

MINUTES
Faculty of Arts & Sciences
March 3, 2015
Tidewater A, Sadler Center

Dean Kate Conley opened the meeting at 3:33 PM.
Attendance at the start of the meeting: 40.

I. Minutes of the Last Meeting

The minutes for the meeting of the Faculty on February 3, 2015, were **approved** unanimously by voice vote:

<http://www.wm.edu/as/facultyresources/fas/minutes/index.php>

II. Report of Administrative Officers

a. Provost Michael Halleran

- Reported that the legislature has recently changed the wording of the State and Local Government Conflict of Interests Act so that, notwithstanding any other provision of law, chairs of departments at a public institution of higher education shall *not* be required to file a disclosure form:
<https://www.commonwealth.virginia.gov/va-government/conflict-of-interest/>
The effective date for this change would be 2016, if it is signed by the Governor.
- The legislature also passed a bill related to the reporting of sexual assaults; further details will be available once the bill is finalized by the Governor.
- The budget stipulated by the legislature remains largely the same: the College continues to deal with a \$2.3 million budget cut; the state has added \$100,000 to financial aid, \$495,000 of discretionary funds for the College, and also some funding for the Equipment Trust Fund and the maintenance reserve.
- The state has specified that there shall be a 2% salary increase for state employees. The College was further authorized by the state to give from its own funds an additional average increase of no more than 2.5%. This additional salary increase is merit-based, so that raises will be differentially allocated. David Feldman (Economics) asked whether there is any chance that the Governor might remove this salary cap for the four state charter institutions. Provost Halleran responded that he did not know but would raise this issue in future discussions.
- As mentioned at the FAS meeting in February, the expected increase in the health care benefit rate is less than anticipated.

b. Dean Kate Conley

- Reported that members of all three boards (the Board of Visitors, the Foundation Board, and the Alumni Board) attended the Dean's dinner on Charter Day; featured guests also included fellows of the Center for the Liberal Arts.

- Announced that a call for position requests has been distributed to chairs and deans; decisions about these position requests are anticipated from the Provost in May.
- The Dean's Office had requested that flexible merit policies be submitted by December, and these are being reviewed now. In the past, policies for Non-Tenure Eligible faculty were sent directly to the Procedural Review Committee and Personnel Policy Committee, but this past fall the chair of the PPC suggested that these be sent first to the Dean's Office. The Dean's Office reviewed several department's NTE policies at its January retreat and then requested that adjustments be finalized by departments and submitted to the Dean's Office by the end of the first week of March.

III. Report from Faculty Assembly

- David Dessler (Government) reminded the Faculty that the Assembly had formed four working groups last fall dealing with: diversity; gender climate and preventing sexual assault; the faculty survey; and retirement incentives.
- Assessment of the 2013 faculty survey asked:
 - (a) Do the questions provide useful data?
 - (b) Can the data be acquired elsewhere?
 - (c) Do the questions produce longitudinal data?

Based on their answers to these questions, the working group was able to reduce the survey to approximately forty questions. In the future, these longer surveys requiring twenty to twenty-five minutes to complete will be conducted every three years, with the next one scheduled for AY 2015-2016. Shorter, ad hoc surveys requiring only five minutes to complete may occur as often as once per academic year.

- The working group discussing retirement incentives focused upon two questions:
 - (a) Why would we want retirement incentives?
 - (b) If we do want them, how should we structure them?

In regard to the first of these questions, the working group noted that the College can save money through retirement incentives: the chair of the working group, Bill Cooke (Physics), explained that the average difference between the annual salaries of a retiring faculty member and their replacement is approximately \$50,000. However, the working group also emphasized that we should consider any possible effects that faculty turnover might have upon teaching, research, and governance. John Riofrio (Modern Languages and Literatures) asked whether retirement data have been assessed in relation to faculty wage stagnation at the College. Bill Cooke (Physics) responded that the average retirement age has increased significantly over time but that there is insufficient data to draw many other specific conclusions. Sarah Stafford (Economics) asked whether data are available from the 1990's and earlier for investigation of long-term trends. Bill Cooke responded that such data are not currently available, and he noted that the aggregate data assessed by the working group do not differentiate schools within the College.

