GEORGE MASON UNIVERSITY
AGENDA FOR THE FACULTY SENATE MEETING
March 22, 2023
3:00-4:15 p.m.
https://gmu.zoom.us/j/99675635960?pwd=WmRmdDl2SW9pSld0bGFqNmQ4YlEvUT09*

I.   **Call to Order**

II.   **Approval of the Minutes** March 1, 2023

III.   **Opening Remarks**

IV.   **Special Orders**
        President Washington to address the Faculty Senate

V.   **Committee Reports**

        A. **Senate Standing Committees**
            1. *Executive Committee*
            2. *Academic Policies*
               Juneteenth holiday
            3. *Budget and Resources*
            4. *Faculty Matters*
            5. *Nominations*
            6. *Organization and Operations*
               Bylaws revisions (on Senate website)
               Charge for the University Standing Committee on Faculty Roles and Rewards
               Senate Allocation 2023-2024

        B. **Other Committees/Faculty Representatives**
            1. Mason Core Proposed Revisions (2nd read and vote)*
            2. Proposed Changes to the Faculty Handbook (1st read)*
            3. BOV Committee on Finance and Land Use
            4. Capital Planning Committee

VI.   **New Business**

VII.   **Announcements**
        A. Provost Ginsberg
        B. EVP Dickenson
        C. COACHE workshop
        D. Office of DEI software launch: Guardian

VIII.   **Remarks for the Good of the General Faculty**

IX.   **Adjournment**

* Note: For security purposes, all attendees must login using any valid Zoom account to join the meeting. Having trouble joining the meeting with the link above?

1. If using GMU Zoom Account (required for all Faculty Senators)
    a. Go to https://gmu.zoom.us
    b. Click on [Sign into Your Account]
    c. Use GMU login credentials to login. (May require 2FA authentication)
    d. Once logged in – click on "JOIN A MEETING"
    e. Enter the Meeting ID (see highlighted above) and click JOIN
    f. If asked for Passcode: enter the Passcode (highlighted above)

2. Joining Senate Meeting using an account other than GMU Zoom Account
    a. Go to https://zoom.us
    b. Click on [SIGN IN]
    c. Use credentials for your existing zoom account
    d. Once logged in – click on "JOIN A MEETING"
    e. Enter the Meeting ID (see highlighted above) and click JOIN
    f. If asked for Passcode: enter the Passcode (highlighted above)

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APPENDIX A
SENATE STANDING COMMITTEES

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Academic Policies

Motion:

Modify the academic calendar for Summer Sessions A and B to include June 19 as an official holiday to align with the HR calendar which observes and honors Juneteenth as a holiday.

Organization and Operations

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University Standing Committee on Faculty Roles and Rewards
DRAFT LANGUAGE

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Start here:
The University Standing Committee on Faculty Roles and Rewards is charged with ensuring that the processes and timelines proposed to achieve the five goals laid out in the Task Force on Reimagining Faculty Roles and Rewards final report of Fall 2022 are implemented. These goals include:

- *Creating transparent workload guidelines that are equitable and inclusive of all faculty appointment types.*
- *Redesigning RPT guidelines that represent more inclusive frameworks for all faculty work.*
- *Developing a strategy for implementing continuous contracts for full-time instructional and clinical faculty.*
- *Clarifying the relationship between the annual review criteria and the RPT criteria.*
- *Creating a robust culture of faculty cohesiveness through career development for all.*

The Committee shall report to the Faculty Senate on the progress toward these goals at least once each year and shall confer and collaborate with the appropriate committees and campus offices.

Composition

- Chair or designee of the Faculty Matters Committee (co-chair);
- Vice Provost for Faculty Affairs and Development (co-chair);
- Chair or designee of the Faculty Handbook Committee;
- Three tenure-line I/R faculty, elected by the Faculty Senate;
- Three term I/R faculty, elected by the Faculty Senate;
- One Associate Dean of Faculty Affairs (or similar role, appointed by Provost);
- One representative from Research Council (appointed by Provost); and
- Two Local Academic Head/Department Chairs (one elected by the Faculty Senate, one appointed by Provost)

The committee shall be co-chaired by the member from the Faculty Matters Committee, and the Vice Provost for Faculty Affairs and Development.

*The overall composition of the committee MUST include representation from *at least* 6 different schools and colleges.

