

Faculty of Arts & Sciences
Tuesday, September 10, 2013, 3:30 – 5:00 pm
Tidewater A, Sadler Center

Dean Kate Conley called the meeting to order at 3:31 pm.
Attendance at the start of the meeting: 65.

I. Approval of Minutes of FAS regular meeting on 5/7 and FAS Special Meeting on 5/8

<http://www.wm.edu/as/facultyresources/fas/minutes/20130507.pdf>

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II. Report of Administrative Officers (b):

Dean Kate Conley reported the following:

- a welcome to the new academic year.
- regarding W&M Promise, many opportunities and one challenge:
 - the promises of raises has been realized (and there is a promise of raises for the next four years as well).
 - our end of the bargain, an additional 200 new undergraduates over three years (on top of our previous agreement to accept the 200 additional students over a four-year period beginning in fall 2011), represents strains on teaching resources – she thanks us for our continued work and dedication. Dean Conley is trying to alleviate these strains by a request of \$1million to A&S operational budget, of which the Provost granted an additional \$440,000 to A&S base budget for this year and continuing on into the future (almost one half of the amount requested!). This new funding will make this year easier to manage and is in addition to funding for the new “Dean’s Fund” to support faculty research and travel.
 - regarding the A&S continuing commitment to participate in the university-wide mandate to re-allocate 5% of our funds towards faculty and staff raises: our original commitment was for 900K per annum for three years (2.7 million). Since 95% of A&S budget is dedicated to compensation, funding the full first year total proved impossible. In Spring 2013, we contributed 81% of that amount (\$729,000). The Provost has extended this bargain from three to five years (through 2016/17 = the more manageable but still not easy figure of just under \$500,000/per year commitment to re-allocation instead of the impossible figure of 900K/per annum). The W&M way is to do a lot with little.
 - to fulfill our part of W&M Promise, we must respond to the university-wide mandate that we teach more than we do now. We must work on this challenge as we seek to preserve our status as a public ivy through the balance we strive to maintain between research and teaching. She has argued **against** a solution that involves differential a teaching policy, which would have added one course to every single teaching load. Nor does the Promise

dictate such. We have the leeway to determine how best to meet this mandate. One solution regards policies for hiring NTEs (already in place) with greater teaching loads and who are not expected to be research active. We must also work on two more ways to meet the challenge. 1) we must do a better job of taking into account how we spend our time, how we teach outside the classroom – independent study, study abroad, lab work, and mentoring in projects outside current course system. 2) we must consider how to use the current merit scoring method that allows for greater flexibility, to accommodate additional teaching for **some** merit credit. To best work out teaching component of W&M Promise, there will be a joint FAC-CCPD working group (led by Leisa Myer) to examine the questions and propose solutions to meet challenge in a way that includes feedback from the entire faculty and that builds on the foundations made last year by the Merit Review working group. Another FAC-CCPD working group (Bill Cooke) will look at A&S finances, examine budgets and resources allocated to A&S.

- Dean's Working Groups announced last spring:
 - e-learning (John Griffin), in preparation for which faculty participating in May Seminar through the Charles Center devised a vision statement: "the suite of technological tools and methods encompassed by e-learning appears to hold great potential for enhancing the engaged learning that is already taking place within the curriculum of A&S." By the end of year we should have policies for how e-learning could work best within the context of our LA values.
 - interdisciplinary Programs (Joel Schwartz) to look at all interdisciplinary programs, their histories, their needs and challenges, and best practices, to better understand their role in our curriculum and to make sure these programs are well-supported.
 - This year will also see the results of working group on Faculty Prizes, Awards and Professorships. A newly formed ad hoc committee – CFAC – (Greg Hancock) will oversee recommendations of candidates to the Dean's office and develop a policy for a standing committee.
- scheduling in future will occur on a year to year basis, instead of semester to semester, allowing for better planning, and hopefully this new schedule paradigm will be launched next fall (2014).
- work with faculty on policies for determining the new titles "Lecturer" and "Senior Lecturer" (approved last Spring) and for facilitating transition of current long-term NTEs to these new titles (hopefully by Spring 2014).
- 15 TE searches were approved for 2013/14. If filled, we'll only have 11 vacancies, and be close to our full teaching capacity.
- Plans for the Center for Liberal Arts progresses apace with preliminary funding in hand. Center will be dedicated to continual renewal of our general education program.
- The Curriculum Review Discussion will continue this Fall, starting today.

- a thanks to the Ewell Hall Deans for their support, as well to Directors, Chairs and Program Directors, and all the faculty who make A&S an exciting and inspiring place to teach and work.

Questions and Discussion:

- Sarah Stafford (Economics): how will the 440K be allocated? Increase M&O allocation for Departments and Programs? *KC: supplement to general M&O to cover teaching costs/instructional funding. Mostly going to NTEs. Exactly how this money will be spent we cannot yet say exactly.*
- Silvia Tandeciarz (Modern Languages and Literatures): what are the procedures to apply for funds from the Dean's Fund for Research and Travel? *KC: Chairs should continue to communicate with their Deans on an ad hoc basis. Are all full-time faculty eligible? or just TE? this will be determined ad hoc.*
- Kitty Preston (Music): will the interdisciplinary working group consider interdisciplinary across campus or just the programs? *Just the programs directed by Directors as opposed to those directed Chairs.*

III. Nominations and Elections

Jennifer Stevens reported the following:

- forthcoming survey to request volunteers to stand for election/serve.
- upcoming election in October, one-year replacement for Procedural Review Committee.
- thanks to all who volunteer and serve.

