

**GEORGE MASON UNIVERSITY**  
**MINUTES OF THE FACULTY SENATE MEETING**  
**April 3, 2024, 3:00-4:15 p.m. | Online Meeting**

*Number of participants: 131 ([List of Names](#))*

- I. **Call to Order:** Senate President Melissa Broeckelman-Post (MBP) called the meeting to order at 3:02pm.
- II. **Approval of the Minutes of March 20, 2024:** Approved as posted.
- III. **Committee Reports**

**Senate Standing Committees**

- Executive Committee
  - No meeting to report from,
  - All Provost candidates have visited campus and the Search Committee has turned in its final report to President Washington. Thanks to all who participated.
- Academic Policies (Doug Eyman)
  - [AP.5.3.1 Declaration of a Major](#)
    - The timing of declaring the major has caused confusion for some students and challenges for departments, so this policy provides guidance on when majors should be declared.
    - No discussion.
    - Motion to approve policy change carried by acclamation (unanimous).
- Budget and Resources (Delton Daigle)
  - BOV open session yesterday. Deb Dickenson did a great job presenting budget information and more will be coming in the May meeting. We should have a better sense of the University's financial picture by then. We will be meeting with Deb at the end of the month.
- Faculty Matters (Solon Simmons/Mohan Venigalla)
  - The Faculty-Staff Engagement and Faculty Evaluation of Administrators survey launched today. We are allowing for feedback about chairs this time in the FEA. If your unit doesn't have a chair, you can give feedback on your direct supervisor.
  - Last year the response rate was in the mid-30s. Let's do better this year. Gallup will be sending regular reminders and Senators will be reaching out to colleagues in their schools.
  - For the first time ever, we'll be using AI to process the qualitative responses to add another layer of anonymity to those responses.
- Nominations (Bijan Jabbari)
  - Request from Laura Poms, Mason Core director, to bring nominations forward for Mason Core Committee, because 4 of 8 members' terms expire this year and onboarding takes a while. Requesting to temporarily suspend nomination rules for nomination of faculty so that nominations are identified by the end of this academic year and get up to speed by the beginning of the semester.
    - Call for nominations would need to go out by the end of today and close on April 16.

- MBP: To offer more context, terms end in May but the committee does work over the summer, e.g. approving new courses. The committee needs to maintain a quorum to keep doing that work.
    - Motion to temporarily suspend the bylaws for the sole purpose of allowing this Mason Core committee election to take place at the April 24 meeting (bylaws currently say that all committees are elected at first meeting of the year).
      - Approved by acclamation (unanimous) with 40 Senators signed in (2/3 majority).
  - Other committee nominations are due in August.
  - The ballot for BOV committees was sent out today and votes are due next Tuesday, April 9.
- Organization and Operations (Lisa Billingham/Charlotte Gill)
  - Encourage all committees to complete their annual reports. If there are issues that were not completed this year or needed more research/time, please make that a separate part of your report so that when O&O reviews these reports next fall nothing falls through the cracks.
  - [Academic Standards Committee Charge](#) (*discussion deferred until after the Academic Standard Proposal below is discussed at next meeting*).

#### **Other Committees/Faculty Representatives**

- [Academic Standards Proposal](#) (Tim Leslie)
  - Background: the Honor Code was carried over from University of Virginia and was initially student-led, before becoming administration-led in the 1980s. Rules were overhauled in 2010.
  - New exigencies: pandemic, AI, etc.
  - 2022 Audit on academic integrity found challenges in process and culture, both institutional and specific to the Office of Academic Integrity.
    - Variance in sanctions across schools; faculty have complete grading control with limited guidance
      - Proposing 2 standardized tiers of violations. The top tier would be for egregious violations, contract cheating, second offense, PhD/JD students.
    - Lack of syllabus statement consistency (language/presence).
      - Standardized addendum approved by Faculty Senate to use beginning in Fall 2024.
    - Need for culture change
      - Proposing a shift from “honor code” to “academic standards.”
      - Move from University Life to Academic Affairs.
      - Training requirements for faculty and students; awareness campaign.
      - Shift to affirmative language – principles of honesty, acknowledgement, pledge not to commit violations.
      - Move from Advisory Board to a University Committee with stakeholders
  - Prior outreach – task force report and implementation team finalized last year, have spoken to Deans, Chairs, Graduate Council etc.

