

**Formal Motions Adopted by the Faculty Senate
2004-05**

September 1, 2004—no actions taken

October 6, 2004

- Motion 1: That the following changes be made regarding Goal 8. (passed)

Goal 8: Physical Education for Military Service. A student who has been in military service and has completed basic training may request to receive one credit ~~up to two credits~~ in physical education ~~with one credit awarded for each full year of active duty. No credit is given for service of training which lasts less than one year.~~ A student who has been on active duty for six months beyond the completion of basic training may request to receive one additional credit in physical education. A copy of the discharge form with dates of service must be submitted to the Office of Admissions to request the awarding of these credits.

- Motion 2: That the following changes (underlined) be made in the *Faculty Handbook* regarding the Curriculum Committee. (passed)

2.3.3.7.3 Curriculum Committee The committee's duties are to:

.1 Study and recommend to the faculty senate action concerning policy on procedure and criteria for approval, deletion, and change of all course offerings and numbering, prerequisites, corequisites, departmental majors and programs, general degree requirements, proposed new majors, study abroad, and exchange programs.

.2 Review and approve or reject proposals from the various departments for course additions, course deletions, and changes in the organization (*e.g.* course titles, prerequisites, corequisites, catalogue descriptions, credit value and numbering) of departmental offerings.

- Motion 3: That the following resolution be passed regarding the offices of the President and Provost. (passed)

Resolved: that the offices of the President and the Provost should ~~shall~~ (as the result of a friendly amendment) remain on the Mary Washington College campus permanently.

- Motion 4: That the following motion be applied to the *Faculty Handbook* regarding RTA appointments (section 3.1.2)—this motion was **defeated**.

“Ordinarily, individuals with terminal scholarly degrees are not appointed at these ranks. **Therefore, such individuals will not teach upper-level courses.**”

November 3, 2004

- Motion 1: That the following motion be accepted regarding maximum course loads. (passed)

Overloads. ~~Without special permission, a continuing student (including first semester freshmen) in good standing may take no more than 18 credits; a first semester freshman, no more than 17 credits.~~ A student may take no more than 18 credits a semester without special permission. Permission for an overload is given only on the basis of academic performance, never simply to provide for acceleration toward the degree. If a student has a 3.0 grade-point average for the most recent semester at UMW, any advisor in the Office of Academic Services can give permission for 19 credits. If a student does not have a 3.0, or wants to take 20 or more credits, written permission must be obtained from the Associate Dean of Academic Services.

- Motion 2: That the following motion be accepted regarding Dean's List and President's List Criteria. (passed)

Dean's List. A student carrying at least 12 graded credits of ~~new~~ coursework on which quality points may be computed and who attains a grade-point average of 3.50 or better on all work taken for graded credit in a semester will be placed on the Dean's List of Honor Students. (The rest of the motion reads as found in the *Dictionary of Academic Regulations*.)

December 1, 2004

- Motion 1: That the following motion regarding the standardized approach for approving transfer credit be accepted (page 51 of the *Dictionary of Academic Regulations*). New wording is underlined. (passed)

AFTER Matriculation. A B.A./B.S. student at the University of Mary Washington who wishes to earn transfer credit at another University (e.g., during summer school) must secure written permission from the Office of the Registrar **before registering for the course**. A B.L.S. student must seek permission from the B.L.S. Office. Transfer credit will only be awarded for courses completed within the semester for which approval has been granted by the Office of the Registrar. Approved transfer credits can count toward the Major Program or General Education requirements, and can be scored as elective credits. A student wishing to apply for transfer credits for courses for the academic major must submit a pre-approval form, signed by the department chair, to the registrar's office. This form is available in the Registrar's office or online via the Registrar's web page.

