

MINUTES

Faculty of Arts & Sciences

October 3rd, 2017, 3:30 – 5:00 pm

Tidewater A, Sadler Center

Dean Kate Conley opened the meeting at 3:32 PM.

Attendance at the start of the meeting: 40.

I. Minutes of the Last Meeting

The minutes for the meeting of the Faculty on September 5, 2017 were **approved** unanimously by voice vote:

<http://www.wm.edu/as/facultyresources/fas/minutes/20170905.pdf>

II. Report from Administrative Officers:

a. Dean Kate Conley

1. The annual CCPD retreat at the School of Ed was held in September, focusing on the COLL curriculum planning and the action plans for Diversity and Inclusion. Janice Zeman also gave a report regarding each department as an update on their department's participation in the COLL curriculum (percentage of each department's offerings) and a response of the student feedback with regards to the COLL curriculum. John Donahue gave an update on COLL 300 and led conversations regarding COLL 400 offerings. The Dean spoke about the action plans for Diversity and Inclusion and reminded that these must be turned in by October 20th. The updated plans are due by June 1, 2018. Once all of these have been reviewed, these will be used to create a university wide plan.
2. The upcoming symposium on Race, Memory, and the Digital Humanities will be held on October 28th. This will be a discussion of digital diversity and inclusion. Information is available on the website.
3. During homecoming weekend, the BOV will receive an update on the COLL curriculum. The dean will also speak with the Society of 2018, which is a leadership group of women alumni.
4. The second visitor for the COLL 300 curriculum will be here next week. Ifarinwale Ogundiran will be here from October 9-13, 2017. More information on the theme of In/Exclusion and visitors is available on the website. The first visitor this semester was well received on campus, with a large gathering of students in the COLL 300 courses and those who were interested in the talk being given.

5. The dean will be attending the southeast campaign celebration in Atlanta during the first week of October. This is part of wave of gatherings across the country. Alumni and students will gather to celebrate the campaign.
 6. The BOV were here in September and were able to view the new renderings of PBK and art buildings were seen. This will be the new gateway from Jamestown Road into the campus. The Muscarelle will be expanded but on the same footprint. The BOV also posted a talk from Scott Beardsley (UVA) regarding the non-traditional presidential candidate, discussing those who have never held a leadership role at a university being classified as non-traditional candidates.
 7. This year we are celebrating 50 years since the first African American students in residence. Next year will mark 100 years since women enrolled in Arts & Sciences at William & Mary. There is funding available for projects that pertain to this portion of the history of William & Mary.
 - i. Themes of 100 years of Women at William & Mary will include: the lived experience of coeducation, impact of women students on William & Mary, challenges to those who don't fit into social norms, political conditions, historical contingencies, character strengths that allowed individuals to overcome cultural resistance and transform institutions, evolving ideas about womens' bodies, voices, art, and virtues, evolving definitions of woman, man, family, authenticity, and power, and women in the natural sciences, social sciences, and computational sciences. A large colloquium around these ideas is also being organized by the committee.
- b. Provost Michael Halleran – given at the end of the meeting when the Provost arrived.
1. On October 4, Chante Hinton from Biology will be giving a Tack lecture entitled "It's a marvelous night for a Brain Dance! So grab on, and hold on...like MK-STYX" - 7pm in Commonwealth auditorium
 2. The Board has been engaging in a conversation of William & Mary 2026, which is referring to middle term thinking. In the not so distant future, the budgetary advantages of the promise will begin to flat line. The problem is that the in state tuition can't keep increasing or we will no longer be competitive and politically, there will be a ceiling on this action. So the question is what do we do?
 - i. One political issue the Board raised was the question of growing the student body. This comes with pros and cons – this is very attractive if the ratio of in state to out of state were modified. If we can enroll over 35% out of state this would be a good decision. If international students, as in Colorado, did not count into the out of state amounts, that would be ideal. Some items to consider here:

