

Minutes
Faculty of Arts & Sciences Meeting
March 3, 2020, 3:30 – 5:00 pm
Tucker Hall, 127A

Dean Kate Conley called the meeting to order at 3:33 p.m. There were 41 faculty present.

I. Approval of minutes from meeting of faculty on February 4, 2020

David Armstrong (Physics) moved to approve the revised minutes of the last meeting; the motion was seconded and approved on a voice vote.

II. Report from the Provost (Peggy Agouris)

Provost Agouris updated the faculty on the search for a new Dean for Arts & Sciences. She said the search was at its final phase; she was in the process of extending an offer to a finalist, and she hoped to hear more in the next week. She noted her excitement at this news and expressed hope that the new Dean could bring fresh perspectives and a new relationship between Arts & Sciences and William & Mary. Provost Agouris said that Dean Conley had agreed to work with the new dean and said that she planned to empower the new dean to be a “strong dean.”

Provost Agouris said that the next forum for the Strategic Plan would be on March 4, though she would not be able to attend herself as she would be participating in the Law School Dean search. The meeting would be considering the feedback received on the three strategic planning White Papers; she encouraged faculty to attend.

Provost Agouris said she had been to many discussions and meetings regarding Coronavirus and said that A&S faculty would have the Dean’s Office and the Dean as a point of contact. Sam Jones will be leading the W&M response. She encouraged faculty to think about the possibility of disruption in teaching and to consider alternative ways to make sure that campus life goes on even if we cannot continue to keep physically interacting in person. She said the emergency management team was thinking about how we can continue to deliver courses and lectures and coming up. She said that at this point, there was not a ban on travel but that people should exercise common sense and good judgment.

Provost Agouris said the Commonwealth had requested that W&M consider various budget reduction scenarios, and that there would likely be a reduction of 2%. She said that Dan Conley had been active in suggesting ideas that would not affect operations but would cut costs. She expressed hope that there would be raises as well, but that would depend on the conference between the chambers of the General Assembly.

Fred Comey (History) asked why the state was asking for cuts. Provost Agouris replied that the state budget was showing a shortfall. Tuska Benes (History) asked about the criteria for the Emergency Team to shut down classrooms and noted that faculty and students might have varying degrees of risk tolerance. Provost Agouris said that W&M would align with the City of Williamsburg, and that she would allow and encourage flexibility; faculty could deliver courses in a way that would permit them to care for an ill relative. She noted that all W&M trips over Spring Break had been cancelled and said that faculty would receive updates from the Emergency Management Team and Sam Jones as the situation developed.

III. Report from the Dean (Kate Conley)

Dean Conley announced that Sam Huge, the Director of Athletics needed to leave for another meeting and so would be back in April to discuss the Strategic Plan for Athletics.

Regarding Coronavirus, Dean Conley said that W&M was monitoring student travel through the Reves Center. She advised faculty to use common sense: wash their hands, don't touch their faces, and don't shake hands. She said that the Emergency Management Team was working on various preparations, and it would be helpful for faculty to be thinking ahead and working to make sure students can complete classes even if they cannot return from Spring Break. She encouraged faculty to see if they have Zoom accounts activated.

Dean Conley announced that there were currently 23 ongoing faculty searches in A&S with nine accepted offers, two pending offers and one failed search.

Regarding diversity action plans, she noted that she had all but two updated plans from programs and departments for 2019 and would be meeting soon with the A&S council for diversity and inclusion. The next action plan will be due on June 5. She gave an update on the search for a director of diversity of inclusion: an offer was made to a finalist, who turned it down. The search committee is working to reactivate a national search at the level of associate dean; this position is an initial five year appointment open to internal candidates.

Dean Conley announced that the annual One Tribe One Day campaign would take place on April 21, and that there would again be a Gerdelman challenge for units to compete for the the number of total donors, percentage increase in donors and number of new donors. She said that there would be more news about the For the Bold campaign at the April A&S Meeting.

