

MINUTES
Faculty of Arts & Sciences
April 2, 2019, 3:30 – 5:00 pm
Tucker 127A

Dean Virginia Torczon opened the meeting at 3:30PM.

Attendance at the start of the meeting: 37.

- I. Approval of minutes from meeting of faculty on March 12th, 2019 - <https://www.wm.edu/as/facultyresources/fas/minutes/20190312.pdf>

- II. Report from Administrative Officers
 - a. Dean Virginia Torczon
 - i. The Dean announced to faculty that the May A&S meeting will be held in Washington Hall, Room 201, with a reception to follow in Ewell Hall for retiring colleagues.
 - b. Provost Michael Halleran
 - i. The Provost discussed that tomorrow is the day that the Assembly reassembles to discuss the bills that were passed previously. As far as we know, there is no significant action expected on bills that are related to us.
 - ii. With regards to salary, the state is mandating a 3% raise for faculty and 2.75% raise for all staff (classified, professional, and operational). For classified only, there will be a merit-based pool of 2.25%. We are in the process of developing our university budget. Until the BoV votes to approve at the end of this month (April 26th), nothing is a done deal or guaranteed. The Provost did, however, discuss the following items that are being discussed but that are not, in any way, guaranteed. Items will be approved only if the BoV votes to approve them later this month.
 1. The possibility of bringing the staff raise up the staff to 3% instead of 2.75%.
 2. The possibility of increasing the hourly wage.
 3. The Provost discussed that there will likely be a pool for merit on a bonus basis. The total is to be determined.
 4. The state is giving institutions a health insurance holiday, meaning that two of the 26 pay periods are a holiday, but this does not continue in the future.
 5. The process to review PBR, which were requested to the amount of \$8.3M. This is not an amount that can be approved did not have this. Sam Jones (Senior Vice President for Finance & Administration), Amy Sebring (Vice President for Finance and Chief Financial Officer), and the Provost met with COPAR to discuss priorities and resources. Some of the PBRs will be funded. The main guiding principle was to fund items that were core. There was some risk mitigation. A&S will get some of the money, but not in the form of positions.

- iii. A notice of the Studio of Teaching, Learning and Innovation will be announced soon, and recommendations will be posted from the committee that worked on this project. We are an outlier amongst other schools in not having this type of center. We are dedicated to the learning and teaching that occurs here, and the Provost commented that he sees this as a way to make us even better. eLearning will become part of this, as they are a mode of instruction. The Creative Adaptation fund was started approximately seven years ago, but interest has waned, so the money is being shifted to this new center. The Garden Level of Swem will be renovated and this will become the site for the center. The Provost is asking for nominations and applications for the inaugural director of the Center. This will evolve, and there will be an advisory committee to help chart the course. The Provost is excited about what this will do on campus.

III. Ratification of Constitution changes for Faculty Assembly (Jack Martin)

<https://www.wm.edu/sites/facultyassembly/reportsresolutions/current/index.php>

- a. Every few years, Faculty Assembly looks at committees to make sure they are functioning correctly. This year, the constitution and bylaws were also updated.
- b. Faculty Assembly changed the constitution which must be approved by five of the seven constituencies. A&S holds three of these constituencies, which are the three areas.
- c. Changes that were made include the following items:
 - i. Duties of the various committees were explained in more explicit detail.
 - ii. The NTE appointment term was changed to one year to encourage electing a voting member. If NTEs are appointed instead of elected, they are not able to vote.
 - iii. The role of the provost on the Assembly was mentioned in the new version of the document.
 - iv. Each area of A&S votes separately: a change was proposed to allow changes to constitution to be ratified by A&S + two schools.
 - v. Committee names were updated in this document.
- d. Questions:
 - i. Iyabo Osiapem (Linguistics) asked if NTEs are not able to vote unless elected.
 - 1. Jack Martin indicated that appointed NTEs are not eligible to vote.
 - 2. Suzanne Raitt (English) asked about the removal of the wording that NTEs should be full-time and continuing and have been working for the institution for five years. Suzanne indicated that this wording existed in the constitution to ensure that NTE serving were not recent hires or in Lecturer positions.
 - a. Jack Martin added that N&E should realize that they that NTEs in the first or second year should not be considered for this position.

