

**MINUTES**  
**Faculty of Arts & Sciences**  
**April 3, 2018, 3:30 – 5:00 pm**  
**Tucker 127 A**

*Dean Kate Conley opened the meeting at 3:33 PM*

*Attendance at the start of the meeting: 75*

- I. Approval of minutes from meeting of faculty on March 13, 2018 –  
<http://www.wm.edu/as/facultyresources/fas/minutes/20180313.pdf>
  
- II. Report from Administrative Officers:
  - a. Provost Michael Halleran
    - i. The spring faculty picnic is 16 days from now. This will be Taylor Reveley's last picnic. The Provost hopes that all will be able to attend.
    - ii. The following information regarding the budget was provided:
      1. On April 11<sup>th</sup>, 2018 the Governor called back the assembly to produce a budget. The Provost indicated he was not sure what would happen if they don't pass a budget but indicated this may go on into May or June. The state budget must be complete by July 1.
      2. When the BoV is here they will be given a budget for FY 19. The Deans and Vice Presidents were sent a memo asking them to project cutting 1-2% from their budget. The Provost has received all of these and indicated that the cuts will be modest. There were a number of incidences last year where money was held. Most of this money will be given back. There are also a number of investments to consider, including the COLL curriculum, there is also no likelihood of salary increases, and the financial aid issue will hopefully be stabilized. The BoV will take this up and vote on this. The BoV usually votes yes to accept the proposed budget, but have had years of rustling, where changes have been made on the spot.
  
  - b. Dean Kate Conley
    - i. With regards to searches, we have recruited for 17 positions this year. As of April 2<sup>nd</sup>, 2018, there are 12 signed letters of intent, 1 offer extended, 1 offer at the verbal stage, and 3 searches unfilled.
    - ii. On March 23<sup>rd</sup>, the Dean submitted a memo to the Provost about the 1-2% budget cuts. In this, Dean Conley indicated that Arts & Sciences could cut between \$700K and \$1.4mil. Most of budget is compensation, so it is easier to hold spending than to cut from the budget. Arts & Sciences may need to hold vacant positions and freeze non-essential hiring
    - iii. For the Bold Richmond Celebration was held on March 27, 2018. At this event there were over 500 in attendance. This group was very generous and supportive. At this point, the overall campaign has reached \$764.8 mill out of the \$1 bill.

- iv. One Tribe One Day will be next Tuesday, April 10<sup>th</sup>, 2018. Any who contribute, regardless of amount, is counted in the number of gifts. The \$50,000 Gerdleman Challenge will be awarded to the schools or units who display the most involvement. This will be awarded in three areas: the largest total amount of donors, the largest percentage increase in donors from last year, and the highest number of new donors this year. If we win in any category, the award will be split amongst the winning departments. There will also be an Open House at Ewell Hall on One Tribe One Day.
- v. Regarding the FAC Subcommittee on NTEs: FAC has been strategizing on this, hope to present a new plan by the end of the year.

### III. Nominations and Elections (Brett Wilson, English)

Below are the list items for this election:

*Educational Policy Committee, Area I, 3-year term:*

Joan Gavalier (Theatre, Speech, and Dance)  
 Elizabeth Mead (Art and Art History)  
 Stephen Sheehi (Modern Languages and Literatures)

*Educational Policy Committee, Area II:* The person receiving most votes receives a 3-year term. The person receiving the second most votes receives a 2-year term.

Mike Deschenes (Kinesiology & Health Sciences)  
 Jonathan Glasser (Anthropology)  
 Gul Ozyegin (Sociology)

*Retention, Promotion, & Tenure Committee, Area I, 3-year term:*

Chris MacGowan (English)  
 Francis Tanglao-Aguas (Theatre, Speech, and Dance)

*Committee on Academic Status, Any Area, 3-year term, choose 2:*

Phil Daileader (History)  
 Marc Sher (Physics)  
 Brad Weiss (Anthropology)

*Committee on Degrees (COD), Any Area, 3-year replacement term:*

Carla Buck (Modern Languages and Literatures)  
 Linda D. Morse (Geology)

*Faculty Compensation Board (FCB), Any Area, 4-year term:*

Denys Poshyvanyk (Computer Science)  
 Leah Shaw (Mathematics)

*Faculty Hearing Committee (FHC), Area III, 3-year term:*

Robert Pike (Chemistry)  
 Patty Zwollo (Biology)

No new names were added from the floor. The ballot will become available as soon as possible after the conclusion of the meeting. It will be available for one week.

