

Amended September 12, 2008

The first meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 2:30 P.M. on Thursday, September 4, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The President opened the meeting by welcoming new and returning members of the Committee of Six and said that he looks forward to working with the Committee this year. He informed the members that, over the past five years, he has experienced the Committee of Six as a critical source of the most valuable form of counsel. President Marx noted that each Committee of Six with which he has worked has come to its own understanding, often based on the issue under discussion, of how best to balance the members' role as representatives of the Faculty with their advisory role to the President and the Dean. Professor Jagannathan commented that the members should be careful to approach their work as representatives of the Faculty as a whole, rather than as representatives of their departments or divisions.

Continuing his announcements, President Marx informed the members that he has received a small number of nominations from the Faculty for the John Woodruff Simpson Lectureship and the John J. McCloy '16 Professorship of American Institutions and International Diplomacy, noting that he welcomes additional nominations. The members asked President Marx to review with them the process, which was developed by the Committee of Six last year, for making these visiting appointments.

The President first provided some background. After reviewing the documents that established these positions, President Marx found that the original intention was for the McCloy to be "a rotating appointment to be held for one to six years," rather than a series of lectures, as has been the practice. The Simpson Fund's donor designated that the fund be used for several purposes, among them securing scholars for the purpose of "delivering lectures or courses of instruction at Amherst College." At present, Professor Goldsby and Richard Wilbur '42 (as of this fall) are Simpson Lecturers, but the fund can support additional Simpson Lectureships. In the past, prominent scholars (including Niels Bohr, Robert Frost, and Archibald MacLeish) who were not members of the Amherst Faculty have been named Simpson Lecturers and have taught at the College, as visitors, for a specified period of time. In recent years, the Simpson Fund has been primarily used to support graduate fellowships. President Marx said that, in his view, supporting post-graduate studies for Amherst alumni through the Simpson Fund is a less pressing need than enriching the undergraduate experience by bringing eminent scholars to campus as Simpson Lecturers. The members agreed.

President Marx next reviewed the process for appointing Simpson Lecturers and McCloy Professors. The President said that, as agreed, he has solicited nominations from the Faculty and that he will make nominations himself. All suggestions of individuals for these positions will be

Amended September 12, 2008

reviewed by the Committee of Six. The President asked the Committee of Six if the Committee on Educational Policy (CEP) should be involved in the review; the Committee agreed that these appointments should go through the Committee of Six. Professor Jagannathan said that it is his understanding that those occupying these positions will teach, and he noted that, at a Faculty Meeting last spring, Professor Sarat had raised questions about the procedures that would be used to vet the courses and to situate them within the curriculum. Professors Barbezat and McGeoch asked about the involvement of departments in the process and whether the visitors would be required to submit course proposals using normal procedures. President Marx said that, if a department wishes to have one of these visitors affiliated with it, such an affiliation would be welcomed, but that a departmental affiliation would not be required. If there is no departmental affiliation, courses can be taught under the rubric of a colloquium. However, all those appointed to these positions—like any other visiting colleague—would be required to submit course proposals to the CEP, the Committee of Six, and the Faculty through the regular course approval process. The President noted that the Faculty would vote on these course proposals, and that departments will determine if the visitors' courses meet requirements for their majors.

The President next discussed with the Committee plans for enhancing the administrative structures and operations of the College. Administrative functions and responsibilities have recently been assigned to one of the three following areas: Academic, Students/Campus (including Admission), and Administration and Finance (including Advancement). In an effort to improve the coordination among and within these spheres, subcommittees of the Senior Staff will work together with their colleagues, and the President will meet with these subcommittees on a rotating basis.

The members turned briefly to a personnel matter.

Continuing with his remarks, President Marx said that he would like to discuss with the Committee this year the proposal of requiring all Amherst students to work at the College and which governance body should explore this idea. He next announced the 2008-2009 colloquia series at the College and asked the members for advice about possible faculty coordinators. The President explained that, for each program, there will be a pair of guest speakers on different sides of a designated topic. There will be several seminars (for students who enroll in advance) in which the guest speakers will have opportunities to present their views, as well as public forums for all members of the campus community. In addition, a faculty coordinator for each colloquium will moderate the seminar discussions, determine reading assignments for the participants (as needed), and identify classes that the guest speakers might attend (if not during Interterm). The theme for the first colloquium, which will be held on October 17 and 18, will be

Amended September 12, 2008

“scientific interventions in human improvement and related issues,” and the guest speakers will be Peter Singer, Ira W. DeCamp Professor of Bioethics, University Center for Human Values, Princeton University, and Michael Sandel, Anne T. and Robert M. Bass Professor of Government at Harvard University. Public education will be the theme of the second colloquium, which will be held on January 20 and 21. The guest speakers will be Jay Greene, Endowed Chair and Head of the Department of Education Reform at the University of Arkansas, and Jennifer Hochschild, Henry LaBarre Jayne Professor of Government and Professor of African and African American Studies, and Harvard College Professor. The next colloquium, which will focus on the environment and climate change, will be held on February 3 and 4. The guest speakers will be Bill McKibben, Scholar-in-Residence in Environmental Studies at Middlebury College, and Christine Todd Whitman, EPA administrator and former New Jersey governor.

Dean Call began his announcements with words of welcome to new and returning members. The Committee then turned to a personnel matter.

The Dean next discussed with the members options for a regular meeting time for the Committee of Six, and it was agreed that the Committee would meet from 3:30 P.M. to 6:00 P.M. on Mondays. The Dean said that it may become necessary to schedule additional meetings, and the members agreed to discuss at their next meeting potential times for extra meetings. It was agreed that the Committee would not meet on September 15, but would meet on September 18 at 2:30 P.M. He informed the Committee that Assistant Dean Janet Tobin will continue to serve as the Recorder of Committee of Six minutes and that Nancy Ratner, Assistant Dean of Admission and Researcher for Academic Projects, will serve as the Recorder of the Faculty Meeting minutes.

Dean Call asked the Committee to consider one course proposal, and the members voted five in favor with one abstention (Professor Barbezat) to forward it to the Faculty. President Marx asked why course proposals are reviewed by the Committee of Six since they have been reviewed by the CEP previously. Professor Barbezat said that he had raised this question many years ago, but that the issue was never addressed. Dean Call said that this step is taken because the Committee is responsible for setting the agenda for the Faculty Meeting. Professor Jagannathan noted that the Committee sometimes makes suggestions regarding the content of courses when reviewing course descriptions. Professor McGeoch said that it is her understanding that the CEP carries out this function.

President Marx next asked the members for their impressions of the recently implemented experiment of having the Labor Day Faculty Meeting immediately after Convocation in the evening, rather than on the morning of Labor Day, as has been the tradition. The only business of the meeting was the approval of new courses. The members agreed that the

Amended September 12, 2008

experiment had been a success, although Professor McGeoch expressed the view that, rather than remaining in their seats at the conclusion of Convocation, it would have been preferable for the Faculty to march out of the chapel, change out of their regalia, and then return to the chapel for the meeting. President Marx said that he welcomes this and other suggestions for how to schedule and organize the first, and other, Faculty Meetings.

In another matter related to Faculty Meetings, the Dean asked the members for permission to invite to Faculty Meetings, without vote, Randall Griffey, the Mead's new Curator of American Art; Caroline Hannah, Director of Media Relations for the College; Christine Paglia, the Mead's new Educator; and Peter Rooney, the College's new Director of Public Affairs. The members reviewed the Faculty Meeting Agenda and voted six to zero to forward it to the Faculty. Professor McGeoch said that she feels that it is important to note for the record that the Committee of Six had approved via email the agenda and course proposals for the September 1 Faculty Meeting because the Committee did not meet prior to that meeting. The Committee next turned to a personnel matter.

Under "Questions from Committee Members," Professor Hall asked the Dean whether the College has an Institutional Animal Care and Use Committee (IACUC). The Dean explained that the College has long had such a committee, a self-regulating entity that, according to U.S. federal law, must be established by institutions that use laboratory animals for research or instructional purposes. The IACUC oversees and evaluates all aspects of Amherst's animal care and use program. Dean Call informed the Committee that members of last year's IACUC considered an issue of interest and concern over the summer. Last spring, the Humane Society of the United States contacted the College to ask if Amherst would sign a pledge concerning the humane treatment of animal research subjects. In error and without consulting the President, the Dean, or the IACUC, an administrator, who has since left the College, signed the pledge on Amherst's behalf. Since this pledge was not vetted properly, the Dean instructed the former administrator to contact the Humane Society and ask that the College's support be withdrawn while the IACUC considers this matter. The Dean noted that Amherst already requires that all research using animals follow rules to ensure that the animal subjects are treated humanely. These rules are based on a nationally recognized standard, the Policy on Humane Care and Use of Laboratory Animals, from the Public Health Service, a branch of the U.S. Department of Health and Human Services. The College has made a written commitment to the Office for Laboratory Animal Welfare at the National Institutes of Health to adhere to the principles in this document. Adherence to these principles is monitored at Amherst by the IACUC.

Professor Hall asked Dean Call who at the College is authorized to sign a pledge on Amherst's behalf and what input is sought before a pledge is signed. He cautioned that any proposed external constraint on research might affect the faculty members for whom the

Amended September 12, 2008

constraint would be immediately relevant, as well as those for whom there might be subtle, less obvious implications. The members, the President, and the Dean agreed that authority for signing pledges on the College's behalf rests with the President and the Board of Trustees. Professor McGeoch recalled cases in the past where campus-wide support was sought for pledges made on behalf of the College. The President informed the members that he is often approached by organizations that want him to sign pledges of support for various efforts on behalf of the College. He emphasized that doing so is often a "judgment call" and said that he sometimes confers with the Chairman of the Board of Trustees to solicit his impressions before making a final decision about such matters.

Dean Call then reviewed issues of Committee of Six confidentiality and attribution in the minutes, noting that the public minutes should be used as a guide in questions of whether matters discussed by the Committee can be shared with others. The President and the Dean discussed what matters other than personnel matters are kept confidential. They said that minutes of discussions of certain sensitive or unresolved matters and plans in their formative stages, about which they are seeking the advice of the Committee of Six, are sometimes kept confidential. Often, discussions of these issues are made public once the matter is in a less tentative state. The Dean said that very few conversations (with the exception of personnel matters and committee nominations that are under consideration) have been kept out of the public minutes of the Committee. The members agreed that, for reasons of transparency, there should be direct quotation in the minutes although members could be referred to simply as "a member" if they so requested. The President, the Dean, and the members agreed to strive for transparency in the minutes.

The Dean next informed the members of the longstanding policy of appending letters to the minutes when the matters contained within them have been discussed by the Committee. Colleagues are informed by the Dean's office as to when their letters will be appended. If a colleague states at the outset that he or she does not want the contents of a letter discussed in the public minutes, the Committee will decide whether it wishes to take up the matter in question. The Committee then discussed the circumstances under which it would communicate via email. It was agreed that email communications would not be used to communicate about personnel or other confidential matters and that, in general, the use of email would be kept to a minimum.

Dean Call noted that the possible dates for Faculty Meetings this semester, based on the Faculty's longstanding practice of reserving the first and third Tuesdays of each month of the term for possible meetings, are September 16, October 7, October 21, November 4, November 18, December 2, and December 16.

Professor Lembo next asked the members if they feel that the Committee of Six should play a role in fostering a continuation of the Faculty's discussion about diversity at Amherst, a

Amended September 12, 2008

conversation that was prompted last spring by reports on this topic by the Faculty Committee on Admission and Financial Aid (FCAFA) and by the Special Assistant to the President for Diversity and Inclusion, Professor Cobham-Sander (who has concluded her term in that position). Agreeing that the committee-of-the-whole format used last spring might not be the most effective way to address complex questions about diversity, the members said that they are interested in considering other formats that will allow for delving into this important topic. Based on points made during the Faculty's spring discussion of the FCAFA report, which is titled "A Complicated Success? Assessing Academic Qualifications and Their Place in the Intellectual Life of our Students, with Special Attention to Diversity Initiatives," Professor Lembo offered to summarize the relevant questions and issues for the Committee. The members agreed that having him do so will be helpful. President Marx said that Marian Matheson, Director of Institutional Research, may also be able to provide some pertinent information.

President Marx next raised the issue of online course evaluations for tenure-track faculty members. He asked the Dean to review with the members the Committee's discussion of last year about the format and manner of collection of such course evaluations. The Dean said that the members had agreed that it would increase efficiency during the tenure review process if departments would develop online evaluation forms for students. To ensure full student participation, the Committee had suggested that a student's grades be withheld until he or she completes and submits course evaluation forms. They had also agreed that each department should continue to develop its own forms. The Dean said that he would be pleased to work with departments to determine the best way to move to an online system and to provide the necessary support for doing so. Last year, it was agreed that the new Registrar and the Department of Information Technology would collaborate to develop a proposal for online teaching evaluations that would allow for multiple formats, to meet departmental needs, and that the Faculty will be consulted in the development and approval of the new system. The President asked the Dean to check on the progress of this initiative.

Professor Barbezat asked if any new online system would provide information to the Faculty about whether a student has taken the prerequisites for a particular course. He said that having this information would be very valuable, particularly during the registration process. Professor Redding noted that, even if a student has not fulfilled a prerequisite for a course, he or she should have the option of asking the instructor for permission to take the course. Professor Barbezat said that it would still be valuable to have the information about whether prerequisite courses had been taken, and he asked whether students could be barred at registration from taking a course without having either the prerequisites or permission from the instructor. Dean Call noted that there are a number of competing goals at play when it comes to registration. For example, the Faculty has agreed that courses will not close during add/drop period so that

Amended September 12, 2008

individual faculty members have time to develop criteria for selecting students for their classes from among those who have registered for them. In practice over the last several years, a list of “closed courses” (i.e., courses that have reached their enrollment caps) has been distributed to advisors, so that they have some awareness of enrollments as they advise students. The Dean noted that the new Registrar, Kathleen Goff, will attend the first meeting of the CEP to discuss a variety of registration issues and initiatives.

The members reviewed and approved the agenda for the Faculty Meeting of September 16. President Marx noted that he continues to receive complaints about having these meetings in the evenings, and he asked the members whether alternative times for Faculty Meetings should continue to be explored and tried. The Dean said that he has received both positive and negative feedback about the experiment (in spring 2007) of having a Faculty Meeting with lunch after classes concluded. While noting that they would be happy to consider alternative times and formats, Professor McGeoch and Barbezat stressed that having meetings in the late-afternoon would be particularly difficult for faculty members who have children who arrive home from school at that time. Professor McGeoch noted that changing the meetings to late-afternoon had been considered in the past, much to her dismay, but the idea had never come to fruition. Often, since Faculty Meetings are in the evening, the spouse of a faculty member can take care of the children, she noted. Professor Jagannathan suggested that a time slot during the day might be set aside, for Faculty Meetings, for example Tuesday/Thursday from 8 to 10 A.M. The President said that he would be interested in considering the issue of Faculty Meeting scheduling with the Committee this year.

President Marx said that another agenda item that he would like to carry over from last year is the question of class scheduling, and the development of ways of alleviating the problem of class bunching. The President reiterated his view that shifting the time slot of classes with very large enrollments to the morning has, and might continue to, free students to take other classes throughout the day and thereby alleviate bunching. Moving one “big piece” in the schedule can often have this effect, he commented. The Dean noted that last year’s Committee of Six agreed that the best approach to reducing the problem of class bunching would be to try, on an experimental basis beginning in 2009-2010, offering some evening classes and adding one or more additional 80-minute course-meeting slots during the day. Professor Barbezat suggested that departments that agree to distribute their courses should be rewarded, while those that contribute to bunching should be penalized. Professor McGeoch offered her assistance as a computer scientist in developing software that might help to facilitate the distribution of courses among time slots. The Dean thanked Professor McGeoch and agreed to distribute to the members the Committee of Six’s discussion of this issue of last year.

Committee of Six Minutes of Thursday, September 4, 2008

8

Amended September 12, 2008

The meeting adjourned at 4:40 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended September 12, 2008

The second meeting of the Committee of Six for the academic year 2008-2009 was called to order by Dean Call in the President's office at 3:30 P.M. on Monday, September 8, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, and Assistant Dean Tobin, Recorder. President Marx was absent since he was traveling for the College.

The Dean reviewed potential additional meeting dates with the members, and it was agreed that these dates will be finalized at the next meeting of the Committee.

Professor Jagannathan asked the Dean if the Committee might, at a future meeting with President Marx present, return to the topic of the process for appointing John Woodruff Simpson Lecturers and John J. McCloy '16 Professors. The Dean agreed to add this subject to a future agenda for the Committee.

Dean Call next introduced Attorney James Wallace, who participated in the meeting by speaker phone. Each fall, Mr. Wallace is invited to speak with the Committee of Six prior to personnel discussions to provide general legal advice related to the tenure and reappointment processes.

At the conclusion of the discussion with Mr. Wallace, the Dean and the Committee expressed their thanks.

The meeting adjourned at 4:40 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended October 23, 2008

The third meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 2:30 P.M. on Thursday, September 18, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with President Marx discussing several personnel matters with the Committee.

Dean Call next made several announcements. He noted that Associate Dean of the Faculty Amrita Basu will collaborate with Kathleen Goff, Registrar; Peter Schilling, Director of Information Technology; and academic departments to develop an online system of course evaluations for tenure-track faculty members. The Dean emphasized that the goal of the project is to allow for multiple formats to meet departmental needs. Professor Jagannathan asked if the forms might be made available to tenured faculty members, for possible use in evaluating their classes. Dean Call noted that model forms for this purpose are available online on the Website of the Teaching and Advising Program, and he said that any new online forms that are developed for tenure-track faculty members could certainly be made available to tenured colleagues as well. Professor Barbezat asked if consideration has been given to moving, with some space for individual questions, in the direction of uniformity, in terms of the format and content of these forms, commenting that there could be pluses and minuses to this approach. It was noted that having less variation among departmental forms might be helpful to the Committee of Six when reviewing reappointment and tenure cases. Professor Jagannathan said that, while the language and formats of evaluation forms has varied, in his experience, the forms have focused on similar points and have tried to elicit similar sorts of information from students. The Dean said that one approach that might be taken is to offer some model forms from which departments could individualize their own, based on desired styles and the needs of particular academic fields.

The Dean next discussed with the members a question prompted by the desire to clarify a request made by last year's Committee of Six. The Committee had asked that commentary about observations of the teaching of candidates for reappointment by tenured members of the department be included as part of the reappointment dossier. Professors McGeoch, Barbezat, and Redding pointed out that colleague letters about such observations are not meant to become part of the dossier, and that the candor and usefulness of these letters would suffer if they were shared with the Committee of Six as part of the evaluation process. Professor Jagannathan, the only returning member of last year's Committee, said that the thrust of the request was to ensure that comments regarding these observations be included in the departmental letter, not that the Committee be given copies of the letters themselves. The members agreed that having such comments would be valuable and should be requested regularly as part of the Dean's letters to chairs and candidates that are sent each spring.

Dean Call informed the members that he is considering plans for a department chairs' meeting, most likely during the latter half of the fall semester, or in January, and he asked for suggestions of topics for discussion. The members agreed to think about ideas for the meeting's agenda.

Amended October 23, 2008

Returning to the topic of offering evening classes and adding one or more additional 80-minute course-meeting slots during the day (as a pilot program beginning in 2009-2010), Professor Jagannathan suggested that the Dean solicit feedback from the Faculty and encourage discussion about this experiment. Dean Call agreed to facilitate conversation, and said that he also plans to remind the Faculty this spring about the additional time slots so that colleagues will be prepared to utilize the new slots in fall 2009. The Dean reminded the members of current practices regarding evening courses. At present, courses taught in the evening are typically additional sections of multi-section courses that are taught during the day and elective courses (not courses required for a major). The Committee agreed that courses taught in the evening should be electives, rather than required courses.

President Marx noted, on the related topic of class bunching, that some large lecture courses are now being offered at 8:30 A.M., freeing up space in the schedule during the rest of the day. Professor Redding suggested that, because smaller classes are often held in the same time slots during the day, there can be a shortage of smaller seminar rooms, a problem that will not be alleviated by spreading out the times in which large lecture rooms are used. Professor McGeoch suggested that the solution might be as simple as having faculty members propose to the Registrar two potential times for their courses before schedules are established, a step that would result in greater flexibility when creating course schedules. President Marx proposed that the Registrar be consulted to establish what steps might be most useful in this regard. To inform her consideration of the scheduling/bunching issue, Dean Call suggested that Professor McGeoch consult with a representative from Shepley, Bulfinch, Richardson, and Abbott who has conducted an audit of classrooms as part of the campus-wide academic facilities study that is being conducted by this firm.

Under "Questions from Committee Members," Professor Jagannathan asked if the President's reference at the last Faculty Meeting (September 16) to the comprehensive campaign as focusing on "living lives of consequence" signaled that this is the official slogan of the campaign. The President said that, yes, this language, drawn from the College's mission statement, is being highlighted for the campaign.

Professor Hall next raised the topic of faculty housing. He noted that some tenure-track faculty members and those who have been recently tenured have expressed to him that they have a good deal of anxiety about the housing situation in Amherst. If colleagues are interested in purchasing a home, he said, they often find that the College's available properties, which are limited, are very costly or are in disrepair. He asked the President and the Dean if steps are being taken to improve the housing prospects for faculty members who wish to live in Amherst. President Marx responded that, whenever possible, he has tried to make use of College-owned residences that no one wanted and that have fallen into disrepair. Currently, for example, several College houses are being renovated to serve as office space for the Office of Advancement. On the residential front, he has observed a number of structural problems in the housing system. For example, homeowners often are not motivated to make major improvements to their College-owned houses because the College will ultimately purchase their houses from them. Houses are then less attractive to potential buyers. The President noted that, in anticipation of the

Amended October 23, 2008

demographic shift of the Faculty in the coming decade, the issue of housing will take on increasing importance. In his view, the best approach will be for the College to explore ways to assist faculty members financially with entering the housing market, rather than buying or building faculty housing. President Marx asked the Dean to consult with Jim Brassord, Director of Facilities and Associate Treasurer for Campus Services, about the issue of faculty housing. Dean Call agreed to do so.

On behalf of a colleague, Professor Hall inquired about new language regarding diversity that departments have been asked to include in their advertisements for positions. Professor Cobham-Sander, while serving as Special Assistant to the President for Diversity, developed the language, which is lengthy. Professor Hall said that the colleague had understood that inclusion of the new diversity language is now required for all ads. Assistant Dean Tobin, who coordinates faculty searches with departments, noted that departments have been encouraged to use the new language but have not been required to do so, particularly when cost and space issues have arisen. President Marx suggested that departments might edit the language while retaining its spirit. He noted that, once the new Director of Diversity and Inclusion is hired, that person will no doubt review the language.

Discussion returned to the process of selecting distinguished individuals for the John Woodruff Simpson Lectureship and the John J. McCloy '16 Professorship of American Institutions and International Diplomacy. Professor Jagannathan conveyed a colleague's question about the role of the Committee on Educational Policy (CEP) in the process. The Committee agreed that, if an appointment to one of these positions is to be short term and analogous to a visiting position, it would be sufficient for the President to consult with the Committee of Six about the appointment, and that the CEP need not be involved, except in the regular processes of course approval. The President asked for the members' view of a process that could be followed if a candidate expresses an interest in a longer term.

Professor Jagannathan said that he favors following the usual procedures for long-term appointments, including involvement of some department or departments, approval by the CEP and the administration, advertising the position, weighing the evidence of teaching effectiveness, etc. Other members felt that modified procedures should be developed for long-term appointments to the McCloy Professorship and the Simpson Lectureship to allow for greater flexibility in attracting and retaining distinguished individuals. The Committee discussed several procedural options, including the role of departments, the Committee of Six and the CEP, and agreed that, whatever procedures are developed, if individuals are to be considered for an appointment for a potentially long term, having the President consult only with the Committee of Six would not be sufficient. Some members expressed the view that, for such an appointment, regular vetting processes serve as checks and balances to ensure that the power of the President or of departments does not become absolute.

After weighing the advantages and disadvantages of several procedural models, the Committee agreed that initial or short-term appointments of Simpson Lecturers and McCloy Professors will, in most cases, be for up to three years (a term that is comparable to that of a visiting faculty member); that the Committee of Six will be consulted on these short-term

Amended October 23, 2008

appointments and that other colleagues could be consulted; that, if there is a desire, either at the time of the appointment or after the second year of the appointment, to extend the term beyond three years, an ad hoc committee of faculty (much like those formed for senior hires) will be appointed by the Committee of Six to review the individual's case; that one or more tenured members of related department(s) will be asked to serve on the ad hoc committee; that the ad hoc committee will make a recommendation to the Committee of Six, which will, in turn, make a recommendations to the President and the Dean; and that the President and the Board will make the final decision regarding the appointment.

The members next discussed a proposal (appended) from the CEP to revise the current system, implemented in 2004, of awarding Latin and English honors. The CEP has taken up the question of whether the requirement for the GPA cutoff for the degree magna cum laude and the degree with distinction should be expanded from the top 25 percent of the class to the top 30 percent. For purposes of information, Professor Barbezat noted that, in last year's graduating class, seventy students recommended for magna did not attain the 25 percent cut-off and were recommended to receive degrees cum laude. Had the cut-off been the top 30 percent instead of the top 25 percent, another twelve students would have been recommended for degrees magna cum laude. Dean Call noted that the number of tightly bunched GPAs increases the closer the cut-off approaches to the class's median GPA. Thus, the problem of students who are "near misses" in terms of the cut-off would probably increase if the CEP's proposal is adopted and the "line" is moved. Under the proposed system, a different group of disappointed students (those with GPAs under the cut-off of the top 30 percent) would simply replace the current group (those with GPAs under the cut-off of the top 25 percent). Professor Redding said that the most worrisome issue to her is that the grades that contribute to the GPAs and that inform these cut-offs are arbitrary, since different faculty members give different grades for the same level of work. Other models for honors were discussed—such as having Latin honors based on GPA alone and having distinction based on departmental work—as was eliminating honors all together. At the conclusion of the discussion, the Committee agreed that the CEP's proposal was not sufficiently compelling to warrant forwarding it to the Faculty.

The Committee reviewed a draft of guidelines for the external review of departments. The Dean noted that the purpose of creating the guidelines is to clarify and make transparent the process that is used for external reviews. After review by the Committee of Six, the CEP will review the guidelines, the Dean said. Professor Barbezat asked about the current status of departmental reviews and whether all departments undergo reviews on a ten-year cycle. The Dean responded that a ten-year cycle of department and program reviews, which allows for about three reviews per year, has long been discussed by the CEP and Committee of Six as a desirable schedule. In recent years, though departments and programs have undertaken planning conversations for the Committee on Academic Priorities (CAP) process, the rate of department and program reviews has been roughly half of this goal. Professor McGeoch asked the Dean for the rationale behind the outlined procedures for selecting external reviewers. The Dean responded that choosing the reviewers is a shared, collaborative process between the Dean and the department, while noting that reviews are only effective if there is a comprehensive and

Amended October 23, 2008

independent structure in place. If the department alone were to propose and select reviewers, for example, the review would cease to be truly external, and would therefore be less useful in guiding or assessing curricular planning. For this reason, the Dean proposes and selects, with input from the department, some reviewers, in addition to those proposed by the department. The Dean also makes the final decision about the composition of the review team.

Professor Barbezat urged that some references to processes be revised to make roles and processes more explicit. For example, when the Dean proposes and selects reviewers, how, specifically, does he or she do this? In addition, when the names are returned to the department for “review,” what does this mean? If the Dean has the ultimate say on the composition of the outside committee, the guidelines should say so. The Dean said that he consults with provosts, deans, and faculty members at other institutions to gather recommendations of reviewers, and he agreed that this and other processes should be described more fully in the document. Dean Call reminded the members that, in 1993, the Faculty voted that departments and programs should undergo a regular schedule of departmental and program reviews. In addition, since external reviews aid departments in identifying and assessing curricular needs and directions, requests for FTEs that have been informed by external reviews are often strengthened as a result, he said.

Professor Jagannathan said that he believes that most departments would agree that it is very important that reviews be conducted at arm’s length and that they not be internally controlled. He feels that an emphasis on objectivity and distance is serving as the underpinning of the guidelines, and he would prefer that a spirit of collaboration and collegiality do so instead. Professor Jagannathan noted that the procedures should not be designed to serve cases of extreme departmental dysfunction, which are not the norm. President Marx agreed, while noting that the system has to be designed to handle worst case scenarios, as well as to accommodate reviews mostly done for more regularized purposes. Professor Jagannathan said that the administration has the power to address worst case scenarios through other means, such as putting a department in receivership. The Dean and the President stressed the importance of having procedures that ensure the independence of the departmental external review, much as peer review is a fundamental aspect of scholarship. Professor Jagannathan, noting the proposed role of the CEP in the process, said that he would like to raise the more general issue of the increasing burden on the committee and the associated issue of whether the composition, including the divisional representation, of the CEP should be re-considered in light of the new roles that the members have taken on and the more complex nature of FTE requests. Professor Barbezat said that he shares Professor Jagannathan’s concern that the CEP is becoming a funnel through which all curricular innovations must pass, creating a bottleneck. The Committee agreed to return to this topic at a future meeting.

Concluding the discussion of the guidelines, Professor Barbezat stressed the importance of making clear whether aspects of the process might be confidential and therefore not shared with the department. Professor Redding asked how the President and the Dean would justify a decision to a department if some information on which the decision is based is not known to the department. The Dean said that typically the only information, if any, that is kept confidential relates to personnel matters. In the case described by Professor Redding, the Dean would inform

Amended October 23, 2008

the department that information might be interpreted by the administration differently because of privileged information. Professor McGeoch asked if such a situation has ever arisen. Dean Call said that, in the case of the review of some non-departmental academic entities, the review is also an implicit review of the director of the entity. Therefore, part of the report may not be shared with that individual.

Professor Hall noted that the process of external review has intrinsic value and that he was disheartened by what seemed to be, in the present discussion, an exclusive emphasis on the use of the review for the allocation of FTEs. The President said that it seems reasonable that “peer reviewed” curricular planning should, inter alia, inform FTE requests and allocation, and he noted that external review reports can, and often do, serve as advocacy documents for departments. Professor Hall next asked the Dean why an Associate or Assistant Dean, who may have relatively short-term administrative commitments, should be present at the exit interview, when confidential information about a department might be conveyed. The Dean said that these deans work closely with departments on the reviews and that it is helpful for him to have them present so that they are fully informed. The Dean agreed to incorporate the Committee’s feedback about the procedures for external review and to share a revised draft with the members.

The meeting adjourned at 4:45 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

9 May 2007

Committee of Six
Converse Hall

Dear Colleagues -

Attached you will find two proposals emerging out of the Committee on Educational Policy's deliberations this spring *a proposal to shorten add/drop period by two days, and a proposal to revise the current system of awarding Latin Honors. We would be grateful if you could, prior to the impending Commencement meeting of the faculty, take up the add/drop period proposal because it has ramifications for the college calendar upon which the faculty votes at that meeting. We would ask that the proposal concerning Latin Honors be place on the Committee of Six's agenda early next fall.

Please feel free to contact me with any questions you may have.

Sincerely,

Martha Umphrey
Chair, CEP

*This proposal was voted by the Faculty on May 22, 2008, with the approval of the College calendar for 2009-2010, 2010-2011, and 2011-2012.

Proposal to Revise the Current System of Awarding Latin Honors

The CEP recommends that, early in Fall 2008, the Committee of Six and the faculty take up, debate, and vote on the following amendment to our system of awarding Latin Honors (Faculty Handbook, p. 71; changes underlined):

2. *Candidates eligible for the degree magna cum laude must have a minimum overall grade point average in the top 30% of their class and have received a recommendation of magna based on a thesis or comparable work from a department or program in which they have majored ...*

Distinction

Candidates eligible for a degree with Distinction must have an overall gradepoint average in the top 30% of their class.

Process and Rationale for Proposed Change:

In 2004 the College implemented a new policy on the awarding of honor, and at that time mandated that the CEP review the new system after three years. To fulfill this mandate, the CEP did the following:

1. In Fall 2007 we considered whether to review the entire Latin Honors system *de novo* or to focus on what seemed to us to be the most pressing issues and solicit feedback from students and faculty on those issues. We opted for the more focused approach because reopening the larger field of questions concerning how the College *might* award Latin (and English) Honors (to consider, for example, a breadth requirement for Latin honors), after two substantial periods of conversation on that very subject in the last decade, seemed to invite unwarranted and unfortunate instability. We agreed, however, that if we heard large and pressing concerns from either students or faculty we could revisit that decision.

2. On that basis, we solicited and received thoughtful responses from departments to the following three questions:

What is your perception of the grade point average cutoff? Given that any cutoff is arbitrary, is the current scheme causing such serious problems for you or your students that we ought to consider changing it? Is a single cutoff appropriate?

What has happened to the process of doing a thesis in your department. Do you have any concerns about how these changes have affected that process?

Do you have other concerns that warrant a revisiting of the College's current policy on awarding honors?

3. We asked our student representatives to canvass students on similar questions and incorporated their feedback into our deliberations.
4. The Chair also had a lengthy conversation with the Registrar.
5. We assessed the feedback we received from students, from nineteen departments, and from the Registrar. Opinions about the current Latin Honors system quite expectedly varied both among and within departments and among students, but two issues came to the fore in a significant number of comments:

some departments (approximately four) would like to make possible the granting of exceptions or exemptions from the GPA cutoff under extraordinary circumstances.

a larger number of departments (seven or eight) would like to re-examine the 25% cutoff for students writing *magna cum laude* theses, enlarging the pool of students eligible for *magna* somewhat.

A number of overlapping rationales were forwarded in support of both suggestions. Focusing primarily on the situation in which a student writes an exceptional thesis but still graduates *cum laude*, some colleagues and students worried about unfairness when a student has one bad semester for reasons out of his or her control; or when a student takes risks in course selection and has a somewhat more uneven record than one who plays it safe; or comes to Amherst somewhat underprepared and requires some transition time to accustom him or herself to the demands of our curriculum. Faculty and students worry about the unfairness of an arbitrary cutoff that lumps *summas* and *magnas* together, disadvantaging and demoralizing those excellent students who just barely miss the 25% cutoff.

The CEP discussed both suggestions thoroughly. We were unanimously of the opinion that allowing for departmental petitions in exceptional cases would, as it did in the past, introduce an unfair arbitrariness into the awarding of Latin honors: some departments might be more willing to petition than others; some students might be more willing than others to request an exception or discuss any reasons for it in the first place. Opinion was divided, however, on the issue of expanding the grade point cutoff for *magna cum laude*. Some members argued strongly in favor of raising the cutoff to 30%; others thought that such a move would not solve the problem of "near-misses" since such a situation arises wherever an arbitrary line is drawn, and hence any change would not mitigate the disappointment of those just missing the new cutoff. Moreover, some argued, that the number of tightly bunched GPAs would only increase the closer one approached the class's median GPA.

Given the division of opinion among CEP members, the Committee decided that the faculty ought to weigh in the question of amending our current system of awarding Latin Honors. Since the language proposed above enlarges the grade point range for awarding *magna cum laude*, we have also adjusted the cutoff for English honors but leave the advisability of that change up for debate as well.

We request that the Committee of Six and, if the C6 agrees, the faculty deliberate on the proposed changes to language on the faculty handbook detailed above. We offer this language not because all of us would ourselves embrace it, but because we believe a concrete proposal will propel a focused and thorough discussion among colleagues on the faculty floor. We also request that those deliberations include a discussion of the following questions:

1. Should the GPA required for a *summa* designation differ from the GPA required for a *magna* designation?
2. If so, should this be accomplished by tightening the GPA required for the *summa*?
3. Alternatively, should this be accomplished by broadening the GPA for a *magna*?

We hope that this proposal might be placed on the Committee of Six's agenda sometime early in Fall 2008, and forwarded to the faculty soon thereafter if the Committee of Six finds it advisable to do so.

Amended October 23, 2008

The fourth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, September 22, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Dean began the meeting by reporting back to the members about a question raised at the first Committee of Six meeting of the year by Professor Barbezat. He had asked Dean Call whether the anticipated new online registration system would provide information to the Faculty about whether a student has taken the prerequisites for a particular course, and whether the system will be designed to bar students at registration from taking a course without having either the prerequisites or permission from the instructor. Dean Call noted that this question had come up at a recent meeting of the Committee on Educational Policy (CEP), during which Kathleen Goff, the Registrar, was in attendance. Ms. Goff informed the CEP that, although the online system will be capable of providing information about whether prerequisites have been met, utilizing this function will require that all transfer courses be assigned an equivalent course at Amherst. This information is currently not entered into the College's student records system, although it certainly could be in the future. Before that time-intensive data-entry project is undertaken, however, it will be necessary for the Faculty to come to a consensus about a number of issues, among them whether information about prerequisites should simply be indicated by the system, or whether students should automatically be barred from registering for a course if they have not met its prerequisites. The Dean said that pre-requisite checking will not be a part of the initial online registration system, which is expected to go live in the spring of 2009 for registration for fall 2009 courses, but could be added in the future.

After reviewing the funding guidelines of the National Endowment for the Humanities (NEH) Summer Stipend Program and the criteria by which the College has selected nominees for this program in the past, the Committee reviewed NEH proposals and approved the nomination of two professors.

Discussion turned next to how best to continue the discussion regarding diversity at Amherst that was prompted last spring by reports on this topic by the Faculty Committee on Admission and Financial Aid (FCAFA) and by the Special Assistant to the President for Diversity and Inclusion, Professor Cobham-Sander (who has concluded her term in that position). Professor Lembo noted that data included in the FCAFA report have shown that students identified as less well prepared at the time of admission have displayed rising cumulative GPAs and trajectories of study in which humanities and social science courses figure importantly, with one or another discipline within the humanities or social sciences serving as their eventual major. Professor Lembo suggested that these data are indicative of Amherst students' success in navigating the curriculum and should serve as a starting point for discussion regarding steps that can be taken toward insuring full inclusion. One way to stimulate discussion from this vantage point would be to organize sessions in which faculty from departments that have witnessed success among such students lead a conversation with colleagues from other departments, in order to focus attention on the "ingredients" of their success, in terms of pedagogical styles, curricular initiatives, advising strategies, and the like. In addition, Professor Lembo said that it is important that students of diverse backgrounds and competencies are recognized in a more positive and public way for overcoming obstacles and achieving success. The success of such students has for the most part remained un-examined during previous discussions of diversity, and it is important that they be placed at the forefront of future discussions as we continue

Amended October 23, 2008

to deal with problems of preparation. President Marx noted that he anticipates that the new Director of Diversity and Inclusion will be helpful in facilitating opportunities for members of the Amherst community to engage with one another in new ways around the topic of diversity. He expressed the view that, as Amherst continues to be more diverse and selective, stereotypes and categorizations of students should diminish. He also observed that it appears to be more difficult to engage the community in discussions of issues relating to economic class than it is to generate conversation about topics focusing on race.

