I. Call to Order: President Melissa Broeckelman-Post (MBP) called the meeting to order at 3:03pm.

II. Approval of the Minutes of April 3, 2024: Approved as posted.

III. Special Orders- Election of the Faculty Senate President 2024-2025
   • Nominees from the floor
     o Tim Gibson
       ▪ I want to speak the truth – running for President because I have been deeply disappointed in the leadership of the Faculty Senate for the past 6 years and it’s time for a change. An example is the recent Provost Search – the Faculty Handbook is very clear that the faculty has the right to meet with the Provost, and research from our own Schar School shows that open faculty searches produce better results. However, Fewer than 100 faculty met with the candidates and they were forced to sign non-disclosure agreements. I’m never surprised when the President or Provost tries to violate our rights as faculty but I am surprised when our Faculty Senate president chooses to do so. Our president could have pushed back on this process and taken a stand to open up the search. At every listening session our president said we were still negotiating the process, and did not ask for help from the senate or attempt to mobilize the general faculty to advocate for their rights, and the candidates ultimately wanted to skip the public process, at which point it was too late. We are now in a fight with the BOV and will likely soon be in a fight to protect the institution of tenure. Why should the BOV follow the Handbook when our own leadership agrees to violate its terms? The Faculty Senate has been weak and ineffective for years, only acting when prodded by the AAUP. Our leaders have thought and acted like administrators, and indeed our last three presidents are either in administrative positions or have applied for them multiple times. They have put smooth relationships with the Provost or President ahead of fighting for faculty rights. I have no interest in working in administration, I’m not afraid to speak the truth and I am not afraid to confront the administration and BOV. I stand with the faculty and students.
     o Solon Simmons
       ▪ This is a big job, and I ask for your support for three reasons. The first is scholarship – I’m really dedicated to teaching and learning, and to scholarship. I place students and faculty and the mission they serve at the top of my agenda. Second, I have been an administrator – guilty as charged – as vice president of global operations. There were two big projects at that time: Mason Korea and INTO Mason. I was optimistic about one of these and pessimistic about the other, and ten years later I think I was right, although I supported both of them. With Mason Korea we wanted to ensure
that scholarship and faculty/student focus was at the center of the effort. I was suspicious of INTO Mason because I was concerned about faculty vulnerability. This gives you a sense of what kind of partner I would be with the administration – I would be a partner, but I can speak truth to power. Finally, I am interested in the faculty role and the institution itself. I have been involved in many different areas of faculty life, through Faculty Matters, Handbook etc. and have advocated in many areas, including your salaries. In conflict resolution, sometimes you fight, sometimes you negotiate, and I welcome AAUP partners throughout this. I always want to place faculty governance, scholarship, the protection of tenure, and the protection of term faculty as they relate to the long-term future of George Mason University.

- Vote by secret ballot
  - Solon Simmons elected
  - 39 total votes: 23 for Solon Simmons, 16 for Tim Gibson

IV. Committee Reports

Senate Standing Committees
- Executive Committee (MBP)
  - President’s DEI committee, that is working on all of the DEI positions and programs as well as the Just Societies core, has finalized its report and it will go into the BOV meeting book tonight. We will be presenting as part of the President’s report during the board meeting.
  - Later in this meeting Provost Walsh will announce a new working group supporting faculty – more on that later.
- Academic Policies (Doug Eyman)
  - Reminder that Juneteenth (June 19) is a holiday and class should not be held that day if you are teaching in the summer.
  - Graduate Council has run a few items through the committee – we do not vote on these but just for informational purposes I’ll let you know what they’ve done.
    - Approved change in transfer of credits – no more reductions – AP.6.5.2.
    - Minimum grade B-, from B, for transfer
    - One other thing – timeline
    - AP.6.10.9 – updated policy on dissertation and thesis embargo timing and notification – each program and college or school shall publish on their respective university web page whether they permit a student to embargo their work. So each program needs to do that
    - No more reduction of credit.
    - There's a new policy on certificate to master's bridge programs which are not very common. And the folks that run those programs are kind of aware of that. You can go to the Graduate Council website for more details on this and copies of the new and updated policies.
  - Revisions to AP.4.3 Graduation
    - We were hoping to have more clarification in this policy on the difference between degree celebrations, commencement, etc. but these can change from year to year, so we are not including this in catalog language that is
hard to change. Students also don’t go to the catalog for information about this.

