

Minutes
Faculty of Arts & Sciences
Tuesday, May 5, 2012 3:30-5:00pm
Sadler Center-Commonwealth Auditorium

Dean Gene Tracy called the meeting to order at 3:39 pm.
Attendance at the start of the meeting: 99.

I. Minutes of the last meeting, April 3, 2012 were approved.

II. Report of Administrative Officers:

Provost Michael Halleran reported the following:

- The meeting should be held outside since the weather is so delightful.
- He is pleased that Kate Conley will become in July
- a sincere thanks to Dean Gene Tracy for the work he has done over the past year, all the more difficult when “interim” is attached to the title. (the faculty responded with resounding applause)
- retiring faculty would be recognized at the end of the meeting
- congratulations to those promoted to full professor:
- The Board meeting last week resulted in some good things and others less good
 - politics intervened
 - tuition will be kept low despite our arguments
 - compensation will be in part a base increase (2% for faculty; 1% for staff)
 - compensation will be in part a 3% non-permanent bonus of which we must generate 2/3
 - there will be increases to M&O, research opportunity funds, and graduate student stipends, correlating to our own goals
 - Board seeks stronger action to meet goals of the 6 year plan (we have increased out of state tuition non-trivially)
 - 4-5 appointments will be made to the Board
 - The Board retreat will occur in July

questions and discussion

- J.C. Poutsma (Chemistry) requested clarification of whether the retreat would involve the outgoing or incoming BOV (incoming)
- Suzanne Hagedorn (English) asked if the reallocation rate for A&S would be at the same rate as in other schools (our combined hybrid-budgets work within an interconnected algorithm)
- John Oakley inquired if the reallocation exercise would yield enough money to give raises of 5% over the next 2 years.

Interim Dean Gene Tracy reported the following:

- his report would be integrated with the discussion of the curriculum review

III. Faculty teaching awards

- Carey K. Bagdassarian (Chemistry):
http://www.wm.edu/as/dean/teaching_awards/bagdassarian/index.php
- Weizhen Mao (Computer Science):
http://www.wm.edu/as/dean/teaching_awards/mao/index.php
- Adam Potkay (English):
http://www.wm.edu/as/dean/teaching_awards/potkay/index.php

IV. Curriculum Review

Interim Dean Gene Tracy reported the following:

- a downpour occurred before his meeting as Interim Dean in September, his umbrella collapsed, and he showed up totally wet. So far, this meeting was going better
- the transition in the Dean's office is well underway
- Chairs would soon receive letters regarding re-hiring
- Kelly Joyce has accepted a position at Drexel University, and a search for a new Dean of Undergraduate Studies would be underway asap. Dean Joyce has done great things in only a year, this is a tremendous opportunity for her, and we wish her well.
- when he agreed to serve as interim Dean, he knew there would be challenges, regarding "keeping the trains running on time", the budget, and relations with the BoV
- The Curriculum Review has made tremendous progress this year
- The Capital Campaign planning stage was launched in July with no real strategy document, and it has been difficult to align development efforts with A&S needs. The DAC has taken the lead in designing that document, and a tightly reasoned document has eventually been reworked into the A&S 2018 document which is now circulating in the Development Office.
- The Curriculum Review Committee has been answering the charge "where is the national dialogue going?" and has been informed by what other people are thinking about A&S. The Committee have been doing a fine job guiding the discussion and keeping the dialogue constructive and collegial. With the mandate to create a distinctively William and Mary curriculum, they have proposed an innovative and exciting curriculum. There is a core struggle between thinking of the purpose of education as encyclopedic (a list of what we should know) or inspirational (to inspire a love of learning); that is to say the antithesis between finite memory and ongoing memory (filled by our current system of General Education and Electives) or between knowledge and imagination.
- Focusing on imagination in the curriculum has an excellent pedigree:
 - "The most beautiful thing we can experience is the mysterious. It is the source of all true art and all science. He to whom this emotion is a stranger, who can no longer pause to wonder and stand rapt in awe, is as good as dead: his eyes are closed." (Einstein)
 - "Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand." (Einstein)

- To know is nothing at all; to imagine is everything. (Anatole France)

Teresa Longo (Dean for Educational Policy) described the Curriculum Review Process, reporting

