

Committee of Six Minutes of Monday, September 5, 2005

The first meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 9:00 A.M. on Monday, September 5, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, 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. The Committee then considered three course proposals and voted to forward them to the Faculty for approval.

President Marx discussed with the Committee the College's plans, and some steps that have already been taken, to reach out to Amherst students, parents, and alumni who have been affected by the devastation wrought by Hurricane Katrina. The College is providing a full range of support services to the parents of a first-year student who brought their child to Amherst and had no home or employment to return to. The Faculty has been asked to contact colleagues who have been displaced by Katrina, and the Office of the Dean of the Faculty will be working to help these scholars whenever possible. President Marx noted that the College maintains a buffer of unused beds because of enrollment fluctuations. The President pledged to offer these spaces to students whose colleges or universities are closed because of the storm. Such students would attend Amherst at no charge for either a semester or a year, depending on what is necessary, as they have already paid their term bills at their home institutions. President Marx said that he would prefer to adopt a programmatic response to assisting these students and that he was working with several other institutions to develop such a plan. However, time is of the essence, and if a programmatic response becomes impossible, he will resort to ad hoc assistance. Though efforts will be made to be as fair as possible, any system that is chosen will be imperfect and will involve some level of sacrifice and disruption for the Amherst community. The Committee expressed its support for the College's efforts to assist the victims of this disaster.

Continuing his announcements, the President informed the Committee that this will be a pivotal year for considering the College's future. Planning, discussion, and decision-making will be deliberative and open, beginning as soon as possible with items that are already before the Faculty—for example the reports of the five Special Committee on the Amherst Education working groups. As the work of the Committee on Academic Priorities (CAP) unfolds, discussion will take place at Faculty Meetings this fall and at less formal gatherings with faculty members. The CAP plans to bring before the Faculty a report recommending academic priorities for the College by the spring semester. The response and parliamentary actions of the Faculty to these priorities will help shape the goals of a comprehensive fundraising campaign and will also inform other kinds of planning done by the College. The President noted that it will probably not be possible to finish deliberation on all of the many issues included in the CAP report by the end of the spring semester.

Professor Hansen asked the President to articulate again the distinction between those initiatives that will be voted on by the Faculty and those that will be trustee decisions. President Marx said that decisions concerning issues that are clearly in the domain of the Faculty—new academic programs, for example—will be made by the Faculty. Other matters—for instance,

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those relating primarily to finance and facilities—will be trustee decisions, although the Faculty will be consulted extensively. Many decisions will require consensus between the Faculty and the Trustees (such as the degree to which the Faculty would be expanded through the addition of new FTE lines). The President noted that the Committee of Six will be consulted regarding trustee and faculty purview relating to these decisions.

Turning to matters that were discussed by the Committee of Six last year but remain unresolved, the President informed the members that it is his hope that this year's Committee will consider ways for the Faculty to reassess procedures for promotion to full professor, and that he would like to see the issue of possible improvements to the First-Year Seminar Program on the docket of the Committee on Educational Policy, if possible. Surveys of students suggest that, in its current form, this program may not be meeting the needs of first-year students fully. Professor Dizard asked if this year's Committee of Six would continue to discuss criteria for President's Initiative Fund (PIF) awards. The Dean noted that the criteria that were agreed upon last year have been included in a draft of the letter to the Faculty to solicit proposals. He said that he planned to share this document with the Committee at its next meeting. Professor Hansen asked if this year's Committee would return to a discussion of the motion to alter from eighteen months to one year the notice of termination given to a faculty member who receives a negative tenure decision, a change that would allow for extending tenure review beyond the first semester. The Dean said that this motion will be considered by this year's Committee.

Professor Woglom asked about plans for the search for a new Director of Athletics at the College. He said he is particularly concerned that the recommendations outlined in the 2002 report of the Special Committee on the Place of Athletics at Amherst, of which he was a member, be incorporated into the College's consideration of this important position and into related deliberations about the broader issues relating to athletics at Amherst. He said that there are many subtle issues involved that should be explored. Professor Woglom noted that the Special Committee recommended that a follow-up report be done three to five years after the publication of its own report, and wondered whether there were plans to do such a study. Dean Call said that he plans to ask the Committee on Education and Athletics to consider the issues outlined in the 2002 report and to report back the Committee of Six on where the College stands today. The Dean reported that there will be an external review of the Department of Physical Education and Athletics this fall, and that the Committee on Education and Athletics will participate in that process. If all goes on schedule, the search for the Director of Athletics will be conducted during the spring semester. Professor Hilborn asked when a new athletic director will be in place. Dean Call said that he expects that the position will be filled by fall 2006. Professor Woglom suggested that the Committee of Six review the report of the Special Committee to inform future discussions about athletics and the search. The Dean agreed to have the report distributed to the Committee of Six.

The Dean made a series of announcements. He informed the members that a community tea will be held this year on Thursdays at Frost Library, at 3:30 P.M., beginning September 8. Dean Call also noted that a small Library Planning Group, composed of Amherst faculty

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members and administrators, will structure and lead a campus conversation this year about the long-range future of the Amherst College Library, a dialogue that will inform the College's ongoing planning process. Speakers will be brought to campus as part of this effort, and the tea, although primarily a social gathering, will provide an excellent venue for them. The Dean further noted that a colleague has requested that the "memorial minutes" that are read at faculty meetings to memorialize colleagues be posted on the Web site of the Dean of the Faculty, and he has agreed to do so, beginning with the memorial minutes of the past ten years and continuing with future minutes.

Turning to the subject of curricular computing, Professor Tawa asked the Dean how needs in this area will be met while the search is being conducted for a replacement for Mary McMahan, Director of Curricular Computing Services, who is leaving the College. Dean Call responded that Peter Schilling, Director of Information Technology, plans to shift responsibilities within IT to ensure that curricular computing services are provided, and to engage the Faculty early this fall (through the Faculty Computing Committee) in a discussion of how the College can best deliver curricular computing support. The Dean has authorized the search for the new Director of Curricular Computing Services, and he assured the Committee that the search would proceed this fall.

The Dean next 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. Professor Woglom noted that some members of the Faculty have expressed concern about what is being included in the confidential minutes. The Dean replied that all personnel matters are kept confidential. In addition, the President and the Dean 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. Professor Woglom asked if the Faculty might be given an example of this type of situation, as he thought it would prove helpful. The President agreed to do so. 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. Dean Call noted that at the Faculty Meeting of May 19, 2005, Professor Cheney made remarks that might have suggested that an apparent decrease in the number of attributions in the minutes was due to the style of the recorder. Professor Cheney has informed the Dean and last year's Committee of Six that it was not his intention that his statement be interpreted in this way, as the members of the Committee review all minutes, and the content is their responsibility.

The Dean next reviewed with the members rules governing the participation of department members in tenure discussions. He informed the members that Robyn Piggott will once again serve as the recorder of the faculty minutes, and that Janet Tobin will continue to serve as the recorder of Committee of Six minutes. He reminded the Committee that, during the first week of classes, Monday classes are held on Wednesday and noted that coffee and tea will again be provided at Lewis-Sebring from 8:30 A.M. to 11:00 A.M., daily.

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The Dean proposed that the Committee's regular meeting time be 3:30 P.M. on Mondays, and the members agreed. He informed the Committee that it may become necessary to schedule additional meetings, and the members agreed to discuss at their next meeting potential times for additional meetings.

The Dean noted that possible and practical dates for Faculty Meetings this semester are October 18, November 1, and December 6. Discussion followed regarding the optimal position on the Faculty Meeting agenda for "Questions to the Administration." Some members of the Committee noted that there seems to be a feeling on the part of some members of the Faculty that there is often insufficient time to ask questions because this item is at the end of the agenda. Professor Hansen contended that "Questions to the Administration" should follow the remarks of the President and the Dean, and that it is important for colleagues to have the time they need to ask questions. Concern was expressed by Professor Woglom that having the question-and-answer period precede the action items on the agenda could prevent the Faculty from completing the business of the meeting. He suggested leaving ten minutes toward the end of the meeting for questions and offering the possibility of extending the meeting to continue the question-and-answer period. Professor Hunt thought that it might be best to take a middle course, by requesting that colleagues who ask questions at the end of the slots devoted to "Remarks by the President or the Dean" limit their questions to issues the President and the Dean have already raised. Other questions should come at the end of the meeting. Other members concluded that the Faculty might resent this limitation. The President asked if faculty members might email questions in advance of the meeting, as this might expedite matters. Several members felt that this was not the optimal solution. Professor Woglom suggested that the Committee return to a discussion of this issue at a future meeting.

The members reviewed and approved the agenda for the Faculty Meeting of September 5 and adjourned at 9:55 A.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

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The second meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, September 12, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Corrections to the minutes of the first meeting were given to the Dean.

The meeting began with announcements from the President. In keeping with Professor Woglom's suggestion at the September 5 meeting of the Committee, the President gave an example of an issue that was kept confidential when he initially discussed it with the Committee of Six, but which would now be included in the public minutes. President Marx noted that, at the time of the Committee's last meeting, he and Williams College President Morton Schapiro were in the beginning stages of developing a collaborative plan to host members of the senior-class cohort of pre-medical students from Xavier University of Louisiana and, if possible, members of the university's faculty. While he felt comfortable consulting with the Committee of Six about this possible programmatic response to Hurricane Katrina, he did not want to include this information in the public minutes at the time, because it was unclear whether this plan would come to fruition. Communication with Xavier was extremely difficult in the storm's aftermath, and negotiations with Williams were still in process. This situation fell into the category of a matter that was in a tentative state, so it was kept confidential at first.

The President reported that seven students from Xavier and five from Tulane are now taking classes at Amherst. All of the Xavier students are living on campus, as are two of the Tulane students. The other Tulane students are from the area and are commuting to the College. One faculty member from Southern University of New Orleans is teaching in the Spanish department. Two faculty members—one from Dillard University and one from Loyola University—will arrive soon. Amherst will provide them with housing, meals, access to College facilities, technology, and, possibly, teaching opportunities. Some faculty members from Xavier may also come to the College. Professor Hansen noted that, during the planning phase of the effort to bring Xavier students and faculty members to campus, the President had met and consulted with faculty members in the sciences to discuss how best to meet the educational needs of the Xavier group. The President and the Dean noted that they are grateful for the generous and caring response on the part of faculty members and staff to College efforts to help those affected by Katrina.

Professor Woglom noted that it appears that issues that do not fall into the "tentative" category and are not personnel matters are being kept confidential. He said that, while he appreciates the need not to record fully in the public minutes certain sensitive issues or plans, it is clear that the Faculty wishes to be aware of what is being discussed by the Committee. Professor Hilborn agreed that the Faculty has some anxiety in this regard. Professor Hansen concurred, saying it is best to be as open and transparent as is feasible. It was suggested that the public minutes include allusions to general areas of discussion under certain circumstances, rather than not mentioning discussions at all. The President said that he is committed to being as open as possible and will continue his efforts to keep the Faculty fully informed; he also acknowledged the benefit of receiving advice on sensitive matters from the elected representatives of the Faculty.

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The President continued his announcements, noting that an external review committee comprising members of the Faculty, museum directors, and Amherst alumni from the museum world has completed a review of the Mead Art Museum. The President informed the members that the Dean is meeting regularly with the director of the Mead to explore ways to engage the museum more fully in the life of the College.

The President discussed with the members issues surrounding Constitution Day. Under legislation passed by Congress in 2004, educational institutions receiving federal funding are required to hold an educational program pertaining to the United States Constitution on September 17 each year. If September 17 falls on a weekend or holiday, Constitution Day may be held during the preceding or following week. For the event this year, the Honorable Alex Kozinski, U. S. Court of Appeals for the Ninth Circuit, will deliver a talk at Amherst titled "At the Crossroads: The Federal Judiciary and the Political Branches of Government" on September 22.

Professor Hunt noted that some individuals and groups are challenging the requirement to have a Constitution Day as an attempt to exert undue influence on the curriculum of institutions of higher learning. President Marx explained that the College received notification about this event over the summer, a time when regular consultation with campus constituencies is not easily accomplished. However, he was able to consult with some peer institutions and found that all of them were planning to adhere to the requirement to organize a Constitution Day program. The President ascertained that Constitution Day does not require the presentation of any particular view. For this reason, he concluded that holding the event was not a violation of College policy. President Marx noted that it is his expectation that this question will be discussed more fully before the next observance of Constitution Day, and in the years to come.

As for the particular selection of a speaker, the President informed the members that some departments had recently expressed interest in consultation. Professors Woglom and Hansen advised the President that he should inform those departments that the lecture had already been arranged for this year. The Committee agreed that decisions about future Constitution Day lectures, and other such events, should not be rooted in departments or controlled by any particular group of faculty members. It was agreed that the President should solicit nominations for speakers for this event from the Faculty and then make the final selection. The President reported that he would remain open to all possible speakers.

The Dean next reported on conversations that he has had with faculty members who were reappointed last year and with the chairs of their departments. He said that these were useful opportunities for providing feedback and for communicating the Committee of Six's view of the cases under review. The Dean informed the members that he felt that it was important to convey all issues of concern, so that the reappointed professors and their departments would be aware of how the Committee of Six read the materials that were submitted. Professor Woglom said that he believes that having a more balanced assessment of the strengths and weaknesses of the candidate at the time of reappointment is very much to the good, but it does represent a shift in culture at the College. He worries that some might interpret movement toward more careful evaluation as raising the bar for reappointment. The President and Dean said that this was not their intention, nor was it the intention of the Committee of Six.

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In the past, very little was communicated to the candidate or to his or her department beyond the final decision of the Committee, Professor Woglom said. He noted that any criticism that is conveyed at the time of a decision to reappoint a professor should not detract from the overall assessment that is represented by a positive decision. Professor Hilborn said that he agrees that providing more feedback at the time of reappointment is crucial. Professor Hansen raised the question of whether a candidate might end up bearing the brunt of a lack of communication between the Committee of Six and senior members of a candidate's department, which might in turn cause the candidate's morale to suffer despite his or her positive trajectory as a scholar-teacher. He expressed concern that, under the current system, the Dean might provide feedback to the candidate that reflects misinterpretations by the Committee of Six, confusion, or a lack of sufficient information from the department.

Professor Dizard pointed out that the brevity of some department letters can make evaluations of some cases more challenging. Professor Tawa agreed that some departments are not providing complete information and should communicate more fully to the Committee candidates' strengths and weaknesses. She noted that feedback should be offered to the candidate at the department level, as well as from the Dean. Dean Call said that, in tenure cases, departments are asked to meet with the Committee of Six if the Committee has concerns about the quality and/or interpretation of the information in a case. Professor Hansen suggested that the same be done under similar circumstances for reappointment cases or at the very least, that the Dean directly contact the department chair if the Committee of Six needs more information than is provided in the reappointment letter. The Dean said that it has been uncommon for departments to meet with the Committee about reappointment cases, but he would support having such meetings, when necessary. Professor Woglom suggested that the Dean meet with department chairs before he speaks with the recently reappointed professors. In that way, perhaps, any confusion or misinformation could be sorted out before the conversation took place with the assistant professor. The Dean said that he will consider this suggestion.

The Committee next reviewed a draft of a letter soliciting President's Initiative Fund (PIF) proposals and made some revisions for the sake of clarity. The Dean agreed to prepare a revised version of the letter that would be shared with the members at the next meeting. The President left the meeting at 4:45 P.M. to attend a meeting of the Faculty Committee on Admission and Financial Aid.

The members made one committee appointment, and Dean Call made a series of announcements. He discussed with the members possible dates and times for additional meetings of the Committee during the fall semester. It was agreed that November 3 and December 1, from 4 P.M. to 5:55 P.M. would be held for this purpose unless members found that they had conflicts. December 16 at 3:30 P.M. will also be held. The Committee will discuss any additional dates that might be needed at the next meeting. The President returned to the meeting at 5:20 P.M.

The President informed the members that he would like to invite Marian Matheson, the College's Director of Institutional Research, to attend meetings of the Faculty as a guest without vote for the foreseeable future, in accordance with the relevant provision in the *Faculty Handbook* (IV, R., 2., a.). The Dean asked for permission, due to a change in the student newspaper's administrative structure, for Samantha Lacher '06, Chairman of the Executive

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Board of the *Amherst Student*, to attend faculty meetings temporarily as an invited guest. The members agreed. It was also agreed that the Acting Co-Directors of Athletics, Suzanne Everden and David Hixon, would each have voice and vote during their tenure in this position, in accordance with current provisions for attendance and voting. The Dean noted that some of the titles of positions mentioned in the *Faculty Handbook* in regard to attendance and voting are outdated and that some positions, such as the Director of Institutional Research, perhaps should be added. He asked the members if his office should work on revising this section of the *Faculty Handbook*, noting that the revised language would be shared with the Committee and then forwarded to the Faculty for a vote. The members asked the Dean to proceed with this revision.

The Committee then considered three course proposals and voted to forward them to the Faculty for approval.

A discussion followed about whether it would be beneficial to develop criteria for what constitutes a seminar at Amherst. The Dean noted that last year's Committee of Six asked the Committee on Educational Policy (CEP) to consider this issue. He said that the CEP recognized that the term *seminar* is used in a variety of ways at the College, but declined to develop criteria because they didn't wish to exclude any of them by coming up with a standard definition. Some members raised concern that some seminars are being taught once-a-week for only two hours. The Dean suggested that, on the course approval form, colleagues could be asked to provide a rationale for wanting to teach within this abbreviated time frame. Professor Woglom said that he believes that seminars should be taught, at minimum, once a week for two-and-a-half hours. Professor Hansen noted that faculty members might be spending substantial time meeting with students individually each week outside of class, and that pedagogical expectations, rather than a minimum requirement for class time, should be the basis for the number of scheduled class hours. Professor Hunt agreed and also suggested that the intensity of discussion and substantial papers that are a hallmark of seminars necessitate that seminars be limited in size. Professor Tawa noted that expectations for seminars vary by department. The members agreed that it would be worthwhile to set some parameters for what constitutes a seminar. Small class size, a significant focus on discussion, and an emphasis on writing, were suggested as elements that should be present if a class is to be called a seminar. Each member agreed to draft a definition of possible criteria for a seminar and to discuss their drafts at the next meeting.

The Committee turned to the motion to alter from eighteen months to one year the notice of termination given to a faculty member who receives a negative tenure decision, a change that would allow for extending tenure review beyond the first semester. The Dean asked the Committee for its view of whether this motion should be brought before the full Faculty again, as it was returned to the Committee of Six for revision last year. The Committee members agreed that it had been a mistake to focus on the issue of workload for the Committee of Six at the Faculty Meeting of May 3. Rather, the key issue is giving the Committee the flexibility, by alleviating the eighteen-months time constraint, to request and secure additional letters from outside reviewers, should they be needed. Faculty members who are denied tenure would still have a one-year terminal appointment. The President and the Dean noted that the ability to obtain additional information is critical when the Committee decides that the information provided by the department is insufficient for making an informed decision.

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The Committee also agreed that the current language of the *Faculty Handbook*, especially the phrase “will endeavor to give,” already provides the needed flexibility—a point made by many colleagues during the debate at the Faculty Meeting last spring—though the language does support the expectation of the Faculty that decisions will be announced in December. The *Handbook* (III, 4., g.) states: “If the decision is negative, the College will endeavor to give the faculty member eighteen months’ notice before final termination. This will entail an additional one-year terminal appointment.” In the end, the members concluded that there is no need to bring this motion before the Faculty again. They also agreed that, should it become necessary to delay a tenure decision in a single case beyond December, the announcement of all the decisions for that year’s tenure cohort will be delayed until all decisions are made. In that case, the Committee will inform the tenure-track faculty members whose cases are under review that the decisions will not be made in December. Professor Hilborn reminded the members that last year the Committee of Six had said it would meet with tenure-track faculty members to discuss this issue this fall. The members agreed that a meeting with the junior faculty should take place. However, Professor Hansen asked that, since the motion would not be brought back to the Faculty again, the Committee discuss the structure of this meeting, and the Dean agreed to add this item to the agenda for an upcoming meeting of the Committee of Six.

The President and Dean concluded the discussion by noting that having the Committee read tenure candidates’ scholarship over the summer, and the department letters and letters from outside reviewers for all cases as soon as possible after the October 3 submission deadline for tenure cases, are changes that will facilitate the process of determining if additional information and time will be necessary.

The President reminded the members that it is his hope that the CEP will consider possible improvements to the First-Year Seminar Program. The members agreed to discuss the rationale for making changes to this program before turning the matter over to the CEP.

Professor Woglom asked if he would have the opportunity to discuss athletics at an upcoming meeting, and the Committee agreed.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

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The third meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, September 19, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with the approval of the minutes of September 5, followed by announcements from the President, who informed the members that the Committee on Academic Priorities (CAP) has received a number of requests that the College establish a research institute. President Marx understood that the idea of creating such a center at Amherst has been put forward many times over the years. There appears to be some enthusiasm for a research center, but when asked to prioritize possible ways to support faculty scholarship, even some of the most ardent advocates of the research institute initiative ranked it below other options—100 percent sabbatic leaves and expanded childcare, for example. The President said that he would like to explore alternative ways of accomplishing the goals of a research institute without incurring all of the additional costs associated with creating one.

President Marx suggested that the Copeland Colloquium program might be used as a platform for developing an entity that approximates a research institute. At present, the Copeland program enables faculty members to nominate colleagues in their fields who are in the early stages of their careers to spend a semester in residence at Amherst. The President noted that the fellows are a great addition to our community, but they do not necessarily have any interests in common and may not interact with each other a great deal on an intellectual level. Representatives of the Copeland family have also raised concern in the past about this state of affairs, said President Marx, who has asked the family if it would support experimenting with different programmatic models over the next several years. The goal would be to further intellectual dialogue among the Copeland Fellows and between the fellows and the Amherst College community. The family was enthusiastic about this plan, though the President explained that the decision on any such change was up to the College community.

The President suggested that the Faculty could be asked well in advance to submit proposals for a Copeland theme, which would change annually. Five or six colleagues, who are in the early stages of their careers, are from different disciplines, and whose scholarly or creative work fit within that theme could be brought to the College as a cohort for a semester or a year. It might also be possible to have one senior fellow, a leader in his or her field, join the group. In addition, members of the Amherst faculty who would like to explore the theme could plan their sabbatic leaves to coincide with the period in which the Copeland group would be taking up a particular topic. The President said that he could envision finding a more comfortable physical setting than Copeland House, or at least refurbishing Copeland House, and that some resources beyond those currently available for the Copeland program may be provided.

Professor Dizard said that he believes that this approach was tried some time ago by bringing Copeland-sponsored speakers to the College during Interterm to address a single theme. The President noted that the Copeland gift was not intended for speakers instead of scholars in residence. He said that he had approached the Copeland Committee and its current chair, Professor Parker, about exploring the idea of a thematic model. Professor Parker told him that he was comfortable with having the committee deliberate about this idea, but asked the President to obtain the views of the Committee of Six first. Professor Parker informed President Marx that

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the planning cycle for the program would necessitate that, should the theme idea be adopted, the first “theme fellows” could not be invited until 2007, with arrival in 2008.

Professor Hunt noted that, in her experience, many institutions that undertake a thematic approach allow for the possibility of some participants not being part of the theme. The President noted that institutions that allow for such “free-floating” fellows often have many more slots for fellows than Amherst does. He cited the example of Princeton’s Institute for Advanced Study. Professor Hunt said that she supports adopting a thematic model, but hopes that Amherst will include scholars outside the theme and that the close connection between Amherst faculty members and the fellows will be preserved.

Professor Dizard noted that including scholars outside the theme would make the selection process for fellows more difficult for the Copeland Committee. He agreed that the Copeland Committee should be asked to consider a thematic approach as an experiment. Professor Woglom raised the concern that some disciplines lend themselves more readily to themes—and to an interdisciplinary focus—and he expressed worry that a thematic approach might draw the “same old faces.” Professor Woglom suggested that it might be difficult to adopt a theme for the sciences, for example. This said, he noted that he is supportive of trying the theme experiment. Professor Hilborn commented that he could envision a theme surrounding neuroscience or environmental science and suggested that perhaps the thematic approach could be alternated with years in which there would be no theme. He suggested that, during certain years, the program might be organized around a discipline-based question or issue, rather than a theme. Some members suggested that this approach might place a strain on departments, but the President said that participation in such an effort would be purely voluntary. Professor Hansen said that he did not object to experimenting with themes, but felt that after a period of time, perhaps three years, the Copeland Committee should review the approach and report back to the Committee of Six and to the Faculty. The President, the Dean, and the Committee of Six agreed.

Turning to another issue, the President asked the members for their reaction to the idea of bringing senior distinguished visiting lecturers to teach and give public lectures at the College for a specified term. Such individuals might be given non-tenure-track limited appointments (to teach one or two courses per year for two- to three-years, for example) that would not necessarily be based in a department. President Marx said that he was particularly interested in attracting a few high-profile scholars to the College and offered education advocate and author Jonathan Kozol as an example of the type of individual who might be considered for such a position. Jonathan Kozol has already expressed some interest in coming to Amherst, and it is the President’s hope that Mr. Kozol might teach one or two courses in future spring semesters. President Marx said that he had discussed the possibility of Mr. Kozol coming to Amherst with the President’s Initiative Fund (PIF) education and social justice group in advance, and noted that he has now asked the group to consider models of how best to utilize Mr. Kozol’s talents at Amherst. The Dean suggested that, perhaps Mr. Kozol, and other scholars brought to the College under similar circumstances, might teach under the colloquium rubric.

The President asked about bringing these sorts of visitors to the College for two- to three-year terms. Professor Hunt said that she was very uneasy about hiring a faculty member without conducting a national search. Professor Woglom wondered whether the American Association of University Professors has regulations governing long-term, non-tenure track visitors. He

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expressed concern about the mechanism that would be used to select such visitors and expressed worry about the costs that might be incurred. The Dean noted that funds for distinguished visitors would come from funding sources separate from the regular visitors budget. Professor Woglom also expressed concern over bringing a scholar to the College in a privileged manner. Professor Hansen stressed that these are enormously important issues and questioned why the President's office should be above the normal hiring practices of the College. He noted that, if a department wants to hire a visitor, a proposal must be made to the Committee on Educational Policy (CEP) and to the Dean. As part of this process, the overall hiring needs of the department and of the College would be considered in relation to such a request. Dean Call pointed out that formal proposals to the CEP are not necessary for visitors. In particular, the CEP only considers proposals for tenure-track or tenured positions. Professor Woglom wondered how the President's plan would meld with the day-to-day hiring practices of the College, particularly if a multi-year relationship were under consideration.

The President asked how the Committee would feel if an individual who is stellar in his or her field would like to teach a course or two at the College, but desires no permanent relationship with Amherst. Professor Hansen responded that all Amherst faculty members know colleagues in this category and contended that departments should have an equal chance to bring viable distinguished lecturers to campus. The President noted that considering every possible candidate could become overwhelming, but said that he would be open to proposals from departments and that the College is currently open to such proposals. Professor Woglom said that the President might have more contact with distinguished scholars of the type under discussion than do most Amherst faculty members. He said that he is comfortable with the idea of bringing these scholars to teach on a per-course basis, but would be concerned about appointments of two or three years. Some members wondered if the President is suggesting that Amherst move toward a system of specially treated "faculty stars." President Marx said that he values the camaraderie of the Faculty and, having seen the effects of a "star system" elsewhere, he is opposed to having such a system at Amherst. His interest is in the College being open to occasional opportunities to bring in exceptional talent for short durations to enrich and enliven campus life for students and Faculty, he said. Should such a visiting scholar later wish to seek a regular appointment at the College, he or she would have to be considered in a national search for a position that had been approved through regular College mechanisms.

Professor Hunt suggested that Amherst should not be closed to what the President has suggested and that it might be appropriate, occasionally, to bring distinguished scholars to Amherst for longer-term appointments. While the President should be given the flexibility to choose individuals, she said, he should be careful not to focus only on individuals in his own field. She felt it would be important to involve the departments early in the process, even if the initiative for hiring a particular person comes from the President. Professor Hansen again noted that it is important that existing mechanisms not be ignored in the selection of faculty members.

The Dean reported on a committee assignment, which he inadvertently failed to mention last spring.

Under "Questions from Committee Members," Professor Dizard asked if the President was aware of any institutions that are planning not to host a Constitution Day program. President Marx replied that he has not heard of any such protests by colleges and universities. His

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perspective is that this issue should be discussed this year by the Faculty, if they so wish.

A member next asked whether scholarly or creative materials produced over the summer could become part of a tenure candidate's file. The Dean noted that, in the past, there had been a lack of uniformity in the deadline imposed by departments for the submission of tenure materials by the candidate. Typically, departmental deadlines ranged from April to June, with the majority being in May. The Dean noted that, during meetings with chairs, he informed them that tenure files should in fact be closed by the first week of July. Dean Call said that scholarly or creative work sent to outside reviewers before that date is included in the candidate's tenure file. After this date, updates regarding the status of scholarly work may be communicated to the Committee. The members agreed that July 1 should be the deadline for closing tenure files and that the Dean should formally communicate this information to all departments starting this spring. The Committee of Six had also agreed last year that the Dean should ask departments to forward the candidate's scholarly or creative work to his office by the end of May, so that the members of the Committee of Six would have these materials available to them over the summer. In this way, the Committee would have an early start on the reading for the case when the full dossier was received in October. Any materials submitted by a candidate after late May and before July 1 would of course be forwarded to the Committee of Six.

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.

The members next reviewed the second draft of a letter to solicit PIF proposals and, after making additional changes, approved it.

Professor Hunt informed the members that she was approached by students of the Amherst College Gender Project about revising Amherst's nondiscrimination statement to include language that covers transgendered people. She gave the Committee's proposal to the Dean and asked if the matter could be placed on the Committee of Six agenda in the next couple of weeks. The Dean agreed.

Discussion turned to the President's suggestion that the CEP be asked to review the First-Year Seminar Program and to consider any possible future improvements to it. The President noted that the seminar program, the lone College-wide requirement at Amherst, is an important introduction to the College on both literal and symbolic levels. He said that his interest in discussing the program was sparked by his experience in teaching one of the seminars, titled Conflict and Cohesion, and by the results of a survey, given to Amherst students, that included questions about this program. The President explained that students had responded to questions about various topics that were added by the College to the Council on Financing Higher Education (COFHE) Senior Survey and Enrolled Student Survey. The results indicate that a high proportion of Amherst students believe that the program is not serving their educational needs. Professor Hansen said that he felt that these results are worthless unless information is given on the specific seminars in which the surveyed students enrolled. The President reiterated that he feels that it would be beneficial to engage in an open-ended conversation about the educational goals of the program as a whole.

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The President reported that the CAP has also discussed whether the First-Year Seminar program might be further improved and decided that the issue is significant enough to warrant a separate deliberation, particularly if there are resource implications. The CAP suggested asking the CEP or the First-Year Seminar Committee to review the program. Professor Hunt wondered if the First-Year Seminar Committee was sufficiently a disinterested group to take on this task. The members agreed that it was appropriate for that committee to conduct an evaluation of the program, as should happen at some intervals in any case. Professor Woglom suggested that the Committee of Six charge the First-Year Seminar Committee and Director of Institutional Research with determining the facts of this matter and reporting them to the CEP. The President stressed that assessing the program was not only an exercise in objective fact-finding. Rather, this is a matter of exploring in substantive ways deep educational questions, he said. Professor Hansen expressed fear that judgments about the success of the program would boil down to teaching evaluations, which by the nature of this project, would be quite public. The President said that he envisions a much broader approach to a fundamental pedagogical question, and he noted that student evaluation is only one factor to consider. Matters relating to individual seminars could certainly be treated confidentially, he said.

Professor Hansen commented that the First-Year Seminar program, in its current form, has evolved via curricular debate at the College, which has at times been contentious. There are few articulated goals for these seminars, he said, and they represent a whittling down of more ambitious curricular initiatives. However, he believes that the absence of an underlying thematic basis is not of concern and in fact illustrates the varied perspectives that the College's faculty members bring to the curriculum. Some members argued that there is general agreement that the seminars should have a focus on writing, be small in size, and be composed of first-year students. The President noted that even some of these relatively minimal criteria are not always being met in some First-Year Seminars.

Professor Hilborn suggested that the program has evolved to the point that faculty members are eager to teach First-Year Seminars, which is positive and has not always been the case. He said that, at this important transitional moment in the College's history, it seems appropriate to review the First-Year Seminar program as part of the overall process of self-examination that is currently under way. Given that the CAP does not have the time or resources to undertake so substantial a project, it makes sense to delegate this review to another committee. The report that comes out of the First-Year Seminar review will be analogous to the reports submitted to the CAP by the College's departments and programs that will inform the CAP's programmatic decisions; through this process, the First-Year Seminar Program will be on comparable footing, even if the report is completed after the CAP concludes its deliberations, as seems likely. The members agreed that the review should be conducted within this frame and asked the Dean to discuss with the CEP how best to move forward.

The Committee returned to its discussion regarding the definition of a seminar. Professor Hilborn raised the issue of what "problems" the Committee is trying to solve with the definitions it is considering. He described two examples of challenges: some faculty members may call a course a seminar just to limit enrollment; some faculty members may call a course a seminar in order to have a limited number of contact hours (fewer than two-and-a-half hours per week) with students. Professor Hansen said that he is skeptical of approaching these questions from the

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“seminar” angle—whether a class meets once, twice, or three times a week for a total of two hours or two-and-a-half hours, if faculty members are structuring a course just to limit enrollment or to have essentially no contact outside of class (and/or no substantial assigned work), then there is a problem. If this is the Committee’s concern, it should be stated as such, rather than focusing on how often and how long a class meets.

The President noted that he feels that it is important for students to know what sort of interaction to expect in a seminar, and that agreeing on the definition of what constitutes a seminar is important for students making choices in an open curriculum. Words such as *seminar* are meant to define a category or they mean nothing, the President said.

Professor Woglom suggested that a seminar should include some or all of the following: significant emphasis on student discussion of assigned course material; frequent writing assignments, where at least one of the assignments is a substantial research paper; student-led classes, where a student or a group of students reports on research projects or leads class discussion; and regular consultation with the instructor outside of class time. At these consultations, the instructor provides advice for students preparing to lead a class and provides feedback on past class discussion and writing assignments. Professor Hilborn suggested the following additional criteria for a seminar. Normally, seminars will not have enrollments that exceed twenty-five students; normally, except for First-Year Seminars, a seminar will have as a requisite some previous experience in the discipline(s) treated in the seminar. When it comes to seminars, the fewer rules the better, Professor Hunt said. She suggested the following criteria for a seminar: a size of fifteen to twenty people; a focus on discussion; and a more directed hands-on activity (e.g., a research paper or special project) than is typical in classes that are not seminars.

Professor Dizard said that laying out the criteria for a seminar would not be effective. Professors Woglom and Hilborn noted that the pedagogical expectations of a seminar should be made clear. Professor Woglom said that the requirements about the minimum number of hours seminars should meet and the maximum number of students who should be enrolled in them might flow from those pedagogical expectations, but such requirements should not be made explicit in the definition of a seminar. Professor Hunt noted that she has had seminar-style interactions with classes of thirty students or more. It cannot be denied that the quality of the class changes in a setting of that size in comparison to a class of fifteen or twenty students, noted Professor Woglom, who said that educational trade-offs are a given if “seminar” classes are not kept small.

Professor Hansen said that he supports having smaller classes whenever possible but noted that limiting enrollment does, of course, also result in some students being closed out of classes. He added that pre-medical students, for example, take a set sequence of courses and that any interruption in that sequence would be problematic. The President said that, although faculty members clearly should not close courses without justification, and resources might be necessary to have smaller courses in majors that are highly structured, the College needs to offer small classes. This issue may also inform any plans to expand the Faculty, he said. As a distinct but related issue, alternative methods of reducing the size of some large classes will also be explored with the Faculty, such as having some large or introductory courses in the early morning, President Marx noted. If containing the enrollment in classes that are consistently very large has

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the result of further distributing students across the curriculum, that would be a positive result, said the President.

Professor Dizard asked the Dean what procedures are followed if no or very few students sign up for a particular class. Dean Call said that, in such an instance, a faculty member may be asked to teach another course or to take on other duties. He said that a few classes are held with enrollments of two or three students. Professor Woglom said that students and faculty members can have educational experiences of great value in such classes. Professor Hunt noted that there is some residual bad feeling about putting enrollment caps on classes, as some departments believe that enrollments drive FTE allocations. The President said that curricular and educational concerns, rather than just enrollments, should drive decisions about FTE allocations.

The Committee decided that one member should incorporate the ideas about what should constitute a seminar and should draft language that could be shared at the next meeting. Professor Hunt said that she would undertake on this task. The Committee agreed that, after further discussion of the definition of a seminar at its next meeting, the members would share its views on this matter with the CEP and would ask that committee to consider the Committee of Six's formulation.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,
Gregory S. Call
Dean of the Faculty

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The fourth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, September 26, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Changes to the minutes of September 12 were given to the Dean.

The President informed the members that he would need to leave the meeting at 4:30 P.M. to attend the panel titled “Colleges and Their Communities: The Classroom and the World.” Discussion turned to the report of the Special Committee on the Place of Athletics at Amherst, which was completed in 2002. Professor Woglom, who served on the special committee, said that he and other members of the committee had been disappointed that the report and the substantial issues that it raises seemed to have been dismissed by the Trustees in their cover letter and were never brought before the full Faculty. In addition, he noted that the committee’s recommendation that the College provide ongoing monitoring of identified areas of concern has not been carried out.

Professor Woglom noted that, among the committee’s findings were a number of significant problems. On average, student athletes were more likely to be involved in disciplinary and honor code infractions, to be segregated in terms of residence and social interactions, and to perform below what would be expected on the basis of incoming academic credentials. He emphasized that many student athletes did not suffer from these problems, but the fact that student athletes were on average prone to these problems should be a cause of institutional concern, particularly given the fact that as much as 25 percent of Amherst students are admitted to the College because of their interest in athletics. Professor Woglom urged that, before the search for a new Director of Athletics begins, current data should be gathered on issues relating to athletics at the College. He noted that, on pages 47 to 48 of the committee’s report, which is titled “The Place of Athletics at Amherst College: A Question of Balance,” the following recommendation was made and should now be followed:

A. Working with the Administration, the Office of Institutional Research should identify measurable indicators of the quality of the athletic program and the impacts that the athletic program is having on the academic program, social life, and student diversity. Those indicators should address such topics as: (1) the number of participants (total, and by gender and ethnic category) in varsity and sub-varsity sports; (2) the won-lost record of teams; the coaching resources and expenditures by team; (3) the relative academic performance of athletes (by gender and team) and non-athletes; the extent of academic over- or under-performance of athletes; (4) numbers of class and laboratory conflicts and numbers of athletes thereby affected; (5) patterns of housing concentration by athletes (by gender and team); (6) rates of academic or disciplinary infractions; alumni support and giving by former athletic participation; and (if feasible) (7) key indicators of time demands, personal growth and development, self-esteem, and social segregation of the sort generated by the Aries survey. The OIR should annually gather, analyze, and interpret the data necessary to specify these indicators, and report the results to the President

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and the Dean of the Faculty.

The Dean said that it is his intention to ask the Committee on Education and Athletics, with the help of the Office of Institutional Research, to provide up-to-date information in these areas. He noted that the Committee on Education and Athletics will also participate in the upcoming external review of the Department of Physical Education and Athletics and in the search process for the new Director of Athletics. Professor Hunt offered high praise for the breadth and sensitivity of the special committee's report.

President Marx noted that issues surrounding the intersection of athletics, admission, and education are of considerable import, and that the Trustees share the view that these issues should be monitored and addressed. One of the most critical questions, he said, is the extent to which Amherst and other New England Small College Athletic Conference (NESCAC) schools apply academic standards for admission of athletes and the justifications for doing so. He made the Committee aware that, at meetings with NESCAC presidents, he and his colleagues have been discussing how to monitor this issue, how to ensure increased selectivity among athletes that is comparable to increased selectivity in the student body overall, and how to ensure collective action in the conference so that a "level playing field" of competition is retained.