Senate Allocation 2023-2024

School/College	2022 FTE Fulltime Faculty	2022 FTE Part Time Faculty	2022 FTE Total	Calculation of threshold size*	Adjusted FTE	% of total Adjusted FTE	x 49 Seats remaining	Calculated Allocation 2023-2024	Previous Allocation 20221-2023	Change
Antonin Scalia Law School	40.00	23.06	63.06		63.06	3.41%	1.67	2	2	0
College of Educ & Human Developme	132.00	59.15	191.15		191.15	10.35%	5.07	5	5	0
College of Health & Human Services	102.00	53.77	155.77		155.77	8.43%	4.13	4	4	0
College Humanities and Social Science	390.00	102.54	492.54		492.54	26.67%	13.07	13	13	0
College of Science	233.00	29.15	262.15		262.15	14.19%	6.95	7	7	0
College of Visual & Perf Arts	95.00	50.16	145.16		145.16	7.86%	3.85	4	4	0
Carter School	18.00	5.83	23.83					1	1	0
School of Business	118.00	26.84	144.84		144.84	7.84%	3.84	4	4	0
Schar School of Policy and Governmen	71.00	25.35	96.35		96.35	5.22%	2.56	3	2	1
College of Engineering & Computing	228.00	68.04	296.04		296.04	16.03%	7.85	8	8	0
College UN	24.00	0.33	24.33					1	1	0
			1895.22	37.16	1847.06		49.00	52	51	

Mason Core Committee Proposal to Consolidate Capstone and Synthesis Requirements
Finalized Version (3/15/23)

Current requirements (directly from 2022-2023 catalog):

Synthesis or Capstone Experience Requirement (minimum 3 credits)

The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the Mason Core curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover "all" areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of Mason Core learning outcomes.

Learning Outcomes for Synthesis:

The Mason Core synthesis course must address outcomes 1 and 2, and at least one outcome under 3. Upon completing a synthesis course, students will be able to:

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
2. Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns
3. Apply critical thinking skills to:
    a. Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources, OR,
    b. Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards

Required: One approved course.

The purpose of the capstone course or sequence of courses is to provide a high impact, culminating element of an undergraduate education, helping students develop a more comprehensive and integrative understanding of their area of study and to utilize critical thinking skills. Capstone courses provide students opportunities to apply and demonstrate their knowledge and generally involve integrative /applied/ experiential projects. Student learning in a Capstone course is assessed using a set of identified learning outcomes, and for critical thinking, as defined by the American Association of Colleges & Universities. **While each academic degree program defines its learning outcomes, a Capstone course or sequence should follow these guidelines:**

- Minimum of 3 credits
- Later in the curriculum, after a student has taken at least 85 credits, and at the 400 course level
- No more than 35 students in the course or equivalent instructional/ mentored support
- Emphasis on experiential/applied/integrative learning
- Allow students to apply critical thinking skills
- Learning outcomes defined by the degree program

Required: One approved upper-division course. Please speak with an advisor to determine the appropriate course to fulfill your major's requirement.

Proposed Revision: Mason Apex

Rationale: The disparate categories of Capstone and Synthesis are quite confusing for faculty submitting courses and for students completing their degree requirements. The synthesis requirement has learning outcomes but no additional guidance for scaffolding a student's program of study while the capstone requirement has "rules" for courses, but no identified learning outcomes.

The revised category's requirements support both disciplinary (like Capstone) and interdisciplinary experiences (like Synthesis). Combining the two categories into an overarching category captures the intent of both Core categories, is much less confusing, is inclusive of all disciplines, and will consider a wider range of high impact experiences.

The category's name was suggested by Mason students, a number of whom participated in brainstorming sessions with Student Involvement staff and the Mason Core Director. The Mason Core Committee made the final decision.

Summary: Replace the separate categories of Capstone and Synthesis with a single inclusive category: Mason Apex.

Implementation Timeline:
Update effective for 2024-2025 catalog. Existing 400 level Capstone and Synthesis courses will transition to the new category. Existing 300-level courses will transition initially but will need to go through a renumbering process, if appropriate, that will be facilitated by the Mason Core Committee. Departments will not be required to create new courses or add a course to existing major requirements.

Catalog Description
Mason Apex courses or sequence of courses provide Mason students with a high-impact culminating experience, requiring students to utilize critical thinking skills and preparing them for life-long learning. Students are challenged to draw connections across their Mason undergraduate academic experience. Mason Apex courses provide students opportunities to apply and communicate their knowledge, and involve integrative, applied, or experiential projects.

