

Minutes  
Faculty of Arts & Sciences  
September 3<sup>rd</sup>, 2019, 3:30 – 5:00 pm  
Tucker Hall, 127A

Dean Kate Conley opened the meeting at 3:30 p.m. Attendance at the meeting: 137

I. Approval of minutes from meeting of faculty on May 7<sup>th</sup>, 2019  
<https://www.wm.edu/as/facultyresources/fas/minutes/20190507.pdf>

A motion was made and seconded to approve the minutes of the last faculty meeting in May; it was approved on a voice vote.

II. Report from Administrative Officers (part a)

Dean Kate Conley announced that a reception to welcome new faculty who would be introduced shortly would follow the meeting in Ewell Hall. She noted that Provost Peggy Agouris was meeting with President Rowe and would give her report at the end of the meeting.

Dean Conley said that W&M had passed the \$100 million mark in the last year of the For the Bold campaign; Gerald Bullock of Academic Advancement has launched an initiative to prepare targeted letters to alumni in humanities, social sciences, and the sciences, which has already raised \$28 million. She added that small gifts under \$100 make a difference; \$13 million has come in from this type of donation.

Dean Conley said that this year the Faculty of A&S would continue to discuss the COLL 199 requirement, which was added by faculty vote. She noted that the COLL 199 committee has completed its report and sent it to the faculty, and that the Center for the Liberal Arts has been and will be working to implement the recommendations in the report on COLL 199. Faculty are currently teaching two pilot sections of COLL 199 this semester. She expressed her excitement at the work on making the W&M curriculum more inclusive.

Dean Conley noted that she had held a retreat with faculty leaders who indicated their shared interest in working on COLL 199, making academic advising more inclusive, and seeking more national fellowships for students.

Dean Conley said that this fall, Arts & Sciences would be seeking its first Director of Inclusion. One of the recommendations of the one-semester task force on inclusion in A&S was to have a review of the current situation. Two officers from the Association of American Colleges and Universities visited campus to perform this review; they suggested that A&S have a standing, elected committee for diversity and inclusion. Dean Conley noted that once this committee is established, then the current Council that she had appointed could be disbanded. The new committee would be chaired by a faculty member, but the new diversity director would likely sit on the committee. She said that it would be necessary to figure out the faculty's role as the new committee worked with the director on diversity issues.

Dean Conley introduced the following new faculty members by department and encouraged all attending the meeting to attend the reception to follow afterward in Ewell Hall:

Biology: Orissa Mouton and Patricia Habersham  
Computer Science: Pradeep Kumar, Oscar Chapparo, and Tianran Hu  
Economics: Emily Moschini, Jin Qin, and Tate Twinham  
Data Science: Ronald Smith  
English: Alicia Andrzejewski and Jennifer Lorden  
Center for Geospatial Analysis: Tyler Davis  
Government: Sharan Grewel and Fiona Shen-Bayh  
Kinesiology and Health Sciences: Zach Conrad  
Mathematics: Erdene Chadraa, Fan Ge, and Daniel Visiliu  
Modern Languages and Literatures: Robin Ellis, Chunyin Ling, Paul Vierthaler, and Peiyu Yang  
Physics: Christopher Monohan and Ran Yang  
Psychological Sciences: Adrian Bravo  
Sociology: Meghan Stiman and Rebecca Farber

Faculty at the meeting gave a round of applause for their new colleagues.

### III. Report of the Faculty Affairs Committee (David Armstrong)

The Chair of the Faculty Affairs Committee, David Armstrong (Physics) announced that the members of this year's committee are: Josh Burk (Neuroscience and Psychological Science), Sarah Day (Mathematics), Martin Gallivan (Anthropology), Bill Hutton (Classical Studies), Elizabeth Radcliffe (Philosophy). Some of these FAC members also serve on the all-college Faculty Assembly. The FAC meet weekly with Dean Conley; Prof. Armstrong encouraged faculty to communicate concerns that they had through the group email [as-fac@wm.edu](mailto:as-fac@wm.edu) or by sending email to individual members.

Prof. Armstrong said that the committee had met to discuss COLL 199 recommendations and joint appointment and joint appointment memorandum of understanding recommendations. They also discussed implementing the recommendations of diversity task force, including a standing committee on diversity. Prof. Armstrong noted that the Ad Hoc committee discussing the ratio of non-tenure eligible to tenure eligible faculty would be reporting soon.