The President said that, for some time, he has been urging that the NESCAC schools develop a more robust common or comparable measure of the admission standards as applied to athletes, although he acknowledged that there has been mixed support for this suggestion thus far. At present, an imperfect measure of percentages is used, though it has produced some progress. However, coming up with a refined conference-wide measure or further collective action has proven difficult, he said, because the institutions within the conference vary greatly in terms of selectivity, diversity, size, and many other factors. President Marx noted that it is important that he receive more input from the Faculty on this issue. He said that he embraces the Faculty's desire to gather more data, as doing so will illuminate conversations about these matters; it is his hope that the Faculty will take the opportunity to discuss issues surrounding athletics during this important time of transition in the Department of Physical Education and Athletics.

Professor Hunt said that it is particularly disturbing that, on average, athletes seem to underperform academically by comparison with non-athletes with the same SAT scores. She noted that some members of the Faculty appear to discriminate against athletes and may even mistreat them, and that this may be one factor contributing to athletic underperformance. The President, the Dean, and the members condemned this invidious singling out of athletes and reiterated that all of our current students are valued and should be respected.

Discussion turned to the role of coaches and to the structure of their positions. Professor Dizard wondered if the contract system leads coaches to place a heavy emphasis on winning because their reputations and job security rest on the success of their teams. He suggested that those coaches who have faculty status and tenure might feel removed from the pressure of having a winning team. Dean Call stressed that the contract system provides a fair employment

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arrangement, and that it is up to the College to set parameters for the evaluation of coaches that are based on the educational values of the institution. Professor Hilborn noted that many Amherst coaches spend a tremendous amount of one-on-one time with students, serving as dedicated mentors and advisors. The President agreed.

The Dean noted that progress has been made in informing the Faculty about matters relating to admission and athletics. For example, he noted that there have been meetings in recent years devoted to discussions of admission profiles and practices, although there have not been any of late because of changes in the way the admission profile of classes can be summarized and dwindling attendance at open meetings for the Faculty on admission-focused issues. These meetings could be revived, however, he said. In addition there have been significant changes in the work done by the Faculty Committee on Admission and Financial Aid (FCAFA) and the College Committee on Admission and Financial Aid (CCAFA). The Dean noted that these two committees receive detailed admission information from Tom Parker, Dean of Admission and Financial Aid, and work closely with Mr. Parker and members of his staff. In addition, the Committee on Education and Athletics, formerly known as the Committee on Physical Education and Athletics, which had been inactive for an extensive period, has now been re-established, re-named, and re-structured to ensure greater faculty input. The President noted that FCAFA was instrumental in organizing a conference that has been held at Amherst for the past two years. Those meetings brought together faculty, deans of admission, deans of faculty, and provosts from NESCAC institutions to discuss issues relating to athletics and admission.

Professor Hunt wondered if the Committee on Education and Athletics might consider the athletics program more generally, including intramural and club sports. The Dean suggested that, since the committee would be heavily involved in the search for a new Director of Athletics and the external review of the department, it might be too busy this year to undertake a full review of these programs. He suggested that the committee might take on this task next year, however.

The President next discussed with the members establishing an ad hoc committee to review procedures for promotion to full professor for tenured faculty members. He noted that last year's Committee of Six had concluded that it would be useful for such a committee to deliberate on this issue and to meet with members of the Faculty and to consider possible proposals for change. Professor Hansen noted that it is necessary to provide a clear rationale for instituting changes to the promotion system and for instituting teaching evaluations for senior faculty members. He said that he would support such evaluations if the purpose were positive, such as using evaluations to provide pedagogical feedback to faculty members with the goal of improving teaching. He said that he would be unsupportive of instituting teaching evaluations for senior colleagues if there were a hidden agenda and a more negative rationale. He found justifications such as the unfairness of having only assistant professors evaluated, or the fact that Amherst is an outlier among peer institutions when it comes to evaluation at the time of promotion to full professor, not to be compelling in and of themselves. Professor Hansen suggested that senior colleagues might be required to have their students evaluate their teaching,

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but that this information should not be shared with anyone other than the faculty member.

Professor Dizard said that he believes that it is legitimate to have more scrutiny at the time of promotion. While he fears that a huge volume of material would be produced that is akin to the reams of evaluations that must be considered at the time of tenure review, he also was hesitant about adopting reductive methods that would condense data into a more manageable form. He suggested that the best solution might be to solicit retrospective letters at the time of promotion to full professor. Professor Woglom noted that he is ambivalent about the idea of having a fuller evaluation at the time of promotion, but he would like the administration to have a better sense of what faculty members are accomplishing in terms of scholarship and teaching on an ongoing basis.

President Marx noted that there is no single justification for having fuller evaluations of senior colleagues' teaching, scholarly work, and service to the College. However, there may be connections when evaluating these various areas, and the College should seek and utilize such opportunities to give feedback to colleagues, who may find this useful, but also must be mindful of the dangers of alienation. If there is a way of maximizing the positive effects and minimizing the negative, that would be worth exploring, the President said. He suggested that an ad hoc committee could wrestle with the many issues and principles and then make a recommendation. The members agreed to consider a charge for the ad hoc committee at its next meeting, made suggestions for colleagues to serve on the committee, and asked the Dean to contact these colleagues. The President left the meeting at 4:30.

The Dean made a series of announcements. He asked that Gail Woldu, an American Council on Education Fellow and member of the Trinity College faculty who is spending the year at Amherst, be invited to attend meetings of the Faculty as a guest without vote for this academic year, in accordance with the relevant provision in the *Faculty Handbook* (IV, R., 2., a.). The members agreed.

Turning to the topic of named professorships, the Dean asked the Committee to consider the criteria for awarding them. Should this honor be given as the capstone of a distinguished career? Would the College be better served by awarding chairs to mid-career faculty members whose accomplishments merit special recognition? Should they be given as a reward for excellent teaching or research, regardless of seniority? Professor Hansen suggested that chairs should recognize accomplishments in research, if the professor is also performing well in the areas of teaching and service to the College community. Professor Woglom noted that colleagues are recognized for their research by other means and that some chairs should be awarded based on excellence in teaching. Professor Hunt supported awarding chairs based on scholarly activity, teaching, and service to the College. Some members said that evidence of success in teaching would be purely anecdotal, as senior colleagues do not have their teaching evaluated formally. Professor Hansen said that seniority within a department, particularly for reasons of morale, should be taken into account, although he believed that a faculty member should not be awarded a chair based on seniority alone. The Dean thanked the members for their advice and said that he would bring recommendations for named professorships to them at an

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upcoming meeting.

Professor Hunt next shared a list of possible criteria for defining a seminar at the College, which she based on the Committee's discussion:

1. The class is usually limited to twenty or fewer students.
2. It puts a strong emphasis on class discussion.
3. It assumes previous background in the topic or discipline and is not an introductory course. The only exception to this is First-Year Seminars.
4. It involves a more than ordinary amount of hands-on work (e.g., weekly response papers, a research paper or a special term project).
5. It requires regular class presentations on the part of students.
6. It requires that students have regular consultations with the instructor outside of class time.
7. It usually meets no fewer than 2.5 hours per week.

Professor Hunt said that she tried to include all the ideas that had been brought up for discussion by the members, but that she had tried to make the constructions roughly parallel, and to eliminate redundancies. She said that she herself supported criteria 1, 2, and 3, and, possibly 4, but probably not the others. She noted that she continues to think that fewer rules are better. Professor Hansen noted that, for classes that meet just once a week (for either two hours or two-and-a-half hours), he would require criteria 3, 4, and especially 6. Of course, 1, 2, 5, and 7 wouldn't be precluded, he said. He added that he believes First-Year Seminars should never meet once a week. In this way, the definitions for seminars and once-a-week classes could be covered in the same motion.

Professor Woglom proposed another variation on Professor Hunt's draft. His aim, he said, was to describe a positive description of what a seminar is and not to establish rules that courses must meet. He noted that, if the Committee were concerned with courses that meet fewer than two-and-a-half hours or only once a week, he believed that issue should be dealt with separately. His preference would be to recommend to the Committee on Educational Policy (CEP) that it asks for separate justifications for why a course is called a seminar, meets once a week, or meets for fewer than 2.5 hours per week. He suggested the following language: Seminar courses at Amherst meet some or all of the following criteria: seminar courses emphasize class discussion; they assume a previous background in the topic or discipline and, with the exception of First-Year Seminars, are not introductory courses; they require a substantial

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amount of hands-on work (e.g., weekly response papers, a research paper or a special term project) and class presentations by students; and they involve regular student consultations with the instructor outside of class time. Generally, seminars are most effective when the class comprises twenty or fewer students. Professor Tawa asked whether the Committee of Six needs to agree on each of the points presented thus far before making a recommendation to the CEP. She wondered if it would be possible to present some varied views of the members of Committee of Six, on which the CEP could draw for their own discussion. Professor Hilborn said that he preferred Professor Woglom's distillation of Professor Hansen's and Professor Hunt's formulations. He agreed with Professor Tawa that the Committee of Six needs to provide the CEP with a reasonable, not perfect, formulation of the issues and that it was time to close discussion on this issue. Professor Hunt agreed, but noted that she was not supportive of the idea of mandating student presentations. Professor Hansen said that the issues under discussion might best be addressed through the course approval process, rather than by offering absolutes. He noted that an informative paragraph about what should ordinarily constitute a seminar—criteria yet to be agreed upon, he acknowledged—could be included in the letter sent to request course proposals. The course approval form might then contain language such as: If you have called your class a seminar and it does not meet the criteria outlined above, please explain why. If you are limiting enrollment, please explain why. If your course meets only once a week, please explain why. Professor Woglom suggested that, at the time of course approval, the Dean might speak with a colleague if it appears that the proposed number of class meetings per week appears to deviate from the College's expectations. The members agreed to ask the CEP to consider the issue of defining a seminar and asked the Dean to share the Committee of Six views, as discussed.

In response to language regarding tenure procedures for creative and performing artists that was drafted by last year's Committee of Six and shared with this year's Committee in a mailing from the Dean, Professor Hansen proposed some revisions so that the motion would read as follows:

Proposed new language (in bold) to become effective in the academic year 2006-2007 at *Faculty Handbook* III, E. 4. Procedures Followed in Tenure Decisions, (6):

(6) Letters from no fewer than six (6) and normally no more than eight (8), or in the case of joint appointments ten (10), external reviewers who are leading scholars or practitioners in the candidate's field, to be chosen equally from lists compiled by the candidate and the department(s) (Voted by the Faculty, May 1999); the department's letter of solicitation to them; and, a description of the process by which these persons were chosen as external reviewers, their qualifications, and their relationship, if any, to the candidate. **If a candidate's scholarship or artistic work encompasses performances, or exhibitions, or a combination thereof, up to half of the external reviewers may be selected by**

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the fall of the academic year following reappointment, in order that they have time to attend as many performances and/or exhibitions as possible before the time of tenure review. Together, each such candidate and the chair(s) of his or her department(s) will discuss with the Dean of the Faculty the arrangements regarding external reviewers that would be best suited to the candidate's individual case. If it is decided that an early selection of outside reviewers is desirable, then this subset of reviewers will also be chosen equally from lists compiled by the candidate and the department(s). These reviewers' evaluations of the performances, installations, and/or exhibitions will be included as part of their reports on the candidate's work.

Professor Hansen then said that he was concerned that, reviews from those who were relying on recordings of an installation, exhibition, or performance, rather than having personally seen such work, might not be treated as seriously as reviews from those who had actually attended an installation, exhibition, or performance. The Dean said that the motion is designed to provide maximum flexibility and a variety of approaches, but that all reviewers' contributions would be carefully considered in each case. Professor Hansen said that he also worried that there would be the expectation that a candidate's work would be evaluated beginning as early as the fourth year and continuing until the time of tenure review. The Dean explained that, although the reviewers could be chosen as early as the fall of the academic year following reappointment, the pace of a candidate's work would determine when reviewers would attend performances, exhibitions, or installations. They might see some work in the fourth year, or fifth year, or none at all until the sixth year, depending on when the candidate's work is ready. Professor Hilborn noted that the motion provides for the option of having reviewers see work live, but does not require that reviewers do so. The Dean noted that some departments feel that it is critical that reviewers see creative work live, while others feel that this is less important, depending on the type of work that the candidate is doing. Professor Dizard asked if the College would pay the reviewers' travel and other expenses. The Dean replied yes. To provide maximum flexibility, the Committee made the following revisions:

(6) Letters from no fewer than six (6) and normally no more than eight (8), or in the case of joint appointments ten (10), external reviewers who are leading scholars or practitioners in the candidate's field, to be chosen equally from lists compiled by the candidate and the department(s) (Voted by the Faculty, May 1999); the department's letter of solicitation to them; and, a description of the process by which these persons were chosen as external reviewers, their qualifications, and their relationship, if any, to the candidate. If a candidate's scholarship or artistic work encompasses performances, **installations, and/or** exhibitions, ~~or a combination thereof~~, up to half of the external reviewers may be selected ~~by the~~ **as early as** the fall of the academic year following reappointment, in order that they have time to attend ~~as many~~ performances,

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installations, and/or exhibitions ~~as possible~~ before the time of tenure review. Together, each such candidate and the chair(s) of his or her department(s) will discuss with the Dean of the Faculty the arrangements regarding external reviewers that would be best suited to the candidate's individual case. If it is decided that an early selection of outside reviewers is desirable, then this subset of reviewers will also be chosen equally from lists compiled by the candidate and the department(s). These reviewers' evaluations of the performances, **installations**, and/or exhibitions will be included as part of their reports on the candidate's work.

The meeting adjourned at 6 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

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of Monday, October 3, 2005**

The fifth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, October 3, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with Dean Call introducing Attorney James Wallace and his colleague Rene Hackett. On an annual basis, Mr. Wallace is invited to speak with the Committee prior to personnel discussions to provide general legal advice related to the tenure and reappointment processes. At the conclusion of the discussion with the attorneys, the Dean, the President, and the Committee thanked Mr. Wallace and Ms. Hackett, who left the meeting at 4:45 P.M.

Changes to the minutes of September 19 were given to the Dean, and the President's announcements followed. President Marx informed the members that the two informal meetings that the Committee on Academic Priorities (CAP) has had thus far with members of the Faculty were very informative. One concern brought to the committee's attention was that any new mechanism that is put in place to include College-wide priorities in the allocation of faculty FTEs should not place assistant professors at any disadvantage in terms of tenure. The President said that the idea of disadvantaging faculty members in the early stages of their careers was not the intention of the CAP, nor had it occurred to them that the committee's proposal might be interpreted in this way. He has asked the members of the CAP and other colleagues to review any proposals to ensure that there is no disadvantage for assistant professors.

The Dean next made a series of announcements. He noted that he and Professor Hilborn had received requests from several colleagues for clarification regarding language in the President's letter soliciting proposals for the President's Initiative Fund (PIF). The passage in question is the following: "If a group making a proposal cannot find a department to house a visitor, the Dean of the Faculty may designate a department to serve as a host for basic administrative services." Colleagues expressed to Dean Call and to Professor Hilborn the fear that the Dean might force a PIF visitor and the visitor's courses into a department that, for various reasons, might not want to host that visitor and the courses. The Dean said that a visitor's courses could be listed under the Colloquium rubric, and that no department would be forced to accept a visitor as a department member or to list their courses within the department's offerings. He noted that the intent is that departments, under these circumstances, would serve as a host for such administrative purposes as providing a location for a mailbox and secretarial support for the visitor. No curricular implications are intended, he said, and the details of such arrangements would be worked out in negotiations among the Dean, the visitor, and the department.

Dean Call next offered suggestions of colleagues who might serve on a Memorial Minute Committee for Benjamin DeMott, Professor of English Emeritus, who died on September 29. The Dean proposed that the Memorial Minute Committee, in consultation with Professor DeMott's family and the English department, also deliberate on ways that the College might honor Professor DeMott. The members agreed that this would be appropriate, and the Dean said that he would report back on the membership of the Committee at a meeting of the Committee of Six in the near future. The President, the Dean, and the members expressed their sorrow over the loss of Professor DeMott.

The Dean ended his announcements by requesting that Mark Fiegenbaum, Associate in the Technical Services Department of the Frost Library; Margaret Stancer, Director of Desktop

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Computing Services (who has replaced Mary McMahon, former Director of Curricular Computing Services, on the CAP); and Jacob Thomas '07, in their role as members of the CAP be invited as guests to the October 18 meeting of the Faculty. He also requested that Scott Laidlaw, Director of Community Outreach, be invited in his role as a member of the Special Committee on the Amherst Education (SCAE) Experiential Education Working Group. The members agreed. The Dean noted that the other student member of the CAP, Michael Simmons '06, did not need an invitation because Mr. Simmons already has permission to attend faculty meetings by virtue of his position in the student government.

Under "Questions from Committee Members," Professor Dizard asked why the College's flag has been at half staff for such an extended period. The President replied that he believed that the flag had been lowered for the victims of Hurricane Katrina and that it is now at half staff in honor of Professor DeMott. Professor Woglom next asked when the College's United Way campaign would begin. Professor Dizard, who is one of the chairs of the drive, said that he expected that letters about the campaign would be mailed this week.

Continuing with the Committee's questions, Professor Woglom informed the members that a colleague had told him that the College might be hosting athletic "combines," in which high school athletes are brought to campus to demonstrate their athletic skills and are evaluated by Amherst coaches. Dean Call noted that a colleague had recounted a similar story to him over the weekend. Professor Woglom said that having such events is becoming part of a disturbing trend, the increasing professionalization of college athletics, and that, through such practices, Division III sports is moving away from competition between true student athletes. Professor Woglom noted that, if Amherst is having combines, he does not blame the coaches, because a successful athletic program must have competitive teams, but he is deeply concerned. The message for parents and students would be that admission to Amherst can be based on the ability to run and jump, rather than on academics. If the practice of hosting combines is becoming widespread among New England Small College Athletic Conference (NESCAC) schools, perhaps Amherst should consider leaving the conference, he said. The President said that he appreciated Professor Woglom's views on combines and noted that he has no knowledge that the College is hosting these events. The Dean promised to confer with the David Hixon and Suzanne Everden, Acting Co-Directors of Athletics, to find out if combines are being held at the College. The President said that it is difficult to find common ground within NESCAC on all the issues of athletics and admissions, and that there is the temptation for schools to lower their selectivity in order to compete in the conference. Amherst is unprepared to do this, and he said that he is open to ideas about how to address this complex and difficult issue.

The Committee next reviewed the agenda for the Faculty Meeting of October 18. Discussion turned to the revised draft motion regarding tenure procedures for creative and performing artists. Some members wondered whether the procedures should become effective immediately, rather than in 2006-2007, as the motion now reads. Professor Hansen suggested that the motion should be deferred so that the Dean could solicit the opinion of the Departments of Music, Fine Arts, and Theater and Dance on this point. He also felt that these departments should have the opportunity to review the draft motion before it is brought to the Faculty for a vote. The members and the Dean agreed.

Continuing with a discussion of the agenda, the President wondered whether a second

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working group might be ready to present its report at the Faculty Meeting, as there are five working groups and only three available times for Faculty Meetings this semester. The Dean replied that no other group was ready to make a presentation. President Marx wondered if the SCAE Working Group on Visual Understanding might make a report. Professor Hansen, who was co-chair of that working group, noted that its members had concluded their deliberations in spring 2004 and that he would be willing to make a presentation at the upcoming Faculty Meeting. Several members pointed out, however, that a new group has emerged to explore issues surrounding the arts. Professor Hansen agreed that it would be a mistake for him to report to the Faculty unless the views of this new group could also be heard. Professor Dizard said that it would be unfair to ask this newly established group to make a report so soon. Professor Woglom disagreed, noting that, given the number of Faculty Meetings, there might not be another time available for this group. After discussion, the members agreed that asking the arts group to report would be premature. The President noted that, because of time pressure, discussion of some groups' work might have to occur after the CAP issues its report in January. If necessary, that report could later be amended to reflect conversations that take place during the spring semester, he said. The members reviewed the following draft motions regarding student evaluations sent electronically, and after, discussion, voted six to zero in favor on content and six to zero to forward the motions to the Faculty:

III., D., 4., first paragraph, proposed changes in bold caps

4. Reappointment Procedures

In preparation for recommendations concerning reappointment, the department will gather evidence concerning teaching effectiveness, scholarly or creative growth, and other contributions to the life of the College. (Voted by the Faculty, October 2004) Evaluations of teaching are to be requested of all students from every course, including every honors and special topics course, taught by an untenured faculty member. These evaluations ~~are to be signed and~~ are normally to be solicited in essay format in all classes in the final week of each semester on a form to be devised by the instructor in collaboration with the department.

THE FORM MAY BE PROVIDED TO THE STUDENTS AND SUBMITTED BY THEM ELECTRONICALLY. UNDER THESE CIRCUMSTANCES, ARRANGEMENTS WILL NORMALLY BE MADE SO THAT THE PROCESS CAN BE COMPLETED DURING REGULARLY SCHEDULED CLASS TIME. After the submission of grades, ~~they~~ **THESE SEMESTER-END EVALUATIONS** will be made available to the instructor without the names of the respondents. In addition, all departments will be required to have solicited from all students confidential ~~letters of~~ **RETROSPECTIVE** evaluationS at the time of reappointment review (Voted by the Faculty, October 1998). **SEMESTER-END AND RETROSPECTIVE EVALUATIONS THAT ARE SUBMITTED AS A HARD COPY MUST BE SIGNED AND DATED; THOSE THAT ARE SUBMITTED ELECTRONICALLY MUST INCLUDE THE DATE OF TRANSMISSION AND THE NAME AND RETURN ADDRESS OF THE SENDER.** All student evaluations of teaching collected for purposes of reappointment are to be

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submitted to the Committee of Six with the department's recommendation. (Voted by the Faculty, May 1995).

III., E., 4., a., (5) first paragraph, proposed changes in bold caps

4. Procedures Followed in Tenure Decisions

(5) (Note that in October 1998, the Faculty voted that evaluations of teaching are to be requested of all students from every course, including every honors and special topics course taught by an untenured faculty member. These evaluations ~~are to be signed and~~ are normally to be solicited in essay format in all classes in the final week of each semester on a form to be devised by the instructor in collaboration with the department. **THE FORM MAY BE PROVIDED TO THE STUDENTS AND SUBMITTED BY THEM ELECTRONICALLY. UNDER THESE CIRCUMSTANCES, ARRANGEMENTS WILL NORMALLY BE MADE SO THAT THE PROCESS CAN BE COMPLETED DURING REGULARLY SCHEDULED CLASS TIME.** After the submission of grades they will be made available to the instructor without the names of the respondents.) All written evidence used to evaluate teaching effectiveness including the semester-end evaluations solicited from students in all courses, the retrospective ~~letters~~ **EVALUATIONS** solicited at the time of reappointment review, and the retrospective ~~letters~~ **EVALUATIONS** solicited at the time of tenure review from all current and former students taught since the time of reappointment. **SEMESTER-END AND RETROSPECTIVE EVALUATIONS THAT ARE SUBMITTED AS A HARD COPY MUST BE SIGNED AND DATED; THOSE THAT ARE SUBMITTED ELECTRONICALLY MUST INCLUDE THE DATE OF TRANSMISSION AND THE NAME AND RETURN ADDRESS OF THE SENDER.** The department letters soliciting ~~letters~~ **EVALUATIONS** from students should be included with their responses. Solicitation of retrospective ~~letters~~ **EVALUATIONS** must include all students from every course, including every honors and special topics course taught by the candidate (Voted by the Faculty, October 1998). Each person asked to write ~~such a letter~~ **A RETROSPECTIVE EVALUATION** should be informed that his or her response will be treated as confidential by the College. (Reviews from *Scrutiny* or other anonymous materials are inadmissible as evidence.)

The members next reviewed proposed changes to the description of the Committee on Priorities and Resources (CPR) that appears in the *Faculty Handbook*. The CPR suggested these changes in response to the Dean's request that faculty committees review their *Handbook* descriptions. The members made some minor revisions to the language, and then voted six in favor and zero opposed on the content of the motion and six in favor and zero opposed to forward the motion to the Faculty. The motion reads as follows:

Proposed new language (in bold) at *Faculty Handbook* IV. S. 1. q. Committee on Priorities and Resources:

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q. *Committee on Priorities and Resources.* (Voted by the Faculty, 1994) The Committee on Priorities and Resources (CPR) is a committee of faculty and students (with a faculty member as chair), with officers of the administration (the President, the Dean of the Faculty, the Treasurer, ~~the Comptroller~~, **THE DIRECTOR OF THE BUDGET**, and the Director of Human Resources) present ex officio. The three faculty members, one each from the humanities, the social sciences, and the natural sciences, normally serve for a term of three years, and **THEIR** terms of office are generally staggered so that **EACH YEAR** only one new member of the Committee and the chair are nominated by the Committee of Six and elected by the Faculty. To assure continuity of membership on the CPR, **THE COMMITTEE OF SIX WILL ENDEAVOR TO NOMINATE** ~~for nomination~~ members of the Faculty whose service on the Committee will not be interrupted for two or three years.

The three student members are elected **FROM THE STUDENT SENATE BY THAT BODY** ~~by the student body~~ and serve for terms of two years. Two members are elected in one year, and a third in the other, alternately. A special election **CONDUCTED FROM WITHIN THE SENATE** ~~or appointment by the BOG will be the method~~ **IS** used to select replacements for students unable to complete their terms of office.

The purpose of the CPR is to bring a range of faculty and student opinion to bear upon (1) the process of annually budgeting the resources of the College, and (2) the long-term allocation of resources. To ensure the CPR's involvement in the annual budget process, the administration will bring the budget currently being formulated before the CPR while there is still ample time to affect it. ~~At this time~~ The administration will **ALSO** present its sense of the priorities among competing claims on the College's resources. The CPR will present to the Board of Trustees the Committee's views on the annual budget as it is being prepared and on long-term financial concerns. **IN THE SPRING TERM**, the CPR will also receive and respond to new large capital requests ~~in the spring term~~, and review the ongoing list of capital priorities and ~~an annual report from the physical plant department on deferred maintenance projects.~~ To discharge its responsibility to assess the continuing ability of the College's financial resources to support its educational mission, the CPR will periodically review the long-term financial impact of such things as the relationship between resources and programs, the level of compensation and benefits, **THE LEVEL AND RATE OF CHANGE OF THE COMPREHENSIVE FEE**, and other pertinent matters. To that end, the **COMMITTEE** ~~chair of the CPR~~ will query other **OFFICES** and committees about proposals that have financial implications.

Particular responsibilities of the faculty members of the CPR are ~~to report to the faculty on the budget being prepared and the priorities implies in it and to represent to the administration the views of the Faculty concerning the budget; and to report to the Faculty early in the second semester of each year concerning the status of faculty salaries and compensation.~~

~~The CPR regularly transmits its reports and recommendations to the Committee of Six for~~

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~~inclusion on the agenda of a meeting of the faculty.~~ **THE COMMITTEE MAY REQUEST THAT THE COMMITTEE OF SIX INCLUDE CPR REPORTS OR RECOMMENDATIONS ON THE AGENDA OF MEETINGS OF THE FACULTY.**

Discussion turned to the placement of “Questions to the Administration” on the agenda. Professor Hansen reiterated his position that “Questions to the Administration” should follow the remarks of the President and the Dean, and that it is important for colleagues to have the time they need to ask questions. It was agreed that colleagues could ask questions at the end of the slots devoted to “Remarks by the President or the Dean,” but should limit their questions to issues the President and the Dean have already raised. Other questions should come at the end of the meeting. Professor Woglom suggested that, if time runs out at the meeting, colleagues could ask their questions by writing to the Committee of Six.

The Committee approved the agenda for the Faculty Meeting of October 18, and the meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, October 17, 2005**

The sixth meeting of the Committee of Six for the academic year 2005–2006 was called to order by Dean Call in the President’s office at 3:30 P.M. on Monday, October 17, 2005. Present were Professors Dizard, Hansen, Hilborn, Tawa, and Woglom, Dean Call, and Assistant Dean Tobin, Recorder. The President was absent from the meeting because of a death in his family. Professor Hunt was absent for most of the meeting by prior arrangement.

The meeting began with announcements by the Dean. Turning to motions 7 a and 7 b on the Faculty Meeting agenda for the meeting of October 18, the Dean said that it had been brought to his attention that some of the proposed language suggests greater specificity than current practice permits, whereas the intent of the motion had been only to codify procedures for the electronic submission of semester-end and retrospective evaluations. Dean Call pointed out that some colleagues were concerned that the following sentence would require students to complete their evaluations during class, rather than by the end of the semester, as has been the practice for a number of years: “Under these circumstances, arrangements will normally be made so that the process can be completed during regularly scheduled class time.” Dean Call noted that the current practice is that evaluations may be solicited and submitted in the last week of classes—up to the last day of classes for the semester. In this way, class time is not lost. Devoting class time to evaluations tempts some students to skip the class for which an evaluation has been announced, he said. In addition, some colleagues claim that the students submit fuller and more thoughtful evaluations if they are done outside class. The current practice regarding electronic submissions is that evaluations may be solicited and submitted by email (with documentation of the source) in the last week of classes up to the last day of classes for the semester. The instructor or a senior member of the department is expected to explain to the class the purpose and importance of the evaluation and how the evaluations will be solicited. The Dean felt that the current language regarding evaluations has allowed for a range of interpretations.

Professor Hansen responded that it has been his understanding that semester-end evaluations should be done in class and that this has been the practice of his department. He was surprised to learn that broader interpretations of the current language have led to divergent practices. Professor Hansen said that he would like to review the minutes of the Faculty Meeting in which the current language was voted to learn the rationale of the original framers of the motion regarding semester-end evaluations. The Dean agreed to provide him with these minutes. Professor Hansen said that he believed that the intent of the language that was voted by the Faculty was to ensure the best possible yield by requiring that semester-end evaluations be done during class.

Continuing this discussion, Professor Hilborn wondered whether there were some class settings in which in-class evaluations could not practically be submitted electronically. Professor Hansen responded that, in his department, students submit evaluations electronically during class and are escorted to a classroom with computers in order to do so. Professors Tawa noted that her department requires that semester-end evaluations be done in class and said that she believed that students were more thorough under this system. Professor Hilborn said that his department also

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requires, except on rare occasions, that students complete evaluations in class; those students who do not complete them are later asked to do so outside class. While noting that he regrets that class time must be sacrificed when evaluations are done in class, Professor Dizard said that he conducted an experiment in which he had students do evaluations in class for two semesters and had them complete evaluations outside of class during two semesters. In the first case, he handed out a one-page form in class and asked for it to be completed during that class period. In the other case, he handed out the form with the final assignment and said that students could send it to him via campus mail anytime before the end of exams. Professor Dizard said that the yield was extremely high when evaluations were done in class and extremely low when they were done outside class time.

Professor Woglom noted that, while current language and practice may in fact diverge, the matter at hand is electronic submission of evaluations, and for this reason, the motion should be revised in order to separate these two issues. The Committee could certainly return to the issue of whether evaluations should be done in class or outside of class, but this discussion should not take place on the floor of the Faculty initially. The members agreed and decided to revise the motions by removing the following language: "Under these circumstances, arrangements will normally be made so that the process can be completed during regularly scheduled class time." They agreed that the revised motions should be distributed at the Faculty Meeting on October 18 and voted five to zero in favor on content and five to zero to forward the revised motions to the Faculty. The revised motions read as follows:

Proposed new language (in bold) to become effective in the academic year 2006-2007 at *Faculty Handbook* III. D.4. Reappointment Procedures, first paragraph:

4. Reappointment Procedures

In preparation for recommendations concerning reappointment, the department will gather evidence concerning teaching effectiveness, scholarly or creative growth, and other contributions to the life of the College (Voted by the Faculty, October 2004). Evaluations of teaching are to be requested of all students from every course, including every honors and special topics course, taught by an untenured faculty member. These evaluations ~~are to be signed and~~ are normally to be solicited in essay format in all classes in the final week of each semester on a form to be devised by the instructor in collaboration with the department. **THE FORM MAY BE PROVIDED TO THE STUDENTS AND SUBMITTED BY THEM ELECTRONICALLY.** After the submission of grades, ~~they~~ **THESE SEMESTER-END EVALUATIONS** will be made available to the instructor without the names of the respondents. In addition, all departments will be required to have solicited from all students confidential ~~letters of~~ **RETROSPECTIVE** evaluations at the time of reappointment review (Voted by the Faculty, October 1998). **SEMESTER-END AND RETROSPECTIVE EVALUATIONS THAT ARE**

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SUBMITTED AS A HARD COPY MUST BE SIGNED AND DATED; THOSE THAT ARE SUBMITTED ELECTRONICALLY MUST INCLUDE THE DATE OF TRANSMISSION AND THE NAME AND RETURN ADDRESS OF THE SENDER. All student evaluations of teaching collected for purposes of reappointment are to be submitted to the Committee of Six with the department's recommendation

Proposed new language (in bold) to become effective in the academic year 2006-2007 at *Faculty Handbook* III. E. 4. Procedures Followed in Tenure Decisions, (5):

4. Procedures Followed in Tenure Decisions

(5) (Note that in October 1998, the Faculty voted that evaluations of teaching are to be requested of all students from every course, including every honors and special topics course taught by an untenured faculty member. These evaluations ~~are to be signed and~~ are normally to be solicited in essay format in all classes in the final week of each semester on a form to be devised by the instructor in collaboration with the department. **THE FORM MAY BE PROVIDED TO THE STUDENTS AND SUBMITTED BY THEM ELECTRONICALLY.** After the submission of grades, ~~they~~ **THESE SEMESTER-END EVALUATIONS** will be made available to the instructor without the names of the respondents.) All written evidence used to evaluate teaching effectiveness including the semester-end evaluations solicited from students in all courses, the retrospective ~~letters~~ **EVALUATIONS** solicited at the time of reappointment review, and the retrospective ~~letters~~ **EVALUATIONS** solicited at the time of tenure review from all current and former students taught since the time of reappointment. **SEMESTER-END AND RETROSPECTIVE EVALUATIONS THAT ARE SUBMITTED AS A HARD COPY MUST BE SIGNED AND DATED; THOSE THAT ARE SUBMITTED ELECTRONICALLY MUST INCLUDE THE DATE OF TRANSMISSION AND THE NAME AND RETURN ADDRESS OF THE SENDER.** The department letters soliciting ~~letters~~ **EVALUATIONS** from students should be included with their responses. Solicitation of retrospective ~~letters~~ **EVALUATIONS** must include all students from every course, including every honors and special topics course taught by the candidate (Voted by the Faculty, October 1998). Each person asked to write ~~such a letter~~ **A RETROSPECTIVE EVALUATION** should be informed that his or her response will be treated as confidential by the College. (Reviews from *Scrutiny* or other anonymous materials are inadmissible as evidence.)

Continuing his announcements, the Dean noted that Susan Newton, Assistant Director of Foundation and Corporate Relations, has been asked to provide individualized sponsored research assistance for assistant professors who are planning their fourth-year leaves. He said that it is his hope that, in the near future, the College would be able to provide additional support through the Dean's office in the area of sponsored research for the Faculty, as the Office of Foundation and Corporate Relations' primary responsibility is supporting the fundraising

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priorities of the College. The time that the staff can devote to sponsored research is limited at present.

Turning to the proposal from the Amherst College Gender Project that non-discrimination and anti-harassment language in the handbooks of the Faculty, students, and staff of the College, be revised to include language regarding gender identity or expression, the Committee agreed that the proposed language would be more inclusive and that revisions should be made in the handbooks. In some cases, this would require a vote of the Faculty, the Dean noted.

Under Questions to the administration, Professor Woglom asked if the Dean had learned whether the College has been hosting athletic “combines.” Dean Call replied that David Hixon, Acting Co-Director of Athletics, had informed him that the football camp to which Professor Woglom referred at the last Committee of Six meeting was primarily a teaching camp that was open to boys ranging in age from ten to seventeen. There was a part of the camp during which the boys ran through a battery of “tests,” such as the 40-yard dash, which is commonplace in these sorts of camps, according to Mr. Hixon. There was another segment, which was held for less than a day, during which high school sophomores and juniors who have shown an interest in Amherst, or in whom Amherst might have interest as potential student-athletes, go through an instructional day that includes football strategies, techniques, and a presentation of the recruiting process. That recruiting process is not specific to Amherst, Mr. Hixon had pointed out. He had said that this experience is often helpful to these young men and their parents, particularly if the student is entering his junior or senior year of high school. Mr. Hixon had noted that such camps have grown in popularity over the past few years for a number of reasons. They allow very good student-athletes to view a college (some students will complete over the course of a summer five or six of these programs at schools of varying types and levels), to learn about the recruiting process, and to assess whether it is appropriate for them, based on their qualifications, to be considering a particular college. This is also a low-cost opportunity (at Amherst, although not necessarily at many of the other colleges and universities) for many students to see Amherst College and for our coaches to meet some students whom they would otherwise never come across or have the chance to meet. This program, Mr. Hixon had said, has helped the athletics staff find a wider array of students with better grades, more diverse socioeconomic backgrounds, and with the keenest interest in becoming true student-athletes at a place such as Amherst. Mr. Hixon had told the Dean that, when some of these students come to Amherst, even for this one day, the College starts to compete with schools such as Harvard and Yale for these students. Mr. Hixon had said that, as far as tryouts or testing, very little goes on, but whatever his staff learns from a 40-yard dash or an agility run can allow the coaches to get a better sense of a student-athlete’s abilities, without going on the road or watching hours of film. This practice is most helpful to the coaches and for the students who receive feedback. The athletic directors of the New England Small School Athletic Conference (NESCAC) and the National Collegiate Athletic Association (NCAA) sanction these camps and carefully watch over them so that they don’t become pro-football-type “combines.” Professor Woglom said that the camp seems to be a form of summer tryouts and that it should be a tremendous cause of concern. He reiterated that he

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does not blame the coaches for the presence of this program, but said that he views the camp as one of many indications of the increasing professionalization of college athletics.

The Dean shared with the members a request from Michael Silverman '07, Production Editor of the Amherst College *Olio*, that he be allowed to distribute copies of the publication in the front lobby of Converse after the October 18 meeting of the Faculty. The members agreed.

The Committee turned to personnel matters.

Discussion turned to the revised draft motion regarding tenure procedures for creative and performing artists. The Dean informed the members that he had solicited the opinion of the Departments of Music, Fine Arts, and Theater and Dance on the motion. The Dean said that he had heard from several colleagues individually, but that he is awaiting formal responses from the three departments. He said that he would report back to the Committee once he receives these responses. The Dean reported that some members of the music department had expressed concern that it was possible, under the proposed system, that some reviewers could be reviewing material that others would not. Professor Woglom noted that this sort of disparity effectively happens under the current system, as not all reviewers review all of the materials that are sent to them, while others do. Members of the music department had also worried that candidates might feel compelled to have reviewers see their work live. They had wondered whether some reviewers' views would be more highly regarded than others, based on whether the reviewer had seen a candidate's work in person. A colleague from the music department had said that the department may propose a more complete method of recording performances as a substitute for having reviewers attend live performances. Professor Woglom said that other departments may prefer the flexibility offered by the proposed motion, and that the view of the music department should not dictate which procedures would be put before the Faculty by the Committee of Six for a vote. Professor Hansen agreed, urging that the Committee of Six allow for maximum flexibility among the disciplines involved through the proposed motion. Of course, he continued, the Committee's proposal on the issue would be brought before the Faculty for a vote.

Professor Hunt joined the meeting at 5:40 P.M.

The Dean next shared with the members the view of the Committee on Academic Priorities (CAP) that, if possible, all the Special Committee on the Amherst Education (SCAE) working groups have the opportunity to present their reports, and updates on the progress of their deliberations, at Faculty Meetings this semester. The Dean said that the CAP wants to ensure that it is getting sufficient feedback before drafting its final report (due in January 2006), and that these conversations, even if they are preliminary, would be extremely informative. Professor Woglom asked what the CAP is looking for. The Dean responded that the committee wants to identify a range of resources that might be necessary to fund initiatives that will emerge from the CAP process, even though certain areas may still be under development. The committee realizes that it may not be possible to have specifics in many cases, but they want to get a clear enough sense of the needs to be able to propose resources sufficient to meet them, while retaining flexibility in advance of the Faculty's programmatic decisions.