- No discussion, motion to approve carries by acclamation (unanimous).

- Budget and Resources (Delton Daigle)
  - Meeting with Deb Dickenson on Friday and there will be a full financial presentation at the BOV, so we will issue our annual report after both of those events.

- Faculty Matters (Solon Simmons/Mohan Venigalla)
  - Thanks to everyone for your work in getting the Gallup survey completed. Response rates in the high 40s – good representation. We will be following up on how we plan to release the data, and it’s looking like we’re in pretty good shape. This has been an exciting and unique partnership between Faculty Matters and HR – nothing like it in the country. We appreciate everyone’s support.
  - Refer faculty to our annual report on the Senate website – we did a lot of work this year that is worth paying attention to. Our biggest accomplishment was starting the chairs’ evaluation this year, which has been in the works for many years. We consider that a win – important for all constituents.
  - We didn’t make as much progress on revolving contracts for term faculty but that will be a front-burner issue going forward.

- Nominations (Richard Craig/Bijan Jabbari)
  - Keep an eye out for nomination reminders for university and senate standing committees over the summer.
  - Mason Core Committee Nominations
    - Five positions open on Mason Core Committee, no further nominations from the floor
    - Slate approved by acclamation (unanimous)

- Organization and Operations (Lisa Billingham/Charlotte Gill)
  - Academic Standards Committee Proposed Charge
    - No discussion on the charge [this was presented after the Academic Standards Proposal discussion under “Other Committees” below.]
    - Motion to approve the charge carried by acclamation (unanimous)
  - Thank you to all of the members of the O&O committee who have worked with me (Lisa) for the last 10 years. I am personally very proud that we were able to get the ombuds position. I’m proud of the work I have done and thankful to those I have done it with.
    - Mohan Venigalla – having served on the grievance committee I have personal experience of the importance of the ombuds. They seem to be the most worked and important position on campus. Thank you Lisa for getting this position approved.

**Other Committees/Faculty Representatives**

- Academic Standards Proposal (Tim Leslie)
  - At our last meeting we ended with a discussion of the Academic Standards Committee, and there was a request that we give everybody some additional time to read before we vote to endorse. So we are not approving this. We are simply voting whether or not to endorse the academic standards proposal that was
presented last time, as a matter of feedback to the Provost. And this is a university rather than an academic policy.

- Jamie Clark (JC): Still confused about some of the policies. What is policy versus where there's still flexibility? The appendix gave specific case examples and the type of violation they would constitute, and AI-generated work is listed as an example of a level 2 violation, resulting in failure of the course. That implies submitting any AI generated work would be automatic failure of the course for anyone. Is that set in stone?
  - Tim Leslie (TL): I want to emphasize that the institution has taken a very clear stance on AI generated policy—that there is no stance on AI generated policy. So that’s where we’re starting from. The question is whether AI generated content would be against that course’s policy according to the syllabus? If so, that could be considered a level 2 violation. Does that distinction make sense?
  - JC: So you’re saying that if a faculty member says that they'll accept some AI generated work, this policy doesn’t trump that? Not a blanket statement that a student will always get a level 2 sanction for using any AI generated content?
  - TL: Right, and I guess it requires the faculty member to have submitted the referral for consideration to begin with. So no, not all AI generated policy will automatically be found and submitted for level 2 violation.
  - JC: So if somebody submits an assignment that has AI generated content, it wouldn’t automatically be course failure but they could get 0 on the assignment?
  - TL: So the 0 on the assignment is something that you're eligible for if you meet all 3 criteria for a non-egregious violation, i.e. if you're an undergrad who’s been here less than a year or is under 90 credits and you haven't had a previous violation. You must meet all 3 of those criteria for it to be a level 1. We were not trying to be deterministic with these examples.