- Timeline
  - This summer: seeking to implement faculty training, language and office changes.
  - Fall 2024: develop student trainings for January 2025 and integrate with new committee.
- Questions
  - Lori Rottenberg: How would this new committee integrate with the current academic integrity advisory board?
    - There is not currently a university committee. It would subsume the advisory board.
    - The panels that review individual cases would still exist and colleagues are encouraged to volunteer to participate in these panels.
  - Michelle Boardman: Law School runs its own academic standards committee. Will we still have the ability to do that and in addition to this language keep the language that is required by ABA and the Bar?
    - We had Law School representation on the committee. The goal is to integrate the Law School into university-wide processes so there is consistency, while still maintaining the required processes.
      - MB: I will connect with Dean Price but I think we need our own processes.
        - Part of the goal is to avoid having multiple different processes and expectations.
  - John Dale: What stakeholders do you have in mind for the committee?
    - Defer to O&O on this.
      - Lisa Billingham: We are proposing 6 faculty members, at least one Senator; representatives from at least 4 schools, Provost's office, student government, and GAPSA. All would be voting members.
  - Lori Rottenberg: Our unit represents multilingual learners with specific needs and cultural differences around academic integrity – it would be helpful to have a representative for multilingual learners on this committee.
    - We can discuss more when we discuss the committee charge, but we recognize that this does affect a large portion of Mason's community.
  - MBP: This is not an academic policy – we don't vote to approve – it is a university policy at the Provost's level. But we can vote to endorse or not endorse if that would be useful.
    - I think that would be appreciated.
  - Eugene Kontorovich: All for endorsing, but before we can meaningfully endorse it, it would be helpful to read more details. Motion to table to the next meeting.
    - Seconded to next meeting.
    - Motion to table the vote on endorsing the proposal approved by acclamation (unanimous)
      - Will bring this back to the next meeting.

- Lisa Billingham: O&O only has one more meeting (April 11), so please let us know as soon as possible if there are more specific considerations about the committee's parameters and makeup.
  - Delton Daigle: When is it hoped that we'll adopt this?
    - We proposed to the Provost to adopt it this summer. The matter before the Senate today is the creation of the committee – separate from the endorsement of the overall proposal.
- [Faculty Handbook Revisions Committee](#) (Solon Simmons)
  - 2.10.6: Adding a link to the now approved [University Policy 4021](#) on conflict of commitment – saying we will follow this policy.
  - 2.10.7: Removes values-based language and renumber the Handbook as 2.10.7 will be removed completely.
  - 2.1.3: Move from definite to indefinite article (“a terminal degree” vs “the terminal degree”). People in interdisciplinary settings may have a terminal degree that is not *the* terminal degree for the field.
    - Tamara Maddox: What about the other areas in 2.1.3 where it uses the definite article?
      - Missed some – apologies. The intent is to use the indefinite article throughout.

**IV. New Business – none.**

**V. Announcements**

- Interim Provost Walsh
  - The BOV meeting yesterday was extremely well attended by faculty – commend Faculty Senate as representatives of the overall faculty for turning attention to this issue. The faculty have an important voice and agency in these issues and much better for the BOV to hear from faculty directly rather than us trying to relay faculty concerns. Melissa and all other members of the Senate have done a great job.
  - Questions/comments
    - John Dale: The students also participated yesterday – thanks to them as well.
      - Agree and endorse that statement.
    - MBP: The committee working on responses to Mason Core concerns also met after the meeting. Thanks to everyone who pulled together information for white papers – lots of information that has helped us craft a response.
    - Tim Gibson: BOV rules, Article 5, Section 4 language on special committees – can be appointed for the benefit of the board and university – seems to be what this committee is. Elements of transparency for these meetings are spelled out in Appendix B – meetings should be public, posted in advance, materials available. Is this a special committee and if so, will it be conducted according to these requirements?
      - MBP: The committee was appointed by the President, not the Rector, so it is a university committee. It only has two board members, allowing it to meet under different circumstances than if it was a board committee. We've spent the last month really digging into this, gathering evidence and data on accreditation policies,

SCHEV and SACS, employer perspectives etc. We're meeting about once a week and hoping to share a draft report in the next week or so. The meetings are not open to the public because it's a university committee appointed by the president, but we'll be sharing more as we have it – we're in writing mode right now.