Prof. Armstrong, who also serves on the Faculty Assembly, reported on its recent activities. He said that the Faculty Assembly had discussed strategic planning; the steering committee met for the second time a few hours ago. That committee has 25 members and is co-chaired by the Provost. Four members of the Faculty of Arts & Sciences serve on the Committee: David Armstrong (Physics), Cathy Forestell (Psychological Sciences), Suzanne Raitt (English), and Mike Tierney (Government). Prof. Armstrong encouraged faculty to attend as many open forums as possible. He added that the Faculty Survey will be coming out soon and encouraged faculty to respond, since the Board of Visitors and the administration take the survey very seriously. He noted that the Faculty Assembly would also be working on revisions and updates to the Faculty Handbook. In closing, he encouraged faculty to get involved with governance and to contact him with concerns or input.

#### IV. COLL 199 Implementation Committee update (Hannah Rosen & Marc Sher)

Mark Sher (Physics) began by reviewing the history of the COLL 199 requirement, a new curricular requirement aimed at promoting diversity and inclusion. Prof. Sher noted that this proposed requirement originally arose from the President's Task Force on Race and Race Relations, which recommended that the COLL curriculum include a required course on "race and other intersecting identities." The work of another committee and the EPC on this recommendation during the 2017-8 academic year led to the development of specific language describing the COLL 199 requirement after extensive discussions and faculty forums. On April 3, 2018, the Faculty of Arts and Sciences voted provisionally to approve the proposed language for the requirement and created the COLL 199 Implementation Committee to assess the viability of this requirement and to examine logistical issues. After the committee submitted its report, the COLL 199 requirement would then come back to the faculty for a final vote. At this point, he noted, the Implementation Committee has proposed wording changes to the COLL 199 requirement that will need to be approved by the Educational Policy Committee before the Faculty has a final vote on the requirement, which may happen at the October or November Faculty of Arts & Sciences meeting.

Prof. Sher said that the COLL 199 Implementation Committee reviewed the practices at 30 peer institutions by talking to deans, looking at scholarship, attending workshops, sending out a survey taken by 260 faculty, and analyzed over 200 syllabi submitted by faculty. The Committee submitted its draft report in May 2019; its ninety-page final report, including recommendations was sent to faculty last Friday. With its work concluded, the committee would dissolve at the conclusion of the Faculty of A&S meeting.

Prof. Sher said that the report recommended that EPC create a standing COLL 199 subcommittee that would create a Curriculog form for these courses that parallels the current subcommittee for COLL 100 and 150 courses. This recommendation would not need to be voted on by the faculty as a whole. The subcommittee would also advise the Center for the Liberal Arts.

He further noted that the report called on the EPC to amend the description of the COLL 199 requirement in three ways; the EPC would need to approve these recommendations before the faculty as a whole voted on it. First, the committee recommended that that race would be specified one of the "key social categories" considered in *all* COLL 199 courses rather than being one among a longer list of categories. Second, it recommended that one-credit courses could carry the COLL 199 attribute by requiring that students take at least three credits of COLL 199 instead of one three-credit course. Prof. Sher noted that this change would help STEM fields become more involved in teaching COLL 199 courses, since it would be easier for STEM faculty to work these one-credit courses into their teaching schedules. Third, the committee recommended that the language of the description reflect the idea that connections between course work and the contemporary U.S. would be "substantial and sustained."

Prof. Sher said that in addition to these changes to the wording of the COLL 199 requirement, the committee recommended that the EPC should change the number of required COLL 200 credits to nine, effectively dropping the "fourth" COLL 200 course, so that the number of credits in the curriculum as a whole would remain the same. Prof. Sher said that there may be issues with Virginia's State Council on Higher Education as a result of this change. He noted that it might be theoretically possible for a student to fulfill curriculum requirements

with only 29 credits instead of the 30 credits required by SCHEV, and it would be the EPC's job to navigate this issue.

Hannah Rosen (History and American Studies) then discussed the issue of moving ahead with the implementation of the COLL 199 requirement. She said that the Implementation Committee recommends that the Center for Liberal Arts take the lead on faculty development and implementation by formulating faculty development opportunities and designing a budget for the costs, both in the initial rollout of the new requirement and in continuing development of courses. Prof. Rosen noted the need for continuous training and said that the CLA should advocate for support for faculty as they carry on these difficult conversations. The committee also suggested that the CLA should provide advice for faculty as they revise existing courses into COLL 199 courses. Finally, the committee recommended that the CLA should maintain a bibliography of resources on pedagogical strategies for teaching about inequality and difference.

Prof. Rosen noted that while there were an impressive number of courses available now from current faculty that would fulfill the COLL 199 requirements, there were not enough to sustain a requirement for all undergraduates. As a result, the report asks the Dean to come up with a hiring plan for new faculty who could either teach COLL 199 courses or free up existing faculty to teach these courses.