- their thanks to the faculty for their participation in the surveys, focus groups, email correspondence, and conversations in April
- this is the Year End Report (not final Report). Additional reports would follow, and that the process will continue to be full and intense. Today the purpose is to summarize the Steering Committee's process and that a recommendation be reached as a result of it, to summarize the proposal and discuss with the assembled faculty
 - written report on faculty BB site
 - Process:
 - Sept/Oct: student and faculty focus groups and faculty survey. Our conclusion, current GER system has come to be a box-checking system. Decided to design a more integrated approach
 - Nov/Jan: worked on design with following objectives
 - construct clear pathway through the Liberal Arts for our students to make a General Education a distinctive part of a W&M education
 - to open up possibilities for faculty to bring our most vibrant work into General Education
 - Proposed Curriculum would emphasize important questions pertinent to the Liberal Arts, to move our students to engage the Liberal Arts more actively, emphasize communication, written, visual, digital, oral, and quantitative
 - Feb/April: design presented to faculty, faculty comments considered and incorporated
 - Success of proposal linked to a Center which we would like to see incorporated into the Capital Campaign
 - Conversations begun with Carrie Cooper, Dean of Libraries, whose goals for Library are in synch with our goals for proposed Center
 - Success of Proposal connected to faculty advising system. Dean of Undergraduate Studies Kelly Joyce has initiated external review of academic advising

Michael Lewis (Mathematics) described the proposal

- defining aspect of the College is our Liberal Arts Education and how it ties different disciplines together
- one of the things we heard from students and faculty in the fall is that students do not see how "it all fits together" as a way of thinking about knowledge
- we hope to give General Education a distinct identity and place on campus and to stress the centrality of this idea of the Liberal Arts
- want to guide students through their four years and integrate various skills: framing questions; reason, create, and solve problems; recognize solutions and

- know what constitutes a solution; inquiry; world, visual, digital communication; experience in collaboration
- want to build a system in which everyone can participate
 - COLL classes, owned by faculty at large, students to take at least one in each of their four years (transfer student issue, still not resolved), 24 credits, to constitute a “common experience”
 - COLL 100 takes the place of Freshman Seminars: Large themes, to get students thinking about college level work
 - COLL 200: ways of knowing
 - COLL 300: W&M and the world
 - COLL 400: retrospective and prospective Portfolio of appreciation of the value of education, something that could be presented to graduate schools or employers
 - still in place: Proficiencies in Mathematics and Foreign Language
 - COLL courses fall into “Domains”
 - Arts and Aesthetic Interpretation
 - Social and Humanistic Understanding
 - Scientific and Quantitative Reasoning

Members of the Committee were introduced

- Fred Corney, History and Russian and Post-Soviet Studies
- Josh Ehrlich, Physics
- Bill Hutton, Classical Studies
- Arthur Knight, American Studies and English
- Lisa Landino, Chemistry
- Michael Lewis, Mathematics (co-chair)
- Teresa Longo, Dean for Educational Policy (co-chair)
- Elizabeth Mead, Art and Art History
- Chris Nemacheck, Government
- Graham Ousey, Sociology
- Caroline Yates '12, Student member

Discussion

- Chris Carone (Physics): could the “Science and Quantitative Reasoning Domain” be called something else, such as “Math and Natural Science”, not a subject but a very broad domain of itself. can you give us specific examples of courses that would not fit the description Mathematics and Natural Science but that you would consider as satisfying W&M’s Science and Quantitative Reasoning Domain. *Lisa Landino (Chemistry): we should understand the term “Scientific Method” more open-mindedly. Our colleagues in Social Science do similar work with the “scientific method.”* Chris: what % of W&M students will graduate without ever taking a science course? *Lisa: some students already bypass the requirement with AP credit. We could leave it open and make sure that students have classes in the Scientific Method taught by W&M faculty.*