- Motion 2: That the following motion regarding suspensions be accepted (page 42 of the *Dictionary of Academic Regulations*). New wording is underlined. (passed)

SECOND SUSPENSION. Two-semester suspension. Appeals reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent summer session, fall

semester, and spring semester; but he or she would be eligible to return for the following summer term and/or fall semester. Any student placed on suspension may appeal his or her suspension to the Committee on Academic Standing. Students cannot be evaluated for a second suspension until they return from a first suspension as either a full time or part time student during the fall or spring semester.

- Resolution from the FAC and FOC on institutional support for the senate president:

Whereas an effective Senate is essential for the governance of the college by its faculty;

Whereas even before taking office, the Senate President serves for two years as President-Elect, during which time he or she must participate in Senate meetings, serve *ex officio* on the Faculty Affairs Committee, and represent the College at the meetings of the Faculty Senate of Virginia;

Whereas during the term of office the Senate President must gather information from committees each month, create the Senate agenda, and chair all Senate meetings;

Whereas the Senate President must also represent the interest of the faculty at meetings of the Board of Visitors and of the B.O.V. Executive Committee, serve *ex officio* on the Faculty Affairs Committee, and represent the faculty with SCHEV;

Whereas Christopher Newport University, the College of William and Mary, George Mason University, James Madison University, Longwood University, Norfolk State University, Old Dominion University, Radford University, the University of Virginia, the University of Virginia Medical School, Virginia Commonwealth University, Virginia Polytechnic Institute, and Virginia State University all provide course release(s) or a financial stipend, or both, to the leaders of their Faculty Senates;

Therefore be it resolved that the Faculty Senate calls upon the Administration to provide a course release each semester for the Senate President, effective Fall 2005

February 2, 2005

- Motion 1: That the motion regarding related persons as students be accepted and changed in the *Faculty Handbook* (passed).

2. Related persons as students. Faculty members should avoid being placed in a position of authority over their spouses, intimate partners, immediate family members or relatives concerning their teaching, research and advising assignments. In the event that avoidance of such conflict would be unfair to the student, the faculty member must disclose the matter to the department chair, who will oversee the evaluation process of the student. If the faculty member in question is the chair, the dean will oversee the evaluation process.

- Motion 2: That the motion regarding temporary replacements for members of standing committees be accepted and changed in the *Faculty Handbook* (passed).

4. Temporary Replacements for Members of Standing Committees. If faculty members are unable to serve part of a term on a committee (due to such factors as academic leave or illness), temporary replacements will be **elected for elected standing committees and appointed for appointed standing committees** for the duration of their absences.

- Motion 3: That the motion regarding nominating procedures for elections be accepted and changed in the *Faculty Handbook* (passed).

2.3.3.2.1 Procedures for Selecting Nominees for Elected Committee Positions. (last sentence)
Two days prior to the close of nominations, FOC will send out a sample ballot to the entire faculty indicating who has been nominated for each open position.

- Motion 4: That the motion regarding full professors on the faculty affairs committee be accepted and changed in the *Faculty Handbook* (passed).

2.3.3.7.4 Faculty Affairs Committee. The committee consists of six faculty members holding a rank above instructor and with a minimum of three years' affiliation with the College at the commencement of service; and the Faculty Representative to the Board of Visitors, and the Faculty Representative to the Faculty Senate of Virginia as ex officio members. Members are nominated and elected according to the rules spelled out in 2.3.3.2 of this Handbook. Terms shall begin the fall semester after election. **There must be at least one Full Professor and one tenured individual among the non ex officio members of this committee.**

- Motion 5: That the motion regarding changes in the description of the writing intensive program and its course requirements on the University's website be accepted (passed with one dissention).

A Writing Intensive course must require at least twelve graded pages of ~~clear~~ prose in formats appropriate to the discipline involved—essays, laboratory reports, translations, creative writing, letters, etc. This requirement must be broken into a minimum of three assignments, reasonably spaced throughout the course, each of which should be marked and returned promptly with constructive comments. A WI course may include collaborative writing, but such writing must be in addition to the required number of assignments and graded pages. Though one essay test may be counted as one of these assignments, the final examination may not be since it cannot be returned during the semester. Similarly, term papers that are not returned by the end of regular classes may not be counted. Term papers may, however, be divided into separate graded stages. Besides this minimum requirement ~~of writing to be graded~~, a WI course may and perhaps should require much informal, ungraded writing designed to further enhance students' understanding of and appreciation for course material and to prepare them for the course's formal writing.