Required: A minimum of 3 credits at the 400-level. Students enroll after completing at least 85 credits. These courses maintain faculty/instructor/mentor-to-student ratio of no more than 1:35.

Learning Outcomes (both must be demonstrated)

Upon completing a Mason Apex course, students will be able to:

1. Integrate skills, abilities, theories, or methodologies gained across a Mason student's undergraduate education to explore complex issues in original ways.

2. Communicate effectively the results of the student's work with awareness of audience, purpose, and context using an appropriate modality (for example: written, oral, visual, material, embodied, multimodal).

APPENDIX C
PROPOSED CHANGES TO THE FACULTY HANDBOOK 2022/2023

Current Faculty Handbook 2022	Proposed Revisions
2.10.7 Outside Professional Activities and/or Financial Interests No existing language	**2.10.7 Outside Professional Activities and/or Financial Interests** A faculty member's primary professional commitment is to their teaching, research, service, and administrative responsibilities at the University. Outside Professional Activities that interfere with a faculty member's professional obligations to the University represent a conflict of commitment. A faculty member having a financial interest in a contract with Mason other than their employment contract, or a financial interest related to their sponsored research, represents a conflict of interest. University Policy: 4021 Conflict of Commitment and University Policy 4001: Conflict of Interest govern faculty members' Outside Professional Activities and Financial Interests. Faculty members anticipating engagement in Outside Professional Activities, or with related Financial Interests, must review these policies and, where required, report and receive prior approval in advance.

Current Faculty Handbook 2022	Proposed Revisions
2.2.5 University Professor From time to time the University will encounter opportunities to recognize current members of the faculty or appoint to its faculty women and men of great national or international reputation. The rank of University Professor is reserved for such eminent individuals. University Professors are appointed by the President and the Board of Visitors with the advice and consent of a standing committee appointed by the Provost. University Professor appointments are normally reserved for full professors. The criteria for such appointments include substantial research or scholarship or arts credentials, as appropriate to the discipline.	**2.2.5 Distinguished University Professor** From time to time the University will encounter opportunities to recognize current members of the faculty or appoint to its faculty women and men of great national or international reputation. The rank of Distinguished University Professor is reserved for such eminent individuals. Distinguished University Professors are appointed by the President and the Board of Visitors with the advice and consent of a standing committee appointed by the Provost. Distinguished University Professor appointments are normally reserved for full professors. The criteria for such appointments include substantial research or scholarship or arts credentials, as appropriate to the discipline.

Current Faculty Handbook 2022	Proposed Revisions
2.6.1 Annual Review of Faculty All faculty are evaluated annually in their local academic units (LAU). The evaluation is based upon the contributions of the preceding academic year and, where applicable, the following summer. Normally, evaluations are completed by the LAU during the Fall semester.	**2.6.1 Annual Review of Faculty** All faculty are evaluated annually in their local academic units (LAUs). The evaluation is based upon the contributions of the preceding calendar year, to include summer if applicable. ~~academic year and, where applicable, the following summer.~~ Normally, evaluations are completed by the LAU during the Spring ~~Fall~~ semester.

Annual Review of Faculty	Annual Review of Faculty
The bylaws or standing rules of each local academic unit (LAU) will include: • The method by which faculty will be evaluated (e.g., by a faculty committee recommendation to the local unit administrator, or directly by the local unit administrator); • The requirements for the evaluation materials submitted by faculty; and • A statement of standards for overall "satisfactory" and "unsatisfactory" annual performance. Satisfactory performance means performance that meets the standards of the unit. Unsatisfactory performance means performance that fails to meet the standards of the unit.	All LAUs are expected to review their applicable bylaws or standing rules on a regular basis LAUs are also expected to communicate annually to the faculty in the LAU the bylaws or standing rules that pertain to faculty annual evaluations. The bylaws or standing rules of each local academic unit (LAU) will include: • The process by which faculty will be evaluated (e.g., by a faculty committee recommendation to the local unit administrator, or directly by the local unit administrator); • The criteria by which faculty will be evaluated; • The requirements for the evaluation materials submitted by faculty to include a self-assessment; and • A statement of standards or criteria that differentiates ~~for~~ at least three categories of annual performance developed in consultation with the LAU faculty (e.g. "Exceeds Expectations," "Satisfactory," "Unsatisfactory") . LAUs are expected to be able to distinguish annual performance that is "satisfactory" from annual performance that exceeds that standard. One of these levels must be reserved for "unsatisfactory" performance. ~~overall "satisfactory" and "unsatisfactory" annual performance. Satisfactory performance means performance that meets the standards of the unit.~~ Unsatisfactory performance means performance that fails to meet the basic standards as defined by ~~of~~ the unit. An unsatisfactory performance evaluation~~,~~ triggers the requirement to establish a Performance Development Plan by the LAU administrator and employee as