Discussion turned to the Faculty Meeting of last spring, which included some impassioned conversation about efforts being made in the sciences to assist less well-prepared students. At the meeting, some scientists expressed the view that their significant efforts to support less well-prepared students have not been recognized, and that the implication was that, since many of these students continue not to achieve, the sciences at Amherst are failing them. The Dean noted that the new Dean's Task Force on Academic Support began meeting over the summer. This group has been focusing on the goals for academic support at the College and the related question of how success should be measured in relation to goals. He noted that the Task Force is approaching issues of support with the view that students should set goals, pursue them, and come to decisions about their ambitions—without, whenever possible, being forced to lower expectations and/or abandon their pursuits because of constraints that Amherst has imposed. Faculty in the sciences, those grappling with issues surrounding student writing, and colleagues who have been focusing on quantitative support for students have been discussing how the multiple programs that the College has developed in these areas can be better coordinated and made more effective. The Dean agreed with Professor Lembo that it would be helpful for the Faculty to continue discussions with their colleagues at Amherst who have had positive experiences and seen growth through their efforts in working with students of diverse backgrounds and competencies and to bring to the College from other campuses individuals who have stories of success to share.

Professor Barbezat agreed that the concept of success should be included in discussions about diversity. He noted that using tables of GPAs is not fully informative and said that other metrics of success should be considered. Professor McGeoch said that she supports the idea of approaching conversations about diversity through departments and disciplines, since they have different definitions of success in their fields. Dean Call agreed that there is a need to expand the notion of what constitutes success, and he said that the way that students view their own experience is very important. Some students, for example, feel successful if they make it over an important academic hurdle, while others may only feel successful if they achieve a certain grade.

The Committee discussed the example of the Department of Black Studies' revision of its curriculum to emphasize skills such as writing. The members agreed that it would be informative to explore with colleagues in that department the ways that they have transformed their curriculum and what aspects of the process and results might be strengthening for less well-prepared students and transferable to other departments. Professor McGeoch commented that departments have different understandings of success. In her department, Computer Science, for example, faculty members might consider it a success when students from underrepresented groups enroll in an introductory course. In Chemistry, on the other hand, there is a pipeline problem, and students from these groups often do not continue beyond the first couple of courses in the sequence for majors, she explained. Professor Jagannathan commented that his department, Physics, has students with a wide spectrum of

Amended October 23, 2008

interests and needs—from those who are majors, to students who are required to take physics courses as part of the pre-medical curriculum, to students who wish to take courses for the purposes of general education—and, in the introductory courses, the department offers different courses to meet different needs and levels of preparation. One sequence (Physics 16 and 17 with one semester of calculus as a pre-requisite) is taken primarily by students who wish to fulfill the medical school requirement. Many students in those courses are able to go beyond the need to fulfill the requirements to engage the intellectual challenges in serious ways, but for some, merely doing well enough on the exams to clear the requirements of medical schools is the motivation. The other sequence (Physics 23 and 24) has two semesters of calculus as a prerequisite and is geared more for prospective majors. Less well-prepared students often do not have the necessary mathematics preparation, or might not receive the proper advice about the best path to a Physics major or even to a course or two beyond the medical school requirements, and often do not take Physics 23 and 24. As a result, they find it difficult to major in Physics or to take Modern Physics. In some cases, success means getting the student through the course. While in other cases, success means deep intellectual engagement in the field, Professor Jagannathan said. Professor Hall noted that difficulties emerge when students who have taken both sequences are brought together, because of the magnitude of the differences in preparation between the two groups.

The members agreed that it would be productive for the science departments to have conversations among themselves about this issue. President Marx noted that the curriculum of the Department of Chemistry is extremely well taught and is, perhaps, the most structured, which does have the effect, to some degree, of filtering out some students. Trying to help students through such a curriculum presents special challenges. The President commented that he has heard from some faculty members that, when Amherst admits students who wish to be doctors who will struggle with the curriculum, we are doing them a disservice. He wonders what the Faculty's views are on that issue. The Dean said that some students who cannot meet the curricular requirements here, perhaps, might struggle elsewhere, as well. Since Amherst is small and faculty members know their students well, more is known here about how students feel about success or failure than would be true at a larger institution. Professor Redding suggested that students who do not succeed in the pre-medical sequence, for example, need support to move beyond their original aspirations. Professor Jagannathan noted that students who alter their initial academic plans because they discover other intellectual passions naturally feel a greater sense of success than ones who are merely disappointed. He wondered if the College could do more to help students find their intellectual strengths and thereby achieve success. Professor Lembo said that it is essential that faculty members be responsive to and encouraging of students who develop new paths of study.

Returning to the analysis of the discussion at last spring's Faculty Meeting, Professor Jagannathan said that he feels that there were misunderstandings during the conversation that resulted in some scientists feeling frustrated and angry. They believed that colleagues were criticizing them for not doing enough to help less well-prepared students achieve success, despite the scientists' efforts to do so over the years. The scientists felt that these efforts were not acknowledged sufficiently. In addition, during the meeting, the scientists, humanists, and social scientists appeared to be at cross purposes, Professor Jagannathan commented. After the meeting he learned from colleagues that some of them would have liked the conversation to be more about the positive value diversity brings to the discipline and to classroom discussions. Such a discussion would indeed be

Amended October 23, 2008

important to have, but the contribution arising solely as a result of diverse socioeconomic experiences is likely to be rather limited in the science classrooms. Professor Redding noted that the scientists appeared to be defensive at the meeting, for the reasons outlined by Professor Jagannathan. In her view, the scientists felt that they were being blamed, as if they weren't trying hard enough as teachers, for the lack of academic success of some less well-prepared students. Professor Lembo agreed that a "blame game" should be avoided.

The members agreed that one approach to discussing success should be a narrative one that celebrates what students have achieved. There should be an acknowledgement of obstacles that have been overcome, despite challenges that are posed by issues surrounding race and class. Care must be taken, Professor Redding said, that celebrating success does not lead to glossing over the real challenges that are faced by less well-prepared students. Professor Barbezat agreed that it will be important to establish the context of the conversation so that it does not appear that the College is patting itself on the back. He also said that it is important to be realistic about the possibility of changing certain situations in a dramatic way—such as significantly increasing the number of students from underrepresented groups in Physics, for example, since there are currently very few students of color who pursue graduate work in this field. He warned against increasing expectations that are unrealistic.

President Marx noted that academic difficulties among a very small number of students from a shared background sometimes results in those problems becoming unfairly associated with all similar students, a generalization that does not occur under similar circumstances with white students. President Marx commented that the new Director of Diversity and Inclusion will no doubt offer additional ideas and bring his or her experience to bear on these issues. He said that, in his view, the most selective, increasingly selective—and most diverse—college in this country should see success at the highest level for all students. Professor McGeoch asked whether the College is "failing" these students, since they do graduate in nearly every case. Professor Lembo warned, once again, against the danger of viewing students' GPAs as the primary indicator of success.

The Committee next reviewed a draft proposal (appended) to the Charles Hamilton Houston Institute for Race and Justice for collaboration between the College and the Institute. After some discussion and clarification by the Dean that the opportunities outlined in the proposal would be open to faculty members in a variety of departments at Amherst, the Committee agreed that the College should move forward with the proposal.

Discussion turned to the proposal that all students at the College be required to work on campus. President Marx noted that more than half of Amherst's students are on financial aid and are thus required to work. Students who are required to work come from less-privileged backgrounds, and they are disadvantaged further by being required to work when their peers from wealthier families are not, he said. This inequity sends the wrong message about the institution's values. Since the education of every Amherst student, even those who pay the full tuition, is subsidized by the College, President Marx said that all students should "give back" to Amherst. In addition, he feels that all students would learn valuable lessons from working, and that, if they don't work, they miss opportunities for a shared experience with students and staff from backgrounds that may be different from their own. He sees this initiative as a way to change for the better the dynamics on campus among members of the College community.

Amended October 23, 2008

Professor McGeoch asked for more specifics about the proposal. Would all students work in Valentine or for the Physical Plant, for example? Professor Jagannathan worried about the possibility that a small number of students who don't need to work for the money, but are required to do so, might tend to malingering or shirk more than others, and about the mechanisms to discourage such undesirable behavior. Professor Redding expressed reservations that the extra time that students would devote to work would result in them spending less time on their academic work. President Marx said that there would be many ways to implement a work program, and that he believes that the issues raised by the members could be addressed. At this point, he said, he is interested in whether the Committee sees value in pursuing the idea of required work.

Professor McGeoch wondered—rhetorically—why these reasons for the proposal might not apply equally well to professors. Professor Hall said that he thought that some plan might well include faculty members, though he does not see how colleagues, including himself, would find the time to participate. Professor Hall further noted that aspects of the proposal hold appeal for him, but it would be necessary for him to know the details of what should be a coherent, enforceable program, before he could make a judgment. Professor McGeoch expressed concern that the College does not control in other ways students' lives outside the classroom, and that, by requiring students to work, the College would be saying that it approves of doing some things in one's spare time and not others. President Marx said that he feels that it is part of the College's mission to shape students to lead thoughtful, meaningful, moral lives. For this reason, for example, students are allowed to fulfill work-study requirements by doing community service. He envisions that the same would be true if the work program was broadened to include all students.

Professor Barbezat, while disagreeing with the idea of mandating work, agreed that the issues raised by the President—including teaching students about respect for all staff at the College, the value of contributing to their community, and the issue of equity—should be addressed, but that the focus be on education rather than mandates. He suggested that the members should continue to discuss these issues and should consider ways, other than a work program, to address them. The Committee, the President, and the Dean agreed to do so.

The meeting adjourned 5:45 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Professor Charles Ogletree
Director
Charles Hamilton Houston Institute for Race and Justice
Harvard Law School
Cambridge, MA

Dear Professor Ogletree:

It is with considerable pleasure that I am sending for your signature this memorandum of understanding defining the parameters of collaboration between Amherst College and the Houston Institute. As you know, Houston was one of Amherst's most distinguished alumni. The College takes great pride in celebrating his life and his leadership in the struggle to attain equal justice under law. We look forward to working jointly on projects that honor his legacy. We agree to collaborate in the following:

1. Each year, Amherst and the Houston Institute will co-sponsor a conference, symposium, or workshop highlighting themes of law and social justice that were so central to Houston's work. We anticipate that in alternating years those jointly sponsored events would be held at Amherst and at Harvard. Each year's themes and participants would be mutually agreed upon as would financial details.
2. Each year the Houston Institute agrees to provide internship opportunities for Amherst students during January and/or the summer. Interns will be identified, selected, and funded by Amherst College. This process will be conducted through the College's Center for Community Engagement.
3. Each year, Amherst College will notify the Houston Institute whether the College wishes to nominate an Amherst faculty member for a residency. To be eligible, Amherst faculty members must be on leave. An internal selection process at Amherst will consider the relevance of faculty's proposed research to questions of race, law, and social justice and will assess how the residency will advance faculty's professional objectives. Priority will be given to faculty who have not had Houston fellowships in the past. The Houston Institute will provide office space and administrative support, but will not provide salary.
4. We will work on an ongoing basis to identify other projects that honor Houston and advance his work and, where possible, to collaborate in bringing them to fruition. The College designates Professor Austin Sarat the liaison to the Institute for 2008-2011 for purposes of carrying out the plan outlined above.

I would be grateful if you would sign below and retain one copy of this letter for your files. Let me say again how pleased I am at the prospect of our collaboration.

Sincerely,

Gregory S. Call
Dean of the Faculty Professor of Mathematics

Amended October 23, 2008

The fifth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, September 29, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with the President discussing several personnel matters with the Committee.

Under "Announcements from the Dean, Dean Call noted that he had recently received an email from Professor Alex George, in which Professor George expressed disappointment, on behalf of himself and the other members of his department, that they had not been notified personally about the participation of two prominent philosophers (Michael Sandel and Peter Singer) in an upcoming colloquium at the College. They learned of this event only through the Committee of Six minutes, he said. Professor George asked the Dean to convey the department's displeasure to the President and the Committee of Six. On a related point, President Marx said that he continues to be interested in having suggestions from the Faculty of speakers who might come to the College. Professor McGeoch said that she will look in to having speakers come to speak at the College who would address the integrity of voting machines.

Under "Questions to the Administration," Professor Barbezat asked if the Committee could receive the minutes of its meetings in a timelier manner. It was agreed that efforts would be made to expedite the minutes, but that the travel schedules of the President and the Dean can have an effect on the pace of the approval process. Professor Barbezat next noted that he would have appreciated receiving the language that is currently operative regarding guidelines for external reviews of departments and programs before being asked to review the new guidelines. In that way, he would have had a better sense of the innovations that were included in the new document. The Dean noted that there have not been formal written guidelines in the past, but that departments had received letters about procedures or had learned about how to proceed from the Dean. The written guidelines are an attempt at making the process of external reviews clearer and more transparent. Professor Barbezat noted that he finds it problematic that all information (with the exception of personnel matters) conveyed to the Dean in the exit interview might not be shared with the department. He believes that, in a structure that should be parallel to the one for tenure cases that requires that reservations represented in individual letters be reflected in the department letter, the department should be made aware of all issues that are raised at the interview. Professor Barbezat said that he is particularly concerned about this issue because the Dean, in collaboration with the department, will select some reviewers. He suggested that language be added to the guidelines to communicate that the Dean will convey to the department the sum and substance of the conversation that occurred during the exit interview. The Dean asked if it would be sufficient to notify the department that they had received a redacted version of the review committee's report. Professor Barbezat did not think that this would suffice. The Dean said that he is concerned about adding language that overly constrains the visiting committee's ability to communicate, but that he would review the guidelines to determine if additional language should be added.

Amended October 23, 2008

Professor Jagannathan next raised the issue of paying stipends to the Faculty for participating in certain College activities, a practice that he feels is on the rise. While he is not opposed to incentives and rewards and feels that they have been well intentioned, Professor Jagannathan said that it should be considered systematically whether the proliferation of stipends to the Faculty might have implications for faculty governance because of having the effect of encouraging certain College priorities; he feels that there should be oversight over the process for deciding when and who can offer stipends to the Faculty. Professor Jagannathan worries that the stipends are leading to an increasing tendency to divide the Faculty's responsibilities in two narrowing categories—what faculty members do as part of their work and what they do as extra contributions. The President and the Dean agreed that any offers of remuneration to the Faculty will go through their offices.

Discussion turned briefly to the comprehensive campaign. President Marx noted that he, the Dean, the Committee on Priorities and Resources (CPR), and the Advancement staff are working hard to ensure that the campaign's focus is on funding the priorities identified by the Committee on Academic Priorities (CAP) and on some additions made by CPR. Professor McGeoch asked if the Faculty will receive a list of the projects and programs that will be supported. Professor Redding wondered if publications focusing on the campaign had been created and whether they might be sent to the Faculty. President Marx responded that the announcement of the campaign would be a modest one and would be made through a letter that would come from him to alumni, rather than through elaborate materials. He said that he would be pleased to share the letter (it was subsequently appended to these minutes) with the Faculty. The Committee then turned to personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

AMHERST COLLEGE
Office of the President

To the Amherst Community:

I write as our nation and our world face unprecedented social and economic challenges. This is a time of urgent needs, one that reminds us what a liberal arts college of Amherst's caliber must provide: citizens who can and will work to improve society, thoughtfully, in whatever endeavor they choose. Nothing could be more important now. No social investment could have a larger multiplying effect than the preparation of such leaders.

All the more so in difficult times, Amherst must maintain its commitment to prepare the most promising students to become leaders in an increasingly complex global community. To accomplish this, we must all pull together, calling upon our collective wisdom and commitment. We must extend our efforts to cultivate enrollment from the widest possible array of talent and potential, regardless of need; we must support our faculty in their path-breaking research and creative work as we connect our curriculum with global issues and interdisciplinary approaches; and we must strengthen the link between education and responsibility so that our students have the skills and motivation to serve the common good in varied ways.

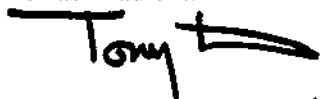
To ensure that what we aspire to do remains possible and that we uphold our ideals in these difficult days, we are embarking on a new kind of campaign for Amherst: Lives of Consequence. The campaign will support the critically important role of financial aid, just as we are seeing students' need for aid increase. To strengthen our teaching and student learning, the campaign will support investments in the size and scope of the faculty, all the more important as enrollment modestly increases. To better inform and inspire our students, Lives of Consequence will support student research and service experiences, as well as updating academic facilities, such as the laboratories and library, and residences. As returns on the endowment suffer the effects of the downturn, we are all the more reliant on your generosity to meet these collective aspirations.

Fundraising is central to this campaign, but Lives of Consequence necessitates broader understanding of what you as alumni can contribute. As our world becomes more interconnected, so must our graduates become better connected with current students and with one another. Your willingness to help us in these endeavors, including advising a student or making internships available in your workplace or within organizations for which you volunteer, is fundamental to the goals of this campaign.

Every gift, even the most modest, and every contribution of your thoughtful mentoring of a current student will be a vote of confidence in the College and our mission. Now is our opportunity to support what so many before us have sustained and advanced, through good times and bad.

Together, we will do extraordinary things for our world and for Amherst.

Terras Irradiant.

A handwritten signature in black ink that reads "Tom". The signature is stylized with a horizontal line above the "T" and a long, sweeping horizontal stroke extending to the right from the end of the word.

Amended November 3, 2008

The sixth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, October 6, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with the President noting that, in light of the dire state of the economy and associated increases in construction costs, energy, and commodities, he expects that the Trustees will consider if any of the College's plans and, more precisely, the schedule for achieving them, may need to be adjusted. The President does not believe that any compromise should or will be made on the College's core mission and aspirations, but that Amherst must remain mindful and prepared for other adjustments. The momentum of the faculty conversations that have already begun should be maintained, so that Amherst may be best prepared to pursue plans agreed upon to date. President Marx then discussed a personnel matter with the Committee.

Under "Announcements from the Dean, Dean Call discussed with the members whether there would be sufficient business to have a Faculty Meeting on October 21. He noted that, since it had already been decided that a Faculty Meeting would not be held on November 4, Election Day, a decision not to have a meeting on October 21 would mean that the Faculty could not vote on course proposals before pre-registration. It was agreed that there is insufficient business to warrant a Faculty Meeting on October 21, and that the Committee on Educational Policy (CEP) and the Committee of Six will review the proposals, as per their regular processes. The courses will be available to students for pre-registration with the notation "pending faculty approval." The Faculty will vote on the course proposals at the next Faculty Meeting.

The Committee next discussed a letter (appended) regarding the faculty housing policy that was sent to the Committee of Six, the Committee on Priorities and Resources (CPR), and the Committee on College Housing by Professors Clotfelter, Friedman, Heim, Loinaz, Sawyer, and Shah. Dean Call noted that the letter raises important questions that the administration and the CPR have already begun to consider. Professor Jagannathan noted that, when the housing policy was changed in 1998, it was predicted that certain generations of faculty members would benefit from the policy, while others would find themselves in the position described in the letter. Professor Hall informed the Committee that he was unaware that these colleagues planned to send this letter when he raised the issue of faculty housing at a Committee of Six meeting earlier this year. The members agreed that the Committee on College Housing, in collaboration with the CPR, should consider the issues raised in the letter and make recommendations to the Committee of Six, the President, and the Dean.

Conversation turned to the subject of the allocation of target-of-opportunity hires for faculty positions. The Dean reported on the CEP's recent conversations about procedures that might be adopted for making these hires. He said that it is envisioned that, when a department requests a target-of-opportunity position and one is allocated, the department receiving the position will "repay" the FTE bank upon the next departmental retirement. The CEP has agreed that, when such an appointment is put forward, an ad hoc committee made up of faculty members (both from the department that brought the request forward and other departments)

Amended November 3, 2008

from disciplines related to those of the candidate should be formed to review the candidate's credentials. Professor Jagannathan stressed the importance of having such a committee so that review and decision-making is not limited to the department and the CEP, before a recommendation is brought to the President and the Dean. The members agreed that the candidate should submit materials that are comparable to those that would be presented by any candidate who is applying for a faculty position at the College. Based on its review, the committee would make a recommendation to the President and the Dean. President Marx noted that, whatever procedures are adopted, it will be essential that the ability to respond relatively quickly to opportunities to hire candidates be built into the system.

Professor McGeoch asked why the CEP might recommend that the allocation of an FTE for a target-of-opportunity hire should be denied. Professor Redding commented that recommending such a target-of-opportunity request might mean jumping over other requests in the FTE queue. It was noted that the CEP would have to consider the request in the context of the limited number of positions that are available.

Under "Questions from Committee Members," Professor Jagannathan raised, on behalf of a faculty colleague, the issue of how special topics courses are approved and how credit is awarded for them. He noted that, while special topics courses are curiosity-driven and can enrich the curriculum, these courses may also be a source of concern and could become a problem for the Faculty and students. While the colleague is pleased that there are not too many procedures to follow when a special topics course is arranged (signatures on a form are required from the student, faculty member, and department chair), the question is whether there should be other checks in the system beyond the current required signatures. Professor McGeoch said that she believes that there is an understanding that a course that already exists in the curriculum cannot be offered as a special topics course, even if that course is not being offered during a particular year.

In a related matter, Professor McGeoch noted that questions have been raised recently about some special topics courses this fall that seek to build on and/or incorporate experiences that students have through internships that have been coordinated by the Center for Community Engagement (CCE). Molly Mead, Director of the CCE, as an experiment, has offered in the current semester a once-a-week seminar to students that allows the individual students to incorporate an internship experience into a special topics course, which is taught by a faculty member. Professor Redding asked how the results of the experiment would be assessed. President Marx suggested that success could be measured by whether faculty members and/or departments become interested in offering this type of special topics course or in adding regular courses on similar topics. The Dean recalls questions coming up in the past about some special topics courses with eight or more students, all of whom received similarly high grades. Some members expressed concern about some aspects of the solicitation that was sent to faculty members by the CCE regarding the special topics seminar. President Marx asked these colleagues to consult with Molly Mead and with Professor Sánchez-Eppler, Faculty Advisor to the CCE, regarding the solicitation and to report back to the Committee. Professor Barbezat agreed to talk with Professor Sánchez-Eppler.

Amended November 3, 2008

Conversation turned to the proposed guidelines for external reviews of departments and programs. The Dean noted that, in response to a concern expressed by Professor Hall, he has agreed that Associate and Assistant Deans of the Faculty will not attend the exit interview with the Dean of the Faculty and the team of outside reviewers. Professor Lembo suggested that language be added to the guidelines that would encourage departments and programs to consider diversity as part of their plans for their curriculum, pedagogy, and staffing. The Committee, the President, and the Dean agreed that such language would be added.

Continuing with “Questions from Committee Members,” Professor Barbezat noted that the Dean had said that the initial online registration system would not incorporate prerequisite limitations because of the difficulty of accounting for transfer credits. He then expressed his hope that such restrictions would be included the next time the online registration system is upgraded.

The Committee turned to personnel matters.

The members next considered the issue of grade inflation at the College and whether a grading working group should be formed. It was noted that Professor Sarat has been leading efforts among the Faculty to explore this topic, and that he and a group of colleagues had conducted a grading experiment last year. Known as the “Real Grading Group,” these faculty members kept two sets of grades for their courses last spring, one that reflected the “true” grades that they felt students had earned, and the other the actual grades that they awarded to their students. Professor Hall, a member of the group, noted that the following common grading standards were adopted by the group members to see if they would alter the grades the members would give and the ways that the members would evaluate student work: *A* grades—superior work in all respects; *B* grades—shows mastery of the material; *C* grades—adequate with gaps in understanding/lacks understanding of some key areas; *D* grades—meets minimum standard; *F* grades—does not meet minimum standard. Professor Hall noted that most colleagues found that there was not much difference between their two sets of grades. Speaking to his own experience, Professor Hall felt that he had indeed assigned higher grades in his class than would have been warranted under the trial system.

Professor Barbezat noted that, while it might be useful to have Professor Sarat facilitate a conversation about the information gathered during the grading experiment, if a working group is going to examine this issue further, that group should have a formal charge; precisely, what is the issue to address? President Marx suggested that any or all of the following policies might be considered to inform a review of grade inflation: providing each faculty member with his or her own grade distribution and distributions at other institutions for purposes of comparison; having colleagues within a department share their grade distribution with one another; making departments’ or individual faculty members’ grade distributions available to the Faculty as a whole; including on student transcripts grade distributions for all classes over a certain size; and adopting a grading curve for the College as a whole. President Marx suggested that a working group could assess these possibilities and make proposals for the Faculty to consider. Professor Hall suggested that, before these possible solutions are considered, the precise problems associated with grade inflation should be identified. President Marx said that current grading

Amended November 3, 2008

patterns can affect students' choices of courses, and that the compression of grades could decrease students' feedback or motivation to work hard in their classes. Professor Jagannathan warned that, for any steps taken to address grade inflation, such as raising the level of courses, there could be unintended consequences, including demoralization, for certain segments of the student body.

Professor McGeoch said that she aims to give the grades that students earn, and that she does not have a problem with a skewed grade distribution (whether high or low). Professor Barbezat asked if whatever problems there were with grades was the result of the grading patterns of a few faculty members. The Dean said that a few faculty members' grading cannot account for the average grade at the College being A-minus. President Marx noted that there is historical evidence that grades at Amherst are being clumped at the very top, more than at peer institutions. As a result, grades are losing their evaluative function. He also believes that grade inflation can undermine the integrity of the Faculty in the eyes of their students. The President offered to share with the members data on grade compression at the College across departments and longitudinally. The members agreed that having such data would be useful in clarifying what problems there may be around grading.

The Dean next asked the members for their views on whether the College policy that limits the number of courses that Amherst Regional High School students can take at Amherst during each semester should be changed. After a brief discussion, the members agreed that the cap of thirty courses a year (fifteen per semester) should be eliminated. It was agreed that each professor would continue to retain the right to decide if any high school student should be allowed to take his or her course. The Committee also suggested that the Registrar report annually to the Dean how many high school students have taken Amherst courses. If the number seems to be growing in an alarming fashion, the Dean will contact the principal, and the question of limiting enrollments for high school students could be studied again. In addition, the Dean was asked to convey to the principal that the College is eliminating the cap on high school student enrollments in good faith and for purposes of providing flexibility, but will reconsider this policy if the policy is abused.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

September-24,2008

Appendix, . 1

Dear Committee of Six, the CPR, and the Housing Committee,

We write to urge the Housing Committee to undertake a reevaluation of the faculty housing policy. Our letter is prompted primarily by the circumstances of this year's housing pool, but also by a general sense that it has been ten years since the new housing policy was implemented and it may be time for a review of it.

As you may know, six (originally seven but one house was removed from the list) houses were offered for purchase this year. Twelve faculty and staff indicated interest, but no houses were sold. We think it is worthwhile that these committees consider some of the issues that this set of circumstances raises. First, many of us are quite eager to buy a home from the College—we like living close by, many of us have young children whom we'd like to attend Amherst Schools, etc. The fact that none of us purchased a house does not indicate a lack of genuine interest and need.

While we are not in a position to know the entire history of the College's housing system, we believe that this year's housing pool was somewhat unique in the nature of the houses offered and how they were priced. We understand that the College gets the houses appraised and then offers them to us at 80% of the appraisal value. We also know that, even with the very recent flattening of the housing market in the area, the price of real estate has been skyrocketing. Since the prices follow the market, it is no surprise that they are high; certainly the College cannot be blamed for the rising cost of residential homes in the area! Nevertheless, two of the six houses (or three of the original seven) were priced at or over \$500,000; the remaining four, while more affordable, are in such dilapidated condition that they would require, at the buyer's expense, such extensive work as to raise their costs by at least \$100,000. Thus, even those homes in the \$200-300,000 range are much more expensive than at first glance, not to mention the enormous time commitment and challenges of making these quite problematic houses safe and habitable. These prices exceed what is possible for many of us to manage, especially when we consider the costs of heating and maintaining such houses in an uncertain economy.

We suggest that this situation is new. Most of the homes that were sold in the neighborhood in 1998 when the Housing Policy first went into effect were in the \$120,000 - \$175,000 range; even as little as two years ago, well-maintained College houses could be had for \$220,000 in the Woodside-Orchard neighborhood. (All of this is a matter of public record—the town clerk lists the property card on all houses in town with appraisal values and purchase price).

What is new about this year's offerings is that they are, in effect, priced beyond what most faculty can afford. Certainly, ten years ago salaries were lower than they are now, but even then they were commensurate with the prices of these homes. But while the cost of these homes has doubled and tripled in a decade, faculty salaries have not. While this is just a market reality, we believe that it is important for the Committee and the faculty at large to recognize that we may

well wind up with a housing system that, in effect, prices out most of the very faculty and staff it is meant to serve. If market prices in this area continue to rise many of the faculty and staff who most need affordable housing in the community will not be served by the College's Housing Program.

The College benefits from having faculty close by in numerous ways, and of course the faculty benefit from being close to their workplace and closely involved in the College and town community. The presence of empty and deteriorating College-owned houses in the middle of town serves the College, the Faculty, and the community ill.

Finally, one of the striking things for many of us looking at the houses is the way some of them have fallen into ruin and decay. We were also surprised to learn that the buyer would have to pay up front for all of the maintenance needed to bring such a house into reasonable condition. Either the housing plan needs to be revamped to encourage current owners of college houses to pay for more maintenance over the long haul, or the College should absorb the cost of remedying the most profound defects of the houses they offer for sale. We don't mind maintaining a place for the College while owning it, but it doesn't make sense for us to fix a house up front for the College, even if we could, since many of the repairs necessary will not reflect in the appraisal (and thus is money lost to us for good).

We don't know the exact remedy for these concerns, but we wanted to make the faculty and administration aware of them. One possible answer to the issue of the steep prices is to adjust the percentage of the appraisal value that the buyer pays from 80% to a lower percentage, which would at least allow many of us to get into one of these homes. Perhaps, too the second mortgage program needs reexamination in the context of a much higher market. In any case, might it be time for a review of the 1998 Housing Policy? What can we learn from other institutions that offer housing programs in high-priced housing markets? How can our current policy be made to serve our community in a changed real estate market?

Thank you very much for your thoughtful attention to these issues.

With best regards,

Ethan Clotfelter
Jonathan Friedman
Maria Heim
Will Loinaz
Eric Sawyer
Nishi Shah

Amended November 3, 2008

The seventh meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 1:00 P.M. on Thursday, October 9, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with the Dean distributing information to the Committee about grading at Amherst across departments and programs, along with data comparing grading at Amherst with that of peer institutions. The Committee agreed to continue its discussion of grading at a future meeting.

The members spent the remainder of the meeting on personnel matters.

The meeting adjourned at 3:45 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended November 12, 2008

The eighth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, October 20, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The President began the meeting by noting that the upcoming weekend (October 24-26), in addition to being Family Weekend, would mark the formal public launch of Amherst's comprehensive campaign, "Lives of Consequence." He said that the Board of Trustees will be on campus, meeting and participating in launch events and having conversations about how the state of the economy may have an impact on the timing of implementing some of the College's plans. Remarking that there is some awkwardness in having a campaign during such difficult times, the President noted that the campaign will focus on essential core areas—access (including financial aid), the size of the Faculty, student and faculty research, and academic facilities. In addition to being asked to give monetary gifts, alumni will be encouraged to contribute by engaging with the College in other ways, as mentors and internships hosts, for example.

The Committee reviewed nine course proposals and voted six to zero to forward them to the Faculty. For purposes of pre-registration, these courses, which were approved by the Committee on Educational Policy as well, will be listed as "pending faculty approval."

The Committee next discussed several personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended November 10, 2008

The ninth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, October 27, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The President began the meeting by commenting that he feels that the events of the past weekend (October 24-26) were very successful, noting the positive, synergetic effects of having Family Weekend, the formal public launch of Amherst's comprehensive campaign, and the meetings of the Board of Trustees occur at the same time. He thanked for their efforts all members of the Amherst community who participated in the weekend and helped make it go so smoothly. President Marx noted that the Trustees had focused much of their meetings on considering the effects that the current economic downturn might have on the College, and possible responses. It was agreed that the principle that would guide decision-making is that the preservation of educational excellence and the well-being of the campus community are the top priorities. The President said that Amherst's endowment, like those of other colleges and universities across the country, has been affected significantly by recent market volatility. Even with the College's relatively strong investment management, the endowment has lost roughly a quarter of its value since June 30. While these recent developments certainly demand the College's attention, he said that Amherst has benefitted from several years of strong endowment performance and has been prudent with spending during that time. This puts the College in a strong condition relative to many of our peers. President Marx said that Amherst remains strongly committed to providing education of the highest quality and to need-blind financial aid. He informed the members that the Board has decided that one major non-core investment will be postponed: the renovation and expansion of the Lord Jeffery Inn. The Board will continue to review the inn investment as part of the normal capital budgeting process at future Board meetings. It is expected that the Trustees will revisit this decision by June 2009. Other ongoing planning vital to the academic mission of the College, such as that related to Merrill Science Center and Frost Library, will continue.

Continuing his remarks, the President noted that, in consideration of the current state of the economy, the College will be making some adjustments to its spending, while ensuring that core commitments are maintained. In the weeks ahead, he said that he would be asking all departments—academic and administrative—to review their expenditures and to propose ways to contain costs. To facilitate this process, the President said that he will appoint an Administrative Working Group. Dean Call; Shannon Gurek, Associate Treasurer and Director of the Budget; Paul Murphy '73, Legal and Administrative Counsel; Peter Shea, Treasurer; and Susan Pikor, Executive Assistant to the President, have agreed to serve, and the President asked the Committee to consider if faculty members should be asked to be a part of the group, and, if so, for suggestions of faculty colleagues who might be asked to serve. The members recommended that some interaction with the Committee on Priorities and Resources (CPR) would be advisable. The Dean said that he would discuss the formation of the working group with the CPR and would report back to the Committee of Six at the next meeting. The President noted that the

Amended November 10, 2008

College is not considering a hiring freeze at this time, but that all requests for replacement or additional positions will be reviewed with greater stringency.

The Committee next turned to personnel matters.

Under "Questions from Committee Members," Professor Redding asked, on behalf of a colleague, whether the College's Pet Policy has been reviewed. President Marx said that the Pet Policy is being reviewed by the Administrative/Finance Subcommittee of the Senior Staff, and that he is awaiting that group's recommendations. Professor Barbezat next asked if the issues raised in the letter sent to the Committee regarding College housing are being reviewed. The Dean said that the Committee on College Housing is currently considering these questions.

The Committee returned to a consideration of personnel matters.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended November 12, 2008

The tenth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, November 3, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Dean reported that he had discussed the formation of the new Administrative Working Group with the Committee on Priorities and Resources (CPR). Dean Call said that it was agreed that, because the working group will consult with the CPR, faculty members need not be asked to join the group. He noted the overlapping membership of the working group and the committee (the Dean, Treasurer Peter Shea, and Associate Treasurer and Director of the Budget Shannon Gurek are members of the CPR). The other members of the Administrative Working Group are Paul Murphy '73, Legal and Administrative Counsel, and Susan Pikor, Executive Assistant to the President. Professor McGeoch asked if it is imagined that the working group would attend a department meeting to discuss a departmental budget or to review requests for additional positions. President Marx said that he expects that the College's budget will not increase next year and may have to decrease this year, given the economic climate. The President noted that the working group will obtain input from all departments and units of the College to inform its consideration of how spending might be reduced and costs might be contained. Each department and unit will provide to the working group recommendations for how their budgets could be reduced, in the event that there is a need to do so, with specific targets in mind. President Marx said that his expectation is that departments will be diligent in reducing spending this year, with the hope that next year's budget can be built on a smaller base. The working group, after consultation with the CPR, will make its recommendations to the President. He noted that the group will also review requests for new and replacement administrative and staff positions, including current searches. President Marx reiterated that there are no plans at this time for lay-offs. He said that he hopes that new faculty FTEs will be allocated again this year, though the pace of the expansion of the Faculty may need to be adjusted. President Marx said that the financial aid budget, which, like the Faculty, is considered to be at the core of the College's mission, should not be reduced.

The Committee reviewed six course proposals and voted six to zero to forward them to the Faculty. The members turned next to personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended November 14, 2008

The eleventh meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, November 10, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The President said that the state of the economy continues to be cause for great concern, and he noted that some of Amherst's peer institutions have been taking steps that include canceling faculty and staff searches and delaying construction projects. President Marx commented that, while Amherst is in an extremely fortunate financial position, the College too could be faced with some serious choices if the economy continues to decline. However, there are no plans for taking steps such as reducing salaries or lay-offs. President Marx said that the Administrative Working Group, which is now known as the Cost Containment Administrative Working Group (CCAWG), in consultation with the Committee on Priorities and Resources (CPR), will be making recommendations to him after weighing various options. Professor McGeoch said that it would be meaningful for members of the Amherst community to have input into the decision-making about steps that might be taken. The Committee agreed that it would be helpful for the President and the Treasurer to provide further information to the Faculty at a Faculty Meeting about the ways in which the economy is affecting the College. The members then reviewed the Faculty Meeting Agenda for November 18, which would include a report by President Marx on the effects of the country's economic downturn on the College and a presentation by the Treasurer on this subject. The members voted six to zero to forward the agenda to the Faculty. The Committee spent the remainder of the meeting on personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended November 14, 2008

The twelfth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 4:00 P.M. on Wednesday, November 12, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee turned to personnel matters. At the conclusion of those conversations, President Marx discussed with the Committee in some detail possible steps that might be taken by the College in response to the economic downturn, informed by Dean Call and Treasurer Peter Shea's conversations with the Committee on Priorities and Resources (CPR). He said that he plans to share his thinking about these issues, and to present an overview of the economic challenges facing the College, at the Faculty Meeting on November 18.