- e. The constitution was ratified by a unanimous vote, done via paper ballot.
- IV. EPC motion for Kinesiology & Health Sciences Department name change (Elizabeth Harbron)
- <https://www.wm.edu/as/facultyresources/committees/educationalpolicy/about/documents/2019-health-sciences-name-change.pdf>
- a. EPC recently reviewed information from the department to change the name to drop Kinesiology and be known as the Department of Health Sciences. This is only to change the name of the department. At this point, the major would not change, as that is handled through a different process. The department has evolved and feels that this better reflects who the department is today and what it will be in the future.
 - b. Questions:
 - i. Bob Scholnick (American Studies) asked if Kinesiology is a common name across the country.
 - 1. Mike Deschenes (Kinesiology & Health Sciences) indicated that the current name doesn't reflect the department accurately at this time. Changes have occurred in the last few years, and it is rare to have students enter Kinesiology or Exercise Science programs. Everything that this department does is related to Health.
 - ii. Marc Sher (Physics) commented that when comparing schedules from ten years ago to today, that this department looks completely different. The courses do not reflect kinesiology but, rather, the health sciences. Marc also indicated that Bev Sher supports (unable to attend the meeting today) and indicated that the students might be more receptive to declaring this major if the name were changed, as some avoid the Kinesiology name due to associating it with Physical Education.
 - c. A vote was held on the motion. It was approved by a unanimous vote.
- V. Motion from Computer Science Department to create a Professional Master's program (Michael Lewis)
- <https://www.wm.edu/as/facultyresources/committees/educationalpolicy/about/documents/2019-proposal-for-masters-in-cs.pdf>
- a. This proposal stems from Amazon's arrival in Northern Virginia. Computer Science was asked to look into this option couple of years ago. The state appears to be budgeting the money to double computer science and engineering degrees to provide funding. The Provost has asked to take this to the BoV in April.
 - b. A Professional Master's in Computer Science that requires background in the field but no formal training as a computer scientist. These individuals simply want to pursue a computer science degree without having had previous training as a computer scientist.
 - c. Questions

- i. David Feldman (Economics) asked if this would impact the ability to deliver PhD or undergraduate courses and asked if the first admissions would be this fall.
 - 1. Michael Lewis answered that the department will need adequate staffing. The timing depends on how quickly SCHEV acts on the proposed program. The first admits would not be for the fall of 2019.
 - 2. Provost Halleran indicated that the state is going to invest a considerable amount of money (\$15.6M approved in first iteration) within the bill related to Amazon. We now can say we want a portion of this. If we don't receive money, this may not be possible. This proposal assuming that we receive new resources.
- ii. Suzanne Hagedorn (English) asked about the size of the current master's program in computer science.
 - 1. Michael Lewis indicated that the size varies. The department has kept the program at a small size intentionally, as a way to limit the number of classes added.
- iii. A question was raised about the state budgeting within the proposal related to Amazon. It was asked if this money was for Computer Science only or if it is for other degrees as well.
 - 1. Michael Lewis answered that the bill states computer science, computer engineering bachelor's and master's degrees and in closely related fields that are not clearly defined.
 - 2. Provost Halleran also indicated that this is expected to broaden to include data sciences to reflect the need for broad roles in the digital realm.
- iv. Suzanne Hagedorn (English) asked if current students in the master's program are mostly self-funded and if this program, as a Professional Master's, would imply a need for graduate financial aid for students.
 - 1. Michael Lewis indicated that the students entering the proposed program will not be individuals who would seek financial aid.
- d. A vote was held on the motion. The motion passed by a unanimous vote.

- VI. Progress report from the COLL 199 Working Group (Hannah Rosen and Marc Sher)
 - a. Marc Sher (Physics) indicated that they are presenting the findings from the working group, but that recommendations will be developed by the end of the academic year. Following the production of recommendation, the working group will spend time talking to the Deans/Provost about budget matters as the findings and recommendations have budgetary implications. The working group hopes to have a motion to charge EPC in the fall semester. The idea is that in 2020-2021 there will be pilot courses, with the curriculum going into effect with the class matriculating in 2021.

- b. Hannah Rosen (American Studies) explained that the first three pages are a summary of the document. The committee would like to thank the original COLL 199 implementation committee that brought the original motion that led to this committee.
- c. Summary of the document (Marc Sher and Hannah Rosen)
 - i. There are a number of different perspectives on campus as to the intention of this type of curriculum. During the time spent on this, the working groups learned the importance of a shared mission around this curriculum.
 - ii. The working group looked through published research about the intent of diversity and inclusion requirements and at how peer institutions handled this as a means of working to effectively state the intent of the COLL 199 curriculum at the beginning of the report.
 - iii. There were three areas of work completed by the group:
 - 1. The working group examined research on what has made this type of curriculum effective and, at times, detrimental to campus communities.
 - a. If done well, this type of course offering can provide great benefit to students, but if done poorly, it can have the opposite of intended effects, particularly on faculty of color who implement the courses and students of color.
 - b. The most effective delivery is seen when the courses are part of a larger series of opportunities for students to engage in questions of difference and inequality. This also points to the importance for this to be campus wide and for all departments to buy-in to the idea but not force faculty to take on these courses if not prepared.
 - c. Evaluations are already prone to bias, and this type of course offering would be subject to bias in evaluation as well. As a faculty community, we need to support the faculty who take the risk to teach this curriculum
 - 2. The working group surveyed the requirements of this nature of curriculum at peer institutions.
 - a. 30 different universities were considered, with the majority including an interviews of Deans and Chief Diversity Officers on the campuses.
 - b. The majority of our peers already require this type of curriculum for student, although the names do vary.
 - c. Requirements tend to fall into:
 - i. Curricular requirements to facilitate students comfort and capacity in cross/multicultural settings.
 - ii. Courses that aim to facilitate critical analysis around the issues of diversity and inclusion.