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The Dean proposed that the Working Group on Writing make a presentation at the November 1 Faculty Meeting and that the Quantitative Working Group might make a presentation at the Faculty Meeting that will be held on December 6. He suggested that Working Groups on Visual Understanding and the Arts might report at one of these meetings and that the Working Group on Global Comprehension might report at the other. Professor Woglom said that the Quantitative Group could not propose any specifics by December and would only be able to offer a general sense of the College's needs in this critical area. Professor Hansen, who was co-chair of the Working Group on Visual Understanding, said that the group that is currently exploring this area and the original group each have their own focus. The original group examined the place of visual understanding across the curriculum, while the current group appears to be focusing on how the work of faculty members in the arts can be enhanced. Professor Hansen reiterated that the views of both groups should be heard by the Faculty. He then said that he found that there were structural problems with having largely preliminary work inform the CAP report. Professor Woglom noted that the CAP would not be involved in specifics in any case, as its role is a more general one. He said that he understood, for example, that the Committee on Educational Policy (CEP) would be making specific allocations for faculty positions. The role of the CAP, in this case, would be to recommend a range of FTEs and resources to meet identified College priorities. Professor Hansen said that he remained unconvinced that the procedure, as outlined by the Dean, would be viable. He added that he would be reluctant to vote in favor of a proposal that consisted primarily of generalities. He reiterated that he found it troubling that the CAP would be writing a report that was based on the incomplete and unfinished reports of the working groups. The Dean noted that the CAP will discuss its report with the Faculty. The Faculty will then work through and refine the options that are proposed, and implementation will take place through our usual procedures involving departments, the CEP, and faculty discussion of priorities.

Professor Hansen asked when the CAP's curricular proposals would be brought before the Faculty for a formal vote. The Dean said that the CAP report will be discussed with the Faculty this spring. Those portions of the report dealing with academic programs and priorities for which there are specific proposals would be put before the Faculty for votes. As the Committee discussed earlier, those proposals that are still in a preliminary state may require more faculty discussion and refinement before a vote is appropriate. Professor Woglom asked whether the Trustees have a deadline for the completion of this process. The Dean said that, while there is no formal deadline, they would like to see the process completed by the spring.

Professor Hunt noted that it will be important to present the CAP's report in a form that the Faculty will find possible to consider and to endorse. Professor Hilborn agreed that this will be critical. The Dean said that the CAP might present a series of motions first to the Committee of Six, who would consider them and then forward them to the Faculty as a whole. Professor Hansen asked how the Faculty will be made aware of issues other than those brought forward by the working groups—new programs, for example, that are being addressed by the CAP. Professor Dizard offered the example of creating an environmental studies program at the

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College and other initiatives being proposed through President's Initiative Fund groups. The Dean said the CAP could, perhaps, begin its discussion with the Faculty with a full discussion of the priorities and objectives that it has considered and could share the ways in which it has incorporated College-wide priorities into the shaping of its recommendations for the allocation of resources. The members agreed that there is some danger in focusing exclusively on working group reports at Faculty Meetings and not bringing before the Faculty the full scope of the CAP's considerations.

At the conclusion of the discussion about the CAP, Professor Hunt asked the Dean if the College had a plan in place to prepare for the possible outbreak of the avian flu. The Dean said that he would check with the College Health Service and the Dean of Students' Office and would report back to the Committee of Six. Professor Woglom suggested that the issue might be referred to the faculty Committee on Health and Safety.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, October 24, 2005**

The seventh meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, October 24, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Corrections to the minutes of October 17 were given to the Dean.

The President announced that the 2006-2007 Instruction Committee Weekend of the Board of Trustees must be moved from the spring, when it has traditionally taken place, to a date in January 2007. The Folger Library will mark its seventy-fifth anniversary in the spring of 2007, and the Amherst Board of Trustees' meeting will be held in Washington to coincide with the Folger celebration to allow Amherst Trustees to participate. He noted that, should these dates be problematic for the faculty groups who meet with the Board during Instruction Weekend, alternatives could be explored. The members said that shifting the meeting to January seemed workable, as long as sufficient notice is given to the Faculty.

Continuing his announcements, the President informed the members that the October meeting of the Instruction Committee of the Board had focused on ways to encourage student research and student involvement in faculty research, including in the social sciences, the humanities, and the arts, areas in which there is less student research being done with faculty members than in the sciences. It was suggested at the meeting that making the scholarly work of the Faculty more visible to students might encourage them to seek out faculty members with whom they share interests and with whom they might like to collaborate. To this end, the President asked the members for their views on including faculty profiles on the Amherst Web site and asking the Faculty to provide short summaries of their research.

Professor Dizard said that he thought that including this information on the Web site would be useful and that faculty participation should be voluntary. Professor Hansen noted that some faculty members pursue areas of research that do not lend themselves to student involvement. He asked the President if this initiative might be the first step toward asking Amherst faculty members to supervise student research during the summer and in January. The President replied that there are no such plans, though he wondered if more faculty members would welcome that. Professor Hunt said that many faculty members already provide information about their work on their departmental Web sites. It was noted that many faculty members do not post information about their backgrounds and research on the Web, and that such information, when it does exist, is sometimes difficult to locate. The members agreed that the Dean should explore ways of having the Faculty provide brief summaries of their research for inclusion on the College's Web site and that this information be made readily accessible.

The President next suggested that a decision would have to be made soon about any speaker for Constitution Day for 2006-2007. He said that he encourages faculty members who have nominations to send them to him as soon as possible. Turning to another issue, he informed the members that he had received a memo regarding concerns raised by the Advisory Committee for Personnel Policies (ACPP) about the College's policy on having pets on campus. He

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informed the members that the College does not have a formal policy about pets, but noted that a letter had been sent to the College community by the Campus Police in 1999, asking that dog owners who bring their dogs to administrative and academic facilities be sensitive to the needs of those who are uncomfortable with dogs and of those who may have safety concerns about animals. The ACPP memo also mentioned that some members of the community have allergies to pets and that custodians are often expected to clean up after dog and cat accidents and to clean offices with pets in them.

Professor Hansen noted that the concerns about dogs and other pets described by the President are legitimate. He said that he feels that having pets in the workplace, like smoking in the workplace, represents an invasion of the space of individuals who have health and safety concerns. The Committee agreed that it was inappropriate for custodians to be asked to clean up after animals that are brought to work. Professor Hilborn asked if the ACPP concerns extended to having dogs outside on the campus or just in College buildings. The President said that he was unsure, but noted that the letter sent in 1999 addressed concerns about dogs running free on campus and the need to keep dogs under control both inside and outside. Professor Hunt said that it would be useful to get more feedback from the community about the issue of pets on campus before any action is taken. She noted that the views of the ACPP may not be shared by many members of the community and said that, for some individuals, having a dog at work is very important. Moreover, there are some situations, such as when a pet has a veterinary appointment and the employee lives far away, when a rigid rule about pets on campus might both cause hardship and inhibit employee performance—as well as encourage absenteeism. The Committee agreed that soliciting additional views would be useful.

Discussion turned to the most recent meeting of the Faculty, which took place on October 18. The President expressed concern that the business of the Faculty sometimes stalls because too much time is devoted to administrative matters that might have been addressed outside the Faculty Meeting. It is in everyone's interest to have ample time to consider the substantive matters on the agenda. He gave as an example time spent trying to confirm the exact method of authentication that would be used for electronic submission of retrospective letters and semester-end evaluations—a legitimate concern of the Faculty, but one that is not resolvable through debate on the floor of the Faculty. He wondered if there might be more effective ways to structure the meetings. Professor Woglom agreed and said that, at the last meeting, the business of the Faculty was hijacked by a few colleagues' questions to the President about the minutes of the Committee of Six. Professor Dizard noted that a number of colleagues expressed similar concerns to him about how best to focus on matters of substance at Faculty Meetings. Professor Hansen suggested that the Committee should spend more time vetting motions that originate at the Committee of Six level, so that issues of concern could be addressed before the motion came before the Faculty for a vote. He said that motions that originate in the Committee of Six should appear in the Committee's minutes at least two weeks before Faculty Meetings so that there is time for the Faculty to share concerns with the members, who might then address them in the minutes, rather than on the floor of the Faculty Meeting.

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Professor Woglom agreed that having colleagues offer feedback to the Committee of Six, by email or other vehicles, in advance of Faculty Meetings would enable the members to address issues more efficiently and would allow Faculty Meetings to be conducted in a more expeditious fashion. The Committee, the Dean, and the President expressed concern that major substantive issues will come before the Faculty this year and it will be critical that Faculty Meetings are focused and productive. Professor Dizard suggested that additional meetings might be added to the schedule so that the agenda of some meetings could be cleared to address CAP-related business only. Other meetings could follow the usual format. The Committee agreed that adopting such a structure might be useful. Professor Hunt suggested imposing time limits on questions about the Committee of Six minutes and questions to the administration. The President said that, as chair, he did not want to appear to be cutting off conversation when questions were directed to him. He wondered if the Dean should chair the meeting during the question period for this reason. The members did not think that it was advisable for the President to take this step. It was agreed that, on the Faculty Meeting agenda, it should state that it is the recommendation of the Committee of Six that questions about the Committee of Six minutes not exceed ten minutes, and that questions not covered, or not covered sufficiently, at the meeting be sent to the Committee of Six for their minuted consideration.

The Dean informed the members that he is consulting with Peter Schilling, Director of Information Technology, about the issue of authentication as it relates to the motion regarding the electronic submission of retrospective letters and semester-end evaluations. He suggested that this topic should be part of the Committee's anticipated meeting with tenure-track faculty, as he wished to allay any anxiety that may have arisen as a result of the discussion regarding authentication, since electronic submissions are currently accepted, and the motion was designed to codify current practice. The members agreed. The Committee also agreed that the members would return to their consideration of the motion once the Dean has gathered information and input from Mr. Schilling.

Turning to another issue discussed at the Faculty Meeting of October 18, the President said that he believes it is part of his responsibility to enliven the intellectual life of the community through lectures and visitors. At the same time, he understands the concerns that were voiced by some members of the Faculty at the meeting about the process by which such scholars might be brought to the College to teach one or two courses for a semester or two. He said that he welcomes suggestions from faculty members for such visitors but noted that some members of the Committee of Six had advised him in the past that inviting proposals from the Faculty for distinguished visitors might politicize the process. The President noted that the President's Initiative Fund (PIF) already provides structures for bringing visitors to teach on a per-course basis without having a request that emanates from a department. Professor Hansen asked how a visitor suggested by the President could be brought to campus to teach in September, for example, if a PIF group had already completed its proposal the previous November and had not proposed bringing the visitor to campus.

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Professor Woglom noted that the *Faculty Handbook* does not include procedures for bringing visiting scholars to teach at Amherst on a per-course basis. Procedures are outlined only for appointments to tenure- and tenure-track positions. He commented that he does not believe that faculty prerogative always governs the hiring of visitors and said that it is within the President's authority to bring stellar scholars to teach courses at the College. He advised against muddying the waters by using PIF procedures as a vehicle for hiring scholars recommended by the President for the general purposes that have been outlined. Professor Dizard said that he agreed and said that bringing distinguished scholars to Amherst as visitors on an episodic basis would bring the larger world to the College and would prevent insularity.

Professor Hansen reiterated that he does not feel that it is appropriate for the President to have a role in both ends of the hiring process—that is, suggesting candidates and approving hiring recommendations. He objected to the circularity implied in such a structure. Professor Hansen said that, while he is opposed to the President's appointing visitors, if this is going to be done, the President should state that this will be the practice. He objected that the President and Dean had suggested at the Faculty Meeting that the distinguished visitors under consideration thus far were vetted by the Committee of Six. Moreover, he continued, the President, in the case of PIF visitors, merely received recommendations from the Committee. The Dean noted that consensus has been the goal of discussion about PIF proposals. The President reiterated that, if a scholar who is brought to Amherst to teach on a temporary basis should wish to pursue a permanent appointment, the normal hiring practices of the College would be followed and that recommendations for positions and individuals would emanate from departments.

Professor Hansen reiterated his concerns. He still worried about "circularity" issues. In the case of a tenure-track appointment that evolves from the appointment of a distinguished visitor, he said that there is the potential that the President could be involved in the beginning of the process, that is when a recommendation is made to the Committee on Educational Policy (CEP), and at the end, as the individual who receives the recommendation from the CEP and makes the final hiring decision. Professor Dizard commented that the line between visiting status and tenure and tenure-track is a bold and bright one, and that there comes a point when concern blends into paranoia. Professor Hansen said that it is a mistake to dismiss those who raise legitimate concerns by playing the "paranoia card." His other concern, he said, is that the visitors suggested by the President so far tend to work in fields that are of interest to the President. Professor Woglom suggested that the President could solicit the feedback of the Committee of Six about the visitors, noting that the Committee of Six would certainly raise concerns if the Faculty should feel that a "star system" was evolving at the College. Professor Hilborn asked if the President would be open to suggestions from faculty members and departments for distinguished visitors. The President said that he has been open to such suggestions and continues to welcome them. The Dean noted that he currently receives suggestions for potential visitors and passes them on to departments.

The Dean next made a series of announcements. He solicited the members' view regarding the distribution of the Committee of Six minutes, a topic that came up at the Faculty

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Meeting of October 18, and asked whether his office should resume mailing hard copies to the entire Faculty. Dean Call noted that his office has addressed some technical problems with the online version of the minutes. He informed the members that the minutes are mailed to anyone who requests them, and that only one faculty member has requested them in this form. The Committee agreed that faculty members who wish to receive hard copies of the minutes should contact the Dean's office.

Continuing his announcements, the Dean informed the members that the College will soon establish a Web Technology Group as a new team within the Department of Information Technology. In the structure of the department, the new group will be analogous to Data Base Services or Curricular Computing, he said. The members of the Web Tech Group will bring a number of services in-house that are currently outsourced and will enable better coordination among Amherst's departments, their use of Web resources, and their various approaches to Web programming.

Dean Call next distributed a memo (appended) from Warren Morgan, M. D., Director of the College's Health Services, forwarded to the Dean by Ben Lieber, Dean of Students, regarding the College's approach to preparing for a possible outbreak of the avian flu. The members agreed that the Faculty would be interested in this information.

The Dean noted that the SCAE Working Group on Writing Instruction will make its presentation at the November 1 meeting of the Faculty. The Quantitative Working group will make a presentation at the Faculty Meeting of December 6. The Dean will be in contact with members of the Global Comprehension Working Group and with the Visual Understanding and ad hoc Arts Group to determine when this fall these groups might most usefully report to the Faculty. The members agreed to hold December 20 as a possible Faculty Meeting date, but said that it was their hope that it would not prove necessary to have a meeting that late in the semester. Professor Hansen asked the Dean whether the CAP viewed the discussion of the report of the Working Group on Experiential Learning at the October 18 meeting of the Faculty as providing the kind of information it was looking for. He wondered whether the CAP might have suggestions for how to structure conversations regarding the upcoming reports. The Dean agreed to ask for feedback from the members of the CAP and to report back to the Committee.

The Committee next reviewed and approved the agenda for the Faculty Meeting of November 1. The members also reviewed and approved twelve course proposals and voted six in favor and zero opposed to forward them to the Faculty.

Discussion turned to the criteria for awarding Mellon 8 Summer Research, Partnership, and Semester Leave grants, after which the Committee reviewed applications for these stipends. Two Semester Leave proposals and one Summer Research Stipend proposal from Amherst will be forwarded to the Mellon 8 deans, who will work with an external review committee to make the final selections. At the end of that round of consideration, in mid-December, approximately ten of a total of sixteen Semester Leave proposals (two from each of the eight schools) and about fourteen of twenty-four Summer Stipend proposals (three from each of the eight schools) may be

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funded by the Mellon grant. The members also reviewed and approved a proposal for a Mellon 8 Faculty Partnership grant, which does not require review by the Mellon 8 deans.

The Committee turned to personnel matters.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Memo

Date: October 21, 2005 To: Dean Lieber
From: Warren Morgan, M.D.
Re: Avian Flu Virus

As you are aware, outbreaks of "bird flu" in poultry have extracted a heavy financial toll in parts of Asia and Europe. In addition, a small number of human infections (including deaths) have occurred as this virus - has "jumped the species barrier" to humans. Fortunately, there have not been major outbreaks where the virus has been spread from person to person, if this has occurred at all. However, some speculate that it is only a matter of time before a permissive mutation allows the infection to spread freely among humans. This prospect is potentially devastating since there is no currently existing immunity to this virus in humans.

Both the World Health Organization and the CDC are closely monitoring all suspected outbreaks anywhere in-the world (none in the U.S. so far!). And tests for the avian flu virus are available to medical professionals in this country.

Although possible vaccines are under development, none is currently available. The best preventive measures are for travelers to avoid poultry farms and ill individuals while in Europe and Asia.

There has been much discussion in the media about a possible role for oseltamivir (Tamiflu) in the treatment of avian flu, but only meager data regarding effectiveness for this infection are available. Assumptions of efficacy are, at present, being drawn from laboratory data and the known effectiveness of this drug in treating traditional influenza infections.

What are we doing at Amherst College to prepare for a possible outbreak of avian flu?

1. Educating ourselves about all aspects of this infection and following the latest developments on-line (www.cdc.gov/).
2. Ensuring access to laboratory testing for the virus, if suspected.
3. Coordinating response strategies with public health officials at UMass and at the state and local health departments.
4. Querying travelers with flu-like symptoms about possible exposure to sick poultry.
5. Implementing aggressive infection control measures on campus and at the Keefe Health Center.
6. Following consensus public health recommendations against stock-piling of anti-viral medications. Such recommendations are based on several concerns:
 - a) Stockpiling by non-governmental organizations potentially diverts resources from those who need them most,
 - b) There is currently no clear evidence of efficacy to support mass purchasing of these medications,
 - c) Current projections for responding to a potential first outbreak in the U.S. are based on the probability of small initial clusters of infection in scattered areas, and
 - d) stock-piled quantities of medication are expensive, have a limited shelf-life, and are often, supplanted by newly-developed medications of greater efficacy before they are actually used.

**Committee of Six Minutes
of Monday, October 31, 2005**

The eighth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, October 31, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with announcements from the Dean. Dean Call informed the members that, in accordance with the relevant provision in the *Faculty Handbook* (IV, R., 2., a.), he would like to invite Nancy Ratner, a member of the Special Committee on the Amherst Education (SCAE), to attend the upcoming meetings of the Faculty during which the reports of the SCAE working group reports would be discussed. She would attend as a guest without vote. He said that he also wanted to invite Bill Hoffa, Study Abroad Advisor, in the same capacity to attend the meeting during which the report of the Working Group on Global Comprehension is discussed. The members agreed.

Continuing his announcements, Dean Call informed the members that the agenda for Faculty Meetings are now posted on the Dean's Web site, as requested by a colleague. Conversation turned to the agenda of the Faculty Meeting of November 1. The members agreed that the discussion of the report of the SCAE Working Group on Writing Instruction would be considered in a committee-of-the-whole discussion of no more than one hour and that it would be chaired by Dean Call.

The Dean noted that the parliamentarian, Professor Velleman, had informed him that many of the questions asked under "Abbreviated Minutes of the Committee of Six Meeting" at the last Faculty Meeting, rather than being questions of clarification about the minutes, appeared instead to be substantive questions to the administration about issues discussed in the minutes. In the future, Professor Velleman suggested, if the discussion of the Committee of Six minutes should stray into posing questions to the administration that go beyond clarification of the minutes, then the President should rule that those questions are not in order at that time and that they should be saved until "Questions to the Administration." The President, if uncomfortable in making this determination, could call for a faculty vote. The members took the view that their recommendation to set a time limit on the discussion of the Committee of Six minutes, which was done as part of their role in setting the Faculty Meeting agenda, should be followed and that taking this step would serve to move the business of the Faculty along expeditiously. They agreed that, once the ten-minute period for questions was up, remaining questions could be asked under "Questions to the Administration" or sent to the Committee of Six for consideration after the meeting.

The Dean noted that Professor Velleman also pointed out that, at the last Faculty Meeting, the motion regarding the electronic submission of semester-end and retrospective evaluations was postponed, when, perhaps, it might have been better if it had been referred back to the Committee of Six for more thought. He pointed out that, at the last meeting, the date to which the motion was postponed was not made clear and that some colleagues might have expected that the motion would be on the agenda of the next Faculty Meeting. The Committee, the President, and the Dean agreed that these were valid points, and that it was important for the

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Committee to meet with tenure-track faculty members before any revisions are made and before the motion comes back before the Faculty for a full vote. Time was also needed to consult with Peter Schilling, Director of Information Technology, about authentication issues, the Dean said. The members agreed.

Continuing his announcements, the Dean asked the members if they felt that an additional meeting of the Committee should be held November 3, from 4 P.M. to 5:55 P.M., and they agreed.

In response to the Committee's inquiry, the Dean said that he consulted with the Committee on Academic Priorities (CAP) about whether the CAP viewed the discussion of the report of the Working Group on Experiential Learning at the October 18 meeting of the Faculty as providing the kind of information it was looking for. The CAP found the discussion helpful and suggested that the upcoming conversations about SCAE reports specifically address the question of how issues brought up in the report fit into the priorities of the College.

Dean Call next announced that some students have requested that faculty members post reading lists through the College's online course catalog so that students, with more advance notice, could purchase textbooks in the most economical manner possible. Professor Hunt asked how taking this step would affect local booksellers. She wondered if putting additional copies of books on reserve might provide another option. Professor Woglom noted that faculty members currently send information about book lists to local bookstores, so that texts are available for students before classes begin. After some discussion, the members agreed that students should be provided with the information that will enable them to purchase books as inexpensively as possible and that the option of providing reading lists through the online catalog should be exercised.

Continuing his announcements, the Dean informed the members that he had made a proposal to the College Council that the Tuesday vacation day in October be "traded" for the Labor Day holiday, on which Convocation and the first Faculty Meeting of the new academic year are currently held and during which the Faculty currently has advising responsibilities. The suggestion had been made that members of the Faculty might want to have the Labor Day weekend freed from these College obligations. The College Council was not supportive of the Dean's proposal, but further conversation led the Council and the Dean to ask if the current Labor Day activities might be shifted to other days at the beginning of the term. Since advising now begins during orientation for first-year students, and, since the suggestion has been made that the "orientation faculty advisor" should continue to work with first-year students through the first add/drop period (after which the permanent advisor would take over), it may no longer be necessary for advising to take place on Labor Day. Orientation could start a day later than it currently does and could end on Labor Day, perhaps, said the Dean. Some schools hold Convocation during the first week, not necessarily before classes begin, he noted, and Amherst could move Convocation to another day of the Labor Day week, Thursday night, for example. Similarly, the Dean said, that the first Faculty Meeting of the year might be moved from Labor Day morning to an evening later in the week. The President asked why there is a full week of vacation during the week of Thanksgiving. One member noted that some students need the full

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week for travel time if they live a long distance from the College. The Committee informed the President that, when this question has come up in the past, there has been a strong feeling that having the full week off at Thanksgiving is greatly beneficial. Professors Hilborn and Dizard pointed out that many students probably would not attend classes on the Monday and Tuesday of Thanksgiving week if classes were held. Returning to the matter of the Labor Day holiday, Professor Tawa noted that many faculty members have departmental and other College responsibilities on Saturday and Sunday of Labor Day weekend, in any case, so that being on campus on Monday is not that much of an issue. The members expressed strongly the sentiment that Convocation be held prior to the beginning of classes, and they agreed that the first Faculty Meeting could, perhaps, be moved to the mid-afternoon or evening of Labor Day, depending on when Convocation is held. The Dean said that Allen Hart, Dean of New Students, is exploring whether it might be possible to revise the advising schedule, so that the Faculty does not have advising responsibilities on Labor Day.

The Dean confirmed that the 2006-2007 Instruction Committee Weekend of the Board of Trustees will be moved from the spring to January 19 through 20, 2007, to allow Amherst Trustees to participate in the Folger Library's seventy-fifth anniversary celebration in Washington in the spring of 2007.

The Committee next reviewed two course proposals and, after making one correction, voted six in favor and zero opposed to forward them to the Faculty.

Turning to the schedule for upcoming meetings of the Faculty, the Dean said that he had spoken with members of the SCAE Working Groups on Visual Understanding and Global Comprehension and the Ad Hoc Arts Group and had learned that these groups are willing to prepare for a report to the Faculty as early as November 15. Dean Call noted that the President has a prior commitment on that date and asked the members whether they wanted to have the Faculty Meeting without the President on November 15, or whether they would prefer to have a Faculty Meeting on December 20, when the President would be in attendance. He noted that President Marx has offered to meet with faculty members from the two groups when he has returned to campus. The President informed the members that he would be willing to cancel the engagement if necessary. Professor Hansen expressed concern that, if the President does not attend the meeting, there might be a perception that the President is not engaged in issues surrounding the arts and global comprehension. The President said that this was certainly not the case, and the members felt that the minutes could make clear that it was a scheduling conflict that would keep the President from the meeting. As for the alternative date of December 20, some members wondered whether attendance would be low if the meeting was held so late in the term. After weighing the pros and cons, the Committee agreed that a Faculty Meeting should be held on December 20 and not on November 15, so that the President can be present, and that the Visual Understanding and Ad Hoc Arts Groups and the Working Group on Global Comprehension would make their presentations at that meeting. It was agreed that all other business would be suspended, so that a full discussion of the reports would be possible. The

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of Monday, October 31, 2005**

Quantitative Working Group will, as had already been scheduled, make its presentation at the December 6 meeting of the Faculty.

Under "Questions to the Administration," Professor Hilborn informed the President that some colleagues had told him that they remain concerned that, if the President, on his own initiative, brings distinguished visitors to the College to teach one or two courses, he is injecting himself into the curriculum inappropriately. Professor Hilborn said that he encouraged these colleagues to write to the Committee of Six about their specific concerns.

Professor Hansen asked the President about an article that appeared recently in the *Daily Hampshire Gazette* in which President Marx was quoted as announcing that the College would be raising \$10 million for a community service/experiential learning initiative. He asked the President if this statement was accurate and if establishing such an initiative was part of the deliberations of the CAP. The President said that he had been misquoted. Consideration of such an initiative did fall within the deliberations of the CAP, and fundraising possibilities for initiatives of this sort have been discussed with the CAP and the Committee of Six.

The Committee turned to personnel matters.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Thursday, November 3, 2005**

The ninth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 4:00 P.M. on Thursday, November 3, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The Committee turned to personnel matters.

The meeting adjourned at 6:05 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, November 7, 2005**

The tenth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, November 7, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Corrections to the minutes of October 31 were given to the Dean, and the President's announcements followed.

The President informed the Committee that he had received two nominations for speakers for the 2006-2007 Constitution Day. The Committee suggested that President Marx send a letter soliciting nominations to the Faculty, as, perhaps, some faculty members had not taken notice of the request for nominations that appeared in the Committee of Six minutes. Professor Woglom said that the President should not feel constrained in his final selection by any suggestions that he receives. The Committee agreed. Professor Hunt suggested that it might be best to form a panel, drawn from members of the College community, rather than bringing in an outside speaker. Some members disagreed. The President said that he would send a letter to the Faculty requesting their views on nominations and that he would consult with the Committee regarding the selection of the speaker.

Dean Call next made a series of announcements. After a discussion of possible additional meeting dates for the Committee, he informed the members that Professors John Cameron, William Pritchard (Chair), David Sofield, Ronald Tiersky, and Kim Townsend have agreed to serve on the Memorial Minute Committee for Benjamin DeMott, Professor of English Emeritus.

Under "Questions from Committee Members," Professor Tawa noted that she had recently seen descriptions of the positions within the soon-to-be-established Web Technology Group, which will be a new team within the Department of Information Technology, and wondered whether these were new positions. The Dean replied that two of the positions that are now being advertised are new, and that the addition of these positions and the creation of the Web Tech Group had been vetted by the Committee on Priorities and Resources. The Web team will comprise three-and-a-half staff positions, one-and-a-half of which represent a re-casting of current positions, he said. In the structure of the department, the new group will be analogous to Data Base Services or Curricular Computing. Professor Tawa asked about the progress of the search for the Director of Curricular Computing Services and whether the duties of that position have been left unchanged. Dean Call responded that Peter Schilling, Director of Information Technology, is currently discussing with the Faculty Computing Committee how the College can best deliver curricular computing support. Professor Tawa asked who the Faculty should consult about curricular computing matters until the new Director is in place. The Dean said that Mr. Schilling, who had held an analogous position at Bowdoin, should be consulted directly.

Continuing her questions, Professor Tawa asked if the Faculty would have additional opportunities to engage in discussions, beyond those that take place at Faculty Meetings this semester, regarding the reports of the Special Committee on the Amherst Education (SCAE) working groups. She noted that the discussion of the report of the SCAE Working Group on Writing Instruction at the November 1 meeting of the Faculty could not go into enough depth about this important and complex issue because of the limited time available. Acknowledging

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that the lack of time for a fuller discussion was frustrating, the Dean said that the Committee on Academic Priorities (CAP) would welcome additional input from the Faculty and suggested that colleagues send comments to the committee by email or letter. The President added that there will be further opportunities for conversation as the Faculty considers the report and recommendations of the CAP during the spring semester. The members agreed that there should be as many Faculty Meetings as possible next semester during which such conversation would take place. The members also agreed that the agenda of some meetings could be cleared to address CAP-related business only or that the time allotted for meetings could be extended to provide as much time as possible for faculty deliberation. The Committee decided that the following dates should be held for Faculty Meetings next semester: February 7, February 21, March 7, April 4, April 18, May 2, May 16, and May 25.

The Committee turned to personnel matters.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, November 14, 2005**

The eleventh meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, November 14, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Corrections to the minutes of November 3 and November 7 were given to the Dean. The minutes of October 31 were approved.

The members discussed the current status of the issue of bringing distinguished visitors to the College to teach for a limited time, and the role of the President in the process. President Marx said that he is not appointing such visitors unilaterally, and that he will not do so, pending consideration by the Committee of this question as a matter of governance, once the work of the Committee on Academic Priorities (CAP) has ended. The Committee agreed that spending time on this issue in the months ahead would be a diversion during a time when a great deal of work lies ahead.

Dean Call next made a series of announcements. After a discussion of possible additional meeting dates for the Committee, he informed the members that Professors Jeffrey Ferguson, Ronald Lembo, Barry O’Connell, David Sofield, Ronald Tiersky (Chair), and Kim Townsend have agreed to serve on the committee that will consider ways that the College could honor Professor Benjamin DeMott, Professor of English Emeritus.

Dean Call next asked the Committee to consider a request from Rishidev Chaudhuri ’06E that Mr. Chaudhuri, Michael Simmons ’06, and Amos Irwin ’07 be allowed to ask faculty members to sign a letter requesting that TIAA-CREF not invest in particular companies doing business with the Sudanese government. The students want permission to solicit the Faculty for this purpose after the Faculty Meeting on December 6. The members agreed to permit the students to ask for signatures after the Faculty Meeting.

Explaining why had he had sent a letter to the Committee (appended), Professor Woglom informed the members that, in response to discussions during and after the Faculty Meeting of October 18, he wanted to convey his views on the role of the Committee of Six in planning Faculty Meetings and to respond thoughtfully to concerns raised by Professor Rosbottom at the Faculty Meeting. He said that, at the meeting, some colleagues questioned the authority of the Committee of Six to set the Faculty Meeting agenda and that this is an important issue. A discussion that he had after the meeting about this issue with Professors Rosbottom and Sarat also prompted his letter to the Committee, he said. His letter, he noted, addresses some issues and a suggestion brought up during their conversation. Professor Rosbottom shared with the Committee his response (appended) to that discussion.

The Committee turned to personnel matters.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty



AMHERST COLLEGE
Department of Economics

GEOFFREY WOGLOM
Richard S. Volpert'56 Professor of Economics

November 2, 2005

Dean Call
Committee of Six

Dear colleagues

As you know the, the phrase "hijack the faculty meeting" is mine. Given Professor Rosbottom's comments at the last Faculty meeting, I feel it is important that I explain in more detail my views on the role of the Committee of Six in planning Faculty meetings. After the Faculty meeting, I had an opportunity to discuss these issues (vigorously) with Ron and Professor Sarat. That discussion raised some unresolved issues and a valuable suggestion that I would like to relay to the Committee and to the Faculty.

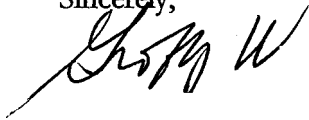
The Faculty Handbook charges the Committee of Six generally "to represent the interest of the entire Faculty, not those of special groups. (p82)" A more specific obligation is to "prepare[s] the agenda for Faculty meetings." (p.84) Based on these charges, I believe it is the Committee of Six's responsibility to decide on the business that comes to Faculty meetings and the order of that business. Consequently, open ended and protracted Questions to the Administration and Discussion of Committee of Six Minutes (other than for clarification of those minutes) at the beginning of the meeting is not, in my view, in the interest of the entire Faculty. I want to find ways for the Committee of Six to fulfill its responsibility while providing Faculty with every opportunity to raise their individual concerns.

My preferred solution for ensuring Faculty voice is to encourage members to send their concerns and comments to the Committee of Six for thoughtful discussion and perhaps further action at a Faculty meeting if that is deemed necessary. I can ensure colleagues that I am committed to treat all such communications seriously and promptly, and I believe it is the responsibility of the Committee of Six to relay such correspondence to the Faculty with the regular Committee of Six minutes. This allows the Committee and the Administration to give thoughtful responses to concerns and questions, and it alerts the Faculty if those responses are deemed insufficient.

I believe my colleagues, Ron and Austin, however, would still like to see a place at Faculty meetings for individuals to raise their own questions and concerns without going through the Committee of Six. In our discussion of their concerns, a suggestion was made, I believe by Austin, that might be worth trying. The suggestion is to save the last 20 minutes of a Faculty meeting for Questions to the Administration and more substantive questions about the discussion in Committee of Six minutes. This suggestion has the advantage of dealing first with the Committee of Six's agenda, while preserving the opportunity for individual Faculty members to express their individual concerns. I would like to see the Committee discuss this proposal and try it as soon as possible.

In my discussions with Professor Sarat, we also had the opportunity to explore in more detail the issue of the President's power to appoint short-term visitors. Austin asked me about the origin of the difference in the language regarding visiting appointments and tenure track appointments. The issue, as I understand it, is whether this language reflects "statements by the administration of ... explicit policy established by the College," or "explicit policy established by the College, often after consultation with the Faculty." (Faculty Handbook, p.2) I think this is an important question that the Committee of Six should pursue with the help of the Dean.

Sincerely,

A handwritten signature in black ink, appearing to read "Geoffrey Woglom". The signature is written in a cursive style with a large, sweeping initial "G" and a long, horizontal flourish extending to the right.

Geoffrey Woglom

From: Ronald Rosbottom
Sent: Wednesday, November 02, 2005 9:45 AM
To: Gregory Call
Subject: Faculty terrorism

Dear Colleagues:

Please find attached a copy of the remarks I made last evening. They are, of course, public now.

After that meeting, I had a "frank and useful" exchange with my friend, Geoff Woglom, and with Austin Sarat.

Those exchanges lead me to make a few more comments:

1. My abiding interest is procedural and policy transparency. Too often in the past, the Administration, often with the unwitting help of the C6, has often avoided direct engagement with the Faculty. The Faculty Meeting agendas were used to reduce that engagement, and the extraordinary paucity of Faculty meetings themselves further reduced those opportunities. Faculty members have very few opportunities to engage the Administration, while engaging their colleagues at the same time.

2. The C6 uses the term "the Faculty's business" in an exclusionary way. The implication is that the Faculty's "business" must be managed by the C6. I interpret our "business" differently. Again, freedom of debate and direct and public engagement are key elements of the Faculty's "business," and have a long tradition at Amherst, which I had to learn the hard way.

3. Austin Sarat made a very good point in his discussion with Geoff and me, namely, that a substantial number of the Faculty don't read the minutes before the Meetings, that often the first time they hear of a substantive matter is when their attention is drawn to the issue by someone who has read the minutes carefully. (I shudder to think what those who had not read the minutes thought I was talking about last night when I mentioned "dog poop." The C6 is very slow in getting minutes out, and often we don't have time to read them even if we want. Now, they are being distributed on line. Are they being read more frequently? Finally, Greg Call reads substantial recent minutes at every Faculty meeting, which could also bring up questions.

4. You are risking disaster to your script and to ours by asking Faculty to contact you via email re minutes (that are late in coming). You'll spend all of your time answering, then we'll rebut, then you'll rebut.....so that Minutes will become even longer, provoking even more questions at Faculty Meetings, and thus more "hijacking" (as Senator Frist accused Senator Reid of doing yesterday).

5. I think by far the most efficient solution is one I've been hyping for years: ten minutes at the beginning (your idea, not mine, but a good compromise), and A PROMISED, EXPECTED, AND NOT OFF-HANDEDLY OFFERED QUARTER OF AN HOUR AT THE END.

Sorry to take up your time on this, but you started it.

Yours, Ron

I rise, Mr. President, not to hijack this meeting, but as a somewhat bemused member of the Faculty.

On page 39 of the Minutes of October 24, a member of the C6 is quoted as opining that "at the last meeting, the business of the Faculty was hijacked by a few colleagues' questions to the President about [--yes--] the minutes of the C6." Another member noted that "a number of colleagues expressed similar concerns to him about how best to focus on matters of substance."

As you and my colleagues will remember, I have been urging the C6 to find some space-and time-for those of us who are NOT members of that august, efficient, and substantive committee to ask questions of the Administration. I have begged that Questions to the Administration be placed at the head of the Faculty Meeting agenda. To no avail.

It now seems that if one asks questions at the beginning of the Meeting, he will be seen as a "hijacker" (an interesting notion, suggesting that the aerodynamically perfect rocket of the C6 is not to be detoured from its mission), or he'll be understood to be raising other than "matters of substance."

Yet, if one waits until the end of the Meeting to raise matters considered too trivial by the C6, one risks being hooted down for prolonging the Meeting-which has, sadly, happened to even me.

I can offer no solutions to this procedural conundrum, but I would like to ask you, and through you, our irreplaceable faculty committee--which, by the way, does enjoy the luxury of bringing up any subject its members wish-from avian flu to sports "combines" to flags at half-staff, and most recently, to the disturbing presence of a canine element in campus buildings, and the disposition of dog poop-I ask you and them: when exactly might a timid faculty member appropriately ask a question of the Administration during a Faculty meeting, a question that may even lead to unseemly discussion?

The C6 has indeed given time to this issue, and has, in its inimitable way, devised several impractical suggestions about how the script which it prepares for our meetings might be appropriately altered:

1. That questions refer specifically to topics raised in the minutes;
2. That a limit of ten minutes be reserved for questions to the Administration re the minutes;
3. That other questions, unanticipated by the C6, be left to the end of the Meeting; and,
4. That faculty members write individual emails to the C6 re their concerns, so that it might address them, minute them, and thereby avoid having its script "hijacked" by insensitive, thoughtless members of the Faculty.

Which, of course, brings us back to my original complaint:

1. What if, God forbid, the minutes imply decisions or opinions of the C6 or the Administration that a faculty member, often trained in textual or psychological analysis, might wish to pursue?

2. Would the ten-minute limit include or exclude the responses of the Dean and President? If the former, one fulsomely answered question-an operation any self-respecting administrator can do with his or her eyes and ears closed-would quickly exhaust those few minutes; if the latter, then ten minutes is more than enough. You can ask ten good questions in ten minutes.
3. What happens at 9:29, when the Faculty, exhausted at having discussed "matters of substance" all evening, gets surly when a timorous faculty member asks a question of the Administration?
4. Finally, if I am to address my concerns about Faculty policy to the C6 through email, then why should I come to Faculty meetings? I could express my opinions digitally, comments I am confident would be judiciously considered, and then vote electronically on the scripted motions.