Dean Conley said that the Council of Chairs and Program Directors would be meeting on Thursday, March 5 to discuss the 2% budget reduction. Marc Sher (Physics) asked if W&M has any kind of contract for online proctoring services. Dean Conley replied that she did not know, but would check. There were no other questions; Dean Conley wished the faculty a good Spring Break.

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

Prof. Vinroot (Mathematics) reported on the winners of the February elections: Catherine Levesque (Art & Art History) was elected to the joint position on Faculty Assembly/Faculty Affairs representing Area I; Michelle Leliever (Anthropology) was elected to the seat on Faculty Assembly representing Area II; Harmony Dalglish was elected to the seat on Faculty Assembly representing Area III. For the election to two seats on Faculty Assembly representing Area I, Anne Rasmussen (Music) was elected to a three-year term and Nicole Santiago (Art & Art History) was elected to a two-year term. Brian Blouet (Government) was elected to the Committee for Faculty Awards, Prizes, and Professorships to represent Area II and Andreas Stathopoulos (Computer Science) was elected to represent Area III on this committee. For the Procedural Review/Personnel Policy Committee, J.C. Poutsma (Chemistry) was elected to represent Area III.

The committee then announced more forthcoming elections:
Educational Policy Committee, Area I: Magali Compan (Modern Languages), Brett Wilson (English)
EPC Area II, Election 1: Martin Schmidt (Economics), Larry Evans (Government)
EPC Area II, Election 2: Christy Porter (Psychological Sciences), Ronald Schechter (History)
EPC Area III: Kristin Wustholz (Chemistry), Pieter Peers (Computer Science)
Retention, Promotion, Tenure, Area I: Vassiliki Panoussi (Classical Studies), Michael Leruth

(Modern Languages)
RPT Area III: Rex Kincaid (Mathematics), Konstantinos Orginos (Physics)
Committee on Academic Status (CAS), Area I: Joan Gavalier (Theater, Speech, & Dance),
Tomoyuki Sasaki (Modern Languages)
Committee on Academic Status (open area): Greg Hancock (Geology),
Francesca Sawaya (English)

Professors Fisher and Vinroot asked for any additional nominations. Leisa Meyer (History and American Studies) pointed out that some candidates have co-appointments in American Studies and that this affiliation should be listed on the ballot. The committee chairs noted that elections for the Faculty Hearing Committee and Committee on Degrees would be coming up and asked interested faculty to nominate themselves for these elections.

V. Marketing Study (VP for Strategic Initiatives & Public Affairs, Henry Broaddus)

William & Mary Vice President Broaddus reported on the research project that W&M undertook in 2019 on external perceptions and internal perceptions of the institution that would be used in communicating with students, noting that these can be used in communicating with prospective students and other audiences. He said this kind of information was especially important at a time when W&M is undertaking strategic planning. W&M used SimpsonScarborough, which has also worked with the University of Virginia on a similar survey, which allowed them to make comparisons between the institutions. The survey addressed five different audiences: prospective students, current students, faculty and staff, alumni, non-alumni donors, and business influencers.

VP Broaddus noted that William & Mary showed good standing when respondents were asked to name the top six institutions in Virginia. He said that faculty are often the most critical of their workplaces, and that did not happen in the W&M data. He said that familiarity with W&M outside of Virginia falls off considerably, and that there seems to be a stronger understanding of W&M's quality among in-state audiences as opposed to out-of-state respondents. W&M generally does well in favorability ratings among these audiences, though there is a lag in favorability among business influencers. A question asking alumni and business influences whether Virginia residents should feel somewhat proud or very proud of W&M resulted in 16% saying they should feel somewhat proud and 78% saying they should feel very proud of W&M. The survey went out in 2019; opinions of W&M have not changed a great deal in the last three to five years, but where there has been change it has been favorable. With regard to alumni engagement, those who are less involved or moderately involved want to be more involved.