- Motion to endorse shift in policy approved by acclamation (unanimous)

- Faculty Handbook Revisions Committee
  - Summary of changes:
    - Add to the Handbook that we ought to abide by the conflict of commitment policy (2.10.1)
      - No discussion
      - Motion carries by acclamation (unanimous)
    - Remove section 2.10.7 entirely and just state that we have to comply with policy 4021 – removes values-based language.
      - No discussion
      - Motion carries by acclamation (unanimous)
    - Section 2.1.3: Replace “the” with “a” throughout this section because “the” terminal degree is confusing especially in multi-disciplinary spaces.
      - No discussion
      - Motion carries by acclamation (unanimous)

- Committee Annual Reports
MBP: Please continue to send these for posting on the Senate website.

V. New Business

VI. Announcements

- Interim Provost Walsh
  - As many of you are aware, we had an incident on this campus with a faculty member who was targeted on social media for the content of their scholarship. This is a growing trend not just at Mason but around the country. We need an overall response to provide resources for faculty who find themselves in this situation and want to work with Faculty Senate to develop those resources. Thinking about two steps:
    ▪ Between now and start of Fall semester, we will be constituting a working group to prepare online guidance on the right steps to take. E.g. how to deal with threatening or inappropriate emails so that they can be used in investigations if necessary
    ▪ Through this group, develop scope of work for a future committee that will take a broader look at this issue.
  - MBP: Thank you for your work as interim provost

- EVP Dickenson
  - Please try to attend May 2 BOV meetings, Finance and Land Use committee will be at 10:05 with updates on proposed budget. We don’t anticipate any formal approvals of the state budget until mid-May but are optimistic that they will reach common ground. In all of the scenarios we anticipate increase in state support of 8-11 million, 3% in compensation increases, and approval to request of board a 3% tuition increase.
    ▪ Questions
      - Lori Rottenberg: Will the 3% increase be across the board or performance-based?
        o We are still reviewing for faculty – for classified staff it is across the board.
        o Provost Walsh – keep in mind that the final number may not be 3%. The plan is that half of that would be across the board and the other half would be used as a pool for merit and other kinds of adjustments.
      - Tim Gibson: I and GMU AAUP have heard that the Students for Justice in Palestine (SJP) have been brought under student conduct review due to a peaceful protest. We are concerned that they are being singled out – apparently, they came inside because of rain and didn’t have authorization to be inside. This is upsetting. Can the Provost give an update and rationale for this?
        o Provost Walsh: I don’t know the current status. It is the case that there are conduct policies regarding the place and manner in which these activities can be undertaken and they are not allowed inside academic buildings. That expectation was made quite clear at the time. I can find out the current status.
o Later update on this: The process is ongoing and coming close to conclusion. Don’t want to get into details because it is ongoing, but you are welcome to reach out to Rose Pascarell for additional details. It is not the case that SJP was singled out – another organization received a similar process for a similar infraction.

- **Cristiana Stan**: Given the status of the budget discussions in Richmond, there are some rumors that there is a possibility of a state government shutdown. Does the university have any rules in place on how to deal with this if it happens?

  o **Deb Dickenson**: We’re having a planning committee on this, with people who have experience from when this came up many years ago. We don’t expect it to happen, but we are having a call today. There is a possibility of a continuing resolution, where we continue with FY24 funding levels until agreement is reached, but it would be unprecedented to have no agreement at all. We’ll know more in mid-May. The senior leadership team will all be working on this and we have a plan and reserves in place, which gives us flexibility.