	described below. For tenured faculty members, a second unsatisfactory performance evaluation within four years triggers post-tenure review as described in Section 2.6.2.

2.6.1 Annual Review of Faculty	**2.6.1 Annual Review of Faculty**
The criteria for the annual faculty review are the same as those listed Section 2.4. Faculty are evaluated on the quality of their performance over the entire scope of their contributions during the year and in the context of their goals, assignments, and other responsibilities. Performance expectations should recognize differences in faculty assignments within the same LAU. The local unit administrator has a specific responsibility to review annually the research and scholarly activities of tenure-track faculty and to discuss both the strengths and weaknesses with them on an individual basis. The local unit administrator also has the specific responsibility to advise term faculty individually regarding their progress toward achieving reappointment or promotion.	The criteria for the annual faculty review are the same as those listed Section 2.4. Faculty are evaluated on the quality of their performance over the entire scope of their contributions during the year and in the context of their goals, assigned workload, assignments, and other responsibilities. Performance expectations should recognize differences in faculty assignments within the same LAU. The local unit administrator has a specific responsibility to ensure the annual review includes annually all job components that are part of a faculty member's assigned workload during the evaluation period . the research and scholarly activities of tenure-track faculty and to discuss both the strengths and weaknesses with them on an individual basis. The local unit administrator also has the specific responsibility to advise term faculty on any type of contract individually regarding their progress toward achieving reappointment, renewal, tenure, or promotion.

2.6.1 Annual Review of Faculty	2.6.1 Annual Review of Faculty
New language proposed to be added to the bottom of 2.6.1	**Annual Evaluations and the RPT Process Have Distinct Functions.** ~~Although t~~The Renewal, Promotion and Tenure (RPT) and faculty annual evaluations processes focus on the same general criteria (teaching; research, scholarship, creative activity; and service) and should, in general, be aligned~~,~~ nevertheless, they have distinct functions. Because faculty annual evaluations and RPT evaluations are distinct, it is important not to assume that faculty annual evaluation results will predict RPT outcomes at the level of an individual case.

2.6.1 Annual Review of Faculty	**2.6.1 Annual Review of Faculty**
The LAU administrator will meet within two weeks with any tenured or tenure-track faculty member who receives an overall unsatisfactory rating for the annual review. The purpose of the meeting is to establish a written Performance Development Plan (PDP) to restore the faculty member's overall performance to a satisfactory level according to the standards of the local academic unit.	The LAU administrator will meet within two weeks with any ~~tenured or tenure-track~~ faculty member who receives an overall unsatisfactory rating for the annual review. The purpose of the meeting is to establish a written Performance Development Plan (PDP) to restore the faculty member's overall performance to a satisfactory level according to the standards of the local academic unit.

2.6.1 Annual Review of Faculty	2.6.1 Annual Review of Faculty
The PDP should be finalized within 30 days of the faculty member receiving an unsatisfactory evaluation and no later than the end of the Fall semester. One copy of the PDP will be retained by the faculty member; one copy will be placed in the faculty member's personnel file in the office of the LAU administrator; and one copy will be submitted to the Dean. The Provost will be notified by the Dean that the faculty member was given an unsatisfactory evaluation and that a PDP was developed. If the faculty member declines to participate in formulating a PDP, the LAU administrator will write one and give it to the faculty member and the Dean.

If the faculty member has made inadequate progress on the PDP or has demonstrated additional unsatisfactory performance by the end of the summer following the unsatisfactory evaluation, this will be incorporated in the performance evaluation for the year. If progress has been achieved according to the provisions of the PDP, an unsatisfactory evaluation for the academic year cannot be given. | The PDP should be finalized within 30 days of the faculty member receiving an unsatisfactory evaluation and no later than the end of the Spring ~~Fall~~ semester. One copy of the PDP will be retained by the faculty member; one copy will be placed in the faculty member's personnel file in the office of the LAU administrator; and one copy will be submitted to the Dean. The Provost will be notified by the Dean that the faculty member was given an unsatisfactory evaluation and that a PDP was developed. If the faculty member declines to participate in formulating a PDP, the LAU administrator will write one and give it to the faculty member and the Dean.