It seems then, Mr. President, to this befuddled colleague, that should he find the intricate script of our collective kabuki theatre--known colloquially as the Faculty Meeting--to be too restrictive, his best bet is either correspond directly with the producers and directors of our cherished performance, and to perhaps attend less frequently, or, to attend faithfully, but to rise occasionally **to interrupt the script.**

The price he'll pay for the latter will be that he will be considered obstreperous by the C6, or, he'll be hooted down by his exhausted colleagues. But the reward, ah, the reward, that comes from interrupting the carefully choreographed construction of his colleagues on the C6--most of whom he voted for---is a pleasure too attractive, too fine to be ignored.

So, Mr. President, when I raise my hand from now on, please rest assured that I'm not trying to hijack our carefully scripted meetings; rather, I'm endeavoring to bring some engagement, some excitement--dare I say, some passion?--to what has become a stunningly predictable, and thus increasingly less stimulating, proceeding.

I have a copy of this statement. I would appreciate it if you would transmit it to the C6, with my respectful, my most affectionate, and my most amused compliments.

**Committee of Six Minutes
of Monday, November 28, 2005**

The twelfth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, November 28, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with announcements from the Dean. He informed the members that the Mellon 8 deans had met in New York November 8 and 9 and, working with an external review committee, awarded Amherst one Semester Leave grant (to Professor Rossi) and one Summer Research grant (to Professor Sarat). The Deans awarded nine Semester Leave grants this year.

Continuing his announcements, Dean Call reported that the Committee on Educational Policy (CEP) had responded to the members' request that the CEP consider the issue of defining a seminar. The Dean said that the CEP reviewed the Committee of Six's views on this issue, as discussed in the minutes, and that the committee is reluctant to develop a formal definition of what constitutes a seminar at the College. The CEP believes that the more significant questions revolve around when it is appropriate for a course to meet once a week and, if courses meet once a week, for how long they should meet. The student members of the CEP are interested in soliciting student opinion about whether the number of courses meeting once a week is becoming problematic, the Dean said. While agreeing to explore these issues relating to classes that meet once a week, the CEP noted that its docket is full and that this matter would be addressed when time permits.

Turning to a draft of the Faculty Meeting agenda of December 6, the members voted unanimously to approve it. The Committee discussed its decision to recommend that a time limit be set on questions about the Committee of Six minutes at Faculty Meetings and the view of most members that, if the discussion of the Committee of Six minutes should stray into posing questions to the administration that go beyond clarification of the minutes, the questions should be saved until "Questions to the Administration." The Committee considered whether the President, as presiding officer, should rule that such questions are not in order during the time allotted for discussion of the Committee of Six minutes, or whether the President should call for a faculty vote. The Committee agreed that an informal solution might be best and that their recommendation of a ten-minute period for questions regarding the Committee of Six minutes should be maintained. It was agreed that, at 9:15, the President would ask the body if the Faculty wished to continue whatever discussion was in progress or if the preference would be to turn to "Questions to the Administration." If questions exceed the normal 9:30 time of adjournment, the President agreed to ask the body whether it would like to continue with "Questions to the Administration."

Dean Call next informed the members that, in accordance with the relevant provision in the *Faculty Handbook* (IV, R., 2., a.), he would like to invite Jennifer Innes, Director of the Quantitative Skills Center, to attend the December 6 meeting of the Faculty, during which the reports of the Special Committee on the Amherst Education Quantitative Working Group will be discussed. She would attend as a guest without vote. The members agreed.

**Committee of Six Minutes
of Monday, November 28, 2005**

The Dean ended his announcements by reporting that the memorial minute for Professor Benjamin DeMott, Professor of English Emeritus, will be read at the December 6 Faculty Meeting.

The Committee turned to personnel matters.

The meeting adjourned at 6:30 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Thursday, December 1, 2005**

The thirteenth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 4:00 P.M. on Thursday, December 1, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The minutes of the meetings of November 14 and 28 were approved.

The Committee turned to personnel matters.

In the short time remaining, the members began their review of proposals to the President's Initiative Fund for Interdisciplinary Curricular Projects (PIF).

The meeting adjourned at 5:55 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, December 5, 2005**

The fourteenth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, December 5, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee turned to personnel matters.

The members reviewed two course proposals and voted six in favor and zero opposed to forward them to the Faculty.

The meeting adjourned at 6:15 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Thursday, December 8, 2005**

The fifteenth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 4:00 P.M. on Thursday, December 8, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The Committee approved the minutes of the meeting of December 5.

While noting that there would be little time for discussion regarding the issue at today's meeting because of pressing personnel matters, President Marx informed the members that he appreciated the concerns raised by the Faculty at the Faculty Meeting of December 6 about the proposed Axel Schupf '57 Scholars Program. He noted that he is continuing to gather comments from the Faculty, and said that he plans to re-visit the way this program would be structured. Professor Woglom expressed great concern that the program, as described at the meeting, would be tantamount to offering merit-based financial aid. He said that any offer by the College that advantages one accepted student over another prior to enrollment at the College should be considered merit aid. While he acknowledged that Amherst might have to go down this path at some point in order to compete for the best students, he told the President that taking such a step should be recognized for what it is. Professor Hilborn said that providing summer research opportunities is already part of the curriculum at Amherst and that decisions regarding who is given the opportunity to participate are based on merit and other factors. Professor Hansen noted that he objects to having a donor drive the creation of an academic program and said that the Faculty should have been consulted.

The President thanked the members for their insights and said that he would consult with the Committee about the Axel Schupf '57 Scholars Program during the spring semester, after re-evaluating the program in light of faculty concerns and his own questions about how best to meet the needs of the College. He reiterated the College's gratitude for the donation, which was motivated by a valued interest in attracting the very best students to Amherst and giving them one-on-one opportunities for research experiences with faculty and off campus.

The Dean next shared with the members information that he had received from David Hixon, Acting Co-Director of Athletics, in response to a request made by a colleague at a Faculty Meeting. Regarding the football camp for young students held at the College last summer, Mr. Hixon had informed the Dean that, in the future, his department would try to construct the application for the camp so that more information about the applicants could be extracted. He said, for example, that participants might be asked if they would be applying for financial aid if they decide to apply to Amherst. He wondered if there might be other ways to obtain socioeconomic data. Mr. Hixon supplied the following information about last year's group of campers: total number of campers, eighty-seven; public school, fifty-four (62 percent); private school, twenty-seven (28 percent); parochial school, nine (10 percent). Students were not asked to self-identify their race. Thus, information about this area is incomplete, but the department reported, for example, that fourteen (16 percent) of the campers were known to be African-American. The department is compiling information about the number of students who have visited the College, who have applied for regular and early decision to Amherst, and who

**Committee of Six Minutes
of Thursday, December 8, 2005**

have been accepted early decision. After hearing the report, the Committee of Six thanked Mr. Hixon for providing this information, and the members said that they trust that the Committee on Education and Athletics will follow up on this issue.

The Committee turned to personnel matters.

The members next voted unanimously to approve the faculty meeting agenda for the meeting of December 20 and then continued their review of proposals to the President's Initiative Fund for Interdisciplinary Curricular Projects (PIF).

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Friday, December 16, 2005**

The sixteenth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 9:00 A.M. on Friday, December 16, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The Committee approved the minutes of the meeting of December 8 and turned to personnel matters.

The meeting adjourned at 11:45 A.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, December 19, 2005**

The seventeenth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, December 19, 2005. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The Committee approved the minutes of December 16.

Under “Questions from Committee Members,” Professor Woglom asked whether the members shared his view that it was inappropriate that a letter to the Faculty from the owner of the Jeffery Amherst Bookshop was sent, on the store’s letterhead, via campus mail. The letter, dated December 9, 2005, focused on the issue of giving faculty members the option of posting their book lists for the upcoming semester on the College’s online course catalog. The Committee, the Dean, and the President agreed that using campus mail for this purpose was not in accordance with College practice. The members then turned to personnel matters.

In the time remaining, the Dean discussed with the members the formation of a Memorial Minute committee for James Ostendarp, Professor of Physical Education Emeritus, who died on December 15. Professor Woglom asked the Dean if he was planning to form a Memorial Minute Committee for the Right Reverend George L. Cadigan ’33, who died December 14. He served as assistant chaplain at Amherst from 1936 to 1937 and as minister at the College from 1977 to 1984. Dean Call said that he would discuss with Ben Lieber, Dean of Students, to whom the College’s religious advisors report, how best to recognize and honor Reverend Cadigan at the College.

The Committee next considered colleagues to serve on the search committee for the Director of Athletics. That search will be conducted during the spring semester, the Dean said.

The members discussed the best structure for a meeting between the Committee and the tenure-track faculty and set a date, January 27, 2006, at 3:00 P.M, and location, the Alumni House, for that meeting.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, January 23, 2006**

The eighteenth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 12:30 P.M. on Monday, January 23, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The Committee approved the minutes of December 19.

Before the Committee turned to the meeting's formal agenda, Professor Woglom raised concern about mounting expenses that the College has been incurring to secure permission to use copyrighted work and to copy it, largely for course packets. Professor Woglom outlined some ways of avoiding copyright and copying costs, such as posting on Blackboard electronic journal URLs for designated articles and scanned portions of books, which students could print or read online. Professor Hansen noted that he makes use of some of these strategies for his classes, while Professor Dizard wondered if taking such steps was more practical in some fields than in others, due to the type and volume of materials required. According to Professor Woglom, some members of the Faculty might not be aware that such cost-saving measures are necessary or possible, and he noted that, at present, there is little incentive for faculty members to take such steps even if they are aware of them.

The Committee asked the Dean how much the College has been spending annually to secure permission to use and copy copyrighted work. The Dean replied that the figure was close to \$300,000 last year. The Committee asked Dean Call to consult with the Librarian of the College and the Director of Information Technology to consider ways that copyrighted work could be provided to students for use in Amherst courses, while reducing costs and adhering to copyright laws and rules of fair use. The Dean agreed.

Under "Announcements from the President," President Marx informed the Committee that he is considering several nominations for next year's Constitution Day and will soon extend an invitation. The President advised the members that the College had been approached about establishing a Five-College center based at Amherst for the study of international affairs and conflicts, perhaps under the theme of "America in the World." The proposal will be mentioned in the report of the Committee on Academic Priorities (CAP), President Marx said, and he wanted the Committee to be aware that such a center had been discussed before that report was released. Professor Hansen said that he was concerned that the impetus for this "research institute" seems to have come from the outside, rather than from an internal discussion. The Committee took note of the fact that there is not a single Five-College center based at Amherst, while also commenting on the Faculty's longstanding concerns about research institutes as mechanisms for privileging some colleagues and their research interests.

The President noted that the Committee would receive the CAP report on Friday, January 27, and that it would be mailed to the Faculty on that day.

Dean Call next made a series of announcements. He confirmed with the members that the Committee would meet at 3:30 P.M. on Mondays during the second semester and then asked the members to set aside times for extra meeting dates. It was agreed that the members would hold April 6, 13, and 27 at 4:00 P.M. for this purpose. The Dean informed the members that a

**Committee of Six Minutes
of Monday, January 23, 2006**

Memorial Minute committee has been formed for James Ostendarp, Professor of Physical Education Emeritus, who died on December 15. The members are Peter Gooding, Parmlly Billings Professor of Hygiene and Physical Education and Head Men's Soccer Coach; Allen Hart, Dean of New Students and Associate Professor of Psychology; David Hixon, Acting Co-Director of Athletics and Head Men's Basketball Coach; J. Tracy Mehr, Professor of Physical Education, Emeritus; William Thurston, Professor of Physical Education; and Frank Westhoff (Chair), James E. Ostendarp Professor of Economics. The Dean informed the Committee that, as the members had requested, he had consulted with a number of people on campus about how best to recognize and honor the Right Reverend George L. Cadigan '33, who died December 14. Everyone that the Dean had asked felt that it was appropriate to form a Memorial Minute Committee for the Reverend Cadigan. Professor Hansen said that, although he did not object to honoring the Reverend Cadigan with a Memorial Minute, he felt that it would be useful to determine what the precedent was for doing Memorial Minutes for those who are not members of the Faculty. The Dean agreed to research this issue. President Marx asked if there might be additional or other ways of honoring the Reverend Cadigan at a meeting of the Faculty or in another College venue. Several members said that memorial services have been held on campus for deceased members of the Amherst community who are not faculty members. The Committee agreed to re-consider this matter after the Dean reports back on his research.

Continuing his announcements, the Dean informed the Committee that the search committee for the Director of Athletics has been formed and has begun its work. The members are Amy Demorest, Professor of Psychology; Allen Hart, Dean of New Students and Associate Professor of Psychology; Scott Kaplan, Assistant Professor of Computer Science; Marian Matheson, Director of Institutional Research; Nick Nichols, Head Swimming Coach; Dale Peterson (Chair), Eliza J. Clark Folger Professor of English and Russian; Maria Rello, Associate Director of Sports Medicine; Cate Zolkos, Associate Dean of Admission; and two students, who will soon be recommended by the Association of Amherst Students. The committee has already created an advertisement for the position, the Dean said. In a separate but related matter, the Dean told the members that the report of the External Review Committee for the Department of Physical Education, which was recently received, has also been distributed to the department, the search committee for Director of Athletics, and the Committee on Education and Athletics. The Dean said that he had asked the Committee on Education and Athletics to take the lead on reviewing this document, but noted that the Committee of Six might want to discuss it as well.

The Dean next turned to a document (appended) sent to the Committee of Six by Su Auerbach, Design Director at the College, regarding the issue of complaints about dogs on campus. Ms. Auerbach noted that a group of staff and faculty members has developed some recommendations in response to the concerns that were raised by the Advisory Committee on Personnel Policies (ACPP), forwarded to the President, and brought to the attention of the Committee of Six. In the document sent by Ms. Auerbach, which has been given to the ACPP and is now under consideration by that committee, the benefits of having dogs on campus are outlined and guidelines are proposed. Also included was the "dog policy" adopted by Williams,

**Committee of Six Minutes
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which the faculty/staff group felt was a “sensible and sensitive way to handle dogs on campus.” The Committee agreed that the Williams policy was reasonable and might provide a model for a similar policy at Amherst. Professor Hansen suggested that, if such a policy were adopted at the College, it should be reviewed after a stipulated period, perhaps three years. The members said that they looked forward to the response of the ACPP, and it was noted that, ultimately, the decision regarding this matter is an administrative one.

Under “Questions from Committee Members,” Professor Hilborn asked about the status of the external review of the Writing Center. The Dean responded that the report of the external committee had been shared with the Committee on Educational Policy and the Special Committee on the Amherst Education (SCAE) Writing Group and that the report had informed the Faculty’s conversation about writing, the Report of the SCAE Writing Group for Writing Instruction at Amherst College,” and the CAP’s consideration of this issue and formulation of recommendations regarding writing.

Professor Hilborn next inquired about the mission statement that was developed as a draft for the Fifth-Year Interim Report to the New England Association of Schools and Colleges (NEASC), the College’s accrediting body, in 2003. The statement was created in response to areas identified by NEASC for special emphasis in its reaccreditation report of 1998 and after discussion by the Committee of Six and the Faculty. Professor Hilborn wondered why the mission statement was not being used. The Dean noted that he believed that the statement had not been approved by the Board of Trustees, a step that is required by NEASC. The President said that discussions, recommendations, and actions that result from the CAP report might illuminate the further development and refinement of the College’s goals, as the CAP process has necessitated that Amherst examine its current and future mission.

The Committee turned briefly to personnel matters.

The members discussed the best structure for the Committee’s meeting with the tenure-track faculty on January 27, 2006. The Dean first asked the members if Professor Griffiths could attend, as he is particularly knowledgeable about tenure and reappointment procedures and will take notes. The members agreed. Professor Hunt noted that many tenure-track faculty members are unfamiliar with the contents of a tenure case, and she asked the Dean to review the make-up of a tenure case. He agreed. The members also thought that it might be helpful for the Dean to post online samples of the letters sent to chairs at the time of reappointment and tenure. These letters, which are revised from year to year based on procedural changes, outline the preparation of reappointment and tenure cases and the responsibilities of the department in the process. Dean Call agreed to post the letters on a section of his Web site accessible only to the Faculty.

The Committee decided to give an overview of the tenure and reappointment processes and to answer questions about procedures and other aspects of the tenure and reappointment process. The Committee agreed that it would be most helpful to have each member describe how he or she weighs and evaluates the evidence in a tenure case. In this way, the assistant professors would get a sense of the variety of viewpoints and styles that are brought to the table during discussions of cases. It is also their hope, they said, that the thought, care, and attention that is

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of Monday, January 23, 2006**

given to each case in this process would be revealed. The Committee agreed that it should be stressed that, while the ways of demonstrating scholarly activity vary according to the field, the expectation is that scholarship will be of the highest quality and that it is recognized as such by those in the candidate's field. The members noted that there are no rigid rules in terms of scholarly productivity (a "one-book rule," for example), although growth must be demonstrated, but they felt that it would be important to communicate that, if the volume of scholarly work is relatively small, it must be of extraordinary quality to meet the standards for tenure.

Discussion turned to the upcoming release of the CAP report and how best to organize the Faculty's consideration of this document. The President said that the CAP had reaffirmed that setting the procedures for these deliberations would be the responsibility of the Committee of Six. The President noted that the Board is also eager to engage in conversation, and that the Trustees would discuss the report at their meetings on March 3-4, taking into consideration the Faculty's deliberations up until that time.

The members agreed that, since they had not yet read the report, they would have to wait until their meeting on January 30 to continue discussion of their initial proposal to the Faculty regarding the organization of the deliberation on the report. It was agreed that having a faculty and staff online forum would also facilitate the discussion of CAP-related issues, and Information Technology will be asked to establish one.

The President asked the Committee to consider how best to enable the Faculty to deliberate on the report as a coherent whole with parts that are interdependent, in addition to the focused discussion on elements of particular faculty interest and/or requiring formal faculty action. The President stressed that the CAP had attempted to consider priorities according to the interests of the College as a whole, though various interests were also balanced in the report. Professor Hunt said that it would be important, while safeguarding overall coherence, not to convey the impression that change and revision were not possible. Professor Hilborn noted that, during visits to college presidents that were made as part of the work of the SCAE, he was told that it takes more than a year to roll out action items once priorities have been set through a campus-wide process resembling that undertaken by the CAP. The President noted that continued deliberations and revision or refinement were essential and would now proceed according to plans to be established by the Committee of Six. He also noted that there are parts of the CAP report in which it is recommended that resources be provided to explore a particular direction, but that further study and conversation would be needed to make a decision.

The meeting adjourned at 3:10 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

From: Su Auerbach
Sent: Friday, January 13, 2006 9:13 AM To: Gregory Call
Cc: Geoffrey Woglom
Subject: Dog on Campus

Hi Greg,

Last semester a letter was sent to the Committee of Six concerning complaints about dogs on campus. In response, a group of staff and faculty (people that bring dogs, and supporters of the privilege) got together to discuss this issue and come up with recommendations. I submitted these recommendations to the ACPP in December. Attached is the document that I submitted.

I'm writing to request that you distribute this document to Committee of Six members.

If you have any questions or concerns, I'd be glad to chat.

Many thanks,
Su

Su Auerbach
Design Director
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Dogs on Campus

In response to the discussion of dogs on campus, both in the ACPP and Committee of Six, a staff and faculty group has met to review the issues. We appreciate the chance to share our thoughts with the ACPP.

We recognize that having our dogs with us at work is a wonderful advantage. On the other hand, if dogs are causing difficulties, we would like to address the concerns of those people who are uncomfortable with dogs.

Our goal is to propose solutions for specific problems, rather than globally ban dogs from campus buildings.

Benefits of dogs on campus:

1. Contribute to a sense of friendliness and welcome of a small college community.
2. Students enjoy. The dogs are a bridge between students, and faculty and staff.
3. For staff and faculty who work at night and on weekends, dogs add a sense of security.
4. Some of our dogs have been included in behavioral experiments for Biology classes.

Proposed guidelines for dogs on campus: Many of the following are basic to responsible dog ownership.

1. Dogs should be on leashes or under the control of the owner at all times.
2. Owners should always clean up after their dogs.
3. A sign should be posted indicating that a dog is in an office.
4. Offices with dogs need not be cleaned by custodians, trash cans can be left in the hallways for emptying.
5. Complaints about dogs could be handled on a case-by-case basis, perhaps through the college Ombudsperson, allowing for anonymity of person with the complaint.

Attached is the dog policy from Williams, which we feel is a sensible and sensitive way to handle dogs on campus:
<http://www.ephblog.com/archives/002272.html#more>

To the Williams Community,

I'm writing to inform you about new guidelines set for the presence of dogs on campus. They're relevant to everyone in the college community but especially if you have occasion to bring a dog to campus.

The College's Employee Safety Committee took up the issue after hearing concerns from employees, some of whom are allergic to or uneasy around dogs. Most custodians are uncomfortable cleaning an office with a dog in it, especially when the owner isn't there. In many cases the people bringing dogs onto campus are faculty, making most staff uncomfortable about raising the issue directly. At least one staff member reported having been bitten but still being uneasy about confronting the issue.

The Employee Safety Committee developed guidelines for bringing dogs to campus that are in line with the Town of Williamstown's leash law and raised them with the Faculty Steering Committee. The Steering Committee recommended that the guidelines be aired at this week's Faculty Meeting, which they were.

We now share them with the campus as a whole. They are:

Dogs should be under the control of the owner or leashed at all times.

Dogs should not be allowed to roam freely about offices or buildings. Owners should be responsible for cleaning up after their dogs.

If a dog is kept in an office while the owner is away a sign should be left on the closed door indicating that a dog is in the office. The room will not be serviced by staff or cleaned while the dog is present.

Incidents involving dogs should be handled case by case. Those involving personal injury should be handled by Adriana Cozzolino, Assistant VP for Administration. Those involving damage to buildings or grounds should be handled by Earl Smith, Jr., Director of Facility Operations.

The owner should be held responsible for any damages that are caused by the dog.

No retribution against an employee voicing a concern about the behavior of a dog should be tolerated.

Your cooperation with these guidelines will enhance the campus' safety and sense of community. If you have any questions about them, please contact me at [jthorndike - at - williams.edu](mailto:jthorndike@williams.edu) or x4343.

Sincerely,

Jean Thorndike, Director of Campus Safety and Security

**Committee of Six Minutes
of Monday, January 30, 2006**

The nineteenth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, January 30, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Corrections to the minutes of January 23 were given to the Dean.

The President shared with the members a revised proposal that he has developed for the Schupf Scholars Program, in light of faculty concerns and ongoing discussion. Axel Schupf '57 has given a major gift to the College to support undergraduate research and to help Amherst recruit and matriculate outstanding students. The President reiterated the College's gratitude to Mr. Schupf.

Under this alternative plan, the Office of Admission would still work with members of the Faculty to identify roughly fifteen exceptionally talented students who had been admitted to Amherst, but who had not yet decided to accept the College's offer of admission, and whom the College is eager to enroll. These students would be informed that, if they matriculated, they would enjoy the honor of being named Schupf Scholars. In addition, the President or the Dean of the Faculty would call these students and urge them to visit the College and would answer questions they might have about Amherst. In the spring, during the period when the students were in the process of making their college choices, they would be offered a faculty mentor according to their interests. The mentor would be available to talk in person, by phone, or by email during this period and could continue as the student's mentor during the first year, if the student decided to attend Amherst. The President said that the Office of Admission would share the potential Schupf Scholars' files with faculty members who seemed to be good matches, and that the mentor would be selected based on student and faculty interest. Of course, it would be optional for faculty members to participate. The mentor could be changed at any point during the student's time at Amherst if the faculty member or student requested a switch.

During their first year, Schupf Scholars would be eligible to apply for research funding to work, on or off campus, through the Schupf Research Fund, though no such funding would be guaranteed prior to enrollment. A small number of extraordinary students who were not already named Schupf Scholars could also be invited to apply to the fund for research support, upon the nomination of a faculty member. Any student who is granted such funds would be evaluated each year to see if support from the fund should be continued. The President said that it was his hope that this new design would alleviate concerns about the faculty mentor/student match process and worries that the program was a shift in the direction of merit aid. He said that he had heard the Faculty's concern and hoped this new proposal would be workable, and that it would help yield more of our top academic applicants and increase student research opportunities, without the pitfalls the Faculty had helped identify.

Professor Woglom suggested that Schupf Scholars might benefit from gatherings and activities that would bring them together as a group. The President agreed, but noted that the "group" could be small. Professor Hansen wondered whether the students who would benefit from the program would be largely students of privilege, echoing concerns expressed at the Faculty Meeting of December 6. The President said that Tom Parker, Dean of Admission and Financial Aid, anticipates that half of those who would qualify to be Schupf Scholars would be on financial aid and half might not, mirroring the current financial aid composition of Amherst's

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entering classes. In addition, the President noted, the Schupf Scholars Program should be viewed in the larger context of initiatives outlined in the report of the CAP, as that report includes recommendations that are targeted toward supporting students from low-income families. Professor Hilborn noted that the Schupf research fund, as described, should be conceived as part of a larger set of research opportunities available to Amherst students; he offered Howard Hughes Medical Institute funding and College summer research funding as other examples of existing sources of research support for students.

President Marx said that the Schupf Scholars Program would be consistent with a general philosophy that the College should not be passive about seeking to attract the best students possible in a wide variety of categories—science, art, music, foreign language, community service, etc.—from its applicant pool. Professor Hansen recommended that the Schupf Scholars Program be made as concrete as possible. He offered as an example the idea of providing potential Schupf Scholars with a list of faculty members and their projects, so that they would know the parameters of what would be available to them. He emphasized that research funding, which would not be an automatic benefit for Schupf Scholars (although the eligibility to apply would be, though not exclusively so), should be kept distinct from the Schupf Scholars Program *per se*. He also suggested that the Schupf Scholars Program, in the form outlined by the President, should be tried for a stipulated period and then assessed. The President said that the program, as re-designed, should be so assessed and monitored.

Dean Call made a series of announcements. He informed the members that the Committee's meeting of April 10 would have to be canceled, as he would be attending a meeting at the Mellon Foundation on that date. It was agreed that another meeting would be scheduled on April 6, 13, or 27 at 4:00 P.M., if necessary.

To inform the Committee's deliberations regarding how best to honor the Right Reverend George L. Cadigan '33, who died on December 14, the Dean next reported on what he had learned about the history of Memorial Minutes for members of the Amherst community who were not faculty members. Daria D'Arienzo, Head of Archives and Special Collections, brought to Dean Call's attention the steps that had been taken upon the death of Trustee Dwight W. Morrow, Class of 1895, who died in 1931 and who was not a faculty member. The Dean said that the October 8, 1931, Faculty Meeting minutes state the following: "It was voted to request the president to appoint a committee with the power to formulate resolutions on the death of Trustee Dwight W. Morrow." The November 10, 1931, minutes record: "The Committee to form resolutions on the death of the late Trustee Dwight Whitney Morrow, consisting of Messrs. Esty, Thompson and Smith, read to the Faculty their letter to Mrs. Morrow and her acknowledgement. It was voted that this letter be attached to the minutes." The Dean suggested that the Morrow example might offer a model for a "College Memorial Minute" for highly esteemed and devoted non-faculty members of the Amherst community, such as the Reverend Cadigan. Professor Hansen and President Marx each wondered how, in general, the College would decide which non-faculty members of the community would be honored with such a Memorial Minute. After some discussion, the members agreed that the Committee of Six should consider cases for College Memorial Minutes as they arise and should use their best judgment to decide when such Minutes would be read at a Faculty Meeting. The Committee then voted five

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in favor to appoint a Memorial Minute committee for the Reverend Cadigan. One member abstained.

The Committee was joined at 4:00 by Professors Servos and Rabinowitz and Associate Dean Griffiths, representing the Committee on Academic Priorities (CAP). The Committee of Six thanked the members of the committee for coming to meet with them. Discussion began with Professor Servos conveying the CAP's view of how best to organize the Faculty's consideration of the committee's report. The CAP believes that the best approach would be for the Faculty to read and absorb the document on an individual basis as a first step. He added that his colleagues on the committee believe that having a Faculty Meeting on February 7 would not afford sufficient time for the Faculty to digest the report, as they had only just received it. Professor Servos informed the members that, after the Faculty had read the report, the CAP would recommend that there be a dialogue, rather than a presentation. Conversation could take place during a series of committee-of-the-whole discussions at Faculty Meetings and/or at small-group meetings with representatives of the CAP and the Committee of Six, the Dean of the Faculty, and the President. In this way, questions could be answered and interpretations and information provided, and a sense of the issues on which the Faculty might want to focus could emerge.

Professor Woglom asked which elements of the report would need formal faculty action. Professor Servos said that the recommendations of the report were not framed with the intent of having faculty votes on each. Instead, it is the hope of the CAP that the Faculty will endorse the report as a whole. Professor Dizard noted that some recommendations seem to be within the purview of the Trustees, while others are clearly curricular in nature and, as such, would require votes by the Faculty. Still others, such as plans for additional internships and community-based learning courses, can be accomplished on the administration's own authority, he felt. In the arena of FTE allocation, Professor Woglom asked about the relationship of the CAP to the normal faculty governance structure. He wondered whether the recommendations of the CAP in this regard would be binding, as the Committee on Educational Policy (CEP) is responsible for recommending FTE allocations. The President noted that the CAP report outlines general principles and categories of priority, and that it is the committee's hope that the CEP will be guided by those principles, and by the upcoming faculty deliberations. The President pointed out that these guidelines carry weight, having emerged from the substance of faculty discussions with the CAP and from reports submitted to the committee. Professor Servos said that, although some recommendations of the report, such as requiring each student to take a writing attentive course, would require a faculty vote in order to be implemented, the CAP report does not put forward a plan or specifics, but, as the President said, provides guidelines on which faculty committees might base their considerations of recommendations in the coming months. The elements of the report that would ultimately require faculty votes would thus emerge from normal structures. Professor Servos noted that, from this point on, it would be necessary to see how the Faculty feels, both informally and on the floor of the Faculty, about the report by working through it. Professor Dizard noted that it will be important to strengthen the CEP because of the centrality of its role.

Professor Hunt said that she is concerned that, if an overview is not provided before discussing the pieces that make up the report, the coherence of the whole might be lost, and each

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recommendation or section could be picked apart. Professor Hilborn agreed that providing a framework before beginning discussion would be useful. Professor Rabinowitz replied that taking such an approach might invite early criticism of the report as a whole, before its parts are fully examined and explained.

Professors Dizard, Hansen, and Tawa agreed that it might be best to have small group meetings, which would engender conversation and be informational in nature, before having the report discussed at a Faculty meeting. Professor Woglom said that he felt that it would be important to have a clear understanding of the entire process so that the Faculty's time would not be wasted by having discussions about issues that have already been covered at Faculty Meetings this fall. Dean Griffiths pointed out that the Faculty has not discussed issues in the CAP report that are related to faculty development and admission, for example. All agreed that the floor of the Faculty was not the place to develop the structure for deliberating on the report.

Professor Hansen said that he understands the CAP's view that, if the report is picked apart, the integrity of the whole might be sacrificed. He contended, however, that endorsing the whole was an implicit endorsement of the parts, saying that he feels uncomfortable with an all-or-nothing approach to considering the report. Professor Hansen said that his reading of the report suggested that elements could be removed without destroying the coherence of the whole. He wondered if the recommendations might be linked "politically" and asked the President whether some recommendations that might concern the Faculty were expected to be adopted in exchange for other recommendations that would clearly appeal to colleagues, such as 100 percent sabbatic leaves. He also emphasized that the Faculty had been promised the opportunity to vote on the CAP's recommendations.

President Marx responded that the goal of the next stage of deliberation must be to reach a middle ground. There has to be room for the Faculty to respond to the report and to offer their opinions and to give voice individually or collectively to concerns or revisions, but the President agreed that the CAP did envision a report that is interrelated and provides guidelines and recommendations that rest upon each other in various ways. He acknowledged the dilemma that planning processes, in general, can falter if they are picked apart on the basis of diverse preferences, but that planning must also take such preferences into account. The interests of the College as a whole should be at the forefront, the President said, and it is in this context that the recommendations should be viewed, but should also be subject to scrutiny. He concluded that the process would surely be flawed if the Faculty could not make their views heard, as the Faculty has done throughout the process so far.

Professor Servos said that, if the report was endorsed and forwarded to the Trustees, a letter accompanying the document could provide commentary on the Faculty's deliberations on the CAP's recommendations. Such commentary might communicate the Faculty's view that particular recommendations should be referred to appropriate committees for further review and refinement. It is also possible that such commentary might include faculty views that contradict recommendations or express the desire to alter or remove particular recommendations.

Professor Hunt said that, in her view, the report is too specific in some ways, although she found it to be well done and compelling; she wondered why the Committee had decided to recommend specific FTE counts for the various categories, for example. Professor Hunt said that she felt that the report should have provided more elaboration to answer the question of why

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Amherst would be a better institution if the College followed this set of recommendations. She proposed that, if the Committee of Six should ultimately frame motions, they should be of a general nature. For instance, the Faculty could express its support for growth in particular areas, without offering specifics, so that there would be leeway for the CEP in making allocations. Other members disagreed and felt that, particularly in FTE allocations, the numbers provided were a helpful and necessary guideline, while allowing for interpretation by the CEP.

In response to Professor Hunt's remarks, Professor Servos said that the CAP would be happy to provide the Faculty with the rationale for its recommendations, noting that the committee's work was faculty-driven at all levels. He commented that attaching numbers to areas of need is essential for informing the Faculty's self-governance and is a step that is also needed if donors are to be attracted to support initiatives. Professor Hansen agreed that such specificity is important. The President emphasized that the recommendations are relatively general guidelines and do not preclude refinement. He noted that the Trustees, as well as the Faculty, will want to engage in conversation about the report.

Returning to the discussion of procedure, Professor Woglom wondered whether having straw votes on certain recommendations might be helpful for providing a sense of the Faculty's views. Professor Rabinowitz questioned the purpose of such votes, since the report is done and there is no possibility of having amendments. He noted that the work of the CAP is done and that the committee has disbanded. It will be up to the Committee of Six to determine what happens next, he said. Professor Hilborn said that, informed by the deliberations of the Faculty, the Committee should parse out the recommendations, deciding which groups at the College should be responsible for deliberating on particular elements of the report. The Committee should then charge the appropriate structures to look into particular issues and, if appropriate, it could give charges and make suggestions that motions be developed. Some matters would require lengthy deliberations while others would not, he felt.

The President reiterated that the College must set its goals deliberately, especially if those goals require further resources. The Committee noted that, while it will not be possible within a semester to have a complete and specific map for all issues, it should be possible to endorse general directions. Professor Dizard said that the CAP report could be viewed as a preliminary campaign planning document. Professor Servos recommended framing an omnibus motion—to the effect that the Faculty would vote to forward to the trustees the CAP report as a basis for long-term planning—early on in the deliberative process. Without precluding the Faculty from communicating its concerns or suggestions, such a motion could be on the table as deliberations on the report moved forward. He reiterated that it is the hope of the CAP that a process of discussion will lead to a vote of endorsement of the report as a whole. The President noted that support for the recommendations of the report cannot be pro forma on the part of the Board or the Faculty. There must be substantive agreement to move forward, and we need a deliberative process that allows for such agreement.

Following this thorough discussion of the issues at hand, the Committee agreed that having a Faculty Meeting on February 7, so soon after the release of the CAP report, might not be the best course. Instead, the members decided that three or four small-group open meetings, which would include faculty members, members of the Committee of Six and the CAP, the President, and the Dean, should be held over the next several weeks to discuss the report.

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Beginning February 21, there will be a series of Faculty Meetings in which the report will be discussed in a committee-of-the-whole format, section by section. It is the hope of the CAP that the report will be endorsed by the Faculty and forwarded to the Board of Trustees, with accompanying commentary to inform the Trustees about faculty opinion. The Dean, the President, and Professors Servos and Rabinowitz noted that it would be difficult to devise the entire process now, as information will be learned along the way. The consensus was that the approach, as outlined, would be a good start.

The meeting adjourned at 6:05 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, February 6, 2006**

The twentieth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, February 6, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The minutes of January 23 were approved, and corrections to the minutes of January 30 were given to the Dean.

The Dean distributed honors theses, recommendations, and transcripts to the members for two students who completed their work at the end of the fall semester 2005. Both students were recommended by their departments or interdisciplinary programs for a *summa cum laude* degree and have a minimum overall grade point average in the top 25 percent of their class, as authenticated by the Registrar, the Dean said.

Under announcements from the Dean, Dean Call noted that two students, Patrick Benson '08 and Katharine Roin '06, have been recommended to the Committee of Six by the Association of Amherst Students to serve on the Search Committee for the Director of Athletics. The members then appointed Mr. Benson and Ms. Roin to the Search Committee. In another matter related to this search, the Dean conveyed to the members the request of the Search Committee to use the Cole Assembly Room on February 28 for an open meeting with the Faculty for the purpose of discussing the search and gathering ideas. The Committee agreed.

The members then agreed that the following summary of their meeting with tenure-track faculty members should be shared with the Faculty via the Committee of Six minutes: On January 27, 2006, the Committee of Six and Deans Call, Griffiths, and Tobin met with twenty-five assistant professors for about two hours to discuss procedures for reappointment and tenure review. Dean Call provided an overview of these procedures, following which each member of the Committee of Six discussed his or her approach to evaluation and decision-making within the review process. Issues raised by the assistant professors included: the occasions in tenure review when the candidate may submit personal statements or provide guidance in relation to the work submitted, and the role that such statements can play; the solicitation of letters of support from Five-College colleagues in tenure review; the nomination of outside reviewers in tenure review, and the degree to which it is advisable to nominate collaborators, dissertation directors, or other individuals well known to the candidate; procedures for allowing external reviewers access to performances and exhibitions in the creative arts; the weight given to teaching in tenure review, and the problem of making clear innovations that may not be apparent to students; the weight given to community service; expectations about a track record of external funding; and the balancing of quantity and quality in professional work, and of more and less prestigious venues of dissemination.

Under “Questions from Committee Members,” Professor Woglom said that, in light of the merit-aid-like yield programs that have been developed at many of the colleges and universities with which Amherst competes for its best students, perhaps the Schupf Scholars Program, in its redesigned form, would lack the incentives necessary to attract these students to Amherst. In addition, he wondered if Axel Schupf '57 would be satisfied with the program in the altered form now being proposed. The revised program will not provide a guarantee of research funding prior to matriculation at Amherst, but, will—upon the offer of admission—guarantee eligibility for funding based on a student’s past performance and academic promise. The President responded that the Schupf Program will enable the College to maintain

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its commitment to need-blind and not merit-based aid, while providing special opportunities for outstanding students to conduct research in collaboration with the Faculty. He said that he is satisfied, and he believes that Mr. Schupf will be as well, that the revised program will increase the yield of the top academic admits, but noted that the effectiveness of the Schupf Scholars Program will have to be assessed, both at Amherst and in relation to yield programs at other institutions. If, at the end of a stipulated period, the College wants to move in other directions—such as providing guarantees of research funding for the most outstanding students, or only for the top admits on financial aid—President Marx said that he would be open to exploring changes in light of evidence gathered.

Discussion turned to the procedures for considering the report of the Committee on Academic Priorities (CAP). Professor Hilborn suggested that, at each of the four small group meetings (two on February 7 and one each on February 13 and 14), conversation should focus on the substance of the report and on the process by which it will be considered—with the understanding that said process will be fine-tuned by the Committee of Six on the basis of the response of the Faculty at these meetings. After the group meetings conclude, the members agreed that, at a series of faculty meetings beginning with the meeting on February 21, various sections of the report would be discussed ad seriatim in a committee-of-the-whole format. Professor Dizard wondered if it would be helpful for the Committee of Six to put motions on the table, which would not be voted upon at this early point of deliberation, the purpose of which would be to shape the committee-of-the-whole discussions.

