

Minutes
Faculty of Arts & Sciences
December 3rd 2019, 3:30–5:00 p.m.
Tucker 127A

Dean Kate Conley called the meeting to order at 3:31 p.m. There were 70 faculty members present.

I. Approval of Minutes: The minutes of the November meeting were proposed for approval, seconded, and approved by the body by a unanimous voice vote.

II. Report from the Provost: Provost Agouris reported that not much had happened since November with regard to the search for the new dean and diversity director, but that the committees and search firm were in place. She said that the sustainability initiative and the carbon neutrality pledge and the outside gift related to this initiative would significantly affect Arts & Sciences. She said that faculty would need to think about how to do interdisciplinary work in a way that is transformational and create new models for certain things. She mentioned that on the previous day, representatives from Smith College and Princeton University had come to W&M to discuss best practices for sustainability; she also noted that W&M's alignment with the University of Virginia is also a great thing for W&M. She said that W&M's Cabinet had held a retreat to discuss the data with respect to sustainability and to see where we currently are before we take the next step. She stressed the need to look at peer institutions, institutions that we aspire to be our peers and the data that shows where W&M is, financially and otherwise. She also emphasized the need for whole institution thinking.

Besides sustainability, Provost stressed the importance of diversity and appointing diversity directors for the schools and A&S in order to look at the way that W&M attracts talent. She asked for questions. William Cooke (Physics) asked whether, in light of Provost Agouris's remarks about increased transparency, other faculty members not on the cabinet would be able to see the data set about sustainability. Provost Agouris said that the data set would be made available. Suzanne Hagedorn (English) asked whether the same search firm was handling all the searches for new deans. Provost Agouris replied that one search firm was handling the dean search in Arts & Sciences and a different firm was handling the searches for the deans of the Schools of Education and Law. William Fisher (Anthropology) asked if the data set that Provost Agouris mentioned included qualitative data as well as quantitative data. She replied that included both, and that both were necessary in order to start a conversation about how to do things better that would liberate us from the tyranny of anecdotal evidence.

III. Report from the Dean: Dean Conley reported that she had just spent three hours meeting with the President's cabinet. She noted that there were 22 searches going on for new faculty in Arts & Sciences with two verbal offers out so far. She said that she had made a verbal offer to a new director of diversity. She said that A&S had raised \$102 million in the For The Bold campaign and that she had gone on a fundraising trip to New York City with Gerard Bullock, director of advancement. She expressed confidence that donors would continue to give gifts but noted that much of the donor base was in their

40s and hence sending children to college. She said that some of them who are ready to see their children graduate want to know what more they can do. No one had comments or questions; Dean Conley expressed the hope that everyone had had a happy Thanksgiving holiday and wished the faculty a happy holiday season.

IV. Report from Nominations and Elections: Ryan Vinroot (Mathematics) and William Fisher (Anthropology)

Prof. Vinroot noted that Melanie Dawson of English had been elected in the special election last month for the Faculty Awards Committee. He noted that there would be a special election to form the International Studies Advisory Committee and announced that Victoria Costa (Philosophy) and Michael Daise (Religious Studies) had agreed to have their names placed on the ballot for Area I. There were no additional nominations from the floor. For Area III, Denys Poshyvanyk (Computer Science) and Jordan Walk (Chemistry) agreed to have their names placed on the ballot. There were no additional nominations from the floor. Professor Vinroot noted that a ballot would be sent by e-mail and winners would be announced in February. He added that Prof. Fisher had sent out an open call for nominations and that the committee would constitute ballots from those who had nominated themselves, subject to restrictions, such as not having more than one person from the same department serving on any given committee and avoiding elections that would run members of the same department against each other. He added that in February there would be four open seats on Faculty Assembly and he wished to see a three way race for each of them. There were already at least three people running for the Area I Faculty Assembly slot that came with a joint appointment to the Faculty Affairs committee. He also noted there would also be elections in February for slots on the Committee on Faculty Awards, Prizes, and Fellowships. Finally, he emphasized that the committee would be happy to accept nominations and self-nominations.

V. Educational Policy Committee:

Tuska Benes (History), EPC chair, said that the EPC had presented four proposed changes bundled into two motions at the November meeting, which did not take up the motion regarding changes to COLL 300. (See: <https://www.wm.edu/as/facultyresources/committees/educationalpolicy/about/documents/20191105-coll-curriculum-proposal.pdf>)

Prof. Benes observed that the result of the November deliberations was procedural chaos and attempts to wordsmith motions on the floor. She noted that there was a motion from the floor at the previous meeting to table debate on the title of the proposed COLL 350 requirement. She said that her committee had solicited potential changes to its motions by email and posted them to a website and that it had received three proposals regarding the name of the COLL 350 (formerly COLL 199) requirement, three other proposals relating to the requirement and one proposed change to the implementation strategy. She said that EPC had decided not to amend its proposal, but would present each motion sequentially, and give faculty a chance to propose and debate amendments to the EPC's language.