- **Charlie Kreitzer – Mason Online**
  o [Update on LMS transition to Canvas](#)
    - We are expecting to provide Canvas sandbox accounts to all faculty in next 2-3 weeks; working with OUB to ensure the new Mason logo design is included. Accounts will be available to any active faculty member who has an instructional role in Blackboard. This communication will include a form to opt-in to teach in Canvas.
    - Blackboard Orgs will be retired. There is a matrix on the website that goes through the different use cases shared by faculty and what options exist to transition to other platforms – things like orientation materials, etc. can transfer to Canvas; document repositories may need other options.
    - There is a complete list on our website of app integrations (Zoom, TopHat, Pearson etc.) and their status. Everything (with very few exceptions) that was available in Blackboard is transitioning to Canvas.
    - Two communications will be coming out very soon that will require faculty to engage if they want to use Canvas in fall.
      - Migration email will be sent tomorrow, April 25. It will be a Qualtrics-enabled personalized email for each faculty member and will include all courses that will be automatically migrated (active courses taught in last 2 years), and you can select up to 5 additional courses that have been taught less recently. Even if faculty completely ignore this email, the auto-selected courses will be migrated anyway and will come through in Canvas in early June.
      - Opt-in to teach in Canvas in fall – this email will be sent May 6. Faculty will have to opt in – there will be no automatic selection to teach in Canvas. The opt-in will ask specifically for CRN numbers. The opt-in will be open until the week before the Fall semester begins.
Courses can only be in one place at a time (Blackboard or Canvas) – by section – so those who opt in will have their Blackboard site deleted.

There is an opt-out process if circumstances change – email us at courses@gmu.edu to get Blackboard shell reinstated.

- Website is https://lms.gmu.edu – we just updated this with lots of new content. This is the home base for what’s going on with all the updates.
- Reach out to us at lms@gmu.edu or via the website for questions.

Questions

- Delton Daigle: Is the new sandbox coming out before the new branding initiative?
  - My understanding is all of the new assets will be released this Friday, April 26 and we will then make sure the new logo is updated across all Canvas environments.

- Jamie Clark: If SOCI 101 has 15 different sections, do they all have to be in one or the other?
  - No – differentiated by section.

- Private question in chat – once Blackboard turns off in Summer 2025, nothing will work in Blackboard. We are going to keep an archive – nothing is actually being deleted, and if there is contact faculty need to get because of student concerns, accreditation, etc., there will be a process to request archived content.

- Lori Rottenberg: What is the “drop dead” date for moving to Canvas?
  - By Fall 2024, we think about 30% of courses will be on Canvas (but not tracking this). Hoping 80-90% in Spring 2025, and by Fall 2025 Blackboard will no longer be an option for anybody. Most likely faculty will not be able to use Blackboard for Summer 2025 teaching either – still working on this, but the contract with Blackboard ends in mid-July 2025. Faculty will have access right up until that date.
  
  - Follow up: How will units deal with it – we have students who take courses only within our unit, is it OK if some faculty are teaching on Blackboard and others on Canvas?
    - We know this isn’t going to change overnight and adoption rates will differ – encourage departments to have internal conversations about their expectations. Keep in mind students are also going to have to navigate two systems this year so want to minimize that as much as possible.

- Private question in chat – no Summer 2024 courses are in Canvas – we do have about 34 summer courses in early pilot, which is already under way.

- Griffin Crouch, student representative
As we are in the middle of the registration process, please put your syllabus on your website, even if it needs updating – really helpful for students as they decide on courses.

- Patriot Packout - Benjamin Auger
- Broadway at the Movies - Lisa Billingham

VII. Remarks for the Good of the General Faculty

- Delton Daigle: Thank you to Melissa for leadership of the Faculty Senate over the last three years. [this statement was endorsed by multiple attendees.]
- MBP: Thank you to everyone for your support.

VIII. Adjournment: The meeting was adjourned at 4:15pm.

Respectfully submitted,

Charlotte Gill

Secretary of the Faculty Senate
Revisions to AP.4.3 Graduation

The university commencement activity offerings have evolved over the past several years, resulting in inaccurate information in AP.4.3. In order to remedy the errors, the following changes are presented for consideration.