Conversation turned to whether the goal of the deliberative process should be an endorsement of the report as a whole, as the CAP has recommended, and what such an endorsement would signify. Most members agreed that they could imagine the Faculty endorsing the report as a set of general principles and priorities for the College, with the understanding that specific recommendations would need refinement and extension. The Committee also recognized that many of the recommendations would require additional financial resources before they could be implemented. After faculty discussions this spring, the members agreed that the general principles endorsed by the Faculty, as well as a sum-and-substance report of faculty discussion written by the Dean of the Faculty and the Committee of Six, should be sent to the Trustees for their consideration. In addition, the members noted, the Committee of Six would produce a series of charges to faculty committees to shape the recommendations that would be appropriate for faculty action into motions for consideration by the Faculty.

Professor Hunt said that, at this point, she would prefer having the Faculty endorse four general principles, rather than the report as whole, though her view might change after the small group meetings. Professor Hansen expressed the view that, while he could imagine the Faculty endorsing four principles, he felt strongly that something akin to pages five and six of the CAP Report (the summary of specific recommendations) should be brought forward to the Faculty later in the spring for a formal vote. Professor Woglom said that he thinks that it is premature and potentially counter-productive to imagine twenty-two recommendations translating into twenty-two motions, particularly since some of the recommendations are not within the domain of the Faculty and are not fleshed out sufficiently, since they haven't yet gone through the normal committee structure for consideration. Professor Hansen said that he would be uncomfortable

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asking the Faculty put a “rubber stamp” on the report without having the opportunity to vet each recommendation.

Other members, the Dean, and the President felt that, an annotated endorsement of the report could be the Faculty’s signal to the Trustees that the Faculty is eager to move the College forward in the general directions outlined in the report. Such an endorsement would not be a rubber stamp of the specifics of the report, as those specifics—such as the proposal that each student be required to take a writing-attentive course—would have to be referred to faculty committees and, ultimately voted by the Faculty. Dean Call suggested that the endorsement would essentially be a form of instruction to the governing bodies of the College to take up and move forward the issues and recommendations outlined in the report, which emerged from a faculty-driven process.

Professor Hansen said that he would be comfortable endorsing the report as a set of academic priorities for the College, with the understanding that the recommendations could be sharpened or changed. He wondered, however, what would happen if, after faculty conversation, it became clear that the majority of the Faculty was against a particular recommendation. Was the report unalterable? Professor Woglom suggested that the Faculty could endorse the report with the exception of that particular recommendation. Professor Hunt felt that it would be best for the Faculty to focus discussion on those recommendations that would ultimately require a vote of the Faculty and on the report’s larger directions and goals. She suggested that such recommendations as the writing-attentive course requirement and the mechanism for allocating FTEs, for example, were integrally related to the larger goals of the report. Professor Hansen said that he likes the spirit of asking the Faculty to voice opinions on all aspects of the report, including those specific recommendations that would not ultimately come before it for a formal vote. He also appreciated that the administration would like to know if there were strong opposition to a particular recommendation by the Faculty.

The President agreed, emphasizing that, through the small group meetings and the Faculty Meetings, there would be many opportunities for any opposition or concerns to be expressed. Faculty members should also be encouraged to write to the Committee of Six directly with their concerns about specific recommendations. President Marx acknowledged the danger of the report’s being picked apart to the point that it was rendered incoherent. However, he said if strong opposition to a particular aspect of the report emerged, it should be addressed, as should any new recommendations that might arise. If it seems that questions and concerns remain after the small meetings and the Faculty Meetings, the President said that he and the Dean may meet with groups of departments to discuss the report as a whole or specific recommendations.

Professor Dizard said that we must keep in mind the CAP report’s links to the upcoming capital campaign. The President said that the CAP process has helped to identify and refine priorities for the College and that funds would be needed to support them. The Trustees, he is sure, will have their own views about the report and will certainly want to discuss them. Professor Dizard said that he views the endorsement of the report by the Faculty as a way of conveying to the Trustees that the Faculty is behind the general principles, as outlined, and looks forward to engaging in conversation with the Board around the details. The President said that it is his hope that the substance of the report, and the endorsement of it by the Faculty, would be enough assurance for the Board to move forward with fundraising and for faculty committees to

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move forward with their deliberations. Dean Call noted that the Committee on Educational Policy (CEP) has already expressed interest in delving into the report and presenting its views to the Faculty.

The Committee turned to the subject of promotion to full professor. Discussion of this issue this year, which began in the fall, was put on hold during the Committee's deliberations on personnel matters. The Dean reminded the members of colleagues who had been suggested during the Committee's earlier discussions to serve on an ad hoc committee to review procedures for promotion to full professor for tenured faculty members. The members agreed that, after a charge is set, the Dean should ask those colleagues to serve on the ad hoc committee. Professor Dizard noted that the range and volume of accomplishment varies significantly among those who are presented for promotion to full professor; he said that it would be helpful to develop structures to support faculty members over the six years that follow the tenure decision to ensure that they remain active as scholars. In this vein, he has been surprised at the number of colleagues who do not apply for Faculty Research Award Program (FRAP) funding. Professor Hansen noted that the CAP raised the issue of teaching evaluation for senior faculty for pedagogical purposes, not as part of a promotion discussion. The members agreed that the charge to committee should be broad, enabling its members to explore ways of encouraging tenured Faculty, to remain as engaged in research, teaching, and service as they were before earning tenure, as it seeks to answer the question of whether the College should adopt more formally structured procedures for evaluating candidates for promotion to full professor. Professor Hansen noted that, if promotion to full professor becomes less automatic, it will be important to find ways to minimize feelings of alienation among those who take longer to achieve the rank of full professor than others. Professor Woglom suggested that an alternative to changes in promotion procedure would be the adoption of a system of merit pay. Professor Hansen said that he would worry that colleagues would only be rewarded for accomplishments that are easily measured and that there would be a disincentive for faculty to continue performing the many essential tasks that fall under the general heading of service to the community. Professor Woglom responded that it would be important to develop metrics for different types of contributions to the community, should merit pay be adopted. The President noted that any discussion of Professor Woglom's question about merit pay would not diminish the need to consider the substance of the promotion process. While merit pay has not been discussed, the different Committees of Six over the past three years have pursued refinements to the reappointment, tenure, and promotion processes. The members agreed that the Dean should present a draft charge to the Ad Hoc Committee on Promotion at the next Committee of Six meeting.

Conversation turned to the letter sent to the Committee by Professor Sánchez-Eppler (appended), which addressed issues regarding Amherst's awarding of credit for education courses taken off campus. The Dean provided some background, informing the members that the Faculty voted in April of 1998 to approve a formal liaison with the Mount Holyoke Teacher Certification Program, enabling Amherst students to participate fully in the state-approved teacher licensure program for teaching in secondary and middle schools. According to Registrar Gerry Mager, in the years following the vote there was a significant increase in the number and variety of education courses requested by Amherst students. Most were at the University of

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Massachusetts and were not part of the program for licensure in secondary education. Tutoring and special education courses were especially popular. The Registrar and Ann Burger, then Assistant Dean of the Faculty, expressed concern to Lisa Raskin, then Dean of the Faculty, that in their opinion many of these courses went beyond the intent of the faculty vote. Dean Raskin took the matter to the Committee of Six for clarification. She asked, specifically, whether the Faculty voted to approve courses only in the Mount Holyoke program in secondary education, or issued a more general approval for students to enroll in education courses as part of their Amherst studies. In 2000, the Committee agreed that the motion voted in 1998 specifically approved only the Teacher Certification in Secondary Education at Mount Holyoke, not education courses more generally. Since then, the Registrar has interpreted the guidelines as restricting credit only to education courses that are among those eligible for credit in the Mount Holyoke program. This includes courses that Mount Holyoke recognizes as equivalent but taught at either Smith or UMass. In 2000, the Committee noted that an additional proposal for a broader vision could be presented to the Committee on Educational Policy, the Committee of Six, and to the Faculty as a whole.

Professor Sánchez-Eppler feels that the Registrar's interpretation of the 1998 vote prevents Amherst students from enrolling in any education course that does not fulfill the requirements of the Mount Holyoke program, meaning that they cannot take courses that are completely liberal arts in nature if they are taught through an education department. Professor Griffiths has informed the Dean that a substantial majority of education courses are taken by students who never enroll in the licensure program. He agrees with Professor Sánchez-Eppler that any liberalization of enrollment should be presided over by a committee. Until then, Dean Griffiths suggested that it might also be prudent to ask that students who want to enroll in education courses submit a proposed plan of study to indicate how they could finish the licensure program if they decided to enroll. Students do not have to be part of the Teacher Certification Program to enroll in the authorized courses for credit.

Professor Hansen asked why education courses should be treated differently than other courses taught at other Five-College institutions about which there might be questions in terms of satisfying the criteria for coursework appropriate for the liberal arts. The members agreed that it seemed too restrictive to dismiss all education courses outside the Mount Holyoke program, rather than assessing each of these courses individually. The President noted that the issue is whether an education course is serving a pre-professional or vocational purpose rather than being an exploration of matters of substance, such as educational policy, ethics, or history, which are consistent with Amherst's liberal arts mission. Professor Hunt noted that sometimes these lines are blurred and said that, with the advent of experiential education and emphases on interdisciplinarity, a broader view is now taken regarding courses that might have been viewed in the past as solely pre-professional.

The Committee agreed that the Faculty's 1998 vote implied some constraints and was not a blanket endorsement of education courses, especially of those that are more vocational. Noting that the Registrar regularly works with Dean Griffiths to determine whether particular courses merit Amherst credit, the members recommended that Professor Sanchez-Eppler, Dean Griffiths, and the Registrar meet to discuss the education courses in question.

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Discussion turned to the letter (appended) sent to the Committee of Six by Sherre Harrington, Librarian of the College, and Daria D'Arienzo, Head of Archives and Special Collections, in which they propose establishing an electronic repository for Amherst College honors theses. The Committee agreed that, as requested, a committee, to be chaired by Ms. D'Arienzo, should be formed to review the issues surrounding the creation of such a repository. The members suggested that a member of the Department of Information Technology, the Registrar, and two faculty members be requested to serve on the committee and asked the Dean for his recommendations.

The Committee next discussed the revised draft language of tenure procedures for creative and performing arts. The Dean had been asked by the Committee to share the language with the Departments of Music, Theater and Dance, and Fine Arts. Dean Call reported that the response of the departments to the proposed procedures, which would be voluntary, varied considerably. The divergent nature of the departmental views led him to believe that it might be best to adopt an ad hoc approach, rather than having the Faculty vote on a change to the *Faculty Handbook*. Professor Hunt noted that different disciplines seem to have different needs when it comes to how best to present creative work for review and assessment. Recording performances or concerts, rather than having reviewers attend them, sometimes appears to be preferable. The Dean said that the aim is to provide the fairest and most thorough evaluation possible for each candidate. The members asked the Dean to review the tenure procedures outlined in the *Faculty Handbook* to see if adopting the proposed procedures, on a voluntary ad hoc basis, would be permissible. He agreed.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty



AMHERST COLLEGE
Department of American Studies

December 9, 2005

Dean Greg Call
Dean of the Faculty
for the Committee of Six

Dear Greg,

I am writing to you because the process of pre-registration for this spring has brought to a head problems concerning Amherst's relation to courses taught in Education Departments around the valley that really need resolution, and I am hoping that the Committee of Six can clarify the situation, and perhaps even do something towards resolving it.

Here is the history. Prior to 1997 it was impossible for Amherst students to become certified for teaching in American Public Schools, and they were not permitted to enroll in Five College courses that were seen as offering practical skills in teaching methodology, what Education Departments have traditionally described as "methods courses:" However, Amherst students could and did take courses in Education Departments that were considered by the Amherst Registrar to be liberal arts courses, courses in educational history, education policy, children's literature, educational philosophy, psychology of education etc... even if these courses had "Educ" numbers and titles. Gerry Mager made these determinations after looking at course descriptions.

On December 9th, 1997, the faculty voted to enter into a liaison with Mount Holyoke College that would allow our students to become certified to teach in public schools. This involved permitting Amherst students to take those "methods courses" required of the Mount Holyoke Program, and it was agreed to make such courses, and their equivalents at Smith and UMASS (since these sometimes proved better fits for our students' schedules) available to all Amherst students regardless of whether they were actually enrolled in the certification program. It was clear to everyone that students needed to be able to try such courses before committing to the program. Besides, students are now only permitted to formally enroll in the licensure program in the fall of their senior year after passing the Massachusetts State Teachers Exam (this late enrollment is necessary since Mass requires that the students of certification programs have a better than 80% passage rate for the program to remain in effect, by only allowing in students who have already passed, Mount Holyoke assures itself a perfect 100%). The effect of Amherst's engagement with the Mount Holyoke program has been small in terms of number of students certified, but has been significant in terms of a general shift towards public school teaching among our students. Before 1997 over 98% of Amherst students who became teachers after graduation did so in private schools, now a slim majority choose to work in public schools.

In its meeting of February 21st, 2000, the Committee of Six sought to clarify whether in its 1997 vote "the Faculty approved the Mount Holyoke program specifically, or issued a more general approval for students to enroll in education courses as part of their Amherst Studies." After some discussion consensus was reached that the faculty vote had been limited to approval of the Mount Holyoke program, The Registrar's office has interpreted this vote to mean that Amherst students are not allowed to enroll in ANY Education course, regardless of content, unless it fulfills the requirements of the Mount Holyoke program. Due to this ruling, courses taught in Education departments that are completely liberal arts in nature are not acceptable courses for our students. Thus while students can now take "methods courses" that were closed to them before 1997, they are no longer allowed to enroll in the purely liberal arts courses they were able to take before then.

This ruling has been a problem for a few individual students during the past five years, but the stress has grown recently for a number of reasons. For one thing, largely because of the increased discussion at Amherst around issues of public education, student desire to take courses in this area has increased. Moreover, Education departments in the Five Colleges have been responding to similar concerns on their campuses by creating more courses focused on educational policy. Mount Holyoke just approved an "Educational Studies" minor, which is precisely intended for students interested in issues in education who are not interested in becoming certified as teachers. Many of these courses have "Educ" numbers and course titles. The particular problems with students this pre-registration period involved students interested in enrolling in courses that are part of Mount Holyoke's "Educational Studies" curriculum. I should note as well that there has been increased collaboration around education and public school partnerships through Five Colleges, including the joint hiring of Bev Bell to act as licensure coordinator for Amherst, Hampshire, and Mount Holyoke. At these meetings it is becoming more and more difficult for Amherst to participate in building curriculum and other joint ventures when our students are not allowed to enroll in the other schools' Education courses. Given all this it has become untenable to continue to work under the present ban on student enrollment in Education courses. For example we have had much discussion in the Five Colleges Education Studies Committee about the need to develop courses that would support our students entering public school teaching through alternative programs like Teach for America which do not require certification and which cannot in their summer institutes provide young teachers with adequate training for the challenges of teaching in some of the nation's most troubled schools. Amherst sent 14 students to Teach for America last year, but it feels misguided to participating in planning a course designed to help prepare such students if our students could not licitly be enrolled in it.

I would love to see the ban lifted entirely. I believe that the pedagogical distinction between theory and practice has become less rigid in recent years and the growth of community based learning courses in a wide range of areas including Education will only augment this blurring. Many of the best Education courses in terms of theoretical content and sophistication now also include field-work components so that the task of distinguishing between what is and what is not a "methods course" has become ever more subjective. In any case, some of the most clearly skill centered courses are requirements of the Mount Holyoke Program and thus already available to Amherst students. The main courses of this type that Amherst students have wished to take in the past, and been prohibited, have been courses in bilingual education and in literacy

acquisition. I understand, however, that such a decision might require a vote by the faculty, and I suspect given the large range of related issues before us, especially the report of the working group on Experiential Education, it might make sense to wait for such a vote until the CAP process has proceeded for them.

If the Committee of Six feels it is important to maintain the distinction between liberal arts courses and methods courses, I hope that it would clarify the 2000 vote so as to indicate that while only those methods courses required for the Mount Holyoke certification program, and their Five College equivalents, can be taken for credit by Amherst students, courses taught in Education Departments that are centered in liberal arts content and methodology are appropriate creditable courses for our students. I do not think that either the 1997 faculty vote nor the 2000 Committee of Six consensus intended to exclude from the curriculum the sorts of courses in educational history and policy that had been acceptable for credit long before our liaison with the Mount Holyoke program. Indeed, it was only because I had never understood those decisions that way myself until the discussions prompted by these recent pre-registration problems, that I had not asked for this clarification earlier. If the recommendation of the Experiential Education Working Group to establish a committee charged with over-seeing this portion of the curriculum passes, I believe that committee would be the best place to charge with responsibility for making determinations over which courses would be permitted for Amherst credit. Because of the real and immediate conflicts that the present interpretation of policy poses for Five College collaboration, we cannot wait for such an outcome. The Registrar's Office did this work well for many years, and I believe that if the faculty charge were clarified to permit Education Department courses centered in liberal arts content and methodology, the Registrar could do this work again. Such clarification would greatly ease the present impasse.

If I can be of any further help in responding to this issue please let me know. Sincerely yours,

A handwritten signature in black ink, appearing to read 'K. Sanchez-Eppler', with a long, sweeping horizontal flourish extending to the right.

Karen Sanchez-Eppler
Professor of American Studies and English

TO: COMMITTEE OF SIX

FROM: SHERRE L. HARRINGTON, LIBRARIAN OF THE COLLEGE
DARIA D'ARIENZO, HEAD OF ARCHIVES AND SPECIAL COLLECTIONS

SUBJECT: PROPOSAL FOR AN ELECTRONIC REPOSITORY FOR AMHERST COLLEGE HONORS
THESES

DATE: 25 JANUARY 2006

Since the first successful electronic theses and dissertation program was piloted by Virginia Tech in 1997, hundreds of college and university libraries have established successful electronic honors papers, theses and dissertation programs. The purpose of the Thesis Repository project would be to investigate the feasibility and desirability of full text electronic access for Amherst College honors theses.

Potential benefits include:

- Increased recognition and visibility of student research
- Integration of a variety of material formats, including video, audio, data and executable files
- Additional accessibility and enhanced searchability
- Potential of staff time and library space saved

Issues for investigation include:

- What are the benefits of creating an online repository for Amherst College theses?
- Would there be campus support for this project?
- What are the likely approaches we would take toward submission of new and retrospective theses?
- What resources would be needed for initial implementation and long-term maintenance?
- To what extent should access be controlled? Would we follow the model of institutions such as Haverford College in making theses available to the wider scholarly community through the Open Archives Initiative?
- Should electronic submission become a regular part of the thesis process, or should it be voluntary? If required, under what circumstances would a student be permitted to opt out?

We propose that during the spring 2006 semester a small group chaired by Daria D'Arienzo be charged with responsibility for reviewing the issues and making recommendations regarding the development of an electronic repository for Amherst College honors theses.

Background

Last spring, the Library began development of an electronic institutional repository, currently called *eScholarship@amherst*, using the Digital Commons interface (see <http://escholarship.amherst.edu>). The goal of the repository is to maximize research visibility, influence, and benefit by encouraging Amherst College authors and editors to archive and distribute online their own work and to support the development of publications in an open-access environment. The initial project, *Amherst Lectures in Philosophy* (<http://escholarship.amherst.edu/alp>) is coordinated by Alexander George, working with Erin Loree in the Library. In addition, Daria D'Arienzo has worked with Erin to create within the repository a database of all honors theses, fully searchable by author's last name and title keywords.

Last spring, Economics Department faculty member Jessica Reyes requested support from Information Technology to make the full text of recent honors theses in economics available on the web. Director of

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The twenty-first meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, February 13, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The minutes of January 30 were approved.

Moving on to the Dean's announcements, Dean Call informed the Committee that the following members of the Amherst community have agreed to serve on a Memorial Minute Committee for the Right Reverend George L. Cadigan '33, who died on December 14: Elizabeth Cannon-Smith, Executive Director of Alumni and Parent Programs; Deene Clark, Religious Advisor, Emeritus; Peter Gooding, Parmly Billings Professor of Hygiene and Physical Education and Head Coach of Men's Soccer; David Hixon, Head Coach of Men's Basketball and Acting Co-Director of Athletics; and John Pemberton (Chair), Stanley Warfield Crosby Professor of Religion, Emeritus.

The Dean next turned to the issue of the electronic submission of semester-end evaluations and retrospective letters of evaluation for tenure-track faculty members at the time of reappointment and tenure review. He informed the members that he had met with Peter Schilling, Director of Information Technology, to discuss concerns regarding authentication that were expressed during the Faculty Meeting on October 18, 2005. The Dean noted that departments that make use of electronic forms of submission do so in a variety of ways and that Mr. Schilling has agreed to work with departments on issues of authentication.

Dean Call informed the Committee that, at one of the recent small-group meetings held to discuss the report of the Committee on Academic Priorities (CAP), a faculty member had asked if the planning documents submitted to the CAP by departments and programs might be posted online to inform the Faculty's discussion. The Dean noted that the Committee on Educational Policy (CEP) had discussed this suggestion and felt that it would be fine to take this step, as long as the departments and programs were asked first. Dean Call suggested that, if the reports were posted, they should be accessible only to the Faculty. The Committee agreed. Several members asked the Dean if posting the reports should be voluntary. If some departments and programs preferred not to do so, President Marx wondered if having an incomplete array of reports would be desirable. Professor Woglom expressed the view that it would be fine to post the reports of those departments and programs that gave their consent. Professor Dizard said that any or all of the reports would be useful for providing some context for the CAP report. Noting that there were a variety of sources for the conclusions and recommendations of the CAP, Professor Hunt said that it would be important to provide a statement to this effect—along with the reports—to remind the Faculty of the range of the evidence considered by the CAP. The Committee decided that departments and programs should be asked if they would agree to have their planning documents posted and that it would be acceptable for these reports to be modified over time by those who created them, as needs and situations change. In the years to come, the work of the CEP will be informed by these planning documents, the members agreed.

Dean Call turned to the subject of faculty members posting reading lists through the College's online course catalog so that students, with more advance notice, can purchase

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textbooks in the most timely and economical manner possible. At a recent conversation held with a group of faculty members on both sides of the issue and with students who support online booklists, the Dean said that discussion focused on how best to support local bookstores while meeting student needs. A student in attendance also discussed his plans to launch a Web site that would link booklists to online providers, including non-profit ones. Professor Hilborn asked if research suggests that students save money by purchasing their books online. The Dean responded that there was some research presented at the meeting and ample student testimony that the savings can be substantial. Several members of the Committee expressed concern that students might be purchasing pirated copies of textbooks and asked the Dean to communicate to the student who will be creating the Web site that steps should be taken to ensure that links are to legitimate publishers and booksellers. The Dean agreed and said that topic was discussed at the meeting, and he added that a discussion of these issues could be included in Orientation. Professor Dizard asked if the Dean's office planned to send the Faculty information about posting book lists online sometime before classes begin each semester. Dean Call agreed that he would work with the Department of Information Technology to notify faculty each semester.

The Dean next reviewed current reappointment procedures with the Committee.

The members reviewed the theses and transcripts of two students recommended by their departments for a *summa cum laude* degree and having an overall grade point average in the top 25 percent of last year's graduating class. After a discussion of the theses and the departmental statements, the members voted unanimously to forward them to the Faculty.

Under "Questions from Committee Members," Professor Hunt expressed her dismay that a representative of Kaplan Test Preparation approached her about making a presentation to her class. Professor Hunt noted that, while she feels that it is fine for a private company to promote its products at the Campus Center, presumably after paying a fee to the College, she feels that it is inappropriate that they are trying to do so in classes. President Marx said that he believes strongly that advertising should not be brought into the classroom, and that Kaplan and other organizations should take out ads in the *Amherst Student* to promote their products or have a booth in the Campus Center. The Committee agreed. President Marx said that he plans to look into this matter. Professor Woglom raised a related issue. He expressed concern that students are missing classes in his department with increasing frequency to interview for jobs in the investment industry and for summer internships and finds this to be a disturbing trend. While acknowledging that it would be difficult to prevent seniors from interviewing during class time, he wondered if the Career Center could be encouraged to schedule internship interviews outside of class meeting times. The Committee, the Dean, and the President concurred that taking this step would be advisable. The Dean said that he would consult with Dean Hoffa on this matter.

The Committee turned to the subject of promotion to full professor. The Dean shared with the members a draft charge to the Ad Hoc Committee on Promotion. After some discussion and modification, the members agreed to charge the committee as follows:

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The President, the Dean of the Faculty, and the Committee of Six charge the Ad Hoc Committee on Promotion to explore and recommend whether the College should adopt more thorough and comprehensive procedures for evaluating candidates for promotion to full professor, in order to encourage further development of its tenured Faculty in the areas of scholarship, teaching, and service to the College community.

The Dean said that, now that a charge is set, he would ask the colleagues suggested by the Committee of Six to serve on the ad hoc committee.

Discussion returned to the procedures for considering the report of the Committee on Academic Priorities (CAP) and focused largely on how best to proceed at the Faculty Meeting on February 21. Several members said that they thought that it would be helpful for the Committee of Six to put a motion on the table, or to have a member make a brief presentation, to provide some instruction to the Faculty about the shape and focus of the discussion. Most members agreed that the Faculty did not want to have open-ended discussions in Faculty Meetings and would look to the Committee of Six to structure conversation and clarify purpose. President Marx said that, in his view, the goal will be to hear the Faculty's views on the report to inform decisions about the motions that will be crafted by the Committee of Six and about what will be communicated to the Board of Trustees.

Professor Woglom expressed the view that the Committee should emphasize to the Faculty, in a motion or presentation, that the report is an interconnected document that is based on faculty input and the long deliberations of the CAP; it will not be possible for the Faculty to draft a coherent long-range planning document like the CAP report; no matter what is decided about the report, no immediate action will come from these deliberations; a sum and substance of faculty discussion of the report will be drafted by the Committee of Six and will be sent to the Trustees along with the report. He suggested that a motion might be put forward that would say that the Faculty should endorse the CAP report as a statement of community goals and urge the appropriate governing bodies of the College to analyze the recommendations in the report as a starting place for actions that will allow the College to meet its goals. The motion could also include the following: that it is the Committee of Six's understanding that any proposed actions, where appropriate, would be brought back for a faculty vote before implementation. The motion could also mention that the Committee would forward the sum and substance of our discussions of the report to inform the Trustees of where faculty sentiment may differ from the report. A committee-of-the-whole discussion would follow.

Professor Hansen argued that there should ultimately be two motions, although certainly not at the February 21 meeting. The first motion would ask for an endorsement of the four "goals" delineated on pages three and four of the CAP report. The second (separate) motion would ask for an en-bloc endorsement of the twenty-two specific recommendations—modified by the Committee of Six as necessary based upon comments from the small meetings and the committee-of-the-whole discussions. The Faculty would be asked to "endorse" sending each

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recommendation to the appropriate committee or other group for further refinement and articulation. After refinement, each recommendation would then be brought to the appropriate body (Faculty Meeting, Trustees, etc.) for a final decision. For example, for the initial vote by the Faculty later this spring, recommendation 1 might be presented as: “The Faculty asks the Faculty Committee on Admission and Financial Aid to formulate a proposal to ensure that talented students from less affluent backgrounds be more vigorously recruited. This plan would then be submitted to the Trustees for final action with a request that, if approved, the College seek funds to meet the additional aid burden.” Recommendation 18: “The Faculty asks that the CEP formulate a proposal requiring that all students take at least one course designated as Writing Attentive, with recommendations on pedagogical support to be provided for faculty engaged in such writing instruction.” This proposal would then be brought before the Faculty for a vote.” Overall, the second motion envisioned by Professor Hansen would include a long list of all the recommendations reformulated in this fashion, with an overall request for faculty endorsement.

Professor Hunt said that the approach, as outlined by Professor Hansen, lends too much specificity to the process. Professor Hansen said that faculty members need to know that their concerns can be addressed. Professor Woglom responded that the sum and substance would convey such concerns. If vocal opposition arises to a particular recommendation, he said, a straw vote could be taken to get a sense of faculty sentiment. Some members argued that the Committee of Six should decide, based on the sense of the Faculty Meeting of February 21, whether a straw vote should be taken at the following Faculty Meeting. Professor Dizard noted that it should be a given that the report cannot be amended, and that a process of picking and choosing would result in the report’s falling apart. Professor Woglom noted that a straw vote would inform the sum and substance that could give different directions to the committees.

Professor Hunt said that she now favors the view that the Faculty should broadly endorse the CAP report’s vision of the following: excellence in the student cohort by achieving the broadest possible applicant pool; curricular innovation; co-curricular program enhancement; and excellence in faculty scholarship and pedagogy, and should charge the relevant bodies to move forward on motions to the Faculty, as appropriate; requests to the Board, as appropriate; and charges to committees, as appropriate. She said that she viewed having a vote on each of the twenty-two recommendations, some of which are more appropriately issues for the Board of Trustees, the administration or faculty committees, as needlessly adversarial. Instead the Faculty should be voting on the report as a way to move forward, as a sort of roadmap. Professor Dizard agreed and noted that putting a motion before the Faculty could result in amendments. Professor Woglom agreed that a process of endless amendments should be avoided. Professor Hansen argued that a process that was too streamlined would result in disenfranchisement. Professor Woglom replied that a process that invites comment and dissent, and that communicates discussion and disagreement to the Trustees, is not disenfranchisement. The President noted that there is concern about both extremes—a blanket endorsement that is not substantive and a

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process that would involve picking apart the specifics of the report until there would be nothing left.

Most members found the approach outlined by Professor Hunt to be preferable. Professor Hunt said that she favored not putting any motions on the table for the February 21 Faculty Meeting. She felt that it would be important to craft motions only after getting a sense of colleagues' views at the February 21 Faculty Meeting. Professor Tawa asked about how the strengthening of the CEP would be addressed. Most members agreed that, by endorsing the CAP report, the Faculty would indicate that the CEP should take on an enhanced role. The Committee of Six would propose the specifics of how this would be done, Professor Woglom said. Professor Dizard suggested that possibilities might include having the CEP elected, either partially or fully, by the Faculty; increasing the size of the committee, and providing additional staff support. The Dean noted that additional staffing for the CEP has already been provided, as the CEP now has a part-time coordinator/researcher.

The Committee turned to the order of consideration of the report's contents. President Marx asked if the members thought that the report should be discussed section by section. Professor Hunt said that some sections would require more discussion than others and suggested approaching the discussion by breaking it down into the four general areas outlined on pages five and six of the report, that is: achieving excellence in the student cohort by broadening the applicant pool, curricular innovation, co-curricular enhancement, and excellence in faculty scholarship and pedagogy. The members agreed and decided that the Committee's views should be communicated informally, rather than by formal motion, at the February 21 Faculty Meeting.

The Committee reviewed and approved the Faculty Meeting agenda, and the meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

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of Monday, February 20, 2006**

The twenty-second meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, February 20, 2006. Present were Professors Dizard, Hansen, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Professor Hilborn was unable to attend due to a prior commitment.

The meeting began with a discussion of the article about the College that just appeared in *Business Week*. Professor Woglom noted that there are a number of troubling quotations and obviously incorrect statistics in the piece; he wondered if clarifications could be provided. President Marx said that there were inaccuracies in the article, as well as a general tendency to sensationalize. In terms of the proposed initiative to increase socioeconomic diversity at the College, the President believes that enhancing such diversity could be accomplished while maintaining high academic standards and while continuing to draw from other constituencies within Amherst's applicant pool, though the article conveys a different impression. The scale of the initiative was also inflated. The President and those members who had seen the piece agreed that the discussion of admission compromises made for athletics and of the value of student-athletes at Amherst was also unfortunate. President Marx acknowledged that it is difficult to correct the false impressions given by such an article. He noted that, before agreeing to be interviewed by *Business Week*, he weighed the risk of misinterpretation against the opportunity to raise the profile nationally of significant issues.

The Dean next informed the members that he would like to invite Nancy Ratner, newly appointed Researcher/Coordinator for the Committee on Educational Policy (CEP), to attend meetings of the Faculty as a guest without vote during the spring semester, in accordance with the relevant provision in the *Faculty Handbook* (IV, R., 2., a., pp. 77–78). The members agreed.

For a substantial portion of the meeting, the Committee focused on how best to structure discussion of the report of the Committee on Academic Priorities (CAP) at the Faculty Meeting of February 21. The members agreed that, before the motion would be made to move into the committee of the whole, Professor Hunt would provide a general introduction to the Committee's views on how the report should be considered and moved forward. The thrust would be that the Committee wants to move ahead in a way that is consistent with the College's usual procedures, with the recognition that this process is new in certain ways—as any expansive reassessment of priorities is by nature.

In addition, the members agreed that Professor Hunt should convey that large sections of the CAP report address issues—such as fundraising and decisions about expanding the Faculty—that have not traditionally been within the Faculty's purview. She would point out that other areas, such as decisions about financial aid and student recruitment, or the size and composition of the student body, have historically been overseen jointly by the administration and the Faculty Committee on Admission and Financial Aid (FCAFA), at times with input and direction from the Faculty. Professor Hunt would note that some CAP recommendations, such as requiring students to take one writing-attentive course, fall within the Faculty's purview and will

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ultimately come before the Faculty as separate motions from the appropriate faculty committees to be voted up or down.

Most members agreed that Professor Hunt should stress that the larger vision of the CAP report needs the Faculty's general endorsement. These members noted that she should make clear that, until they know that the Faculty is behind this plan, the administration, the Board of Trustees, and faculty committees cannot move forward, and the Committee cannot bring more specific recommendations to the Faculty for a vote. Professor Woglom said that it should be stressed that what goes forward to the Trustees will be the vote of endorsement accompanied by the sum and substance of faculty committee-of-whole discussions. Professor Hunt agreed, noting that the committee of the whole would provide the opportunity for the Faculty to refine the vision of the report and to make known any changes that the body feels should be made.

Professor Hansen questioned whether such a broad endorsement would be sufficient. In the arena of FTE allocation, for example, he imagined that the Faculty and the Trustees might want to know exactly what they are agreeing to, rather than signing on (and in the case of the Trustees, providing funding) for eighteen FTEs in areas that are undetermined. He wondered how much specificity could be provided without making a contract. Professor Woglom noted that the future is uncertain and that the figures given in the CAP report for FTEs are a roughly proportional estimate. If FTEs ended up not being allocated as the CAP/sum and substance recommended, the CEP would have to examine why and report back to the Faculty. Professor Hunt noted that too much specificity is undesirable at this juncture and that the numbers given for FTEs in the report are guideposts. Professor Hansen responded that these numbers are privileged. Professor Woglom answered that the numbers will be privileged based not only on the report, but on the sum and substance of faculty discussion, as they should be.

Turning to another CAP-related issue, Professor Woglom raised the issue expressed at a recent small group meeting with the Faculty that the place of the visual and performing arts was not addressed sufficiently in the report. Professor Hunt agreed that this was a concern, particularly in light of the affirmation of the arts expressed this fall by the Faculty during the discussion of the Report of the Working Committee on the Arts at Amherst. The President agreed. Professor Hunt noted that all Special Committee on the Amherst Education (SCAE) working groups were given FTEs with the exception of the arts. Dean Call responded that the arts are discussed in the report under the rubrics of "Strengthening Existing Departments" and "Supporting the Open Curriculum," and said that there is an indication that the arts would receive additional FTEs. Professors Hunt and Woglom pointed out that the objection is that the arts are not treated as a competency that is fundamental to the liberal arts experience and integrated within it, as writing and quantitative skills are, for example. They said that, while there is the feeling that the arts have been shortchanged in terms of enhanced support, the absence of the arts in the proposed set of College-wide priorities has also raised concern. President Marx said that, if the Faculty was so moved, it could urge the Working Committee on the Arts to provide more guidance on this issue and to make recommendations on the ways that the arts could be included in the College-wide priorities as part of the sum and substance of the Faculty's deliberations,

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which will be given to the Trustees. Professor Woglom noted that, if sentiment for drawing greater attention to the arts was strong within the Faculty, a straw vote could be taken in support of that. Professor Hansen asked whether such a vote would be binding. The President responded that it would be a strong expression of the Faculty's views, in the same way that asking the CEP to refine the CAP's recommendations or endorsing the report as a whole would be. Professor Hunt agreed that a faculty recommendation that the arts should receive more attention could be part of the sum and substance and that the absence in the report could be rectified in this way. Professor Dizard said that he feels that the issue of whether the arts ultimately receive additional FTEs is an administrative decision, informed, of course, by the recommendation of the CEP.

Professor Dizard asked if there is currently communication between the CEP and the administration during the FTE allocation process. The Dean replied that, in order for the CEP to make informed recommendations to the administration regarding FTEs, he discusses with the committee each year the number of available FTEs and the overall priorities of the College. He reminded the members that he also meets each week with the CEP. In addition, at the conclusion of the FTE allocation process each year, the CEP meets with the President and the Dean to discuss their recommendations. Professor Dizard suggested that, as part of strengthening the CEP, the administration should make a more robust presentation of this information to the committee. Professor Hunt said that she did not believe that taking this step would be perceived as strengthening the CEP. Most members agreed that the issue of the arts went beyond FTE allocation and that the arts should be incorporated into the report at a more fundamental level.

Returning to the discussion of the upcoming Faculty Meeting, the members decided to ask Professor Servos to give an overview of the document and agreed that the Dean should chair the committee-of-the-whole discussion of the report, which would be done section by section. The Committee agreed that the purpose of adopting this format was to enable the Committee of Six to shape the motions that would be put forward this spring, based on the Faculty's discussions.

The members next reviewed the CAP report's twenty-two recommendations (listed below) and made the following preliminary assessment of which bodies should be charged with considering each CAP recommendation. It is the hope of most members of the Committee that the Faculty will endorse (with an accompanying sum and substance) the general goals of the report, before forwarding individual recommendations to appropriate committees for refinement.

1. We recommend that talented students from less affluent backgrounds be more vigorously recruited and that the Trustees seek funds to meet the additional aid burden. FCAFA works out the details and reports back to the Faculty periodically on how the initiative is progressing.

Committee on Priorities and Resources (CPR) may discuss financial implications.
Trustees.

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2. We recommend that the Trustees consider significant reductions in the loan burden of all our students, as has been done for our highest-need students, in particular to avoid the limit that loans may impose on future career aspirations.

FCAFA works out the details and reports back to the Faculty periodically on how the initiative is progressing.

CPR may discuss financial implications.

Trustees.

3. We recommend that the proportion of non-US students admitted be increased from about 6 to about 8 percent.

FCAFA works out the details and reports back to the Faculty periodically on how the initiative is progressing.

CPR may discuss financial implications.

Trustees.

4. We recommend that admission for non-US students be made need-blind.

FCAFA works out the details and reports back to the Faculty periodically on how the initiative is progressing.

CPR may discuss financial implications.

Trustees.

5. We recommend that entering classes be increased by between 15 and 25 students.

FCAFA works out the details and reports back to the Faculty periodically on how the initiative is progressing.

CPR may discuss financial implications.

Trustees.

6. We recommend that 5 new FTEs be devoted to new interdisciplinary ventures and the support of other forms of cross-departmental collaboration.

Academic departments initiate FTE requests.

CEP, with vote by the Faculty on any new programs or majors proposed.

7. We recommend that 2.5 new FTEs be devoted to global comprehension, their distribution to be made by the CEP among departments that are willing to commit themselves to teaching courses with this focus.

Academic departments initiate FTE requests.

CEP, in consultation with the Special Committee on the Amherst Education (SCAE) Working Group on Global Comprehension.

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8. We recommend that 4 new FTEs be reserved to meet existing departmental needs.

Academic departments initiate FTE requests.

CEP, in consultation with the Working Committee on the Arts.

9. We recommend that 2 FTEs be reserved to allow accelerated hiring to take advantage of targeted “opportunity” hires that invigorate or enrich the racial, cultural, gender, and/or intellectual diversity of the faculty.

Academic departments initiate FTE requests.

CEP.