Prof. Benes requested that the faculty consider the requirement's connection to the U.S. and social categories. The EPC had recommended that the connection be

“substantial and sustained” and that the language should be altered to reflect this change. She then asked for comments and suggestions, noting that the EPC had recommended prioritizing race.

Berhanu Abegaz (Economics) proposed replacing the reference to “socioeconomic status” with “class.” Victoria Costa (Philosophy) recommended that the categories appear in alphabetical order and should also include immigration status, as well as gender identity. Leisa Meyer (History and American Studies; Gender, Sexuality and Women’s Studies) wondered about the expression “gender and gender identity,” and suggested that it read “gender expression” to link to transgender issues. Marc Sher (Physics) noted that the issue was about marginalized groups: while women in Physics would be a marginalized group, there were other professions, like nursing, in which men experienced discrimination. Hannah Rosen (History and American Studies) said that the committee had not spent much time developing the language but had added it to the motion so that courses on gender that did not necessarily focus on gender identity issues could count. Prof. Meyer suggested adding “gender identity” to the motion. Suzanne Hagedorn (English) proposed that the debate continue as a Committee of the Whole and made a motion to that effect, which was seconded and approved on a voice vote. The debate continued in the Committee of the Whole (and the Secretary has kept a memorandum of the debate should any Faculty of Arts & Sciences members wish to see it.) Jack Martin (English and Linguistics) moved that the body come out of the Committee of the Whole; the motion was seconded and approved.

The EPC displayed the revisions proposed to its original motion which alphabetized the categories and added immigration status to the categories in addition to sex, gender identity, and gender expression. Prof. Sher moved that the revised motion be adopted by the body; Prof. Martin seconded. The motion, which read as follows, passed on a voice vote:

“To meet these pedagogical goals, COLL 350 courses will: 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring race and at least one other key social category including, but not limited to: class, disability, ethnicity, gender expression, gender identity, immigration status, language, religion, sex, and sexual orientation; 2) emphasize respectful dialogue among students as an integral component of the course; and 3) enable critical reflection by requiring students to make substantial and sustained connections between the course material and contemporary life in the United States.”

The EPC then took up its second motion containing revisions to the preamble of the COLL 350 requirement. Arthur Knight (English) moved that the body form a Committee of the Whole. Prof. Hagedorn seconded the motion, which was approved on a voice vote. The debate on these revisions continued in the Committee of the Whole. (N.B.: the Secretary kept a memorandum of that debate that can be reviewed upon request.) Prof. Sher moved that the body leave the Committee of the Whole to vote on changes that had been discussed. There was some discussion on whether to do this; Prof. Sher’s motion to come out of the Committee of the Whole was then seconded and passed on a voice vote.

Bill Hutton (Classical Studies) moved that the revised language discussed in committee be adopted. David Armstrong (Physics) seconded the motion. Prof. Hagedorn requested that the motion on the floor be read out before the vote. The motion was read out:

“The COLL 350 requirement enhances students’ knowledge and facilitates their critical analysis of the workings of power, privilege, and inequity in U.S. society and globally, past and present. The goals of the COLL 350 are: 1) 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; 2) to deepen students’ understanding of justice, equity, and the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing.”

Dean Conley then called for a vote on the motion, which passed unanimously.

Prof. Benes then took up the suggestion of a change to the implementation phase for the new COLL 350 requirement. She said there was concern that this requirement would be seen as having “second class” status. She noted that there would be a four-year phase-in period and wondered whether that was necessary. Prof. Sher said that he had suggested the four-year phase-in period. Georgia Irby (Classical Studies) moved that the body form a Committee of the Whole to discuss the issue further. Her motion was seconded and passed on a voice vote. Discussion continued in the Committee of the Whole; the Secretary kept a memorandum of the deliberations. Silvia Tandeciarz moved that the body come out of the Committee of the Whole, a motion that was seconded and approved on a voice vote. She moved the previous question, and her motion received a second. The body then voted on the proposal to allow “double dipping” on the COLL 350 requirement for a period of four years. The following language passed unanimously on a voice vote:

“All students must take one or more courses with the COLL 350 attribute, totaling at least 3 credits. For the first four years after implementation, the COLL 350 attribute may be applied to COLL 100s, 150s, 200s, 300s, and 400s, and students matriculating in the first four years after implementation who take such courses will earn credit toward both requirements. Beginning in Fall 2025, the COLL 350 attribute may be applied to COLL 200s, COLL 300s, and COLL 400s, but a course may only be used to fulfill one COLL requirement.”

Next, the EPC took up the issue of the title for the new requirement, which the EPC had proposed as “COLL 350: Exploring Social Difference.” Prof. Hagedorn proposed that the body move into a Committee of the Whole: the motion was seconded and passed on a voice vote. Debate continued in the Committee of the Whole, and the Secretary kept a memorandum of the discussion. Prof. Sher moved that the body leave the Committee of the Whole, a motion that was seconded and approved on a voice vote. Prof. Armstrong then moved that the requirement be renamed “COLL 350: Difference, Equity, Justice.” The motion was seconded and approved on a voice vote.