Current Language:

AP.4.3 Graduation

Graduation ceremonies provide opportunities for students and their families to share in the conferral of academic degrees. Students who wish to participate should check GMU Events for current information about all graduation details including tickets, regalia, and schedules. Note: there is one formal commencement ceremony per year, in May, that includes all schools and colleges; students are recognized in groups, by their degrees. Each college holds a separate convocation where individual student names are called. Bachelor's and master's degree candidates who declare their intent to graduate in August but who have not yet completed all degree requirements may participate in the graduation ceremonies in anticipation of degree completion. Their names are marked with an asterisk identifying them as candidates pending completion of all requirements. Doctoral students may participate only if they have successfully completed all degree requirements, including defending and submitting a signed, final copy of their dissertation by the deadline. A Winter Graduation ceremony is held for August and December graduates where each student is individually recognized.

Proposed Language:

AP.4.3 Graduation

Graduation ceremonies provide opportunities for students and their families to celebrate an important academic milestone. There is no graduation ceremony in summer. Bachelor's and master's degree candidates who declare their intent to graduate in August but who have not yet completed all degree requirements may participate in the spring graduation ceremonies in anticipation of degree completion. Their names are marked with an asterisk identifying them as candidates pending completion of all requirements. Doctoral students may participate only if they have successfully completed all degree requirements, including defending and submitting a signed, final copy of their dissertation by the deadline. A Winter Graduation ceremony is held for August and December graduates where each student is individually recognized.

Note: Students who wish to participate should check GMU Events for current information about all graduation details including tickets, regalia, and schedules.
Track Changes View:

AP.4.3 Graduation

Graduation ceremonies provide opportunities for students and their families to celebrate an important academic milestone. There is no graduation ceremony in summer. Bachelor's and master's degree candidates who declare their intent to graduate in August but who have not yet completed all degree requirements may participate in the spring graduation ceremonies in anticipation of degree completion. Doctoral candidates who apply for graduation in August are not eligible to participate in the spring ceremony. Doctoral students may participate in the spring ceremony only if they have successfully completed all degree requirements, including defending and submitting a signed, final copy of their dissertation by the deadline.

Note: Students who wish to participate should check GMU Events for current information about all graduation details including tickets, regalia, and schedules.

Nominees for the Mason Core Committee:

- Abena Aidoo (CEHD)
- Courtney Wooten (CHSS)
- Ana Stoehr (CPH)
- William Lake (CVPA)
- Michael Hunzeker (Schar)
ORGANIZATIONS AND OPERATIONS

ACADEMIC STANDARDS COMMITTEE PROPOSED CHARGE

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
  - at least one of whom is a Faculty Senator
  - 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.
  o Evidence of attempts to cite work elsewhere in the assignment but also containing sections where citations are missing or inadequate.
  o A small portion of the assignment includes poor paraphrasing that verges on plagiarism
  o 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

<table>
<thead>
<tr>
<th>Finding</th>
<th>Sanction</th>
<th>Process</th>
</tr>
</thead>
</table>
| **Level 1**   | • 0% on the assessment and an additional letter grade reduction in the final course grade  
• University Integrity Educational Intervention (*) | Formal Referral
Appeals for In Violation Decision or Severity through Academic Standards Office, only considered based on new evidence or evidence of procedural error |
| **Level 2**   | • Failure of relevant Course or Assessment (comprehensive exams, dissertation, thesis, etc.)  
• University Integrity Educational Intervention (*) | University Integrity Educational Intervention determined by Academic Standards Office |

* 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:

<table>
<thead>
<tr>
<th>Student Program Level</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td>Potential Referral for Academic Suspension or Permanent Dismissal</td>
<td>Automatic Referral for Academic Suspension</td>
<td>Automatic Referral for Permanent Dismissal</td>
<td>Automatic Permanent Dismissal</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Automatic Referral for Academic Suspension</td>
<td>Automatic Referral for Permanent Dismissal</td>
<td>Automatic Academic Suspension</td>
<td></td>
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<tr>
<td></td>
<td>Potential Referral for Program Termination</td>
<td>Automatic Program Termination</td>
<td>Automatic Program Termination</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Examples</th>
</tr>
</thead>
</table>
| (Resulted in Zero on the assignment or grade reduction in course) | • Submitting identical or adapted answers from “study” websites such as Cliff’s Notes, Course Hero, or Chegg for minor assessments  
• Sending quiz answers via group chat/Discord (not during the test, after test before another group of students takes the test)  
• Plagiarism assignment involving several drafts where feedback was provided but the student continued to submit plagiarized material  
• Submitting work turned in by another student from a previous course section  
• Using a smartphone during an in-person exam  
• Failure to complete an environment scan during an Honorlock/Respondus exam  
• Submitting coding assignments with high similarities  
• Copying large portions of a paper from a website without attribution when the assignment was worth less than 10% of the course grade  
• Cheating off another individual during an in-person exam or collaborating with another individual during an in-person exam |