10. We recommend that all assistant professors be assured of a year of sabbatical leave at full salary after reappointment.

CPR.

Administration.

Trustees.

11. We recommend that the existing program of Senior Sabbatical Fellowships be expanded to cover as much as two semesters of leave after six years and that the College make every effort to secure sufficient funds to support all qualified applicants.

CPR.

Administration.

Trustees.

12. We recommend that the College create a staff position to assist faculty in applying for grants to support their research and creative work.

CPR.

Administration.

13. We recommend that funding for the Amherst Academic Interns program and the Dean of the Faculty’s resources to support student research across the disciplines be enhanced.

CPR.

Administration.

Trustees.

Discuss possible partnerships with relevant departments.

14. We recommend significantly expanding opportunities for community service and for summer and January internships.

Administration.

College Council.

Trustees.

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15. We recommend that a visiting appointment be made to allow a faculty member to serve half-time as coordinator of community-based learning.

Administration.

CEP.

16. We recommend that the College provide need-based support to encourage students to enroll in intensive summer language programs in the USA and abroad.

CPR.

Administration.

17. We recommend that 2 new FTEs be reserved to support the development and teaching of “intensive writing” courses, their distribution to be made by the CEP among departments willing to commit themselves to teaching additional courses for this purpose.

Academic departments initiate FTE requests.

CEP.

18. We recommend that all students be required to take at least one course designated as Writing Attentive, with pedagogical support to be provided for faculty engaged in such writing instruction.

Fleshed out by CEP, in consultation with the SCAE Working Group on Writing.

Faculty vote.

19. We recommend that 2.5 new FTEs be reserved for improving students' quantitative literacy, their distribution to be made by the CEP among departments that are willing to commit themselves to teaching "intensive" sections or new courses for these purposes.

Academic departments initiate FTE requests.

CEP, in consultation with the SCAE Quantitative Working Group.

20. We recommend that the Faculty adopt a policy that requires the soliciting of teaching evaluations from all students in all classes.

Fleshed out by Committee of Six.

Faculty vote.

21. We recommend that the administration devote more resources and staff time to supporting programs in pedagogy, including programs to help teachers at all ranks.

Committee of Six.

Administration.

Discussion by the Faculty.

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22. We recommend that a faculty innovation fund be created to support pedagogical projects of faculty at all ranks and that eligibility for Senior Sabbatical Fellowships be expanded to include proposals for contributions to pedagogy in the broadest sense.

Administration.

Trustees.

The Dean distributed to the members a letter (appended) sent to the Committee by Professor Couvares, Chair of the CEP, to communicate the committee's response to the CAP report. The Committee of Six noted that the CEP also favors faculty endorsement of the College-wide priorities outlined in the report and having the Faculty, through its normal governance structures, revise specific recommendations where appropriate. The CEP conveyed its endorsement of the FTE allocation system proposed in the report and suggested that this new system be evaluated by the CEP after two years. If the Faculty agrees, the committee would then report back and make recommendations for change, if necessary. The CEP noted that it supports efforts to strengthen and enhance its role in long-range curricular planning and policy review, requesting that the Committee of Six formally charge the committee with specific responsibilities. The members agreed to formulate such an enhanced charge.

Dean Call then made a series of announcements. He confirmed that Professors Cynthia Damon, David Ratner, William Taubman, and Wendy Woodson had agreed to serve on the Ad Hoc Committee on Promotion and that he had shared the Committee of Six's charge with them. The Committee requested that the promotion committee submit its report by the end of the fall semester, 2006. Discussion turned to whether colleagues might worry about a possible connection between the CAP's recommendation 20 (teaching evaluations for all ranks) and the charge to the promotion committee. The Dean noted he sees the charge and the recommendation as separate issues. The promotion committee will explore the broad topic of post-tenure support and evaluation, which possibly could include the subject of post-tenure teaching evaluations. However, the recommendation of the CAP is designed to communicate information to the Faculty member. Professor Hunt said that the report is a bit vague about who will receive the evaluations and about the purpose of them. President Marx said that the evaluations that the CAP proposed for senior faculty would not be shared with the administration, or anyone other than the faculty member, for that matter. He noted that the Faculty would have to vote in favor of other processes of teaching evaluation for senior faculty if any new procedures were to become a formal part of the promotion process.

Continuing with his announcements, the Dean informed the members that his office will soon begin posting on the Dean's Web site descriptions of Senior Sabbatical recipients' research projects, just as Faculty Research Award Program research descriptions are currently put online. In other Web-related news, he noted that, in coordination with Public Affairs, Assistant Dean Tobin will soon begin work on a Faculty profile Web project, with the goal of making the Amherst Faculty—and their research—more visible in cyberspace for students and prospective students, fellow faculty members at Amherst and faculty elsewhere, alumni, and interested

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others. He asked the members if they would agree to be guinea pigs for the project, and they agreed to have their profiles done first so that they could be shared as samples with colleagues.

The Dean next shared with the members Dean Rosalind Hoffa's response to his inquiry on behalf of the Committee regarding recruiting schedules in the finance and investment industry. Dean Hoffa, who directs the Career Center, offered Dean Call the following background information. Recruiting from the finance and consulting industries overall is increasing after a complete disappearance in 2000-2001 and a slow recovery through 2004. The time frame for on-campus interviewing in these industries has changed and is earlier and earlier each year. For seniors, the program begins in mid-September (ten years ago it was in the spring of senior year). This is the first year that the Career Center has experienced summer internship recruiting for juniors and sophomores in its current timetable with today's numbers. Dean Hoffa said that she understands from at least one firm that almost 50 percent of their full-time hires have had summer internships with the firm. Such internships, she said, are important for those students interested in this field; the majority of those interested, though certainly not all, are economics majors. According to Dean Hoffa, other fields have different hiring schedules and are spread out through the year, but with a particular emphasis in the spring semester.

Dean Hoffa provided some details about how the Career Center handles interviews. She noted that the on-campus interview dates are established in response to recruiter requests for specific days, although there is some flexibility on this front. The center does try to accommodate recruiter requests. Each schedule has thirteen openings beginning at 8:30 and ending at 5:00. Some recruiters have more than one schedule. The majority of the interviewers in the finance and consulting arena are alumni who have become an "Amherst Team" in the organization and have successfully integrated Amherst into recruiting efforts. Students choose their own interview times through the center's online database system. Dean Hoffa said that the Career Center never suggests that students miss class in order to have an interview. If there is an unmanageable conflict, then the Career Center works with the student and the recruiter to try to set up a workable schedule. Sometimes students have to learn to make decisions and prioritize.

After the on-campus interviews, a select few are invited to the site for a follow-up interview. She said that her office has no control over these site visits, which are often full-day events. They used to be "Super Saturdays," but the firms, which are highly competitive with each other, have added week days to the interview schedule. Dean Hoffa noted that alumni often come to campus on more than one occasion to offer educational workshops and to develop more familiarity with the students prior to the interviews themselves. The Career Center always schedules these events in the evenings. She informed the Dean that when the Career Center does have control over dates of fairs, for example, they are always scheduled at less conflicting times of the day.

Dean Hoffa made the following suggestions for other steps that could be taken to address the problem of students missing classes for interviews. She said that the Career Center staff could certainly impress upon students, even more than they do already, that students must not miss class to participate in interviews (some do get permission). The Career Center could hold

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more special interview sessions for juniors and seniors in an earlier time frame to educate them. This is already planned for the current semester. The center's staff could discuss with employers the possibility of extending interview times into early evening, although they are usually eager to get back to New York. She also said that her staff could try to obtain the dates and times of employers' site/second/third interviews and could inform students ahead of time to help them plan their semester. The Career Center could also encourage Saturdays again for the "Super Days," though she said that one college's voice is small when it comes to an entire industry.

Professor Woglom said that, in light of the lateness of the hour, he would like to discuss this issue further at a future meeting of the Committee. The Dean agreed, and the meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

February 17, 2006

Gregory S. Call
Secretary of the Committee of Six

Dear Greg:

Please forward this letter to members of the Committee of Six. I write to convey to our colleagues the CEPs response to the report of the Committee on Academic Priorities (CAP). This response is preliminary, and comes after only a few weeks of conversation and contemplation. But we thought it worthwhile to communicate our views to the Committee of Six as it considers how best to engage the faculty in the process of reviewing and implementing CAP's proposals.

First, the CEP believes that the faculty should be asked to endorse the college-wide priorities enunciated in the CAP report. We further think that such an endorsement should take a fairly general form, and that some language be devised to make clear that, in formulating and implementing these priorities, faculty - in committees, departments, and meetings - may propose or, where appropriate, make revisions to specific recommendations in the report.

Second, in regard specifically to matters of educational policy, the CEP endorses the idea that collegewide priorities should play a part in shaping the committee's FTE deliberations. A stated intention to devote a part of a requested FTE to writing, quantitative skills, experiential learning, or other curricular area mentioned in the report, will improve (though not guarantee) its chances of recommendation by the CEP

Third, we believe the CEP should play a continuing role in evaluating the success of the new system of priorities. We suggest that within two years of its initiation the CEP formally evaluate this system and report to the faculty with recommendations for change, if and where advisable.

Fourth, the CEP endorses the idea presented in the CAP report that the CEP should strengthen its role in long-range curricular planning and policy review. This is a very broad mandate, however; and the CEP would like some guidance from the Committee of Six and the Faculty for clarifying its range of new responsibilities. We ask the Committee of Six to formally charge us to pursue the tasks outlined above along with others it may deem appropriate, so that the CEP knows the will of the faculty as reflected in the instructions of its elected executive committee. We believe the recent hiring of an administrative coordinator with responsibility to assist the committee will enhance our new role.

We will be happy to talk to the Committee of Six further on these and other matters, at its discretion.

Sincerely,



Francis G. Couvares, Chair, CEP
E. Dwight Salmon Professor of History and
American Studies

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of Monday, February 27, 2006**

The twenty-third meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, February 27, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

Under “Announcements from the President,” President Marx asked the members to advise him on how best to proceed to consider a program for Interterm, suggested by Committee of Six members, that would bring pairs of high-profile individuals with divergent views to campus for a week for purposes of discussion and debate. He said that he envisions that faculty members, students, and alumni would be involved and that such a program could help to revitalize further the Interterm experience. The Committee responded enthusiastically to this proposal and suggested that the College Council should be consulted about the general framework of the initiative and that the Faculty Lecture Committee should be consulted about specifics. Professor Dizard wondered if some potential participants might prefer not to engage in a face-off about their views. The President said that visits by participants would not absolutely have to be contemporaneous in order to generate discussion of a particular issue, though direct interaction would be preferable. However, when necessary, one participant could come and express his or her points and the next individual, who represented the counterpoints, could come afterward. Professor Woglom said that he prefers the model of having two individuals on campus at the same time engaging with one another. President Marx thanked the members for their advice and agreed to work with the proposed committees on this new program.

Under “Questions from Committee Members,” Professor Tawa asked the President about the focus of the executive session that the Committee of Six will have with the Trustees on March 3 as part of the Board’s Instruction Weekend (March 2-4). Noting that he and the Dean would not be present at the session, President Marx said that the Committee and the Board were free to have a discussion of any kind, but noted that he anticipates that the conversation will revolve around the report of the Committee on Academic Priorities (CAP).

Discussion turned to the CAP report. Professor Hunt noted that several colleagues had shared with her their disappointment that a CAP-related motion was not put before the Faculty at the Faculty Meeting of February 21. She wondered if a motion to approve the first section of the report, which was discussed at that meeting, should be put forward at the March 7 meeting. Professor Hansen said that he felt that a vote by the Faculty was premature, since it was noted at the last Faculty Meeting that the second part of the report, which has not yet been discussed by the Faculty, supports the goals of the first part. Professor Hilborn agreed, commenting that a vote on one part of the report might encourage the Faculty to consider individual pieces of the document rather than focusing consideration on the overall coherence of the report. He noted that, in addition, it seems preferable for the sum and substance of faculty discussion to be completed before the Faculty votes.

The Committee agreed the best approach to structuring the Faculty Meeting of March 7 was to engage in a committee-of-the-whole discussion and not to put forward a motion. It was agreed that, before entering the committee of the whole, Professor Woglom would remind the Faculty about the process recommended by the Committee of Six (Professor Hansen did not recommend the process)—that is, that the Faculty will discuss the report section by section and a sum and substance of those discussions will be given to the Trustees. It is the hope of the

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Committee that the Faculty will endorse the report's general principles and that the specifics of the recommendations will be considered by the appropriate faculty committees. Professor Hunt noted that colleagues had questions about the timetable for these deliberations. The President said that the Faculty might vote on the endorsement of the report by the end of the spring semester, though only if the Faculty is ready to do so. Consideration of specific recommendations by faculty committees would continue over a more extended period beyond the spring semester, however. Professor Hansen said that it is important that the Faculty not be rushed. Professor Woglom responded that it should be remembered that, through its deliberations, the Faculty is giving the Trustees its view on the report and is, basically, beginning a conversation.

Professor Hansen said that he remains uncomfortable about the Committee's view that amendments to the recommendations should be discouraged. Professor Woglom responded that amendments would be the equivalent of the Faculty's writing a long-range planning document on the Faculty floor and that doing so would not be workable. Dean Call said that, in essence, the report can be amended by the faculty committees that will be considering specific recommendations and through the sum and substance. Professor Hunt suggested that the Committee identify the recommendations that would require up-or-down votes by the Faculty, in combination with a general endorsement. The members agreed that requiring students to take at least one course designated as "Writing Attentive" and adopting a policy that requires the soliciting of teaching evaluations from all students in all classes would require such votes. In addition, the members felt that, if the Faculty votes to endorse the report, there should be a vote soon after to empower the Committee on Educational Policy (CEP) to take College-wide priorities into account when recommending allocations for new FTEs. Most members said that they could anticipate having faculty votes on the endorsement of the report and on strengthening the CEP by the end of the spring semester. Votes on the writing and teaching evaluation requirements would probably take place in 2006-2007.

The Committee next reviewed and approved the Faculty Meeting agenda and voted six in favor and zero opposed on the substance of the motion to move the Faculty into the committee of the whole at the March 7 meeting and to focus deliberations first on the section of the CAP report addressing curricular matters. The members voted six in favor and zero opposed to forward the motion to the Faculty.

The Committee turned to personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, March 6, 2006**

The twenty-fourth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, March 6, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with President Marx informing the members about a discussion he had had at a student forum on the report of the Committee on Academic Priorities (CAP). Students expressed particular interest in using technology as an aid for advising and were enthusiastic about having some large classes taught in the morning, so as to free up students' schedules for other classes during the remainder of the day. After a conversation about the report's call for the College to consider the use of software that tracks patterns of each student's course selections for purposes of advising and self-assessment and to encourage breadth in course selection, students pressed the President about this recommendation. They wondered how the College would develop categories for disciplines and courses and how a matrix would be created that would offer the best representation of a student's unfolding profile. Professor Woglom suggested using the six broad areas outlined on page 61 of the College Catalog. President Marx, who noted that Wesleyan has an excellent system, responded that further exploration of possible categories and procedures for assigning courses within them would be necessary, as this issue is complex. The President said that Dean Call and he planned to discuss the option of teaching large classes in the morning with faculty members who teach these courses.

The President informed the Committee that Amherst and Mount Holyoke have now joined with the Jack Kent Cooke Foundation and six other colleges and universities in an effort to increase the opportunities for high-achieving, low-income community college students to earn bachelor's degrees from selective four-year institutions. Amherst will use its recently awarded grant of \$585,142 from the foundation to support its ongoing efforts to find and enroll academically qualified low- to moderate-income community college students, who would enter Amherst College as transfers. The President said the goal is to have about ten of these students enroll annually. These new outreach initiatives have been designed in collaboration with six community colleges. Amherst will appoint a new admission fellow to work with community college students, and will recruit a group of current Amherst students, each of whom transferred to the College from community colleges, to work as mentors for prospective students in the admission process. Amherst will also augment residential life programs to ease the transition to a residential four-year liberal arts college for these students, the President said.

Under "Announcements from the Dean," Dean Call informed the members that President Marx; Associate Dean Griffiths; Jim Brassord, Director of Facilities Planning and Management; Peter Shea, Treasurer; and he had met on March 2 to begin discussing the planning process for the renovation of Merrill Science Center. It is expected that the project will require four to six years to plan and complete, the Dean said.

The members turned to personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

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The twenty-fifth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, March 27, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with the approval of the minutes of March 6, which was followed by remarks by the President. President Marx informed the Committee that the Trustees have elected a new member of the Board: Danielle Allen, dean of the division of humanities, professor of classics and political science, and a member of the Committee on Social Thought at the University of Chicago, who began her term on March 4. Her term will end March 30, 2009. A scholar of Greek literature of the classical period, Allen also has brought her study of the social, cultural, and political history of Athens into her consideration of modern political philosophy. She received a MacArthur fellowship in 2001. Allen graduated from Princeton University summa cum laude with an A.B. degree in classics and a minor in political theory. She went on to King's College at Cambridge University, where she received the M.Phil. (first class degree) in 1994 and Ph.D. in classics in 1996. She later received M.A. and Ph.D. degrees in government (political theory) from Harvard University. A public announcement is forthcoming, the President said.

The President next discussed with the members matters related to the proposal that the College create an athletic field made of artificial turf, which would be used for lacrosse, soccer, and field hockey. President Marx said that the Trustees, the Dean and he had reviewed feasibility studies and that the Board has indicated its general support for building the field. The Trustees agreed that the Memorial Hill view corridor was sacrosanct and that a small number of potential donors who have indicated that such a field would be uniquely attractive to them would be asked to contribute to this project. The President confirmed that there are, in fact, a small number of highly motivated donors who may fit this description. He indicated that the preferred location for the new field is the current site of the practice field below Pratt. This field, which already has a lighting system (lights are desired for the turf field to allow maximum use for practice and games), would be replaced by the turf field, and a new grass practice field would be created in what is now an adjacent cornfield. The new grass field, which would be in closer proximity to neighbors (who might object to lights) than the turf one, would not have lights. Professor Hansen questioned whether donors should be driving decisions about institutional priorities. The President responded that this is not the case; Amherst is the only New England Small College Athletic Conference (NESCAC) school that does not have an artificial turf field. Such a field offers benefits in terms of safety, competitiveness, and for reducing class and other scheduling conflicts, and the Department of Physical Education and Athletics has long been requesting one as its top facilities need. Some donors have come forward and have indicated that this project is their sole interest, and the President feels that the College should not dismiss an opportunity to receive support for a project that had already been identified as a need. The members agreed.

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The President next shared with the members some reflections on his ten-day trip for the College to Japan and Hong Kong in March. The President noted the palpable energy and entrepreneurship of the region and expressed his sense that the College should further invest in finding students and developing alumni from this part of the world and add more faculty members with expertise in Asia.

Returning to the subject of advising, President Marx asked the members for their thoughts regarding how to proceed with developing a system by which technology could be used as an aid for advising. The President said that he had reviewed the six broad areas (outlined on page 61 of the College Catalog) within which students are currently encouraged to select courses. Noting that this matrix provides for some flexibility, he felt that it might be best to use these familiar categories for disciplines and courses as a starting point for developing software that tracks patterns of each student's course selections for purposes of advising and self-assessment and to encourage breadth in course selection. The Committee agreed that, while these designated areas have not been changed in some time and that they may not be ideal, they are sufficiently broad and flexible to remain workable. After some discussion, the members agreed that, since the Faculty had approved the six areas and because the new software will be used as a tool to track students' course selections within this existing matrix, consultation beyond the Committee of Six would not be necessary to undertake this project. The Dean agreed to request that the Web Tech Group make the software project one of its priorities.

The President next asked the Committee for its views about how best to encourage faculty members who teach large classes to consider teaching them in the morning. The members agreed that size, as well as "bunching" between the hours of 11:00 and 2:00 (not including the 12:00 to 1:00 slot) is also an issue. The Committee asked the Dean to contact faculty members who teach courses with enrollments of sixty and above to see if they would be willing to consider teaching these courses in the morning as a means of freeing up students' schedules for other classes during the remainder of the day. Professor Hansen noted that the science departments have designed a rotating schedule for their large introductory courses that makes full use of available time slots—desired course sequences are thus available to students and scheduling conflicts are avoided. The Dean agreed to contact faculty members teaching large courses.

Turning to the issue of faculty retirement, the President informed the members that he has heard that some faculty members feel that they are unable to retire for financial reasons, though they wish to do so. He said that he is interested in determining which factors are contributing to their unease and what their particular financial concerns are. Is the requirement that they leave College houses within two years after retirement a driving concern? Is office space an issue? President Marx wondered if a committee might be formed to look into this issue or if hiring a consultant might be useful. He noted that he has been advised that the College's phased retirement plan places limitations (because of IRS regulations) on what might be offered, beyond the plan, to a faculty member who faces obstacles to retirement. President Marx said that other institutions seem to have some latitude in how they assist faculty members who wish to retire.

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Professor Woglom suggested that the President consult with the College's attorney and contact other institutions to find out how they address this issue. The President thanked the members for their advice.

The Dean next made a series of announcements. He informed the members that the Committee would not meet on April 10, as he would be traveling for the College. He asked that they hold April 6 and April 13 for possible meetings. Dean Call noted, with sadness, that Professor Lucius Weathersby, a Visiting Artist at Amherst and Assistant Professor of Music and African World Studies at Dillard University, died suddenly on March 17. He asked the members whether a Memorial Minute Committee should be formed, and they agreed it should. Dean Call suggested the names of colleagues and, with the Committee's consent, agreed to contact them. Turning to the proposal that Amherst staff members be permitted to enroll in credit-bearing courses taken at the College, the Dean informed the members that the Committee on Educational Policy (CEP), which is considering the proposal, is inclined to permit staff members to enroll in courses if they receive the approval of the faculty member teaching the course and if this approval is communicated in writing to the Registrar prior to enrollment. Before enacting this change, the CEP asked that the Committee of Six consider the following concerns: If all other students in a course are full-time students, studying a four-course load, would allowing staff to take just one course create a problem? If some Five-College students who study at Amherst are not enrolled in full-time programs, would this affect the decision? Would spouses and partners be eligible? Might a staff presence change the nature of classroom discussion or the classroom atmosphere? The Committee felt that it would not be a problem if staff, who are employed and often have families, take just one course. They felt that spouses and partners should not be eligible. Finally the members felt that staff presence in courses could enhance the classroom atmosphere.

The Committee next reviewed course proposals and voted to approve and forward them to the Faculty after some modest corrections were made.

The members turned to the Faculty Meeting agenda for the meeting of April 4. They agreed that the goals should be that committee-of-the-whole discussion of the Curricular Innovation section (as summarized on page 5) of the report of the Committee on Academic Priorities (CAP) would be completed at the meeting and that consideration would begin of the Co-curricular Program Enhancement and Excellence in Faculty Scholarship and Pedagogy sections of the report, as time permits. The members voted six in favor and zero opposed on content and six in favor and zero opposed to forward the following motion to the Faculty:

The Committee of Six moves that the Faculty enter the Committee of the Whole to finish discussion of the Curricular Innovation section (as summarized on p. 5) and, as time permits, to move on to discussion of the sections on Co-curricular Program Enhancement and Excellence in Faculty Scholarship and Pedagogy (as summarized on p. 6) of the Report of the Committee on Academic Priorities.

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Professor Woglom proposed that the Committee put forward a resolution in support of the arts as an integral part of a liberal arts education and that a straw vote be taken. The members agreed to formulate language for a potential straw vote and to share such language at their next meeting. Professor Hansen said that finalized language should be shared with the arts departments, and the members agreed. The Dean said that he would conduct research on procedures regarding straw votes during Faculty Meetings. The members then voted unanimously to approve the agenda and to forward it to the Faculty.

In response to Professor Yarbrough's request made at the last Faculty Meeting, the Dean provided the following rough estimates, based on a 4 percent spending rate on the endowment, of the costs associated with endowing the CAP's recommendations: moving to need-blind financial aid for international students and increasing the number of international students (\$40 million); eliminating all financial aid-based student loans (\$40 million); increasing the size of each entering class by twenty students, assuming that all of these additional students are on full financial aid (\$80 million); increasing the Faculty by eighteen new FTE (\$3.5 million per FTE, \$63 million total); increasing sabbatical support for tenure-track and senior faculty and support for academic internships, student research, grant-writing in the Dean of the Faculty's office, summer language study, Interterm and other related academic projects, programs to support pedagogy including a faculty innovation fund (\$50 million); community service internships in January and summer (\$50 million). These estimates do not include building projects. The President noted that there are many uncertainties when it comes to costs. Some aspects of these initiatives are built into the budget and the College would be raising money for some of them whether there was a capital campaign or not, he noted. On the other hand, these cost projections, which represent "best guesses" at this point, could prove too low. In addition, the attractiveness of borrowing money to support facilities initiatives—such as the renovation of the social dorms, Merrill, and Frost—may be reduced, as interest rates rise. The members thanked the Dean for providing the estimates and agreed that having these numbers would be helpful to the Faculty.

The Committee turned to personnel matters.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, April 3, 2006**

The twenty-sixth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, April 3, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with a discussion of a personnel matter.

Discussion then turned to the issue of whether to have a straw vote at the Faculty Meeting of April 18 to get a sense of the Faculty's overall support for the creative and performing arts at Amherst and to inform the sum and substance that will be formally voted on by the Faculty at the conclusion of its deliberations on the Report of the Committee on Academic Priorities. The Dean informed the members that he had consulted with Professor Velleman, the Parliamentarian, who advised him that votes taken in the committee of the whole are recommendations to the Faculty that in and of themselves cannot cause action to be taken. Professor Velleman also advised the Dean that such a motion should be shared with the Faculty a week in advance of the Faculty Meeting, in accordance with the practice (the "Romer-Hawkins rule") employed for all motions put forward by the Committee of Six.

Professor Woglom argued that getting a clear sense of the Faculty's opinion about support for the arts is critical. He contended that the views expressed by the relatively small number of colleagues who speak at Faculty Meetings are not necessarily representative of the opinion of the Faculty as a whole. Professor Hilborn agreed. Professor Hansen reiterated his view that votes should be taken on each of the CAP report's recommendations—not just the issue of support for the arts—in order to secure an accurate sense of faculty opinion. He said that he continues to believe that there are serious structural problems with the process that is currently being used to evaluate the CAP report. Professor Hunt commented that, unless the vote about support for the arts is unequivocal, additional clarity about the Faculty's view would not be achieved. Professor Dizard wondered if a vote would be an accurate reflection of the Faculty's view on the arts, as some colleagues might vote "no" because they disapproved of the language of the motion or for other reasons that were not directly associated with their opinion about support for the arts. Professor Woglom said that, if members of the Faculty voted "no" on the motion, it would be important to find out why. Professor Dizard noted that ascertaining this information would be difficult. He wondered if it might be preferable to have a straw vote about the arts at the conclusion of the discussion of the CAP report, a time during which straw votes might be taken on other recommendations as well. Most members felt that, if there were to be a straw vote, it should be at a time when the discussion about the arts is fresh in the Faculty's mind. They recommended that such a vote be taken at the Faculty Meeting of April 18.

The Committee requested that the Dean ask the chairs of the Departments of Fine Arts, Theater and Dance, and Music and the members of the Working Committee on the Arts at Amherst whether they think that a committee-of-the-whole vote on April 18 would be useful to the Faculty's deliberations and to share the following two proposals for motions and to ask which they preferred. The Dean agreed, but said that there might not be sufficient time to get responses before the agenda of the Faculty Meeting on April 18 must be approved.

**Committee of Six Minutes
of Monday, April 3, 2006**

Motion One:

The Faculty recognizes that artistic practice is a unique and fundamental mode of thinking and of knowledge in which both intellect and instinct are brought fully to bear. This approach to knowledge has an integral role in the liberal arts and should be an academic priority of the College. We encourage interested colleagues to develop initiatives that integrate the practice of the arts across the curriculum as a whole. We also recognize that such programs in artistic practice will require support in the form of College-wide FTEs.

Motion Two:

We the Faculty of Amherst College seek to enhance the creative and performing arts at the College. We encourage interested colleagues to develop proposals for that enhancement, and we particularly encourage initiatives that would integrate the various forms of creative and performing arts or that would build links between the creative and performing arts and other parts of the curriculum. We recognize that such initiatives will require the allocation of additional faculty positions.

The Committee returned to personnel matters.

The President left the meeting at 4:30 P.M. to travel for the College to a meeting out of the area.

Under "Questions from Committee Members," Professor Hunt asked whether the College typically sends books in their published form to outside reviewers and to the Committee of Six if published books are part of a faculty member's tenure dossier. She noted that many institutions do so. The Dean said that departments typically provide copies of a candidate's book to the Committee of Six and to the outside reviewers.

After the Committee reviewed drafts of the Dean's letters to chairs and candidates concerning reappointment, tenure, and promotion, the meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, April 6, 2006**

The twenty-seventh meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 4:00 P.M. on Thursday, April 6, 2006. Present were Professors Dizard, Hansen, Hunt, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Professors Hilborn and Tawa were absent by pre-arrangement.

The meeting began with a discussion of a personnel matter.

The Dean next reported that, as the Committee requested, he had contacted the chairs of the Departments of Fine Arts, Theater and Dance, and Music and the members of the Working Committee on the Arts at Amherst and had asked them whether they thought that a committee-of-the-whole vote on April 18 for the purpose of getting a sense of faculty support for the arts would be useful to the Faculty's deliberations. He also shared the two proposals for motions put forward by the Committee and asked which one was preferred. He received responses from everyone surveyed, and they all preferred motion one (see Committee of Six minutes of April 3), although a number of editorial changes were suggested. After some discussion, the Committee revised the motion to read as follows:

The Faculty recognizes that artistic practice is a unique and fundamental mode of thinking and expression. This approach to knowledge has an integral role in the liberal arts and should be an academic priority of the College. We encourage interested colleagues to develop initiatives that integrate the practice of the arts across the curriculum as a whole. We also recognize that such programs in artistic practice will require support in the form of College-wide FTEs.

They then voted four in favor and zero opposed on the substance of the motion and four in favor and zero opposed to forward it to the Faculty. (Professors Tawa and Hilborn later voted by email in favor of this motion.)

The members next discussed the best way to structure the Faculty Meeting of April 18 and agreed to focus first on a committee-of-the-whole discussion of the Co-curricular Program Enhancement and Excellence in Faculty Scholarship and Pedagogy sections (as summarized on p. 6) of the Report of the Committee on Academic Priorities and, if time should permit, to address the motion regarding the arts. They then voted four in favor and zero opposed on the substance of the following motion and four in favor and zero opposed to forward it to the Faculty (Professors Tawa and Hilborn later voted by email in favor of this motion.):

The Committee of Six moves that the Faculty enter the Committee of the Whole to discuss the Co-curricular Program Enhancement and Excellence in Faculty Scholarship and Pedagogy sections (as summarized on p. 6) of the Report of the Committee on Academic Priorities and, if time permits, the motion below.

The members present also voted unanimously to approve the Faculty Meeting agenda for the meeting of April 18.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Thursday, April 13, 2006**

The twenty-eighth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:45 P.M. on Thursday, April 13, 2006. Present were Professors Dizard, Hilborn, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. By prearrangement, Professors Hansen and Hunt joined the meeting at 4:00 P.M.

The Committee turned to personnel matters.

The minutes of the meetings of April 3 and 6 were then approved.

Under “Announcements from the President,” President Marx noted that he has been considering whether it is time to end the President’s Initiative Fund (PIF) program. One of its major purposes has been to stimulate possibilities for curricular innovation at the College, and, by so doing, to inform the planning process of the Committee on Academic Priorities (CAP). Now that the Report of the CAP has been completed and the Faculty is considering it, he wondered if this might be a natural time to discontinue the PIF. President Marx noted that initiatives have evolved through the PIF that can now move into the next phase of consideration by the Committee on Educational Policy (CEP) and the Faculty as a whole, as FTE allocations are put forward and decided. The members urged the President to allow proposals for new PIF projects for one more year, since they felt that some colleagues might already be developing proposals for the fall, and to continue to accept renewal proposals beyond 2006-2007. The President agreed that 2006-2007 would be the final year for PIF proposals for new projects and that proposals for renewal could continue for another year. President Marx said that it is his hope to continue to support curricular innovation and interdisciplinary efforts at the College even after the PIF program ends. The Committee then returned to personnel matters.

The Committee next turned to how best to convey to the Trustees the Faculty’s views on the Report of the CAP, once the Faculty’s deliberations about the report are completed. The members considered how motions on the endorsement of the general principles of the report might be structured, as well as possible formats for the sum and substance of discussions by the Faculty at Faculty Meetings. In terms of the sum and substance, the Committee considered formats ranging from a one- or two-page summary of committee-of-the-whole discussions about the report to the complete, unedited notes of those discussions. Professor Hansen reiterated his belief that the best way to convey a full and accurate sense of faculty opinion is to include explicitly each of the CAP report’s twenty-two recommendations within a motion for endorsement. He said that he feels confident, based on what he has heard at the Faculty Meetings thus far, that the Faculty would support all or most of the recommendations. Concern, therefore, about the Faculty’s “picking apart” the recommendations, he continued, seems unwarranted. Professor Hilborn said that endorsement of the general principles of the report would be preferable, as the specifics will change, and that it is his belief that the consolidated sense of the Faculty’s views could be conveyed in a sum and substance.

The members next discussed how best to structure the remaining Faculty Meetings of the spring term, so as to ensure full and efficient consideration of the report and faculty feedback. Professor Dizard said that low attendance at the last Faculty Meeting seemed to be indicative of

**Committee of Six Minutes
of Thursday, April 13, 2006**

the Faculty's desire to move discussion of the CAP Report forward to a vote of endorsement. He said that he was of the opinion that many faculty members may have already made up their minds about how they will vote and feel that more discussion at Faculty Meetings is not needed. The members agreed that there should be a balance between allowing for full discussion and making sure that the Faculty's time is being used efficiently. The Committee expressed hope that the Faculty's consideration of the last two sections of the report could take place at the April 18 meeting. It was noted that, after the meeting of April 18, there will be three potential meeting times for Faculty Meetings left for this term—May 2, 16, and 25. The Committee agreed that the goal should be to have a vote on the report and the sum and substance by the end of the spring semester and to use the remaining meetings to accomplish this. Once the Faculty finishes its initial discussion of all sections of the report, it was agreed that the opportunity should be provided to return to any part that the Faculty might want to address again. It was felt that a vote on endorsement could be accomplished in the time remaining.

In a final matter relating to the report of the CAP, the members reviewed an email (appended) sent to the Committee by Professor Sarat on behalf of Professors Babb, Ciepiela, Courtright, Dumm, Parker, Sanderson, and himself regarding support for faculty scholarship. Those colleagues suggested that 100 percent sabbatic support should not be considered through an application process, as the CAP recommended, but instead should be viewed as a "matter of right." Professor Hansen argued that this support should not be an "entitlement" and that proposals should be made, rather than having an automatic process. The CAP had recommended that all "qualified" applicants be funded, he continued, and asking for proposals seems to be a reasonable way to ensure that this criterion is met. The President, the Dean, and the other members agreed. President Marx said that, in his view, it is appropriate to offer 100 percent sabbatic support for what the College expects of the Faculty; it is also appropriate for the College to require that faculty members state how they will use this support and for faculty members to continue to apply for external support. The Dean noted that the recommendation to provide 100 percent sabbaticals is coupled with a recommendation for additional administrative support for helping the Faculty also apply for sponsored research. He said that Amherst provides the Faculty with less assistance in seeking outside funding opportunities and with navigating the grant proposal process than do many peer institutions.

The Committee next considered four course proposals that were reviewed and forwarded by the Committee on Educational Policy. The members voted unanimously to forward the courses to the Faculty once small revisions have been made to proposals.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

From: Austin Sarat
Sent: Saturday, February 25, 2006 9:45 AM
To: Anthony Marx; Gregory Call; Geoffrey Woglom; David Hansen; Margaret Hunt; Wako Tawa; Jan Dizard; Robert Hilborn
Cc: John Servos; Andrew Parker; Catherine Sanderson; L. Alan Babb; Catherine Ciepiela; Austin Sarat; Thomas Dumm; Nicola Courtright
Subject: CAP

Dear Tony Marx, Greg Call, and the Committee of Six:

As requested, we are writing to convey a few thoughts about the treatment of, and proposals concerning, faculty scholarship in the CAP Report. We greatly value CAP's thoughtful and impressive picture of the College as well as its nifty inspiring recommendations, and look forward to working with colleagues to implement many of these suggestions.

We were particularly grateful to see the phrase "research college" used to describe Amherst. This, we believe, is a wonderful way of capturing Amherst's distinctiveness, and we hope that future discussions regarding faculty scholarship could show an even greater emphasis on this vision. In our view the value of faculty scholarship is not limited to its impact on what we do in the classroom but rather is important in itself, in advancing knowledge. We also believe that students at Amherst are in a unique position to benefit from interacting with faculty who are conducting cutting-edge research, and that this true strength of Amherst should be recognized and indeed emphasized (both in attracting high quality students as well as new faculty members).

On a more practical note, we want to express our support for 100% sabbatical for all faculty as a matter of right in part due to recognition that for some faculty, a drop to 80% funding in effect eliminates their opportunity to take a sabbatical. We have some concerns about the application process described in the CAP report. Either this process will be meaningful, in which case some who apply for 100% o sabbatical may not receive it (and some will not be able to take sabbatical), or it will be a pro-forma activity (in which case this process is largely a waste of time). We do not believe, nor did the CAP present evidence, that providing 100% sabbatical support will discourage faculty from applying for prestigious external fellowship support or outside funds necessary to support research expenses. We urge you to bring forward a motion asking that the College provide 100% sabbatical as a benefit to which all faculty are entitled.

Finally, we were pleased to hear about a proposal for a Five College Research Center, and would welcome the opportunity to participate in discussions about the nature and goals of any new center. We look forward to learning about the process through which all faculty interested in proposing an idea for a Five College Research Center will be invited to do so before any decision is made about creating a new center, and hope that this decision will be made in an inclusive and transparent manner.

We are grateful to CAP for its work in advancing our collective conversation about faculty scholarship and look forward to future discussions on this very important topic.

Sincerely,

Alan Babb
Catherine Ciepiela
Nicola Courtright
Tom Dumm
Andrew Parker
Austin Sarat
Catherine Sanderson

**Committee of Six Minutes
of Monday, April 17, 2006**

The twenty-ninth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, April 17, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee continued its discussion of how best to convey to the Trustees the Faculty's views on the Report of the Committee on Academic Priorities (CAP).

Turning to the Faculty Meeting of April 18, Professor Hilborn suggested the following change to the motion regarding the arts:

The Faculty recognizes that artistic practice is a unique and fundamental mode of thinking and expression. This approach to knowledge has an integral role in the liberal arts and should be an academic priority of the College. We encourage interested colleagues to develop initiatives that integrate the practice of the arts across the curriculum as a whole. We also recognize that such **College-wide** programs in artistic practice will require support in the form of ~~College-wide~~ FTEs.

The Committee voted six in favor and zero opposed on the substance of the revised motion and six in favor and zero opposed to forward it to the Faculty. The members agreed that the Dean, as chair of the Faculty Meeting during the committee of the whole, should endeavor to move discussion forward expeditiously at the meeting and, if necessary, should ask if the meeting could be extended beyond 9:30 P.M. Dean Call said that he would be happy to take these steps.

The members next turned to committee assignments.

The Dean then conveyed to the members a request from Destry Sibley '09 that permission be granted for students involved in the Darfur divestment campaign to solicit faculty signatures for a letter to TIAA-CREF. The letter will request that the company divest its holdings in international corporations that are involved with the Sudanese government. The members agreed that the students should be allowed to solicit signatures after the Faculty Meeting and that the Dean, during his announcements, should notify the Faculty that the students would be doing so.

The Committee turned to personnel matters briefly.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, April 24, 2006**

The thirtieth meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, April 24, 2006. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The minutes of April 6 were approved, and changes to the minutes of April 13 and 17 were given to the Dean.

The Committee turned to personnel matters.

