

MINUTES
Faculty of Arts & Sciences
March 2, 2021, 3:30 – 5:00 pm
Via Zoom teleconference

The meeting was called to order at 3:31 with 70 faculty present. (Later in the meeting, 119 were present.)

I. Approval of minutes from meeting of faculty on February 2, 2021

<https://www.wm.edu/as/facultyresources/fas/minutes/20210202.pdf>

Rex Kincaid (Mathematics) moved to accept the minutes; David Armstrong (Physics) seconded and the minutes were approved by unanimous consent.

II. Report from Chief Operating Officer Amy Sebring

Chief Operating Officer Amy Sebring displayed PowerPoint slides to share financial data with faculty members. She noted that William & Mary now has a \$40 million shortfall in Fiscal Year 2021, and the financial picture has gotten worse since the fall. There has been a \$4 million drop in anticipated tuition revenue due to the decision to hold tuition flat and the greater percentage of in-state students this year. Reductions in auxiliary programs like housing, dining, and athletics have caused a \$24 million projected loss, compounding a \$6 million loss in Fiscal Year 2020. In addition to the lost revenue, W&M has incurred approximately \$10 million in increased expenses due to COVID-19, including expenses due to testing, personal protective equipment, and modifications to classroom spaces.

Ms. Sebring noted that state law requires that W&M must have a balanced budget. She noted various actions to close the gap, including \$17.4 million in reduced expenses, \$10.7 million to refinance debt, \$5 million in one-time state funding to cover Coronavirus related expenses, and \$3.5 M in one-time state funding to mitigate the impact of holding undergraduate tuition constant. In addition, there was \$4.2 million balance of savings carried forward from the prior year. Jeff Nelson (Physics) asked for clarification on the dates of fiscal years. Ms. Sebring replied that they run from July 1-June 30. Dean Donoghue Velleca pointed out that summer sessions span two fiscal years.

Ms. Sebring noted that since she had arrived at W&M in FY 17, there have been \$10.8 million in budget reductions; while 55% have been one-time costs, 45% of these cuts have been reductions in base spending. She noted her concern about taking an incremental approach to budget cuts year after year and stressed that W&M needed to become more strategic about aligning its goals and resources. She said that Chris Lee of Human Resources pointed out that W&M spends a lot of money on search firms and that relying on search consultants is not cost-effective.

Ms. Sebring presented an overview of expectations for FY 22. She said that the General Assembly would be providing up to \$792,000 for COVID testing, and \$700,000 for 3 full-time-equivalent faculty in data science, as well as the Data Science program; these funds will help target bringing in faculty from under-represented groups. She further noted that the General Assembly had provided funding to build Phase 4 of the Integrated Science Center.

Suzanne Raitt (English) asked for clarification about whether departments could spend private funds given to departments as gifts. Ms. Sebring noted that there had been a spending freeze previously due to financial uncertainty but indicated that there was not presently a mandate against

spending private dollars. Dean Donoghue Velleca observed that Arts & Sciences was not forbidding departments from spending private funds but asking that they do so carefully.

Ms. Sebring continued to discuss the outlook for FY 22, when spending would increase by \$10.1 million, due to a 5% faculty/staff salary increase mandated by the General Assembly. She noted that there would also be a 3.2% increase in the cost of health insurance and an increase in the expense of hiring student workers due to the increase in the minimum wage. The Commonwealth draft budget would provide a \$4 million increase to state General Fund support, or 40% of the total cost of raises, leaving a \$6 million gap. She added that going into FY22, W&M was facing a \$5 million deficit, based on current projections. She pointed out that additional funding would be needed to deal with the state-mandated salary increase, the increase in student minimum wages, and the cost of financial aid.

Ms. Sebring also pointed out that the Commonwealth does not provide salary increases for employees not directly involved in education, though the state mandate will apply to those involved in auxiliary enterprises. She said that she expected a general comprehensive fee increase of \$167 per student. Finally she noted the market constrains on charging higher tuition and fees, and that the Board of Visitors has delayed action on setting these until later this year.

Finally, she gave an update on the campus COVID-19 situation saying that student cases remained low, with only 11 total positive active cases. Employee cases also remain low. She said that both the Virginia Department of Health and the Center for Disease Control were concerned about a possible fourth surge due to pandemic fatigue. David Feldman (Economics) asked when vaccinations would be available to people classified as 1C. Ms. Sebring indicated that about half the Virginia population qualified as 1B, so that we were still a couple of months away from 1C vaccinations. She recommended that faculty register with the state registration system if they had not already done so.