- IV. Update from the Faculty Assembly (Cathy Forestell, Psychology)
- a. The Academic affairs committee sent a survey by way of the Provost. This survey was sent with the goal of finding out what priorities and initiatives the faculty find most/least exciting. The Assembly hopes to provide a report about this to the incoming president.
  - b. The WM 2026 Committee held two faculty fora last week. While there weren't a large number in attendance, there was good discussion that was helpful to the committee.
  - c. Faculty Handbook revisions continue. Comments were received on non-academic leave section (announced in the digest) and changes made based on this feedback have been approved and are currently at PPC awaiting feedback. The Assembly will continue to seek feedback on changes moving forward.
  - d. A question was raised about the changes in terms of leave. The comments provided were addressed and changes were made in response to these comments. Cathy indicated that getting feedback made the process of the committee easier when altering the document.
- V. Motion from EPC for vote (Elizabeth Harbron, Chemistry)
- a. Japanese Studies Major Proposal – A document was distributed to faculty by the Dean's Office on March 29<sup>th</sup>, 2018 via email, that details the rationale and requirements of the proposed major.
    - i. Elizabeth Harbron (Chemistry) introduced the proposal, citing EPC approved unanimously with endorsement. This proposal has made it through all applicable areas on campus. If approved today, this will go to SCHEV for approval
    - ii. A vote on this was taken and the proposal was approved by the faculty.
  - b. COLL 199 Requirement –

Dean Conley provided background on this proposal. A statement was sent by the EPC last week. There was a task force that led to this, appointed in Fall of 2016. The Student Assembly has endorsed this (statement was sent to the faculty via fas-d on March 29<sup>th</sup>, 2018). A letter of concern from some members of the faculty was also sent, via fas-d, on March 31<sup>st</sup>, 2018. If this passes today, there will be working groups for best practices; the proposal is a first step in this process. With regards to resources, the Dean's office has been discussing this with the Provost. The faculty director of the CLA has sent an estimate of cost for what resources will be required. All TE and continuing NTE (lecturers and senior lecturers) are able to vote.

The proposal sent to the faculty on March 29<sup>th</sup>, 2018 read as follows:

The COLL 199 is a requirement that all students take a course of at least 3 credits dealing with justice and equity. The COLL 199 attribute may be applied to other COLL courses, including COLL 100s, 150s, and 200s. Students who take such courses will earn credit toward both requirements. This attribute can be affixed to any course that successfully addresses two pedagogical goals.

These goals are: 1) to deepen students' understanding of the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing; 2) to provide students with a rigorous academic space in which to explore differences in perspective while foregrounding reasoned and respectful discussion as the means for achieving common ground.

To meet these pedagogical goals, COLL199 courses will: 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring at least two key social categories including, but not limited to: race, gender identity, ethnicity, sexual orientation, socioeconomic status, language, religion and disability; 2) emphasize respectful dialogue among students as an integral component of the course; and 3) enable critical reflection by requiring students to make sustained connections between the course material and contemporary life in the United States.

There was a meeting yesterday between those who sent letter and the EPC. During this meeting, a compromise was reached to put form and implementation together.

The amendment from Claire McKinney (Government) reads as below with the top text remaining the same and the new implementation schedule being added to the bottom of the document. This was distributed as a hard copy to the faculty during the meeting today. Elizabeth Harbron (Chemistry) proposed amending to the new version. This was seconded.

### **COLL 199**

COLL 199 is a requirement that all students take a course of at least 3 credits dealing with justice and equity. The COLL 199 attribute may be applied to other COLL courses, including COLL 100s, 150s, and 200s. Students who take such courses will earn credit toward both requirements. This attribute can be affixed to any course that successfully addresses two pedagogical goals.

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### **IMPLEMENTATION SCHEDULE**

The vote on the implementation of the COLL 199 requirement will occur no earlier than the December 2018 but no later than the February 2019 Faculty of Arts & Sciences meeting. The FAC will appoint by the end of this academic year an ad hoc committee to further study the implications of Arts & Sciences adopting and carrying out such a requirement.