The Dean informed the members that the College has been invited to nominate two Amherst emeriti faculty members for Mellon Foundation Emeritus Fellowships, and that he had solicited proposals from emeriti faculty members who met the criteria for the fellowship. These fellowships support the research activities of outstanding scholars in the humanities and humanistic social sciences who, at the time of taking up the fellowships, are retired but remain active and productive scholars. Emeritus Fellows receive funds for a year for research and other related expenses. The Mellon Foundation stipulates that the nominees be selected through an internal competition.

Under “Questions from Committee Members,” Professor Dizard, on behalf of a colleague, asked the Dean the status of proposals for Five-College Certificates in Russian, East European and Eurasian Studies; Asian/Pacific/American Studies; and Native American Studies. Dean Call said that he has received recommendations from the Committee on Educational Policy about these programs, and that discussion of the proposals will be on the agenda of an upcoming Committee of Six meeting.

Prompted by discussion at the Faculty Meeting of April 18, Professor Hansen raised questions regarding the procedure for distributing and collecting teaching evaluation forms from students in classes taught by tenure-track professors. Professor Hansen said that he was surprised to learn that some colleagues who were being evaluated were themselves distributing the forms to their students. He noted that he had been under the impression that assistant professors should not administer these forms, but, rather, that a tenured member in the department should do so after explaining the evaluation procedure to students. This is the practice in his department, he commented. Professor Hansen continued that he had since learned from Associate Dean Griffiths that there are not formal procedures in place for how teaching evaluation forms are to be distributed and collected. According to Dean Griffiths, although the Dean’s office has encouraged tenured faculty members to distribute the forms in the classes of assistant professors, practice has varied by department. Still, Professor Hansen said that he was concerned that some tenure-track professors are being put in an awkward position. Professor Hunt commented that some tenure-track faculty members might view having to ask tenured colleagues to distribute the forms as just as demeaning or embarrassing and might be more comfortable distributing the forms themselves. Both Professor Dizard and Dean Call said that it would be best if assistant professors have the option of choosing whether to distribute the evaluations themselves or to have a tenured member of their department do so. Most members of the Committee agreed. Several members suggested that it would be most appropriate for a tenured colleague or the

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of Monday, April 24, 2006**

department coordinator to collect the evaluations or to have a student bring them to the department office.

The Committee devoted the remainder of the meeting to drafting the Faculty Meeting Agenda for the meeting of May 2 and several motions relating to the report of the Committee on Academic Priorities (CAP). The members also worked on the Committee's draft of a Sum and Substance of faculty discussion of the CAP Report through the Faculty Meeting of April 18. The members, the President, and the Dean agreed that, because of the complexity of the deliberations surrounding the development of a procedure for the Faculty to consider the CAP Report, it would be helpful to provide the Faculty with a clear overview of the process for discussing, endorsing (or not), and implementing (or not) the goals, priorities, and recommendations contained in the report.

After considering various parliamentary questions, the members agreed that the motion postponed from the April 18 meeting of the Faculty should be considered first at the May 2 meeting. That motion reads as follows:

Strike recommendation 20 from the Report of the Committee on Academic Priorities. Recommendation 20 reads: We recommend that the faculty adopt a policy that requires the soliciting of teaching evaluations from all students in all classes.

It was agreed that the motion regarding the Arts, which was also postponed from the April 18 meeting, should be the first of two motions considered in the Committee of the Whole on May 2.

The members discussed how best to get a sense of the Faculty's views on the issue of teaching evaluations for tenured faculty members. They agreed (the members voted 6 yes, 0 no, to forward this motion to the Faculty; 5 yes, 0 no, 1 abstention, on content) that, after the vote on the Arts motion, the following motion should be voted on by the Faculty in the Committee of the Whole:

The Faculty endorses the larger CAP Report goal to improve teaching throughout the College. In order to help achieve this goal, student teaching evaluations of all Faculty should be required. The evaluations solicited for senior faculty will be made available only to the faculty member in question.

Dean Call noted that he had been in contact with those colleagues who had sent the Committee letters to communicate their views about this issue, asking if these faculty members would like their communications appended to the Committee of Six minutes (the letters of those who agreed are appended here).

After some discussion, the members agreed that the following draft motion to endorse the CAP Report should be discussed by the Faculty in the Committee of the Whole, so as to solicit feedback before a final motion is put forward for a vote at an upcoming Faculty Meeting:

**Committee of Six Minutes
of Monday, April 24, 2006**

The Faculty endorses the priorities and goals of the Report of the Committee on Academic Priorities (CAP), as modified and clarified by the Sum and Substance, as a strategy for moving forward. We ask the appropriate governing bodies of the College to consider actions based on the proposals in the CAP Report, as modified and clarified by the Sum and Substance. We look forward to continued conversations with the appropriate governing bodies of the College about proposed action. We understand that, where appropriate, Faculty approval will be required.

For the same purpose, the members decided that the following Draft Sum and Substance Statement of Faculty Discussion (through the Faculty Meeting of April 18) of the CAP Report should also be discussed by the Faculty in the Committee of the Whole:

DRAFT Sum and Substance

The Faculty expressed broad support for the CAP recommendation of a small increase in the size of the incoming class in order to increase socioeconomic diversity and the representation of international students. Some concern was expressed about the need for added support services for these additional students, including: 1) ESL programs, 2) advising support, 3) more generous travel grants, and 4) curricular accommodations. In addition, some faculty would like to see the College go further in efforts to recruit a more diverse student body, including outreach programs to middle school students. Faculty felt that it was important to maintain the academic excellence of our curricular offerings and to ensure that we are serving the needs of all of our admitted students.

The Faculty was particularly concerned about whether the CAP Report gave sufficient emphasis to the practice of the arts as part of a liberal arts education. Given the strength of faculty opinion on this issue, the Committee of Six drafted the following motion for consideration in the Committee of the Whole:

The Faculty recognizes that artistic practice is a unique and fundamental mode of thinking and expression. This approach to knowledge has an integral role in the liberal arts and should be an academic priority of the College. We encourage interested colleagues to develop initiatives that integrate the practice of the arts across the curriculum as a whole. We also recognize that such College-wide programs in artistic practice will require support in the form of FTEs.

In a vote held on xx/xx/xx, this motion passed/failed by the following vote...

More generally, there was considerable discussion of the need for flexibility in the total number of new FTEs and in their allocation. While the Faculty appreciated that the CAP

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recommendations were based on the Special Committee on the Amherst Education (SCAE) Working Group Reports, they also believed that changes will have to be made as we gain experience in meeting our College-wide goals. Therefore, the Faculty hopes that future Committees on Educational Policy will not be bound mechanically to the specific numbers in the CAP Report but will be guided by the general goals and relative priorities of the Report.

The CAP's recommendation on a writing requirement received considerable discussion, but there was no clear consensus as to how best to implement such a requirement. There was, however, broad support for the proposition that the College needs to provide better instruction in writing for our less well-prepared students and that this responsibility should be met by regular faculty. Before a writing requirement is put into place, its specifics will have to be voted on by the Faculty.

The Faculty also discussed the general idea of College-wide curricular priorities and the need for new structures to support these priorities. Most faculty members endorsed the CAP's emphasis on the need to meet extra-departmental curricular needs. Some faculty members, however, felt that the Report did not convey sufficiently the good work that departments are already doing, nor the importance of faculty research in making Amherst a college of academic excellence.

With regard to the internships mentioned in recommendation 14, members of the Faculty asked for some clarification on the kinds of placements that were envisioned—in particular, whether corporate internships would be permitted. There was some reluctance to have College money subsidize corporate activities. However, there was agreement that the primary purpose of these internships is to allow students to take advantage of educational opportunities that they might otherwise be prevented from pursuing due to financial considerations. Student need and educational value are more important than whether or not an internship site is a corporation, a governmental entity, or a not-for-profit organization.

The Faculty then engaged in a vigorous and passionate debate about recommendation 20, which calls for student evaluations of senior faculty members' classes. Arguments raised against senior faculty evaluations included the following: 1) Mandatory course evaluations would fuel a consumerist attitude amongst our students; 2) Mandatory evaluations that were seen only by the faculty member and that therefore could be ignored were a mere charade that would generate cynicism among faculty and students alike; 3) Mandatory evaluations would inevitably, in time, come to be used for post-tenure evaluations; 4) Amherst should resist pressure from outside agencies such as re-

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accreditation boards to conform to common practice and should instead institute procedures that work best for Amherst; 5) Course evaluations are often biased.

Arguments in favor of mandatory evaluations included the following: 1) Education is a conversation, and part of our obligation as teachers is to allow our students to express freely and candidly how our teaching helped or did not help them learn; 2) Senior evaluation would improve perceived equity between junior and senior colleagues, thereby avoiding undercutting junior faculty in the eyes of students (a number of junior faculty reported that, upon handing out the evaluations, students questioned them about whether they were “real faculty” and on what they had done wrong to provoke the evaluation); 3) Senior faculty must judge junior faculty members’ teaching largely on the basis of evaluations—it would help senior faculty to interpret such evaluations if they had experience with their own evaluations, and it would also give junior faculty more confidence that their teaching evaluations were being read in a nuanced and humane way; 4) Even though a faculty member would be free to ignore the evaluations, most would not—consequently, senior faculty would benefit from feedback and suggestions of students; 5) Because the evaluations were private and based on qualitative essay questions rather than numerical measures, there was little danger of them feeding a consumerist culture among the students.

Given the diversity of opinion on recommendation 20, the Committee of Six drafted the following motion for consideration in the Committee of the Whole:

The Faculty endorses the larger CAP Report goal to improve teaching throughout the College. In order to help achieve this goal, student teaching evaluations of all Faculty should be required. The evaluations solicited for senior faculty will be made available only to the faculty member in question.

In a vote held on xx/xx/xx, this motion passed/failed by the following vote...

The members next discussed how best to improve communication with colleagues about the process by which the Faculty will deliberate upon and endorse (or not) the goals, priorities, and recommendations contained in the CAP Report. It was agreed that the members would send a letter with the Faculty Meeting Agenda that would provide an overview of the deliberative process.

The Committee first acknowledged that the CAP Report is a summary of the deliberations of a faculty committee charged to come up with a strategic plan for the College. Beginning with the work of the Special Committee on the Amherst Education, the deliberations that led to the CAP Report took about three years to complete. Once the report was submitted, the Committee on Academic Priorities disbanded. Consequently the CAP Report’s goals and

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priorities and the recommendations it put forward for reaching them, are not amendable as such.

The members agreed that it is up to the Faculty to decide whether it wishes to pursue or not pursue those goals, priorities and recommendations, to modify the approach the CAP took to certain issues, or to raise other issues not dealt with sufficiently in the CAP Report. These modifications, large or small, will be set forth in the Sum and Substance of the Faculty deliberations. If the Faculty decides to endorse the report, it will be endorsing the CAP Report's goals, priorities, and recommendations *as modified and clarified in the Sum and Substance document*.

The Committee noted that most of the goals, priorities, and recommendations of the CAP Report are not intended for immediate implementation, nor are they inflexible. If the faculty endorses the CAP Report, the various recommendations (including final decisions on FTEs, the shape of a future writing requirement, the role and shape of summer internships, priorities for fundraising, etc.) will fall to the regular faculty committees, to the administration, or to the Board of Trustees to consider and to implement. In a few cases, having specifically to do with curriculum or faculty governance (e.g., the specifics of a writing requirement), the Faculty will, at some future point, have to vote on the form of the implementation. The members agreed that a vote to endorse the CAP Report should therefore be thought of as *an endorsement of a process for achieving a set of broad goals through the regular channels of college governance* rather than a rigid set of recommendations that must be followed in exactly the form in which they appear in the report.

The Committee summarized the still-unfolding process for moving the CAP Report forward as follows:

1. Small group discussions of the CAP Report to which all members of the Faculty were invited (February, 2006).
2. Discussion of the CAP Report in a sequence of regular Faculty Meetings, using the device of the Committee of the Whole to facilitate discussion (March, April, May, 2006).
 - a) The main points of the discussion in the Committee of the Whole will be summarized in the Sum and Substance document, with a focus on clarifying, and, where necessary, expanding the reach of the report.
 - b) On issues on which discussion turns up substantial faculty disagreement (e.g., teaching evaluations for Senior Faculty) or a felt need to go further than the CAP Report does on a key issue (e.g., the question of the Arts), the Committee of Six will draft motions for an up-or-down vote by the Committee of the Whole. These motions should be viewed as recommendations to pursue (or perhaps not to pursue) issues raised in the CAP Report. The text of these motions is to be included in the Sum and Substance, along with the vote.

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3. Faculty discussions, in a Committee of the Whole, about whether the draft Sum and Substance appropriately represents the Faculty's views, with amendments to that document as necessary (May, 2006).

4. A vote by the Faculty, in regular session (not Committee of the Whole), whether or not to endorse the CAP Report *as modified and clarified by the Sum and Substance document* (May, 2006). Approving this motion means that the Faculty endorses the general goals and relative priorities articulated in the CAP Report and modified in the Sum and Substance document and charges the relevant faculty committees and administrative offices with developing plans to implement the recommendations of the Report taking into account the views expressed in the Sum and Substance document.

The members next voted 6 in favor and zero opposed to forward the Faculty Meeting Agenda to the Faculty.

The meeting adjourned at 6:30 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

From: Jerome Himmelstein
Sent: Thursday, April 20, 2006 2:00 PM
To: Gregory Call
Subject: Amplifying my comment at the faculty meeting

Dear Greg,

I am writing to follow up on the comment I made at the end of the faculty meeting. In discussing student evaluations, I think we lost sight of the forest for the tree. The CAP document commits us to approach teaching in a different way from the past. It says that we need to pay more attention to learning to teach some very important things, writing, quantitative skills and literacy, community-based learning. It says that resources should be allocated to facilitate this. It implies that faculty should be talking in a more systematic, sustained way about how to make our teaching better. This implies further more attention to evaluating how well we teach. My point then is that the CAP document commits us to doing more evaluation and doing it more systematically.

The role of student feedback in all this is really secondary and raises a host of less important issues. If I am reading the CAP document accurately, the faculty needs to take a position not on student evaluations but on the overall commitment to pay more concerted attention to developing and evaluating our teaching skills.

Sincerely,

Jerry Himmelstein

Original Message

From: Andrew Dole [<mailto:adole@amherst.edu>]

Sent: Sunday, April 23, 2006 9:03 PM To: Gregory Call

Subject: Faculty meeting addendum

Dear Greg,

Pursuant to last week's faculty meeting: for what it's worth, I am strongly in support of the CAP report's recommendation to require teaching evaluations of all faculty at all ranks. I don't think I have any reasons for my position other than what was expressed in the faculty meeting. I do have the recent memory, however, of how teaching evaluations were handled at Yale: all faculty (I believe) solicited these evaluations, and so far as I am aware the practice was completely non-controversial.

Take care,
Andrew Dole
Assistant Professor
Religion Department, AC #2252 Amherst College
Amherst, MA 01002

(413) 542-5001

From: Adam Honig
Sent: Monday, April 24, 2006 12:29 PM
To: Gregory Call
Subject: senior faculty teaching evaluations

Hi Greg,

As a junior faculty member, I'd like to give my thoughts on senior faculty teaching evaluations. I believe there are a number of good reasons to have them. One I'd like to focus on is the effect on junior faculty and how students view them. Obviously there will always be differences between junior and senior faculty, but that doesn't mean the students have to see them. Having identical teaching evaluations for both junior and senior faculty will minimize any perceived differences. There's nothing more unnerving for junior faculty than reading an evaluation that says, "he's good, tenure him" (except of course for "he's bad, don't tenure him"). When students know there is a difference, I believe that some will treat junior faculty members with less respect, which makes it harder for us to do our job.

Best, Adam

Adam Honig
Assistant Professor Department of Economics
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ahonig(a [amherst.edu](mailto:ahonig@amherst.edu) www_ amherst.edu/-ahonIg

April 24, 2006

Dear Greg, Tony, and colleagues on the Committee of Six:

The undersigned hope that the Committee of Six will not attempt to end our collective deliberation concerning the important CAP recommendation that students have the opportunity to evaluate the teaching of all faculty. We believe that of all issues before us, the purpose that faculty evaluations serve—to enhance and strengthen the educational mission of Amherst College—is of the most central and unyielding importance to the CAP vision.

The faculty needs time to mull over this essential issue and should not abandon the discussion. It seemed to us that as more junior faculty dared to speak up last week, tenured faculty began to think more about the purpose of what Wendy Woodson and Rose Olver felicitously and properly called "feedback." We will continue to use their term, which indeed is what we were describing on the faculty floor, not "evaluation" in the classic sense, with its comparative and potentially one-dimensional and prescriptive character.

To us, faculty feedback for all achieves at least three crucial objectives of our teaching mission. Although not all faculty will agree on them, it is our belief that all three objectives are at the heart of the joint endeavor we take such particular pride in here at Amherst. They are:

1) To demonstrate visibly that we senior faculty share the same fundamental educational mission as our junior colleagues. One way we can do so, in a fashion that respects our junior colleagues' own learning about teaching—with a method as important as co-teaching or repeated conversation—is by likewise seeking a reflective written response to what we have all taught to students at the end of each semester. Certainly, it will not be the same evaluation or the same experience for junior and senior faculty. As some have pointed out, we would at worst open ourselves up to some arbitrary criticism of the kind junior faculty sometimes face, and at best learn something new about what we do and whom we are teaching.

2) To give our students, who have endeavored to learn from us what we have asked, the independent and analytical voice we are also asking them for. Experience has shown that an important adjunct to finding out what students learned, in addition to the usual evidence such as papers, exams, and individual meetings, or, in other cases, art work or choreography, are their anonymous, end-of-semester responses. In an upcoming era of students who will increasingly come from a wide variety of backgrounds, this is all the more important. Finally, it models for students the practice of mutual respect we would like them to grant others when they go out into the world.

3) To declare to our community that we value education so much that we agree to examine our own teaching, based on frank, written feedback about it from the students we nurture. Of course, we teach in disparate ways, and the forms of this feedback may well reflect the varieties of our teaching styles. If we senior faculty are so certain that we have found the way to best convey what we have spent our lifetimes learning, why not take the bull by the horns and ask the students if they learned what we hoped they did? If not, it gives us a chance to examine what we cherish and to continue to grow.

We cannot imagine that a faculty that is so vocally concerned with the education of its student body, in a time of an important curricular shift, in a time of searching for new kinds of students unfamiliar with the liberal arts experience, would not agree to participate in a key part of the educational process—that is, hearing from our students how they perceived what they were taught. This is not about sharing student feedback with the department chair, the Dean, the Committee of Six, or the President. That may be part of a later discussion, but it is not what is at the center of this important recommendation in the CAP report.

We see no benefit to the educational process in leaving out this step, and a great benefit in proclaiming to our colleagues, the students, and yes, the outside world that we believe so strongly in reflection on what we do that we all ask for student responses to what we have taught. It is wonderful that a number of us do so, but it is not enough that only some of us do. It is a mark of respect for one another—both colleagues and students—and for our work together.

With regards,

Nicola Courtright
Buffy Aries
Daniel Barbezat
Carol Clark
Frank Couvares
Javier Corrales
David Cox
Peter Crowley
Jamal Elias
Judith Frank
Jyl Gentzler
Alexander George
Uday Mehta
Samuel Morse
Barry O'Connell
Patricia O'Hara
Dale Peterson
Ronald Rosbottom
Karen Sanchez-Eppler
Catherine Sanderson
Martha Saxton
Marni Sandweiss
Kevin Sweeney

**Committee of Six Minutes
of Monday, May 1, 2006**

The thirty-first meeting of the Committee of Six for the academic year 2005–2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, May 1. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The Committee first considered the Faculty Meeting Agenda for the meeting of May 2. Several members said that it is their hope that the Faculty would not focus too heavily on editing the wording of the motions to be voted on in the Committee of the Whole, as these motions have been drafted to gain a sense of the Faculty's views, rather than as action items. The Committee felt that it might be beneficial to offer its sense of the motions through these minutes. It was agreed that it should be recognized that support for the motion on the practice of the arts implies support for charging the Committee on Educational Policy (CEP) to allocate FTE resources for the practice of the arts as a College-wide priority. Support for the motion on teaching evaluations implies support for having student teaching evaluations for all Faculty, with evaluations solicited for tenured faculty made available only to the faculty member in question. The details of how this system would be implemented would be explored through normal faculty governance structures.

Continuing the discussion of the upcoming Faculty Meeting, the Committee agreed that, in order to adjourn in a timely fashion, there should be no more than fifteen minutes of discussion about motion 7 a., and no more than thirty minutes of discussion about motion 7 b. The members noted that it would be important that a vote be taken on these motions to inform the draft Sum and Substance of faculty discussion of the Report of the Committee on Academic Priorities (CAP) and recommended that written ballots be used. The Committee asked the Dean to convey at the time that the Faculty discussed the draft motion for endorsement of the Report of the CAP that, at the next Faculty Meeting (May 16), the Faculty would be asked to vote on a final motion that had been informed by discussion at the meeting of May 2.

The members also requested that the Dean note at the meeting that the time has arrived for the Faculty to consider whether the draft Sum and Substance is an accurate reflection of the Faculty's views on the CAP Report. In addition to having the opportunity to express their thoughts on this subject at the Faculty Meeting, the members requested that the Faculty be asked to send suggestions for refinements to the Sum and Substance to the Committee of Six by Friday, May 5. In this way, the Committee could work on preparing a revised Sum and Substance before the May 16 meeting. The Dean was asked to request that the Faculty keep in mind that the Sum and Substance should draw attention to substantive disagreements with the report and its recommendations and should not replicate the report, though all comments would be welcome.

The Committee turned to personnel matters.

The members next discussed the proposal for an Environmental Studies program at the College, which has been endorsed by the CEP. The President expressed his desire that the College would move expeditiously toward the further building of Environmental Studies and said that he hoped that the CEP, pending the acceptance of the CAP Report, would support allocating FTEs for this purpose. He asked Professor Dizard when it might be possible for Amherst to offer a major in Environmental Studies. Professor Dizard said that he anticipated that it would take at least three years before a major could be offered because it would take time to hire new faculty members and to coordinate with departments such as Economics, History, Biology, Chemistry,

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and Philosophy to consider how courses in Environmental Studies could be incorporated into the curriculum in light of departmental requirements and teaching loads. Professor Hansen commented that it will be insufficient to rely on departmental good will in this regard, noting that there must be a means of institutional coordination if a new program is to succeed fully. The President commented that a program coordinator or director might serve such a purpose and the members agreed. Professor Dizard said that a recommendation for a program coordinator is included in the proposal for an Environmental Studies Program. President Marx wondered whether the process of establishing the program might be expedited if courses already offered within the Five College consortium were used to fill in curricular gaps while the Amherst Environmental Studies Program is being developed. Professor Hansen felt that it would be important that the core courses be offered at Amherst, or, if any of these courses were to be offered on another campus only, that inquiries be made to ensure that Amherst students could be accommodated on an annual basis. Professor Dizard said that he prefers building the program at Amherst. The members voted four in favor, none opposed, with two abstentions (Professors Dizard and Hilborn abstained because they were part of the group making the proposal), on the proposal and six in favor and none opposed to include language about relevant courses in the College Catalog. To adopt a major, or the formal designation “program,” in the future will require a vote of the full Faculty.

Turning to the issue of how best to enhance the role of the CEP, Professor Hunt noted that the CEP in its letter of February 17, 2006 (appended to the Committee of Six minutes of February 20), to the Committee of Six had requested that its “role in long-range curricular planning and policy review be strengthened.” The Committee recognized that the CEP also noted that it should play a role in evaluating the success of the proposed FTE allocation system outlined in the CAP Report and should report regularly to the Faculty. In addition, the CEP requested that the Committee of Six charge the committee with any new or enhanced responsibilities that are deemed appropriate.

The Committee of Six, noted, as did the CEP in its letter, that the recent hiring of an administrative coordinator, Nancy Ratner, would relieve the members of some time-consuming routine duties, freeing up time to focus on matters of policy and decision-making on a broader scale. This is a step in the right direction, the members agreed.

The Committee next discussed whether it might be advisable for the CEP to report regularly to the Faculty or to the Committee of Six. Professor Hunt suggested that an annual meeting between the Committee of Six and the CEP might be informative for both committees. Professor Woglom said that he would favor an informal meeting of about an hour between the two committees, if the CEP would be interested in having such a meeting. Professor Hansen argued that, in keeping with its strengthened role, the CEP should report directly to the Faculty about how College-wide priorities are being advanced. In this regard, several members suggested that the CEP produce an annual report about its work, much like the one produced by the Committee on Priorities and Resources, that would be shared with the Faculty at the end of each fall term. The Faculty could then review the report over Interterm and respond at the beginning of the spring term.

The members next discussed possible changes in how members of the CEP are selected and the make-up of the committee. Professor Dizard noted that, last spring, the Committee of

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Six had discussed the idea of electing the members of the CEP, rather than having them nominated by the Committee of Six and approved by the Faculty. Given the inevitably zero-sum nature of allocating FTEs, election of CEP members in the same way the Committee of Six is elected would confer greater legitimacy on the CEP. Dean Call wondered if a mixed model in which some members would be elected and some appointed might be preferable, in order to ensure representation from the different academic areas of the College. Professor Woglom agreed that such a model might be best and proposed that three members be chosen through open elections and two be nominated and approved as they are now. The Committee felt that three student members is an appropriate number. Professor Hansen suggested adding an additional faculty member to the committee because of the enhanced role that the CEP will now play.

Continuing the conversation and acknowledging the arguments in favor, President Marx asked what the disadvantages might be of electing members of the CEP. Professor Hunt said that a traditional argument against open elections for the CEP, though not one with which she necessarily agrees, is that individuals who put departmental needs before broader institutional considerations might be elected. It was also suggested that coalitions might be formed. The members generally agreed that these cons did not outweigh the pros of electing at least some of the members of the CEP.

It was agreed that Committee of Six members generally rise above departmental and divisional interests and that there is no reason to believe that CEP members, if elected, would not do the same. Professor Dizard suggested that some members be appointed and some elected—with elected members being chosen first. If there were gaps in divisional representation, the Committee of Six could then fill those lacunae through appointments. The Committee noted that the ballot system used for the Committee of Six election would be an effective method for the CEP election, as well. The members asked the Dean to solicit the opinion of the current members of the CEP regarding the make-up of the CEP and the possibility of electing some members and the Committee's suggestions for strengthening the CEP. Other members suggested that electing all faculty members of the CEP might well be a desirable and workable system.

In a similar vein, the Dean reported that he is now in his third year as an ex officio member of the CEP. At the time he joined the committee, it was agreed that the Faculty would review this experiment at the end of three years and would then decide whether the Dean of the Faculty should continue serving on the committee. Dean Call said that he believes that it is productive to have the Dean participate in the meetings of the CEP. The members agreed and asked the Dean to consult with the CEP about whether to include the Dean of the Faculty as an ex officio member of the CEP in the enhanced general charge to the Committee that the members will formulate, and which will be voted on by the full Faculty. The Committee agreed to formulate a separate charge to the CEP in relation to its role in moving forward, over the next several years, the recommendations and priorities of the CAP Report.

The members next discussed a proposal for a Five College Certificate in Russian, East European, and Eurasian Studies, which has been endorsed by the CEP. Professor Dizard wondered if the certificate was being developed to garner broader participation in these fields of study, as the number of majors seems to be dropping. He feels that one purpose of such certificate programs is to call students' attention to certain areas of study as a means of

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generating interest. Professor Woglom expressed concern over the proliferation of such certificates and stated the view that an emphasis on such credentialing is at odds with the philosophy of a liberal arts education. He has found that students in pursuit of Five College certificates often end up taking courses for the sole purpose of meeting the requirements of the certificate. Professor Hansen said that he supports Five College certificates as a voluntary structure within the open curriculum that offers students the opportunity to pursue an integrated course of study.

Professor Hunt next brought up the issue of double majors, noting that she would prefer to have the College offer minors, which like the certificates are often made up of seven courses, rather than allowing double majors. She said that, at times, certificate programs are able to offer a coherent course of study in a field that none of the individual colleges has the resources to offer alone (she offered as an example the proposed Five College Certificate in Native American Studies), rather than for the purpose of re-tooling or promoting a field. President Marx asked if minors might be a viable option at the College, wondering if allowing students to have one major and one minor would or should diminish the number of double majors. He also asked if members were concerned about any curricular limitations that double-majoring imposes on students who choose to pursue this course. Professor Hansen said that he has no objection to double majors and believes that many students pursue them for excellent educational reasons.

Continuing the conversation, Professor Hilborn pointed out that the certificates, unlike minors, are interdisciplinary. Other members felt that some departments would find it difficult to mount minors, which all agreed should not merely be an arbitrary series of courses drawn from a department's offerings, but, rather, a coherent program of study that had been developed for this purpose. The President said that departments might not be required to offer a minor, but might do so if they wished. Professor Hunt noted that another benefit of the Five College certificate programs is that they encourage Amherst students to take advantage of the offerings of the consortium. Professor Woglom said that he would prefer having minors rather than certificates. Dean Call noted that Amherst has only approved six of the Five College Certificates that are available, and that the number of students who complete some of these certificates is relatively small. In response to the Committee's request, he agreed to find out how many Amherst students have completed certificates in recent years.

At the conclusion of the meeting, the members voted five in favor and one opposed on content, and six in favor and zero opposed to forward the proposal for Five College Certificate in Russian, East European, and Eurasian Studies to the Faculty.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

**Committee of Six Minutes
of Monday, May 8, 2006**

The thirty-second meeting of the Committee of Six for the academic year 2005-2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, May 8. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. Corrections to the minutes of the meeting of May 1 were given to the Dean.

Discussion began with a question from Professor Tawa. She noted that some of her students have informed her that they are finding it difficult to complete course work because they have been assigned final exams during the last week of classes. Some of these students reported having as many as three such exams. Professor Tawa expressed concern about this situation and asked Dean Call if the College has a policy about when it is permitted to give final exams. Professor Hansen noted that faculty members sometimes give term exams or final papers during the last week of classes and commented that such exams are not technically final exams. Professor Woglom expressed the view that faculty members should be encouraged not to give term exams or final exams during the last week of classes so that students have sufficient time to complete course work and to study for exams. Professor Dizard noted that having exams during the last week of classes poses particular challenges for student-athletes who are participating in post-season play. President Marx said that it is necessary to use the full time allotted in the academic calendar for course work. The Committee asked Dean Call to research whether the College has a policy regarding this issue and, if not, to ask the Committee on Educational Policy (CEP) to address this question. The Dean agreed.

Continuing under "Questions from Committee Members," Professor Hansen asked whether, as a point of information, the chair of the Faculty Meeting could ask for a show of hands to indicate how many colleagues wished to speak to the matter at hand when a question is called at a Faculty Meeting. He noted that such a procedure had been practiced in the past. President Marx pointed out that, under Roberts' rules, when a question is called and seconded, the motion before the body is not debatable, but he and the Dean agreed to consider asking for a show of hands in the future, when appropriate.

Dean Call next reported on his conversations with the CEP regarding the Committee of Six's suggestions for enhancing the role of the committee. According to the Dean, the CEP supported the proposal that the CEP meet annually with the Committee of Six and that the CEP report annually to the Faculty at the end of the fall term. In terms of possible changes in how members of the CEP are selected and in the make-up of the committee, the CEP did not feel that it was necessary to add an additional faculty member to the committee, nor did the committee see any need to change the number of student members. The CEP was opposed to a mixed model of selection (with some members being nominated by the Committee of Six and approved by the Faculty and others being chosen through open elections). The members feared that issues surrounding differences in status might emerge, based on how committee members were selected. The Dean reported that the members of the CEP viewed ensuring representation across the disciplines as the top priority of the selection process.

Turning to the question of whether the Dean of the Faculty should continue to serve as an ex officio member of the CEP, Dean Call reported that the CEP's view is that the Dean's term as an ex officio member of the committee should be extended for another three years, at which time the arrangement could be reviewed again. Finally, given the sensitivity of some of the

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conversations on the committee, the CEP had suggested that only tenured members of the Faculty be nominated to serve on the CEP.

Continuing the discussion of CEP-related matters, the Committee of Six decided to postpone until this fall consideration of both an enhanced general charge to the CEP and of a separate charge to the committee in its role of taking up the recommendations and priorities of the report of the Committee on Academic Priorities (CAP). The members agreed it was too late in the term to meet with the CEP and that it would be necessary to do so in order to finalize these charges. Professor Hansen suggested that the proposal to adopt open elections for the CEP—using the Committee of Six balloting model—be taken up by next year’s CEP and Committee of Six, as he continues to think that this structure would strengthen the impact of the CEP’s recommendations to the administration. Professors Dizard and Hansen agreed that a mixed model, as initially discussed by the Committee of Six, could create a fractious atmosphere within the CEP.

Dean Call next asked the members for their views about adopting an online election procedure for the Committee of Six. He noted that the College’s new Web Services group has the capability to create a secure and easy-to-use system. The members agreed that adopting an online system would be acceptable, as long as faculty members who do not use electronic forms of communication have an avenue for voting.

Discussion turned to the Faculty’s vote, taken in the Committee of the Whole at its meeting of May 2, on motion 7 b (improving teaching throughout the College and requiring student teaching evaluations of all faculty members). The members noted that some faculty members expressed concern that student teaching evaluations would be emphasized at the expense of other forms of feedback and that teaching evaluations might be the first step toward installing a system of post-tenure review. Some colleagues questioned the efficacy of student teaching evaluations, in general, and expressed the view that teaching evaluations should be considered in the context of an array of approaches to improving teaching. It was also noted that “making evaluations available only to the faculty members in question,” as the motion states, might make it difficult for the Ad Hoc Committee on Promotion to recommend evaluation of teaching as part of an improved promotion process. The members of the Committee of Six did not see that the Ad Hoc Committee on Promotion would be constrained by the Faculty’s vote on student teaching evaluations of all faculty members. Since the meeting, a number of faculty members have written to the Committee about recommendation 20 of the CAP Report or about the motion, and their comments are appended.

Professor Hansen asked how the Faculty’s vote (sixty-one in favor, fifty opposed, and four abstentions) would be interpreted in the Sum and Substance of faculty discussion of the report, which will be forwarded to the Trustees. President Marx responded that, given the substantial minority, it would be misguided either to convey the majority vote as a strong endorsement of teaching evaluations for all faculty members or to ignore the concerns of a large minority. On the other hand, the faculty members voting in favor of the motion supported, in principle, instituting teaching evaluations, and their votes should not be discounted. The vote, the President noted, also represents support for forwarding this issue to a faculty committee. That committee will develop a detailed implementation proposal for required teaching evaluations of all faculty. That committee will address the concerns raised by the substantial

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minority. There will be opportunities, when that proposal emerges from committee, for it to be debated and further refined before it is voted on by the Faculty. The President hoped that this process would resolve the different views expressed by the Faculty, and that the diversity of views will be represented in the Sum and Substance. The President said that it his hope that any future proposal that comes forward might garner greater support from the Faculty.

Professor Hansen asked Dean Call whether committees that are charged with exploring CAP-related issues would be asked to make proposals—and to continue to revise them if they are voted down by the Faculty—until the Faculty votes in favor of a particular proposal on a recommendation the Faculty has endorsed. The Dean explained that, if the CAP Report is endorsed, committees that are charged with exploring particular recommendations would be asked to make a good faith effort to develop proposals that are in accord with the CAP Report as clarified and modified by the Sum and Substance. At any time, the Faculty could ask itself whether an endorsement of a particular principle was still its will and could bring the issue up for a vote. The President reiterated that the Faculty’s endorsement of the CAP Report’s recommendations cannot be a contract, but the endorsement should have some meaning and, he hopes, will contribute to confidence-building as planning continues.

Continuing the discussion of the vote on student teaching evaluations of all faculty members, Professor Woglom said that he found the results to be discouraging. He expressed, as did Professor Hansen, reluctance to impose a requirement on the 43 percent of the Faculty that is not in favor of requiring teaching evaluations. Professor Hansen noted that recommendation 20 is unique among the CAP recommendations, as faculty members would be required to solicit teaching evaluations, while they could choose not to teach a required writing course, for example. Professor Hilborn noted that it is possible that a larger majority of the Faculty will support teaching evaluations if the committee exploring this issue develops a sound proposal for implementation. For example, a proposed system of evaluation might differ from the current student-driven one, he said. Professor Hansen proposed that a compromise be developed, to respect the views of both sides and to close the division that exists. Professor Hunt pointed out that the motion voted on by the Faculty does not specify that student teaching evaluations be solicited from all students in all classes (as the CAP Report does) and noted that the CAP recommended a broad approach to the improvement of teaching. Student teaching evaluations are only one part of that larger approach. In the spirit of compromise, Professor Hansen again suggested making teaching evaluations voluntary. Other members felt that such a change would now marginalize the majority of faculty members who have voted for required teaching evaluations.

Professor Dizard expressed concern that some faculty members might abstain on the vote of endorsement of the CAP Report because of a single issue. Professor Hilborn said that he believes strongly that a “no” vote or abstention on endorsement would represent a lack of confidence in the faculty governance of the College and a lack of trust in the Faculty to develop sensible proposals. Professor Woglom said that it is the responsibility of the Faculty to communicate its response to the CAP Report to the Trustees. President Marx responded that a fair representation of a range of faculty views will be conveyed, through the Sum and Substance, to the Trustees, including the close vote at the Faculty Meeting. He would urge the Faculty not to let single-issue vetoes undermine the process of collective decision-making. In his view, an

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abstention or “no” vote on endorsement would communicate that the Faculty would rather not support any of the CAP recommendations if negative feelings about one recommendation cannot be overcome. He noted that, if the CAP Report is not sufficiently supported, the College will have no plan for the future and no way of moving forward. He reiterated that the vote on motion 7 b (teaching evaluations) now must lead to a detailed proposal and further debate, which he believes should enable those faculty who oppose student teaching evaluations of all faculty members to help shape that issue’s outcome.

Continuing the conversation, Professor Hansen noted that there appears to be overwhelming support for the CAP Report, with the exception of recommendation 20. He said that he has concerns about voting to endorse the report when the community is divided on the issue of teaching evaluations. He said that he plans to propose a motion to amend the endorsement motion to reflect his view that the issue of teaching evaluations should be revisited and further feedback sought through a committee charged to review this issue. He said that he will propose that the CAP Report be endorsed without recommendation 20. Professor Hunt and Professor Woglom suggested that such a motion would be calling for a vote on the same issue that was voted on at the last Faculty Meeting. Professor Hansen disagreed, arguing that excluding recommendation 20 in the context of the Faculty’s overall endorsement of the report provides a different context for considering this issue. The other members of the Committee disagreed strongly with this view, suggesting that forcing repeat votes when not satisfied with prior results weakens faculty self-governance. The Committee then devoted a substantial portion of the time remaining in the meeting to composing new language for the Sum and Substance and to editing. The Sum and Substance notes the Faculty’s division on the student teaching evaluation issue and specifies further debate on this issue before any motion is voted upon.

The Committee then voted five in favor and one opposed on content, and six in favor and zero opposed to forward the following motion for endorsement of the Report of the CAP to the Faculty:

The Faculty endorses the priorities and goals of the Report of the Committee on Academic Priorities (CAP), as modified and clarified by the Sum and Substance, as a strategy for moving forward. We ask the appropriate governing bodies of the College to consider actions based on the proposals in the CAP Report, as modified and clarified by the Sum and Substance. We look forward to continued conversations with the appropriate governing bodies of the College about proposed action. We understand that, where appropriate, Faculty approval will be required.

The Committee turned to personnel matters.

The President left the meeting at 5:45 to attend a College event.

The Dean next shared with the Committee information about high school students who participated last summer in a football camp at Amherst that was organized by the Department of Physical Education and Athletics. Eighty-seven students participated, of whom forty-two applied to Amherst. Eight students were accepted. In answer to the question of whether this recruitment effort supported other goals, the Dean said that, in terms of diversity, fourteen African-American

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students participated in the camp, nine applied to the College, and three were accepted. The Committee thanked the Dean for sharing this information, while noting that collecting more detailed data in the future might aid an analysis of the effectiveness of the camp in contributing to the College's various recruitment efforts.