- Tim Gibson: Thank you for this incredibly important work. At the February 22 board meeting the Rector established this committee and appointed Visitors Witeck and Meese and invited you – that sounds like the Rector established the committee.
  - MBP: There was planning between the Rector and President before that meeting to create the committee.
    - Ken Walsh: That's correct - the Rector designated board members to the effort that the meeting.
    - Bob Witeck: I don't recall precisely but understood that the Rector's role was to identify the two board members who would participate. It's a university committee as Melissa said – it is not bound by Virginia statute about our meetings, which has allowed us to be very flexible and candid about the information we are gathering. Tim – grateful to you and faculty for speaking to the issues at the board meeting.
- EVP Dickenson
  - Planning to present a few budget scenarios at the next BOV meeting, depending on the budget that is actually passed. The materials should be publicly posted by April 15.
- Lisa Billingham: Exciting collaborative event between schools of music and engineering coming up on April 9: <https://cfa.calendar.gmu.edu/university-singers-quot-flying-to-the-stars-davinci-and-beyond-quot>

**VI. Remarks for the Good of the General Faculty** – none.

**VII. Adjournment:** The meeting was adjourned at 3:47pm. The spillover meeting scheduled for April 17 is cancelled.

Respectfully submitted,

Charlotte Gill  
Secretary of the Faculty Senate

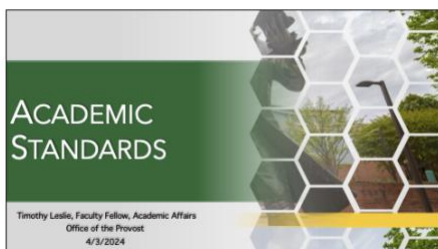
**ACADEMIC POLICIES**  
**AP.5.3.1**

<b>CURRENT LANGUAGE</b>	<b>PROPOSED LANGUAGE</b>
<p style="text-align: center;"><b>AP.5.3.1 Declaration of Major</b></p> <p>To plan a sound academic program, undergraduates should select a degree and major as soon as it is practical but no later than four weeks before the end of the sophomore year. To declare a major, students should confer with the appropriate advisor in the new major program. Students approaching the recommended point for declaring a major, but still uncertain of their choice, should consult:</p> <p>Office of Academic Advising Undergraduate Education Johnson Center, Suite 228 <a href="mailto:advisor@gmu.edu">advisor@gmu.edu</a></p> <p>Note that all degree components including Mason Core, majors and concentrations must be contained in a single catalog year. See <a href="#">AP.4.2.2 Catalog Requirements for Degrees</a> for exception regarding minors.</p>	<p style="text-align: center;"><b>AP 5.3.1: Timely Declaration of Major</b></p> <p>To ensure timely progress to graduation, undergraduate students must officially declare a degree-granting major before reaching Junior standing, defined as 60 earned credit hours. Students are responsible for confirming they meet the criteria to declare their intended major. Students who have not declared a degree-granting major after earning 60 credit hours will be unable to register for future terms until they are formally declared in a degree- granting major.</p> <p>Students entering the university with 60 or more credits must declare a degree-granting major within one academic year of matriculation.</p> <p>Students with 60 or more credits who are academically ineligible to continue in a declared major must declare a different degree-granting major within one semester.</p> <p>Students who need guidance in choosing an appropriate major should consult:</p> <p>Office of Academic Advising Undergraduate Education Johnson Center, Suite 228 <a href="mailto:advisor@gmu.edu">advisor@gmu.edu</a></p> <p><b>Note:</b> All degree requirements, including Mason Core, majors, and concentrations, must be attributed to the same catalog year. See <a href="#">AP.4.2.2 Catalog Requirements for Degrees</a> for the exception regarding minors. Students receiving scholarships, grants, or benefits from external parties (e.g., Veteran’s Administration) may be subject to more stringent requirements and should consult their funding organization for additional information.</p>