March 9, 2005

- Motion 1: That the motion on the extension of the probationary period be accepted (passed).

3.5.9 Extension of Probationary Period Tenure-track faculty members have the option of requesting an extension of the probationary period, with or without taking a leave of absence, for reasons coinciding with faculty leave policies on sick leave (§3.5.1), disability leave (§3.5.2), and infant-care leave (§3.5.3). Requests for extensions other than these may be granted at the Dean's discretion. The department chair and the Dean of the College must be informed in writing, prior to or during the semester in question, of the request to extend the probationary period. The Dean shall inform the faculty member within two weeks of his or her recommendation to approve or disapprove the request. All requests for extensions must be forwarded to the President of the University, who will forward his or her recommendation to the Board of Visitors for final action. Faculty may choose to extend the probationary period for a period of up to one year per request. When they become eligible to apply for tenure, faculty members whose probationary period is extended shall be considered for tenure at the next regularly scheduled evaluation period. Faculty members who have requested to extend the probationary period may not subsequently elect to return to the original probationary period. Faculty members who request to extend the probationary period shall be evaluated for tenure and promotion in accordance with the standard criteria (not higher expectations). Extending the probationary period shall in no way affect merit pay procedures. If the faculty member's request for extension of the probationary period is denied, he or she may appeal the decision through the Faculty Grievance Procedure of the University (see 4.5).

3.2.2 Probationary (Tenure-track) In the time period prior to the awarding of tenure, regular (tenure-track) faculty are elected or reelected for one, two, or three academic years. Ordinarily, a newly-elected faculty member will receive an initial one-year contract. Renewal of that contract (the second contract) is normally for two years, and the subsequent renewal (the third contract) for three years or for whatever period of time remains of the probationary period prior to the tenure decision. Contract renewal is always preceded by a careful and thorough performance evaluation carried out by the department chair and reviewed by the Dean (see §5.1). If, in the judgment of the chair and the Dean, normal reelection is not warranted, reelection for less than the normal period may be recommended to the President and the Board of Visitors; a one-year reelection may be specified by the Board as terminal. If the request for an extension of the probationary period is approved (§3.5.9), at the conclusion of the existing contract period a review will take place as specified in this section.

5.3.2.2.2 Probationary Period The probationary period is six years of full-time teaching experience at Mary Washington College, unless a faculty member has requested to extend that period in accordance with §3.5.9. The Board of Visitors may consider prior full-time service at another college or university as credit for not more than two years of the probationary period. Also, credit toward meeting the probationary period may be earned during leaves of absence from the College, with or without pay, if the leave is deemed in advance by the Dean to be one in which the professional development of the faculty member and the interests of the College will be advanced.

- Motion 2: That the motion regarding the revision of the writing intensive course proposal form be accepted (passed).

1. ~~Why do you think this course should be writing intensive? Be sure to explain~~ What are the goals and/or objectives of your course? Explain how the writing component of the course will a) enhance the learning of the material and b) improve students' writing skills.

2. ~~How many writing assignments do you expect to assign? How many total pages do you expect to require?~~ Briefly describe the writing assignments (~~graded and ungraded~~) that you anticipate requiring and ~~indicate~~ their purposes or goals in relation to the course. For each assignment indicate the following

- graded or ungraded
- the number of pages
- the percentage of the course grade
- type of writing (i.e., formal or informal)

3. Through what means do you expect to offer students guidance concerning their writing (e.g., providing written guidelines, discussing sample papers before or after assignments, using peer critiques, giving in-class instruction, indicating strengths and deficiencies in writing, etc.)? Please explain and describe.