President Marx reiterated that the guiding principle for any decisions that have been or will be made is to preserve the core academic mission of the College. He said that, at this time, it has been agreed that financial aid will not be reduced and that there will not be layoffs. President Marx informed the members that he will soon ask all departments and units of the College, with the exception of academic departments, to propose how their budgets can be reduced by 5 percent and 10 percent for this fiscal year and for the next fiscal year. The President said that he has asked Dean Call to view academic departments collectively and to work with departments to consider how their costs can be similarly contained. He informed the members that ten administrative and staff searches for new and replacement positions will be halted at this time. Four positions that are considered to be of the highest priority will be filled. The President noted that the Amherst community should be aware that some offices may not be able to offer the level of service that colleagues have come to expect, owing to reductions in their staffing that will result from keeping some positions vacant.

In light of halted staff searches, the Committee asked whether delaying already authorized faculty searches was being considered as part of the process of weighing how best to reduce costs, while preserving what is essential. Recognizing that there will likely be a need for prioritization and trade-offs, the members noted that hiring new and replacement faculty is a significant cost. The President said that there are other significant parts of the budget, such as salaries and support for Senior Sabbaticals. The President suggested that visiting appointments will need to be kept to a minimum due to budgetary constraints, and that proposals for visiting positions and single-course hires will be reviewed with great scrutiny. As a consequence, faculty members may need to be asked to teach core and introductory courses in place of electives and specialized seminars, in some cases. He said that he is confident that all members of the Amherst community will rise to the challenges ahead during these difficult times.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended December 9, 2008

The thirteenth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, November 17, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

Under "Questions from Committee Members," Professor Redding informed President Marx that she had been asked by colleagues to inquire about the decision to delay the search for the Director of Archives and Special Collections, which has been under way this fall. President Marx said that the economic downturn has forced him to prioritize staff and administrative searches and to delay twelve of them at this time, the Archives position among them. Professor Redding next noted that, during Family Weekend, the parents of a student-athlete who is a member of a varsity team at the College had informed her that their child feels that members of the team who make academics their priority are being benched, and that there have recently been incidents of hazing first-year students that have involved alcohol. Professor Lembo said that he had learned last year of similar incidents involving another team. President Marx asked Dean Call to speak with Suzanne Coffey, Director of Athletics, about these reports. He agreed to do so. The Committee spent the remainder of the meeting on personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended December 11, 2008

The fourteenth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx at his home on Thursday, November 20, 2008, at 9:00 P.M. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The President reported that he and Dean Call had just returned from meeting with the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges, the final stage of the reaccreditation process. President Marx said that the meeting had gone well, and that the College would be receiving the CIHE's reaccreditation report soon.

President Marx informed the members that, in response to the Faculty's comments during the Faculty Meeting of November 18 and to move forward with the conversation begun at the meeting, he plans to convene in early December a meeting of the Committee of Six, the Committee on Educational Policy (CEP), the Committee on Priorities and Resources (CPR), and the Cost Containment Administrative Working Group (CCAWG). His hope is that there will be a broad conversation about the planning options for this year's budget, and for the next two years. In this conversation, the committees will begin to lay out some options for consideration, in preparation for a Faculty Meeting discussion, probably on December 16. The President said that he also plans to discuss at separate meetings with staff and students the challenges that are presented by the current economic climate and plans for addressing them. Professor McGeoch suggested that, in advance of the omnibus meeting, the committees should try to develop ideas and approaches that they can take to the gathering. Professor Barbezat, commenting that the fiduciary responsibility for the College rests with the Trustees, asked whether the Trustee Finance Committee might participate in the omnibus committee meeting or whether the Finance Committee might address the Faculty. President Marx responded that, appropriately, the Board tries to maintain some distance from the day-to-day management of the College. While the Trustees have asked that spending be curtailed, they are leaving the implementation of their request to the administration.

Turning to a discussion of the Faculty Meeting of November 18, the President requested that Assistant Dean Tobin ask Nancy Ratner, Recorder of the Faculty Meeting minutes, to summarize for him as soon as possible the questions that had been asked at the meeting about the economic downturn, and the College's response to it. As soon as the summary is received, he said that he would share the questions with the relevant committees (either the CPR or the CEP). Dean Call noted that, in response to his request at the Faculty Meeting that faculty members write to him with ideas and comments, he has received two responses. He said that he would share these communications with the relevant committees as well.

Following up on another discussion that took place at the Faculty Meeting, President Marx said that he would like to respond to concerns raised at the meeting about the process that had been developed recently (see the Committee of Six minutes of September 18) by the Committee of Six to appoint McCloy Professors and Simpson Lecturers. The President said that, since some members of the Faculty expressed the view that the new process may violate the rules for appointments that are outlined in the *Faculty Handbook*, he agrees that any new process

Amended December 11, 2008

should be brought before the Faculty for debate and a vote. He noted the following passages from the *Faculty Handbook* (Section III, A.):

At all ranks, new appointments to tenured or tenure-track positions are made by a recommendation from the President to the Board of Trustees, which has the final power of appointment.”

Recommendations for all appointments at the level of Assistant Professor, Associate Professor, and Professor originate with the department or the committee responsible and are discussed by the Chair of the department with the Dean of the Faculty or the President. An appointment at the Associate Professor level may be made with or without tenure.”

President Marx said that one proposal that might be brought before the Faculty is to implement the process for making these appointments that was approved by the Committee of Six, which mimics closely the regular process for senior hires. The Committee noted that the *Faculty Handbook*, (Section III, A) also stipulates that:

For appointments at the level of Professor or Associate Professor with tenure, an *ad hoc* committee will be appointed by and report to the President. In forming such a committee, the President will consult with the Committee of Six and will draw upon the tenured professors in the department(s) concerned, those from related departments, and the Dean of the Faculty.

Professor Hall said that another proposal might be that these appointments should be analogous to long-term lectureships, Trustee-appointed positions. The Dean explained that Lecturers and Resident Artists are hired on three-year contracts. After two three-year terms, a Lecturer or Resident Artists may be eligible for promotion to Senior status, receiving a five-year contract, with a greater expectation of renewal.

The members reiterated that they do not have concerns about appointments that would be made by the President for periods of up to three years. Professor Hall noted that, in the process that the Committee had developed for long-term appointments, his worry would be that any three-year review of an individual holding a Simpson Lectureship or McCloy Professorship would end up being pro forma. His fear, in such an instance is that, after three years, a permanent appointment would be a *fait accompli*. The Dean said that a strength of the process developed by the Committee is that it includes the option of a review, up front, of a candidate for a long-term position. President Marx said that he envisions a very small number of a long-term appointments of this sort, and he suggested that a limit of three or four at the College at any one time could be set, noting that the two current Simpson Lecturers should be counted if such a limit is imposed. The President said that having these appointments originate in departments defeats part of the purpose of them, which is to serve College-wide needs rather than the interests of

Amended December 11, 2008

departments. Professor McGeoch said that she believes there is a place for professor-at-large appointments at Amherst. If members of a department feel that the President is making an end run around them, the department might make an end run around the President and might shun the individual whom he or she appoints. A professor-at-large appointment allows a graceful retreat from this type of situation.

Professor Jagannathan noted that he has had worries all along about making appointments for more than three years without the involvement of the CEP and departments, which is a sentiment shared by other members of the Committee. Professor Jagannathan continued to say that he is troubled if one of the President's motivations for making long-term appointments is a worry about curricular concerns that the President has identified and would like to rectify. The President said that rather than rectifying curricular concerns, he looks forward to the possibility of adding interesting colleagues to enliven the curriculum. Professor Barbezat expressed the view that it would be a good idea to involve the CEP in the appointment process. He commented that, as part of the regular process of appointing FTEs, the CEP makes recommendations to the President and the Dean, who do not always allocate FTEs in accordance with the CEP's prioritization. Professor Barbezat said that, if the CEP is folded into the process for appointing Simpsons and McCloyes, the President and the Dean could either accept the CEP's recommendations in regard to these appointments or not, depending on their own views. Professor McGeoch said that, while there are procedures in place for regular faculty appointments, there could be different procedures for appointing Simpson Lecturers and McCloy Professors. Professor Redding agreed with the view that procedures could be strictly drawn to apply solely to the Simpson and McCloy appointments and that this might allay some of the concerns raised by the Faculty. President Marx asked the members if they think that there is value in developing procedures particularly for these appointments. The Committee agreed that it would be helpful to have the CEP weigh in on this issue, and that procedures for making these appointments should be developed and brought before the Faculty as needed.

Returning to the topic of steps that might be taken to address the economic challenges facing the College, President Marx and the Committee discussed whether some faculty searches that have been authorized for 2008-2009 should be delayed. The President said that, in addition to seeking the advice of the Committee on this issue, he would consult with the CEP and the CPR. After some discussion, the members agreed that, if it becomes an economic necessity to delay some searches, it would be better—if at all possible—to halt the searches before the departments have identified candidates to whom they wish to make offers. President Marx agreed, while emphasizing that, because Amherst will be one of the few colleges or universities hiring at this time, and because it might be helpful, for budgetary purposes, to delay some searches, departments should make sure that they bring forward only stellar candidates. If such a stellar candidate does not emerge through this year's search process, departments will be encouraged to search again. Departments who delay searches should be at the top of the list when future searches are authorized, it was agreed. The pace of allocating new FTEs will need to be slowed, President Marx noted. The Committee agreed that, after due process, the President and the Dean should exercise their best judgment, based on a broad view of the curriculum and

Amended December 11, 2008

the College's priorities, if current and future faculty searches must be prioritized for economic reasons.

The Committee also discussed the possibility of increasing enrollment by twenty-five students a year over the next four years. It is possible that the net revenue increase that would result from taking this step could fund some new faculty FTEs, President Marx said, though a decision about whether to use any additional revenue for that purpose will depend on how the economic situation evolves. Professor Hall expressed the concern that, while it would be possible to increase the number of students relatively quickly, it would not be possible to increase at the same pace the number of faculty that would be needed to maintain the current faculty/student ratio. As a result, the burden on the Faculty could increase, at least for the short term. Professor Jagannathan suggested that, perhaps, the new policy of being need blind for all international students might be phased in. Professors Barbezat and Redding took the opposing view, noting that in this time of great economic disparity on a global scale, they would hate to see this step taken. Professor Jagannathan said that, in his experience, foreign students are often less informed about Amherst and, as a result, find it harder to know if the College is the right choice for them. While it is a benefit to the College to have among us students from many countries, Professor Jagannathan was not sure that all those students we bring from these countries receive the type of educational choices that they expect to receive. Professor Hall said that he would prefer to see the number of slots for international students reduced rather than an increase in the size of the student body. The President commented, and the members agreed, that changes to financial aid should not be considered at this time and should be among the last resorts in the face of further economic decline.

President Marx said that all of the recommendations of the Committee on Academic Priorities are being reviewed in light of the economic downturn, and he anticipates that the progress on many of the initiatives will be slowed. It is already clear that the planned budget of the Center for Community Engagement will be cut, for example. In addition, the President said that he has asked the Dean to reduce the number of visiting faculty for the immediate future. President Marx asked the members for their view of the idea of offering Amherst faculty members the option of teaching a fifth course, with compensation at the Five-College borrow rate, essentially allowing regular faculty members to replace a visitors, on a volunteer basis. President Marx said that, if this step is taken, he would expect that, for a brief period during which this policy might be in place, there would be less scholarly activity on the part of colleagues who take on a greater teaching load. It was agreed that the pros and cons of such an initiative would have to be weighed carefully.

Continuing the conversation, President Marx said that adjustments to salaries will also be considered. Options include small raises, keeping all salaries flat this year, or offering raises only to those who earn the least at the College. He also discussed with the members the possibility of not moving forward with 100 percent salary for sabbatic leaves, which represents a 3 percent across-the-board pay increase for the Faculty after seven years. After some discussion about the effects of returning to the old leave policy, the members recommended to the President

Amended December 11, 2008

that, unless the economy declines to the point that making such a change is a necessity, efforts should be made now or soon to implement the 100 percent leave policy.

The meeting adjourned at 11:10 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended December 10, 2008

The fifteenth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office on Monday, December 1, 2008, at 3:30 P.M. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

Following up on the members' discussion at the last meeting about the College's response to the economic downturn, President Marx said that, at present, it is his hope to move forward with the faculty searches that have been authorized for 2008-2009, but this plan may need to be adjusted as the economic situation evolves. He said, however, that, if departments are not sufficiently impressed with the applicant pool that a search has generated and they elect not to bring a finalist forward, the department should be given an opportunity to search for their position again. President Marx reiterated that, at a time when most colleges and universities are not hiring, Amherst should be able to attract candidates of the highest caliber. He and the Dean will interview finalists for faculty positions, as is the typical practice, and will be reviewing the recommendations of departments with scrutiny. Professor Jagannathan said that, since a finalist who is recommended by a department is typically offered the position, the Dean and the President should inform departments and consult with the Committee on Educational Policy (CEP) if they plan to make independent judgments about candidates as part of the hiring process. The Committee and the President said that they are in favor of consultation with the Committee of Six or the CEP if decisions about whether to make some appointments this year become necessary.

The President summarized a range of steps that Amherst has taken so far in response to the economic downturn, including delaying the renovation of the Lord Jeffery Inn; delaying twelve of fifteen staff and administrative searches; forming the Cost Containment Administrative Working Group (CCAWG), which is meeting regularly and consulting with a range of constituencies on campus; asking departments and units of the College to propose cuts that amount to 5 and 10 percent within the non-salary portions of their budgets; calling a special Faculty Meeting on November 18; scheduling an all-staff meeting for December 2; and scheduling for December 5 an omnibus meeting of faculty committees and the CCAWG. President Marx noted that the progress of Committee on Academic Priorities (CAP) initiatives has been slowed, that he and the Dean are in conversation about reducing the number of visiting faculty, and that consideration is being given as to how salaries may be affected by the economic downturn. He said that he expects that salaries at the College will either remain flat or that there may be much smaller increases for next year than in recent years. Under consideration still is whether to increase the size of the student body by one hundred students (representing the same distribution in terms of financial aid needs as the student body overall) over four years.

Dean Call informed the members that he had scheduled a meeting of department chairs on December 5. Among the topics that will be discussed is the budget and cost containment process. The Dean invited the Committee to attend.

Under "Questions from Committee Members", Professor Hall asked about the number of "athletic admits" that are allowed each year. Dean Call said that the limit hadn't changed in recent years, and that he would ask Dean Parker for the exact figure. The Committee reviewed a

Amended December 10, 2008

course proposal and voted six to zero to forward it to the Faculty. The members then turned to personnel matters.

The Committee discussed the proposal (appended) from the Department of Mathematics and Computer Science, which has been endorsed by the CEP, that the departments be divided into two separate departments—the Department of Mathematics and the Department of Computer Science. Professor Jagannathan said that he is supportive of the split because the current structure seems to be a throwback to a previous developmental stage in the Computer Science program at the College, when it could not yet stand on its own. Professor McGeoch noted that the department's curriculum has, in practice, been divided for nearly two decades, and she said that, while the mathematicians and computer scientists get along well, there are frustrations associated with co-habitation. Professor Jagannathan said that he is also in favor of the division because there can be awkwardness in the tenure review process at the departmental level under the current structure, and because it appears that there would not be additional costs associated with the proposed split. Professor Barbezat wondered if there might, in fact, be some costs if the department is split. The Dean said that it is possible that there would be additional costs in the future associated with having two departments instead of one, if the history of creating two departments from one is any indication.

On principle, the President expressed concern about creating any new departments at the College, viewing such a step as contributing to the increasing tendency within the Academy to divvy up knowledge in more and more specialized ways. He noted that departments have also become the structures by which resources, most importantly FTEs, are allocated, an approach that can contribute to a narrow, rather than a broader, way of conceiving and considering the curriculum. Several members of the Committee disagreed, noting that creating some new departments, or, for that matter, eliminating or combining some departments, is part of the inevitably changing nature of knowledge. They argued that the Faculty should, perhaps, discuss the ways that disciplines are changing and how the College should respond, but said that each proposal for splitting, combining, adding, or eliminating departments should be considered on the merits of each case, rather than on the basis of a general principle. President Marx said that the tendency in a case-by-case approach is for each case to seem justified; he believes that this issue should be considered more broadly. Professor Jagannathan asked the Dean if he is aware of other departments that would like to split and, if so, if there might be a cascade effect if Mathematics and Computer Science split. The Dean said that is not aware of any departments at present, though some departments have developed separate tracks or majors instead. In this vein, Professor Jagannathan asked if Mathematics, for example, might split into two departments, Mathematics and Statistics. The Dean said that he could envision a statistics track within the math major, perhaps, but not two separate departments. Professor Hall noted that, with each fissure, it seems inevitable that each new entity will want to grow. Professor McGeoch said that Mathematics and Computer Science do not have an expectation that they will gain additional resources by virtue of the split. Professor Redding said that she believes that there should be a broader discussion of this issue of increasing specialization, but that such a conversation should not be limited to the effects of creating new departments. The increasing specialization of

Amended December 10, 2008

scholarship, and even the path to a successful tenure decision, has also fed the trend toward increasing narrowness in the disciplines. President Marx said that he would welcome such a conversation. The Committee then voted five in favor and zero opposed, with one abstention, on the substance of the following motion: "That the Department of Mathematics and Computer Science be divided into the Department of Mathematics and the Department of Computer Science." The Committee voted six to zero in favor of forwarding the motion to the Faculty.

Discussion returned briefly to the issue of McCloy Professorships and Simpson Lecturers. Professor Jagannathan asked the President if he could imagine that McCloy Professors and Simpson Lecturers would be limited to short-term appointments, meaning for up to three years. Professor Jagannathan said that it seems that it might be more difficult to find a scholar of the caliber that the President has in mind who would want to come to Amherst for a longer-term appointment. He noted that it appears that such short-term appointments could accomplish President Marx's goal of bringing individuals to Amherst for purposes beyond departmental need and of contributing to the diversity of the curriculum and of viewpoints on campus. Professor Redding suggested that one-term appointments might also be viable. Professor Lembo agreed that it appears that the President's goals for these appointments could be met by short-term appointments. The governance difficulties could be avoided if this course is taken, he said. President Marx said that he feels that it is important for the Faculty to consider whether there should be a procedure for making these appointments for longer terms, so that the possibility of doing so is not foreclosed. Professor Jagannathan commented that he continues to see difficulties with having long-term appointments made without departmental involvement. Professor Barbezat said that such appointments should not be framed as filling curricular gaps, but should be seen as a way to bring a very small number of exceptional scholars to Amherst through a special process that will be used very rarely. Professor McGeoch commented that, perhaps, incorporating the CEP into the process for making long-term appointments of McCloy Professors and Simpson Lecturers would satisfy the Faculty, however, departments might not be prepared to accept the individual and his or her courses into their curricula, if departments are not allowed to participate in the appointment process.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

March 20, 2008

The Committee on Educational Policy
Amherst College

To the Committee:

In the fall of 1979, the Department of Mathematics began teaching courses in computer science, and the faculty in mathematics began to shoulder the task of hiring, mentoring, and evaluating new faculty in this emerging field. In 1989, the department was renamed as the Department of Mathematics and Computer Science and began offering a separate major in computer science. Today, there are four tenured computer science faculty, and our computer science program has matured along with the field. The Department of Mathematics and Computer Science remains joined, hosting two independent groups of faculty and offering two unrelated majors.

The members of this joint department have always worked together in a remarkably collegial way, and we continue to do so today. On the other hand, the two programs are completely autonomous. We meet separately to plan our curricula, and we use different systems for our honors programs and for our comprehensive exams. There are neither pedagogical nor practical reasons to keep the department together.

We believe that this department should now be divided into two separate departments. This division would offer significant benefits at little cost to the College. We describe here some of the issues that concern us or that may play a role as the College considers this request:

Perceptions of computer science. Our most immediate concern is the continuing confusion about the place of computer science at Amherst College. Faculty, students, and prospective students alike are often unaware that computer science is an independent discipline with a complete major program. Experience shows us that current students and prospective students do not recognize that our computer science program is as complete as CS programs at other institutions. For example, prospective students interested in the field are sometimes discouraged by the appearance that computer science is an afterthought at Amherst.

We have tried to counteract such misunderstandings by maintaining a separate identity in college publications, in print and online. However, confusion persists because many college structures are department-based, not discipline- or major-based. This confusion is particularly disturbing when it appears in important planning documents of the College. For example, the comprehensive facilities report of a few years ago performed its calculations based on the erroneous assumption that our computer science department facilities were a part of IT. Similarly, the recent report of the Quantitative Skills Working Group (which has been cited extensively in the NEASC accreditation report) omits computer science entirely.

Separation of concerns. For nearly every duty that requires interaction with other departments or groups at the college, we have both mathematics and computer science representatives. For example, we have two library representatives, two representatives on the Science Planning committee, and two representatives for the annual Five College Chairs meeting. In important ways, we are already a divided department.

However, there are two duties that, as a single department, we cannot divide in this manner. The first is the position of department chair. The person filling that position must be concerned with both halves of the department. At meetings of department chairs, our chair, versed in one discipline, must also represent the concerns of an altogether different one. Worse, the chair must be involved in the interviewing and hiring of candidates in the other field. Given the current phased retirements and resignations in mathematics, that portion of the department is likely soon to pursue replacement FTEs, increasing the probability that this unfortunate situation will continue.

The second, and far more important, problem comes during the evaluation of junior faculty members for reappointment and tenure. College rules require that all senior members of a department participate in these evaluations. However, there is no longer any need for this in our department, nor do we think it appropriate. The faculty members from one field are simply not competent to evaluate the work of those in the other field in the way that one would expect from members of the same department.

Interdisciplinarity. Given the current trend towards more interdisciplinary research and teaching, dividing this department might seem to be a move in the wrong direction. However, being members of a joint department does not meaningfully facilitate collaboration. Additionally, any collaboration between computer scientists and mathematicians may not be recognized as the interdisciplinary work that it is.

It is important to observe that these two fields have no more in common, and have no greater potential for interdisciplinary interaction, than any two mathematical or scientific fields. It is just as likely that a mathematician may collaborate with a physicist, or a computer scientist with a biologist.

Access to FTEs and other resources. Our desire to divide the department is not connected to a desire to grow either part of the department beyond its current size. We are concerned, however, that being a joint department might affect future requests for FTEs or other resources. We have avoided making requests for tenure-track or visiting positions in both mathematics and computer science in the same year because there has been reluctance to allocate two positions to one department. This reluctance is a disadvantage in the FTE application process that should not exist.

We do not seek any advantage in competition for scarce resources, but we also do not want this artificial disadvantage. Dividing the department would place us on a level playing field with all other areas of study within the College.

The low cost of division. We do not seek additional office space, administrative assistant

The Committee on Educational Policy

-3-

March 20, 2008

support, or equipment as part of this division. We believe that one administrative assistant can support both departments. We see no substantial obstacles to dividing this department.

Computer science developed as a discipline within different departments at many colleges and universities. At the vast majority of these schools, including all of the peer institutions with which we compare ourselves, computer science separated from any institutional "parent field" years ago. With a well established program and four senior faculty members in computer science, and with the two halves of this department containing separate faculty that offer independent curricula and majors, it is time for mathematics and computer science to exist as two separate departments.

We ask that the CEP forward this request to the Committee of Six so that it may be voted upon by the faculty.

Sincerely,

David L. Armacost

Robert L. Benedetto

David A. Cox

Scott F. Kaplan

Tanya L. Leise

Catherine C. McGeoch

Lyle A. McGeoch

John E. Rager

Norton Starr

Katherine E. Tranbarger

Daniel J. Velleman

AMHERST COLLEGE

Department of Law, Jurisprudence & Social Thought

PROFESSOR Martha Merrill Umphrey

7 November 2008

Committee of Six
Converse Hall

Dear Colleagues,

The Committee on Educational Policy has received a proposal from the Mathematics/Computer Science Department to split, amicably, into two separate departments. Representatives from each side of the proposed divide (David Cox - Math and Scott Kaplan - Computer Science) have argued its merits before the CEP, and after some discussion the CEP has unanimously endorsed their plan.

The CEP took note of and was persuaded by several key arguments in this proposal's favor:

1. Historically, Computer Science developed as a field first within Mathematics departments at many institutions, but at most of our peer institutions the two disciplines have now gone their separate ways. For similar reasons, the departments here at Amherst see no continuing benefit to remaining conjoined. The Computer Science component of the current department has matured to the point that it has developed a separate identity, curriculum, faculty, student body, and set of interests from those of Mathematics.
2. Both departments believe that the Computer Science program would in particular benefit from separation, gaining greater visibility as a free-standing department.
3. The institutional and curricular costs of separation are negligible. Both departments would continue to share an office, administrative support, and have arranged a reasonable division of their needs for tutors, graders, teaching assistants, and equipment. Professors Cox and Kaplan both predict a continuation of interdisciplinary connections between their departments, despite the split, and a willingness to work cooperatively to make this successful.

In our own discussion, CEP members noted successful precedents for such departmental divisions (Religion and Philosophy separated amicably some years ago; more recently, Romance languages split into the French and Spanish Departments without undue difficulty).

This proposal seems eminently sensible to all CEP members, and so we forward it to you for your consideration.

Sincerely,

Martha M. Umphrey, Chair
Committee on Educational Policy

Amended December 11, 2008

The sixteenth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office on Monday, December 8, 2008, at 3:30 P.M. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The President began the meeting by noting that he has received notice that the College has been reaccredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). A written report from the CIHE will follow.

Dean Call informed the members that Sherre Harrington, Librarian of the College, will leave Amherst at the end of January. On March 1, she will assume the position of Director of Memorial Library at Berry College in Mount Berry, Georgia. Will Bridegam, Librarian of the College, Emeritus, has agreed to be Interim Librarian of the College, until Ms. Harrington's successor is named. Mr. Bridegam most recently served as Acting Head of Archives and Special Collections. The Dean said that he expects a national search for a new Librarian of the College will be launched soon. It is hoped that a new Librarian will be hired in time to begin work in fall 2009. Dean Call informed the members that he has met with the senior librarians who head departments within the Library and that he plans to meet with the Faculty Library Committee and the entire Library staff very soon. He noted that programmatic planning for the library will continue in the months to come. Professor Barbezat said that he is pleased that the Librarian search will move forward without delay, since the Library is clearly part of the core mission of the College. President Marx noted that any transition of a senior administrator also presents an opportunity to pause and re-examine whether the current organizational structure of a College unit is optimal.

Following up on a question asked by Professor Hall, at the meeting of December 1, the Dean reported that Dean Parker said that the maximum number of "athletic admits" permitted by NESCAC is 66.5 for Amherst College, 66 and 67 in alternating years, and that the College has been below that figure for the last several years, generally around 63 or 64.

Continuing his remarks, Dean Call discussed with the members some options regarding the form that online registration will take. Consultation about this process is also being sought from the Committee on Educational Policy (CEP) and the Committee on Priorities and Resources (CPR), the Dean said. The goal of the colleagues who are developing this project has been to replicate the current registration process, including the role of the faculty advisor, in an online form. The question at hand is whether the College should choose an "out-of-the-box" Datatel package that will allow for a limited number of operations or a more expensive, customized one that will permit more control and functions.

With the first package, an advisor would have a conversation with his or her advisee and would then authorize the student to register for classes. Some control would be lost, since this would be an honor system, and the advisor would not be ensuring that students register for the courses that he or she discussed with them. With the customized package, the advisor could authorize each course individually that was agreed upon during the advising conversation or designate that his or her advisee could choose from a specified list of options. In both processes,

Amended December 11, 2008

the Dean noted, if there are multiple advisors, all advisors would complete the electronic authorization. Professor Barbezat asked if binding prerequisites would be incorporated into the online process. The Dean said that this step would not be included in this first phase of online registration, but that it would likely be incorporated at a later stage of implementation.

Professor Jagannathan said that he feels strongly that allowing a student to register without his or her advisor being able to ensure that the planning that he or she and the student undertake together is implemented would dilute a core promise that the College makes to its students. He noted that advising clearly plays a unique and important role within an open curriculum. Other members agreed, and the Committee expressed a preference for the customized package. The Dean said that the Faculty on the Online Registration Working Group have recommended the customized package as well, while noting that that this package may be more complicated to use. The members agreed that it might be valuable to experiment with a model of the new system before making a final decision on the Datatel package that should be selected. Professor Hall said that, before embarking on any online system, it seems important to have a conversation about the advising process that will be the underpinning of it. The Dean noted that the CEP has been having these very conversations. Professor McGeoch suggested that the out-of-box package might be used in combination with the College's pre-enrollment system, which would allow advisors to check to see if their advisees have registered for the courses that they have discussed. Other members agreed that this could work for courses chosen during pre-registration, but the quick turnaround often needed during the first weeks of the term could make it difficult for advisors to check on their advisees' course selections in a timely fashion.

The Dean next discussed with the members the CEP's request (appended) to meet with the Committee of Six to discuss possible procedures for making longer-term McCloy and Simpson appointments. The Committee agreed to meet with the CEP at the first opportunity during the Spring semester. The members then turned to personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

AMHERST COLLEGE
Department of Law, Jurisprudence & Social Thought

PROFESSOR MARTHA MERRILL UMPHREY

2 December 2008

President Tony Marx
Dean Gregory Call
Committee of Six

Dear Tony, Greg, and Colleagues,

I write to request a joint meeting of the Committee of Six and the CEP, at a convenient moment, to consider the proposed procedures for making longterm/permanent McCloy and Simpson appointments. In particular, we would like to discuss our concerns about the curricular and College impact of such lectureships, the current absence of CEP consideration of these additions to the faculty, and their potential impact on the FTE allocation process.

Thanks for your consideration.

Sincerely,

Martha M. Umphrey, Chair
Committee on Educational Policy

Amended December 22, 2008

The seventeenth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office on Thursday, December 11, 2008, at 8:00 A.M. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting was devoted to personnel matters.

The meeting adjourned at 10:30 A.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended December 22, 2008

The eighteenth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:00 P.M. on Monday, December 15, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee turned to personnel matters.

Dean Call discussed with the members the results of consultations with the Committee on Educational Policy (CEP), the Committee on Priorities and Resources (CPR), and the Online Registration Task Force regarding options for the form that online registration might take at Amherst. As he mentioned at the Committee's last meeting, the question of the moment is whether the College should choose an "out-of-the-box" Datatel package that will allow for a limited number of operations, or, a more expensive, customized one that will permit more control and functions. Since conflicting advice has been offered by these groups, it was agreed that mock-ups would be built for both options and tested by faculty colleagues before a final decision is made.

The President reported to the Committee that, during his regular meetings with the Five-College presidents, there has been an emphasis, in light of the economic downturn, on exploring new and creative ways for the institutions to collaborate and share resources. The Committee then returned to personnel matters.

President Marx next summarized the College's recent decisions (beyond those that have been discussed previously in the Committee of Six minutes) that have been made in response to the economic downturn, and the resulting need to reduce the College's expenses in order to keep the draw on the endowment below 5 percent next year. Guiding these decisions, the President said, is the priority that the quality of the educational experience that Amherst provides be maintained, while not laying off employees, providing for some growth of the Faculty as a core aspect of the College, and maintaining financial aid policies, if at all possible. President Marx said that the Dean and he have decided that the number of visiting faculty will be reduced next year by eight positions. He noted that one department has volunteered to postpone its tenure-track search (later a second department volunteered), and two others have been asked to postpone their tenure-track searches, following the recommendations of the CEP. President Marx reiterated, that, if a department that is conducting a search is not sufficiently impressed with their applicant pool and elects not to bring a finalist forward, the department should be given an opportunity next year to search for their position again. President Marx reiterated that, at a time when most colleges and universities are not hiring, Amherst should be able to attract candidates of the highest caliber. He and the Dean will interview finalists for faculty positions, as is the typical practice, and will be reviewing the recommendations of departments with scrutiny.

As part of the process of slowing down the implementation of the Committee on Academic Priorities (CAP) recommendations, the President said that the budget of the Center for Community Engagement will be significantly reduced, and that the College will not be able to guarantee Senior Sabbatical Fellowships to all eligible faculty to raise leave salary levels to 100 percent. Since the College has offered ten Senior Sabbatical Fellowships in the past, the President is considering ways to distribute the funds that would have supported those fellowships

Amended December 22, 2008

among tenured faculty who will go on leave in 2009-2010. Professor Hall asked if faculty members who have already requested to go on leave will be bound to do so. The Dean responded that such colleagues will not be obligated to go on leave, but that their departments may not be allowed to keep allocated visiting positions, if the colleague chooses not to go on leave. It has also been agreed that the size of the student body will increase by twenty-five students per year (representing the same distribution in terms of financial aid needs as the student body overall) for each of the next four years. The hiring of any new and replacement staff will continue to be examined very carefully, and twelve approved staff searches will continue to be on hold. The President noted that some savings in utilities and deferred maintenance are also reducing the budget. He said that he anticipates that it may be necessary to hold the salary pool for faculty and staff constant next year, while reserving some funds for salary increases for those who make the least at the College. Noting the uncertainty presented by the future, President Marx said that the College will continue to assess the state of the economy moving forward.

The meeting adjourned 6:20 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended December 22, 2008

The nineteenth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:00 P.M. on Tuesday, December 16, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee turned to personnel matters.

The meeting adjourned at 6:20 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended February 18, 2009

The twentieth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 2:00 P.M. on Monday, December 22, 2008. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee turned first to personnel matters.

President Marx discussed with the Committee how best to move forward with filling the position of Dean of Students, which will become vacant as of July 1, 2009, when Dean Lieber assumes the new position of Dean of Student Research and Academic Support. The options, President Marx explained, include appointing an interim dean or beginning a national search with the goal of having a new Dean of Students in place at the start of 2009-2010. The members agreed that it would be preferable to have a national search that would begin as soon as possible. The President and the Dean said that they would share with the members suggestions of colleagues who might serve on the search committee for the new Dean of Students.

The Committee next considered the position of Librarian of the College, which will also be undergoing a transition. The resignation of Sherre Harrington, current Librarian of the College, is effective January 31, 2009, and Will Bridegam, Librarian of the College, Emeritus, will serve as Interim Librarian of the College, beginning February 1, 2009. A report on the library is forthcoming from the Library Planning Committee, the President said, and one of its goals is to offer a vision for the library's future. President Marx expressed the view that developing a sense of how best to shape the library—encompassing facilities and programmatic needs—in the twenty-first century is challenging, noting that it will be essential to find a librarian who will think creatively and farsightedly about directions that should be taken. The members discussed whether the library should merge with the Department of Information Technology (IT) and agreed that such a structure would probably not be ideal, while emphasizing the importance of having the staffs of IT and the library work together closely and collaboratively. President Marx informed the members that the Five-College presidents have been discussing ways that collaboration among the consortium's libraries might be enhanced in order to share resources and reduce costs. Professor Barbezat suggested that President Marx and Dean Call meet with the College's librarians to learn more about their views regarding the future of the library, and they agreed to do so soon. Professor Hall wondered if this might be an opportune time to have an external review of the library. The Dean noted that outside experts have been consulted as part of the library planning process.

Discussion turned briefly to some conversations that had taken place at the Faculty Meeting of December 16. The President noted Professor O'Hara's concern regarding staffing the First-Year Seminar Program, particularly if the size of the student body is increased by one hundred additional students over the next four years, and her suggestions that the College might offer seminars to first-year students during both semesters or admit some of the additional students as transfer students, rather than as first-year students. President Marx asked the members for their views about the idea of offering faculty members who are on leave the opportunity to teach a First-Year Seminar, or offering faculty the option of teaching a course as an overload, which could either be a First-Year Seminar or serve as a means of freeing up

Amended February 18, 2009

another department member to teach one. Additional compensation would be offered for extra teaching in both circumstances, he said. Professor Jagannathan responded that such steps should be undertaken with caution and with the understanding that they would be temporary measures. The Committee, the President, and the Dean recognized that having faculty members teach overloads and during leaves would have an impact on scholarly productivity. It was agreed that offers of extra teaching should be limited to tenured faculty members for this reason. President Marx noted that he is not in favor of offering First-Year Seminars (FYS) during the Spring semester, as he believes that taking such a step could diminish the First-Year Seminar experience. Professor Barbezat expressed the view that Professor O'Hara's question (which he thought was important) raised the issue about thinking more carefully about the consequences of raising the number of students. He suggested that some time be spent working out carefully the consequences of adding students. The net revenue figures presented at the Faculty Meeting were calculated quickly without considering the many facets of adding students, FYS only being one of them, Professor Barbezat said.

Continuing the conversation about the Faculty Meeting and its aftermath, Professor Redding noted that some colleagues appear to be under the impression that salary reductions are being considered. President Marx said that his intention had been to communicate that the Faculty should be prepared not to receive a salary increase; salary reduction is not being considered. He reiterated that many different ideas regarding compensation are under discussion, including a progressive approach by percentages and a flat approach of a small fixed increase amount across the board. Dean Call noted that the College will continue to offer the increases that are given after tenure and promotion. Professor Hall commented that it will be important that cost-cutting measures be considered in the context of duration. While it might be possible to defer some maintenance, for example, doing so would only be possible for a limited time. Beyond the short-term, continuing some cost-cutting measures would become deeply cumbersome, he said, and it will be important to assess whether any cuts that are made now could or should be sustained. The President and the Dean agreed, and the Dean said that he anticipates that some cuts will be made for the next two budget years, with the hope that economic conditions might improve after that.

Professor Redding noted that some colleagues have expressed the view that cost-cutting and other measures (specifically referencing the President and Dean's review of offers to new FTEs before the offers are made) that are being put in place may not be necessary, but are being done to enhance the power of the administration or to diminish the autonomy of departments. President Marx responded that, though he did not create the financial crisis, it is his responsibility to consult and then to respond to it. He said that he is aware that many of the decisions that have been made or which are under consideration will result in individuals' expectations not being met, which is unavoidable. Professor McGeoch commented that some faculty members would feel more comfortable if more information was being shared about the process that has been used to make these decisions. She noted that some colleagues feel that the information that was provided at the Faculty Meeting was over-simplified. With his questions at the meeting, for example, Professor Loinaz seemed to be trying to gain a better understanding of

Amended February 18, 2009

the relationship between faculty salary increases over time and the number of FTEs over time, since this information was not clear from what was being shown, some members said. President Marx agreed that further efforts should be made to be as transparent as possible about the steps that are being contemplated or have been taken. Professor Jagannathan said he imagines that it must be difficult to know how much detail to provide about these matters, since there is a danger of causing unnecessary confusion and/or fear. However, subject to that limitation, he agreed that providing fuller answers and explanations to colleagues who would like to understand the thinking behind various proposed options is desirable. The President and the Dean noted that they have tried to find the right balance in this regard. President Marx and Dean Call said that they plan to meet in January with the Faculty in small groups to provide information and to discuss faculty concerns.