The ad hoc committee will be composed of the following:

- At least one member from the original subcommittee that developed the COLL 199 proposal.
- At least one member of the Center for Liberal Arts.
- At least one member from the Educational Policy Committee.
- Representatives in equal number from Area I, Area II, and Area III departments and programs.
- A diversity of faculty representative of some of the identity categories outlined in the COLL 199 proposal.

The ad hoc committee will create and distribute a report to the Faculty of Arts & Sciences no later than the November 2018 Faculty of Arts & Sciences meeting that includes the following information:

- Experience in the field: This ad hoc committee will continue the work of the Race and Race Relations Task Force and Implementation team and the EPC subcommittee on the COLL199 proposal. A description of the status, implementation, and outcomes of COLL 199-like requirements at our peer institutions, including but not limited to the State Council of Higher Education for Virginia (SCHEV) institutions. When practicable, that analysis should include an analysis of the impact such requirement adoption has on students and faculty of color.
- Budget: A proposed budget for the implementation of a COLL 199 requirement, including necessary training and course development in line with best practices, and necessary hiring of faculty and staff.
- Resources: In consultation with the Provost and the Dean of Arts & Sciences, information on the available resources in Arts & Sciences to support implementation of a COLL 199 requirement.
- Other: Any other relevant information that the ad hoc committee believes would be useful for informing the faculty as it deliberates COLL 199.

Discussion around the motion to amend:

Marc Sher (Physics) – When the letter came out, Marc was worried about two camps forming. Thanked Jenny Taylor (German Studies) for contacting letter writers to bring 6 signatories and 5 individuals from the task force together. There was a reasonable, respectful discussion, which ended with all in agreement of the document that has been handed out today.

There was a vote on substitution of the new motion (see above) for the original. This vote passed.

## Discussion of new version:

Joel Schwartz (Director, Charles Center) – Joel asked if it would be the case that absolutely nothing in the top 3 original paragraphs would be open for discussion. Essentially, the question of what we are actually passing today was raised.

Marc Sher (Physics) – Marc indicated that everything is open for discussion. Anything may be changed today or when the vote on this is held.

A question was raised about the wording of further studies on the implications, asking does this suggest we are studying this more or planning for best practices of implementation.

It was indicated that a study would involve looking at how these items had been instituted and to think about the positive/negative outcomes of implementation. The question was raised about how we can go about this at William & Mary so that we are a leader on this type of requirement.

Another comment was made about policy implementation, indicating that if we do this well, this is an opportunity for us to impact this conversation on a broader scale.

John “Rio” Riofrio (Hispanic Studies) – Rio indicated that he was in the room yesterday but was confused about what was happening. For the last 18 months, the task force has been working on COLL 199, resulting in the original proposal (without the implementation piece). John asked that we strongly consider making William & Mary a place that commits to teaching COLL 199, due to its essential pedagogical values to what we do as an institution. COLL 199 will require every student to take a course on issues of marginalization, belonging, inclusion, and exclusion. The goal is that this stimulates real public discussion amongst students. The goal should be to bring about real and reasonable discussion around these topics. We are charting our way forward. We are taking the concerns that were circulated on fas-d in the letter (if we do this poorly, we do more harm than good). The key to this is that we are ensuring that the implementation is rigorous and thoughtful, not divisive.

A motion was made for a modest change in language. We should work to endorse best practices for Arts & Sciences and have the committee work to endorse best practices (3<sup>rd</sup> line - first section of the implementation portion).

Silvia Tandeciarz (Modern Languages) – Regarding the word, the new reading for this motion reads as follows:

“The FAC will appoint by the end of this academic year an ad hoc committee to further study best practices in the implementation of such a requirement.”

Suzanne Raitt (English) – Suzanne thanked everyone involved at this point. The COLL 199 was not formed for all to do the same thing in every class, but to bring about the discussion around specific moments in the US. Dialogue continues as we strive to keep

the curriculum relevant and as it maintains applicability as the culture changes. This type of course is already happening on this campus, so we are already impacting students with this type of curricular offering.

One faculty member indicated that the letter showed a fear of the unknown. Many are teaching and know the effect of these courses on students; the students learn, they are safe, and grateful for this experience. The recommendation was made that faculty with expertise on this subject are utilized for their experiences in teaching this curriculum.

Dan Runfola (Data Science) – Dan indicated that his understanding is that we are going to vote yes, then figure out how to implement this on campus. He indicated that we need to ensure that we have the resources for this before we move forward. Dan also made the point that we are not meeting current requirements, citing the COLL 300 situation with Fall 2018 registration. He also said he was apprehensive to vote before we know we have the resources.