He pointed out that the majority of prospective students do not really differentiate between attending a college or a university, but business influencers see attending a university as much more prestigious. He said that while W&M is a college by royal charter, and that name would not be changed, the preference is to refer to the institution as "William & Mary" rather than leading with the word "College." He noted the importance of emphasizing W&M's standing as a university in presenting the institution to these audiences.

The survey also examined which areas that these audiences expect institutions of higher education to excel, with law being a field particularly important for business influencers. He noted the importance of promoting fields that generate interest across the board, such as Johns Hopkins' reputation in medicine.

In regard to attributes that are important to prospective students and alumni, VP Broaddus showed a chart illustrating that W&M is perceived as being strong in attributes including academic rigor, community, reputation, a safe campus, a beautiful campus, small class sizes, and a strong liberal arts and sciences program. At this point, Silvia Tandeciarz (Modern Languages) asked if this data was based on perceptions of alumni, since the chart listed “undergraduate research” as an important attribute that was not perceived as a W&M strength, which seemed strange to her, given what she had seen as a faculty member of W&M’s emphasis on this area. VP Broaddus commented that the data reflected alumni perceptions, which might not be completely accurate, and observed that W&M might need to see what could be done to better acquaint alumni with the strength of the undergraduate research program.

VP Broaddus showed a chart showing the traits that business leaders look for in the best universities, commenting that not surprisingly, outcomes-oriented characteristics like job placement rates rate fairly high. In surveying respondents about what would make them reluctant to pursue a liberal arts degree, concerns about employment opportunities ranked high. VP Broaddus pointed out that W&M administrators have heard from employers that what liberal arts education teaches students are exactly the skills that employers want, so this may be an opportunity to explain that liberal arts education is the best preparation for work. He noted that the term “liberal arts” is misunderstood more often than not, and that the term has a marketing problem. He then showed a slide showing that guaranteed internship opportunities would significantly increase interest in attending W&M among prospective students.

VP Broaddus commented that overall, the survey had shown that W&M has a good reputation but had highlighted some areas in which W&M could work to be better known for its strengths. He commented that certain key words can be perceived negatively, for example, “historic” can be read as simply “old,” and “small” as limiting. He said the survey results would help W&M vet and finalize a brand platform that captures its culture. He noted concerns about the “demographic cliff” in the falloff in the population of high school graduates in 2026 and the need to make sure that W&M continues to remain competitive and well known.

Suzanne Hagedorn (English) asked about the Faculty Assembly’s discussion of expanding enrollment last month in view of the impending “demographic cliff” that VP Broaddus had mentioned. VP Broaddus commented that the administration could not continue to expand tuition costs given the current cost of W&M, and that cost reductions might be possible, but that increasing enrollment might help the situation. He cited increasing enrollments in computer science might be a way of growing strategically. Prof. Hagedorn asked for a clarification as to whether the Faculty Assembly’s discussion of expanding enrollment by 150 students was in graduate or undergraduate enrollment. VP Broaddus noted that it was undergraduate enrollment and pointed out that there had been a decline in spring transfer students and that the administration was thinking about ways to grow spring transfer students, especially as spring enrollments were historically lower. Prof. Hagedorn asked about marketing W&M abroad as a destination for foreign students. VP Broaddus said he was not aware of growth or decline in the number of students studying at W&M from abroad. Leisa Meyer (History & American Studies) expressed concerns about increasing the number of students at the same time as the strategic plan had mentioned decreasing the size of the faculty. VP Broaddus said that he was not aware of any effort to decrease the size of the faculty. Another faculty member explained that one of the White Papers submitted during the strategic planning process did have a sentence that seemed to suggest this course of action. Provost Agouris commented while this may be in a White Paper, there was currently no plan in place in the strategic planning

process to reduce the size of the faculty. VP Broaddus commented that growth in enrollment is a hedge against cost reduction that could do damage to quality.