President Marx said that he recognizes that some faculty members view a possible freeze on salaries as an indication that a core value of the College is not being supported, though that is not anyone's intention. He also feels strongly that, even under this extraordinary set of circumstances, Amherst should remain vigorous in providing needed financial aid. Some members noted that some colleagues feel that the policy of being need-blind for international students should be slowed and that the College should re-examine its no-loan policy. President Marx noted that there is not a single peer institution that has withdrawn its financial aid policies in response to the economic downturn. Professor Hall commented that some colleagues question whether faculty hiring should be a core value for the short term, and they wonder why compensation of current faculty is not a higher priority. President Marx replied that faculty and staff are at the core of the College, which is why there have been significant increases in compensation over time. During this difficult time, he must consider controlling compensation, the largest part of the budget, just as many other institutions are doing. The President said that it is in the interest of the institution to continue to build the Faculty and ensure the quality of the education that Amherst provides. If the economic situation worsens, adjustments to the size of the Faculty can always be made if necessary, as a result of retirements and attrition.

Continuing the conversation, Professor McGeoch noted that, while expanding the Faculty is important for the long term, she wonders whether doing so could be postponed for the short term. Dean Call said that, while two departments were asked by the administration to delay their search for a new FTE this year, two more departments volunteered to suspend their searches for a year. Despite the financial exigencies, he believes that it is necessary to move forward with the other faculty searches this year, particularly in light of the plan to add one hundred additional students to the College over the next four years. With the reduction in the number of visiting faculty by one-third for 2009-2010 and as a result of a number of retirements, he expects that the size of the Amherst Faculty will drop by about 5 percent in 2009-2010. To maintain the intensity of student-faculty interactions on which so much of the Amherst education depends, it will be critical to expand the tenure-track faculty modestly over the next several years, even if that increase occurs at a slower pace than the College had originally hoped, the Dean said.

Under "Questions from Committee Members," Professor Barbezat raised the issue of whether having the President's legal advisor also serve as the College's diversity officer creates

Amended February 18, 2009

an implicit conflict of interest. President Marx clarified that Paul Murphy '73 is the College's Legal and Administrative Counsel, not the President's legal advisor. The President said that, while he intended to have a separate Director of Diversity and Inclusion, that search had failed, and, in light of the financial crisis, it appears prudent to have Mr. Murphy serve in this role for now. President Marx said that, in his view, including diversity issues as part of the portfolio of a senior administrator who reports directly to the President strengthens the diversity officer position. Professor Barbezat commented that it is Mr. Murphy's job to protect the College against litigation, and, therefore, having him also serve as the person to whom aggrieved employees might turn to seek advice seems structurally flawed. Professor Lembo, who chaired the search for the Special Assistant to the President for Diversity and Inclusion, noted that having Mr. Murphy serve in dual roles seems like a workable temporary solution.

Returning briefly to the topic of options for the form that online registration might take, Professor McGeoch mentioned that she had received an inquiry about how strongly tied this Committee was to the customized system that is being contemplated. Professor McGeoch said that she had replied that the Committee of Six is undecided about the system and is interested in gathering additional information. Professors Jagannathan and Hall said that the Faculty seems clear about wanting the online system to replicate the current advising system, and they expressed the view that technology should be found to accommodate this reasonable wish. Dean Call agreed. Professor McGeoch noted that the College should not feel locked in to the two choices for which prototypes are being developed at present, as she believes that additional options could be developed.

The meeting adjourned at 5:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended February 25, 2009

The twenty-first meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, February 2, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

President Marx shared with the members a draft of a letter that he plans to send to the Amherst community to report on the deliberations of the Trustee meetings held in January, which included discussions of the effects of the economic downturn on the College and possible responses. The President and the Dean said that their meetings with campus groups, including small groups of faculty members, prior to the Board meetings had informed their conversations with the Trustees. The members reviewed the letter and offered some suggestions.

President Marx informed the members that a group of Trustees will be on campus on February 16 and 17 to meet with campus committees: the Committee of Six, the Committee on Educational Policy (CEP), the Committee on Priorities and Resources (CPR) with the Advisory Committee on Personnel Policies (ACPP), the Faculty Committee on Admission and Financial Aid (FCAFA), and some students. The President noted that the Committee of Six is scheduled to have lunch with Jide Zeitlin '85, Board Chair, and the other Trustees on February 17. In addition, Bill Ford '83, Chair of the Board's Investment Committee, will offer an overview of the College's investments and the impact of the financial crisis on the endowment at a meeting that will be open to all members of the Amherst community. Professor Redding noted that she is in favor of these steps to foster transparency. The President said that he and the Trustees will ask committees to advise them on steps and approaches that might be taken in the event that the economy does not improve. President Marx noted that, while it is difficult to make projections about the economy, it is essential that the College be prepared to choose among a range of actions should it become necessary to make further budget cuts. Nothing is off the table when it comes to developing ideas, he said, and the relevant committees will be asked to consider everything from financial aid and compensation or number of staff, to enrollment, to the ways that we do teaching and research at the College. The President and the Dean stressed that the quality of education and financial projections will drive the goals of these discussions, and that the community will be asked to re-think how the College operates with cost containment in mind, though specific measures may or may not need to be taken, depending on the economy. Prior to the arrival of the Board members, the President and the Dean will be meeting with the Committee of Six, the CEP, the CPR, the FCAFA, the ACPP, students, and other campus groups to consider this planning process.

The President and the Dean proposed that a Blue Ribbon Committee, which might include three or four faculty members, the Dean, the President, a staff member or two, a student or two, and a Trustee or two, be appointed to bring together the campus conversation around these issues, to coordinate the work of faculty committees, and to ensure the coherence of recommendations to the Board. Professor Jagannathan suggested that the Committee of Six should play this role. The Dean said that he agreed with this idea conceptually, but felt that the new committee's work might be considerable and that the other business of the Committee of Six could prevent the Committee from having sufficient time to devote to this task. Professor Barbezat said that he does not see the need for the Blue Ribbon Committee and its proposed

Amended February 25, 2009

coordinating role. In his view, the standing committees of the Faculty should continue their work and should make recommendations to the Board, which could then make decisions. The Dean emphasized that, if the Faculty wishes to have its views inform conversations about what the trade-offs among areas covered by committees might be, some oversight group tasked with gathering and weighing options is needed.

Continuing the discussion, Professor Hall said that he agrees with Professor Jagannathan that, as the elected representatives of the Faculty, the Committee of Six should serve as the Blue Ribbon Committee, with other members of the Amherst community working with the Committee on this task. Other tasks of lesser importance that are traditionally within the purview of the Committee of Six could be delegated to other faculty committees because of these special circumstances, he suggested. It was noted that, due to leave schedules and the conclusion of Professor Jagannathan's two-year term, as few as two members of the current Committee of Six might end up serving on the Committee next year. Professor Barbezat, the Dean, and the President said that having continuity of membership may be important, since the Blue Ribbon Committee will likely work on these issues this year, as well as next year. Professor McGeoch said that she feels that continuity would be desirable but not critically important.

Professor Hall wondered if this year's and next year's Committee of Six, once the election has concluded, could work together as a Blue Ribbon Committee. An alternative would be to hold a special election for the Blue Ribbon Committee members, he said. Professor Hall expressed strongly the view that, for reasons of legitimacy, and with the best interests of the Faculty as a whole in mind, the administration and the Committee of Six should not appoint a Blue Ribbon Committee. In his view, those who serve should be elected by the Faculty. Professor Jagannathan agreed. The Dean noted that, if any appointment process is used, it should mirror that used for other faculty committees, such as the CEP, for example. Nominations could be suggested by the Dean, the President, and the Committee of Six, and then, working together, the make-up of the final committee could be decided by these parties. Professor Hall pointed out that, when electing colleagues to other committees, including the CEP, the Faculty has the opportunity to make nominations at Faculty Meetings. Dean Call noted that appointing the committee will ensure that colleagues of different career stages, genders, and disciplines will be represented. Professor Jagannathan said that it would be difficult to ensure such a distribution in any case, with only three or four faculty members on the committee. Professor Barbezat noted that, if there is to be a Blue Ribbon Committee, he is in favor of appointing its members. Professors Lembo and Redding suggested that half of the members of the committee be appointed and half be elected. The President commented that this process raises difficult governance questions, while reiterating that the Board is interested in gaining the sense of the campus when it comes to making choices among different scenarios. He noted that hard choices may need to be made, but that some of the scenarios that will need to be imagined may never become a reality, depending on the state of the economy. Professor Hall said that he appreciates the complexity of the governance issues, particularly in light of the authority delegated to the Faculty by the Trustees in curricular matters and admission and financial aid.

Continuing the conversation, Professor Barbezat and Professor McGeoch expressed concern that a small number of faculty members on the envisioned Blue Ribbon Committee

Amended February 25, 2009

would be making important recommendations that would affect the entire community. Professor Redding said that any new committee should not act as a buffer or filter between the Board and standing faculty committees such as the CEP and the CPR. Professor Hall said that the Blue Ribbon Committee could make cross-comparisons, but perhaps should not make decisions about trade-offs. Instead, the committee should convey a sense of the community's recommendations. Professor McGeoch agreed, noting that the Faculty will have to trust that the committee will convey the voices of individual faculty members and the sense of the Faculty as a whole, rather than deciding what the Faculty should be advising the Board to do. She asked whether the committee would hold open meetings and take other steps to develop a sense of the campus community's views and noted that, if it becomes clear that consensus is impossible, the committee should communicate to the Trustees the various arguments that have been put forward. The Dean said that he and the President often communicate the views of the Faculty to the Board. During these difficult and uncertain times, it will be important for the President and him to have the advice of the Blue Ribbon Committee and the Faculty as a whole and to work with colleagues to organize and coordinate conversations and to build consensus where possible. Dean Call said that there may be some urgency to creating this committee. President Marx noted that the Board has been considerate and open in listening to the Faculty's concerns and has made efforts to follow advice, for instance, particularly by agreeing that Senior Sabbaticals for next year will be at 100 percent salary and by authorizing some faculty hiring. He said that it will be important now to create responsibly a process that will enable the Amherst community to grapple with the further impact of the economic crisis. The members agreed that having such a committee will be important and that the model that should be considered for creating it is a hybrid one in which two members would be elected by the Faculty and two would be appointed by the President and the Dean, in consultation with the Committee of Six.

President Marx asked the members for their views on a potential nominee for an honorary degree from the College. He inquired whether the members were in favor of adding two staff representatives to the CPR on a permanent basis. At present, by invitation from the CPR, a staff member has been participating on the committee in a temporary capacity. Such a change in membership would require a vote of the Faculty. The members agreed that it would be beneficial to have staff representatives on the CPR.

Turning to the issue of class "bunching," President Marx shared with the members a graph of the distribution of enrollments in Tuesday/Thursday time slots spanning fall 2004 through fall 2008. The President noted that the bunching of courses during particular time slots has educational, as well as resource implications, including stress on Valentine during particular time periods and on classroom space. It is clear that clustering at the 2:00 hour continues to be an issue, as does a dearth of early-morning classes. In order to help students take full advantage of the curriculum and since there are no immediate plans to build new classrooms, it is important that this problem be addressed. The Dean agreed that what may appear to be a modest problem on the surface has significant implications. The President and the Dean noted that asking departments to spread their courses across the time slots on a voluntary basis has not been fully effective. Adopting a system such as the one at Williams, where departments must use all time slots before they add an additional course to a slot, could be considered, the President said.

Amended February 25, 2009

Professor McGeoch noted that, in some departments, 90 percent of the courses may be Tuesday/Thursday seminars, which would present a problem under the Williams system. She also commented that the Fall and Spring semesters should have very different distributions because the First-Year Seminars are taught in the Fall. The Dean reminded the members that the Committee of Six had decided to try, beginning in 2009-2010, offering evening classes and adding one or more additional 80-minute course-meeting slots during the day. He said that he has been informed that some Arts faculty plan to send a letter to the CEP in which they will propose using Sunday evening for classes, since the Arts often make use of other evenings for rehearsals and performances. Professor Redding noted that it seems important to know the types of classes—large or small—that are bunching, since that information is relevant to knowing whether there is a shortage of classrooms of a certain size during particular time slots. In addition, it will be important to incorporate thinking about athletic practices and games when considering this issue. President Marx said that, it is clear that using more early-morning time slots and an evening slot would be helpful. The issue of course bunching should be examined in the context of other resource-related questions that are being reviewed in light of the economic situation, he noted.

The Committee next discussed the question of grade inflation. The members agreed that efforts to make grading patterns at the College more transparent would be helpful in addressing this issue. The Committee decided that data should be sent to the Faculty about grade distributions. Each colleague will receive his or her own grade distribution, that of his or her department(s) and other departments, and the distribution at the College overall.

The members discussed briefly the final report of the Commission on Institutions of Higher Education (CIHE), a division of the New England Association of Schools and Colleges (NEASC), the commission's finding for this round of the College's accreditation. The report will soon be posted on the College Website, President Marx said. He noted that the issues that are raised in the Visiting Team and CIHE reports, many of which were identified in Amherst's Self-Study Report as being high priorities, will be addressed in due course by relevant committees and departments of the College. The Dean asked the members to think about which committees might consider these issues. Professor Jagannathan noted that, in the area of evaluating student learning, he is left puzzled by the measures that would be used to assess what students have learned and the "value-added" of an Amherst education. President Marx commented that the assessment of student learning has become a prominent issue on a national level.

Under his announcements, Dean Call asked the Committee to consider whether the minutes of Faculty Meetings and Committee of Six Meetings should continue to be mailed in hard copy, since they are available on the Dean's Website. After some discussion, it was agreed that, in the interest of cost savings and the environment, the minutes will be mailed only to those who request hard copy. When the notification is sent by email that the minutes are posted, a note will be included inviting colleagues to contact the Dean's office, if they wish to receive the minutes by mail. The Dean noted that the guidelines for department reviews, which were approved by the Committee of Six and the CEP, are now posted on the Dean's Website as well. Turning to another matter, the Dean asked the members if Paul Murphy '73, Legal and

Amended February 25, 2009

Administrative Counsel, may attend regularly, with voice but not vote, meetings of the Faculty. The members agreed that he should be invited to do so. The Dean said that he has received a request from Elizabeth Barker, Director of the Mead Art Museum, that the museum's new Coordinator of College Programs, Susan Anderson, whose primary mandate will be to strengthen and regularize the Mead's recent efforts to engage faculty in teaching with works of art in the museum's collection, be allowed to attend Faculty Meetings with voice but not vote. The members agreed that Ms. Barker could have one other museum colleague accompany her to Faculty Meetings and that perhaps she could alternate attendance among her staff. The Committee then turned briefly to a personnel matter.

Continuing his announcements, Dean Call noted that the position of Head of Archives and Special Collections will be filled. He said that the President and he had met with the Faculty Library Committee and the Librarians to discuss the vacancies at the Library. It was agreed that, in addition to searching for the Librarian of the College, the Archives position should be given priority at this time. Under "Questions from Committee Members," Professor McGeoch asked what the effect will be of checking "prerequisites required" in the new online registration system. She noted that, for some courses in her department, a prerequisite or "equivalent" may be required. On a functional level, she wondered whether there will be a way to manually override "prerequisites required," depending on the situation. The Dean suggested that she check with the Registrar about this issue.

Professor McGeoch suggested that it would be informative to learn how the Center for Community Engagement (CCE) special topics seminar taught by Molly Mead, Director of the CCE, this fall was received by faculty and students. The Dean agreed to ask these colleagues to report to the Committee of Six or the CEP. The Committee next discussed its meeting time for next year and agreed that it would be beneficial to have meetings earlier in the day. The members decided that, when the new Committee is elected this spring, members will be informed that they should arrange their schedules so that they would be available to meet on Mondays from 2 P.M. to 5 P.M. The members discussed the difficulty during the time of tenure deliberations of having little notice, at times, about meetings. It was agreed to make efforts to set aside regular additional meeting times beyond the Monday time period.

The members next reviewed the thesis and transcript of a student in the Class of 2009E who was recommended by the student's department for a summa cum laude degree and who has an overall grade point average in the top 25 percent of the graduating class. After a discussion of the thesis and the departmental statement, the members voted unanimously to forward the department's recommendation to the Faculty.

The Committee returned briefly to the topic of the McCloy Professorship and the Simpson Lectureship. President Marx said that, for the foreseeable future, he thinks it best to limit appointments to these positions to up to three years, like other visiting appointments (in addition to using them possibly to bring distinguished colleagues to campus to lecture for very short periods). The President noted that candidates most likely would only be able to come for a term or a year, and that he will not now request a mechanism to allow consideration of longer-term and open-ended appointments. During these difficult economic times, when making these appointments, he will also consider the advice of the Dean in identifying departments that may

Amended February 25, 2009

be under particular strain, but he will not use these funds solely in response to departmental requests or initiatives, since that is not the purpose for which they were given. President Marx asked the Committee if using this proposed arrangement would require a Faculty vote. The Committee agreed that a vote is not required. There was broad agreement among committee members that the President could move forward. Professors McGeoch and Hall urged the President to reconsider the idea of longer-term appointments in the future, expressing the view that bringing distinguished scholars to Amherst for more extended periods of teaching could be beneficial to the College.

The Dean informed the members that the CEP wishes to have the opportunity to comment on the Report of the Ad Hoc Committee to Review the First-Year Seminar Program, noting that they had been promised that they would have the chance to do so. After some discussion, the members agreed to refer the report to the CEP and to ask that committee to convey any comments that they may have to the Committee of Six by the end of February, if possible, so that the report can be on the agenda for a March Faculty Meeting. The Committee then reviewed a proposal (appended), forwarded to the Committee by the CEP, for a Five College Middle East Certificate Program. Professor Hall expressed some concern that such certificates represent forms of heightened credentialing, encouraging students to take courses for additional notations on a transcript rather than genuine interest. He worries that the students who pursue these certificates may therefore be diluting the quality of their educational experience at Amherst. Professor Redding disagreed, noting that the certificates function much like minors and can encourage students to take courses that they otherwise would not take. Dean Call said that the certificates are examples of Five-College collaboration and can make some fields more prominent for students. The members then voted four in favor, one opposed (Professor Hall), with one abstention (Professor Jagannathan) on the substance of the proposal and six to zero to forward it to the Faculty.

The Committee next considered a proposal (appended), forwarded by the CEP, to mount a major in Film and Media Studies. Professor Barbezat raised questions about the possible costs of adding the major during this time of constrained resources, inquiring whether the film studies and film production needs of Amherst students might be met by having them take courses at Hampshire, which is well-known for its film program. Professor Lembo said that it is very difficult to gain access to Hampshire film facilities and courses because of high demand. President Marx noted that there is a Five-College major in Film Studies, which has been approved by three of the Five-College institutions. The Dean commented that the Five-College major has more of an emphasis, as the name suggests, on film studies, while the proposed Amherst major attempts to more fully integrate theory, history, and production. It was noted that the costs of film production have been reduced dramatically because a great deal can be done on personal computers, and that it is envisioned that the Department of Information Technology's Academic Technology Services group will provide technical support, particularly in the beginning years of the major, so that new staffing would not be required to launch the major. Professor Barbezat noted that adding the major will require a financial commitment as well as a curricular one, and that he would like to know more about the financial implications of taking this step. Professor Jagannathan said that he imagines that there would not be a big demand for

Amended February 25, 2009

additional resources in the short term, and he noted that there has been a good deal of interest in developing this major for seventeen years. He said that he finds the interdisciplinarity represented by the proposal's signatories to hold appeal. The Dean suggested that the CPR be asked to review the budget implications of the proposed new major, focusing attention especially on the first five years of the program. The members agreed that this step should be taken. Professor Hall asked if it might be possible to attract external support for the new major, and the President and Dean said that attracting some outside support is a possibility.

Discussion turned to an issue that was raised by the Faculty and explored by the Student Issues Group, one of the three administrative working groups at the College. The members reviewed data provided by the group on the lowest achieving students at Amherst. The group considered the profiles of currently enrolled students who earned a cumulative GPA of less than 7.0 (C) and students who were brought to the attention of the Dean of Students or the Dean of Admission and Financial Aid by the Faculty. In all, it was a small number of students (fourteen) over the past three academic years. The group concluded that the lowest performing students are distributed across the reader rating scale and reported that, according to the Dean of Students and the Dean of Admission and Financial Aid, the most frequent factors affecting the academic (and in some cases social) performance of these specific students were mental health and family issues. Professor Barbezat said that aggregating this information is less meaningful because of the small number of students in question and because course selections were not taken into account.

The Dean next shared with the members suggestions of colleagues who might serve on the search committees for the Dean of Students and the Librarian of the College, and the Committee also made suggestions.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

AMHERST COLLEGE
Department of Law, Jurisprudence & Social Thought
UMPHREY

PROFESSOR MARTHA MERRILL

25 November 2008

Committee of Six
Converse Hall

Dear Colleagues,

The Committee on Educational Policy has received a proposal from Profs. Monica Ringer, Andrew Dole, Tariq Jaffer, and Gordie Levin, and a number of interested students, requesting that Amherst join the Five College Middle East Certificate Program. Prof. Ringer and two students discussed this proposal with us, and we have endorsed it for the following reasons:

The field of Middle Eastern studies is growing in significance both within and outside academia.

A significant number of students have expressed interest in doing coursework in this area and wish for a more formalized course of study than is available at Amherst, one that can be noted officially on their transcripts.

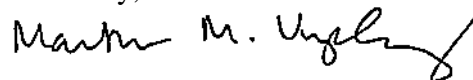
Joining the Five College certificate program would help to guide students through a dynamic, interdisciplinary course of study in a structured and coherent way, and facilitate students' engagement with faculty across the Five Colleges.

It would also facilitate collaboration among Amherst faculty from a variety of departments (e.g., Asian Languages and Civilizations, Religion, History, Anthropology, and WAGS).

Given that there are no plans to develop a major in Middle Eastern studies at Amherst, joining the certificate program would carry no additional costs to the College, nor entail any new commitment of resources.

We have unanimously approved this proposal and forward it to you for your consideration.

Sincerely,



Martha M. Umphrey, Chair
Committee on Educational Policy

Five College Middle East Certificate Proposal

Contents:

I. Mission statement

- a) History of MEC in 5 colleges**
- b) History of MEC at Amherst College**
- c) Value of certificate at Amherst College**

II. Administrative structure

III. List of requirements of certificate

- Explanation of rationale**
- Specifics**
- Course distribution**
- Language**

IV. Related Stipulations (GPA, distribution, study abroad)

V. List of courses available at Amherst College

I. Mission Statement

a. The History of MEC in the Five Colleges

The other four colleges in the Five Colleges have ratified the "Five College Certificate Program in Middle Eastern Studies." The description is available on the Five-college website (attached) although it is in need of more frequent updating in terms of course offerings.

b. The History of MEC at Amherst College

Five years ago Amherst College had very limited course offerings in Middle Eastern studies and it was thought that for this reason, Amherst College should not participate in the Five College Certificate program.

However, in the last five years, this situation has changed substantially. First, Amherst College now has faculty offering courses in the Middle Eastern region in the departments of History, Religion, Anthropology and Political Science. Some of the courses offered in these departments are also cross listed with Asian Languages and Civilizations and WAGS.

Student interest in the Middle East has also grown enormously in the past few years. This is indicated in student enrollments, students who take multiple Middle East related

courses, the numbers of students studying abroad in the Middle East, the number of students studying middle eastern languages, and the number of majors in various

departments at Amherst College that have concentrations in the Middle East.

Statistics on student enrollment in Middle East related courses at Amherst College for the past 5 years (academic year 2003/2004 to 2007/2008)

History: 504
Anthropology: 58 **total: 946**
Political Science: 154
Religion: 230

In addition, there were six senior theses in the history department in the past two years that dealt with the Middle East. Students frequently come to Middle East related faculty to express their interest in Middle Eastern studies and their frustrations with relatively limited offerings at Amherst. Students' concerns focus on two principal issues.

First, the lack of availability of Arabic language courses at Amherst. There is Arabic offered at UMass, Mt. Holyoke and of late, Smith College. Students *do* take Arabic at the other five colleges, but it is much more difficult to schedule, due to commuting time and scheduling conflicts. I am confident that more students would take Arabic if it were offered on campus, as it will be next year.

Thanks to initiatives by Dean Call, first and third year Arabic will be offered at Amherst, and we are working to coordinate times with the second year Arabic courses to be taught at Smith in order to facilitate our students' access to those courses.

The second concern of students is their inability to "major" in Middle East studies. This would allow them to concentrate more of their time on the Middle East; as well as to allow for rich interdisciplinary work.

The adoption of the MEC by Amherst College would go a long way to resolving this second concern and would moreover strengthen student's ability and willingness to invest in language training.

c) Rationale for Adoption of MEC at Amherst College

Amherst College should adopt the MEC for a number of reasons:

- a) The unquestionable importance of study of this key region of the world;
- b) Growing student interest in focusing their studies on this region, both in order to be considered for graduate school (which often require two years of language work *before* matriculation), and to strengthen their options in terms of development and policy work.
- c) Amherst's own opportunities for study in this area. More specifically, Amherst College has faculty who offer courses that would count towards a certificate (Ringer, Dole,

Jaffer, Machala, Levin). The five college offerings are extensive, and Amherst College will begin to offer Arabic language. We are now in a position to have students achieve the certificate, with a substantial degree of study accomplished at Amherst College.

II. Administrative structure and Certificate Oversight

In order to complete the certificate, students must select an Amherst College faculty member who is willing to advise them on their course work in Middle East studies.

Professors Ringer, Dole and Levin are willing to work with students and would be listed on the 5-college site as potential advisors at Amherst College for this certificate program. Other professors at Amherst College who teach courses on the Middle East are also welcome to advise students. The advisor will ascertain that the student has completed the requirements, assist them in selecting courses, and oversee any thesis work or oversees study that the student undertakes.

III. List of requirements of certificate

Rationale:

The requirements for the MEC assure a serious program of study that both provides breadth and depth to the program. It ensures that students have a particular focus of their study, yet at the same time provide an interdisciplinary foundation for a nuanced and complex understanding of the region's history, politics, religion, and literature. Competence in language is considered essential to this certificate, as it is in area studies programs and departments at Amherst College.

Specifics

- A. Two introductory history courses, one in the pre-modern (before 1800) and one in the modern period.
- B. Five courses from four disciplines. Students must take at least one course in the first three disciplines; no more than two courses in any single discipline will count towards the certificate.
- C. Two years of a Middle Eastern language (demonstrated either in coursework or competence)

Group I: Religion and Philosophy

Group II: History, Literature and Art

Group III: Social Science

Group IV: Language (beyond the two years of required language)

Study abroad

Students are encouraged, but not required, to study abroad. Courses taken in study abroad programs must be vetted by the program advisor in order to be credited toward the certificate requirements.

GPA

Students must receive a grade of B or above in every course counted towards the Certificate.

Five College Courses

The MEC encourages students to construct a course of study and to satisfy the requirements by taking appropriate courses in the Five college community. As such, it encourages students to take advantage of offerings at their own institution, as well as our fellow five college institutions. All relevant five college courses count towards the certificate.

IV. List of courses regularly offered at Amherst College that would fulfill requirements

Group I: Religion and Philosophy

Rel 21	Ancient Israel
Rel 39/WAGS 39	Women in Judaism
Rel 56/WAGS56	Women and Islamic Constructions of Gender
Rel 53	Sufism
Rel 57/AS 39	Islamic Ethics

Group H: History, Literature, Art

Hist 19/AS 26	Middle Eastern History 600-1800
Hist 20/AS 48	The Modern Middle East 1800-Present
Hist 93/AS 64	Seminar: Modern Turkey-Modern Iran: From Authoritarian Modernization to Islamic Resistance
Hist 62/AS 63/WAGS62	Women in the Middle East
Hist 94/AS 65	Seminar: Middle Eastern Court Culture
Hist 60/AS 55	The Formative Period of Islam, 500-680
Hist 61	The History of Israel

Group III: Social Sciences

Anthro 31	Anthropology of the Middle East
PoliSci 16	Political Islam
PoliSci 19	American Diplomacy in the Middle East

Group IV: Language

Arabic 101	First year Arabic
Arabic 300	Third year Arabic

25 November 2008

Committee of Six
Converse Hall

Dear Colleagues,

The Committee on Educational Policy has received and discussed a proposal from seventeen colleagues who wish to mount a major in Film and Media Studies at Amherst. We endorse the proposal for the following reasons:

1. This proposed major, long in the works, takes up the CAP report's call for new interdisciplinary ventures (specifically in film studies and in "the interface between digital electronics and the arts," section 3.2) that, among other things, will develop our students' global comprehension (recommendation 7) and will help strengthen the place of the creative and performing arts on campus (recommendation 8).
2. The major's proponents organize and structure the major so as to raise a set of cutting-edge questions emerging out of the new fields of visual studies and new media production, and that orientation will develop the visual literacy of Amherst students in the digital age.
3. The CEP believes that this proposed major differs in significant ways from the present Five College Film major (of which we are not a participating member), particularly in its emphases on production and on new media technologies, and that it will offer Amherst (and other) students a flexible, interdisciplinary, and highly engaged mode of study unavailable via the Five College major.
4. While this proposed major will require some additional College resources, it draws primarily on faculty already present or soon-to-be present at the College (and indeed will make use of spaces and technology already available on campus but underutilized). The major's proponents have no desire to create a new Department.
5. The proposed major will also, we believe, organize and promote new modes of collaboration among a wide variety of departments, both through the teaching of team-taught seminars and through on-campus programming that can develop out of a stable organizing presence.

Having unanimously approved this proposal, we forward it to you for your consideration and invite you to review the CEP's minutes of October 31 and November 14, 2008 for a more complete rendering of our deliberations.

Sincerely,
Martha M. Umphrey, Chair
Committee on Educational Policy

A Proposal for a Major in Film and Media Studies (rev. 10 November 2008)

Building on decades of interdepartmental planning at Amherst, a long history of Five College cooperation in film study, and on discussions over several years between members of the Dean's Advisory Committee on Film and New Media and the Committee on Educational Policy, we write now to propose to the CEP and the College faculty a new interdisciplinary major in Film and Media Studies. We advocate a major, *not* a new department (our points of comparison have been with European Studies and Environmental Studies rather than WAGS and LJST). Our assumption has been that a new major can best meet current and future curricular needs that no one department can address or, indeed, foresee. A major in film and media studies will help ensure coverage and flexibility given the astonishing speed with which the global mediascape continues to evolve. The academic study of the moving/sound image (its history, analysis, and theory) has long been regarded a liberal art. Courses in video and/or multimedia production—which are no more pre-professional in their orientation than classes in creative writing—have established themselves internationally as prime components of the modern arts curriculum. While film study at Amherst began in the English department some thirty-five years ago, and while production classes have been offered regularly by Five College faculty over the past decade and at various times by faculty in Art and Art History and Theater and Dance, the new digital media have now diffused themselves throughout our entire curriculum and require, accordingly, new forms of College-wide cooperation.

This is a propitious moment to move forward with a major because, as explained below, our curricular goals match closely the CAP Report's emphases on the global, the interdisciplinary, and the practices of art (see also Appendix 1). But this is also an urgent moment because faculty members who have been teaching introductory and advanced film courses in the English and Russian departments are close to retirement, leaving the foundations of our program at risk. Though we are one of the few remaining liberal arts colleges without a major (if not a minor) in film and media studies, we also have great advantages at our disposal. The Five College catalog of film courses is one of the richest imaginable, and the revived Amherst Cinema brings with it still other opportunities and resources. Amherst's own diverse classes in film and media—which include introductions to film study, courses on the histories and cultures of national and global cinemas, film theory, television and emerging media, video production and performance—will form the major's basis (see Appendix 2). We already own an impressive collection of teaching materials in Frost Library and the various departments. The cost of producing, editing, and screening digital images is now a small fraction of what film production once entailed, thereby making available to students an experience of camerawork and editing that formerly had been prohibitive. The IT department (which has expressed its enthusiasm for this initiative) would provide instruction to majors in the use of the College's existing video cameras and editing and animation labs. The Town of Amherst's ACTV has proposed a formal partnership with our Center for Community Engagement that would provide our majors with additional production experience.

The major we propose will draw on the wide range of courses already offered (or likely to be offered) at the College, as well as courses available to students in the Five Colleges. These would be significantly concerned with the history, criticism, theory or production of the photographic image, of the moving/sound image, or the history and culture of the media. In contrast to most programs elsewhere, which typically mandate for all students the same lengthy sequence of courses in film criticism, history, and theory, our major will require three courses: two team-taught seminars, to be taken sophomore or junior year, introducing students to the scope and depth of the field; and a first-semester senior capstone seminar integrating the work of the major. These seminars will enroll no more than fifteen students each given the intensive nature of their subjects and the limited number of

cameras and editing stations (see Appendix 3 for prototypes of these courses). In addition to the three required seminars, students will take at least six other courses as electives. In light of the wide range of possibilities we envision as constituting the field of the major, students will need careful advice and supervision on the part of faculty. For that purpose we will require the student, when declaring the major, to make a contract for his or her program with the Faculty Committee on Film and Media Studies (which will function as a review board). Each student's progress towards the completion of the contract will then be assessed, over the following semesters, by two faculty advisors from different departments appointed by the Committee. Students will be advised to include in their individual programs courses that survey diverse national and regional film traditions; that provide critical and theoretical analyses of one or more media forms; and that offer practical instruction in a variety of compositional techniques.

It is in part on the grounds of the flexibility and ambition of our proposed major that we do not recommend adopting, as currently designed, the Five College Film Major that has recently been passed by three of the participating Colleges (see Appendix 4). Where the Five College program focuses narrowly on the traditional study of film, we think it advantageous to situate the study and practice of film in its aesthetic, technical and socio-cultural dimensions within a wider history of media, analog as well as digital.¹ Our major differs also in its intention to integrate formal and historical analysis with hands-on production experience in each of its required classes. Given that the new digital technologies greatly lessen the distance between the consumption and creation of images, we believe that all majors should have some modest experience of production, even if only a portion of them will put production at the center of their program. Finally, the Five College Film Major requires eight courses in specific categories plus two electives, and it places limits on courses in production. Our proposal is for a more open approach to an evolving and expanding field that includes but is not limited to film, an approach that also recognizes a variety of student interests and training. We look forward to continuing collaboration with our Five College colleagues in our many areas of common interest—the analogy here would be with the Theater and Dance department's long-term coexistence and interaction with the differently-configured Five College Dance Major.

We anticipate that our majors will come from the humanities, the arts, the social and natural sciences—from across the entire College, in short. Faculty who wish affiliation with the program will take responsibility for staffing, in addition to the three classes required for the major, an annual “general education” course in film study suitable for first- and second-year students as well as junior and senior non-majors (the English department's current “Film and Writing” course could be a model for this class). In addition, film and media faculty will:

- coordinate the College's yearly course offerings in the aesthetics and cultures of national, regional, and world cinema, and in the production of the moving/sound image;
- administer the academic program and certify majors for graduation;
- help to maintain and expand the College's library holdings in film and new media;

¹ This is an emphasis we share with the University of Chicago's undergraduate major in Cinema and Media Studies: “While the program centers on the medium of film, the cinema is understood as the point of entry for a while new culture of moving images and sounds that includes television, video, and digital media, just as it considers earlier practices such as the magic lantern, photography, and sound recording. We emphasize both historical and aesthetic dimensions of film and cinema, with the aesthetic broadly understood as referring not only to the particular modes of expression, representation, and style but also, more generally, to forms of cinema experience and film culture.”

- invite artists and scholars to give lectures and master classes;
- organize screenings, festivals, and other media events for majors and the general public.

The program would function, in short, as the primary locus for film and media culture on the Amherst campus. Affiliated faculty would be included, ideally, in the search process for departmental positions that bear on the major curriculum.

To anchor this vision and to supplement our current offerings, we require two faculty positions, one of which already has been authorized as a replacement FTE: the English department is searching this year for a *scholar* whose principal graduate training is in film criticism/theory/history (at present this is true of no one today at Amherst holding a tenure-track or tenured appointment). Since we also require an *artist* specializing in one or more image/sound media to teach a variety of classes in production, we urge the joint-appointment of someone working in video or other forms of multimedia to be shared between the departments of Art and the History of Art and Theater and Dance, whose members have begun meeting to frame the position they will jointly request in spring 2009. These two new appointments will help staff the major's required introductory and senior seminars and its general education offerings, though we expect current faculty will also remain involved in teaching these courses. We believe that, while generating intellectual and creative excitement across the entire campus, a film and media studies major will catalyze in particular new forms of collaboration among the arts departments.

The CAP Report of January 2006 endorsed the College's commitment to furthering our students' liberal arts education "through concerted attention to students' verbal, visual, and quantitative literacy, not only in classes devoted to these separate skills but also across the curriculum. Students can meet their individual ideals of the broadly educated person by having access to a full range of innovative courses in the arts, scientific reasoning, and cross-cultural learning" (p. 4). A major in film and media studies would serve at least four of the College's primary educational goals: film and the other "screen" media are 1) inherently interdisciplinary since they cut "across the curriculum" by way of engaging a wide variety of disciplines ranging from literary and artistic studies to anthropology and sociology; 2) their study enhances the students' visual—or more broadly conceived—media literacy through sharpening an analytic awareness of our visually coded, media-saturated cultural and political environment; 3) the major would provide "cross-cultural learning" by deepening the students' understanding of a range of cultural traditions across the globe, as represented by the College's various foreign language departments (Asian Languages and Civilizations, French, German, Russian, and Spanish); and, through the inclusion of a creative, production oriented component, the proposed major would 4) engage the students in "hands on" modes of learning, as represented by the involvement of departments like Theater and Dance, Art and Art History, and Music or programs such as Creative Writing.

The CAP Report expressly noted that Amherst has thus far "lagged behind" in placing appropriate emphasis on "film studies, and the interface between digital electronics and the arts" (p. 12). A major in film and media studies would help correct this situation. The CAP Report endorsed support for such curricular innovation as one of its top priorities by recommending that no fewer than 4 new FTE's be dedicated "to strengthen[ing] the ability of some departments to contribute adequately to Amherst's current curriculum, including in the creative and performing arts" (recommendation 8; p. 5).

If established by the College, the major would be administered by a Committee of faculty teaching courses in film and media. Membership on the Committee will be open to all faculty and

rotate on a yearly (staggered) basis. We think it crucial to recruit a staff person to oversee the administrative and technical aspects of the program; we will also need to plan with the College administration for meeting the program's space and other material needs. Five years after its establishment, the major should be assessed by a visiting committee drawn from scholars and artists in the field.

