

Actions of the Faculty Senate, 2005-2006

The Senate accepted the reports of the curriculum and ATC committees, as noted in the minutes of the meetings. In addition, it has taken the following actions on motions and resolutions brought by committees and/or individuals.

September 2005

Professor Robert Rycroft, Faculty Senator from the Department of Economics, introduced the following motions:

Motion 1: The Faculty Senate calls on the Board of Visitors to appoint new Distinguished Professors.

Motion 2: The Faculty Senate calls on the Board of Visitors to abolish the rank of Distinguished Professor and demote all Distinguished Professors to Professor.

The motions were tabled.

October 2005

The Senate voted on Professor Rycroft's motions on the rank of Distinguished Professor.

Motion 1: The Faculty Senate calls on the Board of Visitors to appoint new Distinguished Professors.

Motion 2: The Faculty Senate calls on the Board of Visitors to abolish the rank of Distinguished Professor and demote all Distinguished Professors to Professor.

Both motions were defeated.

The Faculty Affairs Committee introduced the following motion:

Motion: The Faculty Senate expresses grave concern with a recent administration decision to apply the *Administrative Handbook* as the basis for a decision concerning a member of the instructional faculty. The Faculty Senate directs the administration to apply only the *Faculty Handbook* to the instructional faculty. In cases where policy needs to be set, the administration shall bring the issue to the Faculty Senate.

The motion was approved.

November 2005

The Faculty Affairs Committee introduced the following motion:

Motion: The Faculty Senate requests that the annual calculation of merit pay increases be made in a manner that causes the percent increase for level 2 merit to be no less than the percent raise authorized by the General Assembly.

The motion was approved.

Steve Watkins, Senator from the Department of English, Linguistics, and Speech, proposed the following resolution:

Whereas President Anderson and the Board of Visitors explicitly promised during the school's transition to university status that the name "University of Mary Washington" would be an "umbrella" name that would in no way obscure the identity of Mary Washington College as an undergraduate liberal arts college; and

Whereas President Anderson and the BOV explicitly promised that the name "Mary Washington College" would continue to be used to refer to the school of undergraduate arts and sciences in Fredericksburg; and

Whereas university officials have instead deleted almost all references to "Mary Washington College" on the school's web site, on its official map, and in printed literature about the school; and

Whereas university officials have replaced almost all references to "Mary Washington College" with "College of Arts and Sciences, Fredericksburg Campus"; and

Whereas university officials have sought to further obscure the identity of Mary Washington College by ordering removal of the Mary Washington College seal from Dodd Auditorium, to be replaced by the new University of Mary Washington seal;

Be it resolved that the Mary Washington College Faculty Senate calls on the administration and the Board of Visitors to live up to its commitments to students, faculty, staff, alumni, and members of the larger community by restoring all references to "Mary Washington College" where they have been replaced by "College of Arts and Sciences, Fredericksburg Campus," and by retaining the Mary Washington College seal in Dodd Auditorium.

The resolution was approved.

December 2005

The Faculty Organization Committee introduced the following motions:

Motion 1: That the Faculty Handbook be amended in the following way (additions are underlined, deletions struck through):

2.2.3.1 The Faculty President The Faculty President will serve a two year term and will also serve as the BOV/SCHEV representative. The Faculty President must have attained the rank of associate professor or above with tenure. The Faculty President is a non-voting member of the Faculty Senate, except in the case of a Faculty Senate tie vote. In the event of a tie, the Faculty President will cast the deciding vote.

2.2.3.2 The President-Elect The President-Elect will be elected by the faculty every other year during the spring semester to begin a term in the fall. The President-Elect must have attained the rank of associate professor or above with tenure. If the in-coming President-Elect is already a department senator, the FOC will ask the department to elect a replacement. ~~If the in-coming President-Elect is already an at-large senator, the FOC will conduct a special election in order to fill the vacated seat.~~ The President-Elect will become Faculty President automatically at the expiration of the President's term. Candidates for the position of President-Elect may also run for one of the two other at-large senator seats, but the ballots will be counted in the order of President-Elect, then at-large senator. Once elected, a faculty member's name is not further considered and subsequent votes for him or her are not included in the count of votes cast for at-large senator.

The motion was approved.

Motion 2: That the Faculty Handbook be amended in the following way (additions underlined):

2.3.3.7.6 Faculty Organization Committee The committee consists of six faculty members elected by the faculty. 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 the election. There must be at least one tenured individual among the members of this committee. The committee's duties are to: (rest of section stays the same.)

The motion was approved.

Denis Nissim-Sabat, Ernie Ackermann, and Craig Vasey presented the following motion:

Motion: that each candidate for President-Elect of the Faculty Senate is expected to have a commitment from his/her department to reduce his/her teaching load by one course for each fall semester during his/her term as President. Although this is not guaranteed, it is appropriate and expected that the President of the Faculty Senate shall have this support and recognition.

The motion was referred to the Faculty Organization Committee.

Angela Gosetti-Murrayjohn, Senator from the Department of Classics, Philosophy, and Religion, and UMW representative to the FSVA introduced the following motion:

Motion: to amend the Faculty Senate of Virginia Constitution, Article III, Section 3, by inserting the following sentence at the end of the paragraph: In the event that an elected officer is unable to perform his/her duties for any reason, the Immediate Past President shall solicit nominations for a replacement, with an election held at the next scheduled meeting.

The motion was approved.

The Faculty Affairs Committee proposed the following resolution:

Be it resolved that the faculty of Mary Washington College hereby express their appreciation to the UMW administration and Board of Visitors for their successful efforts to improve the salaries of the lowest-paid faculty at the University.

