

**Minutes of the Faculty Senate**  
**April 1, 2006, 4:00 p.m.**  
**Red Room, Woodard Campus Center**

Denis Nissim-Sabat (FSP) called the meeting to order at 4:04 p.m. The Minutes of the 1 March 2006 meeting were approved on a motion by Steve Fuller (FSP-E), seconded by Galen deGraff (BUS).

**Special Order of Business**

David Kolar was sitting in for Mirim Liss in Psychology. Rod Wood was sitting in for Tom Sheridan in Physical Education. Ian Campbell was sitting in for Scott Powers in Modern Foreign Languages. Bruce O'Brien was sitting in for Nabil Al-Tikriti in History.

**Committee Reports**

- **Academic Affairs Committee.** There will be two motions—one from Cambridge International exams regarding transfer credits and the other for the procedures for awarding credits.
- **Campus Academic Resources Committee.** No Report
- **Curriculum Committee.** Bob Rycroft (ECON) asked about the relationship between course level and prerequisites. John Morello said there are no requirements for prerequisites for 300- and 400-level courses.
- **Faculty Affairs Committee.** Angela Gosetti-Murrayjohn (CPR) asked if there was a follow-up regarding a meeting with Sen. Chichester. Mr. Nissim-Sabat said that Sen. Chichester will meet with the Senate in the Fall. (He also mentioned that President-elect Frawley will meet with the Senate in the Fall.)
- **Faculty Development and Grants Committee.** No Report
- **Faculty Organization Committee.** With respect to last month's motion by Ray Scott regarding composition of the P&T Committee, Alan Griffith (BIOL) asked if each department has a set of criteria for tenure as well as promotion. Mr. Nissim-Sabat referred the question to the Dean. She said the department gives guidance to the committee in the form of the letters submitted from the department. She referred to the criteria listed in the *Faculty Handbook*. Jason Davidson (PSCI) suggested that beyond the question of the criteria, the P&T Committee acts as a check on the bias of the department. Jody Hayob (at large) reiterated this concern saying that if the P&T Committee has no member from, say, the performing arts, how can the committee evaluate a candidate from one of those disciplines. Mr. Nissim-Sabat suggested that next year's chair of FOC should attend a Faculty Senate meeting, and Mr. Davidson suggested that the incoming President of the Senate put the matter of the composition of the P&T Committee on the agenda early in the year.
- **Bachelor of Liberal Studies Committee.** The report was accepted without comment.
- **Global Awareness Committee.** No Report
- **Race and Gender Committee.** The committee will introduce motions under new business. David Kolar (PSYC) asked Alejandro Cervantes-Carson (SOC) about

#3 (page 17 of agenda packet)—a course proposal from the Psychology Department. Mr. Cervantes-Carson replied that the course request came in six weeks after the deadline.

- **Writing Intensive Committee.** The report was accepted without comment.
- **Environmental Awareness Committee.** No Report
- **Speaking Intensive Committee.** The report was accepted without comment.
- **General Education Committee.** No Report

### **Report of the President of the Senate**

Mr. Nissim-Sabat reported that Dean Barra has met with the Dean of CGPS regarding their proposed sabbatical leave policy. Mr. Nissim-Sabat turned to her for a fuller explication on this issue. In a meeting with Meta Braymer and Jeanie Kline Dean Barra learned that the CGPS faculty will take their proposal (for sabbaticals after four years) back to their academic council which will then prepare a modified proposal. In the meantime, their proposal has been withdrawn for consideration by the BOV.

### **Report of the Interim Dean of the Faculty**

**Searches.** Of the twelve positions available through the 15 to 1 initiative, eight have been filled. Of the four remaining, two are failed searches and so two are still open. The six one-year visiting positions have not been filled, and one full-time faculty replacement is yet to be filled. Mr. Davidson asked about why some of the searches have failed. Dean Barra said that the issues are the same as last year. While salaries at the lower end of the scale have been improved, teaching loads and the cost of living in the area remain as problems in hiring.

### **Report of the Student Representative.**

Megan Cudahy introduced Kyle Ott, the new Academic Affairs Chair, and Patrick Whelan, the new Academic Affairs Vice Chair. Mr. Nissim-Sabat welcomed them.

### **Other Reports**

#### **Honor Council**

BJ Huff called attention to the major issues on the report included in the agenda packet. The report includes a list of closed and pending cases and the results of the vote on the proposed amendments to the Honor Constitution. The incoming president of the Honor Council is Stephen Gregg III. The council plans to prepare a CD-ROM on honor council procedures. They also plan to start publishing closed cases in the Bullet. Leigh Frackelton will be replaced as Procedural Advisor on April 10. The council was not consulted in advance on this. They conveyed their disappointment in a letter to President Anderson, saying that Mr. Frackelton was important for consistency. His replacement has not been announced. In response to Bruce O'Brien's (HIST) question regarding why Mr. Frackelton was being replaced, BJ mentioned that Mr. Anderson was concerned that the council would seek legal opinions from Mr. Frackelton (a practicing attorney) rather than from the Attorney General's office.

### **New Business**

**Motion regarding establishment of a Budget Committee.** Farhang Rouhani (GEOG) 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. Mr. Nissim-Sabat referred the motion to the FOC.

Wendy Atwell-Vasey (EDUC) asked if we were limited in the number of standing committees we may have. Mr. Morello responded that there is no ceiling on this. Mr. Nissim-Sabat referred the motion to the Academic Affairs Committee.

**Motions from the Academic Affairs Committee regarding the Cambridge International A Level Exams.** Mr. Morello provided background on the Cambridge International A Level Exams, explaining that they work somewhat as AP and IB exams do. The desirability of the University recognizing these exams and awarding credit is based on the fact that high schools are moving away from AP and IB courses and toward the Cambridge exams. Our commitment with respect to the latter is that, if Motion 1 passes, the academic departments would look at the exams and decide whether or not it would be appropriate to offer transfer credit for a specific exam.

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.

After very brief discussion, 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*.

There was no discussion. The motion was approved.

**Motion from the Race and Gender ATC Curriculum Committee.** Alejandro Cervantes-Carson (SOC) 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.

There was extensive discussion. Mr. Davidson raised questions on the language of #3 (“ . . . develop a critical perspective on . . . the discipline . . .”) and Mr. Dreiss (ARTH) spoke about the heavy-handedness of suggesting pedagogical method (#4). Mr. Nissim-Sabat mentioned that this wording was used in the original criteria for R&G courses. The motion was approved.

The meeting was adjourned at 5:13. . .

Respectfully submitted,

Martha Fickett, Secretary to the Faculty Senate