- iii. Courses that aim to facilitate and inspire action around the issues of diversity and inclusion.
 - d. Many peer institutions support implementation with faculty development funds, workshops, seminars, and centers for social justice or teaching and learning.
 - 3. The working group surveyed the W&M faculty.
 - a. 255 responses were received. Syllabi were requested for review and over 200 were received. One of the syllabi received dated by to 2004. The working group was particularly interested in Fall 2018 syllabi as these more accurately indicate how many seats might already exist for COLL 199 options.
 - i. 81 Fall 2018 syllabi were received with 31 meeting the criteria. This includes 635 seats (79% of needed seats). Of the 50 not deemed appropriate for this curriculum, many did not meet the requirements did not include topics of marginalization or the contemporary US. Of the 31, all but two met the race requirement.
 - ii. The hardest part of examining the syllabi was trying to determine how much discussion should exist within the courses. This was not a Curriculog form, so that type of information was not provided, as it would be in a course proposal submission.
 - b. Qualitative answers were provided in the faculty survey for the expression of concerns and ideas of resources necessary
 - i. Interest in the curriculum and requests for support were significant. This indicated a need for investment in faculty development opportunities to coincide with the COLL 199 curriculum.
 - ii. Requests for support echo what other peer institutions are providing for faculty involved in this type of curriculum.
 - c. The survey demonstrated that some people hated and some loved the inclusion of a focus on the contemporary US. This requirement of the curriculum seemed to be very polarizing. The committee likes this portion and unanimously supports including this within the COLL 199 requirement. Out of the 50 syllabi that didn't meet the requirements, 10 to 12 were for omitting the contemporary US from the course.

d. Questions

- i. Iyabo Osiapem (Linguistics) asked what departments or programs were represented in the submitted syllabi.
 1. Marc Sher indicated that the working group decided not to discuss this to avoid singling anyone out. Most were submitted from the social sciences and there were not many submitted from the natural sciences, but the group thinks it is important that the natural sciences be a part of the COLL 199 curriculum.
- ii. John RioFrio (Modern Languages) indicated that he served on the subcommittee for two years and read the entire report before the meeting today. Rio indicated that he is profoundly grateful for this work and publicly wanted to state appreciation. Rio is appreciative for the executive summary at beginning. He asked is the first line explaining the aim of the curriculum should include language about the role of COLL 199 in reasoned discussion and debate. He was struck by the findings on the need to not exist in isolation and that this must be campus effort. Rio also asked if EPC can consider urging courses to require on campus engagement, indicating that the CLA model of having fellows might be a good idea for this.
 1. Hannah Rosen indicated that there are other steps to this and that the process in the classroom is not reflected in this statement. The ideal is that this would be a campus wide effort including the COLL 199 curriculum, but not limited solely to the curricular requirement. The CLA model is something already being considered as there are plans for something along those lines.
- iii. A question was raised about the relation of the COLL 199 to economic inequality.
 1. Marc Sher answered that SES could be one of the two marginalization areas included.
 2. Hannah Rosen also commented that this group is not the one tasked with setting the COLL 199 course criteria.
- iv. A question was raised about the submitted syllabi, asking if a significant portion were dedicated to these issues in contemporary US.
 1. Hannah Rosen indicated that instructors must be able to make connections to the contemporary US within courses even if the overall focus of the course is not the contemporary US
- v. Bob Scholnick (American Studies) appreciates the focus on the contemporary US and commented that these questions could be addressed in a broadly global perspective as well.
 1. Hannah Rosen agreed that there is no reason why this is not possible. Courses could explain how these issues are encountered elsewhere and could then reflect on the effect in contemporary US.
- vi. A question was raised about peer institutions as relates to effective assessment of this curriculum.

1. Hannah Rosen indicated that the working group talked about but this but not as deep into proposing or discussing best practices. Prompt and ongoing assessment is a good idea, as we don't know unintended consequences until we have implemented the curriculum.
- vii. Iyabo Osiapem (Linguistics) asked about the working group thinks about early training.
 1. Hannah Rosen said that the group had encountered examples and gathered ideas but has no recommendations yet.
 2. Chris Nemechek (CLA Director) commented that the CLA has begun discussions as they do not want to wait until we go live to think about these important issues. Chris agrees with Rio about the use of the fellows model. Five individuals just went to a conference from AAC&U on diversity. Across institutions, there is not a lot of assessment data as much of these efforts are new. The individuals at the conference worked to connect with schools who are collecting data on pilot efforts in the form of faculty feedback and initial student feedback. The CLA is also thinking about training, as it is clear that faculty see the importance of training.

The meeting was adjourned by Dean Torczon 4:31 PM.

Respectfully submitted,

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