III. Report from the Dean (Maria Donoghue Velleca)

Dean Donoghue Velleca said she expected that there would be questions regarding contracts for non-tenure eligible faculty. She expressed frustration that the BOV had not yet decided on tuition rates and that faculty and staff raises were not being fully funded by the state. She said that due to this uncertainty about resources, A&S would not be able to issue new contracts until April.

Dean Donoghue Velleca noted that she had been meeting with candidates in the small number of faculty searches currently underway, as well as with students accepted through binding early decision. Graduate programs have been admitting students, though fewer current students are defending dissertations and graduating this year than in years past. She observed that the General Assembly's raise mandate had been a surprise, and as a result, she would be discussing with the Council of Chairs and Program Directors how departments and programs would go about assessing merit.

Dean Donoghue Velleca then shared a PowerPoint slide detailing the current organization of the Arts & Sciences Dean's Office and explained plans to reorganize it. She noted the current search for a new Associate Dean for Diversity, Equity, and Inclusion carried out under the auspices of the Faculty Affairs Committee. She said that the reorganization plan had developed after consultations with the team of current deans, A&S partners, the FAC, CCPD's co-chairs, an elected advisory group within CCPD, W&M's senior leaders and her own mentors and advisors, as well as both NTE faculty and staff advisory groups. Her goals in revising the structure were to create clear responsibilities, support collaborative work, maintain current costs, and create sustainable cost.

Dean Donoghue Velleca said her role as Dean of Faculty was to partner with faculty and staff to guide knowledge creation and dissemination and solid organizational work. She noted her collaborations with the FAC, the CCPD and NTE, staff, undergraduate and graduate student advisory groups. She announced her plans to create four deanships, including one vice dean for research, innovations, and graduate studies and three disciplinary and interdisciplinary vice deans for each of the three academic areas, which would be staffed by tenured or tenure-track faculty in rotation. She said that she proposed that A&S move the responsibilities of managing the undergraduate curriculum into long-term staff positions held by two assistant deans.

Dean Donoghue Velleca noted that Dean Teresa Longo (Modern Languages, Charles Center) would be leaving her position as director of the Charles Center and would be taking over at the Reves Center. She added that about one third of interdisciplinary academic programs currently fall under the supervision of the Charles Center; these programs would be moved to receive oversight from the three disciplinary/interdisciplinary Vice Deans, and the new director of the Charles Center would be either a rotating position held by a staff member or a tenured/tenure-track faculty member. She said there would be further conversations about the Charles Center, adding that she had spoken to CCPD about the creation of a \$250,000 fund for faculty/student research.

Dean Donoghue Velleca announced that she would be holding the first information sessions regarding the reorganization of the A&S Dean's Office on March 13. She said there would be a search committee for these positions nominated by the FAC, CCPD and NTE, staff, and graduate student advisory bodies. The request for applications for the new positions would be released on March 22, the application deadline for the new positions would be April 9, with interviews in April. Appointees would be announced in May, and the new structure would be in place in June/July. She asked for questions.

Alicia Andrzejewski (English) asked in the Zoom chat whether contract renewals for NTE faculty who taught courses that contributed to curricular diversity would be a goal. Dean Donoghue Velleca stressed the importance of diversity and indicated that she would be glad to hear from faculty.

IV. Nominations and Elections (Rani Mullen & Thomas Payne)

The committee announced the winners of the previous month's elections via the chat function: For the Faculty Affairs Committee, Area I: Sylvia Tandeciarz (Modern Languages); FAC, Area III: Mark Sher (Physics). For the International Studies Advisory Committee: Area I: Jessica Paga (Classical Studies), ISAC Area II, Katherine Levitan (History)

Tom Payne (Music) read out the following nominations and asked for additional nominations from the floor.