At that point, there was a point of order raised as to whether all the motions needed to be voted on, and it was determined that the earlier votes had simply amended

proposed EPC language rather than adopting it. Prof. Armstrong then moved that the Faculty of Arts & Sciences adopt the EPC's motions as previously amended by the body. His motion was seconded and passed on a voice vote.

Prof. Benes then raised the issue of the EPC's motion to change the number of required COLL 200 domain credits from 12 to 9, in consideration of the addition of the COLL 350 requirement. Prof. Meyers moved that the faculty of Arts & Sciences adopt this motion. Sarah Stafford (Economics) seconded the motion, which read as follows:

Each COLL 200 course belongs to one or more of the domains. Each of these courses significantly enhances student knowledge of a specific topic and also calls upon students to think about how its discipline fits into the broader framework of the Liberal Arts. Thus, each course emphasizes ideas and methods central to its domain(s) while also looking outward to one or both of the other domains. To the extent possible, COLL 200 courses also give students the opportunity to put methodologies represented in the course into practice. Every student must take a total of nine 200-level credits, with one course in each domain of no less than three credits. One COLL 200 must be taken in year 2; transfer students must take one during their first year at William and Mary. COLL 200 courses may or may not have prerequisites.
At least 10% of a COLL 200 course should consider the other domain(s).

Additional Domain Credits:

Additional credits in the Knowledge Domains: General education also requires undergraduates to take at least nine more credits in the three knowledge domains of ALV, CSI, and NQR, with at least three credits in each domain.

Appropriate courses in the Undergraduate Catalog thus will be explicitly labelled as fulfilling COLL 200 credit, with specific mention of their anchor domain (9 credits required, with at least three credits in each domain). Appropriate courses may also be labelled as ALV, CSI, or NQR (9 credits required, with at least three credits in each domain.)

The motion to adopt this language passed unanimously on a voice vote.

Prof. Benes said that next semester, the EPC and the body would take up the proposed changes to the COLL 300 requirement. She said that faculty interested in developing new COLL 350 courses for the "Difference, Equity, Justice" requirement should contact the Center for Liberal Arts and its fellows.

VI. Adjournment

At this point, there was a motion to adjourn, which was seconded and passed on a voice vote. The meeting adjourned at 5:04 p.m.

Respectfully submitted,
Suzanne Hagedorn, Secretary to the Faculty of Arts & Sciences

Appendix: Language adopted on December 3, 2019 regarding COLL requirements:

COLL 350: Difference, Equity, Justice

The COLL 350 requirement enhances students' knowledge and facilitates their critical analysis of the workings of power, privilege, and inequity in U.S. society and globally, past and present. The goals of the COLL 350 are: 1) 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; 2) to deepen students' understanding of justice, equity, and the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing.

To meet these pedagogical goals, COLL350 courses will: 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring race and at least one other key social category including, but not limited to: class, disability, ethnicity, gender expression, gender identity, immigration status, language, religion, sex, and sexual orientation; 2) emphasize respectful dialogue among students as an integral component of the course; and 3) enable critical reflection by requiring students to make substantial and sustained connections between the course material and contemporary life in the United States.

All students must take one or more courses with the COLL 350 attribute, totaling at least 3 credits. For the first four years after implementation, the COLL 350 attribute may be applied to COLL 100s, 150s, 200s, 300s, and 400s, and students matriculating in the first four years after implementation who take such courses will earn credit toward both requirements. Beginning in Fall 2025, the COLL 350 attribute may be applied to COLL 200s, COLL 300s, and COLL 400s, but a course may only be used to fulfill one COLL requirement.

COLL 200:

Each COLL 200 course belongs to one or more of the domains. Each of these courses significantly enhances student knowledge of a specific topic and also calls upon students to think about how its discipline fits into the broader framework of the Liberal Arts. Thus, each course emphasizes ideas and methods central to its domain(s) while also looking outward to one or both of the other domains. To the extent possible, COLL 200 courses also give students the opportunity to put methodologies represented in the course into practice. Every student must take a total of nine 200-level credits, with one course in each domain of no less than three credits. One COLL 200 must be taken in year 2; transfer students must take one during their first year at William and Mary. COLL 200 courses may or may not have prerequisites.

At least 10% of a COLL 200 course should consider the other domain(s).

Additional Domain Credits:

Additional credits in the Knowledge Domains: General education also requires undergraduates to take at least nine more credits in the three knowledge domains of ALV, CSI, and NQR, with at least three credits in each domain.

Appropriate courses in the Undergraduate Catalog thus will be explicitly labelled as fulfilling COLL 200 credit, with specific mention of their anchor domain (9 credits required, with at least three credits in each domain). Appropriate courses may also be labelled as ALV, CSI, or NQR (9 credits required, with at least three credits in each domain).