If the faculty member has made inadequate progress on the PDP or has demonstrated additional unsatisfactory performance by the end of the performance period ~~summer~~ following the unsatisfactory evaluation, this will be incorporated in the performance evaluation for the year. If progress has been achieved according to the provisions of the PDP, an unsatisfactory evaluation for the academic year cannot be given. |

Current Faculty Handbook 2022	Proposed Revisions
2.7.1 Procedures for Reappointment	2.7.1 Procedures for Reappointment
Term faculty on a single-year contract will be evaluated annually for reappointment by either the local unit administrator or a local academic unit faculty committee. Term faculty who are being considered for reappointment to a multi-year contract will be evaluated by a local academic unit faculty committee. Evaluation of a faculty member on a multi-year contract	Term faculty will be evaluated for reappointment following the procedures defined by the local academic unit bylaws or standing rules, which should be consistent with the procedures defined in the Faculty Handbook. Term faculty on single-year contracts will be evaluated annually and term faculty on multi-year contracts will be

occurs during the final year of the contract appointment. Both the method of evaluating faculty on single-year contracts, and the composition and procedures for the faculty evaluation committee, which must include term faculty, are to be specified in the LAU bylaws or standing rules.

Term faculty on single-year appointments are evaluated according to the criteria in Section 2.4 and the procedures in Section 2.5. Criteria for reappointment will focus on demonstrated performance in those areas designated in the initial and any subsequent contract letters. The local academic unit recommendation is sent to the Dean. Based on that recommendation and programmatic needs, the Dean will make the decision to reappoint, usually no later than 3 months prior to the last day of the initial contract, or usually no later than 5 months prior to the last day of the term of subsequent contracts.

Term faculty who are on or being recommended for multi-year reappointments are evaluated according to the criteria in Section 2.4 and the procedures in Section 2.5. Criteria for reappointment will focus on demonstrated performance in those areas designated in the initial and any subsequent contract letters. The local academic unit recommendation is sent to the Dean. Based on that recommendation and programmatic needs, the Dean will make recommendations to the Provost whether to reappoint and contract length. A request to change from a multi-year to a single year contract must include a written justification for the change and must be approved by the Provost.

evaluated in the final year of their contract appointment

Term faculty on single-year appointments are evaluated according to the criteria in Section 2.4 and the procedures in Section 2.5. Criteria for reappointment will focus on demonstrated performance in those areas designated in the initial and any subsequent contract letters. The local academic unit recommendation is sent to the Dean (if applicable). Based on that recommendation and programmatic needs, the Dean will make the decision to reappoint, usually no later than 3 months prior to the last day of the initial contract, or usually no later than 5 months prior to the last day of the term of subsequent contracts.

Term faculty who are on or being recommended for multi-year reappointments are evaluated according to the criteria in Section 2.4 and the procedures in Section 2.5. Criteria for reappointment will focus on demonstrated performance in those areas designated in the initial and any subsequent contract letters. The local academic unit administrator's recommendation is sent to the Dean Based on that recommendation and programmatic needs, the Dean will make recommendations to the Provost whether to reappoint and contract length. If the Dean's recommendation differs from that of the local academic unit administrator, then the Dean should submit a brief justification for a different decision. All multi-year reappointments and must be approved by the Provost.

Any decision request to reappoint a term faculty member who was previously on a multi-year contract to a single-year contract must include a written justification for the change.

BOV Committee on Finance and Land Use

Report from Mohan Venigalla, Faculty Rep on the BOV Committee on Finance and Land Use.

The following are important takeaways from the Finance and Land Use committee meeting of the BOV on Feb 23, 2023.

- Mason is proposing a modest $300 (flat and across the board) increase in tuition and fee for AY 24. This proposal is currently being vetted by the BOV and other stakeholders. It is expected to finalize at the May meeting of the BOV.
- Mason received an additional $10.64 million from the Commonwealth for capital funding of different buildings under construction. This additional funding is primarily intended to cover cost escalation due to inflation.
- There is a **potential** for 5 to 7% merit increase of faculty and staff salaries (to be effective at the beginning of AY 24). Half of this increase is expected to come from the Commonwealth and the other half from Mason funds.