VI. Strategic Plan for Athletics (Samantha Huge, Director of Athletics)

As noted by Dean Conley, this report has been delayed to the April meeting.

VII. Motion from Educational Policy Committee (Tuska Benes)

Tuska Benes (History) introduced the following language to create an interdisciplinary minor program in Military Sciences/leadership:

The Interdisciplinary Minor Program in Military Science/Leadership (18 Credits)

The minor in Military Science & Leadership offers contracted Cadets/Students in W&M's ROTC program the opportunity to add integrated inquiry in the fields of History, American Studies, Government, Philosophy, Sociology, and Leadership Studies to their academic curriculum in military sciences. This minor provides a broader liberal arts perspective to help prepare graduates for positions of responsibility and for advancement opportunities in military and civilian careers.

Program Objectives:

1. To provide structured inquiry into military operations, military history, organizational processes and leadership as it applies to global operations.
2. To provide a liberal arts perspective by investigating interrelated knowledge in History, Government, American Studies, Philosophy, Sociology, and Leadership Studies that extends beyond the core required military science courses.
3. To provide the opportunity to ROTC students to earn a minor that will distinguish them and have a potential advantage for promotion consideration in military and civilian careers.

Program Requirements:

1. Foundational Courses (12 credits): MLSC 301, 302, 401, 402
2. Select Two Elective Courses (6 credits): interdisciplinary electives drawn from courses at the 200/300 Level from contributing departments and programs.

- AMST 2XX, 3XX.
- GOVT 2XX, 3XX.
- HIST 2XX, 3XX.
- PHIL 2XX, 3XX.
- SOCL 2XX, 3XX.

Note: Declaration of Military Leadership minor must occur after declaring an academic major and should occur before the beginning of preregistration for the final semester of senior year classes to ensure timely filing with the Office of the Registrar. Declaration of the Military Leadership minor involves completing the Declaration of Minor form, submitting the form with unofficial transcript to the Military Science Department Chair for signature and submission of the signed form to the Registrar.

Descriptions of the following courses appear in appropriate sections of the undergraduate catalog.

Foundational Core: (12 Credits)

MLSC 301: Adaptive Team Leadership (3 Credits)
MLSC 302: Leadership in Changing Environments (3 Credits)
MLSC 401: Developing Adaptive Leaders (3 Credits)
MLSC 402: Leadership in a Complex World (3 Credits)

Interdisciplinary Electives: (6 Credits)

Note: Students must select two additional courses from the departments and programs listed below. The interdisciplinary electives must be taken outside of departments or programs that contribute to a student's major. For example, a Government major cannot take interdisciplinary course work in Government; instead, that student would have to complete courses offered in Sociology, History, Philosophy, or American Studies.

AMST 2XX; 3XX
GOVT 2XX; 3XX
HIST 2XX; 3XX
SOCL 2XX, 3XX
PHIL 2XX, 3XX

Additional Guidelines:

All Cadets/students in William & Mary's ROTC program are encouraged to take the minor in Military Leadership if seeking a career or academic endeavor that is complemented by this minor.

A minimum GPA of 2.0 is required in the courses that count toward the minor, and none may be taken pass/fail. All courses for the minor in Military Science must be taken outside of departments or programs that contribute to a student's major.

Prof. Benes noted that this major would be restricted to ROTC students because of current requirements in place for student to take upper division courses in Military Sciences, including successful completion of an Army physical exam, execution of a loyalty statements and various contractual agreements, and satisfactory completion of screening tests. When a student enters these classes, the student agrees to accept a commission as a Second Lieutenant in the U.S. Army if offered. She noted that the EPC considered removing these prerequisites for students not in the ROTC program, but in examining the syllabi for these upper-division classes they found that there were requirements that could not be met for students not in the ROTC program, for instances, taking a battalion leadership position, supervising training events, etc.