These, then, are our thoughts as to the desirability and uniqueness of a major in film and media studies, the history that has led to our proposal, and our argument that this is the moment to proceed. We look forward to hearing your responses.

Carleen Basler (American Studies/Sociology)
Sara Brenneis (Spanish)
Jack Cameron (English)
Heidi Gilpin (German)
Carol Keller (Art and Art History)
Justin Kimball (Art and Art History)
Peter Lobdell (Theater and Dance)
Marisa Parham (English)
Andrew Parker (English)
Christian Rogowski (German)
Ron Rosbottom (French/European Studies)
Austin Sarat (Political Science)
Jane Taubman (Russian)
Tim Van Compernelle (Asian Languages and Civilizations)
Helen von Schmidt (English)
Boris Wolfson (Russian)
Wendy Woodson (Theater and Dance)

Appendix 1: EXTRACTS FROM PREVIOUS COMMITTEE REPORTS ON FILM AND MEDIA STUDIES

In 1994, the report of the Ad Hoc Committee on the Moving Image observed:

The field of the moving image as such—as a tool of exploration and analysis, and as a medium of discourse, representation, expression and aesthetic play—has become a major component of modern thought and culture. It has become both an object of significant study within the liberal arts curriculum and a significant tool for pedagogy and research.

In its PIF application of November 2004, the Dean’s Advisory Committee on the Moving Image noted:

We seek to transform our research and teaching from its current status as a largely ad hoc, individual interest in film and video to a more active engagement with the field of media arts that can both transcend and inform multiple disciplines. A number of disciplines contribute to the study of film and video as art, including history, philosophy, psychology, political theory, cultural and literary theory, visual anthropology, and analysis of the moving image and performing arts. The production of film and video as art is a global phenomenon. As with other visual arts, film and video have the potential to speak across linguistic and geographical boundaries. We see the study of film and video contributing to a more sophisticated awareness of media arts within our own culture and in the global cultures we work with in our research and teaching.

Also from the PIF application of November 2004:

“Who we are: the Dean’s Advisory Committee on Film and Video Arts”

In 2001 Dean Lisa Raskin formed an interdisciplinary advisory committee to initiate discussion across disciplines about the practical and theoretical issues concerning the teaching of film and video at Amherst. Historically, film study began at Amherst in the 1970’s in the departments of English and Fine Arts; Jack Cameron and Helen Von Schmidt taught pioneering courses in “Film and Writing” and film theory. The English department has provided a home for a series of Five-College joint appointments in film production. For about ten years, students have done English department honors projects in film study (see appendix). Since Wendy Woodson was appointed, video production has been an important part of the Theater and Dance curriculum. Heidi Gilpin’s appointment in German strengthened the connections between new media theory, performance studies, and video production elsewhere on campus. In recent years, film studies honors projects have been submitted to several other departments as well. In the last decade, faculty in Asian Languages and Civilizations, French, German, Russian, and Spanish have begun to offer regular courses in national, European, and Asian cinema. The Dean’s advisory committee was formed to address ways in which the administration could better support teaching and research in this rapidly-developing field.

The first charge of the committee was to gather and share information – who was teaching what, what demands did those courses place on facilities and support staff, what kinds of technical and material support were needed for these courses? A second charge was to centralize this information – make it

clearer and more visible to the college community for purposes of student course planning and faculty advising. The committee created a film/video website with a mission statement, a listing of all film and video arts courses taught at the College, and links to web-based resources for film study. The committee assessed equipment and staffing needs in the Media Center and advised the administration. We also began to consult yearly to insure distribution of film/video courses over semesters and time slots, to help students avoid conflicts and to insure maximum utilization of screening facilities and classrooms.

A third objective of the committee was to give interested faculty an opportunity to exchange ideas about the teaching of film/video. We continue to discuss ways in which film/video arts might be structured at Amherst, particularly in light of the new Five-College Film Studies major. At the center of these discussions are a series of questions, including (but not limited to):

- What is the right structure for serious study of film/video arts in an undergraduate liberal arts college?
- Should it be housed in one department, or should it become a program on its own, including faculty who are already teaching film/video within different departments?
- Would such a program necessitate additional faculty hired specifically for an interdisciplinary film/video program?
- Is a major desirable, and if so what should be included in it?
- What is the proper relationship between theory and practice?

From the Report submitted by the Film and Video Arts Group to the CAP Committee (February 2005):

The study of the moving image, its construction and psychological and societal impact, has become increasingly important. Over the past few decades, we have experienced a shift away from a culture in which students learned almost exclusively in a language-based mode towards an increasingly visual mode of experience. Students have grown up in an environment of constant and fast-changing visual stimuli, and they are adept at simultaneously processing a multitude of them. They have easy access to the means of producing moving images (camcorders, computers, editing software) and have themselves become producers of such images. What they lack are the intellectual and artistic tools to develop critical awareness of the aesthetic, social, and ideological implications of moving images and their power. The immediacy of the moving image discourages critical reflection; this reflection is what we are seeking to encourage, enabling students to become responsible and responsive citizens of a globalized, media-saturated world.

The students who enter the College today often have little background in the intellectual and artistic traditions of secular humanism that inform Western culture. They often do not know much about the history and politics of their own country, and even less about other parts of the world. Also, while they are often facile with technology and know how to manipulate images, they have little experience in the art of composition in different artistic media and are rarely able to question their own aesthetic choices or put them into a broader historical context. The study of Film and Video Arts is an essential element

of the liberal arts enterprise: it broadens understanding by studying the development of film and video traditions in cultures very different from our own and provides the intellectual and creative tools for analyzing the moving image as a historically and socially determined construct, the result of compositional choices based on both aesthetic and ideological criteria. Courses in film production are analogous to composition courses in the other arts: creative writing, including playwriting, musical composition, studio art, and choreography.

A number of disciplines contribute to the study of film and video as art, including history, philosophy, psychology, political theory, cultural and literary theory, visual anthropology, theater, and dance.

Also from the February 2005 Report to the CAP Committee, recommendations based on a PIF initiative, from outside colleagues:

NEEDS AND RECOMMENDATIONS:

- 1) To insure stability and leadership, the college should move, in the very near future, toward a mid-career tenured appointment in film studies either housed in one of the College's departments, not necessarily English, or hired as a joint appointment or as a program director.
- 2) The increasingly multi-media nature of film and video study and production has placed excessive burdens on the staff of the media center. These positions are not funded at a level which would assure us stable, professional support for our teaching, such as that provided by Hampshire College's long-time Manager for Advanced Media John Gunther. Just as the Language Laboratory position was recently upgraded and transferred to Information Technology to support teaching and research in the foreign language departments, so film studies now requires a full-time curricular support specialist with expertise in the creation, editing, and reproduction of the moving image.

Appendix 2: AMHERST COURSES IN FILM AND MEDIA STUDIES 2007-08 (with enrollments)

Fall 2007

Photography I. Art and Art History 18.
First semester. Visiting Professor Kimball.
Enrollment: 16

Color Photography. Art and Art History 25.
First semester. Visiting Professor Kimball.
Enrollment: 7

Coming to Terms: Cinema. English 16.
First semester. Professor Cameron.
Enrollment: 24

Screenwriting. English 24.
First semester. Visiting Lecturer Johnson.
Enrollment: 15

Production Workshop in the Moving Image. English 82.
First semester. Visiting Lecturer Knapp.
Enrollment: 11

The Non-Fiction Film. English 83.
First semester. Senior Lecturer von Schmidt.
Enrollment: 19

Topics in Film Study: Cinema and New Media. English 84.
First semester. Visiting Professor Hudson.
Enrollment: 40

Mode of Melodrama. English 95, section 01.
First semester. Professor Cameron.
Enrollment: 13

National and Global Cinemas. English 95, section 02.
First semester. Visiting Professor Hudson.
Enrollment: 13

Film, Myth, and the Law. Law, Jurisprudence and Social Thought 25.
First semester. Professor Umphrey.
Enrollment: 31

Spanish Film. Spanish 33.
First semester. Professor Maraniss.
Enrollment: 37

Performance Studio. Theater and Dance 62.
First semester. Professor Woodson.
Enrollment: 6

Spring 2008

Photography II. Art and Art History 28.
Second semester. Visiting Professor Kimball.
Enrollment: 15

Screening Asian Americans. American Studies 30.
Second semester. Five College Visiting Professor Cardozo.
Enrollment: 16

India in Film. Asian Languages and Civilizations 30.
Second semester. Professor Emeritus Reck.
Enrollment: 72

Conceptual Body/Visual Art. Art and Art History 92.
Second semester. Artist in Residence Bouabdellah.
Enrollment: 15

Japanese Cinema. Asian Languages and Civilizations 34.
Second semester. Professor Van Compernelle.
Enrollment: 17

Vampires, Immigrants, Nations. English 01, section 03.
Second semester. Visiting Professor Hudson.
Enrollment: 23

Literary History and/as Media History. English 4.
Second semester. Professor Parker.
Enrollment: 18

Film and Writing. English 19.
Second semester. Senior Lecturer von Schmidt.
Enrollment: 26

Topics in Film Study: Five Contemporary Filmmakers. English 84, section 01.
Second semester. Professor Cameron.
Enrollment: 38

Topics in Film Study: Film Theory and Criticism. English 84, section 02.
Second semester. Visiting Professor Hudson.
Enrollment: 23

French Cultural Studies. French 51.
Second semester. Professor Hewitt.
Enrollment: 16

European Film. French 61.
Second semester. Professor Caplan.
Enrollment: 21

Popular Cinema. German 44.
Second semester. Professor Rogowski.
Enrollment: 19

Philosophy of Film. Philosophy 63.
Second semester. Visiting Professor Wartenberg.
Enrollment: cancelled

Wireless Communities. Political Science 52, section 01.
Second semester. Visiting Assistant Professor Lee.
Enrollment: 11

Russian and Soviet Film. Russian 29.
Second semester. Visiting Professor Kunichika.
Enrollment: 11

Arts in Latin America. Spanish 35.
Second semester. Professor Suárez.
Enrollment: 30

Representation and Reality in Spanish Cinema. Span 36.
Second semester. Professor Brenneis.
Enrollment: 14

The Changing Images of Blacks in Film. Theater and Dance 27 (also Black Studies 18 and English 93).
Second semester. Professor Mukasa.
Enrollment: 28

Video and Performance. Theater and Dance 50.
Second semester. Professor Woodson.
Enrollment: 7

Appendix 3: PROTOTYPES OF AMHERST COURSES IN FILM AND MEDIA STUDIES

Film and Media Studies 01: Foundations of Theory and Practice I

An introduction to the major in Film and Media Studies emphasizing interconnections between critical analysis and creative composition. While not formally a survey of media from the daguerreotype and the phonograph cylinder through film and television to the internet and digital arts, the course will explore a variety of themes, concepts and techniques common to a range of media practices over the past two centuries and in a variety of national aesthetic traditions. Topics may include the relation between sound and visual image, spectatorship, collaboration, lighting, narrative, point of view, genre and gender, editing and compositing, dialogue, the framed body, documentary modes, amateur and avant garde productions, animation, archives and databases, fair use and copyright. Students will be instructed in the use of video and editing equipment.

First semester. Limited to 15 students. To be taught in fall 2009 by Professors Parker, Woodson, and colleagues.

Film and Media Studies 02: Foundations of Theory and Practice II

A continuation of FMS 01.

Second Semester. Limited to 15 students. To be taught in spring 2010 by Professor Rogowski and colleagues.

Film and Media Studies 03: Senior Seminar

This seminar brings senior majors together to work, individually and collectively, toward a capstone project, which may be critical and/or creative, in one medium or more, and which will be evaluated by the Faculty Committee on Film and Media Studies. With the Committee's approval, majors may develop their project in the following semester as the basis for an honors thesis.

First semester. To be taught in fall 2010 by Professor Parham.

Appendix 4: FIVE COLLEGE FILM STUDIES MAJOR

The Five College Film Studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities, and social sciences and can lead to careers in teaching, arts administration, web design, or freelance work in non-industry venues. The major is comprised of ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course). Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an advisor on the home campus and the requirements for the major may vary slightly from campus to campus.

Program of Study

1. One introduction to film course (normally taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre course or film authorship (generally a single director or group of directors) course
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, digital production or screenwriting course, but no more than two courses may be used toward the major.
 - o Two electives from any category
 - o A thesis is optional.

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements.

Appendix 5: PROFESSIONAL ORGANIZATIONS IN FILM AND MEDIA STUDIES

Founded 60 years ago in 1947 as the University Film Producers Association, the University Film and Video Association (UFVA) has developed into an international organization of almost 800 individuals and institutions involved in the production and academic study of film, video, and other media arts. UFVA defines itself as “an organization where media production and writing meet the history, theory and criticism of the media.” UFVA’s members include artists, teachers and students, archivists and distributors, academic departments, libraries and manufacturers. The organization holds an annual conference and publishes *The Journal of Film and Video* (University of Illinois Press).

The Society of Cinema and Media Studies (SCMS) will celebrate its 50th anniversary in 2009. Founded as “a professional organization of college and university educators, filmmakers, historians, critics, scholars, and others devoted to the study of the moving image,” SCMS expanded its scope recently to include television and new media. SCMS promotes all areas of media studies within universities and colleges, encourages and rewards excellence in scholarship and writing, facilitates and improves the teaching of media studies as a discipline, advances multi-cultural awareness and international interaction, strengthens ties between the academic community and those who interact with it (from the media industry to the government to the public at large), and promotes the preservation of our film, television, video, and other media heritage. Activities include an annual meeting and the publication of *Cinema Journal* (University of Texas Press). In recognition of the international scope of its membership, SCMS will launch a yearlong event to mark its 50th anniversary, beginning in Tokyo in 2009 and concluding in Los Angeles in 2010.

Appendix 6: SCHOOLS WITH MAJORS IN FILM/MEDIA STUDIES (2008)

1. American University
2. **American University—Paris**
3. Arizona State University
4. **Art Center College of Design**
5. **Baldwin-Wallace College**
6. **Barnard College**
7. **Bennington College**
8. Boston University
9. **Bowdoin College**
10. Bowling Green State University
11. Brandeis University
12. Brigham Young University—Provo
13. **Burlington College**
14. CUNY—Brooklyn College
15. CUNY—College of Staten Island
16. CUNY—Queens College
17. California Baptist University
18. **California Institute of the Arts**
19. **Calvin College**
20. **Carleton College**
21. Central Michigan University
22. Central Washington University
23. Chapman University
24. Christopher Newport University
25. **Claremont McKenna College**
26. **Clark University**
27. Colgate University
28. College of William and Mary
29. **College of Santa Fe**
30. **College of the Atlantic**
31. **Colorado College**
32. Columbia University
33. **Connecticut College**
34. Cornell University
35. Creighton University
36. Dalhousie University
37. Dartmouth College
38. **DePauw University**
39. **Denison University**
40. **Dickinson College**
41. **Earlham College**
42. Eastern Michigan University
43. Emerson College
44. Emory University
45. Evergreen State College

46. Framingham State College
47. George Fox University
48. George Mason University
49. George Washington University
50. Georgia State University
51. **Gettysburg College**
52. **Hampshire College**
53. Harvard University
54. **Heidelberg College**
55. **Hendrix College**
56. Huntington University
57. Indiana University—South Bend
58. Indiana University-Purdue University—Fort Wayne
59. Indiana University-Purdue University—Indianapolis
60. Iona College
61. Kean University
62. Keene State College
63. Kennesaw State University
64. Le Moyne College
65. Long Island University—C.W. Post Campus
66. Loyola Marymount University
67. Loyola University New Orleans
68. **Macalester College**
69. Marquette University
70. **McDaniel College**
71. **Middlebury College**
72. **Milligan College**
73. Minnesota State University—Moorhead
74. MIT
75. **Mount Holyoke College**
76. **Muhlenberg College**
77. Murray State University
78. **Oberlin College**
79. **Occidental College**
80. Ohio State University—Columbus
81. Oklahoma City University
82. Pace University
83. Pennsylvania State University—University Park
84. **Pitzer College**
85. **Pomona College**
86. **Providence College**
87. Purdue University—West Lafayette
88. **Regis College**
89. Rhode Island College
90. **Rhodes College**
91. SUNY College—Brockport
92. SUNY College—Oneonta

93. SUNY—Albany
94. SUNY—Oswego
95. SUNY—Purchase College
96. **San Francisco Art Institute**
97. **Sarah Lawrence College**
98. Savannah College of Art and Design
99. **School of the Art Institute of Chicago**
100. **Scripps College**
101. Simon Fraser University
102. **Smith College**
103. Southern Methodist University
104. Spring Arbor University
105. **St. Augustine's College**
106. St. Cloud State University
107. St. John's University
108. **St. Lawrence University**
109. **St. Mary's College of Maryland**
110. Stanford University
111. Stephen F. Austin State University
112. Suffolk University
113. Susquehanna University
114. **Swarthmore College**
115. Temple University
116. Texas Christian University
117. Tufts University
118. Tulane University
119. University at Buffalo—SUNY
120. University of British Columbia
121. University of California—Berkeley
122. University of California—Davis
123. University of California—Irvine
124. University of California—Los Angeles
125. University of California—Riverside
126. University of California—Santa Barbara
127. University of Chicago
128. University of Colorado—Boulder
129. University of Connecticut
130. University of Dayton
131. University of Georgia
132. University of Hartford
133. University of Illinois—Urbana-Champaign
134. University of Iowa
135. University of Miami
136. University of Michigan—Ann Arbor
137. University of Missouri—Columbia
138. University of Missouri—Kansas City
139. University of Nebraska—Lincoln

140. University of Nevada—Las Vegas
141. University of New Mexico
142. University of North Carolina—Charlotte
143. University of North Florida
144. University of Oklahoma
145. University of Oregon
146. University of Pennsylvania
147. University of Pittsburgh
148. University of Rochester
149. University of South Carolina—Columbia
150. University of South Carolina—Upstate
151. University of Southern California
152. University of Toledo
153. University of Toronto
154. University of Tulsa
155. University of Utah
156. University of Vermont
157. University of Western Ontario
158. University of Wisconsin—Milwaukee
159. Valparaiso University
- 160. Vassar College**
161. Washington University in St. Louis
162. Wayne State University
163. Webster University
- 164. Wellesley College**
- 165. Wesleyan University**
166. West Chester University of Pennsylvania
- 167. Westminster College**
- 168. Whitman College**
169. Yale University
170. York University

Sources: "Schools by major: Film/Cinema Studies," *US News and World Report*
www.usnews.com/usnews/edu/college/majors/brief/major_50-0601_brief.php and internet search.

Schools in **boldface** are liberal arts institutions enrolling fewer than 2500 undergraduates.

Appendix 7: MELLON 23 FACULTY WORKSHOPS ON MEDIA STUDIES IN THE LIBERAL ARTS

In October 2004, Middlebury College hosted a Mellon-sponsored symposium on Film & Media Studies in the Liberal Arts, drawing together 29 participants from Middlebury, Denison, Vassar, and Rhodes Colleges, DePauw and Furman Universities, and the Claremont Colleges (with representatives from Pitzer, Pomona, and Scripps Colleges) for a three-day conversation about the role of film and media studies in the liberal arts environment. The goals of this symposium—to develop a network of film & media liberal arts educators, to share insights from our respective campuses, and to develop opportunities to strengthen various programs and faculty activities in film and media studies across liberal arts colleges—were fully met, as participants left with a range of new colleagues and new models for integrating the relatively new academic area of film and media studies into established curricula.

Since the time of that symposium, several of the media studies programs there represented have gained deeper curricular traction within their institutions (Claremont's two media studies programs, at Pitzer and Pomona, have merged into one Five-College Intercollegiate Media Studies major, and Vassar has graduated its first cohort of media studies majors, to name only two such examples). More importantly, however, the Mellon 8 of the time of that workshop has now expanded to the Mellon 23, drawing into potential participation in a follow-up workshop a number of institutions (such as Carleton, Bryn Mawr, and Swarthmore) that were not eligible for the first symposium.

We would therefore like to propose a follow-up to the Fall 2004 symposium, to further explore the role of media studies in particular in the small liberal arts college, exploring how such programs are negotiating the transformation of their fields through the increasing dominance of digital media, as well as the growing pains that these programs may have encountered as they have become more established within their institutions. We believe that focusing specifically on media studies and the transformations within both the mass media culture and potential pedagogical opportunities will provide a strong focus and present opportunities for long-term collaboration.

This two-day follow-up workshop, to be held at Pomona College during Fall/Winter 2008-09, will examine the current state of media studies at a broad range of liberal arts institutions in the Mellon 23 cluster. The workshop will take as its primary points of focus these questions of both shifting curricular engagements and shifting institutional settings, including the relationship between the interdisciplinary and the disciplinary aspects of media studies. While many such programs have begun their lives as the collective work of scholars with formal training and appointments in such diverse disciplines as Literature, Sociology, Communication, Anthropology, History, Art History, and so forth, institutional strictures around the allocation of resources, and the increasing number of Ph.D. granting programs in film and media studies, suggest a certain pressure toward disciplinarity. Moreover, the spread of digital media usage across the curriculum has increased the demands placed on media studies programs, pressuring them toward further growth and serving as a campus resource for digital pedagogies.

The core workshop organizers will invite active participation from as many institutions as possible, structuring the workshop around a series of participant-designed and panel-led discussions, each designed to facilitate conversations around core questions such as:

- In what ways have media studies programs remained interdisciplinary? What are the relative gains and losses involved in the pressure toward disciplinarity?

- What is the relationship between media production and critical studies in the small liberal arts context? How has the relationship between theory and practice been changed by the increasing penetration of digital technologies?
- How do media studies programs negotiate their relationships with other curricular and administrative interests, including the use of new media technologies in other academic units?
- How has the rise of digital media shifted the curricular and service demands placed on media studies programs?
- How are media studies programs preparing their students for graduate study? How does such preparation work in tandem or conflict with the desire for training for work in industry?

Alongside these panels, the workshop will present participants with opportunities for hands-on engagement with new technologies, allowing for an exploration of their pedagogical possibilities. One such session may be led by Bryan Alexander, Research Director of NITLE, who will discuss how media studies have been embraced across the curricula of liberal arts colleges, and help facilitate future collaborations and professional development opportunities. Additionally, we hope to take advantage of the southern California locale to draw upon experts from USC's Institute for Multimedia Literacy, a major international research center for digital media pedagogies.

One of the desired outcomes for the workshop will be the creation of a digital resource for media pedagogy in liberal arts colleges, perhaps in the form of a collaborative wiki collecting examples of syllabi, projects, and educational technology resources. Such a collective resource will serve as one of the primary means of evaluating, in an ongoing fashion, the workshop's outcome. We hope that this persistent resource will serve more faculty members than those gathering at Pomona and reach beyond the scope of the Mellon 23.

Amended February 26, 2009

The twenty-second meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, February 9, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee expressed concern about two recent incidents, the stabbing of an Amherst student at an on-campus party and the attempt by an Amherst student to change the student's own grades by altering exam grades in Blackboard and by breaking into the Registrar's office. President Marx, who said that he is very troubled by these events, informed the members that, in light of the stabbing, procedures that are in place for hosting non-Amherst students at on-campus parties are being reviewed, and students from other campuses are currently not being allowed to attend parties at Amherst. In regard to the grade incident, the Dean noted that no other student's course grades have been altered, and that College staff discovered the incident through security procedures that are already in place. These procedures will be reviewed as well, Dean Call said. The President said that criminal actions will be pursued in the case of the student who tried to change the grades and against the attacker.

Dean Call informed the members that the Committee on Educational Policy (CEP) has responded to the Committee of Six's request that the CEP review the Report of the Ad Hoc Committee to Review the First-Year Seminar Program and share comments on it before the end of February, if possible. Professor Umphrey, Chair of the committee, said that the CEP will take the report up expeditiously, but that, due to other pressing business before the committee, she does not expect that the CEP will offer comments until, perhaps, early March. Professors Hall and Redding expressed disappointment over the delay, which will mean that the report will not come before the Faculty until later in the semester, and they noted that the Committee of Six had forwarded the report to the CEP as a courtesy. Dean Call said that the CEP had been promised the opportunity to review the report, and he maintained that the Committee of Six should not bring the report to the Faculty without having heard any comments from the CEP. Professor Hall said that he worries not only about the delay in this case, but, more generally, about the expanding role of the CEP. He suggested that the Committee of Six consider the distribution of work and relationship among faculty committees, including the CEP. Dean Call noted that, in December 2006, the Faculty voted to revise the charge of the CEP to expand its oversight role over the curriculum and educational policy of the College. President Marx suggested that the CEP should be spending its time on policy and, perhaps, less time on details and implementation, offering the example of the committee's work on the details of online registration. Dean Call said that the CEP has been charged with the oversight of the working group that is developing the online registration system, and that it has, appropriately, been focusing on important details that will be of concern to the Faculty, including those that may affect advising.

The Dean next informed the members that Professor Moss has been nominated by the Lecture Committee to deliver the Max and Etta Lazerowitz Lectureship this spring. The Lazerowitz Lecturer, a member of the Amherst faculty below the rank of full professor, is appointed annually. The Dean noted that Professor Stephen George has proposed an individual

Amended February 26, 2009

to be a Simpson Lecturer. The President said he would prefer to consider this nomination at a later time, possibly in conjunction with other nominations.

The Dean discussed briefly the issues raised in the final accreditation report of the Commission on Institutions of Higher Education (CIHE), many of which were identified in Amherst's Self-Study Report as being high priorities. The Dean noted that Amherst has been asked to focus particular attention on six areas, which the CIHE described as follows: "advancing an ambitious institutional agenda in a time of likely significant constraints on financial resources; reaching a constructive conclusion on the recommendations of the Committee on Academic Priorities, particularly in the areas of writing and quantitative skills; defining with more clarity the purposes of the First-Year-Seminars; evaluating student learning beyond the class and department level as a cumulative general educational achievement; improving clarity on the ideal distribution across categories of courses that a student might be advised to pursue; and monitoring the workload required by faculty committees, particularly the Committee of Six, to ensure that it not interfere excessively with teaching commitments and professional development." It was noted that faculty committees are already exploring some of these issues, and that these topics should be a focus of the College in the coming years.

The Committee returned to a discussion of possible responses to the economic downturn, focusing first on the announced freezing of the salary pool. President Marx said that he plans to ask the Committee on Priorities and Resources (CPR) to consider the issue of how to allocate salary resources in a way that is fair and which supports the employees of the College who are most vulnerable to the effects of the economic crisis. He noted that some administrators and senior faculty members have proposed taking a salary reduction so that it will be possible to provide some increases to the lowest paid staff. The Committee agreed that faculty members, as well as administrators, should be considered for any salary reductions, although some faculty members have expressed reservations about the breadth and depth of potential faculty salary cuts. Professor Jagannathan said that it is important that the views of a small number of faculty members not be perceived as the views of the Faculty as a whole. He noted that it will be difficult to create a system that will be seen as universally fair. Professor Hall asked if it might be permissible for a department with a particular resource to make the resource available to others to help defray expenses. As an illustrative example, he wondered if the College's machine shop, which has a great deal of expertise, might take on work from sources outside the College. The President and the Dean said that they would be pleased to consider proposals such as this one and ways that departments might share in any benefits that may arise from them.

Discussion returned to the formation of the Blue Ribbon Committee, which has been proposed as a means of bringing together the campus conversation about cost-containment measures and coordinating the work of faculty committees, in order to bring recommendations to the Board. President Marx said that, after considering the plan that the Committee developed at the last meeting, he wondered if a different approach should be taken that would engage the standing committees of the Faculty more fully and lessen the originally envisioned oversight role of the Blue Ribbon Committee. He noted that the standing committees have been asked to spend the next three months considering ways to increase efficiency and decrease costs in the areas that

Amended February 26, 2009

fall under their charges and to include the campus community in their deliberations and to make efforts to gain consensus. His proposal is that the standing committees, now properly charged, submit to the Blue Ribbon Committee at the conclusion of the three-month period reports on steps and approaches that might be taken in the event that the economy does not improve. The Blue Ribbon Committee could then meet for several days to consider the committees' recommendations collectively, to weigh priorities and trade-offs, and to develop recommendations that would be shared with the Board.

Professor Jagannathan suggested that the chairs of the faculty committees could form the membership of the Blue Ribbon Committee. Some members felt that taking this approach could be problematic because the chairs could (naturally) become so invested in their particular areas that it might become difficult for them to take the overarching view that would be required to prioritize competing interests. The Blue Ribbon Committee, President Marx agreed, will need to have a level of autonomy if it is to be effective. President Marx suggested that it might be best, as some members had proposed, to have the Committee of Six, as the elected representatives of the Faculty, serve on the Blue Ribbon Committee. He asked whether, under these unusual circumstances and for purposes of continuity, one of the three members who have planned to be on leave next year would be willing to postpone his or her leave to join the Blue Ribbon Committee, which might also include the two members of the Committee who are definitely returning next year, staff members, administrators, an alumnus, and Trustees.

Professor Barbezat expressed the view that it might be sufficient for the two returning members of the Committee of Six to serve as the faculty representatives on the Blue Ribbon Committee. Professor McGeoch asked the Dean if it might be possible to serve on the Blue Ribbon Committee while being on leave and/or whether other options might be available to those members who have planned to be on leave next year. Professor Jagannathan suggested that, if additional faculty members are needed on the Committee, they might be drawn from the cohort of incoming members of the Committee of Six. After some further discussion on how many faculty members should be on the Blue Ribbon Committee, the members discussed other constituencies that might be represented on the committee and agreed that the Treasurer should play a consulting role. The Dean and the President said that they feel that it is important that they be members of the committee. Professor Lembo expressed support for having representation by staff members, since they have often felt underrepresented in the College's decision-making processes. Professor Hall raised the question of whether one or more Trustees should be on the committee, since such a structure would result in Board members being part of the process of generating recommendations as well as being among those who would receive them. In addition, the President is a member of the Board and could represent the Trustees on the committee, Professor Hall noted. The President, the Dean, and the other members agreed that it would be desirable to include one or more Trustees on the Committee.

Continuing the discussion of the Blue Ribbon Committee, Professor Hall asked if the committee would be asked to make discrete sets of recommendations that would be implemented, or not, based on the state of the economy. He expressed hope that whatever list of steps are recommended, the list should not be unalterable. Professor Jagannathan said that it will

Amended February 26, 2009

be important to have a process for considering how cuts that are made now might be reversed once the economy has improved. Professor Redding agreed that there should be a feedback vehicle. President Marx noted that the College will not take steps in isolation, and that decision-making will continue to be informed by what is happening in the larger world. The Dean expressed the view that the Blue Ribbon Committee might have an ongoing role, and that there may be a need to adjust the recommendations of its original report in response to the changing state of the economy.

The Dean next informed the members that he had received a request from the Advisory Committee to the Center for Community Engagement (CCE) that a new standing committee of the Faculty be formed to advise the CCE. An informal advisory group had made this request last year, and in the spring, the Committee had decided that the group should continue as an ad hoc group for another year (2008-2009). The members, the President, and the Dean had stressed at the time that the decision to delay the formation of a standing committee was not meant as a signal that the College is not supportive of the center or that the Faculty is unwilling to take on an oversight role in relation to its activities. On the contrary, the Committee felt strongly that a standing committee should ultimately be created and charged, but that the proposal would be strengthened, and the CCE would be better served, if a year was spent regularizing procedures and gaining experience with the center's aspirations, operation, and activities. The Dean noted that one effect of the economic downturn has been that the CCE has moved from a model of growth to one of scaling back significantly. He shared with the members a proposal from Professor Sanchez-Eppler, Faculty Advisor to the CCE, for a charge to the new committee, which included its proposed membership. The members agreed that a standing committee should be formed and suggested that the Dean ask Professor Sanchez-Eppler to incorporate more fully into the charge the rationale for including "community partners" on the committee, which the Committee agreed was a good idea, if the intended charge is to facilitate the integration of the CCE's programs into the "intellectual and academic life of the College." Professor Jagannathan said that, when it comes to selecting individuals to serve on the committee, it will be beneficial to have faculty colleagues who, while sympathetic to the enterprise, also have a multiplicity of views of the CCE's role.

The members next reviewed proposals for Senior Sabbatical Fellowships. The Dean noted that the review process should yield feedback when necessary. He said that his office would work with colleagues to respond to any recommendations that might be offered and to make all proposals viable for funding. The members said that they were impressed with the quality of the proposals and noted that colleagues should be encouraged to include in their proposals ideas for their projects, as well as their plans for implementing their research agenda.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended February 26, 2009

The twenty-third meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, February 16, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The President, the Dean, and the Committee continued their discussion of possible ways to reduce the budget, focusing on the areas of compensation, financial aid, and debt service on capital projects. The President informed the members that the Dean and he have decided to take a salary cut, and he asked for the Committee's thoughts on whether the highest earning employees at the College—both administrators and faculty—should also take a salary cut. The Committee agreed that there is no reason that senior faculty members should not take a salary cut if the most highly paid administrators do so. The members expressed support for having the Blue Ribbon Committee consider the need for, and form of, such salary cuts.

Continuing the conversation, President Marx noted that, in considering cost-cutting measures, the focus will be on the following four areas and potentially making what will be difficult choices within and among them: the level of salaries, the number of employees on salary at the College, financial aid, and debt service on major capital projects. President Marx informed the members that he plans, throughout this process, to advocate for, in particular, the areas of financial aid and faculty hiring, noting that these areas do not have constituents since they represent the students and faculty of the future. The President said that, for the long-term health of the institution, faculty hiring and ensuring access for students of all means to an Amherst education should continue to be a high priority, even during these difficult times. Professor Hall, agreeing that the health of the institution should be paramount and, noting that there are many competing concerns, said that it is important that institutional concerns be laid out before the process of prioritizing begins. Professor Jagannathan acknowledged that it might be difficult for individuals to be seen as not representing a subset of the College community when trade-offs among different priorities are considered, but he hopes that everyone involved will see that the long term well being of the institution as a whole is in the interest of all the 'constituencies.' Professor Barbezat expressed the view that particular areas should not be advantaged before the Blue Ribbon Committee has even begun its work, or the legitimacy of the committee process may be called into question. Professor Redding agreed, noting that the process will encourage the building of constituencies for all areas, including those that the President feels may have fewer now. Professor Barbezat urged that investigating new ways of generating revenue for the College also be explored. Professor Lembo asked whether it would be profitable for the College to operate year-round, as Dartmouth does. The Dean noted that the College would incur additional costs in the area of facilities and financial aid if the Dartmouth model were adopted. The same question arose during the initial conversations of the Committee on Educational Policy (CEP), and the committee has decided that the model is worthy of further study.

President Marx noted that there has been some discussion among the Five-College Presidents and Deans about the option of merging some small departments so that the departments plan their curricula cooperatively, and one campus assumes leadership for the program. As an example, he mentioned that the Russian department for the Five Colleges might be based at Amherst. The President asked the members for their views about how such a

Amended February 26, 2009

conversation might be coordinated. Professor McGeoch, who expressed concern about merging departments that have different curricula, styles, and objectives, asked if a redundancy of courses within the Five-College Consortium and under-enrolled courses in some fields were driving this conversation. Professor Jagannathan said that it seems to make sense not to plan beyond a two-to five-year period. He offered the example of a possible merging of Physics and Astronomy, which might make sense at first glance since there is currently only one tenured colleague in Astronomy at Amherst. Nevertheless, the Physics department, which has considered such a structure, would have serious concerns if the two departments were combined and would not want to be “married” to a Five-College department, he said. Dean Call suggested that the quality of some small programs on different campuses could be enhanced if the programs merged, noting that a richer program could be offered by a larger faculty working collaboratively. Professor Redding expressed concern about how processes such as tenure review and faculty hiring would be done if Amherst faculty are largely associated with departments on other campuses. The Dean said that there are already procedures in place for hiring and conducting tenure reviews for Five-College appointees. Professor Barbezat said that these combinations would not, themselves, likely save much money; it would seem that any possible cost savings would have to be the result of attrition over the long term. The President agreed, noting that the College has had a history of adding new areas to the curriculum but has not pulled back or merged any, even as interest in some fields and enrollments have diminished over time. He feels that it is important to consider the viability of departments and programs in their current forms over time. The Dean agreed that it is best to plan for the future of these departments and programs now, rather than addressing situations that might arise in a moment of crisis.

Dean Call informed the members that the search committees for the Dean of Students and the Librarian of the College are now nearly staffed. Professor Carol Clark will chair the Search Committee for the Librarian of the College, which will also include Professors Margaret Hunt, Scott Kaplan, and Boris Wolfson; Susan Kimball, Science and Electronic Services Librarian; Chris Loring, Director of Libraries at Smith College; Peter Schilling, Director of Information Technology; Bilal Muhammad, Evening Circulation Specialist, and Zinovia Chatzidimitriadou '11 and Selene Xie '09. It was agreed that a member of the Friends of the Library should serve in an advisory capacity to the Committee. Professor Tekla Harms will chair the Search Committee for the Dean of Students, which will also include Professors Frank Couvares, Christopher Dole, and Helen Leung; Allyson Moore, Associate Dean of Students and Director of the Career Center; and Somaliyah Al-Mahdi '10E and Ryan Milov '10.

Continuing his announcements, the Dean noted that the CEP has decided that it will not be necessary for the committee to meet with the Committee of Six about how McCloy Professors and Simpson Lecturers are appointed, now that long-term appointments are not being considered at this time for these positions. The Committee then turned briefly to personnel business.

Under “Questions from Committee Members,” Professor Hall asked why windows are being left wide open in dorms during the winter. He noted that he has seen windows open even in new dorms such as James and Stearns. The members asked the Dean to request that Jim Brassord, Associate Treasurer for Campus Services and Director of Facilities, look into this matter, which may have cost and environmental implications, and the Dean agreed to do so.

Amended February 26, 2009

Referencing the recent incident when an Amherst student was attacked during an on-campus party, Professor Hall noted that, while he sees the President's reasoning behind limiting, for the short-term, access to parties held on campus to Amherst students, it is his hope that students from other campuses will be allowed to attend parties at the College in the future. He said that the recent attack should be viewed as an unfortunate and unusual circumstance, and that the response of putting in place on a permanent basis a policy of not allowing students from other campuses to attend Amherst parties would be too extreme. Professor McGeoch expressed the view that such a ban would probably not be effective, in any case. The President said that he has asked the College Council to review and consider policies, particularly in regard to security, that should be in place for parties at Amherst. Professor Hall said that tensions among students at Amherst and other campuses could be increased by limiting access to Amherst parties, and he expressed the view that holding individual students accountable for their behavior is more effective than a blanket ban on attendance at Amherst parties for students from other campuses. Professor Redding asked if there has been any conversation about regularizing disciplinary actions that would be imposed if any student is found to be carrying and/or using weapons on the campuses of any of the Five Colleges. The Dean said that the Deans of Students from the Five Colleges meet regularly to discuss topics of concern. The President said that he would expel any Amherst student who is in possession of a weapon.