Discussion turned to the pet policy proposed by the Physical Plant Environmental Health and Safety Committee (appended), which the Advisory Committee on Personnel Policies (ACPP) has recommended that the College adopt on a trial basis for one year. The ACPP has also recommended that the policy be evaluated one year after it is implemented. The Committee agreed that the policy places responsibility for the behavior of a pet on the owner, as it should, and recommended that the administration adopt the policy for a period of one year, as the ACPP has proposed.

The Committee next reviewed the proposals for two Five College Certificate programs, which have been endorsed by the CEP. After discussing the proposal for the Asian/Pacific/American Studies Certificate, the members voted five in favor and one opposed on content, and six in favor and zero opposed to forward the proposal to the Faculty. Most members also took a positive view of the proposal for a certificate in Native American Studies, and the Committee voted five in favor and one opposed on content, and six in favor and zero opposed to forward the proposal for to the Faculty. The Committee noted significant student interest in these fields. In the context of these discussions, the Dean reported that, over the past ten years, fifty-three Amherst students have earned certificates in International Relations; forty in Latin-American and Caribbean Studies; eight in African Studies, two in Culture, Health and Science. No students have yet completed a certificate in Logic or Buddhist Studies.

The meeting adjourned at 6:00 p.m.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

Original Message

From: David Cox [mailto:dac@cs.amherst.edu] Sent: Wednesday, May 03, 2006 1:45 PM To: Gregory Call
Cc: dac@cs.amherst.edu
Subject: sum and substance suggestion

Dear Greg: I have one small suggestion concerning the draft Sum and Substance that was sent to us. In the paragraph beginning "The Faculty express broad ...". I would add another item-to the list of four-items of added. supported services needed for additional students: 5) more academic support.

Let me know if you have any questions about this. Best, David

Original Message

From: Cynthia Damon

Sent: Wednesday, May 03, 2006 11:41 AM To: Gregory Call

Subject: motion 7b, etc.

Hi Greg,

David H. asked me to clarify my remarks on the final sentence of motion 7b: here's the upshot, plus some other stuff on the CAP discussion.

>" I'll try. I'm speaking for myself here--the committee has not discussed this issue qua committee.

>I worry about the the word that Frank used: "roadblock." He was trying to be reassuring, to convince folks that the evaluations desiderated by motion 20 would NEVER go to anybody but the instructor. But I think that student evaluation--at least in some form--might well be an important part of an improved promotion process, AND that folks might want it to be, both as a statement of college values and as an important supplement to the scholarship and service fields. I am not sure whether the "three independent silos" theory of tenure criteria ought to be extended to promotion, for example, or whether great teaching, say, might be able to compensate for somewhat scanty scholarship at this later stage, since the colleague is going to stay around regardless. I take Rick's point that the pragmatics of making the universal evaluation into an instrument for this purpose would be daunting, but if these evaluations won't work and we want to have teaching count for promotion, we will be forced to develop another instrument, which means mandatory evaluations in every class PLUS a separate set of evaluations (of an as yet unknown form) as part of a promotion dossier. Worse and worse. So I dislike the inflexibility of "only." I can live with the idea of two forms of evaluation, I suppose; what I fret about (just a practical worry) is that the existence of "only" in motion 7b and the existence of the form of evaluation will make it an uphill battle to include teaching in the materials considered in a possibly improved promotion process. I don't want it to feel as though we are re-opening a debate on which the faculty has pronounced."

>A further note for the sum and substance document: There was an argument advanced (by Cathy McGeoch, if I recall correctly) for evaluations but against "required in every class", namely, that "every" was overkill, that it might be better to solicit evaluations in some. I don't believe this turned up anywhere in the printed summary, but I thought it was sensible. I did notice what David also pointed out to me, namely, the absence of "in every class" from the motion, but I don't think it got sufficient air time. And while I'm on the subject, I'll say that I hope you and your colleagues get rid of "required" in 7b or the sum and substance thereon, since it could be read as mandating the submission of these evaluations by each and every student (meaning that the absent or unwilling would have to be hounded). The phrase "requires the soliciting" in the CAP recommendation was better.

>And one final point on the CAP document (there was never an opportunity to say it since the relevant section contained no bullet-point recommendations): the description of the advising system the foundation of the open curriculum seems to me to set it up for failure: "engagement with informed advisors, who can challenge and contextualize students' intellectual choices, ought to be the foundation of a liberal education." THE foundation! Signage, maybe, but foundation, no, I just don't see it, and certainly not THE foundation. If this language gets recycled into other documents, as I suspect it will be, I feel sure that we will be setting ourselves up for a fall.

Hope some of this is of use. Good luck with pulling it all together.

Cynthia

From: Jerome Himmelstein

Sent: Wednesday, May 03, 2006 10:21 AM To: Gregory Call

Subject: Reflections on last night's faculty meeting

Dear Greg,

I think that any "sum and substance" of last night's meeting should emphasize the following:

1. The vote on student evaluations of tenured faculty was close; faculty disagree for a number of reasons.
2. There seems to be a consensus in favor of paying more systematic attention to improving our teaching, but disagreement over the role of student evaluations in this process.
3. Opposition to "7(b)" was multifaceted. Some doubt the usefulness of student evaluations generally. Others find them very useful, but are concerned about the implications of requiring evaluations for ongoing discussion of how to handle promotions to full professor. Still others think that 7(b) gives student evaluations too big a place in "improving teaching throughout the college."
4. It should be emphasized to the Trustees that many tenured faculty use and pay attention to teaching evaluations already and that many faculty have taken advantage of opportunities to improve their teaching of writing in particular.

Thanks,

Jerry Himmelstein

Original Message

From: Scott F. H. Kaplan [mailto:sfkaplan@cs.amherst.edu] Sent: Thursday, May 04, 2006 3:28 PM

To: Gregory Call

Subject: Sum and Substance feedback

Dear Greg and C6 Members:

I write to you with feedback on the draft Sum and Substance letter distributed with the May 2nd faculty meeting's agenda.

I am concerned with the first full paragraph on page 2 of the draft (which begins, "The CAP's recommendation on a writing requirement!.."). Specifically, this paragraph seems to (subtly) imply that there was support for the writing requirement itself. My recollection is that we focused not only on "how best to implement such a requirement", but also on the question of whether a requirement was desirable. The idea of simply annotating entries in the Course Catalog as being writing attentive/intensive while adopting no requirement was considered.

My request is, therefore, that this paragraph be modified to reflect these additional dimensions of that discussion.

Sincerely,
Scott Kaplan

AMHERST COLLEGE
Department of Mathematics and Computer Science

May 4, 2006

To the Committee of Six:

Thank you for the invitation to write with comments on the draft Sum and Substance. I thought of some more reasons why I do not support Recommendation 20, beyond those mentioned in your draft.

First, some background. At the present time, Amherst College does not require faculty members to take any of the following steps in pursuit of teaching excellence:

- + Attend workshops and visit other schools to discuss curriculum and course development.
- + Exchange and discuss course syllabi, exams, and homework problems colleagues here and at other schools. Co-teach, and compare notes.
- + Participate in reading groups to discuss papers on pedagogy. Attend (day-long) departmental meetings on these topics.
- + Visit other Amherst courses (rather than being visited) to learn how to present certain types of materials.
- + Ask students who have already taken a class to critique a set of textbooks for that class.
- + Gather student evaluations, written and oral, during midsemester and also at the end of the semester.

I have done all of these things. I find that, in comparison to other assessment tools, written student evaluations are valuable, but limited in the types of concerns they can address. They tend to focus on presentation skills, and on whether certain learning formats are "too hard" or "too easy," or "too little," or "too much."

There are many questions about teaching and course content that students cannot address. They do not know what their alternatives are; they cannot see the whole forest when they are struggling to get through the forest.

To the Committee of Six

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May 4, 2006

Recommendation-20 proposes a policy that requires the soliciting of teaching evaluations from all students in all classes. I do not support this recommendation because:

- (1) Student evaluations can only address a narrow part of teaching.
- (2) Recommendation 20 over-values this particular assessment tool at the expense of others. By requiring that this step be taken in every class, allowing others to be optional, we suggest that regular polling of students is necessary and sufficient to ensure teaching excellence.
- (3) At the same time, Recommendation 20 devalues and dilutes the quality of student evaluations. Survey fatigue, and the idea that some evaluations "don't really count" will increase the number of perfunctory evaluations submitted. This will degrade the quality of evaluations gathered by junior faculty members.

I would also like to comment on some arguments in support of Recommendation 20, and on some of the compromise proposals that have been discussed in faculty meetings.

The three main arguments in support of Recommendation 20 are:

1. Senior faculty are better equipped to make judgments about tenure and reappointment if student evaluations are equally applied to all.
2. Information is good. As the report says, "All faculty at Amherst would undoubtedly benefit from their students' assessment."
3. Adopting the recommendation sends a good message -- that we care about teaching, that we respect the opinions of our students, and that we stand in solidarity with junior faculty.

I agree with all of these principles. But it doesn't follow that Recommendation 20 is the best way to realize our ideals. In each case, can think of a better strategy for solving the perceived problem.

First. If there really is a current problem with the deciders' equipment at this fair college, and if this problem can be solved by more equality of experience, then half-measures and compromise proposals will not work.

We should require that all Committee of Six members, and all senior members in departments currently preparing tenure cases, gather evaluations using the exactly the same formats required for junior faculty members. They should also participate in classroom visits by peers and meetings with departmental colleagues to discuss their teaching. Recommendation 20 targets the wrong group, and it does not go far enough.

To the Committee of Six

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May 4, 2006

Second. Yes, information is good. But a huge pile of (sometimes) unwanted information, collected by a routine process for no clear purpose, can do more harm than good. There are legitimate concerns, in these days of increasingly routine data-collection, about how information, once collected, may be adapted to purposes different from the original. And why not use it, since the information is already there, waiting to be used? (If you like, I can send you papers about the dangers of allowing data to morph from one purpose to another in this way.)

Third. It does send some nice messages. Routine collection of student evaluations also sends the (wrong) message that professors have a primary obligation to please their students.

Furthermore, I would prefer to send the following message to junior faculty members: While it is necessary to gather data about your teaching effectiveness for now, so that we can make informed decisions, you can look forward to a happy day, post-tenure, when the premise that you want to improve your teaching is accepted, and your professional opinion about how best to improve is respected. Hang on. You will not be micromanaged forever.

In any case, I hope the faculty at Amherst will focus more on the real consequences of this proposal than on any message it sends.

The bottom line is, while Recommendation 20 may sound appealing as a cosmetic fix to some perceived problems, I don't think it will really solve anything, and it may do some harm. It is an imposition, on my colleagues' time or on our student's time, and I do not see any good reason to impose it.

I apologize for the length of this note -- if I had more time to write it, it would be shorter.

Yours in the pursuit of excellence,

Catherine C. McGeoch
Professor of Computer Science

AMHERST COLLEGE
Joel M. Upton
Professor of Art • Department of Fine Arts

May 4, 2006

Dean of the Faculty and Committee of Six
Converse Hall, AC # 2209
Amherst College
Amherst, MA 01002

Dear Dean Call and Colleagues,

Please find enclosed an abbreviated transcription of the remarks I had hoped to make at our last faculty meeting. Although I raised my hand for the better part of the meeting, along with many other hands, I do understand the impossibility of calling on everyone. Nevertheless, given the narrow margin of the vote on motion 7b, the voices of the unheard assume greater rather than lesser importance. May I please ask that my enclosed remarks be included in the minutes of the meeting? Perhaps others whose hands were still up when the question was called might also wish their unheard voice to be recorded. It must have become clear to all during the course of our discussion that teaching resonates very deeply at the College and that continued serious conversations unburdened by the clock would not signal indecision. It may just be that this is one of those moments that reveal efficiency to be but one of our cherished values.

Sincerely,

Joel M. Upton
Professor of Fine Artss

AMHERST COLLEGE
Joel M. Upton
Professor of Art • Department of Fine Arts

Comments prepared for the faculty meeting of May 2, 2006 by Professor Joel M. Upton

Although I am inclined to vote against motion 7b, I am very much in favor of evaluation.

I believe we should distinguish clearly between: on the one hand, the necessary means of assessing the teaching of untenured faculty, resulting in fair evidence to be used in making hard decisions of re-appointment and tenure and, on the other hand, mutual (teacher/student) evaluation presumably engaged in by all faculty as an inherent manifestation of their teaching. With this distinction in mind, may I try to say something about mutual evaluation?

If real teaching is, in the end, dialogue and real dialogue is on-going, devoted and continuous mutual evaluation, then real teaching is mutual evaluation. From my perspective, such on-going mutual evaluation can and should be encouraged in us all, always. But, mutual evaluation as the foundation of real teaching can not be institutionally mandated. Mutual evaluation is a free act. It can not be coerced, however gently or well intentioned, without the serious risk of turning teaching into something resembling indoctrination and evaluation into more or less benign surveillance.

Also, I believe institutionally mandated mutual evaluation (in addition to being a contradiction of terms) will obscure and perhaps even amplify the actual problem it will have been called forth to eliminate or at least diminish. In my opinion, this problem is an unfortunate disengagement that seems to exist between faculty and students. As a solution to this problem, institutionally mandated mutual evaluation would become a counter-productive measure dealing with symptoms not the disease. Institutionally mandated evaluation would, as it were, destroy the village in order to make it prosper.

For these reasons, I expect to vote against motion 7b in the hope that we will return the question of real teaching to its source within each one of us.

Physical Plant Environmental Health and Safety Committee
Suggestions for the keeping of dogs on campus

It is important for all members of the campus community to feel secure in our facilities and on our grounds. Therefore, the College shall not permit dogs in public areas of the College buildings (research animals and animals for the disabled excepted). The College will allow employees to have their dogs inside their private offices, subject to the following guidelines:

- All dogs brought to the campus must first be registered with the Amherst College Campus Police.
 - When being registered the owners must provide documentation of their dogs current shot/vaccination records.
- The dog must not present any health or safety concern to others in the building. If colleagues are uncomfortable with dogs in their general work area, or have some type of allergic reaction, then the dog will not be allowed.
- Dogs must be on leashes at all times when not in their owners office
- Dogs may not be allowed to wander outside of the owners office into public areas
- Dogs that show any aggressive tendencies will not be allowed on campus
- Dogs are not permitted to be in areas where food is handled or served.
- Dog owners must post a sign on their office door notifying co-workers and service personnel that a dog is present.
 - Signage will be available through the Amherst College Campus Police
- Employees who bring their dogs to work are wholly responsible for cleaning their offices and removing the trash. The Physical Plant will not perform any cleaning, trash removal or maintenance services regardless of whether or not the dog is in the office at the time of service. If offices are not routinely and adequately cleaned by the occupant, then the dog will not be allowed to stay.
- Dog owners will be financially responsible for any damage or cleaning costs resulting from the dog being brought on to campus. If the dog soils an office or public area, then the dog will no longer be allowed on campus.

If individuals choose to bring their dogs to campus grounds for outdoor activities, courtesy and respect must be extended to colleagues, students and visitors in the area. Dog owners will be required to keep dogs on a leash and should always consider safety, health and the possible fears others may have in the presence of animals.

- Dog Owners are responsible for cleaning up waste left by their dog, while on campus.
 - Failure to clean up the waste will result in the dog no longer being allowed on campus.

Administrative offices open to the public during working hours are considered public spaces, and thus animals may not be brought into them.

These guidelines should be implemented by department heads. Complaints should be directed to the Office of Human Resources or the Amherst College Campus Police. Thank you for your cooperation with regard to these guidelines and showing respect and courtesy to your co-workers.

Note: *Provisions of these guidelines shall be reasonably applied to other pets as well.*

**Committee of Six Minutes
of Monday, May 15, 2006**

The thirty-third meeting of the Committee of Six for the academic year 2005-2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, May 15. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

Discussion began with the President expressing his continuing concern about “class bunching” during a limited number of time slots within the schedule, a situation that he views as a barrier for students’ ability to take full advantage of the open curriculum. He asked the Committee’s advice about how to spread courses more evenly across the time slots available, as efforts undertaken thus far have had little impact. Professor Hilborn noted that students continually complain that most courses are taught between 10:00 A.M. and 2:00 P.M. on Tuesdays and Thursdays. Professor Hunt said that, in her experience, the quality of student participation is lowered when classes meet before 10:00, as students are often not fully awake at this time of day. Dean Call noted that the Committee on Educational Policy (CEP) has discussed this issue and has been reluctant, thus far, to suggest mandatory solutions—although it is now clear that the voluntary steps that have been taken so far have had little effect. Professor Woglom suggested that departments be required to use every time slot for teaching courses before any slot is used a second time. He pointed out that Williams follows this system. Most members agreed that this structure might be a good solution for Amherst. The Committee asked the Dean to refer the issue of class bunching to the CEP. Dean Call agreed.

President Marx next asked for the Committee’s views on large classes. Professor Dizard said that he feels that large classes are less of a concern than class bunching, and he, as well as Professors Woglom and Hansen, warned against conflating the two issues. Professor Dizard commented that lecture courses have their place at Amherst and that a lecture format is educationally viable, depending on what subject is being taught and how it is being taught. He argued that, once enrollment exceeds thirty-five students, the quality of discussion that can take place is affected; the number of students enrolled above that point does not alter the nature of the classroom experience further. President Marx asked whether what can be accomplished in a class of 150 students differs from what can be done in a class of seventy students. Professor Hunt said that discussion can take place in sections of a larger class, if such sections are offered. Professor Woglom commented that he feels that one of the hallmarks of a liberal arts education is intense interaction between students and faculty members and that such a relationship cannot take place if classes are large. He believes that, despite the fact that there is self-imposed pressure on faculty members not to limit enrollments (the default is unlimited enrollment, he pointed out, as limits must be justified on the CEP’s course proposal forms), colleagues should be considering whether teaching a class with a large enrollment is consistent with their pedagogical purposes and whether they are being forced to make pedagogical compromises in order to teach large classes. He noted that one compromise that he is willing to make when teaching a large class is using student graders for problem sets only (he grades all tests and papers himself). Professor Woglom said that he simply would be unable to provide problem sets to large classes if he could not avail himself of this help. He noted that there should be an institutional structure in place—perhaps a dean of instruction—to assist faculty members with working through questions brought to the fore by enrollment pressures. Dean Call pointed out

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that the CEP has also discussed the issue of class size and that, two years ago, the committee proposed eliminating first-come-first-served registration. The full Faculty later voted to implement this proposal. Unfortunately, the result has been large enrollments in many cases, as faculty members are often unwilling to limit enrollments once a large number of students have registered for a course. President Marx asked whether faculty members might refrain from assigning as many papers because of the burden imposed by large enrollments. He wondered whether some students might be attracted to a course with fewer papers, leading the course's enrollment to grow even further. Professor Hansen agreed that this scenario is a legitimate concern. Referring to the other end of the spectrum, Professor Tawa asked Dean Call if classes with three or fewer students are held. The Dean said that he generally speaks with instructors teaching classes with such small enrollments and makes decisions on a case-by-case basis. The Committee suggested that the CEP consider the issue of large classes, and the Dean agreed to convey this information.

Dean Call next reported on his research regarding the issue of professors offering final and term exams during the last week of classes. The Dean said that there is nothing in the policy (appended), which was voted by the Faculty, to preclude this practice, as when to give such exams is left to the discretion of the instructor. Noting that the matter at hand is complex, Professor Hansen pointed out that there are a number of other factors that can also limit the amount of time a student has to prepare for final exams—among them being away from campus to participate in athletic competitions. He urged that all such factors be taken into account when thinking about this issue. The Dean pointed out that the term *final exam* (for example, a cumulative exam encompassing the semester's work, or simply the last exam given in the term) is not defined in the policy. The Committee agreed that the CEP should consider whether final and term exams should be given during the final week of classes.

The Committee turned to personnel matters.

The Dean next announced the formation of a Memorial Minute Committee for Otis Cary, Professor of History and Representative of Amherst College at Doshisha University, Emeritus, who died on April 14. Dean Call offered his recommendations to the members, who expressed their sadness and asked that the Dean contact these colleagues to see if they would be able to serve.

The Committee turned briefly to committee assignments, and then reviewed the agenda for the Faculty Meeting of May 25. The Committee voted six in favor and zero opposed to approve the agenda. Discussion turned to the Faculty Meeting that would take place the next day.

The Committee had a lengthy discussion about broad issues surrounding the Faculty's vote to require student teaching evaluations for all Faculty. President Marx stressed that both majority rights and large minority interests had to be respected; that both must shape future specific motions, debates, and votes of the Faculty; and that both must be reflected in the Sum and Substance. Professor Hunt noted, in particular, the courage of the tenure-track faculty in speaking out about this issue and the need to respect their voices and votes. The President said that he wondered about the best way to proceed with the conversation about the CAP Report. Most members agreed that the process of faculty deliberation must move forward without

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looking back, and that any attempt to reconfigure what has already occurred would not respect the rightful processes of faculty governance. All members expressed the hope that division over any single issue would not prevent the CAP Report from moving forward.

Professor Hansen then said that he had decided to propose replacing the current final paragraph of the Sum and Substance with language that would clearly state that, due to the deep divisions on the issue, the Faculty does not endorse required student teaching evaluations of all faculty. Not only does this amendment, he continued, avoid the parliamentary concerns raised at the last Committee of Six meeting, it makes clear his present view that a policy of required evaluations is not in the best interests of the College.

The President asked Professor Hansen if he had decided on the language “not to endorse” in order to avoid the parliamentary cul-de-sac of asking for a vote on an issue that had already been voted upon (meaning the motion considered at the last Faculty Meeting that suggested neither endorsing nor rejecting this issue at present, but delaying deliberation until further study could take place). Professor Hansen said that the parliamentary argument was not his only rationale. He believes that an issue that divides the Faculty should not be institutionalized. He noted that the vote on required student teaching evaluations was taken in the Committee of the Whole in an effort to inform the Faculty when it came to the time to endorse the CAP Report. That vote, which he said was not binding (in fact, Professor Hansen said that he voted “yes” on motion 7b.), made it clear that a division exists, and he argues that it is now time for an up-or-down vote on this issue. The other members of the Committee felt strongly that voting on this issue again did not respect the principles and spirit of faculty governance. Professor Hansen said that there was nothing untoward in a faculty member’s exercising his or her right to make a perfectly legitimate amendment. He, in fact, viewed such an act as faculty governance at its finest.

Continuing the discussion, Professor Hunt—citing the examples of the formation of the Departments of Black Studies and Women’s and Gender Studies—noted that there have been a number of close faculty votes on important College issues in the past—and that a majority vote (no matter how slim) has traditionally been respected. She argued that flip-flopping on the issue of teaching evaluations would signal that majority votes don’t matter and that it might poison the vote of endorsement on the CAP Report. Professor Dizard pointed out that the stakes are high at this moment. He said that it is his hope that the Faculty would demonstrate sufficient trust in itself to debate and revise proposals that are being made to the Faculty, rather than trying to limit or constrain what faculty committees can do before the next set of CAP processes even gets started. Now that the Faculty has taken the temperature, so to speak, of the contested areas of the report, Professor Dizard continued, there is no reason to doubt the reading.

Turning to the motion to endorse the CAP Report, Professor Hunt said that it is her hope that the Faculty would be reminded that the CAP Report represents the work of the Faculty over the past four years and that it is time to launch the plan. However narrow the vote was on teaching evaluations for all faculty members, she believes that the Faculty broadly supports the principles of the report and wants to move ahead. The President asked Professor Hansen what his position would be on the overall endorsement of the CAP Report, should the Hansen

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of Monday, May 15, 2006**

amendment be voted down narrowly. Professor Hansen responded that he would likely vote to endorse the CAP Report under such circumstances.

In the brief time remaining, the Committee discussed the issue of conflicts between students' job interview schedules and their academic responsibilities and addressed the College Council's review of the College's policy on fraternities and the Council's recommendation to include in the *Student Handbook* expanded language about the College's policy. Turning first to the issue of job interviews, Professor Woglom suggested that all on-campus interviews be held after 3:30, so as not to interfere with classes. The other members felt that taking such a step might lead some employers not to interview at Amherst. Professor Woglom agreed and asked whether guidelines could be established. Professor Hilborn noted that interviews—often for internships—are now filtering down to the junior year. The members agreed that students should try not to miss classes for interviews, but noted that this is often beyond their control. The members agreed that the Dean should ask the College Council and Rosalind Hoffa, Director of the Career Center, to look into this issue and to report back to the Committee of Six on the extent of the problem at Amherst.

The Committee next discussed the College Council's review of the College's policy regarding fraternities and the Council's decision to reaffirm its support of the Trustees' original resolution (appended), which, in the words of Michele Barale, writing for the Council, "forbids the use of any campus facilities by fraternities or sororities and denies College recognition of or affiliation with them, but which does not prohibit student members in organizations that operate exclusively off-campus." The Council noted that "there remain a number of misconceptions about and misunderstandings of the nature of the policy within the student body," and the committee drafted "additional explanatory language" as a result. Professors Woglom and Hunt viewed some rules—such as forbidding the use of College bulletin boards or the campus mail system by fraternities—as a possible infringement of free speech. Other members of the Committee disagreed. They cited the negative effect of fraternities on College life and the need to have a clear policy in place. After some discussion, the members agreed that the recommended language should be added to the *Student Handbook* and thanked the College Council for its hard work.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

REVISED REGULATIONS FOR FINAL EXAMINATIONS IN COURSES

1. At the end of the semester there will be scheduled a five day examination period (including Sunday). An instructor may choose to:
 - a) Hold no final examination.
 - b) Provide the student with a copy of the final examination before the beginning of the examination period, to be taken at any time during the examination period according to the procedure outlined by the instructor; ("take-home examination").
 - c) Provide in a supplied envelope, an examination of two or three hours in length which will be made available at a designated examination center, the selection of the particular time period being left to the discretion of the individual student; ("student self-scheduled examination").
 - d) Hold an examination during a specific, scheduled session. Examinations to be given in this manner will be scheduled by the Registrar as to room and time; ("single-session examination").
2. Examinations in all courses must be completed by 5 p.m. on the last day of the examination period. Each student shall be responsible for completing his examinations and returning them in the manner prescribed within the designated time periods.
3. Members of the Faculty will inform the Registrar, upon his request, of the manner in which they intend to conduct their final examinations. The Registrar will then designate examination centers for each course holding examinations under option 1 (c) and schedule those being held under option 1(d). He will provide students and instructors with a list showing for each course the manner in which the examination is to be conducted, the date by which examinations must be completed, the days and times for examination sessions, and when pertinent, the examination center in which the examination will be conducted.
4. Faculty members will submit their grades to the Registrar by the agreed date. (Any extensions are to follow the procedures designated by Faculty vote.)
5. Prior to each examination period the student members of the Committee on Educational Policy and of the Judicial Board will arrange to remind each student that examinations are covered by the Amherst College Honor Code and will explain the manner in which it applies to these examination procedures.
6. A student who is prevented by illness from completing a final examination within the examination period may be granted the privilege of a special examination by the Dean of Students, who will arrange the date of the examination with the teacher.
7. A student who without an excuse from the Dean of Students fails to take a final examination shall receive a grade of "F" on the examination.

Revised by the Faculty, March 6, 1990

POLICY REGARDING EXTENSIONS

In conformity with the practice established for the first semester of 1971-72, and as a general practice for this and subsequent semesters, the Faculty rules that all course work in a given semester must be submitted by the last day of classes at 5:00 p.m.

Extensions beyond this time will be given only for extraordinary reasons, and only when the student has obtained the signatures of the instructor in the course and the Dean of Students. Work not submitted by the date set in the extension will not be accepted for credit.

Only for medical reasons or those of grave personal emergency, will extensions be granted beyond the second day after the examination period. All grades must be submitted for the first semester by noon of the first Friday in Interterm and for the second semester by noon of the Wednesday after the last day of examinations.

Approved by the Faculty, April 25, 1972
Office of the Registrar

AMHERST COLLEGE
Department of English

1 March 2006

Greg Call
Dean of Faculty
Secretary, Committee of Six

Dear Greg,

As you know, the Committee of Six last year asked the College Council to review the College's policy on fraternities. The College Council spent much of last spring and the early part of this year's fall semester on this review. We met with a wide variety of students with strong opinions on this issue, including resident counselors, members of off-campus fraternities, and student leaders more generally.

In the end, we decided to reaffirm our support of the Trustees' original resolution, which forbids the use of any campus facilities by fraternities or sororities and denies College recognition of or affiliation with them, but which does not prohibit student membership in organizations that operate exclusively off-campus. We believe that the principle of association that recognizes students' freedom of choice to affiliate themselves with whomever they wish when they are outside the purview of the College should continue to govern our policy in this area. We did learn, however, that there remain a number of misconceptions about and misunderstandings of the nature of the policy within the student body. As a result, we drafted and voted some additional explanatory language, to be included in the Student Handbook in the section devoted to fraternity policy and to be disseminated to students in other ways by the Dean of Students Office. This new language is intended to clarify and make explicit some of the specific behaviors which we understand the Trustees' resolution to prohibit. We have enclosed the new language for the Committee of Six's information.

Please feel free to let us know if you or the Committee of Six have any questions.

Sincerely,

Michele Barale
Chair, College Council

Appendix: College Council Statement on the fraternity policy

(The following statement was voted by the College Council as a supplement to and explanation of the Trustees' resolution on fraternities. It does not have the status of legislation passed either by the Board of Trustees or by the full faculty of Amherst College.)

The Board of Trustees voted to abolish fraternities at Amherst College in 1984. In so doing, the Board took the position that it would not attempt to limit students' ability to associate freely with whomever they wish off campus, but would ensure that no college facilities could ever be used by fraternities or sororities. As a result, Amherst students are not prohibited from joining fraternal organizations whose activities take place entirely off the Amherst College campus. Such organizations which do conduct activities on campus, however, are in violation of the Trustees' resolution, and any student who participates in those activities is subject to disciplinary action. Examples of such activities include, but are not limited to:

1. Any activity that is required as part of the process of pledging or initiating new members.
2. Meetings whose purpose is to recruit new members.
3. Meetings of members to conduct fraternity business or to socialize with each other.
4. Social events such as parties organized and/or funded by the membership of the organization, whether those events are restricted to the members themselves or are open to the entire campus.
5. Use of College facilities such as bulletin boards or the internal campus mail system to promote or advertise events sponsored by the organization.

Students who violate any of these restrictions imposed by the Trustees' resolution will be subject to the full range of disciplinary sanctions available to the College. The restrictions apply to the public and private areas of the dormitories of Amherst College, as well as to all other buildings and facilities, including the grounds, athletic fields, and other property of the College.

**Committee of Six Minutes
of Monday, May 22, 2006**

The thirty-fourth meeting of the Committee of Six for the academic year 2005-2006 was called to order by President Marx in his office at 3:30 P.M. on Monday, May 22. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder. The minutes of the meeting of May 15 were approved.

Discussion turned to an email (appended) communication sent to the Committee by Professor Sarat on behalf of Professors Arkes, Babb, David Hall, Kaplan, Maraniss, Rager, Sinos, Sofield, Yarbrough, and himself, which proposed the following amendment to the motion (Motion #6 on the Faculty Meeting Agenda of May 16, 2006) to endorse the Report of the Committee on Academic Priorities:

Moved: To eliminate the first sentence (“The Faculty endorses...”) and substitute “The Faculty approves the Sum and Substance of the Faculty Discussion of the Report of the Committee on Academic Priorities (CAP) and expresses its gratitude to the CAP for its very significant report and thoughtful recommendations.

At the conclusion of their conversation, the members asked the Dean to email the language of the amendment to the Faculty, and he agreed.

The Committee turned briefly to personnel matters.

The members next considered five course proposals that were reviewed and forwarded by the Committee on Educational Policy and voted unanimously to forward the proposals to the Faculty.

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

The Committee next considered the theses and transcripts of twenty-four students (one student wrote two theses) who were recommended by their departments or interdisciplinary programs for a *summa cum laude* degree. To be awarded this distinction, students must be recommended for a *summa cum laude* degree and have a minimum overall grade point average in the top 25 percent of their class. After a discussion of each thesis and the individual departmental statement describing the thesis’s strengths, the members voted unanimously to forward to the Faculty all twenty-four candidates for the degree *summa cum laude*, pending calculation of the final GPA. Reflecting on the theses as a group, members of the Committee said that the work is excellent.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

From: Austin Sarat

Sent: Sunday, May 21, 2006 8:16 AM

To: David Hansen; Jan Dizard; Wako Tawa; Robert Hilborn; Geoffrey Woglom; Margaret Hunt; Anthony Marx; Gregory Call

Cc: Hadley Arkes; L. Alan Babb; Scott Kaplan; James Maraniss; jer@cs.amherst.edu; Austin Sarat; Rebecca Sinos; David Sofield; Beth Yarbrough; David Hall

Subject: CORRECTED VERSION OF Amendment to CAP Motion PLEASE DISREGARD PRIOR VERSION

Dear Colleagues: Following on President Marx's request at the last Faculty Meeting we are sending you an amendment to the motion listed as item #6 on the agenda of Tuesday, May 16, 2006. We would be grateful if you would make the text of our amendment (without the accompanying statement of reasons) available to colleagues in a timely fashion.

Moved: To eliminate the first sentence ("The Faculty endorses...") and substitute "The Faculty approves the Sum and Substance of the Faculty Discussion of the Report of the Committee on Academic Priorities (CAP) and expresses its gratitude to the CAP for its very significant report and thoughtful recommendations."

We would leave the rest of the motion as it is.

Our reasons for proposing this amendment are several.

First, it is neither wise nor necessary for the Faculty to vote on "priorities and goals" rather than concrete recommendations brought forward as motions from appropriate committees and subject to the full range of parliamentary debate and amendment. The CAP report contains 4 goals (listed on p. 3 and 4) and 22 separate recommendations. As the CAP itself acknowledges, many of its recommendations need substantial further study before they are ready for Faculty vote. Faculty governance is most effective and legitimate when colleagues have well worked out and detailed proposals on which to deliberate and is undermined when we are asked to vote in a plebiscite.

Indeed it is unclear to us what it means for the Faculty to "endorse" the CAP Report. The extent to which the Faculty supports those elements of the CAP Report that have been discussed in our recent Committees of the Whole is best reflected in the Sum and Substance. And, for Faculty who may support some, but not all, of the CAP recommendations, the vote to endorse the entire report will not accurately convey their views.

Second, what the CAP Report has provided is both a long range plan and a planning document for a capital campaign. This is reflected in the fact that throughout our discussions of the CAP document the Faculty has been asked to speak to external constituencies as well as to ourselves, to make commitments on which those external constituencies will decide whether and how to mount a capital campaign and to instruct committees of the College in ways that will be helpful to them as they go about the work of discussing particular CAP recommendations. To the extent either our external constituencies or committees of the College are interested in what the Faculty said about the particular parts of the CAP report that were discussed in Committee of the Whole those bodies can refer to the Sum and Substance document. While previous long ranging and capital campaign planning documents have not been subject to a vote of general endorsement, campus planning and capital fund raising have been able to move forward. In addition, successful capital campaigns at other institutions have been conducted without being preceded by a general Faculty endorsement of their priorities and goals.

Third, while a vote to endorse may prove divisive, we believe that, whatever their views of the substance of its report, all of our colleagues are grateful for the extraordinary work of CAP. They should be allowed to express that sentiment. And, then the Faculty should proceed as it has with comparable reports in the past, namely to refer CAP's proposals to the appropriate governing bodies of the College.

We thank our colleagues on the C6 for their diligent efforts to devise a procedure for the Faculty to work its will on the CAP Report. However, we do not believe that the motion to endorse 4 goals and 22 recommendations en bloc advances that end.

Sincerely,

Hadley Arkes
Alan Babb
David Hall
Scott Kaplan
James Maraniss
John Rager
Austin Sarat
Rebecca Sinos
David Sofield
Beth Yarbrough

**Committee of Six Minutes
of Wednesday, May 24, 2006**

The thirty-fifth meeting of the Committee of Six for the academic year 2005-2006 was called to order by President Marx in his office at 3:30 P.M. on Wednesday, May 24. Present were Professors Dizard, Hansen, Hilborn, Hunt, Tawa, and Woglom, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with the members discussing the Committee's process for reviewing theses that have been recommended by departments for the distinction of *summa cum laude*. The members agreed that, because of the timing of when the Committee receives the theses to read—which is typically just a week before a final decision is needed—it is difficult to initiate any process by which concerns can be addressed. Commenting that it is often problematic for Committee of Six members—as non-experts—to have a fully informed perspective on theses that focus on topics that are outside members' areas of expertise, Professor Hansen argued that the Committee should have an extremely compelling reason for challenging a departmental or interdepartmental recommendation. He also noted that the practices regarding a recommendation of *summa* can vary widely from department to department. Professors Woglom and Dizard expressed the view that there should be a process by which the Committee can convey any misgivings that it may have to the department or set of departments recommending the candidate. Having such a procedure would, if nothing else, act as a check against departments' putting forward a thesis that is not of the highest quality, they said. Professor Hunt suggested that, if a Committee of Six member raises concerns about a thesis, the members of the departmental or interdepartmental committee should immediately be contacted, perhaps by email, and asked individually to help the Committee better understand why the thesis is worthy of the *summa* distinction. In addition, a second member of the Committee should read the thesis in question and render an opinion. The Committee agreed. The Dean expressed the view that, in order to facilitate this procedure, the deadline for the submission of the theses might have to be moved back. He said that he would ask the Registrar to confirm whether this would be the case.

On a related issue, many members expressed the view that the recommendation for *summa* should be unanimous. They suggested that, if a member of a thesis committee disagrees with the committee's recommendation for *summa* that is being put forward, he or she should write a separate letter to the Committee of Six expressing his or her dissenting views. The Committee asked the Dean to write a letter to the Faculty outlining this procedure, and he agreed.

The Committee next reviewed two course proposals and voted six in favor and zero opposed to forward them to the Faculty.

Discussion turned to the request by the First-Year Seminar Committee (appended) that the Committee of Six clarify the committee's charge. The members agreed that the First-Year Seminar Committee should send a report to the Faculty of its findings about the program thus far, and should now be asked to explore broadly how to improve the program—including, some members suggested, an exploration of single or multiple themes for the seminars. The members agreed that proposals could include everything from staying with the status quo to pilots for alternative models, and that these proposals should be shared with the Committee on Educational

**Committee of Six Minutes
of Wednesday, May 24, 2006**

Policy (CEP). The members agreed that the CEP should oversee and coordinate the review of the First-Year Seminar Program. Ultimately, any proposals for substantive change would come before the entire Faculty for a vote. Dean Call agreed to convey the Committee's views in a letter to the First-Year Seminar Committee. The members felt that there is no need for a formal charge at this time.

The members next discussed committee assignments.

The President and the Dean then thanked the members for their dedicated service during this very busy year, and the meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

AMHERST COLLEGE
Department of History

Query to the Committee of Six
April 5, 2006

Dear Colleagues:

As the Committee knows, the C.E.P. charged us with evaluating the First Year Seminar Program and making recommendations as to how it might be strengthened. We have already distributed and received back questionnaires from instructors and students who participated in the seminars last fall and are collating that data to present to the CEP and to the instructors. We are harvesting what appear to us to be the best pedagogical practices for the seminars so that we can give instructors a concrete sense of what works (and what doesn't) to promote successful discussion based classes and to improve students' fundamental skills.

We would like to understand our charge more fully at this point. One question is the extent of our authority. Can we develop guidelines to which seminars are required to adhere before they are approved as a First Year Seminar? And is the aim of our evaluation to review the program's fundamental philosophy, possibly developing alternative models to bring to the faculty? Or are we evaluating the program as it now exists in order to try to improve what it already is?

We would appreciate further clarification of our duties as they are substantially broader than those this committee normally undertakes.

With Thanks,

Martha Saxton
Pat O'Hara
Dan Barbezat