~~Please attach a tentative~~ Attach a syllabus and/or any other information (e.g., sample instructional handouts, grading rubrics, assignment descriptions, etc.) that will help the members of the committee understand your vision of the course as writing intensive or your methods in teaching such a course.

- Motion 3: That the motion regarding release time for the president of the faculty senate be accepted (passed).

The Faculty President The Faculty President will serve a two year term, receive a course release for each semester he/she serves as the Faculty President, etc.

- Motion 4: That the motion regarding faculty representatives to the President's search committee be accepted (passed with 3 dissenting votes).

The Faculty Senate directs the Faculty Organization Committee to hold an election to elect five teaching faculty whom they will recommend to the Rector and Board of Visitors as their representatives to the President's Search Committee.

April 6, 2005

- Motion: That the questions students are expected to answer when requesting R/G credit for a transfer course, as well as the form faculty use to apply for course and individual R/G designation be revised and accepted. (passed). The current and **revised** questions are included below.

Student Questions:

1. Please describe the topics covered in the course and how they are race and/or gender related.

1. How are race and/or gender central to this course? Please note that merely having the issues of race and/or gender covered in the course by itself is not sufficient to be designated to be a R/G course. The central purpose is to provide a critical perspective on race and/or gender.

2. Describe the format of the class sessions themselves, i.e., was it based on lectures? Discussions? Group work? (If some combination, please be specific.)

2. Describe the format of the class sessions themselves, i.e., was it based on lectures? Discussions? Group work? (If some combination, please be specific.) Explain how these activities addressed the issues of race and/or gender, challenged common sense categories and allowed you to acquire a critical perspective on race and/or gender.

3. Describe any additional assignments or activities utilized in the class that you feel might be relevant. These might include, for example, small group discussion, self-reflective journals, group journals, service learning, collaborative projects, student presentations, or student-generated classroom or research topics.

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Course Proposal Questions:

1. Why should this course be designated Race/Gender Intensive?

1. Why should this course be designated Race/Gender Intensive? [Please note that merely touching on the subject of race and/or gender by itself is not sufficient to be designated R/G intensive since the central purpose of such a designation is to provide a critical perspective on race and/or gender.]

2. How will your course content/material and assignments raise race and/or gender issues? If the course does not deal explicitly with race and/or gender, please thoroughly explain how both the course content and the assignments relate to race and/or gender issues.

2. How are race and/or gender issues central to your course? [If the course does not deal explicitly with race and/or gender, please thoroughly explain how both the course content and the assignments relate to race and/or gender issues.]

3. How will this course provide a critical perspective on the discipline or revise traditional approaches in the discipline?

3. How will this course allow students to develop a critical perspective on race and/or gender?

4. What pedagogical methods will be employed to engage students and heighten awareness of race and/or gender issues? Some suggested methods include directed small group discussions, self-reflective journals, group journals, service learning, collaborative projects, and student generated topics.

4. What pedagogies will be employed to engage students, heighten awareness, and allow for the development of a critical perspective on race and/or gender issues? Some suggested methods include directed small group discussions, self-reflective journals, group journals, service learning, collaborative projects, and student generated topics.

5. What training or preparation qualifies you to teach this course with a Race/Gender designation?

5. What training or preparation qualifies you to teach this course with a Race/Gender designation?

The Course Proposal Questions revision was challenged by motion (agenda item) to be discussed at the General Faculty Meeting held on April 20, 2005:

That the faculty rescind the senate's approval of the Race and Gender Intensive Committee's motion and instruct the committee to adhere to the original guidelines when making its decisions.

At the General Faculty Meeting this original motion was replaced with a motion to return the approved motion by the Senate to the Race and Gender Committee for further deliberations. (passed)

Respectfully submitted: Stephen J. Burton, Secretary to the Faculty Senate
July 1, 2005