IV. Report from Faculty Affairs Committee

Greg Hancock (Geology) reported that the FAC has met three times since the last FAS meeting. They have been developing ways to help with the representation of Non-Tenure Eligible faculty, and an ad hoc committee with one-year terms has been tasked to assess how to maximize the utility of teaching evaluations. The FAC has also discussed the ongoing difficulty of getting faculty members to volunteer for service on committees: Greg noted that, of the approximately 370 faculty members in Arts and Sciences, 113 serve on appointed committees and seventy-five serve on elected committees; these two categories of volunteers are not mutually exclusive, as some faculty members serve on both an appointed committee and an elected committee. Greg announced that approximately sixty committee positions will be open next fall and that the aforementioned committee on teaching evaluations is still seeking volunteers as well.

V. Report from Nominations and Elections

Rob Hinkle (Chemistry) announced that the following candidates are running for election:

- 1) For a three-year term on the Educational Policy Committee, representing Area I:
 - Matthew Allar (Theatre, Speech, and Dance)
 - Jennifer Taylor (Modern Languages and Literatures)
- 2) For a three-year term on the Educational Policy Committee, representing Area II:
 - Chandos Brown (History)
 - Gul Ozyegin (Sociology)
- 3) For a three-year term on the Educational Policy Committee, representing Area III:
 - Marc Sher (Physics)
 - Gregory D. Smith (Applied Science)
- 4) For a three-year term on the Committee on Academic Status, representing Area II:
 - Dennis Smith (Government)
 - Frederick H. Smith (Anthropology)
- 5) For a three-year term on the Committee on Academic Status, representing Area III:
 - Brent Owens (Geology)
 - Beverly Sher (Biology)
- 6) For a one-year term as a replacement on the Committee on Academic Status, representing Area III:
 - Debbie Noonan (Computer Science)
 - Junping Shi (Mathematics)
- 7) For a three-year term on the Retention, Promotion, and Tenure Committee, representing Area I:
 - Katherine Preston (Music)

- Susan Webster (Art and Art History)

8) For a three-year term on the Retention, Promotion, and Tenure Committee, representing Area II:

- Lee Kirkpatrick (Psychology)
- Mike Tierney (Government)

Rob then announced that in the April elections there will be positions available on the Faculty Hearing Committee; the Committee on Degrees; the Faculty Compensation Committee; the Committee on Awards, Prizes, and Professorships; and the International Advisory Committee.

VI. Report from Academic Status Committee

Brent Owens (Geology) announced the release of the Academic Status Committee's report for 2013-2014:

<http://www.wm.edu/as/facultyresources/committees/academicstatus/reports/2013-2014-report.pdf>

In particular, he drew the Faculty's attention to a continued decrease in retroactive medical withdrawals, "from 30 to 15 in 2012-13 and a further decrease to 8 this past year"; he explained that the Dean of Students Office attributes this downward trend to faculty vigilance in alerting the office to individual students' issues.

VII. Report from Committee on Degrees

Dean of Undergraduate Studies John Griffin announced the release of the Committee on Degrees report for AY 2013-2014:

<http://www.wm.edu/as/facultyresources/committees/degrees/documents/2013-14-annual-report.pdf>

Dean Griffin chaired the committee and was joined by Michael Harris (Kinesiology and Health Sciences), Georgia Irby (Classical Studies), and Monica Potkay (English). Petitions fall into two categories: (1) those that the COD considers and (2) those that the Dean of Undergraduate Studies approves on behalf of the COD. For category 1, the COD considered 64 petitions and approved 53 in AY 2013-2014. For category 2, the Dean of Undergraduate Studies considered 140 formal petitions in Fall 2013 and 174 in Spring 2014; most were approved. A description of the most common types of requests in each category can be found at the above link.

VIII. Report from Educational Policy Committee

John Gilmour (Government) and Jack Martin (English) distributed via e-mail a document containing amendments related to the new curriculum as proposed by the Educational

Policy Committee:

http://www.wm.edu/as/facultyresources/committees/educationalpolicy/documents/new-2014-curriculum/COLL_Curriculum-2014-12-02-with_proposals.pdf

The EPC requested that the FAS consider three matters at this meeting: (1) proposed changes in the wording of the COLL 300 requirements; (2) changes in the wording of the Foreign Language Requirement; and (3) changes in the wording of the Mathematics Requirement.

The EPC proposed to add or substitute the italicized phrases shown below to the COLL 300 language that had been approved by the Faculty in December of 2013:

“Students will fulfill the requirement through people-to-people, cross-cultural experiences that carry at least 3 credits. These experiences may take place in an international setting, where students study with W&M or non-W&M faculty *in a study-abroad program sponsored or endorsed by the Reves Center*. Other opportunities to fulfill COLL 300 include participation in W&M DC programs that focus on global *or cross-cultural* issues. Students may also register for W&M off-campus, credit-bearing initiatives that involve encounters *of at least a week in duration* with different environments and cultures. Alternatively, they may fulfill COLL 300 through the W&M Colloquia, academically rigorous courses of at least 3 credits that address global *or cross-cultural* issues, and are organized around a series of lectures by W&M faculty, visiting scholars, artists, and public intellectuals. Students may take the W&M Colloquium at any time.”