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Examples</th>
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</table>
| Result in Failure of course | • Accessing online study sites/group chats for major assessments  
• Submitting coding assignments with a 50% or greater similarity to another student  
• Submitting AI (Artificial Intelligence) generated work  
• Using outside sources during Honorlock/Respondus proctored exams  
• Having another individual feed answers during Honorlock/Respondus proctored exams (person in room giving answers) |

<table>
<thead>
<tr>
<th>Suspension or Dismissal Cases</th>
<th>Examples</th>
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</table>
|                               | • Contract cheating on several assignments/across several courses  
• Multiple violations of the same behavior or escalating behavior  
• Multiple violations in the same discipline/major program across several courses  
• Fabricating hours on internship/practicum worksheets  
• Fabricating official signatures from internships/practicum sites |
Faculty Handbook Committee (FHBC): Revisions

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-commitment/

§ 2.10.7 Outside Employment and/or Business Interests

Motion: Eliminate the entire following section and renumber § 2.10.

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
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 competed 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 the a terminal degree may hold one of the following ranks: Research Assistant Professor, Research Associate Professor, or Research Professor. Clinical term faculty with the the 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 the a terminal degree may hold the rank of Clinical Instructor, Clinical Senior Instructor, or Clinical Master Instructor. Research term faculty without the a terminal degree are Research Staff (Section 2.1.6).
ANNUAL REPORTS

(linked to website)

Academic Appeals Committee
Academic Policies
Admissions Committee
Athletics Council
Committee on Faculty Roles and Rewards
Faculty Equity and Inclusion Committee
Faculty Matters Committee
Grading Process Task Force
Research Advisory Committee
Project Updates: April 24, 2024

- Fall 2024 Courses
  - Sandboxes expected in the next 2-3 weeks, will include new logo design
  - Form to opt-in to teach in Canvas in fall 2024 will be included in this communication

- Bb Orgs Retirement
  - LMS Use Guidelines approved by Sn. Leadership
  - Published solutions matrix available on our website

- App Integrations
  - 62% of Priority 1 Integrations complete; a complete list is available on our website

New Website Content is Live

Mason is Moving to Canvas!

In December 2023, after a year-long effort to gather requirements from the University community and a rigorous RFP process, it was announced that Canvas would replace Blackboard Learn as the University’s enterprise learning management system. The roll-out will start with a pilot in summer 2024 and the first significant wave of courses to be offered in Canvas will be fall 2024. The spring 2025 semester will be the final semester any courses will be offered in Blackboard, as it will be retired in July 2025.

Explore updated content at lms.gmu.edu

Getting Started - Faculty

Getting Started - Students

Blackboard Organizations Retirement
Two Important Communications

Personalized Migration Email | Sent 4/25

Welcome to the Blackboard to Canvas Course Migration Selection Site!

Use this site to view your Pre-Selected courses and select Your Choice courses. Details can be found in the email you received as well as additional information and frequently asked questions on the LMS Website.

To ensure your additional courses will be part of the migration, you must submit your request by April 30. You will receive a notice when the migrated courses are available in Canvas (expected in early June).

Please note:
- Additional course migrations will occur several more times over the next few months, so keep an eye on your email for notices.

The email will be sent from "LMS Implementation Project" noreply@qemailserver.com with the subject "Canvas Course Migration Selection Site."