IV. Report from Faculty Assembly

Suzanne Raitt reported the following:

- a New Year, a New Assembly. Every year, a new assembly.
- issues for the upcoming year:
 - implementation of W&M Promise, especially regarding mandate for more teaching. Schools have autonomy in implementation, and the Dean's working group will figure out how to respond to this in A&S. Faculty Assembly is prepared to assist – general principles, guidelines – that might be helpful for the schools.
 - watching evolution of e-learning discussion.
 - watching evolution of relations with EVMS.
 - policies regarding NTEs and representation on FA, or their own Assembly. FA will work on what might be most effective for NTEs.
 - retirement incentive policy.
 - Faculty Survey: Do you remember that it was really, really long, and you had to figure out the order of many, many things, and by the time you came to the end of it, you couldn't remember what the first thing was? Preliminary results of survey are available on FA website. The FA will think about streamlining the process, perhaps with – you won't like this part – more frequent surveys, but shorter ones (!).
 - draft resolution in support of benefits for same-sex partners.
 - continuing to seek representation on BoV standing Committees.

- COPAR (Committee on Planning and Resources) / numbers-budget committee is setting its agenda and will continue to examine revenue and patterns of expenditure.
- request for faculty to submit comments, concerns, issues, as the FA is supposed to be the voice of the faculty across all schools.

V. Report from Faculty Affairs Committee

Barbette Spaeth reported the following:

- one additional meeting at the end of last semester.
- three since the start of this semester.
- Efforts in two directions: working groups and overseeing curriculum review discussion.
- working groups:
 - ad hoc committee on Faculty Prizes, Awards and Professorships: to select recipients for all awards, etc. except for those with specific committee requirements, e.g., Eminent Professorships and those requiring department-based recommendations. This committee will design by-laws for an elected committee (report scheduled for March 11 meeting with a vote on by-laws; election for new committee members will be announced at the April 1 meeting).
 - to explore the A&S budget as it relates to the W&M Promise to examine resources allocated to A&S, so that increased resources from the Promise will continue to improve what the BoV resolution calls “the extraordinary faculty-student contact inherent in A&S education.” Report scheduled for March 11.
 - to evaluate faculty teaching within the context of the W&M Promise, to consider the implications that “an even higher percentage of students will be taught by full-time faculty.” Report on December 3 (to honor a tight schedule).
- Special meetings for the curriculum review discussion have been set. The FAC and EPC hope to finalize the discussion in December, with final vote during final exam period.
- full reports are available on the website:
<http://www.wm.edu/as/facultyresources/committees/facultyaffairs/index.php>
- email input/concerns/questions/comments to asfac@wm.edu. The committee will honor requests for anonymity.

VI. Introduction of New Faculty

We welcomed 26 new colleagues, including 10 TEs.

VII. John Gilmour reviews Curriculum Revision Discussion to date

- last year we fought great battles over Principles and Domains.
- and much smaller battles over COLL 100 and 150.
- and then we took a break for the summer.

- documents are available on the BB site, including a streamlined/simplified “Curriculum Status Update” that will always appear at the top of the materials under “Content.”

VIII. Report of Administrative Officers (a):

Provost Michael Halleran reported the following:

- a welcome to faculty and hopes that we all had good summers.
- according to the US News and World report, we now tie for 32nd among national universities (moving up by one), a good group that we run with.
- in another poll, we rank #3 in the entire universe for commitment to undergraduate teaching (not as scientific a poll, as some will point out, otherwise we would have ranked #1).
- For the last month or so, you all will have seen the results of one part of the Promise: for the first time in his tenure here, instead of allocating a small amount to a small number of people, salary raises have been granted at an average increase of 6%. He recognizes that there is still much to do.
- Regarding the Promise and our obligation to admit more students, if the quality of incoming students were lower, we would say “**Time out!** Let’s rethink this.” But the current incoming class, by any of the usual measures – rank in class, GPA, SAT – is at least as strong if not stronger than previous incoming classes.
- Our waitlist is almost exclusively out-of state students.
- External consultants will advise on most efficient **business** and **procurement** practices to help streamline the budget. This is not to say “should we have one or two Classics Departments” – I think the answer to that is clear: one for Latin, one for Greek, and another for Archaeology... This will just affect the **business** side of the house. For example (my favorite example), it has been said that if you reduce the choice of pen selection for employees on a campus (e.g., from 8 choices to seven), and you can save gobs of money. If that’s true for us, I don’t know, but it could have that impact.
- Regarding the Promise, we must also consider what the Board has asked us to do:
 - full integration of NTEs.
 - e-learning (to enhance and enrich what we already do, this may reduce some costs but **will not define us**).
 - contrary to the naysayers, the entirety of Higher Education Industry will not turn into one huge MOOK. That’s not happening.