# ORGANIZATION AND OPERATIONS ACADEMIC STANDARDS COMMITTEE PROPOSED CHARGE

4/3/24

4/3/24



1

### New Exigencies, Post Pandemic

- More online synchronous and asynchronous classes
- Increase in use of Generative AI
- New businesses focused on course completion for students

3

### Honor Code, Brief History

- Carried over from UVa
- Initially Completely Student-Led
  - Changed to administration-run in 1980s
- Overhaul and formalization of rules and processes in early 2010s

2

### 2022 Audit

- Conducted on Academic Integrity Outcomes and Processes
- Identified challenges in process and culture, both institutional and specific to the OAI
  - Several offices charged with improvements
  - Task Force for holistic changes

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2

4/3/24

### Task Force - Summer 2023

- Provide Direction to Address Audit Concerns:
  - Variance in Sanctions across Schools and Colleges
  - Lack of Syllabus Statement Consistency
    - Language or Presence
  - Culture shift to better address academic integrity challenges on our campuses

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### (1) Sanction Variance

- At current, faculty have complete grading control with limited guidance
- Same Violation Range
  - "redo the assignment" to "Failure in course"
- Some Colleges have formalized their sanctions
  - CEC, CCB, MKo

6

3

### Changes

- 2 tiers of sanctions
  - Examples of differentiating violations
    - Egregious violations
    - "Doctoral or JD student"
    - Contract Cheating
    - 2<sup>nd</sup> Violation

7

### (2) Syllabi

- Utilize new Syllabus Structure approved by Faculty Senate for Fall 2024 for syllabus statement

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### (3) Culture

- Terminology and Approach
  - Shift from "Honor Code" to "Academic Standards"
- Oversight and Engagement moving from University Life to Academic Affairs
- Training required for Faculty and Students

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### (3) Shift to Affirmative Language

- "... pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."
  - Principles:
    - Honesty,
    - Acknowledgment,
    - Uniqueness of Work

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### Culture and Compliance

- Move Advisory Board to University Committee with stakeholders
- Training
  - Faculty AND Students
  - Ongoing
- Awareness Campaign

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### Outreach Process

- Task Force Report – August 27
- Implementation Team Assigned – November 6
- Dean's Council – November 27
- ICWG – Jan 17
- Chairs – February 19
- PMG – Feb 27
- Graduate Council – March 20
- Faculty Senate – April 3

12

6

4/3/24

### Moving Forward

- Summer 2024
  - Faculty Training
  - Implement language and office changes
- Fall 2024
  - Student Training for Jan 2025
  - Integrate with new committee

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#### **Justification:**

This function is currently being undertaken by an advisory board selected and staffed by the Provost's Office. Moving the group to be a University Standing Committee with more formal membership will assist in having a comprehensive representation from academic units as well as ensure a comprehensive approach to cultivating an institutional culture committed to academic integrity at Mason.

**Charge:** The Academic Standards Committee is charged with reviewing the policies and procedures utilized to maintain its academic standards, and to collaborate with Office of Academic Integrity and other relevant institutional groups to make revisions as appropriate. The committee will provide recommendations for educational information/efforts about academic standards for students and faculty, with particular attention given to education for students of differing cultural backgrounds. Finally, they will review historical case data and

gauge faculty and student understanding of and thoughts about the Academic Standards case resolution processes to inform efforts listed above.

**Proposed Composition:**

- Six members of the faculty
  - o at least one of whom is a Faculty Senator
  - o from at least four different colleges or schools
- Two representatives from the Provost's Office
- One student government representative
- One GAPSA representative

## ACADEMIC STANDARDS PROPOSAL

# Moving from the Honor Code to Academic Standards

### *Current Academic Integrity Mission Statement:*

The mission of the Office of Academic Integrity is to unite Mason under a joint resolution to uphold our values, to promote ethical behavior and to represent Mason as a place where integrity matters. This mission is rooted in a commitment to create an environment at Mason that is innovative, diverse, entrepreneurial, and accessible, circumventing accidental or intentional violations of the Honor code.

### *Proposed Academic Standards Mission Statement:*

Academic Standards works to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students in order to cultivate an educational community which values integrity and produces graduates who carry this commitment.