Returning to the topic of the Committee of Six's request that the CEP review the Report of the Ad Hoc Committee to Review the First-Year Seminar Program and share comments on it before the end of February, if possible, Professor Hall said that he remains troubled, from the perspective of faculty governance, about the Dean's insistence that the Committee not proceed without response from the CEP. He noted that, as a result of the CEP's decision to delay its review, the Committee of Six has been prevented from bringing the report to the Faculty on March 3. Professor Barbezat agreed that the Committee of Six's hands are tied in this instance, but he said that it is important that the Committee not be constrained in this way in the future. In his view, Professor Hall said, it is appropriate that the CEP should make an effort to meet the request of the executive committee of the Faculty, but if it does not, that should not constrain further action by the Committee of Six. Noting that this particular situation is not itself of great significance, he also expressed the expectation that requests be taken seriously by other committees if, for example, the Blue Ribbon Committee is to be effective. The Dean noted once again that the CEP had been promised the opportunity to review the report. Professor Hall responded that, when the Committee of Six had made its request to the CEP, it had not been made clear to the present Committee that a reason for doing so was to honor a commitment from a previous Committee of Six.

The Committee next reviewed a draft Faculty Meeting Agenda for March 3, and after some discussion, agreed that the decision about whether to have a Faculty Meeting on that date should be made after the open meeting with the Trustees about the budget, which would be held on February 17. Some members expressed the view that, while it would be informative for the Faculty to have the opportunity to ask questions at a Faculty Meeting after the meeting with the Trustees, there may not be sufficient business to justify a Faculty Meeting on March 3.

Amended February 26, 2009

The Committee returned once again to the topic of the make-up of the Blue Ribbon Committee. After some discussion, it was agreed that the current Committee of Six, the President, the Dean, two staff members, two students, two Trustees, and an alumnus, will constitute the Blue Ribbon Committee which should begin its work in early summer.

The President and the Dean noted that interest has been expressed in revising the charge to the Committee on Priorities and Resources (CPR) to indicate that two staff be added to the membership of the committee. The Committee agreed that a motion to add two staff members should be brought before the Faculty for a vote, and the Dean agreed to consult with the CPR about such a motion.

The Committee next discussed the workload of the Committee of Six, a concern that was raised by the visiting team during the College's recent accreditation review. Professor Barbezat wondered if one idea might be that the functions of reappointment, tenure, and promotion be separated from the work of the executive committee of the Faculty. Professors McGeoch and Jagannathan said that they would not be in favor of taking this step. Professor McGeoch noted that doing so would make the review process appear more hidden and mysterious, since any new committee designed to focus only on reappointment, tenure, and promotion would not have public minutes and would be, basically, a "dark" committee. Professor Jagannathan asked the Dean if the workload of the Committee of Six is substantially greater than that of the CEP or the CPR, for example. The Dean said that the workloads of the CEP and the CPR have been expanding. He noted that the workload of the Committee of Six varies based on the number of reappointment, tenure, and promotion cases. The workload during the Spring semester is typically less than that of the Fall semester, he said. Professor Lembo asked the Dean if course relief might be offered to Committee of Six members during the Fall semester if the number of tenure cases is substantial. Other members suggested that course relief be offered if the number of cases is eight or more. The Dean, who noted that the only time that course relief has been offered to the members of the Committee of Six occurred when there were fourteen tenure cases, said that he would be open to discussing this proposal. Professor Jagannathan said that he worries that offering course relief to the Committee of Six would result in many other requests of this sort. In each case, he anticipates, the arguments would seem reasonable, and deciding when and when not to offer course relief would soon become a major problem. Professor Hall said that the work of the Committee was so substantial this fall that he did not have time to prepare properly for his classes, a situation that troubled him greatly. Professor McGeoch said that she too had this problem and also was very disturbed by it. The Committee discussed possibilities for improving the ways in which the voluminous information that makes up the tenure dossiers is collected and managed.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended March 2, 2009

The twenty-fourth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Tuesday, February 24, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting was devoted largely to reviewing discussions that took place on campus with the Trustees on February 16 and 17, integrating previous Committee of Six conversations about the budget, and finalizing the process that will be used to develop recommendations to the Board on how to reduce the budget in the near and long term, including the structure and role of an oversight committee. The members agreed that to inform the Faculty, a succinct summary of the Committee of Six's discussions on budget planning, including the current conversation, should be appended to the agenda for the Faculty Meeting set for March 3.

President Marx noted that the Board has indicated that, within ten years, the draw (spend rate) on Amherst's endowment should be 5 percent or less. Having set this overarching boundary, and in anticipation of setting more specific financial targets at their meetings in April and May, the Trustees have asked the Amherst community to develop plans for how to adjust the budget to meet these financial goals. Professor Hall noted that it will be important that the goal of having a 5 percent spend rate within ten years be taken by all as a given, since setting such a target is the responsibility of the Board. The President, the Dean, and the Committee agreed. When asked how the Trustees arrived at this goal, President Marx said that the Board determined that having such a spend rate is necessary if the College is to sustain itself, and that a ten-year period is a reasonable span for adjustments to be made to ensure that this goal is met, while allowing for flexibility in how adjustments will be made. Professor Barbezat noted that some may wonder why the College is not waiting until year eight or nine to take steps to reduce the budget, when it will be clear what steps will need to be taken. He noted that this approach, rather than the more conservative and gradual one that has been proposed, would not be prudent, since severe cuts might become necessary within a narrow time period to meet the target. He argued that it is reasonable for the Trustees to say that they will allow a higher spend rate only for a couple of years within a ten-year span and to set the goal of a draw on the endowment of 5 percent by the end of this period. After all, Professor Barbezat said, it was the more conservative spend rates of the past few years that put the College in a better position now than many of Amherst's peers.

The Committee agreed that, while it is difficult to make projections about the economy, it is essential that the College be prepared to choose among a range of actions to make further budget cuts. President Marx suggested that an informative exercise will be to examine, for purposes of illustration and information only, he emphasized, the budgetary effects of taking a number of possible actions singly. For example, he posed, if the goal is reducing the spend rate to 5 percent or less in ten years, would just reducing salaries by a certain percentage and not taking any other action enable the College to realize this goal? Could it be accomplished just by reducing financial aid? Another scenario that would be useful to model would be the effects of not implementing any of the recommendations of the Committee on Academic Priorities (CAP). The members agreed.

Amended March 2, 2009

The members returned to the topic of the process for considering budget reductions. The members agreed that, as much as possible, the process for developing recommendations to the Board about ways to reduce the budget should rely on existing governance structures—the Committee of Six, the Committee on Educational Policy (CEP), the Committee on Priorities and Resources (CPR) with the Advisory Committee on Personnel Policies (ACPP), and the Faculty Committee on Admission and Financial Aid (FCAFA)—and should include students, faculty, and staff. The standing committees have been asked to spend the next three months considering ways to increase efficiency and decrease costs in the areas that fall under their charges, to include the campus community in their deliberations, and to make efforts to gain consensus. All areas of the budget will be considered, the members agreed. It was noted that, in weighing the options developed, ensuring the ongoing quality of education at Amherst will be the primary metric.

The Committee decided that an umbrella committee is needed to bring together campus conversations and coordinate the work of the standing faculty committees. Professor McGeoch suggested that referring to such a committee as the Blue Ribbon Committee is not ideal, and the other members concurred. The members agreed that the Blue Ribbon Committee will hereafter be known as the Advisory Budget Committee (ABC). The members decided that it would be helpful if the ABC is formed as soon as possible to receive questions and in order for the committee to hold open meetings. It was noted that some proposals have already been suggested, such as not implementing a need-blind financial aid policy for international students (a proposal currently being reviewed by the FCAFA, the Dean said). It was noted that questions have been raised about reductions that may have been made already. The President and the Dean reported that, in addition to cutting their own salaries, the Dean's office will reduce the number of Associate Deans from 1.5 FTEs to 1 FTE as of December 31, 2009, and has not filled the position of Director of Sponsored Research. The budget of the Center for Community Engagement is being reduced significantly. The President reported that discussions are currently underway at the New England Small College Athletic Conference (NESCAC) level about ways to reduce the costs of athletics at member schools. The Committee agreed that constituting the ABC as soon as possible would provide a useful forum for discussion. The members decided that the committee will be composed of the current Committee of Six, the President, the Dean, two staff members, two students, two Trustees, and one alumnus. The Treasurer will serve in a consulting role. It was agreed that the ABC should work most intensively immediately before and/or after Commencement.

In addition, the members decided that the Committee of Six, CEP, CPR, and FCAFA should be asked to submit to the ABC in May their reports on steps and approaches that might be taken. Informed by these reports, and by specific financial targets set by the Board, the ABC will consider the committees' recommendations collectively, weigh priorities and trade-offs, and develop recommendations for the Board. The Dean noted that these recommendations may include final adjustments to the 2009-2010 budget, since more information about finances and targets will become available in May, including the level of financial aid that will need to be made available to meet the needs of the incoming class. The members agreed, while noting that

Amended March 2, 2009

the principal focus of the ABC's work will be on developing recommendations for possible budget adjustments in 2010-2011, 2011-2012, and beyond.

The Committee then reviewed the agenda for the Faculty Meeting of March 3 and voted six in favor and zero opposed to forward it to the Faculty.

Dean Call informed the members that, in response to the Committee's recommendation that two staff representatives be added to the CPR on a permanent basis, the CPR has asked to meet with the Committee of Six to explore this issue. (Such a change in membership would require a vote of the Faculty.) The members agreed to meet with the CPR soon.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended March 16, 2009

The twenty-fifth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, March 2, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with Announcements by the Dean. Dean Call noted that his office is about to send out letters confirming faculty leaves for 2009-2010.

Dean Call reported that he has received a response to the Committee's request to learn how the Center for Community Engagement (CCE) special topics seminar, which was taught this fall by Molly Mead, Director of the CCE, was received by faculty and students. Seven students took part in the seminar, each working with a different member of the Faculty. Ms. Mead and Professor Sanchez-Eppler, Faculty Advisor to the CCE, who collaborated on the design of the seminar, have informed Dean Call that the seminar had as its purpose helping students integrate insights they had gained through a summer public service internship with theories and concepts of community-based research and to complete a project grounded in an academic discipline. In developing the pedagogical experiment, Professor Sanchez-Eppler and Ms. Mead consulted with the Dean of the Faculty and the Committee on Educational Policy (CEP), they noted.

Ms. Mead met with the students in a seminar format on a weekly basis, with each week covering a different topic. Students registered for the course as a Special Topics course. Each student had a faculty advisor who met with the student at least four times during the semester and often significantly more than that. The faculty advisor provided content-related advice about the student's academic project and was the faculty member with whom the Special Topics was registered and the person ultimately responsible for grading the students' work in this course.

Ms. Mead and Professor Sanchez-Eppler noted that there were two primary purposes in offering this seminar in the fashion that they did. They said that the first, and most important, is that they wanted to offer students a serious way to do a theoretical and conceptual project that was intellectually connected to the students' public service work from the preceding summer. The second is that they wanted to develop a special topics model that would allow faculty to provide intellectual guidance for the students' work without unduly burdening faculty. Ms. Mead and Professor Sanchez-Eppler said that this latter purpose emerged from discussion in the spring of 2008 in which faculty had noted that advising a Special Topics student can be a significant additional burden, and expressed concern about relying too heavily on that structure as the way to provide intellectual and academic contexts for internship experiences.

According to its creators, the seminar worked exceedingly well in most instances and less well in a few cases, Dean Call said. The students for whom the seminar worked well demonstrated that the initial idea was a good one: create a format in which students can do independent academic work motivated by a significant public service experience and in which faculty have a time limited but significant role, and students can do very substantial independent work. However, it was recognized that students often struggle to achieve the discipline necessary to complete an independent project. In this case, the shared advising role made it too easy for a student to fail to make good progress. At this time, the CCE does not plan to offer the seminar again, at least not with this particular approach to shared oversight of the students' work, according to Ms. Mead and Professor Sanchez-Eppler.

Reporting back in response to a question posed by Professor Hall about windows in dorms being left open in winter, the Dean said that Jim Brassord, Associate Treasurer for Campus Services and Director of Facilities, said that he and his staff have made efforts to

Amended March 16, 2009

encourage students to refrain from keeping their windows open, and that this practice troubles him greatly and costs the College a significant amount of money. In the past, RCs have been asked to tell students to close their windows, but students don't listen, according to Mr. Brassord. He believes that the rooms are not too hot, typically, but that students open windows because they want fresh air. He recently asked the Green Amherst Project, a group of one hundred students who are interested in issues surrounding sustainability, if they would be willing to patrol dorms on a nightly basis, with the goal of having these students monitor their peers so that windows are not opened. He has not yet heard back from the group. Professor Hall suggested that dorms be allotted a fixed number of BTUs, based on daily or average weather conditions, and that, if the quota is exceeded, a surcharge would arise, similar to dorm damage. President Marx said that he has been approached in the past about having dorms compete against one another to be the most energy efficient. Professor McGeoch suggested that the College Council might explore this and other options for encouraging students to be more conscious of energy use.

In preparation for the Faculty Meeting of March 3, the Committee returned briefly to the topic of the Advisory Budget Committee (ABC). The President said that it has been suggested that one of the staff representatives on the ABC be Trustee-appointed and that one other be a staff member. The members agreed that this seems to be a workable proposal. In addition, the President said, Betsy Cannon Smith, Alumni Secretary/Executive Director of Alumni and Parent Programs, could be asked for nominations of alumni who might be asked to serve on the ABC, since it has been agreed that one alumnus/alumna of the College should be a member of the committee.

Professor McGeoch asked how the deliberations of the ABC would be shared with the community. The Dean suggested that the ABC should share a full summary of its recommendations at the conclusion of its deliberations. To inform the deliberations of the ABC, the President, the Dean, and the Committee agreed that as much information as possible about possible models, choices, and parameters in regard to moving forward should be shared with the community, so as to have the fullest possible debate. The Committee, the President, and the Dean felt strongly that the ABC itself, rather than the Committee of Six, should discuss issues surrounding the work of the committee and the level of transparency that will be possible and/or desirable, given the nature of the task at hand.

President Marx informed the members that, at the Faculty Meeting, he planned to summarize steps that have been taken already to reduce the budget, steps that are being taken now, and the process for considering future steps. In addition, he will ask the Faculty what additional information they wish to have to inform future discussions. The floor will then be opened for conversation. The Committee agreed that the proposed plan seemed viable. The remainder of the meeting was spent on a personnel matter.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended March 20, 2009

The twenty-sixth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, March 9, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee discussed the inherent limitations of using minutes as its only communication vehicle. The members noted that drawbacks include not being able to convey conversations in real time—as the Committee is responding to unfolding events—and agreed that, by the time the Faculty receives the minutes, the landscape may have changed and new issues may have arisen. In addition, the Committee often shares its discussions and debates, and floats possibilities, within a series of minutes from one set of meetings, before arriving at final decisions in later meetings, which are often shared in later minutes. The unintended result appears to be that, at times, concepts that the members have intended to convey as ideas that are in a stage of formulation are instead being interpreted as final decisions. The Committee agreed that efforts should be made to make this distinction more explicit in the minutes to try to prevent misinterpretations, while continuing to strive for transparency.

The Committee returned to the topic of the formation of the Advisory Budget Committee (ABC), which the members had agreed to re-visit following the raising of concerns at the Faculty Meeting of March 3 about the process for selecting the faculty representatives who will serve on the committee. Professor McGeoch said that it would be useful to consider whether there should be immediate and long-term committees. For example, she asked: Are there different reasons for constituting the committee, in terms of immediate and long-term tasks? What is the charge of the committee? How often will the ABC meet once its immediate work (before and/or after Commencement) is completed? The Dean said that there will be a need for the ABC, both in the short and long term, and that the committee that will be formed this spring should serve both functions. The Committee agreed to develop a charge for the ABC and to share the charge with the Faculty as soon as possible. After the committee completes its work during the period around Commencement, the ABC should meet on an as-needed basis, particularly during this period of economic uncertainty, when significant decisions and budget adjustments are required, the Dean suggested. Professor McGeoch wondered if the meetings of the ABC might be scheduled in a way that would coincide with the budget cycle.

Continuing the discussion, President Marx noted that any structure that is put in place now for the ABC should be of a design that can be continued, if needed, so that the process for selecting the committee does not have to be continually re-invented. He said that, from all that he has heard, the Faculty is most interested in making use of existing faculty structures, in particular including on the committee members from the three standing committees—the Committee on Educational Policy (CEP), the Committee on Priorities and Resources (CPR), and the Faculty Committee on Admission and Financial Aid (FCAFA)—and ensuring that faculty members with significant expertise serve on the committee. Most members agreed that, for the sake of ensuring expertise and continuity, it would be desirable to have continuing members from these committees serve on the ABC. Professor Barbezat suggested that the Committee pause to take a moment to explore fully whether having members of these committees serve would be desirable, since, as a result of their work, they have drawn conclusions on issues before

Amended March 20, 2009

they begin to serve on the ABC and who are not, after all, chosen by the Faculty. Having another committee to review the recommendations drawn from the standing committees would provide another layer to an important process. This committee could certainly turn to members of the standing committees if more information were needed on their conclusions. The idea of including the members of these committees on the ABC represents a substantial shift in the Committee's thinking, he said. Professor McGeoch agreed. The Committee agreed that there are pros as well as cons, but that, overall, it will be useful to have representatives from the standing committees serve on the ABC. It was noted that each member of the standing committees will be evaluating a significant body of information beyond what they have explored through their committee work. Professor McGeoch noted that the role of the ABC is not to advocate for one interest or another, but to receive, and to convey to the Trustees in a coherent way, the views of the Faculty and other members of the Amherst community, as gathered through a variety of mechanisms. It will clearly be impossible and it would not be desirable, she said, to have individuals representing all interests actually serving on the committee.

Continuing the conversation, the members referenced the discussion at the March 3 faculty meeting and the subsequent email exchanges among faculty colleagues which indicated that some faculty members favored using an election process to select some of the Faculty's representatives on the ABC. The members agreed that making use of the regular Committee of Six election would be an effective way for the Faculty to play a role in constituting the ABC using existing structures. The members agreed that at the next Faculty Meeting, which they decided would take place on March 24, the Committee will propose a motion that the six faculty representatives of the Advisory Budget Committee (ABC) be constituted in the following way: Three members would be faculty currently serving on the Committee on Priorities and Resources (CPR), Committee on Educational Policy (CEP), and Faculty Committee on Admission and Financial Aid (FCAFA)—one from each committee (not necessarily the chair). (Under the proposal, each of these committees would choose its own representative from among its continuing members.) In addition, following the regular Committee of Six election, the three other faculty representatives of the ABC would be chosen by the faculty members of the newly constituted Committee of Six from its membership. (In constructing the motion, the members discussed whether it should be stipulated that at least one of the three faculty representatives on the ABC who will be drawn from the Committee of Six should be a continuing member of the Committee, but, after discussion, decided that it would be preferable not to have this restriction.) Under the proposal, the names of the three faculty representatives drawn from the continuing memberships of the CPR, CEP, and the FCAFA would be made public before the Committee of Six election begins. Professor Barbezat thought that, while it was a good idea to forward this motion to be considered by the Faculty, he did not support it. If a vote were to be taken, allowing the Faculty the greatest choice is important. Members of the current Committee of Six would still be on the ballot for the ABC so an open election provides the possibility of the Committee of Six members serving while allowing for the possibility of others serving, too.

The members discussed a proposal (appended) for an alternative way of constituting the committee that was sent to the Committee by a group of faculty members and agreed to forward it to the Faculty for consideration at the March 24 Faculty Meeting. The faculty members

Amended March 20, 2009

proposed that the six faculty representatives of the ABC be constituted in the following way: three members of the ABC would be faculty currently serving on the CPR, CEP, and the FCAFA—one from each committee (not necessarily the chair); each of these committees would choose its own representative. One member of the ABC would be chosen by the current Committee of Six from its membership. The Committee noted that only a continuing member of the committee would be able to serve. The other two faculty representatives of the ABC would be chosen through a Committee-of-Six style election in which the ballot would include the names of all tenured and tenure-track faculty. Faculty who will be on leave next year would be given the option of exempting themselves. Under this proposal, the names of the four faculty representatives drawn from the CPR, CEP, FCAFA, and the current Committee of Six would be made public before the election begins.

Professor Jagannathan asked if the urgency of the ABC's most immediate work would make it possible to wait for the Committee of Six election or special election to conclude before forming the committee. (Any election would have to be held after the result of voting on the motions is known.) President Marx said that having the Committee of Six election or special election at the end of March should still allow time to have the ABC constituted by mid-April, which should be workable. Professor Hall said that he is uncomfortable with a timetable that would mean that the newly formed ABC would be formulating its recommendations in May and June, after being formed only in mid-April. Professor Jagannathan echoed the concern and expressed the hope that the short-term recommendations of the ABC for 2009-10 would be offered as necessary expedients. The time for a more deliberative process would then be next year and beyond. Professor Lembo said that, while he shares the concern of other committee members, both for expediency and a deep examination of core values in the long-run, he sees the short-run budgetary process as involving some discussion of our core values as well. President Marx responded that the standing committees, the reports of which will be vital to the ABC's deliberations, have already begun their work and will continue doing so during the period in which the ABC is being formed. Professor Hall said that he views the longer term work of the ABC differently than the immediate work. Some issues being reviewed by committees, particularly curricular matters being examined by the CEP, for example, have different levels of complexity and require more analysis and/or creative thinking than others, he noted.

The members agreed that, in the interest of generating the most productive discussion with the Faculty about these motions, the Committee would like to proceed in the following manner: Motion X (the Committee's proposal) will be moved, and Motion Y (the proposal by faculty colleagues) will be moved immediately afterward as a substitute motion. This procedure will allow for a discussion in which the merits of motions X and Y can be compared. Following that discussion, the Faculty will be asked to vote on whether to substitute Y for X. That vote will leave one motion (X or Y) that can be debated further and brought to a vote. Based on today's conversation, the members agreed to develop formal motions and then to vote by email on their substance and on whether to forward them to the Faculty.

Returning to the make-up of the ABC, the President said that it has been suggested that one of the staff representatives on the ABC be a Trustee-appointed individual and that the other be a staff member who could be nominated by the Advisory Committee on Personnel Policies

Amended March 20, 2009

(ACPP). For the sake of greater balance, the Committee agreed that it would be best to have, in addition to six faculty, three staff members (one Trustee-appointee and two staff), three students, one alumnus/alumna, and three Trustees, including the Chairman of the Board. Students have asked that the leaders of the Student Government fill the student slots. The President said that the President of the Alumni Association might be asked to fill the slot for an alumnus/alumna. President Marx noted that having the Dean, Trustees, and the President serve on the ABC will enable them to hear debate, rather than only receiving reports, which will be critical in informing their decision-making. The Dean offered to serve as the committee's chair. Professor Hall wondered if the committee should select its own chair. The Dean agreed that was a viable option, but he noted that he has the educational core of the College as his primary focus. In particular, most of the people at the College work in departments or units which report to his office, and he reviews the budget for these departments annually. Although the ensuing discussion was not completed, the Committee later decided by email to forward the charge of the ABC to the Faculty with the Dean specified as chair.

Discussion turned to the way in which the data requested by the Faculty at the Faculty Meeting of March 3 will be shared with faculty. The President noted that he has asked the Treasurer to prepare this material, and that it is likely that most of it can be posted on a password-protected Website. Other means of distribution may have to be explored if security or other issues arise, President Marx said. The Committee asked to review the data as soon as possible, and the President agreed to provide the information as soon as it is available.

The members of the Committee who met with the CPR recently to discuss the proposal to revise that committee's charge to add staff representation reported back. The members noted that, for the time being, the CPR has agreed to have a second member of the staff, Heidi Kellogg, Assistant Custodial Supervisor, attend the meetings of the CPR, without vote. The CPR agreed to return next year to the issue of whether staff members should be added to the committee on a permanent basis, with vote. For now, the staff members who are guests of the committee will have access to all information provided to and reviewed by the CPR and will be full participants in discussions, Professor Jagannathan noted. He said that the committee's reasons for wanting extra time to examine this issue were persuasive. Professors Barbezat, Lembo, and Redding expressed the view that the CPR should consider adding staff now as voting members both for reasons of inclusiveness and because decisions about staffing and compensation will be an important part of its work. President Marx said that it is his hope that the Faculty will vote to make the two staff guest positions regular members of the CPR, with equal standing. The Dean, and most of the other members agreed that this is a worthy goal.

The Committee next reviewed new course proposals and voted six to zero to forward them to the Faculty.

Turning to the [Report of the Ad Hoc Committee to Review the First-Year Seminar Program](#) and the [CEP recommendation and comments on the committee's proposal](#), Professor Jagannathan noted that, if the requirements of motion 1 are adopted, and First-Year Seminars are required (effective with the class of 2014) to be discussion-based and writing-attentive and to include close reading and critical interpretation of written texts and careful attention to the development and analysis of argument in speech and writing, a certain degree of asymmetry

Amended March 20, 2009

would likely be created in terms of faculty participation. Colleagues in disciplines that emphasize these skills—within the humanities, for example—would be the most prepared to teach seminars with these emphases, he said. He wondered what the repercussions of such a scenario would be, given the impending staffing crisis for the seminars. Professor Hall agreed that the proposed requirements lend themselves to the humanities, and he said that it would be desirable to broaden the requirements to include an emphasis on quantitative and/or scientific experience, or to consider a sequence of seminars that emphasize the different aspects of a liberal education. Professor McGeoch agreed that the areas emphasized in the proposal are not central to math and science, and that faculty in these disciplines have not been trained to teach courses that focus on gaining these skills. Professor Redding commented that if only faculty from the humanities and the social sciences will be expected to staff first-year seminars, there will likely be an ongoing staffing crisis.

It was suggested that the incentive structure for staffing must recognize this issue. Members of some disciplines might wish to broaden some of their pedagogical skills before teaching the sort of First-Year Seminars that are being described, the emphases of which might be a cause of unease for some, several members said. Professor McGeoch said that she would prefer co-teaching with a colleague from the social sciences or humanities, rather than a special seminar, as a means of training math and science faculty. Dean Call said that he is mindful of this issue. He noted that the Ad Hoc Committee had asked the Dean and the CEP to consider incentive structures, and that the CEP has agreed to work with him next fall to develop some possibilities.

Continuing the discussion of the recommendations regarding the First-Year Seminars, Professor Jagannathan noted that the report does not seem to take on larger questions about the place within the open curriculum of these seminars, but seems more like a “fix” for now, emphasizing the role of particular areas that are traditional within liberal arts education. He commented that, though this proposal is a good start, he is troubled that there seems to be an emphasis in it on skills, rather than on conveying a broad and substantive articulation of what is important to a liberal arts education. Professor McGeoch agreed that the proposal for the First-Year Seminars represents incremental progress. Other members agreed. Professor Hall said that, given the constraints of the open curriculum, it might be difficult to bring coherence to the program. Professor Jagannathan agreed, commenting that one approach would be to abolish the program altogether. Professor Redding said that other institutions have used Amherst’s First-Year Seminar Program as an inspiration to provide small seminars for all incoming students. Professor Lembo asked if the current proposal is sufficient to address the concerns about the program raised in the New England Association of Schools and Colleges (NEASC) accreditation report. Dean Call said that the current proposal is an important first step. He noted that the CEP has agreed to return next year to the question of writing in the curriculum. President Marx suggested that one change be made to Motion 1, as indicated in bold below:

Amended March 20, 2009

...In addition, each seminar will supplement the advisory system by early identification of students whose performance could **especially** benefit from the services of a professional writing counselor or a second semester writing-intensive course.

The members agreed to this change and then voted six in favor and zero opposed on the revised substance of Motion 1 and on the substance of Motion 2, and six in favor and zero opposed to forward the motions to the Faculty.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

AMHERST COLLEGE
Department of Chemistry

David E. Hansen,
Rachel and Michael Deutch Professor

March 08, 2009

The Committee of Six
Amherst College
Amherst, MA 01002

Dear Colleagues:

As you return to your deliberations on the Advisory Budget Committee, we would ask that you consider the following suggestions regarding the selection of the six faculty representatives. Three would be faculty currently serving on the CPR, CEP, and FCAFA-one from each committee (not necessarily the chair). Each of these committees would choose its own representative. Similarly, the six of you would select one of yourselves to serve on the ABC. The final two faculty representatives would be chosen through a Committee-of-Six style election in which the ballot would include the names of all tenured and tenure-track faculty with one exception: We would ask that faculty on leave next year be given the option of exempting themselves. Ideally, the names of the four faculty representatives coming from the CPR, CEP, FCAFA, and Committee of Six would be made public before the election begins.

With our thanks,

Rowland Abiodun	Patricia O'Hara
Elizabeth Aries	Rose Olver
Michele Berale	John Rager
Ute Brandes	Lisa Raskin
Sandra Burkett	Steven Rivkin
Jay Caplan	Christian Rogowski
Catherine Ciepiela	Ronald Rosbottom
Amy Demorest	Austin Sarat
Thomas Dumm	Matthew Schulkind
Catherine Epstein	Rebecca Sinos
Stephen George	David Sofield
Deborah Gewertz	Robert Sweeney
Heidi Gilpin	Sarah Turgeon
Miriam Goheen	Martha Umphrey
David Hansen	Joel Upton
Margaret Hunt	Geoffrey Woglom
Scott Kaplan	Wendy Woodson
Jill Miller	Beth Yarbrough

Amended April 3, 2009

The twenty-seventh meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, March 23, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

President Marx informed the members that the Treasurer and Director of Institutional Research are still gathering data requested by the Faculty at the Faculty Meeting of March 3, so it is not yet possible to share the information with the Committee of Six or the Faculty. He said that he anticipates that the project will be completed soon, and that it is his intention to post most of the data on a password-protected Website that will be accessible to faculty and staff, and to students who are serving on relevant committees. Public forums will be scheduled for the purpose of generating conversation and answering any questions that may arise.

Discussion returned to the question of the chairmanship of the Advisory Budget Committee (ABC), which the members had agreed to re-visit, though the Committee has already forwarded the charge of the ABC to the Faculty, with the Dean specified as chair. Professor Jagannathan said that he supports having Dean Call serve as the chair, but expressed some concern that having him do so might place too much of a burden on the Dean, who already serves on numerous committees. Dean Call said that he feels that it is important that he serve on the committee and that he would like to chair the ABC, for the reasons he articulated during the Committee's March 9 meeting, namely, that he has the educational core of the College as his primary focus. In particular, he reiterated, most of the people at the College work in departments or units which report to his office, and he reviews the budget for these departments annually. Professor Barbezat said that, for a variety of reasons, it would be difficult for another member of the committee, other than, perhaps, a Trustee, to be chair. He noted that, since the ABC will be advising the Trustees, it does not seem optimal to have a Trustee serve as the chair; he said that his preference would be that the Dean chair the ABC. Professor Lembo commented that the Dean's reasons for chairing the committee seem sound. Professor Jagannathan noted that the ABC could certainly negotiate the terms of its charge, if it wishes to do so, including deciding on the chair. The members agreed that the charge to the ABC, as already forwarded to the Faculty, need not be revised at this time to re-visit the question of the chairmanship.

Discussion turned to the membership of the ABC beyond the faculty representatives. President Marx shared a suggestion for a Trustee-appointed individual and asked for the members' thoughts. He noted that the Association of Amherst Students has suggested that its president and treasurer, and one other student that it selects, serve. President Marx said that the Trustees will choose three members of the Board who will serve, while informing the Committee that he anticipates that Board Chairman Jide Zeitlin '85 will be one of the Trustee representatives. The President of the Alumni Association will also be asked to serve, he noted. In this way, each constituency will choose its representatives. Professor Hall said that he is uncomfortable with the Chairman of the Board serving on the ABC, since the committee will be making recommendations to the Board, and, under the proposed structure, Mr. Zeitlin would be both serving in an advisory role and in a decision-making role. Dean Call said that he feels that

Amended April 3, 2009

the influence of the committee will be enhanced if the Trustees, including the Chairman, participate in the work of the committee. Professor Hall argued that Trustee perspectives would strongly influence the discussion if the Board Chairman serves on the committee. President Marx noted that Mr. Zeitlin and he will be partners in decision-making, and that it will be important for both of them to be informed by the discussions of the committee, rather than merely receiving the recommendations that emerge through those discussions. In addition, he noted, Mr. Zeitlin will bring significant expertise in finance to the committee's work.

Professor Jagannathan said that he is not particularly troubled by having the Board Chairman serve on the ABC since financial decisions of importance to the whole College are involved. But he feels that, since Mr. Zeitlin and other Trustees, and the President, will be serving, the role of the ABC should be characterized differently. This composition, he feels, changes the nature of the committee so that it is more than advisory. Professor Barbezat-disagreed, noting that, even with the President and Mr. Zeitlin serving on the ABC, it is still possible that the committee will make recommendations with which the President and the Board Chair do not agree. Professor McGeoch said that, in her view, having Trustees participate on the ABC increases the bandwidth of the committee's communication. She thought it seemed likely, however, that the Trustees will advocate for the priorities of the capital campaign, since they have been raising money for these areas. Professor Redding asked if there is a way for Trustee-appointed staff members to elect their own representative to the committee rather than have the president appoint a representative. Dean Call said that Trustee-appointed staff members do not have an organization comparable to the Advisory Committee on Personnel Policies (ACPP), so it would be difficult to have an election. The Dean noted that, ordinarily, the Librarian of the College, would be a good choice, but unfortunately that position is filled by an interim appointment at present. He feels that it is important that the individual should have a broad perspective on the College and, if possible, be in a senior position within a larger unit. Professor McGeoch said that it might be advantageous to have an advocate for the Library on the ABC to help alleviate the worries of some faculty members about the interests of the Library not being represented. The Dean noted that he fully supports the Library and has recently advocated successfully for two positions to be filled (Head of Archives and Special Collections and Librarian of the College). The President said that he will work with the Dean to explore the options available for Trustee-appointed colleagues who might serve on the ABC.

President Marx asked the members for their views on whether the College should explore a voluntary retirement package for staff, before any discussions of potential layoffs of staff go forward, as many other institutions have been doing. He noted that there is some uncertainty about potential cost savings, depending on how many staff members who chose the package would need to be replaced. President Marx asked the Committee whether, if it is felt that such a plan is worth trying, he should wait for the ABC to discuss the question or should offer a package as soon as possible, noting that knowing the results of the offer could inform the deliberations of the ABC and/or could be evident to the Board before the Trustees make decisions about the ABC's recommendations. The President commented that the Faculty's

Amended April 3, 2009

phased retirement plan already offers a significant incentive, and that it is hard to imagine that any small incentive that might be added at this point would influence a faculty member's decision about when he or she would retire. Professor McGeoch suggested that the Committee on Priorities and Resources (CPR) be asked to consider these questions; Professor Redding concurred. President Marx agreed that it would be useful to share any proposals regarding a staff package with the CPR and to have the committee think about the faculty side, if the idea of offering additional incentives becomes part of the ABC's deliberations. The committee felt that offering a voluntary retirement program for staff could proceed before the ABC begins its deliberations.

The Committee agreed that a [letter from Professor Rabinowitz](#) regarding comments in the Committee of Six minutes of February 16, 2009, about the option of merging some small departments within the Five Colleges so that the departments could plan their curricula cooperatively, and one campus could assume leadership for the program, should be appended to the minutes. President Marx noted that, as an example, he had mentioned that the center for Russian departments at the Five Colleges might be based at Amherst. He said further that, if such a step were actually under consideration, consultation among departments would be a first step in any deliberations. Dean Call noted that the Five-College academic deans and the Committee on Educational Policy (CEP) would soon be sending an email to their faculties as a follow-up to the recent communication from the Five-College presidents on the topic of enhancing Five-College cooperation. The deans' email will include a request for concept papers that will offer ideas, based on more efficient use of existing resources, for more effective collaborations that will make the combined strength of academic departments and programs more apparent to students and more available. After reviewing proposals, the deans will invite several groups for preliminary planning discussions, Dean Call said. The deans hope for compelling proposals that will be given priority for Five-College funding and resources and which might focus on some of the following areas: joint hires to fill areas of the curriculum left vacant by retirements and resignations; curricular planning and coordination; majors that rely on the use of Five-College resources or Five-College departments that combine resources across campuses (either all five or a subset); building student intellectual community and student cohorts across the Five Colleges; engaging newer members of the faculty in Five-College collaborative efforts, including team-teaching across institutions; and strengthening faculty and student research by sharing facilities and resources.

Continuing the conversation, Professor Hall said that consideration of enhancing Five-College cooperation in these ways should recognize that Amherst departments are often in a position of greater strength vis-a-vis other departments within the Five Colleges in terms of level of faculty research and teaching, as well as in terms of student preparation, for example. He was concerned that whatever cooperation ultimately takes place does not diminish these strengths and that the College will continue to provide a high-quality education to its own students. While agreeing with this sentiment, the Dean noted that there are also great strengths within departments at the other Five-College institutions. He noted that there are many ways

Amended April 3, 2009

departments might enhance their curricula through cooperation, while maintaining independent programs with their own requirements. In that vein, Professor Jagannathan argued that sharing upper-level courses among the Five-College institutions has not been successful on a number of occasions in the past, and he would not be in favor of taking this approach. Professor McGeoch mentioned that her department finds it almost impossible to share core courses in the valley. Professor Jagannathan noted that similar proposals to enhance Five-College cooperation have been floated from time to time.

The members next reviewed issues that would be under discussion at the Faculty Meeting of March 24. It was agreed that, in the interest of a clear and reasonably efficient debate, Dean Call would offer as a suggestion that the Faculty focus first on which of the two motions (X and Y) was preferred. After the Faculty voted on the substitute motion, and thus chose whether to work from Motion X or Motion Y, colleagues wishing to propose amendments could choose to offer them.

