of merit and years of service in determining the award of FRAs? Should junior leaves be considered when giving special consideration to first time requests for FRAs?

2. How much should summer grant stipends be? And should pre-tenure faculty continue to receive additional "points" to assist them with summer grants?

3. What percentage of faculty should be on FRAs each year? What is a reasonable period of time between Fraps for the average active faculty member?

4. How much should be allocated back to departments to replace a faculty member on FRA?

Note: The criteria for awarding FRAs is written as follows under "Criteria and Procedures of the Committee": "The two main criteria will be a) the clarity and merit of the project, including the

likelihood that it will result in a meaningful contribution in its field, and b) the research record of the applicant, including the existence of tangible results from previous research support (both summer grants and semester research assignments). These are the two main criteria, but years of service beyond six shall also be considered."

One of the many points made during the discussion was that the number of FRAs needs to be increased from 30 to 40 or 50.

Faculty with comments on issues related to FRAs should contact Liz Barnes or Dale Hoak.

VI. Reports of Committees

A. Honors and Interdisciplinary Studies Available at:

http://www.wm.edu/as/dean/faculty/iscapcdocuments.php

Dean Watkinson adjourned the meeting at 5:04.

Respectfully submitted,

John Morreall
Professor of Religion