## Signing Statement

In addition to changing the Honor Statement language, we would also adjust the statement we ask students to sign affirming their adherence.

### Current:

#### **Honor Code Statement:**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

### Proposed:

#### **Academic Standards:**

The George Mason University Community is committed to upholding our institution's academic standards with a shared sense of responsibility. I commit to honesty in my academic endeavors, ensuring that my work is original, properly acknowledges the contributions of others, and is result of my individual effort.

# Full Statement

## Current Honor Code Statement

At George Mason University, Academic Integrity is demonstrated in our work, community, classrooms, and research. We maintain this commitment to high academic standards through the Honor Code. It is an agreement made by all members of our community to not “cheat, plagiarize, steal, or lie in matters related to academic work.” Students sign an agreement to adhere to the Honor Code on their application for admission to Mason and are responsible for being aware of the most current version of the Honor Code

Having an Honor Code allows us to ensure that every student does their part to ensure integrity at Mason.

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## Proposed Academic Standards Statement

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

**Honesty:** Accurate information in all academic endeavors, including communications, assignments, and examinations.

**Acknowledgement:** Proper credit is provided for all contributions to one’s work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.

**Uniqueness of Work:** All submitted work is the result of one’s own effort and is original, free from plagiarism or self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is outlined in the university's procedures. Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

## **Violations of Academic Standards**

### Common Violations

Examples of violations of our academic standards include, but are not limited to, activities such as:

#### *Unauthorized Assistance / Duplicative Work*

1. Attempting to benefit from unauthorized assistance
2. Providing unauthorized assistance
3. Unauthorized use of Artificial Intelligence software, generative or otherwise
4. Submitting work that was done by someone else
5. Compensating someone else to do your work and/or academic outsourcing
6. Making an unauthorized record (photo, screenshot, download) and/or posting (such as on a public website) of exams or academic content
7. Submitting work that was taken or purchased from websites (Quizlet, Chegg, Course Hero, etc.)

#### *Fabrication*

1. Providing false information to bypass classroom expectations or gain an unfair advantage in completing academic work
2. Providing a false excuse for missing a test, assignment, or class
3. Fabricating or providing false sources, data, information, documents, and/or official correspondence. This could include, but is not limited to, referencing material that does not appear in the indicated source.
4. Fabricating documentation to respond to an accusation related to violations of University policies

#### *Plagiarism*

1. Submitting someone else's work as your own, either in whole or in part
2. Misrepresenting authorship (may include leaving author names off a document or giving authorship credit that is not warranted)
3. Failure to attempt to cite sources using required citation standards, including both in-text/in-presentation citations and full references lists\*

4. Intentionally or unintentionally using portions of one's old work for new assignments without appropriate attribution and advanced permission from the current course instructor (self-plagiarism)

\* If someone clearly attempts to appropriately identify or credit sources used but has errors in citation formats or incorrectly uses quotation marks or other ways of identifying source material, this is a misuse of sources rather than plagiarism.

There are some matters that are currently referred for a formal adjudication for which students are generally not found in violation. These often involve plagiarism concerns that do not include submission of another individual's work or falsifying data/information. Some examples are

- Citation issues, such as incomplete citations, open quotations, or poor paraphrasing (including misuse of sources)
- Conduct that would result in a deduction of no more than 10% of the assignment in question.
  - Evidence of attempts to cite work elsewhere in the assignment but also containing sections where citations are missing or inadequate.
  - A small portion of the assignment includes poor paraphrasing that verges on plagiarism
  - Plagiarism in an early draft that will be revised before a final draft of the assignment is submitted
- Submissions where the professor has directed the student to vary from traditional expectations for a specific educational purpose

Faculty are encouraged to work with students directly to remediate these concerns with educational interventions. Additional resources for these interventions are available in the Academic Standards Office, the Writing Center, the Communication Center, Learning Services, and the Stearns Center.