Suzanne Raitt (English) asked whether every study abroad program must be connected to a course that is labeled as COLL 300. Dean for Educational Policy Lu Ann Homza explained that a COLL 300 attribute can be attached to an experience or to a course, so most study abroad programs would be categorized as an experience, thereby allowing the program director to advertise the study abroad program well in advance with the assurance that it will satisfy the COLL 300 requirement.

Bruce Campbell (German Studies) asked whether the COLL 300 requirement could be fulfilled through a direct exchange program with the University of Münster that is not formally sponsored or endorsed by the Reves Center. Lu Ann responded that this would fulfill the COLL 300 requirement but that it would likely require pre- and post-approval. Bruce suggested that the language might therefore be changed to allow approval not only by the Reves Center but also by the Educational Policy Committee and/or the International Studies Advisory Committee (ISAC). Lu Ann responded that the Educational Policy Committee would continue to work on the COLL 300 language to find some wording that could encompass a direct exchange program of this kind. John Gilmour requested that Bruce send proposed changes to the language in advance of the next meeting, so as to allow participation by absent parties. David Feldman (Economics) expressed concern that pre- and post-approval requirements might discourage students from direct enrollment in courses at foreign universities. Lu Ann responded that William

and Mary students currently must register with Reves to participate in such a program, and so perhaps ISAC can establish that these longstanding programs will carry COLL 300 credit.

Francis Tanglao Aguas (Theatre and Africana Studies) asked if the COLL 300 experience needs to be a graded experience. Lu Ann answered that a credit-bearing experience would need to be graded.

David Armstrong (Physics) asked whether a course taught in DC might be classified as global or cross-cultural even if the same course taught on campus at William and Mary was not classified in this way. Sarah Stafford (Economics) explained that courses taken in DC do not automatically qualify as global or cross-cultural; they have to be approved by the EPC as such. John Gilmour clarified that what is different about the DC experience is that it includes an internship related to the course. Josh Erlich (Physics) also noted that the language proposed by the EPC was not intended as an exhaustive list of all possible circumstances that would fulfill the COLL 300, and John Gilmour concurred that the phrase “other opportunities to fulfill COLL 300 include” does leave open the possibility of additional circumstances not specifically mentioned. Francis Tanglao Aguas expressed concern that the listing of specific examples as given in the COLL 300 paragraph nevertheless implies that many cross-cultural courses taught on campus might not qualify for a COLL 300 attribute. Lu Ann responded that COLL 300 courses are indeed envisioned as new courses that would be different than many of those previously taught on campus.

Barbette Spaeth (Classical Studies) asked what is meant by the phrase “different environments and cultures,” and she expressed the concern that “environments” might be too vague a term, including some environments (e.g., the deep sea) that do not necessarily contain a cross-cultural dimension. Jack Martin (English) responded that the meaning of this phrase is clarified by the addendum below: “will ideally join students with people, places, and ideas (all three).” Lu Ann further clarified that the “people” involved do not need to be currently living, thereby allowing for a cross-cultural experience with a past culture.

The amended language quoted above for COLL 300 was then **approved** unanimously by voice vote.

The EPC then proposed to insert an addendum stipulating as follows: “COLL 300 experiences will ideally join students with people, place, and ideas (all three). COLL 300 courses should have a self-reflective assignment built into them.”

David Feldman (Economics) expressed concerns about the usefulness of requiring students to write a self-reflective assignment about their experience abroad that would not be evaluated by a faculty member who was involved in that same experience; he introduced a motion to eliminate from the addendum the statement about a self-reflective assignment. David’s motion was not seconded.

The addendum as quoted above was then **approved** unanimously by voice vote.

The EPC then proposed to clarify the curriculum's Foreign Language Requirement by inserting an addendum to specify that "a foreign language is understood to mean a natural language other than English."

The proposed addendum to the Foreign Language Requirement was **approved** unanimously by voice vote.

Discussion of the Mathematics Requirement was postponed until the April meeting of the Faculty of Arts and Sciences.

The meeting was adjourned at 4:52 PM.

Respectfully submitted,
Jeremy Pope (History, jwpoppe@wm.edu)
Secretary to the Faculty of Arts and Sciences