The Committee made a series of recommendations in its report for the timeline of the implementation of the COLL 199 rollout; the report recommends that the requirement begin with the class entering in Fall 2021.

Prof. Rosen said that the report recommended that all departments and programs incorporate COLL 199 courses into their diversity plans, and develop language to be included in future job postings that relates to the COLL 199 requirement.

Prof. Rosen noted that one concern about these new courses is that faculty who teach COLL 199 courses that raise issues that students find uncomfortable might be penalized in the course evaluation process. The report recommends that in the short term, faculty should be permitted to respond to comments in student evaluations, and that there be a long-term effort to revamp the teaching evaluation process to take account of research that shows these evaluations tend to be biased against women, faculty of color, and faculty who teach about issues that make students uncomfortable. (There was scattered applause at these remarks.)

Prof. Rosen discussed the report's recommendation that the Dean and/or Council on Diversity create a working group to study diversity in STEM disciplines; she noted that this is the segment of the curriculum that will face the most challenges in implementing COLL 199. The report also recommended that the Council on Diversity establish regular meetings with campus partners to help faculty coordinate COLL 199 teaching with ongoing institutional efforts to address inequality and diversity. She noted the report's recommendation that the EPC and CLA coordinate with the Office of Institutional Analysis and Effectiveness to assess COLL 199 teaching in relation to the faculty's aspirations for this course requirement. Finally, she highlighted the recommendation that five years after the rollout of the COLL 199 requirement, the Dean should convene a broad assessment of this requirement. She said that these recommendations are enumerated on pages 31-33 of the committee's report and asked for questions.

Bill Fisher (Anthropology) asked whether we assume that all students have a race. Prof. Rosen replied no. Prof. Fisher asked if there would be other criteria addressed in these courses. Prof. Sher noted that ethnicity would also be a category and that the census form's categories would be a guide. Prof. Fisher noted the complexity of teaching about race and inequality. Prof.

Sher said that many other universities included race among the categories that these types of courses addresses. Prof. Rosen noted that COLL 199 courses, while not necessarily about the United States, would need to include it as a component. John Riofrio (Modern Languages) thanked the committee for the remarkable amount of research and the complexity of the report and thanked Suzanne Raitt (English) who has participated in the process since the President's Task Force on Race. In response, faculty in the audience applauded the committee report.

#### V. CLA and COLL 199 Implementation (Chris Nemacheck, Director of the Center for the Liberal Arts)

Prof. Nemacheck noted that the CLA would report in October. CLA faculty development efforts for COLL 199 began a year ago; this past spring CLA has been developing a May Seminar so that faculty could participate in May 2020. Last spring, the CLA began working with an undergraduate student regarding the climate of race on campus. As a result, CLA has been developing faculty/student pedagogical partners. CLA faculty have been developing "quiet pilots," courses being taught as if they were COLL 199 courses. CLA members are working with students in those classes as partners who are giving feedback to faculty. Prof. Nemacheck expressed the hope of expanding these faculty/student partnerships.

Prof. Nemacheck said that the CLA began reviewing COLL 300 this past year, by distributing a survey to faculty and giving an exit survey to graduating seniors. Based on feedback the CLA received, it will be proposing changes, in conjunction with the EPC. She noted that the conception of COLL 300 may change, based on what happens with COLL 199.

She said that in response to faculty feedback, the CLA would be repeating COLL 300 themes beginning in the Fall of 2020. The CLA has decided to repeat themes in parallel semesters and will be repeating themes that have had widespread support among faculty. The theme of Wellbeing would be repeated in Fall 2020 and Sustainability in Spring 2021.

The CLA would reduce the number of visitors who came to speak to all COLL 300 courses from three to two. The CLA plans to redistribute the budget for what would have been the third COLL 300 speaker so that faculty could have smaller-scale visits in their courses. She said that the CLA would send out a call to faculty for suggestions for visitors.

Prof. Nemacheck discussed the issue of whether COLL 199 focused on domestic issues and COLL 300 focuses on issues that are more global and international in scope, and whether there might be some overlap between these types of courses. She noted that she hoped that these changes to the COLL 300 would make them more accessible to faculty, and that the curriculum was intended to be dynamic. She encouraged faculty to contact her or CLA fellows with questions or concerns.

Berhanu Abegaz (Economics) expressed concerns about the COLL 300 requirement, as half about diversity and inclusion and half about internationalization. He suggested that W&M had moved too far away from the internationalization requirement of GER 4 and suggested that CLA consider making the COLL 300 requirement an internationalization requirement.