## Sanctioning

Violations of Academic Standards are sanctioned according to a common matrix. Sanctions include both educational and administrative components. Student violations of Academic Standards are sanctioned according to following matrix:

Formal OAI Referral

Appeals for In Violation Decision or Sanction through OAI, only considered based on new evidence or evidence of procedural error

University Integrity Educational Intervention determined by OAI

Finding	Sanction	Process
Level 1	<ul style="list-style-type: none"> <li>0% on the assessment and an additional letter grade reduction in the final course grade</li> <li>University Integrity Educational Intervention (*)</li> </ul>	<p>Formal Referral</p> <p>Appeals for In Violation Decision or Severity through Academic Standards Office, only considered based on new evidence or evidence of procedural error</p>
Level 2	<ul style="list-style-type: none"> <li>Failure of relevant Course or Assessment (comprehensive exams, dissertation, thesis, etc.)</li> <li>University Integrity Educational Intervention (*)</li> </ul>	<p>University Integrity Educational Intervention determined by Academic Standards Office</p>

\* Education Interventions may include online learning modules, visits to the writing center, or other programs to assist the student in understanding and remediating the violation.

## **Level 2 Offenses**

Some referrals are of a more serious nature and merit a more severe institutional response. A referral will be sanctioned according to the Level 2 sanctions if at least one of the following situations is met:

- The violation is **egregious, as determined by the Academic Standards panel.**  
Examples of egregious violations include
  - A substantial portion of the assignment was copied, plagiarized, and/or cheated on
  - Fabricated evidence (e.g., submitted edited screenshots as evidence for a grade adjustment, fake doctor's notes, internship updates, impersonation, fabricated citations)
  - Fabricated project data
  - Financial compensation in exchange for academic work (e.g., contract cheating)
  - Failure to include a co-author on a manuscript submitted for presentation or publication
  - Multiple separate violations related to the same event (e.g., fabricated data with plagiarism, usage of Artificial Intelligence in addition to plagiarism)
  - The violation had an impact on individuals that were not involved in committing the offense, such as a collaborative project
- The individual has a previous record of violating academic standards.
- The student has sufficient experience within the academic environment that a violation would be considered more serious.
  - Undergraduates that have been at Mason for at least a year and have more than 90 credits of completed coursework
  - Graduate students beyond their 1st semester of Graduate study
  - Any violation committed by a Doctoral (e.g., PhD, JD, EdD) student



## Suspension, Dismissal, and Termination

In some cases, violations of Academic Standards rise to the level that merits a pause or removal from studies. Suspension, Dismissal, and Termination decisions are based on the program level of the student, the number of previous offenses, and the severity of the offense. The decision to refer a violation for potential suspension or dismissal consideration is made by Academic Standards staff. Decisions to suspend or dismiss are made by Academic Standards committees after decisions of whether the offense violated the Academic Standards.

For undergraduates, the timing and process of suspensions follow the Academic Suspension process as listed in AP5.2.6. Graduate Students can be suspended or terminated from their program. These outcomes are adjudicated through the matrix below:

Student Program Level	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense
<b>Undergraduate</b>	Potential Referral for Academic Suspension or Permanent Dismissal	Automatic Referral for Academic Suspension  Potential Referral for Permanent Dismissal	Automatic Academic Suspension  Automatic Referral for Permanent Dismissal	Automatic Permanent Dismissal
<b>Graduate</b>	Automatic Referral for Academic Suspension  Potential Referral for Program Termination	Automatic Academic Suspension  Automatic Referral for Programs Termination	Automatic Program Termination	

## Appeals

Appeals are only granted based on new evidence or procedural error. After a written appeal, the appeal committee will determine whether (i) a case is granted a new review, (ii) the student receives an amended sanction with reduced severity, or (iii) the original decision is upheld. Appeal decisions are final.

## Appendix

Specific case examples found in violation.