IX. Discussion of COLL 200

- Barbette Spaeth (Classical Studies): requests clarification of how many COLL 200 and where taken. *John Gilmour: One in each Domain. There is an additional requirement that students take two credits in non-COLL classes in each Domain.*
- Sarah Stafford (Economics): expressed confusion over “faculty designed clusters.” Are clusters taken concurrently? *JG: this hybrid was included specifically for the performing arts, the idea was for a cluster of synchronous,*

- complementary courses adding up to four hours. "I believe they would be offered at the same time."*
- Matthew Allar (Theater Speech and Dance): COLL 200 intended to preserve the current practice of, e.g., students fulfilling GER 6 with consecutive 2 credit courses like Group Guitar 1 and 2.
 - Anne Rasmussen (Music): some students participate in ensemble courses for their entire duration of W&M life. The credit hours would accrue quickly if the credits represented accurately how many contact/practice hours students spent. Advantageous from perspective of performers and directors.
 - Diane Shakes (Biology): *the idea is to combine an element of doing and learning. e.g., a course in Middle Eastern music combined with participation in MEMA. And these may or may not be in the same semester.*
 - Kitty Preston (Music): so COLL is an Academic course with a component of doing? entailing something Academic, supplemented by a "doing?"
 - DS: *the thought was that a student might supplement a 3 credit course on Shakespeare with a one credit Shakespearean theater experience.*
 - Sarah Stafford (Economics): these faculty-defined clusters seem to be very *ad hoc*. It is not clear why these COLL 200 should be 4 credit courses. Concerned that students will then try to devise their own COLL 200 experiences. JG: *Students will not be in the position of putting together their own options. Faculty will initiate these clusters. Perhaps there will not even be the option of separate enrollments.*
 - Matthew Allar (Theater Speech and Dance): supports the "clusters" as providing options.
 - Silvia Tandeciarz (Modern Languages and Literatures): likes the idea as opening up possibilities for real creativity and administrative integration of different models. E.g., a 3-credit course on immigration in society supplemented by a 1-credit experiential learning on the Mexican-US border to create a rich innovative experience.
 - Rob Leventhal (Germanic Studies, MLL): Are COLL 200 meant to be 12 credits? This is not explicitly stated, only implicit in last line. JG: *COLL 200 requires 4 credits in each Domain.* Then there should be an explicit linkage. *Current curriculum was not adopted in perfect form. Imperfections will be fixed as they are discovered.*
 - Bill Cooke (Physics): Silvia's idea about the clustering is exciting. Currently lab courses have been split from courses, and he would hate to see this practice go by the wayside. Idea of the clusters has to be improved by EPC to prevent students from putting together their own clusters.
 - Tim Costelloe (Philosophy): What exactly does "looking outward to other Domains" mean? How far will the glance go? Will it penetrate far? This is vague. How are faculty expected to construct new courses for this new curriculum if we do not have specific guidelines? JG: *Yes, deliberately vague, and that is ok. Not*

wise to nail down every single detail in a document that can only be amended very cumbersome. Our duty here is to come up with the framework and details will be hashed out as we go. EPC has the responsibility for implementing the curriculum. Appreciates the necessity of “appropriate vagueness” but also requests “appropriate specificity.” Or “are we just supposed to muddle along?” JG: This might be the appropriate time for people to suggest ways of making the proposal more specific.

- Sarah Stafford (Economics): What is the rationale for 4 credits? DS: SCHEV requirements for total credit hours required in general education. If there is no pedagogical reason for the 4 credit requirement, then why don't we specify 4 credits in each Domain?
- John Riofrio (Modern Languages and Literatures): On muddling through/vagueness versus 4 credits. Could not the 4th credit be intended to put the course's discipline in dialogue with other disciplines? The 4th credit is particularly useful in helping me push that dialogue with other disciplines.
- Michael Lewis (Computer Science): John Riofrio's explanation reflects the thinking of the Curriculum Review Steering Committee (CRSC). The CRSC was not motivated by the 30 hour general education requirement of W&M's accrediting body, SACS. Instead, CRSC felt that if general education courses were supposed to be important for our students, then we should ask more of these classes. The four credits reflect that.

X. New business.

there was no new business.

The meeting was adjourned at 5:01 pm for the Wine and Cheese Reception following the meeting.

The secretary again thanks Steve Otto for compiling the list of faculty who spoke on the Curriculum Review, and Trina Garrison and Jeff Herrick for audio recordings.

Respectfully Submitted,

Georgia L. Irby, Secretary

Associate Professor of Classical Studies

glirby@wm.edu

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http://forcechange.com/72706/demand-agency-halt-plans-for-unnecessary-chemical-testing-on-animals/?utm_source=ForceChange+Newsletter&utm_campaign=6c1c6b001b-NL4129_10_2013&utm_medium=email&utm_term=0_600a6911b9-6c1c6b001b-296084829

http://action.seaturtles.org/p/dia/action3/common/public/?action_KEY=14234
<http://www.change.org/petitions/president-obama-hold-polluters-accountable-restore-clean-air-to-our-national-parks>