#### VI. Educational Policy Committee: Announcement of deadlines (Tuska Benes, History)

Tuska Benes, EPC Chair, announced deadlines for new course proposals to be submitted to Curriculog. Since the advising period for spring courses begins October. 21, new COLL 100 and

150 proposals are due by Wednesday, October 2 so they can be approved by the EPC's COLL 100/150 subcommittee and the EPC. Other courses need to be submitted by Monday, October 14<sup>th</sup> in order to be approved in time to be listed in Banner by October 21. The final deadline for submitting all new spring semester courses is Tuesday, October 26<sup>th</sup>. After faculty proposals are uploaded to Curriculog, they need to be approved by the relevant department chair or program director.

#### VII. Annual Report from the Retention, Promotion, Tenure Committee (Leisa Meyer, History)

Prof. Meyer noted that the RPT report was available at:

<https://www.wm.edu/as/facultyresources/committees/rpt/reports/20190709.pdf>

She thanked her fellow members of this labor-intensive but rewarding committee: John Gilmour (Government), Heather MacDonald (Geology), Chris MacGowan (English), Jeff Nelson (Physics) Anne Rasmussen (Music). She noted that seven internal candidates were reviewed for tenure; all received positive recommendations and were granted tenure. Twelve internal candidates were received for promotion and received positive recommendations, which were approved by the Board of Visitors. This year's committee reviewed 19 cases in contrast to last year's, which reviewed nearly 30.

Prof. Meyer noted the improvements in the quality of dossiers overall, but that the committee still had to deal with a number of incomplete or disorganized dossiers, which was frustrating for the committee, since the person most affected is the most powerless in the process. She noted that common mistakes included missing department or program personnel policies, the lack of an explicit discussion of a second mode of evaluating teaching, missing "arms-length" statements about tenure reviewers, incomplete tables documenting teaching and teaching performance, and incomplete documentation about forthcoming publications from a publisher.

Prof. Meyer said that in these cases, the RPT forwarded requests for documentation to Kathy Morgan in Dean Conley's office. She suggested that the incoming RPT, in conjunction with the FAC, might wish to create a checklist in Blackboard that flagged missing document. She added that the current RPT had decided that the current "does not meet/meets/exceeds" expectations language for evaluating candidates should be changed to "meets/does not meet" expectations.

There were no questions for the RPT report, but the body gave a round of applause to Prof. Meyer and the committee for their work.

#### VIII. Report from Administrative Officers (part b)

Provost Peggy Agouris thanked the body for the opportunity to make remarks and said that since she had only been at W&M for two months, she did not have anything serious or controversial to report. She said that three major things are happening right now:

1. Stepping down of Dean Conley: Provost Agouris praised Dean Conley for her accomplishments in implementing the new curriculum, in student outcomes, and in striking the right balance between teaching and research. She praised Dean Conley for her work on diversity and inclusion, the COLL curriculum, the Center for Liberal Arts, the St. Andrews Joint Degree Program and new majors and minors. She further noted Dean Conley's work on fundraising, formalizing and regularizing procedures, and creating a culture of transparency and fairness. She praised Dean Conley's involvement in the W&M Promise and e-learning initiatives, as well as

her securing \$900,000 in grants for curriculum and the CLA as well as an \$800,000 Mellon grant to support undergraduate research.

2. Strategic Planning Process: Provost Agouris noted that this process began before she arrived, but that it was now taking shape; the steering committee has started meeting, and there would be town halls, subcommittees, and feedback platforms. She said that nothing was predetermined except for exploration of two areas of faculty interest: a summer semester and continuing education. She added that change was not a goal, but a vehicle to get where we want to be, and that the strategic planning process was initiated from the top down, but the work would be coming from the bottom up. She said that she would be providing further updates in the future and would be including as many people as possible in the steering committee.

3. Search for the new Dean of Arts & Sciences: Provost Agouris noted that the process has begun with the formation of the search committee and the selection of a search firm. She said that more details about the process would be coming and a website would be available that would provide an avenue for feedback and input, as well as open office hours.

In addition to these academic initiatives, Provost Agouris cited three other things that she hoped to accomplish: 1. Building trust and transparency in the process of shared governance and improving communication. 2. Increasing faculty engagement. 3. Building wellness and wellbeing among the faculty and promoting the pursuit of happiness. She concluded by stressing her hope for better communication between the administration and faculty.

After Provost Agouris concluded her remarks, a motion to adjourn was made, seconded, and approved. The meeting adjourned at approximately 5:15 p.m.; a reception honoring new faculty members followed immediately afterward in the lobby of Ewell Hall.

Respectfully submitted,  
Suzanne Hagedorn (English), Secretary of the Faculty of Arts & Sciences, 2019-20.