1. Size of the student body
 2. Faculty to student ratios
 3. NTE to TE ratios
 - ii. The best way to have the faculty voice represented on this is to have an ad hoc group of Arts & Sciences faculty members to discuss. Items that could be addressed
 1. Are the students there? - Admissions
 2. Financial aid considerations
 3. Residential population – currently 75% residential population
 4. Classroom and lab space
- III. Report from Faculty Assembly (Cathy Forestell, Psychology)
- a. This month, the Faculty Assembly has been continuing to revise policies and the faculty handbook. They are making good progress, especially with the leave policy, which they hope to pass soon.
 - b. The faculty presentation to the BOV was well received. Mike Tierney served as the Liaison to the BOV and Jack Martin gave an update on AidData.
 - c. The Academic Affairs Committee is going to prepare a report for the new president to inform regarding the issues important to the faculty, including the goals of the campaign.
 - d. COPAR meets for the first time during the first week of October, headed by Russ Kincaid.
 - e. Tom Watkins will visit the executive committee meeting to discuss the presidential search and how the faculty can be more involved in the search.
- IV. Nominations and Elections (Brett Wilson, English)

The following names were presented for the ballot for the October elections. No names were added from the floor. The ballot to be released following the meeting today:

- i. One-year term on Committee on Faculty Awards, Prizes, and Professorships (Area I) beginning immediately
 1. John Oakley, Classical Studies
 2. Kevin Vose, Religious Studies
- ii. Three-year term on Nominations & Elections Committee (Area II) beginning immediately
 1. William Fisher, Anthropology
 2. John Parman, Economics
- iii. Three-year term on Nominations & Elections (Area III) beginning immediately
 1. Pieter Peers, Computer Science
 2. Ryan Vinroot, Mathematics
- iv. Chair, Educational Policy Committee beginning immediately
 1. Marc Sher, Physics

V. Annual report from Committee on Academic Status (Jonathan Arries, Hispanic Studies)

This past year there were 1263 petitions (overload, underload, late add/drop, reinstate, partial or full medical withdrawal) with 802 directed to Committee on Academic Status; with 72% approved. Of the 461 petitions forwarded from the Medical Review Committee, 408 were approved. The petitions to the Medical Review Committee increased by 104.89% from last year. The most common petition was for an overload, which accounted for 250 total requests.

VI. Presentation and discussion of EPC resolution (Marc Sher) –

This was introduced by Dean Conley, highlighting the importance of integrating diversity and inclusion into the curriculum in Arts & Sciences. The following resolution and conversation are directed at making these key changes to the curriculum in the future.

a. Marc Sher (Physics)

- i. Last year when this resolution (please see below) arrived at EPC, the committee was skeptical. The committee came around with an ICG attribute that could be part of another COLL or Domain designation.
- ii. The criteria that will be needed will be the most challenging part of the process. Too narrow demands the addition of new courses, too broad would make this meaningless.

b. Suzanne Raitt (English)

- i. President Reveley convened the task force in March of 2015 that gave a report in March of 2016 that Diversity and Inclusion needed to be a part of the undergraduate curriculum. The implementation team has been working on this, but no conclusions have been reached concerning the criteria, placement, and the aim of the courses. The committee asks for the feedback from the faculty as to how to proceed.
- ii. This requirement will be called “Inclusion and Common Ground” (ICG) – emphasizing the need to bring people from different backgrounds, experiences, and cultures together. This is directed towards the goal of bring people together around ideas, texts, and other mediums of diverse thought.
- iii. The committee has gained support from CCPD, FAC, and EPC.
- iv. The following resolution (please see below) is a statement of where the process is at this point. This is not set in stone. The question to be addressed is whether this should be added to only COLL courses or any course that is in the curriculum.

c. Comments & Questions

- i. A question was raised regarding the requirement being embedded within the curriculum or a standalone requirement.