A point was made that the COLL curriculum debate originally resulted in a substantial effort to ensure the students would not be bothered by their required courses differing from the GER. The load would not exceed those required in the former GER requirements. Did EPC think about the impact on minors and second majors?

Elizabeth Harbron (Chemistry) responded that the EPC did consider this and that there is a rare exception that would allow for “double dipping”. A student can take the COLL 199 as another COLL which would not require students to add an additional course.

Vote on the new proposed language – the change the line 3 of the implementation section, shown above – the motion passed.

Lisa Meyer (American Studies) – Lisa indicated that for those who were here in the decades long conversation on COLL curriculum, one large concern in moving to the new curriculum would eliminate the requirement to take courses such as the COLL 199. She sees this as rectifying and addressing the problem that the new COLL curriculum did not do what we had originally hoped and what was explicit in the GER.

Shantá Hinton (Biology) – Shantá made the point that she was going to speak in the minority with regards to this subject but made the point that she feels inclusion is important. In thinking about her STEM career as a scientist who is also African American and female, Shantá raised the question of what else might she have to do that takes away from what she was trained to do and carrying that out as a faculty member. She sees that this can't be carried out only by minority faculty on campus, indicating that this is not as simple as it seems. She understands the inclusion part, but in being a minority in many ways, but she wants us all to pay attention and think about this.

Berhanu Abegaz (Public Policy) – Berhanu indicated that the university needs this, and that the COLL 199 has been designed and needs to be implemented. He would have liked this proposal to say something about bringing an implementation schedule to the faculty. He also commented that we made large strides in approving a major in Japanese studies, recalling a conversation about Japanese studies from over 40 years ago. Although we made progress, progress has been slow.

Rob Leventhal (German Studies) – Rob indicated that he fully endorses the proposal but had a question regarding the course requirement of three credits. In Modern Languages and Literatures, there is a one credit course “After Charlottesville,” in which the Southern Poverty Law Center came to talk about 900 hate groups they are monitoring. He asked why there is an insistence on 3 credits. He also indicated that the wording of first paragraph does not include 300s and 400s not a part of this. He also asked why there is mention of any specifically if all can be affixed with this.

Elizabeth Harbron (Chemistry) indicated that the EPC was aware of the Charlottesville course. This is the type of course they are wanting to offer. If the students were allowed to take a 1 credit course, they would have to piece together courses to reach the 3 credit requirement.

Marc Sher (Physics) responded that in looking at what courses might qualify, most fell into the COLL 100/150 category, but the proposal does say any course, so there is no reason 300/400 could be included.

John “Rio” Riofrio (Hispanic Studies) – Rio indicated that while he respects the perspective that any course can teach on these topics but thinks that the emphasis on 3 credit courses doesn’t take away from what is happening in 1 credit courses. He does see that by allowing it to be fulfilled by 1 credit, it sends a message about the importance.

A question was raised about the component of being about contemporary life in US. This needs to be brought up after justice and equity for clarity.

A comment was made regarding Rio’s comments in which he argues that a sustained 3 credit effort is demanded by the protocols in the COLL 199 description. EPC is implying that if an instructor slips in two or three weeks of this information, that this will allow for double dipping.

Elizabeth Harbron (Chemistry) explained this as she reflected on COLL 200. With the COLL 200, 10% needs to be reaching out to a different domain. This requires EPC counting the class hours and readings that apply to this. With the COLL 199, the goal was to avoid this quantification. In developing the Curriculog form, EPC will have to develop wording that explain the qualifications of a COLL 199.

A vote was held to stop the discussion on the topic. This vote passed.



A vote was held on the motion to adopt a COLL 199 with the understanding that the implementation and the resource question needs to be solved by the vote in February of 2019. This motion passed. The revised proposal is shown below, with the change made in this meeting shown in red:

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John “Rio” Riofrio (Hispanic Studies) thanked the individuals who contributed to this and those who expressed skepticism.

The Dean commented that the FAC will be working rapidly to put together the ad hoc committee regarding this and indicated for faculty to email Greg D Smith regarding willingness to serve on this committee.

*The meeting was adjourned by Dean Conley at 4:55 PM.*

Respectfully submitted,

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