	Examples
<p><b>Level 1 (Resulted in Zero on the assignment or grade reduction in course)</b></p>	<ul style="list-style-type: none"> <li>• Submitting identical or adapted answers from “study” websites such as Cliff’s Notes, Course Hero, or Chegg for minor assessments</li> <li>• Sending quiz answers via group chat/Discord (not during the test, after test before another group of students takes the test)</li> <li>• Plagiarism assignment involving several drafts where feedback was provided but the student continued to submit plagiarized material</li> <li>• Submitting work turned in by another student from a previous course section</li> <li>• Using a smartphone during an in-person exam</li> <li>• Failure to complete an environment scan during an Honorlock/Respondus exam</li> <li>• Submitting coding assignments with high similarities</li> <li>• Copying large portions of a paper from a website without attribution when the assignment was worth less than 10% of the course grade</li> <li>• Cheating off another individual during an in-person exam or collaborating with another individual during an in-person exam</li> </ul>
<p><b>Level 2 Result in Failure of course</b></p>	<ul style="list-style-type: none"> <li>• Accessing online study sites/group chats for major assessments</li> <li>• Submitting coding assignments with a 50% or greater similarity to another student</li> <li>• Submitting AI (Artificial Intelligence) generated work</li> <li>• Using outside sources during Honorlock/Respondus proctored exams</li> <li>• Having another individual feed answers during Honorlock/Respondus proctored exams (person in room giving answers)</li> </ul>
<p><b>Suspension or Dismissal Cases</b></p>	<ul style="list-style-type: none"> <li>• Contract cheating on several assignments/across several courses</li> <li>• Multiple violations of the same behavior or escalating behavior</li> <li>• Multiple violations in the same discipline/major program across several courses</li> <li>• Fabricating hours on internship/practicum worksheets</li> <li>• Fabricating official signatures from internships/practicum sites</li> </ul>

## FACULTY HANDBOOK COMMITTEE PROPOSED REVISIONS

### Faculty Handbook Committee (FHBC): Revisions

Final Proposal: April 3, 2024

CONTEXT: After several years of major changes in the Faculty Handbook, especially around term faculty contracts, the FHBC, in collaboration with the administration, elected to move more deliberately this year, allowing the schools and colleges to incorporate those changes in their bylaws and standing rules. This is the major push on handbook issues this year.

However, one issue that was outstanding from last year's revision proposal concerned the issue of outside employment—the so-called conflict of interest/commitment issue. Last spring, a proposed change in § 2.10.7, University Policies, was not adopted in the Handbook, primarily because the proposed changes referenced a policy that had not yet been approved: University Policy 2227. This policy has since been approved, and the FHBC proposes to pass the following two changes: first to add language to § 2.10.1 stipulating that faculty are responsible for complying with the new university policy; second that the existing language from § 2.10.7 simply be removed. The reason for this is that the language current present in the Handbook adds little not already covered in the policy, and best practice dictates that Handbook language remains as operational, parsimonious, and general as possible.

- **§ 2.10.1 University Policies**

**Motion:** Add language in red

University Policy 4021: Outside Professional Activities and Conflict of Commitment  
<https://universitypolicy.gmu.edu/policies/outside-professional-activities-and-conflict-of-committment/>

## § 2.10.7 Outside Employment and/or Business Interests

**Motion:** Eliminate the entire following section

### ~~2.10.7 Outside Employment and/or Business Interests~~

~~The University encourages faculty members to keep abreast of developments in their disciplines and to gain practical experience in their fields. In many instances, consulting work affords excellent opportunities for faculty to improve themselves professionally and to bring added prestige to them and to the University. The University looks favorably on appropriate consulting work by faculty members insofar as it does not interfere with full, proper, and effective performance of faculty duties and responsibilities.~~

~~Outside employment and paid consulting cannot exceed the equivalent of one day per work week without written authorization from the collegiate Dean. Faculty may be required to document outside employment to insure compliance with these requirements. Although faculty members are state employees, they consult as private individuals, and the University is not responsible for their work outside the University. When consulting, faculty members should take care to preserve the distinction between projects undertaken through individual initiatives and projects sponsored or officially sanctioned by the University. Outside business interests must not violate the Commonwealth's conflict of interests laws at (<http://law.lis.virginia.gov/vacodepopularnames/state-and-local-government/conflict-of-interests-act>) or the University's Conflict of Interests policy 4001.~~

~~Faculty members may use university facilities, equipment, supplies or computer time in their consulting only after obtaining the approval of the collegiate Dean. Faculty must also secure approval of the collegiate Dean before using university resources to support the activities of professional organizations.~~

CONTEXT: It came to the attention of the FHBC that there was difference of opinion about how to classify instructional term faculty with respect to their highest completed degrees. In particular, there were questions raised about which degrees were suitable for appointments in complex, multidisciplinary spaces, which are increasingly common for various reasons. In order to accommodate recent practice and desired outcomes in some of the schools and colleges, the FHBC voted to change the definite article in the two paragraphs of § 2.1.3 to an indefinite article. This clarifies how ranks and degrees are related.