Capital Planning Committee

Submitted by Samuel Frye

Small Capital Improvement Plan

Senior Leadership suspended the 2022 pilot program due to FY2023 budget uncertainties. The program may be reinstated at some time in the future pending funding availability.

Building Projects

The Commonwealth opted not to fund any of the new building projects. However, the House and Senate are currently negotiating an increase in deferred maintenance funding that will likely land in the range of $895K to $8M in additional funding.

Capital Strategy and Planning (CS&P) has secured funding for the previously approved Community Music, Recreation, and Well-Being Center which will provide recreational and competition spaces, teaching and office spaces, and multipurpose rooms. The project is presently in the procurement phase with Facilities to select the Design/Build contractor for implementation and is anticipated to be completed in Fall 2024.

Planning Studies

CS&P planning studies presently underway include:
- Engineering & Science Sector Study – Phased implementation strategy to attend to space deficiencies identified in the Master Plan for the College of Engineering and Computing and the College of Science.
- Mixed Use Market Feasibility Study - Supports campus edge development per the Master Plan.

APPENDIX E
ANNOUNCEMENTS

COACHE workshop

Dear Colleagues:

During the spring of 2022, Mason faculty participated in the Harvard COACHE Faculty Satisfaction Survey. During the fall, we received a customized report that highlighted key findings as well as provided access to data files that offer a deeper understanding of faculty satisfaction. The COACHE Leadership Team also wrote an Executive Summary. Data can be examined to learn more about trends across colleges, faculty demographics, and faculty ranks.

The COACHE Leadership Team is hosting a three-hour workshop on March 29th, 2023 from 12-3 pm to introduce people to the data, provide hands-on experiences to analyze key topic areas, and guide people on how they might be able to use the data to support positive changes.

Please join us in the Main Reading Room of the Fenwick Library. This will be a fully in-person event. Please RSVP here to attend.

Best Wishes,
Kim Eby and Supriya Baily
Co-Chairs, COACHE Leadership Team

Office of DEI Software Launch: Guardian

Greetings!

The Office for Diversity, Equity and Inclusion is excited to announce the launch of Guardian, a Campus Kaizen case management and reporting software. DEI has phased its launch of the software, and the ADA unit within DEI is the first to transition to the software, beginning Monday, March 20, 2023. Other units within DEI (Title IX and EO/Non-Discrimination) will transition to Guardian in summer 2023.

ADA Accommodations requests and Accessibility concerns can be submitted though Guardian, improving record keeping and reducing response times. The information will be sent directly to the Interim ADA Coordinator for review.

The DEI Office wanted to ensure that you and your department were aware of this change so that you can refer all campus community members who may come to you with a concern of access or a request that may qualify for accommodations. Beginning Monday, March 20, 2023, there will be links to the appropriate Guardian Report Form on our ADA Websites, linked below.

Accommodation Request: Disability Accommodations | Diversity, Equity, and Inclusion
Accessibility Concern: Accessibility | Diversity, Equity and Inclusion

Why use a case management and reporting software?
Guardian is a tool capable of receiving reports and maintaining all case records necessary for compliance and quality customer service. The software will log and track all cases securely and confidentially. It also allows for further compliance with ADA and Title IX regulations regarding record keeping.

What does this mean for me?
Beginning March 20, 2023, all ADA Accommodations and Accessibility concerns can be submitted through Guardian utilizing a link located on the ADA tab of the DEI website. The updated links will ask similar questions as before, just in a different format.

Is single sign on required?
It will depend on the specific incident report. As ADA Accommodations and Accessibility concerns serve the needs of Mason students, employees and guests, the single sign on is not required. However, for other DEI areas it may be.

What to do if I have questions?
Any questions regarding ADA can be submitted to the Interim ADA Coordinator at ADA@gmu.edu.

Should you have any questions regarding Guardian, its features, or this transition please contact Hortense Rascoe at hrascoe@gmu.edu or via the DEI email at DEI@gmu.edu.

Sincerely,

Rachel Elliott
Interim ADA Coordinator
Office for Diversity, Equity, and Inclusion
George Mason University
rellio2@gmu.edu
Pronouns: she, her, they, them