1. The ICG designation is one that predates the current controversies around Race and Race Relations in the past two years. Intentionally, the word diversity was avoided, as this was centered on President Revely's call to evaluate William & Mary's racial climate in 2015. Students expressed that they felt there were not enough opportunities to have sustained, meaningful, and respectful dialogue around this topic - this was a way to foster those conversations for the long run. These are not mutually exclusive – a curricular requirement that will also fulfill the ICG is a possibility. This will look different for each discipline.
- ii. Another comment was raised that language seems to be tying this to an already existing COLL course.
 1. At the moment, the relation to the COLL curriculum is still in question. This could be an additional COLL course or another domain course. Another thought is that this could be called COLL 199. These will not be fulfilled by transfer requirements.
- iii. Reservations were expressed with regards to assigning something specific to the ICG.
 1. This comes into play with certain departments, like Biology, where the only option would have to be an ALV COLL 200, due to the fact that students need pre-requisite courses that also satisfy the COLL 200 CSI and NQR requirements. The COLL 200 was originally thought of because it, like the ICG, is at the heart of the undergraduate curriculum.
- iv. The question was raised as to how this would work in the sciences and how would this work for courses that are outside contemporary US society.
 1. The issue of criteria will be at the center of deciding how this works for the different disciplines. All students will have to take these, but it may look different for each discipline. This also applies to courses that are based outside of the contemporary US climate. This could include race, disability, gender, among other items, allowing for a wide range of course that could potentially fulfill the ICG requirement.
- v. It was mentioned that this conversation came up when the COLL curriculum was originally discussed with the concern that this type of course would be lost.
 1. The ICG requirement will ensure that this does not happen. CCPD met recently discussed this notion of inclusivity and diversity. It was also mentioned that this is a conversation of social justice, and intentionally does not use the language of diversity and inclusion as this is language of “appeasement”.
- vi. The question was raised of people thinking that they are already doing this and will continue doing the same things in class. There may be challenges

in taking current practices and aligning these with the criteria. It was suggested that the task force to do workshops and mentorships in order to ease this change.

1. The task force sees this as a way to reinvigorate the teaching and topics. The Dean's office has also put forward funds to complete some of this work throughout the year.
- vii. The Office of E-Learning can help instructors host experts that will contribute to this discussion within departments that may not be able to travel to campus.
- viii. The ICG has been expanded to look past contemporary US society. This may be altered in the resolution to better reflect this item. This should not be limited to courses that deal with US topics. This should encourage a dialogue and does not need to be centered on the US.
 1. "Issues" – vague enough to not dictate the content of all courses.
- ix. In terms of technical considerations, a question was raised about the amount of COLL courses that can count towards the major or minor. There are limitations on the amount of COLL courses that can count towards their major/minor. This will be worked out before the new guidelines and designations are put into place.

The full resolution reads as follows:

Whereas, the Report of the Task Force on Race and Race Relations recommended the development of a required undergraduate course or courses on inclusion and related topics; Whereas, the President of the College formed an Implementation Team to implement the recommendations in the Task Force's report;

Whereas, a subcommittee of the Implementation Team, later joined by members of the Educational Policy Committee, has been studying how best to engage the President's directive to implement the curricular recommendations in the Task Force's report;

Whereas, the Implementation Team/Educational Policy Subcommittee currently believes that the best solution is to require all undergraduate students to take a course that bears an "Inclusion and Common Ground" (ICG) attribute and is part of the COLL curriculum.

Whereas, this proposal would set forth certain requirements to be met in order for a COLL course to bear an ICG attribute, such as that the course focus on issues of difference, include discussions of marginalized communities, engage issues of contemporary U.S. society, and encourage the development of the ability to engage in respectful disagreement and debate;

Whereas, development of such a requirement necessarily involves faculty discussion, data collection, consultation with experts, and piloting of courses in order to determine the nature of such a requirement;

And whereas, the Faculty of Arts & Sciences wishes to communicate its support for this effort and its intention to collaborate in the development and implementation of a curricular requirement relating to inclusion;

Be it resolved that the Implementation Team/Educational Policy Subcommittee continue to work on an inclusion requirement for the COLL curriculum and bring its efforts to the faculty for discussion, development, and, eventually, a vote.

This resolution was brought to a vote. The resolution passed unanimously.

- d. Marc Sher (Physics)–
 - i. In terms of topics courses, there has been confusion that will be rectified soon. After teaching three times, the course currently is required to be designated with a permanent course number. Some majors have this as a part of their programs and then when the permanent number is assigned, the catalog must be changed. The solution may be the topics course number with a letter to designate that the course is permanent without changing the catalog.
 - ii. COLL 400 – there has been a question about blanket approval of these courses. The biggest problem with the applications has been the “diverse audiences” piece. These are still being considered and based on what is occurring within the courses of a department is what dictates approval.

The meeting was adjourned by Dean Conley at 4:50 PM.

Respectfully submitted,

Ashleigh E. Queen (Kinesiology & Health Sciences, aeverhardt@wm.edu) Secretary to the Faculty of Arts & Sciences