Fall Opt-In Email | Sent 5/6

More about Opting In

- A course can only be available in one LMS; it cannot be in both Blackboard and Canvas.
- All fall courses were already created in Blackboard. When fall Canvas courses sites are created in June, the corresponding Blackboard course site will be deleted. If any content was added to the Blackboard course site, it will be deleted.
- If a course is cross-listed, please enter each CRN separately.
- If the need arises to switch back to using Blackboard, please contact courses@gmu.edu.
## Canvas Timeline View

<table>
<thead>
<tr>
<th>LMS Transition</th>
<th>2024</th>
<th>2025</th>
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<tbody>
<tr>
<td><strong>J F M A M J J A S O N D</strong></td>
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<td><strong>F M A M J J A S O N D</strong></td>
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<tr>
<td>Canvas Pilot – SU24</td>
<td>Canvas or Bb – FA24</td>
<td>Canvas or Bb – SP25</td>
</tr>
<tr>
<td>Faculty Opt-in for Canvas – FA24</td>
<td>Faculty Opt-in for Canvas – SP25</td>
<td>Bb LMS &amp; Olags Retired</td>
</tr>
<tr>
<td>PA24 Canvas Course Shells Available</td>
<td>SPIE 25 Canvas Course Shells Available</td>
<td></td>
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<tr>
<td><strong>Course Migrations</strong></td>
<td>5 Waves of Course Migrations</td>
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<tr>
<td><strong>Migration Set Up</strong></td>
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<tr>
<td><strong>User Training &amp; Support</strong></td>
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<td>User Training &amp; Support</td>
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*Timeline Subject to Change*
ANNOUNCEMENTS

Patriot Packout

I know I previously mentioned I would be sharing information with you about Patriot Packout very soon, so I am thrilled to announce Patriot Packout – Mason's annual, sustainable, move-out initiative – is back from April 15 – May 10! We need Faculty Senate members and faculty to become Patriot Packout supporters!

PPO collects new, like-new, and gently used donations at the Fairfax, SciTech, and Smithsonian-Mason School of Conservation campuses. All donations are freely redistributed to Mason Patriots, on-campus resources, and local community partners!

PPO 2024 donations will support: the Patriot Pantry, First Gen+ Center, Trans Clothing Closet, Art Supply Sharing Closet, the MIX, Mason Parking and Transportation’s bike and scooter programs, and Food For Others, among others.

Faculty Senate members can become Patriot Packout supporters by:

- Sharing content from PPO's media kit
  - The media kit includes general flyers, general posters, social media posts and captions, newsletter blurbs, email templates, zero waste items/guides, bike donation information, important information summaries, and so much more – all ready for y'all to share!
- Encouraging students to volunteer and signing-up for 1-hour volunteer shifts to collect, organize, and redistribute donations
  - No prior experience is necessary. All training and supplies are provided.
  - Register for volunteer opportunities on the University Sustainability Volunteer Portal
    - If you don’t have an account, you can create a free account with your Mason email by clicking the "Sign Up" button. Once you do so, you can register for as many shifts as you like!
    - If you already have an account, log in and then register for as many shifts as you would like!
  - Students can earn service-learning hours for classes, Fraternity & Sorority Life, and registered student organizations (RSO)s.
  - Employees are encouraged to chat with their supervisor about volunteering during work hours. Eligible employees can use School Assistance and Volunteer Service Leave, with supervisor’s approval.
- Donating new, like-new, or gently used personal items at PPO’s donation locations
  - PPO accepts donations of clothing and shoes, non-perishable food and hygiene supplies, books and textbooks, art supplies, school/testing supplies, bikes, scooters, skateboards, small appliances, electronics, small furniture, and household goods.

Visit the official Patriot Packout website for a list of accepted donations, donation locations, and volunteer opportunities: https://go.gmu.edu/PatriotPackout
Patriot Packout (APRIL 15 – MAY 10)

WHAT ITEMS CAN YOU DONATE?
- Gently used, like new, or new condition

- Bikes, scooters, & skateboards
- Clothing, shoes, & accessories
- Unopened non-perishable food & toiletry supplies
- Textbooks, testing supplies, & art supplies
- Small appliances & electronics
- Small furniture & equipment

Confused about Move-out? Contact HII's Residential Help Desk at Eisenhower (703-993-2750) and Peden Hall (703-993-8580). Hours are open 24/7.