Captain Jihye Lee (Military Science), noted that there was a program at Christopher Newport University in which some non-ROTC students are taking part in a minor who are not in ROTC and that in the future it might be possible to open the minor to other students. Prof. Hagedorn asked how many students were currently involved in ROTC: Captain Lee responded that there are approximately 60 at present. Marc Sher (Physics) asked whether there was ever a major or minor at W&M that required a loyalty oath. Prof. Benes replied that there was not. Captain Lee clarified that the oath was required for accepting a military commission. David Armstrong (Physics) observed that the courses from other departments were not specified and wondered whether students could take courses that were less tied to military science. Captain Lee replied that specific courses were not named to permit students flexibility. Prof. Fisher

wondered why we were doing this. Prof. Benes replied that at this point, ROTC students can only apply eight credits of coursework they take toward the 120 credits that count toward graduation and take 24 credits that do not count toward their degree. Having a minor in Military Science and Leadership will recognize the time commitment that students are making.

Leisa Meyer (History) pointed out that loyalty oaths relate to officers, and added that in her conversations about the minor with the Military Sciences program, she had discussed coursework that discussed leadership in the American way of war. Prof. Benes said that the initial draft of the major did list specific courses, but after conversations with chairs and program directors, it appeared impossible to guarantee the availability of specific courses, so the minor did not list specific courses. Kim Wheatley (English) asked why the minor specified 200 and 300 level coursework and excluded 400 level courses. Prof. Benes pointed out that since students would be taking courses outside their major, there might be concern at students having the necessary preparation to succeed in these courses.

Prof. Hagedorn asked who would approve specific courses as counting toward the minor, since none were listed. Prof. Benes replied that any courses from the named departments would count toward the minor. Prof. Fisher asked whether W&M had changed course requirements to make it easier for ROTC students to fulfill their program. Prof. Benes replied that she thought was a slight increase in the number of courses they could count toward graduation from 6 to 8. Prof. Fisher expressed discomfort at the minor; he suggested it was promoting militarism in a way not congruent with the rest of the curriculum. The Captain Lee suggested that the minor would provide students a wider interdisciplinary perspective.

Prof. Fisher expressed concerns that ROTC students would be constrained in positions in in-class discussions that they could take. Prof. Tandeciarz said that she appreciated the initiative, noting that students could learn about the history of the military in Latin American and world. She said that she would suggest including an interdisciplinary elective that would let students engage with global perspectives on the U.S. Military. Hannah Rosen (History) noted that this minor would encourage students to take W&M courses that they would not otherwise take, and that the American Studies course on the American Way of War and other coursework would not indoctrinate students in militarism but instead encourage students to engage critically with the history of the American military. Prof. Meyer pointed out that the courses required critical analysis and was dismayed by Prof. Fisher's suggestion that ROTC students were militaristic and cited comments from Paul Mapp (History) on teaching ROTC students in his courses.

A faculty member called the question; there was a unanimous vote to close debate and vote on the motion. The EPC motion to approve the motion passed on a voice vote, which was greeted by scattered applause.

Finally, Prof. Benes announced that the proposal to make changes to the COLL 300 had been delayed by an academic year to March 2021.

VIII. Report from the Faculty Affairs Committee (David Armstrong)

Prof. Armstrong reported that FAC met with all three of the candidates for A&S Dean and found them very impressive. He noted that a working group appointed to look at issues relating to tenure-eligible and non-tenure-eligible faculty had submitted a report in September but due to issues in reconciling some of the data, had not yet presented it to the faculty. He said that he expected the report and possibly a committee motion arising from it would come before A&S at the next meeting in April.

IX. Report from Faculty Assembly (Josh Burk)

Due to time constraints, this report was postponed to the next meeting.

X. Adjournment

There was a motion to adjourn, which was seconded and passed on a voice vote. The meeting adjourned at 4:57 p.m.

Respectfully submitted,

Suzanne Hagedorn, Secretary to the Faculty of Arts & Sciences