The resolution was approved.

February 2006

Nissim-Sabat announced that he had informed FOC to withdraw the motion introduced by Vasey, Ackerman and Nissim-Sabat at the December 2005 meeting pertaining to the teaching load reduction for President of the Faculty Senate.

Jason Davidson, Senator from the Department of Political Science and International Affairs, introduced the following motion:

Motion: The Faculty Senate expresses its opposition to the removal of notation of honor code violations for academic offenses on student transcripts.

The motion was defeated.

March 2006

The Faculty Organization Committee introduced the following motion:

Motion: That the *Faculty Handbook* be amended in the following way (additions are underlined):

6.4.11 (formerly 5.2.3.11) In each instance when an appeal is requested, the Dean shall, within one working week, establish a Promotion Appeal Advisory Committee (PAAC) which shall be composed of one member of the Faculty Affairs Committee, selected by the committee; one member appointed by the Dean; one member appointed by the President; and one member appointed by the appellant. If none of the elected members of the FAC are eligible to serve on the PAAC, an ex officio member of the Committee who meets the eligibility requirements may serve. If no member of the FAC is eligible to serve on the PAAC, the Committee will select an eligible faculty member who was previously elected to and served on the FAC. No person on the PAAC, other than the person selected by the appellant, should be a faculty member who has written a letter of recommendation for the candidate's promotion and/or tenure file. In the event of multiple appeals, the three members appointed respectively by the Faculty Affairs Committee, the Dean, and the President shall serve on each appeal committee; the member selected by the appellant shall serve only on the committee reviewing the appeal of his or her selector. All members serving on the PAAC shall have the rank of full professor.

The motion was approved.

The Global Awareness ATC Committee introduced the following motion:

Motion: That the Guidelines for the Submission of Global Awareness Courses be amended as follows:

Amendment #1. Amend the first paragraph of the “Guidelines for Submission of Global Awareness courses” as follows (new material in italics):

All students are required to take six credits in courses which fulfill the Global Awareness Across-The-Curriculum requirement. Such course may be in any discipline, but all GA courses must promote an awareness of global issues as a central and explicit theme. ~~A course proposed for GA designation must address all three major goals and specify how the objectives under each goal are met by the course. Please address as many of the objectives as possible.~~ *Courses need not attempt to address all of the objectives listed under each of the three goals, but must address each of the goals. Please address as many of the objectives as possible.*

Amendment #2: Amend the second paragraph of the “Guidelines for Submission of Global Awareness courses” as follows (new material in italics):

Under “Goal #1: Awareness and knowledge of global issues” add the following additional objective:

Objective #5: Students will develop an understanding of the processes and consequences of globalization.

The motion was approved.

Steve Fuller, Faculty Senate President-Elect, introduced the following motion:

Motion: that the Faculty Senate approve the new *Faculty Handbook*.

The motion was approved.

Ray Scott, Senator from the Department of Chemistry, introduced the following motion:

Motion: That the FOC must insure that the Promotion-Tenure Committee include representation from each of the academic buildings.

The motion was referred to the Faculty Organization Committee.

April 2006

Farhang Rouhani, Senator from the Department of Geography, introduced the following motion:

Motion: The Faculty Senate should establish a Budget Committee as a permanent standing committee of the Faculty. This committee should be charged to work with the Chief Financial Officer, the Vice President for Advancement and University Relations, the Dean of Faculty, and the University Provost to: 1) formulate requests for appropriations from the Virginia Legislature;

2) plan new capital campaigns for the Mary Washington Foundation, and 3) allocate funds affecting the Academic program within the institution.

The motion was referred to the FOC.

The Academic Affairs Committee introduced the following motions:

Motion 1: That the following statement appear in the Cambridge International Recognition booklet: Cambridge International A Level Examinations are recognized [at UMW] for matriculation purposes. Please contact the University for further details.

The motion was approved.

Motion 2: That the following procedure be used for the evaluation of Cambridge International Examination Credit:

1. The relevant academic department at UMW would determine transfer credits and course equivalents to be awarded. Requests for credit evaluation would be sent to the department chair from the Transfer Coordinator in the Registrar's Office.
2. Transfer credit would be awarded on a pre- or post-matriculation basis (just as AP and IB credits are currently).
3. Only A-Level examination grades of A, B, or C would be eligible for transfer credit.
4. The A-Level examination credits may count as electives or to meet major or general education credits as appropriate, depending on the course equivalencies as assigned to the transfer credits.
5. Departments would use whatever procedures they deemed appropriate to determine the award of transfer credits, if any. The department would convey its decisions to the Transfer Coordinator, who would post the credit awarded on the student's academic record.
6. In awarding transfer credits, all the general rules usually applied to transfer credit would apply. These rules are stated in the *Dictionary of Academic Regulations*.

The motion was approved.

Alejandro Cervantes-Carson, Senator from the Department of Sociology and Anthropology and Chair of the Race and Gender Curriculum Advisory Committee, introduced the following motion:

Motion: that the Faculty Senate approve the following criteria modifications for Race and Gender ATC Courses:

Faculty course proposal questions:

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.]

2. How are race and/or gender issues integral 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 allow students to develop a critical perspective on race and/or gender, as well as on the discipline in which these issues are being studied?
4. What pedagogical methods will be employed to engage students, heighten their awareness, and allow for the development of a critical perspective on race and/or gender issues, and to reflect on their own identities, experiences, and practices? 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?

Student course proposal questions:

1. How are race and/or gender integral 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 an R/G course. Remember, a central purpose of this designation is to foster a critical perspective on race and/or gender.
2. Describe the format of the class sessions themselves. For example, 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.

The motion was approved.