- *Arthur Knight (American Studies and English) assures that we the faculty have full control.*
 - Teresa Longo invites the faculty to bring their ideas of what constitutes “scientific reasoning” to the committee
- J.C. Poutsma (Chemistry): 2 milestones in current system: Freshman Seminar and everything at the end. Will the new curriculum create additional bookkeeping demands? What if students don’t register for COLL 200? Who oversees? *Jobila Williams: technology is in place to monitor and capture these things and prevent students*
- Chuck Baily (Geology): One way of knowing is by doing. I see no **lab** requirements. *Michael Lewis: nor is there a lab prohibition.* Chuck: Are we doing the right thing by eliminating the lab requirement. Isn’t this a detriment to “ways of knowing?”
- Francie Arries (Modern Languages): anxious to hear the discussion on the conceptual framework
- Josh Ehrlich (Physics): COLL 200 is 4 credits, the extra credit could be a lab component of the courses
- Laura Ekstrom (Philosophy): Domain names seem uneven. Social and Humanistic Understanding seems to lump together too much, while Arts and Aesthetic Interpretation is too narrow to describe what is done in Classics, or Religious Studies, or Philosophy, or Modern Languages, or English. *Teresa: Where do you see courses in Philosophy fitting?* Some of our courses in Philosophy fit under the rubric of Aesthetics, but of the other ones fall under Social and Humanistic Understanding. Humanistic Interpretation, Social and Cultural Understanding. *Teresa: a department’s courses fitting under two domains is a positive.*
- Gary de Fotis (Chemistry): laments the greater and greater vagueness of the proposed curriculum. I wonder if the model of one of the supreme geniuses of intellectual history is an appropriate model for even the average bright student. Our students come relatively ignorant of a great deal. They are learning less and less of it more or less by obligation here in an increasingly diffuse sort of philosophical approach to education. At least in my experience, the business of tying together even substantial areas of your own discipline comes with maturity in that discipline. It is rare that any undergraduate or even a middling graduate student has at that stage. The matter of tying everything into a coherent whole that students can even appreciate is even more elusive. A better approach would be the systematic and extensive exposure by deliberate and required plan to the leading intellects of history in all fields. That I think is better served in the former dispensation of Area Studies.
- Bill Cooke (Physics): for the record disagrees with almost everything Gary said. Appreciates Committees efforts to divert this discussion from learning lists and instead talk about methods of learning (something he hopes his own children will experience in college). Research in report shows that number of double and triple majors increases. Have you thought about how to get students excited by this new approach? *Teresa: part of the next stage of the discussion.*
- Caroline Yates (’12): the curriculum is very appealing and I would have benefited from a more integrative approach and understand how the sciences that I dreaded

- taking fit into what I would go on to do in my future plans. It's not that we don't want that exposure but just that we are somewhat nervous about some aspects.
- John Oakley (Classical Studies): concerned that students could just take courses on modern studies and completely avoid pre-modern times. *Bill Hutton (Classics): it is possible for students to do this very thing under the current system.*
 - Mike Tierney (Government): I don't think we don't need more regulation and more box checking (a student here under the Area requirements, and I preferred that to the GER system). I like the idea of more flexibility. The proposed curriculum offers greater flexibility. Students can choose more of what they want to take, and can pursue real research early on. The proposed curriculum is more integrated (our current system is a buffet style curriculum). Under the proposed curriculum, there is a similar parochial list (to the GER system). Who will stand up for philosophy if not Laura? John just said we need to study old people, you know, ancient things, and if he had not, shame on him! The issue is not with our own parochial concerns but with naming, and I think you all are on the right track.
 - Gul Ozyegin (Sociology and Women's Studies): the structure and language of the Area Domains need to be aligned. As they are, they are too confusing. *Teresa: Are the Domains an overlay of the Areas or are they something new? The answer is a little of both. The parochial concerns are real and important, but I want to know where you stand on the conceptual framework.*

V. Retiring faculty were recognized:

- William Barnes, Art and Art History
- Barbara Watkinson, Art and Art History
- Greg Capelli, Biology
- David Thompson, Chemistry
- Bob Newman, Computer Science
- Ann Reed, English
- George Grayson, Government
- Craig Canning, History
- William "Jack" Kossler, Physics

VI. New Business

There was no new business.

J.C. Poutsma reminded the assembly of the celebration on Thursday to honor and thank Gene Tracy for all his hard work as interim Dean this past year.

Gene thanked the faculty, "It's been an honor." "Let's go have some wine."

The meeting was adjourned at 5:30 pm.

Respectfully Submitted,

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