- **§ 2.1.3 Term Appointments** paragraph 2 & 3:

**Motion:** Add language in red, Strike language

Instructional term faculty with ~~the~~ a terminal degree may hold one of the following ranks: Instructional Assistant Professor, Instructional Associate Professor, or Instructional Professor. Research term faculty with the terminal degree may hold one of the following ranks: Research Assistant Professor, Research Associate Professor, or Research Professor. Clinical term faculty with a terminal degree may hold one of the following ranks: Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

Instructional term faculty without ~~the~~ a terminal degree may hold one of the following ranks: Instructor, Senior Instructor, Master Instructor; or Professor of Practice. Clinical term faculty without the terminal degree may hold the rank of Clinical Instructor, Clinical Senior Instructor, or Clinical Master Instructor. Research term faculty without a terminal degree are Research Staff (Section 2.1.6).

**April 3, 2024**

**LIST OF ATTENDEES**

**125 Total Listed Attendees (47 Senators and 78 Visitors)**

**6 Additional Visitors attended who chose not to be listed**

**47 Senators Present:** Alan Abramson, KL Akerlof, Jatin Ambegaonkar, Ioannis Bellos, Lisa Billingham, Virginia Blair, Michelle Boardman, Melissa Broeckelman-Post, Jamie Clark, Richard Craig, Tim Curby, Delton Daigle, John Dale, Sebahattin Demirkan, Doug Eyman, Daniel Garrison, Edward Gero, Tim Gibson, Charlotte Gill, Thalia Goldstein, Victoria Grady, Michele Greet, Seth Hudson, Jessica Hurley, Bijan Jabbari, Eugene Kontorovich, Kerri LaCharite, Lisa Lister, Siona Listokin, Tamara Maddox, Alexandra Masterson, Alex Monea, Anna Pollack, Marvin Powell, Greg Robinson, Pierre Rodgers, Lori Rottenberg, Ellen Rowe, Gene Shuman, Solon Simmons, Cristiana Stan, Kun Sun, Rebecca Sutter, Anthony Terrell, Mohan Venigalla, David Wong, Jie Zhang

**5 Senators Absent:** Alok Berry, Jehanzeb Cheema, Liling Huang, Catherine Sausville, Anne Verhoeven

**78 Visitors Present:** Elizabeth Alman, LaShonda Anthony, Ann Ardis, Supriya Baily , Ken Ball, Lisa Breglia, Alan Byrd, Morgan Chalfant, Carlos Chism, Jenny Chism, Kimberly Davidson, Truman Deree, Deb Dickenson, Kimberly Dight, Fatou Diouf, Vicki Dominick, Kim Eby, James Finkelstein, Kimberly Ford, Marcy Glover, Renate Guilford, Cameron Harris, Tamara Harvey, Ginny Hoy, Emily Ihara, Yingji Jin, Toshia Johnson, Matt Kelly, Maoria Kirker, Kristen Koehler, Misty Krell, Vin Lacovara, N. Lee, Tim Leslie, Bethany Letiecq, Ingrid Lopez, Stephanie Lowe, Mary Lucal, Chris Magee, Doug McKenna, Kimberly Meltzer Weisman, Jennifer Meslener, Kristal Miller, Lynn Miller, Katherine Miscavige, Janette Muir, Esther Namubiru, Andrea Nikoi, Anne Osterman, Jess Ostrowski-Wright, Nikki Ouellette, Cindy Parker, Sarah Parnell, Laura Poms, Andrea Reeves, Keith Renshaw, Lauren Reuscher, Marguerite Rippy, Mohammad Salama, Michele Schwietz, Pam Shepherd, Asha Sneed, Frank Strike, Burak Tanyu, Cathy Tompkins, Amanda Torres, Girum Urgessa, Sally W, Ken Walsh, Tobi Walsh, DaFran Ware, Preston Williams, Tricia Wilson, Bob Witeck, Elizabeth Woodley, Lori Yi, Andrea Zach, Ibrahim