DONATION LOCATIONS

Fairfax Campus
- Valley Green-Off
- Northern Neck
- Commonwealth
- Dominion
- Hampton Roads
- Easton Shore
- Tidewater
- Redmond
- Blue Ridge
- Sendbridge
- Taylor Hall

Outdoor Drop-off:
- Hanover Hall (patio)
- Hamilton (walkway)
- Truman/Keen (courtyard)
- Liberty Square (courtyard)
- Potomac Heights (parking)
- Rogers and Whitlow (courtyard)
- The Grove (parking deck)

TreeTech Campus
- Deacon Hall (parking lot)

SMSC Campus
- O.T. Harper Family Living and Learning Community (residence hall lobby)
Broadway at the Movies

George Mason University | Mason Choirs

Presents

University Chorale Broadway Showcase
Faculty & Staff Concert
Wilkins Plaza DeLaski
April 18 12:30 PM

BROADWAY AT THE MOVIES

Selections from In The Heights, Grease, and Wicked
April 24, 2024
LIST OF ATTENDEES

134 Total Listed Attendees (47 Senators and 87 Visitors)
7 Additional Visitors attended who chose not to be listed

47 Senators Present: Alan Abramson, KL Akerlof, Jatin Ambegaonkar, Alok Berry, Lisa Billingham, Virginia Blair, Michelle Boardman, Melissa Broeckelman-Post, Jamie Clark, Richard Craig, Timothy 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, Kerri LaCharite, Lisa Lister, Tamara Maddox, Alexandra Masterson, Alexander Monea, Anna Pollack, Marvin Powell, Greg Robinson, Pierre Rodgers, Lori Rottenberg, Ellen Rowe, Catherine Sausville, Gene Shuman, Solon Simmons, Cristiano Stan, Kun Sun, Rebecca Sutter, Anthony Terrell, Mohan Venigalla, Anne Verhoeven, David Wong, Jie Zhang

5 Senators Absent: Ioannis Bellos, Jehanzeb Cheema, Liling Huang, Eugene Kontorovich, Siona Listokin-Smith

87 Visitors Present: Stephanie Aaronson, Wayne Adams, Elizabeth Alman, Jamilah Anderson, Anu Aneja, LaShonda Anthony, Jaimie Appleton, Ann Ardis, Josep Balducci, Heidi Blackburn, Lisa Breglia, Alecia Bryan, Crystal Buckley, Tom Butler, Zoë Charlton, Carlos Chism, Jenny Chism, Griffin Crouch, Kimberly Davidson, Shannon Davis, Deb Dickenson, Shannon Donohue, Kim Eby, Brent Ericson, James Finkelstein, Teresa Finn, Kimberly Ford, Danielle Gilson, Roger Graham, Renate Guilford, Pallavi Gullo, Sara Heming, Pat Hollis, Jessica Holtzman, Ginny Hoy, Emily Ihara, Yingji Jin, Toshia Johnson, Rochelle Jones, Jason Kinser, Maoria Kirker, Nick Kirkvarro, Kristen Koehler, Charles Kreitzer, Susan Lawrence, Tim Leslie, Bethany Letiecq, Michelle Lim, Naomi Martinez-Jones, Doug McKenna, Katherine Miscavige, Janette Muir, Chrystal Mwangi, Bobbi Nelson, Nikki Ouellette, Cindy Parker, Sarah Parnell, Cathy Pinskey, Thomas Polk, Laura Poms, David Ramadan, Cesar Rebellon, Andrea Reeves, Shelley Reid, Keith Renshaw, Lauren Reusch, Colleen Reynolds, Marguerite Rippy, Pam Shepherd, Charlie Spann, Frank Strike, Burak Tanyu, Elizabeth Thakkar, Joel Thurston, Cathy Tompkins, Jennifer Torrance, Amanda Torres, Ken Walsh, DaFran Ware, Preston Williams, Bob Witeck, Elizabeth Woodley, Lori Yi, Andrea Zach, Julie Zobel, Girum Ibrahim