Candidates for election to committee positions open in the 2021-2022 AY

• Retention, Promotion & Tenure (RPT)

Area I (vote for one)

Suzanne Raitt (English)

Laurie Wolf (Theatre, Speech, and Dance)

Area II (vote for one)

Robin Looft-Wilson (Kinesiology and Health Sciences)

Kathleen Bragdon (Anthropology)

• **Educational Policy Committee (EPC)**

Area I (vote for one)

Joan Gavalier (Theatre, Speech, and Dance)

Annie Blazer (Religious Studies)

Area II (vote for one)

Paul Kieffaber (Psychological Sciences)

M. Brennan Harris (Kinesiology and Health Sciences)

Area III (vote for one)

Mark Hinders (Applied Science)

Jim Deverick (Computer Science)

Committee on Academic Status (CAS)

Area II (vote for one)

Alexandra Joosse (Public Policy)

Ashleigh Everhardt Queen (Kinesiology and Health Sciences)

Open area (vote for one)

Nathaniel Throckmorton (Economics)

Richard Marcus (Music)

There were no nominations from the floor; Prof. Payne said that the ballot would be distributed to faculty after the meeting and thanked Pieter Piers (Mathematics) for his work on the election.

V. Committee on Academic Status Report (Marc Sher and Phil Daileader)

www.wm.edu/as/facultyresources/committees/academicstatus/reports/2019-20-cas-annual-report.pdf

Marc Sher (Physics) presented a PowerPoint slide summarizing the committee's annual report. He discussed the committee's composition and business, discussing its review of students suspended for low academic performance; roughly one-third of suspended students return. He said that CAS had dealt with 800 petitions in the past year, considering issues including academic continuance, adding courses late, adding internships, late course drops, and late withdrawals. The committee also considers credit overloads and underloads. Prof. Sher noted the increase in petitions for academic underloads due to the COVID-19 pandemic. He noted that students who receive permission to take an underload pay reduced tuition, while students approved for overloads do not and said that charging extra tuition for extra overload credits might be a possible source of additional income for W&M, and he had calculated a potential revenue of \$300,000 from this source.

Prof. Sher said the Medical Review Committee, technically under the purview of CAS but staffed by psychological and medical professionals, receives approximately 300 petitions per year. CAS only reviews the petitions requesting a retroactive medical withdrawal for a full semester, and generally agrees with the recommendations of the medical experts.

Prof. Sher added that President Rowe had contacted the committee in June asking that they hold all overload requests to later in the summer due to the pandemic. Later, when the committee did consider requests, it decided to give overloads if students needed them to graduate, but that these were reserved for unusual circumstances. He added that underload requests had increased due to pandemic financial stress, and that these requests by students to drop down to nine credits had been

approved, even though the reduced income would cost the college some tuition money. There were no questions.

VI. Educational Policy Committee Discussion (Josh Erlich)

Josh Erlich (Physics) said that the EPC was presenting a motion to help simplify the current requirements for the on-campus COLL 300 requirement. He said that the process of revising this requirement had begun in tandem with the new COLL 350 requirement approved last spring. He noted that as a result, the description of COLL 300 has now been changed, as courses focused on marginalized communities in the US would now be designated with the COLL 350 attribute. He then presented the EPC's motion, which had been previously distributed to the faculty and read as follows:

COLL 300 courses explore the diverse perspectives and socio-cultural values of people and communities in countries outside the geographical boundaries of the United States, and within these boundaries for the study of sovereign Native nations, indigenous communities, and U.S. territories. COLL 300 directly connects students with people, places, and ideas that enhance their comprehension of different ways of thinking and being in the world. Students synthesize their knowledge, their emerging expertise in framing questions for analysis, and their communication skills to engage global issues in a self-reflective, cross-cultural way.

Students will be able to:

- demonstrate their understanding of how people across cultures and societies experience the world
- make connections between those perspectives and course content
- analyze how cultural and societal differences manifest globally
- reflect on their own identity as global citizens

He asked for questions and comments on the motion. Laurie Koloski (History) wondered whether the phrase "sovereign Native nations" would apply only to federally recognized tribes or not. Prof. Erlich said that Danielle Moretti-Langholz, Director of W&M's American Indian Resource Center was consulted about this phrasing. She added in the Zoom chat that the phrase "indigenous communities" widens beyond federally recognized tribes and includes both state recognized and nonrecognized groups.

Robin Looft-Wilson (Kinesiology & Health Sciences) asked whether COLL 300 would still have themes. Prof. Erlich replied that the Center for Liberal Arts did not plan to have themes for on-campus COLL 300s. Chris Nemacheck (CLA Director, Government) said that faculty will continue to have the opportunity to create a cluster on a particular theme, but this was not required, as the CLA wanted to maximize flexibility. She said the CLA would sponsor two visitors per semester, which would contribute to lower costs. She noted that the COLL 300 encourages interaction between students and visitors; students will still be required to submit a self-reflexive assignment. Prof. Erlich noted that the proposed changes should simplify the administration of COLL 300, and that if faculty wanted to teach a COLL 300 course repeatedly, they only needed to apply once.

Anne Rasmussen (Music, Asian & Middle Eastern Studies) wondered about whether language in the resolution about "geographical boundaries" reflects the idea that COLL 300 involves study abroad, and expressed the concern that the language of the resolution precludes the study of diaspora communities. Prof. Nemacheck said that the phrasing distinguished COLL 300 from COLL 350, and the idea of COLL 300 was to expand horizons beyond the United States, though it was not intended to exclude diasporic trends or courses on the border. She said that a course could go to EPC for approval as both, as agreed for the first four years that the faculty adopted the COLL

300/350 requirement. She said that after the first four years are over, students would have to opt for one or other.

Prof. Moretti-Langholz added that indigenous groups would now be included in the COLL 350. Francis Tanglao-Aguas (Theatre, Speech & Dance, Asian and Pacific Islander American Studies, Global Studies) spoke in favor of the proposal, noting that he was organizing a cluster of COLL 300 around the centennial of Asian students at W&M that involved Zoom film festivals and speakers. Mike Tierney (Government) observed that the on-campus COLL 300 was much improved and increases flexibility; he asked if a student were to carry out three months of field research in Kenya, would it count as a COLL 300 or if the student had to take a class. Prof. Erlich said that he did not have a good answer and if the motion passed, the EPC would have to consider this situation. He added that zero credit opportunities did not count, though internship or independent study might. He said the EPC would have to work this out and noted that students in the Business School did research abroad that met requirements. Prof. Erlich thanked Prof. Tierney for his help in implementation.

Prof. Rasmussen noted her concern about the essentializing quality of the language she suggested that the proposal be amended to read “COLL 300 courses explore the diverse perspectives and socio-cultural values of people and communities *of* countries outside the geographical boundaries of the United States, and within these boundaries for the study of sovereign Native nations, indigenous communities, and U.S. territories” in order to accommodate studies of diaspora communities located within the United States. (There followed some procedural discussion on whether this issue might be clarified in an EPC addendum to the motion instead.) Prof. Tanglao-Aguas seconded Prof. Rasmussen’s proposed amendment. The faculty voted on the amendment in an anonymous poll of 106 faculty members, 65% of whom voted in favor of it. The faculty then voted on the amended motion; 86% favored the adoption of the motion as amended. Prof. Erlich said that the new COLL 300 requirements would appear in the EPC’s Curriculog system soon.

VII. Report from the Faculty Assembly (David Armstrong)

Due to time constraints, Prof. Armstrong did not deliver his report. He asked faculty to contact him with concerns.

VIII. Report from the Faculty Affairs Committee (Josh Burk)

Josh Burk (Psychological Sciences) said that the FAC had met and heard for the Data Literacy Task Force to discuss W&M’s intellectual property policy. He added that the FAC would be holding office hours for faculty to express concerns soon.

IX. Report from the Council of Chairs and Program Directors (Rowan Lockwood & Laurie Wolf)

Rowan Lockwood (Geology) said that CCPD had finalized a memo on rehiring non-tenure eligible faculty and their contracts. They had also discussed a variety of topics, including the treatment of custodial staff and their workweeks, faculty concerns about course evaluations, accusations of student cheating, and the effects of the pandemic on research efficiencies.

X. Adjourn

Prof. Armstrong moved to adjourn. Prof. Tanglao-Aguas seconded. The motion passed by unanimous consent and the meeting adjourned at 5 p.m.

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

Appendix: EPC Motion on COLL 300 as Amended and Adopted:

COLL 300 courses explore the diverse perspectives and socio-cultural values of people and communities of countries outside the geographical boundaries of the United States, and within these boundaries for the study of sovereign Native nations, indigenous communities, and U.S. territories. COLL 300 directly connects students with people, places, and ideas that enhance their comprehension of different ways of thinking and being in the world. Students synthesize their knowledge, their emerging expertise in framing questions for analysis, and their communication skills to engage global issues in a self-reflective, cross-cultural way.

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