Dean Call next informed the members that the CEP has recommended that a task force be formed to review in a comprehensive way issues surrounding class scheduling. The CEP suggested that a member of the Arts faculty, a member of the Committee on Education and Athletics, and an Associate Dean might serve and complete their work during 2009-2010. The Committee wondered whether a task force is needed, since the data about class bunching have been reviewed and discussed already, and the issues seem clear. Professor McGeoch said that she has done research on problems of this type and would be happy to work with the task force. Professor McGeoch feels that it might be possible to keep the current configuration of meeting slots if, for example, each faculty member is invited to provide a first-choice time, as well as an alternative time, for each course that he or she teaches. The members agreed that it would be useful to approach the problem in this way and that a task force should be able to do its work in very short order. Professor McGeoch agreed to meet with the Registrar about the project. Professor Jagannathan suggested that it would be desirable to have a member of the CEP serve on the task force, and the other members agreed. The Dean offered suggestions about colleagues who might be asked to serve on the task force.

Under "Questions from Committee Members," Professor Barbezat said that he has been informed of an incident in which a supervisor threatened a group of staff members that, if they made complaints, they would be the first to be laid off if layoffs occur at the College. Professor Barbezat hoped that this outrageous behavior could somehow be addressed with a policy statement or a broad statement to all managers about these sorts of threats. The Dean said that he would look in to this matter and consult with Paul Murphy, who is the senior staff liaison to the recently formed department managers group. The President, the Dean, and the members found this report to be very troubling, and the President said that, should layoffs occur, there will be a process developed for implementing them. No supervisor will be given sole authority to identify staff members who should be laid off, the President said. The Dean noted that, if the College is forced to have layoffs, the first consideration would be to examine positions in relation to their role within the overall operation of the College. The second consideration would be job

Amended April 3, 2009

performance. The Dean pointed out that, after reviewing the amount that the College spends on compensation, it is clear to him that compensation is a smaller proportion of Amherst's budget than it is of the budgets of a number of peer institutions.

Professor Barbezat asked the Dean for clarification about how over-enrollments in classes are addressed. The Dean noted that the Faculty had voted in 2003 that all courses would remain open throughout the preregistration period, even if the number of students preregistered for a course exceeds the enrollment limit for the course. At the end of preregistration, faculty members whose courses are oversubscribed may instruct the Registrar to choose by lottery which students to drop from the course. Faculty members continue to have the option of determining their own class lists, either after preregistration, or during the add/drop period. This procedure emerged after the CEP had become concerned that some students were rushing through the advising process in an attempt to enroll in the most popular courses with limited enrollments; some courses would close after only one hour. Although it was noted that the new procedure would not affect very many courses, the committee believed it would create a fairer enrollment process and allow students adequate time to consult with their advisors. The members, who had reviewed proposals for new courses online, next voted six to zero to forward them to the Faculty. The Committee next turned to a personnel matter.

The meeting adjourned at 5:30 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

AMHERST COLLEGE
Department of Russian

March 11, 2009

The Committee of Six
Converse Hall

To the Committee:

The Amherst College Russian Department requests that you share the following with the entire faculty as a matter of information.

We write in response to the following passage from the minutes of the Committee's meeting on February 16, 2009, as amended February 26, 2009 (p. 64):

"President Marx noted that there has been some discussion among the Five-College Presidents and Deans about the option of merging some small departments so that the departments plan their curricula cooperatively, and one campus assumes leadership for the program. As an example, he mentioned that the Russian department for the Five Colleges might be based at Amherst."

For the last five or six years, we have actively participated in ongoing deliberations with our colleagues at UMass, Smith, Mt. Holyoke, and Hampshire about collaborative arrangements to help sustain the staffing of Russian studies in the Valley, including efforts to coordinate the levels of proficiency in Russian language classes. At no point, however, have we discussed the "merging" of departments or supported the creation of a single Five College major based at Amherst. A change of this kind, we believe, will have a long-term adverse effect on the study of Russian and other global languages and cultures at Amherst and in the Valley.

We were surprised to see the possibility of a comprehensive restructuring of our department raised at a Committee of Six meeting without prior consultation. We urge the President and Dean, as well as colleagues on any committees that might consider such proposals, to consult with faculty from the "small departments" in question about the issues involved and the possible consequences entailed.

Stanley Rabinowitz, Chair
Russian Department

Amended April 21, 2009

The twenty-eighth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, March 30, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Dean informed the members that the Committee on Educational Policy (CEP), Committee on Priorities and Resources (CPR), and Faculty Committee on Admission and Financial Aid (FCAFA) have chosen their representatives to the Advisory Budget Committee (ABC). They are Professor Williamson (CEP), Professor Rosbottom (CPR), and Professor Burkett (FCAFA). He then asked the members to consider a personnel matter.

Under "Questions from Committee Members," Professor Jagannathan expressed dismay over the tone of the discussion during the Faculty Meeting of March 24. He said that he hopes that we would find ways to understand better the cause of dissatisfaction with the Committee of Six that has been expressed by some committees (most notably the CEP and the CPR) and by individual faculty members, and to move toward comity. Professor Lembo said that he shares Professor Jagannathan's concerns and suggested that the Committee devote more effort to clarifying its position on issues, including the differing views of committee members, in order to enhance communication. Professor Hall agreed, noting that some faculty readers seem to get a sense from the minutes that the Committee of Six is being authoritarian, when that is not its intent. Professor Jagannathan said that a colleague at the Faculty Meeting implied that the Committee of Six lacks balance and is trying to make an end run around faculty governance structures. Noting the example of the Committee of Six's discussions of the benefits of adding staff members to the CPR, Professor Jagannathan said that he also has the sense that other committees may feel that the Committee of Six has been overstepping its bounds. If committees had such concerns, he wondered if the Committee of Six should meet with some of the other committees in addition to the CEP. Professor Hall agreed and observed that the major committees of the Faculty do not seem to be working well together, possibly due to a lack of communication. The members agreed that the ways in which the Committee is being perceived are not reflective of the Committee's practices or intentions.

The Committee then discussed an [email from Professor Umphrey](#) (appended via this link), Chair of the CEP, and agreed that she raises important points. Professor Umphrey noted that, since the Faculty revised the CEP's charge two years ago, the committee has begun to address curricular questions in a more robust way and has taken initiative in some matters without being charged to do so by the Committee of Six. Professor Umphrey noted that the CEP feels that its new role, while in keeping with its charge, has produced the potential for some overlap and confusion between the Committee of Six and the CEP. She suggested that it might be helpful for the Committee of Six and the CEP to discuss ways of clarifying their roles and coordinating their work.

Professor Hall expressed support for having the Committee of Six meet with the CEP, and the other members agreed and asked the Dean to schedule a meeting as soon as possible. He agreed, noting that important questions have been raised. The Dean said that, since there has been some confusion over whether the CEP or the Committee of Six should be constituting task

Amended April 21, 2009

forces and working groups, it will be helpful to clarify this issue when the two committees meet. He noted that some CEP members were concerned that a task force to explore class scheduling should be formed before Professor McGeoch begins a study of ways that class bunching might be alleviated. Professor McGeoch said that she is quite willing to wait for instructions from a task force.

On the topic of which committee constitutes task forces and working groups, President Marx said that it is his understanding that the Committee of Six has traditionally played this role. The Dean agreed. Professor Jagannathan noted that the burden on the CEP has definitely increased and that this has been difficult. If there is agreement that the CEP is now functioning as the governing committee of the Faculty for curricular affairs, perhaps the committee's members should also be elected by the Faculty directly. In any case, he suggested that it might be useful for the Committee of Six and the CEP to meet with one another regularly a couple of times a year to discuss responsibilities and to apportion projects.

The members next reviewed a draft Faculty Meeting Agenda for April 7 and voted six in favor and zero opposed to forward the Agenda to the Faculty.

The Committee reviewed and discussed in detail the data related to the budget that have been gathered thus far, in response to requests made at the Faculty Meeting of March 3. President Marx said that the Treasurer is preparing additional information and that he would share these data with the Committee when the information is complete. Pointing out specific issues of concern, the members asked the President and the Dean for additional information and to clarify and/or refine some of the information that had been presented. The President and the Dean agreed to meet all these requests. Professor Hall observed that the "benchmark" average growth rate of the endowment, as specified by the Trustees, is roughly 7 percent, and that in fact the endowment had grown by roughly 7 percent over the last decade, even including the recent economic downturn. The annual growth of the budget over the last decade, however, has repeatedly outpaced this benchmark figure, in recent years exceeding 8 percent. He shared a graph that he had created and asked the Dean and the President how this budgetary growth could be viewed as sustainable, in terms of the average projected growth rate of the endowment. He further wondered why the Trustees had not prevented the growth in the proportion of the budget that is drawn from the endowment, which has grown from 22 percent in 1998-1999 to 35 percent in the original budget for 2008-2009. The Dean acknowledged Professor Hall's observation and noted that the reductions made to this year's budget have reduced the endowment contribution to the budget to approximately 33 percent. To answer Professor Hall's question, the Dean noted that the Board had recognized that the College had accumulated greater resources over the last decade, as a result of the endowment's excellent performance, and had set aside a portion of those resources for new initiatives approved by the Faculty. In addition, since the revenue in the College's operating budget comes from essentially three sources: the comprehensive fee, the endowment, and, to a much lesser extent, gifts for current use, and the rate of growth of the comprehensive fee has not kept up with the rate of growth of the College's expenditures (a circumstance shared by all of Amherst's peer institutions), some increased burden on the endowment would have occurred even without the College's educational initiatives or enhanced

Amended April 21, 2009

financial aid policies. It was noted that the spend rate on the endowment is calculated on a three-year rolling average. The members suggested that, once the data are complete, it would be helpful to share the information with Professors Loinaz and Woglom, who have particular expertise and interest in this sort of modeling, to get their advice before sharing the information with the Amherst community. It would also be helpful to get the data to the members of the ABC, as soon as that committee is constituted. The Dean noted that the first ballot for that committee will be emailed to the Faculty on March 31.

The President proposed to the Committee that, once the data have been finalized, the best format for discussion and asking questions would be public forums. The President suggested using one of the times (April 21 seems likely) that has been set aside for a Faculty Meeting for such a public meeting that would be open to the Amherst community. He noted that, in addition, a forum would be held during a weekday, which might be a more convenient time for staff. The members agreed that this would be a workable plan, while suggesting that, once the information is made available, the Faculty be invited to write to the Dean or others with questions and/or to request additional information. Professor McGeoch asked if the data could be made available before the April 7 Faculty Meeting. The President said that there was not enough time to do so. The Dean and the President agreed that Faculty could also be invited to send questions or request information by sending email to deanfac@amherst.edu. Professor Redding asked if the CPR is reviewing these data, and the Dean said that the committee is in the process of doing so. President Marx and Dean Call said that the Board is also reviewing the information and will discuss it at its meetings on April 4-5, and that they would report back on the meetings to the Faculty.

The Committee next reviewed two new course proposals and voted six in favor and zero opposed to forward them to the Faculty. President Marx noted that having faculty assign keywords will be very helpful for advising students. The Dean said that the CEP has defined the keywords *writing attentive* and *writing intensive* and the CEP anticipates clarifying the meaning of other keywords that are likely to be used for courses.

The members next discussed the proposal made by Professor Dumm at the Faculty Meeting of March 24 that Faculty Meetings be recorded through electronic means, rather than having minutes taken. After some discussion, the Committee agreed that there could be technical problems associated with recording the meetings in the Cole Assembly Room and that doing so would not be desirable. Instead the Committee suggested that the minutes include as much specificity as possible and communicate the tone of faculty members' statements, as much as possible. The President and the Dean agreed.

The Committee then turned to the selection of its ABC representative, and the President and the Dean left the meeting briefly. The members noted that the *Faculty Handbook* states (IV., S., 1., a.) that, in case the Committee of Six should meet without the President and the Dean, the senior faculty member of the Committee of Six will preside. In the spirit of this procedure, Professor Jagannathan chaired the discussion. As continuing members, only Professor Barbezat and Hall were eligible to serve. After some discussion, the President and the Dean were invited

Amended April 21, 2009

to return to the meeting, and the members informed them that Professor Barbezat would serve on the ABC.

The Committee turned to a personnel matter.

The Committee next discussed an email from Professor Sarat (appended via this link) to the Committee expressing concerns about decisions made regarding the Simpson Lectureship and McCloy Professorship. The members noted that Professor Sarat expressed worry about such appointments. He suggested that there needs to be, “at the very least,” “a fully worked out protocol to govern such appointments.” Noting that the President has compared the proposed arrangements with visiting appointments, Professor Sarat said that the procedures in the *Faculty Handbook* governing visiting appointments should be followed when appointing McCloy Professors and Simpson Lecturers.

The Committee reviewed the decisions that have been made. It has been agreed that, for the foreseeable future, appointments to these positions would be for up to three years, like visiting appointments (in addition to using them possibly to bring distinguished colleagues to campus to lecture for very short periods). Candidates most likely will come for a term or a year, and the President has agreed not to request at present a mechanism to allow consideration of longer-term and open-ended appointments. In these difficult economic times, when making these appointments, President Marx has said that he will consider the advice of the Dean in identifying departments that are in particular need of additional instructional appointments. The members noted that both the Committee of Six and the CEP have said that the President can move forward with appointments within these parameters. President Marx noted that Professor Sarat has pointed out that the *Faculty Handbook* states that “The College is committed to public notification of vacancies for visiting appointments and to a search for the best available candidates within affirmative action guidelines.” The President said that he will place an ad for these positions, in accordance with this policy, in addition to seeking nominations from the Faculty and getting advice from the Dean and the College’s Acting Affirmative Action Officer. Professor Lembo noted that he is in favor of advertising these positions, as Professor Sarat and the President have proposed, particularly for purposes of attracting the most diverse applicant pools possible. Since the issue of faculty governance has been raised, Professor Lembo noted that archive documentation from the Amherst College library pertaining to the Simpson Lectureships indicates a shift in the donor’s intention. He read the following from the Trustee minutes of January 23, 1971: “...According to the original deed of gift signed by Mrs. Simpson and her daughter Jean, the appointments [to the Simpson Lectureships] were to be on a recommendation by a committee of the faculty. The President produced a letter from Miss Jean Simpson expressing her willingness that the appointment should be made by the President after appropriate consultation, and subject to the approval of the Trustees.” Professor Lembo pointed out that this complicates our notion of “current practice” in which requests for visitors are understood to originate with departments. The Committee agreed that this language authorizes the President to appoint Simpson Lecturers, and that their nominations need not originate in departments. Professor Hall noted that the language of the bequests does not seem to be at odds with the language of the *Faculty Handbook* for visiting positions.

Amended April 21, 2009

President Marx said that he plans to consult with the Committee of Six regarding these appointments, noting that he considers doing so “appropriate consultation.” When consulting with the Committee of Six, the President said that he would share a list of nominees with the Committee. Professor Jagannathan stressed that, if the consultation process is to be meaningful, the President should not have made up his mind about which of the nominees he will appoint before discussing the list of candidates with the Committee of Six. The other members agreed. President Marx agreed that the consultation process should be a legitimate one, and that he would put forward a list of candidates to the Committee and share his views.

President Marx observed that these appointments should add to the teaching and intellectual excitement on campus and added that he would encourage nominations from departments. The Committee noted that, traditionally, practice, rather than written procedures in the *Faculty Handbook*, has guided the process for making visiting appointments. The members agreed that these few special appointments (and it was noted that there would be a total of no more than three Simpson Lecturers at any given time and only one McCloy Professor) need not originate in departments. The President commented that the Faculty, rather than individual departments, is charged with overseeing the curriculum, which is why the process of making these appointments will involve the elected representatives of the Faculty. In addition, the Faculty will vote on the courses proposed by anyone appointed to these positions, he said. The Dean noted that there are some other visiting appointments, for example, Five-College Fellows and STINT Fellows, that do not originate in departments. Professor Barbezat said that there is potential for appointments to McCloy Professorships and Simpson Lectureships to fall between departments.

As an extension of the discussion, Professor Hall asked what would happen, hypothetically, if a donor in the future gave a large gift with the restriction that there be a particular curricular outcome, such as additional presidentially-appointed faculty positions. Dean Call said that any gifts that are proposed are reviewed carefully, and a “reasonableness test” is applied to determine if the gift is consistent with the College’s established priorities. President Marx noted that he has turned away a number of gifts that would come with stipulations that would affect the curriculum. He said that he would not accept funds to support academic priorities and/or programs that have not been approved by the Faculty.

The members next discussed Professor Sarat’s question about whether the “cost” to need-based fellowships funded from the Simpson Fund has been considered in light of the intention to direct additional Simpson funds to Simpson Lecturers. The President said that he feels that, given a choice, it seems best to direct a greater proportion of these funds toward providing the most enriching classroom experience possible to Amherst students while they are here (through interaction with exceptional scholars appointed to Simpson Lectureships and McCloy Professorships), rather than directing substantial funding to support the graduate programs of other institutions. He said that he would gather precise figures on the amount of funding from the Simpson Fund that has been used to support the graduate study of Amherst students and report back to the Committee. Professor Lembo noted that the archive documentation also revealed that, in a letter dated February 14, 1936, the Simpson family wrote

Amended April 21, 2009

to “enlarge the purposes for which the income from the fund...can be used, so as to include the award of fellowships to any graduate of Amherst College for use in studying at any school, college or university approved by the Board of Trustees of the College...” Prior to this, Simpson awards for graduate study had particular restrictions attached. The Committee feels that all evidence suggests that the President has the authority to decide what proportion of Simpson funds will be used for the particular purposes established by the donors. The President noted that substantial funds for graduate fellowships from the Simpson Fund and other sources remain to be distributed by the Fellowship Committee, and that he plans to meet with that committee.

The meeting adjourned at 5:50 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

From: Martha Umphrey

Sent: Monday, March 30, 2009 12:49 PM

To: Anthony Marx; Gregory Call; Daniel Barbezat; David Hall; Kannan Jagannathan; Ronald Lembo; 'Catherine McGeoch'; Sean Redding

Cc: Janet Tobin; Aaron Nathan 10; Benjamin Bishop 09; Christopher Tullis 10E; Gregory Call; Jan Dizard; Leah Hewitt; Martha Umphrey; Nancy Ratner; Patrick Williamson; Susan Niditch

Subject: course scheduling and committee process

Dear Colleagues,

As you know, just before spring break the CEP hosted a meeting with a number of faculty and staff colleagues engaged, in somewhat separate ways, with the ongoing problem of course scheduling. After that conversation we thought it might be best to approach this problem via a task force, a model that has worked well in developing the online registration system. We understand through Greg that you also think this is an appropriate approach. We write now in hopes of clarifying ahead of time whether you think the Committee of Six or the CEP ought to take on the task of overseeing such a task force. We were somewhat unclear in our own discussions, although it makes sense to us that the CEP would organize the conversation because of its obvious curricular implications. At the same time, we would like your advice on the issue not just because you might decide that the Committee of Six is the better facilitator, but also because it raises a more general process question.

Since the faculty revised the CEP's charge two years ago, we have begun to address curricular questions in a more robust way and have taken initiative in some matters without being specifically charged to do so by the Committee of Six. It seems to us that our new role, while both generative and consonant with our revised charge, has produced the potential for some overlap and confusion between our two committees; and we think it might be quite helpful to discuss ways of clarifying our roles and coordinating our work so that we can mitigate such problems. We would be very grateful to have a conversation with you and hear your thoughts on the subject either now or, if the press of business is too great, early next fall.

In the specific area of course scheduling, in our view whether the task force is constituted by the CEP or the Committee of Six matters less than making sure we ask the most informed and interested of our colleagues to join it. We were thrilled to learn last Friday that Cathy McGeoch is willing to devote some time to modeling our present structure for scheduling courses to see if there are ways to optimize the range of times when courses can be offered. Marion Matheson has also been studying the scheduling problem for some time, and Austin Sarat has devoted energy to it as well. At our meeting, along with Austin and Kathleen Goff we also heard from the Committee on Education and Athletics (Joe Moore and Suzanne Coffey), which had submitted a specific proposal to us late last year to ameliorate conflicts between class activities and athletics; and from the Performing Arts (Wendy Woodson and Eric Sawyer), who articulated specific concerns about the deleterious effects of night classes on their curricula. If the Committee of Six decides it should oversee this task force, we hope that you will include such representation, as well as a faculty and student member from the CEP. Gathering data is crucial, but data alone probably won't yield a clear path that resolves what we perceive to be conflicting programmatic needs. Given the concerns we have heard from some of our colleagues, we hope that this task force can be constituted in a timely way so as to assure all interested parties that they are part of the organized conversation from its inception.

I and other CEP members would be happy to meet with you if you would like to discuss any of these issues, and thank you for your consideration at this very busy moment.

Respectfully, Martha M. Umphrey, Chair, CEP

Department of Law, Jurisprudence and Social Thought
Amherst College

From: Austin Sarat
Sent: Thursday, March 26, 2009 12:50 PM
To: Kannan Jagannathan; David Hall; Sean Redding; Daniel Barbezat; Cathy McGeoch; Ronald Lembo
Cc: Gregory Call; Anthony Marx; Martha Umphrey; Patrick Williamson; Leah Hewitt; Susan Niditch; Jan Dizard; Austin Sarat
Subject: McCloy/Simpson

Dear Colleagues: I wanted to follow up a question I asked a couple of weeks ago about McCloy/Simpson. While I remain concerned about the possible erosion of the prerogatives of the Faculty which might follow from a series of Presidential appointments whether of long or short duration, I think at the very least that there needs to be a fully worked out protocol to govern such appointments.

Since the President has equated the proposed arrangements with “visiting appointments.” (p. 57 Committee of Six minutes, February 2, 2009) we should start by following the procedures in the Faculty Handbook governing Visiting Appointments.

Visiting Appointments

Visiting appointments are understood to be terminal when made; they may be for varying lengths of time dependent upon the particular circumstances. The terms of a terminal appointment will be made explicit in writing at the time of appointment. In cases where an appointment has been made to a position announced on an explicitly temporary or special basis and is therefore a terminal appointment, and a decision is made to create a regular position in the same discipline or department, the person who holds the temporary appointment may be a candidate for the regular position, but only as one applicant in a regular applicant pool. The College is committed to public notification of vacancies for visiting appointments and to a search for the best available candidates within affirmative action guidelines.

As I understand the last line of this section it is amplified in the next one.

Diversity and Inclusion in Search and Appointment Procedures

For all appointments to the Faculty, the President will require evidence of steps taken to establish a nondiscriminatory and fully representative applicant pool from which appointment will then be made on the basis of individual merit. To this end, Chairs of departments and committees authorized to search are asked to consult with the Special Assistant to the President for Diversity concerning the language and placement of advertising for all faculty positions and to submit a brief summary of the applicant pool to the Dean of the Faculty when they recommend a particular candidate for appointment. All candidates for faculty positions are given an opportunity to meet with the Special Assistant to the President for Diversity.

Here the operative line seems to be “For all appointments to the Faculty....”

As I read it, the Faculty Handbook *now* commits the College to an open search for all visiting positions.

If that is correct, then the College needs to think about how that would be done for Simpson/McCloy positions. Presumably a job description specifying the field of expertise and teaching responsibilities would be needed, along with a procedure to review all applications, vet credentials, interview, etc.

This need not preclude the President from inviting faculty colleagues here to nominate people to be included in a “nondiscriminatory and fully representative applicant pool from which appointment will then be made on the basis of individual merit.”

In addition, under current practice requests for visitors originate with departments/ programs/or in the case of PIF appointments, from ad hoc groups of faculty. That seems to me to be the best practice to follow with the McCloy/Simpson as well. Potential appointments should be reviewed and vetted by the relevant proposing group, and recommendations made for appointment. The appointment could be made by the President on their recommendation.

From what I can see, the only restriction in the original Simpson gift was contained in the provision: “To secure from time to time from England, France, or elsewhere scholars for the purpose of delivering lectures or courses of instruction at Amherst College.” The McCloy refers to the conferral of the Professorship in recognition of excellence in professional achievement.” Both then leave ample room for securing a pool of qualified candidates through the existing procedures and practices of the College with regard to visiting appointments.

If you were to be unpersuaded by these thoughts, it still would be important clearly to lay out a procedure that would, at a minimum,

1. *Require* consultation with relevant departments, programs, etc. prior to any nomination going forward.
2. Specify more clearly the role of the Committee of Six. Will the committee review all nominations submitted? Or only one put forward by the President?
3. More clearly specify how Simpson/McCloy visitors will be allocated among departments and/or reserved for non-departmental appointments.

Finally, may I ask whether in your discussions of the Simpson appointments, you considered the “cost” to need based fellowships which I understand had been funded from Simpson? What amount has been/will be diverted from the support of those fellowships? There is a cost, financial and otherwise, in shifting support away from needy students seeking to do graduate work after Amherst.

Thanks for your attention and good work.
Austin Sarat

William Nelson Cromwell Professor of Jurisprudence & Political Science
Senior Advisor to the Dean of the Faculty
Amherst College
Amherst, MA. 01002
413-542-2308 (phone)
413-542-2264 (fax)
Editor, Law, Culture, and the Humanities
lc@amherst.edu
Editor, Studies in Law, Politics, and Society

Amended April 24, 2009

The twenty-ninth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, April 6, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The President reported back to the Committee on details surrounding funding provided by the College for graduate study. For Fiscal Year (FY) 2009, he noted that the estimated amount of fellowship awards, including those funded from the Simpson Fund, will be approximately \$890,000. This figure includes awards of approximately \$237,000 from the Simpson Fund (27 percent of the overall funding). Because of the timing of fellowships, awards made in the spring of FY2008 are paid in FY2009. Therefore the \$237,000 of awards paid from the Simpson Fund in FY2009 were awarded in the spring of 2008, before the decision was made to add another Simpson Lecturer. The President said that the effect on fellowships from diverting a portion of the income for the Simpson Lecturer will affect fellowship awards given now (spring FY2009) and paid in FY2010. The estimation is that the total for fellowships in FY2010 will be approximately \$740,000, and those funded from the Simpson Fund will be approximately \$100,000 (14 percent). The President informed the members that, in 2009, 189 seniors and recent graduates applied for Amherst College fellowships for graduate study. Fellowship funds were awarded to 178 applicants. The John Woodruff Simpson Fellowship was awarded to forty-five applicants, with an average award of \$2,355. In 2008, 168 seniors and recent graduates applied for Amherst College fellowships. Fellowship funds were awarded to 153 applicants. The John Woodruff Simpson Fellowship was awarded to fifty-eight applicants with an average award of \$4,006.

President Marx said that he plans to explore whether resources that are currently being used to support graduate study for recent graduates of the College can be re-directed toward budget relief, perhaps toward the areas of support for faculty salaries, positions, or financial aid. The President asked about the preference for directing substantial funding to support the graduate programs of other institutions, compared to using funds to enrich the classroom experience of students during their time at Amherst. Professor Redding expressed support for the fellowships and suggested that the President consult with the Fellowships Committee about these issues. Professor Jagannathan said that it will be important to review the institutional history surrounding this funding to determine if these fellowships benefit the College in ways that may not be readily apparent. The President noted that he had planned to consult with the Student Fellowships Committee and to request that the legal documents governing these funds be reviewed to see what restrictions on their use may be in place and whether alternative uses for them may be permitted. He noted that he has also asked that the legal documents governing College prizes be reviewed. President Marx said that it is troubling that there is great inequity among departmental prizes, with some departments having prizes of significant monetary value, while others have no prizes to award at all, largely because of the timing and specificity of the bequests that established the awards.

The Committee next turned briefly to a personnel matter.

Amended April 24, 2009

Dean Call informed the members that representatives from the Committee on Educational Policy (CEP) have agreed to meet with the Committee of Six on April 13, and the members asked the Dean to tell the CEP members that the meeting would be scheduled at 4 P.M. He agreed. The members suggested, and the President and the Dean agreed, that the Committee inform the CEP of the protocol that had been elaborated at the last meeting for appointing Simpson Lecturers and McCloy Professors. It had been agreed that, for the foreseeable future, appointments to these positions, which would be small in number (no more than three Simpson Lecturers at any given time and no more than one McCloy Professor) would be for up to three years (in addition to using them possibly to bring distinguished colleagues to campus to lecture for very short periods). When making these appointments, President Marx will consider the advice of the Dean in identifying departments that are in particular need of additional instructional appointments. The President will place an ad for these positions and will also seek nominations from the Faculty. Finally, the President will share a list of nominees for the positions with the Committee of Six and will consult with the members as part of the appointment process.

Under “Questions from Committee Members,” Professor Redding said that she had been troubled by the substance of an email sent by a faculty colleague in regard to the election for the at-large faculty representatives to the Advisory Budget Committee (ABC). After Professor Redding read the email aloud to the Committee and noted that the recipient list was hidden, Professor Lembo said that he had also received the communication and had had the same reaction. The members noted that the motion that had been approved to set the procedures for the ABC election states that a “Committee-of-Six style election” be held for the ABC. The members consulted the *Faculty Handbook* and agreed that the email was an instance of “campaigning, caucusing, and slating.” Noting the Faculty’s declared judgment that campaigning, caucusing, and slating are inappropriate in Committee of Six elections, the members agreed that this principle should be upheld in any Committee-of-Six style election, and, in fact, has relevance for all faculty elections. After all of the members expressed deep concern about the email, the Committee agreed that there was no precedent for remedying the situation and that it could not determine the Faculty’s wishes with regard to the matter. The Committee decided to ask the Dean to speak with the faculty member who sent the email, to suspend the ABC election, and to ask for the Faculty’s advice about how best to proceed.

Continuing with “Questions to the Administration,” Professor Hall next asked the Dean whether it was true, as he had heard at a recent Science Planning Committee meeting, that salary raises were not permitted this year for those who had been hired for grant-funded positions that had raises built into their budgets. He said that the ability to attract and retain talented workers for so-called soft-money positions would be diminished by such a policy, and that it was not clear that there was a good rationale for it given that the money was (1) already apportioned, and (2) independent of existing salary pools. The Dean noted that, in an atmosphere in which very few, if any, employees of the College will receive raises at the end of this year, his advice is that, unless a promise of a raise was specifically made to an individual in a grant-funded position, a raise should not be given. He said, however, that the particular circumstances of each grant-

Amended April 24, 2009

funded position would ultimately need to be judged by the principal investigator who would have the responsibility for making a salary recommendation. Professor Barbezat next noted that, at the last Faculty Meeting, the Dean had said that departments that voluntarily withdrew their searches would be put to the front of the line for recommendation, and he wondered whether those departments that were authorized to search this year and had had their searches cancelled by the administration, after consultation with the CEP, would be given any preference in this year's FTE allocation process. The Dean said that the CEP would consider those departments' FTE requests with the understanding that their requests had been granted last year.

The President and the Dean next reviewed with the Committee highlights of the Trustee Meetings that took place on April 3 and 4. President Marx said that much of the meeting had focused on the effects of the economic climate on the College's endowment and on its current and projected operating budgets. However, the Trustees, while discussing parameters and goals that might be set to guide the budget reduction process, did not make any decisions about specific approaches to reducing the budget, since they are eager to have their decisions informed by campus deliberations and recommendations. After reviewing the data gathered in regard to the budget, the Board discussed the most meaningful and informative approach to sharing this complex and voluminous information with the campus community. One suggestion has been to create a blog, in addition to having public forums (now set for April 20 and 21, the President said). The Trustees also discussed the proposal to build a new science building to replace Merrill and expressed continuing hope to see the project completed, funded with resources outside the College's operating budget. In fact, it was noted, one benefit for building the center sooner rather than later is the possibly lower construction costs that are projected as a result of the economic downturn. Others raised concerns about a major building project at a time of economic travails and budget cuts. President Marx noted that the Trustees had selected Cullen Murphy '74, Diana Chapman Walsh, and Jide Zeitlin '85, Board Chair, to serve on the ABC. It is expected that the ABC will receive reports from the standing committees of the Faculty in May and will forward its recommendations to the Board by the end of June, President Marx said.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended April 28, 2009

The thirtieth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, April 13, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

President Marx informed the members that there has been recent and ongoing discussion among the Five Colleges of a proposal put forward by the University of Massachusetts to begin the Spring semester approximately five days earlier—in the range of January 17-23 (the Wednesday after Martin Luther King Day)—than it now starts, beginning in 2013. The schools have agreed to consider accommodating this request, though no decisions have been made. Professor Hall asked how early the semester will end in May, if the university's proposal is implemented. Dean Call said that one idea is to expand the reading period in the spring, as has been requested in the past, so that the semester ends at about the same time as it usually does. President Marx expressed some concern about lengthening the reading period beyond a few days, since some other institutions with longer reading periods have found that students sometimes try to squeeze in a semester's worth of work into the reading period. The Committee agreed that this issue should be referred to the College Council. The members then turned briefly to a personnel matter.

Dean Call informed the members of the death of William E. Kennick, G. Henry Whitcomb Professor of Philosophy, Emeritus. He offered suggestions of colleagues for membership on a Memorial Minute Committee for Professor Kennick, and the Committee agreed that the Dean should ask these colleagues to serve.

At 4 P.M., the Committee was joined by the following representatives from the Committee on Educational Policy (CEP): Professors Dizard, Hewitt, and Umphrey, Benjamin Bishop '09, Christopher Tullis '09, and Aaron Nathan '10. Professor Umphrey thanked the Committee of Six for inviting the CEP to meet and said that it will be valuable for the two committees to work through questions of overlapping areas and of process, and to consider ways to keep lines of communication between the two committees open. Professor Umphrey noted that, since the Faculty revised the CEP's charge two years ago, the committee has begun to explore curricular questions in a more substantive way, and has taken the initiative in some matters without being specifically charged to do so by the Committee of Six. While moving in these directions seems appropriate under the revised charge, doing so seems also to have led, on several occasions, to some confusion about the role of the CEP in relation to the Committee of Six. Professor Umphrey explained that the CEP feels that it would be helpful to clarify roles and articulate processes so that the two committees function as smoothly as possible, while being conscious of their boundaries and charges.

The members of the committee discussed some examples of situations that have led to questions about the roles of the committees and their relationship to one another. A discussion of whether the Committee of Six or the CEP should constitute a task force on class scheduling generated a consensus that, generally, it would be best for the Committee of Six to be the body that forms working groups and task forces. The members of both committees recognized that, since the Committee of Six is responsible for committee assignments, its members, along with

Amended April 28, 2009

the Dean, have the best “big picture” sense of faculty assignments and workload. Thus, it was agreed that the Committee of Six should be the central clearinghouse for naming colleagues to committees, working groups, and task forces. Professor McGeoch wondered if some guidelines or reasonableness tests might be developed that would empower the CEP to name some types of task forces and working groups—for example, deciding that it would be appropriate for the CEP to do so if the group would be working for a brief period on a very specific issue. She offered as an example, the Online Registration Task Force established by the CEP, which has met regularly to advise the CEP on the implementation of online registration. Professor Jagannathan agreed that it would be useful for the CEP to have the authority to constitute groups that function within these parameters. Professor Umphrey concurred, noting that, at times, asking the Committee of Six to constitute such a group, rather than having the CEP create one, might make a small issue appear to have more gravity than it actually does. Professor Dizard noted that the juxtaposition of the Online Registration Working Group and the Class Scheduling Task Force is useful for developing guidelines. The online group will not be of lengthy duration and has a very specific task related to the curriculum. The class scheduling group will work on an issue that has broad implications across departments.

On the specific question of the class scheduling task force, the members of both committees decided that the CEP, since it has been working on this issue, should forward to the Committee of Six recommendations of colleagues to join this group. The Committee of Six will then compose the task force. Since this is an issue with curricular implications, it was agreed that the task force should report back to the CEP. The CEP will then forward to the Committee of Six any motions or proposals from the task force, and the Committee of Six will bring actionable items before the Faculty.

Continuing the conversation, President Marx noted that, as a general rule, it is helpful when task forces, working groups, and committees, if they would like to have proposals and/or motions brought before the Faculty for a vote, develop specific language for the Committee of Six to review. The Committee members agreed.

Professor Umphrey next raised the issue of developing ways to help the CEP recognize when it is appropriate for the committee to take the initiative on an issue, rather than waiting for an issue to be referred to the CEP. Professor Hall said that he is pleased that the CEP wishes to be proactive. At the same time, he said, it is helpful for the Committee of Six to be kept informed of the CEP’s activities, in order to avoid miscommunication and/or duplication of effort. The President noted that the Committee of Six uses its minutes as a communication vehicle, though this mechanism is not ideal. Professor Umphrey responded that it can take some time before final decisions are made about an issue that is discussed over a series of Committee of Six meetings. Mr. Tullis said that student members of faculty committees do not have access to Faculty Meeting or Committee of Six minutes and that he is kept informed only through occasional summaries of the minutes, which have been provided by Professor Umphrey, and through attendance at Faculty Meetings. The President suggested that the Committee of Six consider whether students serving on faculty committees should receive these minutes. He noted that it is important the Committee of Six not feel constrained during its discussions. The

Amended April 28, 2009

Committee often uses the minutes to exchange and formulate ideas, without drawing any conclusions or taking any actions, President Marx commented. At times, it seems, some have misconstrued deliberations as decisions. Professor Umphrey said that she understands that the Committee of Six minutes are used in this way, and she feels that it would be useful for the Dean to convey information about issues to the CEP, while noting that it is important that the CEP not move forward and begin work on a set of questions until it is clear that the Committee of Six has made final decisions.

Continuing the conversation, President Marx asked the committees to consider, more generally, the governance question of how committees find the right balance between oversight and focusing on policy matters, and implementation and mechanics. In the case of the CEP, he suggested that, since the committee's work has broadened and grown, the members should be careful not to devote too much time to technical work and details, which could be delegated, with proper oversight. He asked the members of the CEP whether they felt that they have sufficient delegatory powers. President Marx noted that, as the Faculty moves to ever more substantive and effective governance structures, the way committees do their work must be adjusted. Dean Call noted that the creation of the position of Researcher for Academic Projects, the duties of which include providing administrative and research support to the CEP, has relieved the committee of administrative burdens that had been very time-consuming. One example of this assistance is the help that Ms. Ratner, who fills this half-time position, has offered with the course proposal review process, which has become much less onerous for the committee with Ms. Ratner's excellent support. Professor Umphrey said that the CEP does not feel pressed to take on a nuts-and-bolts role. President Marx asked if the CEP has been spending a great deal of time on the implementation details of online registration. Professor Umphrey responded that the committee has been overseeing the process, but that the administrators in the Online Registration Task Force, who have the necessary expertise, have been working on mechanics. President Marx wondered if a similar approach might be taken with the issue of course scheduling, suggesting that Professor McGeoch and others could develop five or six models and then the task force could discuss them. Professor McGeoch mentioned that she believes that there is a technical solution to the class scheduling problem. Professor Umphrey said that this may well be the case, but she argued that it will still be important to organize a conversation with interested constituencies that will be inclusive from its inception. Professor Umphrey said that she feels it would be best for the task force to discuss the issue and then to offer direction to those who know how to do this work best, including Professor McGeoch. The President agreed.

Turning to the issue of how best to enhance communication between the two committees, the committees agreed that, since Dean Call serves on both committees, it would be useful for him to share relevant information with both groups. In addition, the committees agreed that it would be helpful for the CEP and the Committee of Six to meet each semester and outline their agendas. Another suggestion was to have the committees put in writing at the beginning of each year a list of the issues that they plan to address, while recognizing that new issues can arise throughout the year. The members of the committees discussed the issue of the timing and order of consideration by the two committees of the report of the Ad Hoc Committee to Review the

Amended April 28, 2009

First-Year Seminar Program. The members agreed that there had been confusion and miscommunication on both sides and that there was no ill feeling over this matter.

Professor Jagannathan next posed the question of whether the CEP, given its expanded role in curricular matters, should be elected directly by the Faculty, keeping in mind the need for divisional balance within the membership. He wondered, as a structural matter, whether the number of faculty members on the committee should be expanded as a means of ensuring that the range of questions before the CEP can be considered by colleagues with knowledge of various disciplines. Mr. Bishop said that he would not be in favor of expanding the committee because he believes that the current make-up is adequate. Professor Umphrey noted that divisional representation is critical to the working of the CEP and that she would not be in favor of electing the members of the CEP unless divisional representation among the faculty members of the committee could be legislated. If a method of direct voting could be developed that would preserve the divisional distribution that would be fine, she said. It has been particularly helpful in recent years, she noted, to have faculty from the arts and language departments on the CEP. Professor Jagannathan noted that the divisional landscape is changing, and that the lines between the humanities, social sciences, and sciences are blurring. Professor Umphrey said that one way of considering the representation on the CEP is to ask, when there are questions, who is it (i.e., colleagues from which fields) that provides surprising answers and what voices are particularly valuable. Professor Hewitt commented that, in addition to having faculty perspectives, the student point of view has often proven to be very important. Mr. Tullis noted that in the past year he had often found himself in the role of representing the arts departments to the CEP, and he suggested that in the future the Faculty should ensure that faculty representatives cover that area of the curriculum so that the committee need not rely on its students for such essential matters. The committees agreed that the Faculty could be asked to consider the issue of electing the CEP. Professor Dizard noted that the Committee of Six has considered this idea before and had decided that the most effective way of ensuring that the necessary constituencies are represented on the CEP is through nomination by the Committee of Six. Professor Jagannathan asked the CEP if the committee consults with colleagues outside its membership when an issue comes up in an area in which there is no representation on the CEP. The members said that they have taken this approach, and it was agreed that it can be helpful for the committee to get advice from informed colleagues, particularly from former CEP members who represent areas that are not represented within the CEP's current membership.

Turning to the topic of allocating FTEs, President Marx suggested that it would be useful to incorporate into the committee's standard letter to departments about FTE proposals, the request that the department(s) provide a summary of what the Five-College landscape looks like in their discipline(s) with reference to the requested position in particular. The CEP members reported that the letter about FTE proposals has already gone out for searches that would take place in 2009-2010, and noted that they will consider the President's suggestion for the future. Noting that the Faculty, not the administration, governs curricular matters, Professor Umphrey said that, while it may be appropriate to ask departments to provide information about the curricula of departments at other Five-College institutions, the CEP will have to consider

Amended April 28, 2009

whether providing this information should be a condition for submitting an FTE request. Doing so, she said, might unnecessarily burden departments, and would constitute a significant change in the way the CEP approaches the FTE allocation process. At the same time, she suggested generating energy among the Five Colleges in a variety of curricular areas might be of real benefit to the College, and noted that the committee had recently discussed Five-College joint appointments as a way of doing so. As a general matter the CEP is in favor of exploring such appointments further, if they are approached carefully and appropriately. Professor Barbezat noted that the upcoming FTE cycle will be unusual. He asked Professor Umphrey whether the CEP plans to advantage FTE requests that were approved last year, but which were later halted by the administration, if such requests are submitted again this year. Professor Barbezat said that he was surprised to learn that, of the searches that were authorized last year but which did not go forward, only those that were stopped voluntarily by departments would move to the front of the FTE recommendation queue this year. Professor Dizard noted that the CEP has not yet begun its deliberations about FTE requests. President Marx said that the CEP will make recommendations about FTEs and that the recommendations of the Advisory Budget Committee (ABC) may also have an impact on the number of FTEs allocated.

The two committees next discussed the protocol that the Committee of Six has developed for appointing McCloy Professors and Simpson Lecturers. President Marx summarized the process (as described in the Committee of Six minutes of April 6, 2009). Professor Dizard said that the process, as outlined by the President, seems fine, noting that the CEP had expressed interest in considering this issue only when initial plans included having long-term and tenured appointments for these positions. He said that the CEP is satisfied with the current procedures for the appointments—which will only be short term—including the level of consultation with the Committee of Six. Professor Umphrey asked if the Committee of Six has considered any of the decisional protocols that are typically employed when the administration receives a recommendation from the Committee of Six or the CEP. For example, the Committee of Six could rank the candidates, as the CEP does, when considering FTE requests, and then consult with the President and the Dean, who would make the final decisions. Professor Jagannathan noted that there will likely not be very much information for the Committee of Six to consider when it comes to these appointments, in comparison to that provided for tenure cases and FTE requests. Professor Jagannathan asked whether, if a target-of-opportunity hiring process is developed, that process might serve as a model for how to appoint Simpson and McCloys. Professor Umphrey responded that the CEP has in fact already developed a procedure for target-of-opportunity hires, while noting that, unlike those hires, Simpson and McCloys will not be tenure-track or tenured appointments.

Conversation turned to the Amherst library. President Marx asked if there might be a mechanism by which the CEP would meet with the librarians and library staff and the Faculty Library Committee to hear their thoughts. The committees wondered whether there should be a meeting focusing on the library. Professor Jagannathan suggested that the ABC convene such a meeting. Mr. Tullis noted that concern has been expressed by some colleagues that the needs of the library may be falling through the cracks, as the Library Committee currently has no clear

Amended April 28, 2009

way of reporting to the ABC, especially concerning research. Professor Umphrey asked if any group is considering the longer term effects of library budget and staffing reductions on the availability of resources for faculty research. Professor Jagannathan suggested that the Faculty Research Award Committee (FRAP) could consider this issue. Professor McGeoch proposed that the ABC request that a report on the library be submitted to that committee, along with the other reports that are being forwarded from faculty committees. The Dean said that he would welcome such a report and would request that the ABC ask for one. In addition President Marx and the Dean said that they would offer to meet with the Faculty Library Committee as part of the ABC process. The CEP and Committee of Six members, the President, and the Dean thanked one another for a productive meeting, and the CEP left the meeting at 5:10 P.M.

The Committee then turned to a personnel matter.

Under "Questions from Committee Members," Professor Redding said that members of the community have conveyed concern to her about the recent proposal (communicated in an email to the Amherst community from President Marx on April 8) by the Librarians of the Five Colleges to integrate the institutions' book collections more fully by centralizing their acquisitions, cataloging, and materials processing to the greatest degree possible. Professor Redding said that some colleagues feel that insufficient study was done before the decision to centralize library technical services was made, and that consideration of taking this step should have taken place as part of the deliberations of the ABC. Professor Lembo said that colleagues have made these same complaints to him. Dean Call noted that the Five-College librarians have been studying and discussing the possibility of sharing technical services for a decade, though their decision to implement this step over the next fifteen months was prompted by a request by the Five-College presidents that they consider ways to enhance collaboration and cost-savings. He said that the specifics of this proposal have not yet been worked out. There is an expectation, he said, that there will be cost-savings and that the institutions will benefit from the coordination and consolidation over time. A task force, made up of librarians from the Five Colleges, will decide how this proposal will be implemented, he said. While the timing of this announcement might not have been ideal in terms of the ABC process, the decision was a Five-College one. Professors Lembo and Redding said that concern has been raised about possible layoffs. The Dean reiterated that details have yet to be worked out, however, it is expected that some librarians will be transferred to a new centralized technical services unit, and some may be helped to find jobs in other areas of the College. The College is also discussing the possibility of offering retirement packages to those individuals who are close to retirement. The possibility of layoffs remains, but no decisions have been made. Dean Call said that he understands that the uncertainty of these changes is upsetting and that this is a difficult time for the librarians and library staff, and he noted that Will Bridegam, Interim Librarian of the College; Professor Hunt, Chair of the Library Committee; and he had met on April 9 with members of the Technical Services staff to discuss the proposed changes.

President Marx distributed some additional data regarding the budget to the members. He said that he would also share this material with the ABC on Wednesday (April 15), during the committee's first meeting. He asked the members to send him any suggestions for revisions after

Amended April 28, 2009

they had read the material, noting that that a final version of the information would be presented at two upcoming public forums, one on the morning of April 20 and the other on the evening of April 21. Following those meetings, the data would be posted, with password protection, on the College's Website, the President said. Professor Lembo commented that the data that have been assembled are comprehensive and that the transparency that is inherent in providing this information to the community is impressive. The other members agreed.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended May 1, 2009

The thirty-first meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, April 20, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Dean informed the members that Professor David Hansen has just formally accepted the recently created position of dean of the Joint Science Department (which serves Claremont McKenna, Pitzer, and Scripps Colleges) and that he will begin work in California on July 1 of this year. Professor Hansen has thus decided to withdraw from the Advisory Budget Committee (ABC). After discussing several options, the Committee agreed that there should be a run-off election between the two colleagues who received the highest number of votes in the last round of voting (Professors Raskin and Servos) to elect a replacement for Professor Hansen.

Under "Announcements from the Dean," Dean Call noted that, in response to Professor Barbezat's request that the Dean inquire about an incident in which a supervisor threatened a group of staff members that, if they made complaints, they would be the first to be laid off, if layoffs occur at the College, he had spoken with Paul Murphy. Mr. Murphy, the Dean noted, is the senior staff liaison to the recently formed department managers group. Mr. Murphy informed the Dean that the department managers had discussed this incident, and that it had been agreed that all department managers should communicate to their staffs that this type of behavior by supervisors is inappropriate and that it will not be tolerated.

Under "Questions from Committee Members," Professor Barbezat said that he has become aware that the Dean's office annually pays very large fees for copyright permissions for course packs for students, and he asked whether ways might be found to reduce these costs, particularly in light of the need to reduce the budget and the many free online resources available. The Dean said that Academic Department Coordinators, the Department of Information Technology, and the Library have been working together to try to reduce these costs, and he said that substantial reductions have already been realized as a result of their efforts. Dean Call commented that, for many years, the College took a very risk averse approach in its interpretation of Fair Use for copyrighted material, and he said that he is confident that, through educating those who are involved in the development and preparation of course packs about the guidelines for Fair Use, and through the cooperation of the Faculty, there will be further savings.

Continuing with "Questions from Committee Members," Professor Hall informed the President and the Dean that he has observed that it is not widely recognized by the Amherst community that the College recently issued \$100 million in taxable debt that Amherst must ultimately re-pay. While he stressed that he is in no way critical of the decision to take on this debt, he said that the bond issue and its consequences should be made more visible in the materials about the budget that are being provided to the community. Debt service on the loan is included in projections regarding the draw on the endowment, he noted, but debt service is not part of the operating budget. The President and the Dean said that efforts have been made to make information about this loan visible. In light of Professor Hall's concern, they said that they would ask the Treasurer to review the materials to see if there are ways to draw greater attention to the loan and the service on this debt. President Marx noted it was a Trustee decision to take

Amended May 1, 2009

out the loan, in order to increase cash flow during a time when there is concern about the liquidity of some of the College's investments. He said that he had discussed the issue of debt service on the loan and its effect on the draw on the endowment at the ABC's open meeting earlier in the day. Dean Call explained that the College could decide to pay down the debt if the liquidity of the College's portfolio improves.

The Committee next reviewed drafts of the Dean's letters to department chairs and candidates concerning reappointment and tenure and discussed some procedural issues. The members noticed that the draft letters regarding reappointment contained language, drawn from the *Faculty Handbook* and voted by the Faculty, that is inconsistent with the intention to protect the confidentiality of the department members who are responsible for the departmental recommendation. To correct this oversight, the Committee of Six decided to propose that the *Faculty Handbook* (III, D.,4.) be revised, as indicated below:

After the department has reviewed the evidence and come to its recommendation, it will send a formal letter (with such accompanying evidence as seems appropriate) to the Dean of the Faculty. The Chair of the department will provide the candidate with the text of the department's letter, ~~or copy~~ which has been edited to protect confidentiality, and will discuss that letter with the candidate (Voted by the Faculty, May 1992). If a candidate wishes to comment on the departmental recommendation, he or she may send written commentary, in confidence, to the Committee of Six, within two weeks of receiving that recommendation (Voted by the Faculty, November 1998).

The members then reviewed a draft of the Faculty Meeting Agenda for May 5, and, with the addition of the motion they had just drafted, voted six to zero in favor of forwarding the agenda to the Faculty. Professor Hall suggested that, at the meeting, the Faculty should be provided with hard copy of the text of the motions on which they will be asked to vote. The Dean agreed.

The Committee next discussed the proposal for a major in Film and Media Studies, which the Committee had asked the Committee on Priorities and Resources (CPR) to review, in light of concerns about additional costs that might be associated with launching the new major. Professor Rosbottom, Chair of the CPR, later wrote to the Committee (email appended as link) to inform the members that, while the CPR strongly endorses the creation of a Film and Media Studies major at Amherst, the members recommended that, given the current financial situation at the College, the major's operating budget should be postponed for a year. Professor Jagannathan said that he feels that it would be difficult to make a determination about whether to move forward with the major, based on the information in hand. He asked the Dean whether a delay in the allocation of the second FTE envisioned by the proposal for the Film Studies major (a possibility considering the budget situation) would be a crippling blow to mounting the major. (The Committee noted that there is currently an offer out for a senior hire who would be a replacement FTE in English and Film Studies.) The Dean said that "a crippling blow" is

Amended May 1, 2009

probably too strong a phrase. The Dean noted that the second position that has been proposed to support the major might be a three-year renewable position in film production, rather than a tenure-track position. Dean Call said that there would likely be some additional administrative costs to supporting the major, while commenting that some media and IT support for the major has already been built into the staffing of IT.

Professor Barbezat said that, while he sees the value of the major and agrees with the proposed educational goals, this does not seem like the moment to add to the curriculum without very careful thought. Professor Jagannathan commented that, since the proposal before the Committee represents many years of effort, and because the proposal has finally come together with the support of the administration, he would hate to see momentum lost and the proposal set back to square one. The members agreed that, rather than postponing the implementation of the major for a period of time, a better approach would be to have the Dean ask those who have made the proposal whether or not their thinking has changed with regard to implementation, given the budgetary issues confronting the College, and, more specifically, whether their vision could be realized in a more cost-effective way, for example, through Five-College collaboration in the near term. The Dean noted that, if Amherst decides to participate in the Five-College major, the College could have different requirements than other institutions in defining its major under a Five-College rubric. The members agreed that the Dean should ask the proposers whether they might re-think and re-sculpt the proposal in light of the new financial constraints and the recommendation of the CPR, making use of the resources of the Five Colleges if at all possible.

The meeting adjourned at 5:40 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Dear Colleagues,

As stated in our minutes, the CPR strongly endorses the addition of a Film and Media Studies major to our curriculum. However, our responsibility, as you know, is to ask whether or not the College's budget can sustain new programs or departments, and to leave the evaluation of the program's worthiness to other committees, such as yours and the CEP.

We asked for a detailed three-year projected budget, received and discussed it, and concluded that, given the current financial situation of the College, the establishment of the FMS major's operating budget should be postponed for a year. My sense is that discussions since that time might have compelled us to be a bit more cautious about when to recommend the establishment of the FMS operating budget, but, the CPR's recommendation is as stated in the minutes you will receive with this letter.

Sincerely yours,

Ronald C. Rosbottom
Winifred Arms Professor in the Arts & Humanities
Professor of French and European Studies

Amherst College AC# 2255
PO Box 5000
Amherst, MA 01002-5000

Amended July 9, 2009

The thirty-second meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 9:00 A.M. on Friday, May 15, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

President Marx informed the members of three nominations for the John Woodruff Simpson Lectureship and John J. McCloy Professorship. The Committee discussed President Marx's question, which he expressed at the last Faculty Meeting (May 5), about whether to think specifically about appointing scholars to these distinguished professorships in particular departments. The members suggested that the President actively solicit nominations from some departments. He agreed to do so. The members also requested that President Marx share with them the text of the ad that he will place for these positions and a list of the publications in which it will appear. He agreed to do so.

President Marx noted that he and the Dean plan to meet with the Student Fellowship Committee to discuss the proposal that the amount of funding that the College awards for graduate study, including that allocated for Simpson Fellowships, be reduced. The President said that he would appreciate having a discussion of whether the College's primary focus should be on students' experience while they are at Amherst, rather than on supporting graduate study. Professor Redding responded that the College's fellowships for graduate study provide an incentive for some students to attend graduate school. She said that, while she understands that the fellowships might not be the most efficient way of providing such encouragement, the funding does play a valuable role in this regard. The President agreed, while noting that one option is to reduce the funding by about 15 to 20 percent, not to eliminate it, and that a significant number of Amherst graduates go on to graduate school, with and without College fellowships. He commented that, according to self-reported alumni survey data, 82 percent of Amherst graduates who responded reported that they had earned graduate degrees. Professor Redding asked how many Amherst graduates reported that they had earned Ph.D.s. President Marx said that 20 percent said that they had done so. He noted that some of the College's fellowships support study at medical, law, and business schools as well. The President agreed to provide the Committee with additional data on this topic, including comparisons among Amherst and peer institutions, and said that he remains open to advice on this matter.

Under "Announcements from the Dean," Dean Call informed the members that the Memorial Minute Committee for Professor William E. Kennick, G. Henry Whitcomb Professor of Philosophy, Emeritus, has been formed, and that the committee would share its Memorial Minute with the Faculty at the Faculty Meeting on May 21. The members of the committee are Professors A. George, Pritchard, Sinos, and R. Sweeney.

At 9:35 a.m., the Committee was joined by the following members of the Ad Hoc Committee to Review the First-Year Seminar Program: Professors Clark, Gentzler, Peterson, Temeles and Associate Dean Courtright. For purposes of discussion, the committee had requested to meet with the Committee of Six following the vote at the Faculty Meeting of May 5 that the committee revise the second motion that it had proposed. In response to concerns expressed by the Faculty, the committee drafted a revised motion and forwarded it to the Committee of Six, with the request that the members forward it to the Faculty.

Amended July 9, 2009

Professor Peterson began the conversation by noting that he and his colleagues feel that it is essential that there be a faculty committee that is formally charged with overseeing the First-Year Seminar (FYS) Program and that the FYS Committee be a standing committee that is included in the *Faculty Handbook*. He commented that the committee has revised the motion in significant ways, and he pointed out that most members of the committee had agreed that it was not appropriate for the passage of the motion to result in the creation of a new administrative position (the Director of the FYS Program). While the committee continues to believe that creating the position of Director of the FYS Program is essential, Professor Peterson said that he and most of the members of the committee agree that providing the funding and administrative structure and support needed to support the FYS Program is the responsibility of the administration and should not, therefore, be legislated by the Faculty. President Marx said that the Dean and he are committed to having an effective First-Year Seminar Program and to providing the necessary resources. He commented that he plans on discussing with the Committee on Educational Policy (CEP) whether and how to prioritize the distribution of FTEs going forward, taking into account the need for resources (including FTEs) to support the FYS Program.

Professor Peterson noted that Professor Aries, who could not attend the meeting, had asked him to convey to the Committee of Six her strong view that, in order to be effective, the FYS Program needs to have a director who is responsible for the proposed pedagogical workshops, and for working one-on-one with faculty to help them develop courses that will fit the pedagogical goals that have now been approved by the Faculty. According to Professor Aries, a director is needed if the goals that are outlined for the FYS Program in Motion One are to be met. She has noted that the duties of the director cannot be carried out by the FYS Committee members, who do not possess the expertise or time that is required, and that the pedagogical workshops cover much more than the teaching of writing (focusing also, for example, on how to teach argumentation). Professor Peterson said that Professor Aries believes that, if the College doesn't have the resources to support this one required course, she would urge that the program not move forward with the goals articulated in Motion One. Professor Clark said that other members of the committee, including herself, share Professor Aries's concern. They agreed that it is critical that a Director of the FYS Program be in place to form and guide the program and to implement the goals outlined in Motion One. She reiterated that the FYS Committee does not have the expertise to take on the responsibilities that had been envisioned as being within the FYS Director's purview.

Continuing the conversation, Professor Redding asked about the rationale behind saying (in the motion) that the FYS Committee *participates* in the planning of pedagogical workshops for the FYS Program, rather than *planning* the workshops. Professor Clark responded that the committee does not have a budget with which to conduct work. President Marx said that the proposed structure for the FYS Committee does not preclude having someone—an administrator, for example—from outside the committee implement the FYS Committee's plans. Professor Jagannathan said that the proposed motion appears only to describe what is already occurring with the First-Year Seminar Program. Professor Clark pointed out that the motion provides a formal charge for the committee, which includes mention of the new pedagogical workshops.

Amended July 9, 2009

A discussion followed about the committee's role in regard to soliciting course proposals, since some faculty members had expressed concern at the Faculty Meeting that the committee would be scrutinizing course proposals. Professor Temeles pointed out that, in his experience, the committee has had to make selections among course proposals in the past, when more are submitted than are needed for the program. Professor Clark said that the committee has no desire to police proposals or to scrutinize syllabi. Professor McGeoch asked what the committee can learn from course proposals. Professor Peterson pointed out that the Faculty has now agreed that First-Year Seminars must have particular emphases, and some information as to whether the criteria are being met can be gleaned by having the committee receive these proposals. President Marx noted that the Faculty has voted that the First-Year Seminar Program has particular goals. It should be assumed that, since the Faculty voted for the goals, colleagues will now implement them. However, in his view, there could be some oversight, resting with the Faculty's First-Year Seminar Committee, to ensure, through conversations with colleagues, that the Faculty's wishes for the program are being carried out. The committee, he noted, would have to figure out the form of any such oversight.

Continuing the conversation, Professor Redding asked what percentage of past First-Year-Seminars would fulfill the goals outlined in Motion One. Professor Temeles noted that the biggest issue is the size of some seminars. In the past, some (by his estimate, approximately 5 to 10 percent) seminars or sections, were regularly combined so that class meetings involved large groups. In keeping with the criteria outlined in Motion One, seminars will now need to be kept small (no more than fifteen students). While it will be fine for seminar groups or sections to combine for class meetings once in a while, this should not be the case for the most part. Professor Hall, who said that he has some concerns about Motion One and feels that its substance may need to be re-visited in the future, expressed the view that, since the Faculty approved guidelines, it is necessary to have a committee to oversee the program. Professor Lembo agreed. The Committee also agreed that an important role of the committee will be to have conversations with faculty and students to assess the program. Everyone agreed that it will be the program that will be assessed, rather than individual faculty who are teaching within it.

Professor Barbezat asked why it has been specified that only a faculty representative from the Writing Center be a member of the FYS Committee and asked who would be the representative. Professor Gentzler responded that she or Michele Barale would be the representative and that having one of them on the committee was to ensure that control of the FYS Program remain in the hands of the Faculty. Professor Peterson added that the assumption is that the Director and Associate Director of the Writing Center will continue to be faculty members. Professor Redding pointed out that, if this structure changes, the charge to the FYS Committee could be re-written. Following the discussion, the Committee of Six and the FYS Committee agreed on several small revisions to the revised motion. It was agreed that the following motion should be forwarded to the Faculty:

Proposal from the Ad Hoc Committee to Review the First-Year Seminar Program that, effective in the academic year 2009-2010, the following language be added to the *Faculty Handbook*, IV, S, 1, k.:

Amended July 9, 2009

The First-Year Seminar Committee. The First-Year Seminar (FYS) Committee consists of three faculty members, among whom the Committee selects its chair, and a faculty representative from the Writing Center (ex officio without vote). The Committee is responsible for assisting faculty to develop and teach courses that advance the goals of the FYS Program as voted by the Faculty. To that end, the Committee solicits such course proposals and forwards them to the Committee on Educational Policy (CEP) for approval by the Faculty, participates in the planning of pedagogical workshops for the FYS Program, and encourages faculty collaboration and curricular innovation in the seminar offerings. In addition, the Committee is responsible for assessing the Program and reporting its findings to the Faculty.

The members, the President, and the Dean then thanked the FYS Committee for a productive meeting, and the committee left at 10:20 A.M. The Committee then voted six in favor and zero opposed on the substance of the motion and six in favor and zero opposed to forward it to the Faculty. The members then turned to personnel matters.

Under “Questions from Committee Members,” Professor McGeoch suggested that the Committee forward the [proposal for a film and media studies major](#) to the Faculty and append to the Committee’s minutes [the related letter to the members](#) and [attached documents](#) from Professor Parker. The question was raised as to whether it might be premature to bring the proposal forward at this moment because of uncertainty about the budget. Professor McGeoch responded that the proposers of the major had been asked to trim their budget and had done so with due diligence. Professor Jagannathan noted that the administration has not halted the process for making a senior hire in the English department who would focus on film and media. He expressed the view that the Committee of Six’s role is not to prevent the proposal from moving forward. Professor McGeoch agreed, noting that, while it will be up to the President and the Trustees to determine whether there is funding for the major, a positive vote by the Faculty on the proposal would suggest that the major is important and valuable.

Continuing the conversation, Dean Call expressed concern about adding an important curricular discussion to an already full and distributed Faculty Meeting agenda for the meeting set for Thursday morning, May 21. Professor McGeoch noted that the CEP and the Committee on Priorities and Resources (CPR) have already reviewed the proposal. Professor Barbezat said that, while it might not be possible to actuate the proposal, a vote by the Faculty could serve as a signal that the Faculty deems this curricular initiative to be important. Professor Lembo said that, if possible, it would be best to recognize the proposers of the major for taking all of the steps that they have been asked to take. Professor Jagannathan suggested that the Committee bring forward a motion that the Faculty endorses the creation of the film and media studies major and that implementation details would be discussed in the fall. The Committee considered this idea, but after reviewing a draft Faculty Meeting agenda for the Faculty Meeting of May 21 and discussing the timing of bringing that agenda before the Faculty—and after noting that specifics of the major, such as the starting date and the courses that would be required, have not yet been

Amended July 9, 2009

articulated—the members decided, reluctantly, that it would be best to postpone the discussion of the proposal for the film and media studies major. The Committee agreed that the proposal, once more specifics are developed, should be brought before the Faculty at the first available opportunity in fall 2009. Professor Redding pointed out that, by the fall, the recommendations of the Advisory Budget Committee (ABC) and the decisions of the Board would have been made, which would be helpful when considering whether the major can be implemented. Professor Hall agreed, likening the idea of endorsing the major without knowing specifics to endorsing the recommendations of the Committee on Academic Priorities (CAP) without knowing the details. The Committee asked the Dean to convey to the proposers of the major the members' respect for their efforts and support for the proposal. He agreed to do so.

Professor McGeoch next informed the members that several colleagues had conveyed concern to her that the women's tennis team had missed all of finals week because of end-of-season play. The team has advanced to the NCAA Division III Women's Tennis Championships. The members agreed that it was unacceptable for the team to miss final exams. Professor McGeoch next reported that some colleagues expressed concern to her that the ballot for the Committee of Six election had insufficient turn-around time in the final round of voting. In addition, in each round of voting, the names on the ballot appeared online before the Faculty was informed that that the previous round had been closed. The Dean said that, at present, when he closes a round of voting, the names of those who are on the next ballot appear automatically. He will see if this can be changed, since there is sometimes a gap between when a round is closed at night and when communication about the next round of voting goes out to the Faculty. The Committee agreed that no real harm had been done by having the names of those on the next round revealed before the Faculty was informed that voting could begin. In terms of turn-around time between ballots, the Dean noted that faculty participation in the election had once again been very high.

The Committee next reviewed the nominee for the Hitchcock Fellowship, and then voted six in favor and zero opposed to approve the nominee. The members approved the Faculty Meeting agenda for May 21.

The Committee then reviewed the theses and transcripts of students recommended by their departments for a summa cum laude degree and having an overall grade point average in the top 25 percent of the graduating class. After a discussion of the theses and the departmental statements, the members voted unanimously to forward them to the Faculty. Professor Barbezat said that he has requested some information about the distribution of summa recommendations among departments.

The Committee spent the remainder of the meeting on committee assignments.

The meeting adjourned at 12:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Amended July 28, 2009

The thirty-third meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at 3:30 P.M. on Monday, May 18, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

Under “Announcements from the Dean,” Dean Call informed the members that Professor Kaplan has informed him that he is unable to continue serving on the search committee for the Librarian of the College, and the Dean proposed that another colleague be asked to join the committee. The members agreed. President Marx informed the Committee that the College’s Ombudsperson, Ruth Thornton, will be retiring and asked for nominations for the position.

The Committee discussed suggestions ([appended](#)) made by the Committee on Educational Policy (CEP) for the make-up of a Course Scheduling Task Force, which the CEP has proposed be constituted this spring. The Committee suggested that the proposed structure seems large and might be unwieldy and asked the Dean to convey to the CEP the Committee’s concern. The members wondered whether it would be more workable to have a small core group serve as the task force. That group could then consult widely with representatives of the constituencies that the CEP mentioned. Dean Call agreed to share the Committee’s views with the CEP.

Under “Questions from Committee Members,” Professor Redding raised the question of how best to provide incentives for students to complete online teaching evaluations, since some colleagues have indicated to her that the implementation of online evaluations appears to be lowering response rates in their departments. Professor Redding expressed concerns that a significant drop in student evaluations in any department could cause problems in future evaluations of candidates for reappointment and tenure. The Dean said that he was concerned to hear that some departments may be experiencing such difficulty. He noted that it is his understanding that a number of departments have begun to use electronic evaluations, and some (Chemistry and English, for example) have reported that their response rates have increased. He commented that departments have been given the flexibility to employ a range of incentives, and some have chosen to withhold grades or exams until students complete their evaluations. The Dean noted that departments are not required to use an online system of evaluation. The only requirement is that teaching evaluations be typed. Dean Call said that members of his staff and he had met with ADCs last fall and had discussed the different ways to conduct the evaluation process, ranging from having students write out evaluations by hand (with the ADC later typing these responses) to having students complete online forms. The choice of which method to employ has been left to the ADCs and their departments. Professor Barbezat said that his department wants to ensure that students complete their evaluations during a particular, specified time period. The Dean said that he would check with the Registrar to see if the dissemination of grades can be held until he can contact departments that may be experiencing low response rates to see what can be done to ensure that additional students complete their evaluations. He also suggested that the College ask peer institutions for information about their experiences with online course evaluations and about the systems that they employ.

Amended July 28, 2009

Turning to its review of the nominee for the Woods-Travis Prize, the Committee voted six in favor and zero opposed to approve the nominee.

The Committee of Six reiterated its approval of sending to the Faculty, for purposes of information, their individual grade distributions, and for purposes of comparison, the aggregated averages of their department(s), traditional divisions, and the College as a whole. The President then shared with the members the text of an ad ([appended](#)) soliciting nominations and applications for Simpson Lectureships and McCloy Professorships, noting that it will be placed in the *Chronicle of Higher Education*. The members reviewed and approved the ad.

Professor Hall asked the Dean for an update on the deliberations of the Advisory Budget Committee (ABC). Dean Call said that the committee has been meeting and will continue to meet prior to its on-campus retreat. He noted that the ABC is about to receive reports from three standing committees of the Faculty (the CEP, Committee on Priorities and Resources, and Faculty Committee on Admission and Financial Aid) and has invited these committees to meet with the ABC before it has its retreat (June 7-10). He noted that, following the retreat, the ABC will spend one or two weeks preparing a draft of its recommendations and will then make the draft report available to the Amherst community, probably before the end of June. President Marx said that he imagines that any Trustee decisions will be announced in July.

The Committee spent the remainder of the meeting discussing recommendations for committee assignments.

The meeting adjourned at 12:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Dear Colleagues,

As you know, just before spring break the CEP hosted a meeting with a number of faculty and staff colleagues engaged, in somewhat separate ways, with the ongoing problem of course scheduling. After that conversation we thought it might be best to approach this problem via a task force, a model that has worked well in developing the online registration system. We understand through Greg that you also think this is an appropriate approach. We write now in hopes of clarifying ahead of time whether you think the Committee of Six or the CEP ought to take on the task of overseeing such a task force. We were somewhat unclear in our own discussions, although it makes sense to us that the CEP would organize the conversation because of its obvious curricular implications. At the same time, we would like your advice on the issue not just because you might decide that the Committee of Six is the better facilitator, but also because it raises a more general process question.

Since the faculty revised the CEP's charge two years ago, we have begun to address curricular questions in a more robust way and have taken initiative in some matters without being specifically charged to do so by the Committee of Six. It seems to us that our new role, while both generative and consonant with our revised charge, has produced the potential for some overlap and confusion between our two committees; and we think it might be quite helpful to discuss ways of clarifying our roles and coordinating our work so that we can mitigate such problems. We would be very grateful to have a conversation with you and hear your thoughts on the subject either now or, if the press of business is too great, early next fall.

In the specific area of course scheduling, in our view whether the task force is constituted by the CEP or the Committee of Six matters less than making sure we ask the most informed and interested of our colleagues to join it. We were thrilled to learn last Friday that Cathy McGeoch is willing to devote some time to modeling our present structure for scheduling courses to see if there are ways to optimize the range of times when courses can be offered. Marion Matheson has also been studying the scheduling problem for some time, and Austin Sarat has devoted energy to it as well. At our meeting, along with Austin and Kathleen Goff we also heard from the Committee on Education and Athletics (Joe Moore and Suzanne Coffey), which had submitted a specific proposal to us late last year to ameliorate conflicts between class activities and athletics; and from the Performing Arts (Wendy Woodson and Eric Sawyer), who articulated specific concerns about the deleterious effects of night classes on their curricula. If the Committee of Six decides it should oversee this task force, we hope that you will include such representation, as well as a faculty and student member from the CEP. Gathering data is crucial, but data alone probably won't yield a clear path that resolves what we perceive to be conflicting programmatic needs. Given the concerns we have heard from some of our colleagues, we hope that this task force can be constituted in a timely way so as to assure all interested parties that they are part of the organized conversation from its inception.

I and other CEP members would be happy to meet with you if you would like to discuss any of these issues, and thank you for your consideration at this very busy moment.

Respectfully, Martha M. Umphrey, Chair, CEP

Martha Merrill Umphrey

Department of Law, Jurisprudence and Social Thought
Amherst College
PO Box 5000
Amherst, MA 01002
413.542.8206
413.542.2207 (fax)

Distinguished Visiting Professorships
Amherst College.

Amherst College seeks nominations and applications from distinguished scholars and teachers from all disciplines for the College's John Woodruff Simpson Lectureship and John J. McCloy Professorship. Past holders of the Simpson Lectureship include Niels Bohr, Henry Steele Commager, Robert Frost, and Archibald MacLeish. Appointments are flexible and may be for any period up to three years, to teach one or two courses per semester. Visit <https://www.amherst.edu/> for more information about Amherst. Letter of interest and CV to Office of the President, Amherst College, PO Box 5000, Amherst, MA 01002-5000.

Amherst College is an equal opportunity employer and encourages women, persons of color, and persons with disabilities to apply. The College is committed to enriching the diversity of its faculty, administration, and staff to ensure that full participation and inclusion are an integral part of the culture of the institution.

Amended July 28, 2009

The thirty-fourth meeting of the Committee of Six for the academic year 2008-2009 was called to order by President Marx in his office at noon on Wednesday, May 20, 2009. Present were Professors Barbezat, David Hall, Jagannathan, Lembo, Catherine McGeoch, and Redding, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with President Marx sharing with the members the names of some possible candidates nominated by the Faculty for the Simpson Lectureship and McCloy Professorship. The Committee then turned to personnel matters.

Under "Announcements from the Dean," Dean Call reported that the Registrar had held grades briefly, and that the small number of departments that had been experiencing a low response rate for online teaching evaluations have notified him that their response rates are now excellent. Dean Call said that he has asked Ms. Goff, the Registrar, to work with IT to develop a system that will allow the grades of individual students to be held until their evaluations have been completed. He has asked Associate Dean Cheney to work with departments to explore the range of options available for soliciting teaching evaluations from students. Professor Redding suggested that a College-wide policy be developed for the expected response rate for teaching evaluations. The Committee next agreed to forward a course proposal to the Faculty.

Turning to the topic of the fellowship support that Amherst offers to graduates of the College, Professor Redding said that she wonders whether the fellowships serve as a significant incentive for students to attend graduate school. The Dean shared with the members survey data on the number and type of graduate and pre-professional degrees earned by Amherst students in comparison to alumni at peer institutions. The Committee found the document to provide interesting information, such as that 20 percent of Amherst alumni who had graduated in 1994 or 1995 and who had participated in the survey (ten years after they graduated) reported that they had earned a Ph.D. The Committee asked the President to share the survey data with the Student Fellowships Committee. He agreed to do so.

The Committee turned to personnel matters. Professor McGeoch asked what criteria are used to award named professorships. Dean Call first noted that additional salary is not associated with such professorships. He said that, when making nominations for professorships, he reviews individuals' overall contribution to the College, with an emphasis on scholarship. However, many professorships are discipline-specific or have other criteria that must be taken into account. At times, there might be too many qualified individuals who meet the criteria for a particular professorship. If that is the case, professorships are sometimes left unfilled for a time, he said. The members then reviewed a draft Agenda for first Faculty Meeting of 2009-2010, which will be held on Labor Day (Monday, September 7), following Opening Convocation in Johnson Chapel, if there are new course proposals for fall 2009 to approve. The members agreed to forward the Agenda to the Faculty if the meeting is needed.

The Committee spent the remainder of the meeting on personnel matters.

Amended July 28, 2009

The President and the Dean thanked the members for their dedication and hard work during the year. President Marx expressed particular gratitude for the Committee's valuable deliberations regarding the College's response to the economic crisis and issues surrounding the need to reduce Amherst's operating budget.

The meeting adjourned at 3:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty