

GEORGE MASON UNIVERSITY
AGENDA FOR THE FACULTY SENATE MEETING
APRIL 28, 2021
[Electronic Meeting*](#), 3:00 – 4:15 p.m.

- I. Call to Order**
- II. Approval of the Minutes of March 24, March 31 and April 7, 2021**
- III. Opening Remarks – Shannon Davis, Chair**
- IV. Special Orders – Election of Faculty Senate Chair 2021-2022**
- V. Committee Reports**
- A. Senate Standing Committees**
- Executive Committee* – Shannon Davis, Chair
- Coffee and Connect with Faculty Senate Executive Committee [Appendix A](#)
 - Faculty Senate Calendar 2021-22 (distributed March 31, 2021)
 - Announcement of Mason Korea Representative
- Academic Policies* [Link to annual report](#)
- Three-Year Academic Calendar - Fall 2022-Summer 2025 as presented
by the administration [Appendix B](#)
- Budget and Resources* [Link to annual report](#)
- Faculty Matters* [Link to annual report](#)
- Nominations* [Link to annual report](#)
- Slate of nominees for the GMU Foundation Board of Trustees
 - Ketih Renshaw (CHSS)
 - Scott Glaberman (COS)
 - Peter Streckfus-Green (CHSS)
- Organization and Operations* [Link to annual report](#)
- B. Other Committees/Faculty Representatives**
- Annual Reports 2020-2021
- | | |
|--|---------------------------------------|
| Academic Appeals | Link to annual report |
| Academic Initiatives | Link to annual report |
| Admissions | Link to annual report |
| Adult Learning and Executive Education | Link to annual report |
| Athletic Council | Link to annual report |
| Effective Teaching | Link to annual report |
| External Academic Relations | Link to annual report |
| Faculty Equity and Inclusion | Link to annual report |
| Faculty Handbook Revision | Link to annual report |
| Grievance | Link to annual report |
| Mason Core | Link to annual report |
| Multilingual Academic Support | Link to annual report |
| Recreation Advisory | Link to annual report |
| Research Advisory | Link to annual report |
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Salary Equity Study	Link to annual report
Technology Policy	Link to annual report
University Promotion, Tenure and Renewal Appeal	Link to annual report
Writing Across the Curriculum	Link to annual report

Updates from Faculty Representatives	Appendix C
Capital Planning Steering Committee	
Faculty Conduct Working Group - Final Report – March 3, 2021	
Master Plan Steering Committee	
Outstanding Achievement Awards Committee	
University Naming Committee	

VI. New Business

Faculty Success Initiative – Revised Charge	Appendix D
LMS Guidelines Report (Draft Policy 3014 Distance Education)	Appendix E
George Mason University’s Statement of Expectations for Graduate Students (draft)	
Laurence Bray, Associate Provost for Graduate Education	Appendix F

VII. Announcements

- Provost Ginsberg
- Sr. Vice President Carol Kissal
- Lester Arnold, Vice President for Human Resources/Payroll – Update on Faculty Compensation work and Chief Diversity Officer search
- Aurali Dade, Interim Vice President for Research, Innovation, and Economic Impact – Update on Short and Long Term Research Planning
- Greg Farley and Leah Nichols, Mason Sustainability Council

VIII. Remarks for the Good of the General Faculty

IX. Adjournment

ELECTRONIC MEETING

Topic: Faculty Senate Meeting (April 28, 2021)

Time: Apr 28, 2021 03:00 PM Eastern Time (US and Canada)

Primary Electronic Meeting Venue - Zoom:

For security purposes -- all attendees *MUST* login using any valid zoom account to join the meeting.

IMPORTANT: Faculty Senators must login using their GMU login/password from <https://gmu.zoom.us/> to be recognized.

Join Zoom Meeting

<https://gmu.zoom.us/j/98582268113?pwd=djA2b3BY1d1bIRNQ3pUa2hEaHFYUT09>

In case of problems with joining the meeting, use the following information to join –

Meeting ID: 985 8226 8113

Passcode: 660888

Having Trouble Joining the Meeting with the link above?

All attendees must sign in into zoom before joining the meeting.

- Zoom sign-in: Using your own zoom account credentials
- 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)

One tap mobile

+13017158592,,98582268113#,,,,*660888# US (Washington DC)

+12678310333,,98582268113#,,,,*660888# US (Philadelphia)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 267 831 0333 US (Philadelphia)

Meeting ID: 985 8226 8113

Passcode: 660888

Find your local number: <https://gmu.zoom.us/j/98582268113>

Join by SIP

98582268113@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

Meeting ID: 985 8226 8113

Passcode: 660888

Once activated – A Blackboard announcement will clearly indicate the venue has been moved from Zoom

Collaborate Ultra:

Faculty Senators must login into Blackboard and join meeting to be recognized

Organizations: Faculty Senate

Menu: “Collaborate Ultra”

Click on meeting link

Guests must use the following link to join:

<https://us.bbcollab.com/guest/6d83e373aff4c86982579ee6a10666b>

Dial-in for Collaborate: +1-571-392-7650 (PIN: 221 532 2011)

Appendix A

Faculty Senate Executive Committee Coffee Chat – April 30, 2021 9:00 – 10:00 am

Topic: Faculty Senate Executive Committee Coffee Chat

Time: Apr 30, 2021 09:00 AM Eastern Time (US and Canada)

Join Zoom Meeting

<https://gmu.zoom.us/j/99760923398?pwd=cDBPT25kcXNESGlhWSt4MzFmSDNEQT09>

Meeting ID: 997 6092 3398

Passcode: 958966

One tap mobile

+12678310333,,99760923398#,,,,*958966# US (Philadelphia)

+13017158592,,99760923398#,,,,*958966# US (Washington DC)

Dial by your location

+1 267 831 0333 US (Philadelphia)

+1 301 715 8592 US (Washington DC)

Meeting ID: 997 6092 3398

Passcode: 958966

Find your local number: <https://gmu.zoom.us/u/aevykrDpnh>

Join by SIP

99760923398@zoomcrc.com

Appendix B

UNIVERSITY ACADEMIC THREE YEAR CALENDAR FALL 2022 – SUMMER 2025

FALL SEMESTER		Fall 2022	Fall 2023	Fall 2024
15 Week Session	First Day of Classes	Mon. Aug 29	Mon. Aug 28	Mon. Aug 26
	Labor Day (university closed)	Mon. Sept 5	Mon. Sept 4	Mon. Sept 2
	Last Day to Add (census)	Tue. Sept 6	Tues. Sept 5	Tues. Sept 3
	Last Day to Drop	Tue. Sept 20	Tues. Sept 19	Tue. Sept 17
	Unrestricted Withdrawal Period	Wed. Sept 21 – Mon. Oct 3	Wed. Sept 20 – Mon. Oct 2	Wed. Sept 18 – Mon. Sept 30
	Fall Break (classes do not meet)	Mon. Oct 17	Mon. Oct 16	Mon. Oct 9
	Monday Classes/Labs Meet (Tuesday classes do not meet this week)	Tue. Oct 11	Tue. Oct 10	Tue. Oct 15
	Mid-term evaluation period (full-semester 100-200 level classes)	Mon. Sept 26 – Fri. Oct 21	Mon. Sept 21 - Fri. Oct 16	Mon. Sep 16 - Fri. Oct 11
	Selective Withdrawal Period (undergraduates only)	Tue. Oct 4 Wed. Oct 28	Tue. Oct 3 - Wed. Nov 1	Tue. Oct 1 - Wed. Oct 30
	Thanksgiving Recess (no classes)	Wed. Nov 23 – Sun. Nov 27	Wed Nov 22 - Sun. Nov 26	Wed. Nov 27 – Sun. Nov 31
	Dissertation/Thesis Deadline	Fri. Dec 2	Fri. Dec 1	Fri. Nov 29
	Last Day of Class	Sat. Dec 3	Sat. Dec 2	Sat. Nov 30
	Reading Day(s)	Mon. Dec 5 – Tue. Dec 6	Mon. Dec 4 - Tue. Dec 5	Mon. Dec 2 – Tue. Dec 3
	Examination Period	Wed. Dec 7 – Wed. Dec 14	Wed. Dec 6 - Wed. Dec 13	Wed. Dec 4 – Wed. Dec 11
	Winter Graduation	Thu. Dec 15	Thu. Dec 14	Thu. Dec 12
Degree Conferral	Sat. Dec 17	Sat. Dec 16	Sat. Dec 14	
7.5 Week Session I	First Day of Classes	Mon. Aug 29	Mon. Aug 28	Mon. Aug 26
	Last Day to Add	Wed. Aug 31	Wed. Aug 30	Wed. Aug 28
	Last Day to Drop	Fri. Sept 2	Fri. Sept. 1	Fri. Aug 30
	Labor Day (no classes)	Mon. Sept 5	Mon. Sept 4	Mon. Sept 2
	Unrestricted Withdrawal Period	Sat. Sept 3 - Fri. Sept 16	Sat. Sept 2 - Fri. Sept 15	Sat. Aug 31 - Fri. Sept 13
	Selective Withdrawal Period (undergraduates only)	Sat. Sept 17 - Fri. Sept 23	Sat. Sept 16 - Fri. Sept 22	Sat. Sept 14 – Fri. Sept 20
	Last Day of Classes	Mon. Oct 17	Mon. Oct 16	Mon. Oct 14
	Examination Period	Tues. Oct 18 – Wed. Oct 19	Tues. Oct 17 – Wed Oct 18	Tues. Oct 15 – Wed. Oct 16
	Winter Graduation	Thu. Dec 15	Thu. Dec 14	Thu. Dec 12
	Degree Conferral	Sat. Dec 17	Sat. Dec 16	Sat. Dec 14
7.5 Week session II	First Day of Classes	Mon. Oct 17	Mon. Oct 16	Mon. Oct 14
	Last Day to Add	Wed. Oct 19	Wed. Oct 18	Wed. Oct 16
	Last Day to Drop	Fri. Oct 21	Fri. Oct 20	Fri. Oct 18
	Unrestricted Withdrawal Period	Sat. Oct 22 – Fri. Nov 4	Sat. Oct 21 – Fri. Nov 3	Sat. Oct 19 – Fri. Nov 1
	Selective Withdrawal Period (undergraduates only)	Sat. Nov 5 – Fri. Nov 11	Sat. Nov 4 – Fri. Nov 17	Sat. Nov 2 – Fri. Nov 8
	Thanksgiving Recess (no classes)	Wed. Nov 23 – Sun. Nov 27	Wed Nov 22 - Sun. Nov 26	Wed. Nov 27 – Sun. Nov 31
	Last Day of Classes	Wed. Dec 7	Wed. Dec 6	Wed. Dec 4
	Examination Period	Thu. Dec 8 – Fri. Dec 9	Thu. Dec 7 – Fri. Dec 8	Thu. Dec 5 – Fri. Dec 6
	Winter Graduation	Thu. Dec 15	Thu. Dec 14	Thu. Dec 12
	Degree Conferral	Sat. Dec 17	Sat. Dec 16	Sat. Dec 14

SPRING SEMESTER		Spring 2023	Spring 2024	Spring 2025
15 Week Session	MLK Day (university closed)	Mon. Jan 16	Mon. Jan 15	Mon. Jan 20
	First Day of Spring Classes	Tue. Jan 17	Tue. Jan 16	Tue. Jan 21
	Last Day to Add (census)	Tue. Jan 24	Tue. Jan 23	Tue. Jan 28
	Last Day to Drop	Tue. Feb 7	Tue. Feb 6	Tue. Feb 11
	Unrestricted Withdrawal Period	Wed. Feb 8 – Mon. Feb 20	Wed. Feb 7 - Mon. Feb 19	Wed. Feb 12 – Mon Feb 24
	Spring Recess (no classes)	Mon. Mar 6 – Sun. Mar 12	Mon. Mar 4 - Sun. Mar 10	Mon. Mar 10 – Sun Mar 16
	Mid-term evaluation period (full-semester 100-200 level classes)	Mon. Feb 20 – Fri. Mar 24	Mon. Feb 19 - Fri. Mar 22	Mon. Feb 24 – Fri. Mar 28
	Selective Withdrawal Period (undergraduates only)	Tue. Feb 21 – Fri. Mar 24	Tue. Feb 20 - Mon. Mar 23	Tue. Feb 25 – Fri. Mar 28
	Dissertation/Thesis Deadline	Fri. April 28	Fri. Apr 26	Fri. May 2
	Last Day of Class	Mon. May 1	Mon. April 29	Mon. May 8
	Reading Day(s)	Tue. May 2	Tue. April 30	Tue. May 6
	Examination Period	Wed May 3 – Thur. May 11	Wed. May 1 - Wed. May 8	Wed. May 7 – Wed May 14
	University Commencement	Fri. May 12	Fri. May 10	Fri. May 16
	Degree Conferral	Sat. May 13	Sat. May 11	Sat. May 17
7.5 Week Session I	First Day of Classes	Tue. Jan 17	Tue. Jan 16	Tue. Jan 21
	Last Day to Add	Fri. Jan 20	Fri. Jan 19	Fri. Jan 24
	MLK Day (no classes)	Mon. Jan 16	Mon. Jan 15	Mon. Jan 20
	Last Day to Drop	Tue. Jan 24	Tue. Jan 23	Tue. Jan 28
	Unrestricted Withdrawal Period	Wed. Jan 25 - Mon. Jan 30	Wed. Jan 24 - Mon. Jan 29	Wed. Jan 29 - Mon. Feb 3
	Selective Withdrawal Period (undergraduate only)	Tues. Jan 31 – Mon. Feb 13	Tues. Jan. 30 – Mon Feb 12	Tues. Feb 4 – Mon. Feb 17
	Last Day of Classes	Wed. Mar 15	Wed. Mar 13	Wed. Mar 26
	Examination Period	Thu. Mar 16 – Fri. Mar 17	Thu. Mar 14 – Fri. Mar 15	Thu. Mar 27 – Fri. Mar 28
	University Commencement	Fri. May 12	Fri. May 10	Fri. May 16
	Degree Conferral	Sat. May 13	Sat. May 11	Sat. May 17
7.5 Week Session II	Spring Recess (no classes)	Mon. Mar 6 – Sun. Mar 12	Mon. Mar 4 - Sun. Mar 10	Mon. Mar 10 – Sun Mar 16
	First Day of Classes	Mon. Mar 13	Mon. Mar 11	Mon. Mar 17
	Last Day to Add	Wed. Mar 15	Wed. Mar 13	Wed. Mar 19
	Last Day to Drop	Fri. Mar 17	Fri. Mar 15	Fri. Mar 21
	Unrestricted Withdrawal Period	Sat. Mar 18 – Thu. Mar 30	Sat. Mar 16 – Thu. Mar 28	Sat. Mar 22 – Thurs Apr 3
	Selective Withdrawal Period (undergraduate only)	Fri. Mar 31 – Thu. Apr 13	Fri Mar 29 – Thu. Apr 11	Fri Apr 4 – Thurs Apr 17
	Last Day of Classes	Fri. May 5	Fri. May 3	Fri. May 9
	Examination Period	Mon. May 8 – Tue. May 9	Mon. May 6 – Tue. May 7	Mon May 12 – Tue. May 13
	University Commencement	Fri. May 12	Fri. May 10	Fri. May 16
Degree Conferral	Sat. May 13	Sat. May 11	Sat. May 17	

SUMMER TERM		Summer 2023	Summer 2024	Summer 2025
12 Week Session	First day of classes	Mon. May 15	Mon. May 13	Mon. May 22
	Memorial Day (university closed)	Mon. May 29	Mon. May 27	Mon. May 26
	Last Day to Add/Drop (census)	Tues. May 23	Tues. May 21	Tue. May 27
	Last Day to Drop (50% Refund)	Tues. June 6	Tues. Jun 4	Tue. Jun 10
	Unrestricted Withdrawal Period	Wed Jun 7 – Tue Jun 13	Wed. Jun 5 - Tue, Jun 11	Wed. Jun 11 – Tue. Jun 17
	Juneteenth Observance (university closed)	Mon. Jun 19	Wed. Jun 19	Thu. Jun. 19
	Selective Withdrawal Period (undergraduates only)	Wed Jun 14 – Wed Jul 5	Wed. Jun 12 – Wed July 3	Wed. Jun 18 – July 9
	Independence Day Observance (university closed)	Tues Jul 4	Thur. Jul 4	Fri. Jul 4
	Dissertation/Thesis Deadline	Fri. Aug 11	Fri. Aug 9	Fri. Aug 15
	Last Day of Class	Wed. Aug 9	Wed. Aug 7	Aug Wed. 13
	Examination Period	Thu. Aug 10 – Sat. Aug 12	Thu. Aug 8 - Sat. Aug 10	Thu. Aug 14 - Sat. Aug 16
	Degree Conferral	Sat. Aug 19	Sat. Aug 17	Sat. Aug 23
Session A: 5 Week	First Day of Classes	Mon. May 15	Mon. May 13	Mon. May 19
	Last Day to Add/Drop (census)	Wed. May 17	Wed. May 15	Wed. May 21
	Last Day to Drop (50% Refund)	Tue. Jun 23	Tue. May 21	Tue. May 27
	Memorial Day (university closed)	Mon. May 29	Mon. May 27	Mon. May 26
	Unrestricted Withdrawal Period	Wed. Jun 24 – Tue. Jun 30	Wed May 22 - Tue May 28	Wed. May 28 – Tue. Jun 3
	Selective Withdrawal Period (undergraduates only)	Wed. Jun 30 – Tue. Jun 6	Wed. May 29 – Tue. Jun 4	Wed. Jun 4 – Tues. Jun 10
	Juneteenth (university closed)	Mon. Jun 19	Wed. Jun 19	Thu. Jun. 19
	Last Day of Classes	Wed. Jun 21	Wed. Jun 19	Wed. Jun 25
	Examination Period	Thu. Jun 22 – Sat. Jun 24	Thu. Jun 20 – Sat. Jun 22	Thu. Jun 26 – Sat. Jun 28
	Dissertation/Thesis Deadline	Fri. Aug 11	Fri. Aug 9	Fri. Aug 15
Degree Conferral	Sat. Aug 19	Sat. Aug 17	Sat. Aug 23	
Session B: 8 Week	Memorial Day (university closed)	Mon. May 29	Mon. May 27	Mon. May 26
	First Day of Classes	Tues. May 30	Tue. May 28	Mon. Jun 2
	Last Day to Add/Drop (census)	Wed. Jun 7	Wed. Jun 5	Tues. Jun 10
	Last Day to Drop (50% Refund)	Wed. Jun 14	Wed. Jun 12	Wed. Jun 18
	Unrestricted Withdrawal Period	Thur. Jun 15 – Thu. Jun 22	Thur. Jun 13 - Thur Jun 20	Thur. Jun 19 – Thur. Jun 26
	Independence Day Observance (university closed)	Tues Jul 4	Thur. Jul 4	Fri. Jul 4
	Selective Withdrawal Period (undergraduates only)	Fri. Jun 23 – Wed. Jul 5	Fri. Jun 18 – Tue. Jul 2	Fri. Jun 27 – Tue. Jul 8
	Last Day of Classes	Wed. July 26	Wed. July 24	Wed. July 30
	Examination Period	Thu. Jul 27 – Sat. Jul 29	Thu. Jul 25 – Sat. Jul 27	Thu. Jul 31 – Sat. Aug 2
	Dissertation/Thesis Deadline	Fri. Aug 11	Fri. Aug 9	Fri. Aug 15
	Degree Conferral	Sat. Aug 19	Sat. Aug 17	Sat. Aug 23

SUMMER TERM		Summer 2023	Summer 2024	Summer 2025
Session C: 5 Week	First Day of Classes	Mon. Jun 26	Mon. Jun 24	Mon. Jun 30
	Last Day to Add/Drop (census)	Wed. Jun 28	Wed. Jun 26	Wed. July 2
	Last Day to Drop (50% Refund)	Wed. July 5	Tues. July 2	Tues. July 8
	Independence Day Observance (university closed)	Tues Jul 4	Thur. Jul 4	Fri. Jul 4
	Unrestricted Withdrawal Period	Thu. Jul 6 – Tues. Jul 11	Wed. Jul 3 - Tues. Jul 9	Wed. Jul 9 – Tue. Jul 15
	Selective Withdrawal Period (undergraduates Only)	Wed. Jul 12 – Tue. Jul 18	Wed. Jul 10 – Wed. Jul 16	Wed. Jul 16 – Wed. Jul 23
	Last Day of Classes	Wed. Aug 2	Wed. Jul 31	Wed. Aug 6
	Examination Period	Thu. Aug 3 – Sat. Aug 5	Thu. Aug 1 – Sat. Aug 3	Thur. Aug 7 – Sat. Aug 9
	Dissertation/Thesis Deadline	Fri. Aug 11	Fri. Aug 9	Fri. Aug 15
	Degree Conferral	Sat. Aug 19	Sat. Aug 17	Sat. Aug 23
Session D: 10 Week	First day of classes	Mon. May 15	Mon. May 13	Mon. May 19
	Memorial Day (university closed)	Mon. May 29	Mon. May 27	Mon. May 26
	Last Day to Add/Drop (census)	Fri. May 19	Fri. May 17	Fri. May 23
	Last Day to Drop (50% Refund)	Mon. May 29	Tues. May 28	Mon. Jun 2
	Juneteenth Observance	Mon. Jun 19	Wed. Jun 19	Thu. Jun. 19
	Unrestricted Withdrawal Period	Tue. May 30 – Tue. Jun 6	Wed. May 29- Tues. Jun 4	Tues. Jun 3 - Tues. Jun 10
	Selective Withdrawal Period (undergraduates only)	Wed. Jun 7 – Wed. Jul 21	Wed. Jun 5 - Tues. Jun 18	Wed. Jun 11 – Tues. Jun 25
	Independence Day Observance (university closed)	Tues Jul 4	Thur. Jul 4	Fri. Jul 4
	Last Day of Class	Wed. July 26	Wed. Jul 24	Wed. Jul 30
	Examination Period	Thu. Jul 27 – Sat. Jul 29	Thu. Jul 25 – Sat. Jul 27	Thu. Jul 31 – Sat. Aug 2
	Dissertation/Thesis Deadline	Fri. Aug 11	Fri. Aug 9	Fri. Aug 15
	Degree Conferral	Sat. Aug 19	Sat. Aug 17	Sat. Aug 23
Session E: 7.5 Week	First Day of Classes	Mon. May 15	Mon. May 13	Mon. May 19
	Last Day to Add/Drop (census)	Wed. May 17 (add) / Fri. May 19 (drop)	Wed. May 15 (add) / Fri. May 17 (drop)	Wed. May 21 (add) - Fri. May 23 (drop)
	Last Day to Drop (50% Refund)	Fri. May 26	Fri. May 24	Fri. May 30
	Memorial Day (no classes)	Mon. May 29	Mon. May 27	Mon. May 26
	Unrestricted Withdrawal Period	Sat. Jun 27 - Fri. Jun 2	Sat. May 25 - Fri. May 31	Sat. May 31 - Fri. Jun 6
	Juneteenth Observance	Mon. Jun 19	Wed. Jun 19	Thu. Jun. 19
	Selective Withdrawal Period (undergraduate only)	Sat. Jun 20 - Fri. Jun 26	Sat. Jun 1 – Fri. Jun 7	Sat. Jun 7 – Fri. Jun 13
	Independence Day Observance (no classes)	Tues Jul 4	Thur. Jul 4	Fri. Jul 4
	Last Day of Classes	Fri. Jul 21	Fri. Jul 19	Fri. Jul 25
	Examination Period	Mon. Jul 24 – Tue. Jul 25	Mon. Jul 22 – Tue. Jul 23	Mon. Jul 28 – Tue. Jul 29
Degree Conferral	Sat. Aug 19	Sat. Aug 17	Sat. Aug 23	
Session F: 5 Week	First Day of Classes	Mon. Jul 17	Mon. Jul 15	Mon. Jul 14
	Last Day to Add /Drop (census)	Tue. Jul 18 (add)/ Wed. Jul 19 (drop)	Tue. Jul 16 (add) - Wed. Jul 17 (drop)	Tue. Jul 15 (add) - Wed. Jul 16 (drop)
	Last Day to Drop (50% Refund)	Wed. Jul 26	Wed. Jul 24	Wed. Jul 23
	Unrestricted Withdrawal Period	Thu. Jul 27 - Thu. Aug 3	Thu. Jul 25 – Thu. Aug 1	Thu. Jul 24 - Thu. Jul 31
	Last Day of Classes	Fri. Aug 11	Fri. Aug. 9	Fri. Aug. 15
	Examination Period	Same as Last Day of Classes		

Degree Conferral	Sat. Aug 19	Sat. Aug 17	Sat. Aug 23
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Session F: 5 Week – This is an online only session.

Appendix C

Reports from Faculty Representatives to Committees

Capital Planning Steering Committee (Submitted by Samuel Frye, Faculty Senate Representative April 20, 2021)

Capital Planning Yearend Report

Prepared for Faculty Senate by Samuel L. Frye

Wednesday, April 28, 2021

Capital Planning Framework

Tobi Walsh, Assistant Vice President for Capital Strategy & Planning is piloting several process improvements for capital planning and more will be shared once those pilot studies are complete.

Master Plan

The Phase One report is in review with the Steering Committee and will be available in May. The date of the next Town Hall is still to be determined, but will likely be in May, during which updates will be provided on:

- Infrastructure
- Environmental
- Transportation and parking
- Wayfinding
- Campus development history and heritage
- SWOT analysis

If there are concerns you feel have not been addressed, please notify Sam or a member of the Steering Committee so your comments can be included in the draft report. You can also view videos of previous town hall on the master plan [website](#).

Projects

The Life Sciences and Engineering Building was approved for \$30M expansion and reprogramming in February 2021, but the project was on hold temporarily (Dec – Feb) pending alignment with the Master Plan. Reprogramming includes transitioning many of the undergrad spaces into graduate spaces. To be clear, this does not mean that all undergrads will be pulled from the building, but rather, a realignment of programs with the developing vision for the SciTech campus.

Master Plan Steering Committee (Submitted by Shannon Davis, Zachary Schrag and David Wong – Faculty Senate Representatives – April 21, 2021) - [link to report](#)

Outstanding Achievement Awards Committee (Submitted by Cristiana Stan, Faculty Senate Representative – April 15, 2021)

Report from the Outstanding Achievements Awards Committee

Spring 2021

The Outstanding Achievements Awards Committee received 42 nominations for the following awards:

Adjunct Faculty Service Award – 3 nominees

David W. Russell Quill Award – 5 nominees

Exceptional Support Award – 14 nominees

Faculty Alumni Award – 6 nominees

Staff Alumni Award – 2 nominees

Outstanding Achievement Award – 12 nominees

The nomination packages were reviewed by 5 committee members between March 12 – 19, 2021.

The committee met on March 19 in a virtual meeting chaired by Beth Barrody. All committee members agreed that the number of outstanding applicants was overwhelming and praised the dedication and achievements of GMU employees.

The committee discussed the efficiency of the online scoring system and scoring criteria. Some recommendations were made for a better alignment of scoring criteria and nomination package.

Respectfully submitted by Cristiana Stan, Faculty Senate Representative to the Outstanding Achievements Committee, 2020-2021.

University Naming Committee (Submitted by Karen Akerlof, Faculty Senate Representative – April 7, 2021)

University Naming Committee Report

Faculty Senate Committee member, Karen Akerlof, kakerlof@gmu.edu

During its March 2021 meeting, the University Naming Committee welcomed the Campus & Committee Engagement Committee members of the Anti-Racism and Inclusive Excellence (ARIE) Task Force. One of the primary action items for the Naming Committee is reviewing current university names to be able to identify which need to be retired or swapped (naming, removing and renaming) and the needed evaluation criteria and process. In order to effectively work with members of the ARIE Task Force, a subcommittee that includes representatives from both the University Naming committee and the ARIE Task Force will be established to reassess current university policies and make recommendations. The next meeting of the University Naming Committee will be May 12, 2021 at 2:00 pm.

Appendix D

Faculty Success Initiative – Revised Charge

How can we prepare faculty to be successful in the post pandemic university? The initiative will build on existing data regarding supports for and structural constraints to success (e.g., evidence from COACHE survey) as well as additional input from the Faculty Senate with the goal of shaping action plans. The initiative will determine the most pressing concerns from faculty and will create a mechanism by which the Senate holds the administration accountable to addressing its top concerns within a reasonable amount of time.

This initiative will be led by a three-member subcommittee from the Executive Committee (Shannon Davis, Solon Simmons, and Richard Craig) tasked with:

- Partnering with Office of Faculty Affairs and Development to review recent COACHE information and following up with faculty from across the university to triangulate their most pressing concerns (during Fall 2020);
- Partnering with Administration (Provost, President, Senior Vice President) to determine timeline and methods by which the administration will work to address the faculty concerns, including the accountability structure between the administration and the Senate (by April 2021);
- Creating a public-facing reporting/accountability structure for the Initiative.

Next Steps

- Develop dashboard metrics that are agreed upon by faculty and administration.
- Determine accountability processes
 - o Public dashboard
 - o Expectation of administration documenting change over time to General Faculty via Faculty Senate that includes an explanation of deviations (both in positive and negative directions)
 - University level and college/school level
 - Opportunity to increase President’s accountability to BOV, Provost to President, deans to Provost, and chairs to deans

Appendix E



Policy Justification – Policy 3014: Distance Education

Date: April 15, 2021

The adoption of the Distance Education Policy is part of a comprehensive approach for scalability, continuity, and quality design that supports George Mason University's mission and commitment to providing access to excellence through high-quality educational experiences. Inherent in this commitment to quality is a recognition of the responsibility to support, in a systematic way, the needs of both faculty and students relative to teaching and learning at a distance. Establishing standards and expectations provides clear guidelines as Mason's online programs continue to grow. The policy defines distance education in accordance with the requirements articulated by the U.S. Department of Education (USDOE) in 34 CFR 600.2 as amended, the Commonwealth of Virginia (8VAC41-30-10) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

We invite faculty to submit written feedback on the implementation of University Policy 3014: Distance Education. Please submit feedback to ckreitze@gmu.edu by May 15th, the conclusion of the Spring 21 semester.

If you need any additional information, please feel free to contact me directly!

Sincerely,

A handwritten signature in black ink, appearing to read "C. Kreitzer".

Charles R. Kreitzer
Executive Director for Online Operations
Academic Initiatives and Services, Office of the Provost



Policy 3014: Distance Education [DRAFT]

Responsible Office:

Office of the Provost

Procedures:

N/A

Related Law & Policy:

[34 CFR 600.2 \(as amended 7/1/2021\)](#)

[Virginia Administrative Code 8VAC40-31-10](#)

[“Distance and Correspondence Education: Policy Statement” from the Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#)

[University Policy 1308 – Information and Communications Technology Accessibility](#)

[University Policy 3004 – Verification of Student Identity in Distance Education](#)

[University Policy 3005 – Faculty Credential Evaluation and Documentation](#)

[University Policy 3011 – Credit Hours](#)

[Mason Faculty Credentialing Manual](#)

[George Mason University’s Quality Assurance Guidelines for Online Courses](#)

I. Scope

This university policy provides institution-level standards for the George Mason University’s distance education programs and courses, broadly outlining expectations for academic quality and student engagement. This policy applies to all for-credit undergraduate and graduate courses, both fully online and hybrid, at George Mason University.

The goal of online education at George Mason University is for all students to have the opportunity to learn from a world class, R1 institution by providing access, flexibility, and equity students need to excel.

II. Policy Statement

The University defines distance education in accordance with the requirements articulated by the U.S. Department of Education (USDOE) in 34 CFR 600.2 as amended, the Commonwealth of Virginia (8VAC41-30-10) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

“*Distance education*” is the delivery of online teaching and learning activities using University-approved technologies, including plug-ins and publisher resources, within the Learning Management System (LMS) to deliver instruction synchronously or asynchronously to students who are in different locations from faculty.

The LMS is used to,

1. Support regular and substantive interaction between students and faculty;
2. Verify student identity ([University Policy 3004](#));
3. Provide instructional continuity; and
4. Ensure course accessibility requirements ([University Policy 1308](#)).

To be considered an online program at George Mason University, all courses required for program completion, including any required general education courses, shall be offered in the fully online delivery format outlined below. Additionally, courses must be offered frequently enough to enable online students to progress through and complete the program in a timely manner. Any on-campus requirements must provide added educational value that cannot be achieved online. Information regarding any required face-to-face, on-ground work (e.g., internships, residencies, practicums, specialized laboratory work, etc.) must be made available to students prior to enrollment.

Mason categorizes types of distance education as follows, which are based in part on guidance from SCHEV:

- *Fully (100%) online course*: A course in which all of the learning activities are supported using University-approved technologies, including plug-ins and publisher resources, within the Learning Management System (LMS). Therefore, face-to-face sessions such as orientation, laboratory, exam review, and/or in-person exams shall not be required as part of a student’s graded activity. Fully online courses are taught through two delivery modes:
 - *Synchronous Online*: Synchronous courses specify a required time in which faculty and student meet live, in-real-time. Courses have a set time in which students must participate each week. Synchronous courses allow for real-time communication, providing space for faculty and student-led discussions and interaction. Synchronous courses must include the required meeting time at the point of student registration.
 - *Asynchronous Online*: Asynchronous courses do not have a required time in which students and faculty must meet; though, asynchronous courses may include optional, live meetings or office hours. While there are weekly deadlines,

schedules are flexible. Information regarding proctored exams and/or the use of webcams must be outlined in the course syllabus.

- *Hybrid course:* A course in which a majority (more than 50% but less than 100%) of the planned learning activities occur using University-approved technologies, including plug-ins and publisher resources, within the Learning Management System (LMS), when the students and instructor are not in the same place. Mandatory face-to-face sessions shall occur between 2% and 50% of the planned instructional time.

Courses which meet face-to-face for more than 75% of the planned instructional time are categorized as “on-ground” or “in-seat” courses and not as distance education.

Courses offered through distance education must demonstrate “regular and substantive” interactions; faculty shall use a variety of instructional strategies and resources to facilitate an engaging learning environment. In accordance with 34 CFR 600.2 as amended, the university defines “regular and substantive interaction” as instructor-driven interaction that is “engaging students in teaching, learning, and assessment, consistent with the content under discussion,” and includes, but is not limited to, the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Responding to student questions; and
4. Providing information, content, and asynchronous activities through announcements, e-mail, media, and/or other relevant technologies.

Other interactions that may be considered “substantive” include:

1. Leading and facilitating discussion forums or group discussions; and
2. Providing and engaging in other instructional activities outlined by a program's accrediting agency.

In alignment with [The Glossary of Education Reform](#) and standard practices in higher education, the University adopts the following definition of “direct instruction”:

Direct instruction refers to instructional approaches that are structured, sequenced, and led by qualified instructors and/or the presentation of academic content to students by those qualified instructors. See [University Policy 3005](#) and the [Mason Faculty Credentialing Manual](#) for information regarding instructor qualifications.

Examples of direct instruction include intentionally sequenced modules using University-approved technologies, including plug-ins and publisher resources, within the Learning Management System (LMS), instructor-created or instructor selected videos, and synchronous class sessions.

“Regular interactions” between faculty and students shall provide the opportunity for substantive interactions with the student on a “predictable and regular basis commensurate with the length of time and the amount of content in the course; and monitor the student’s academic engagement and success, ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.”

III. Responsibilities

Faculty have primary responsibility for the content, interaction, quality, and effectiveness of the curriculum, regardless of instructional modality. Faculty shall engage students on a regular and substantive basis (as defined above) per 34 CFR 600.2, as amended.

In conjunction with faculty, department chairs, school directors and college deans, the Office of the Provost is responsible for coordinating the development and implementation of distance education at the University, working with program leadership in maintaining compliance with federal, state, institutional policies, and regulations related to distance education, identifying new distance education opportunities, and coordinating with units to ensure quality and continuous improvement.

The Stearns Center for Teaching and Learning provides support for faculty members engaged in distance education courses. Support may include training and development, centrally managed learning resources, instructional design, and other support services and resources. The center also provides Online Course Quality Assurance guidelines for online courses and provides course reviews and recommendations to faculty and academic units.

As with all teaching modalities, faculty are responsible for delivering course-accessible content and must meet the qualifications for instruction established by the University for on-campus courses, as required by the Southern Association of Colleges and Schools Commission on Colleges, [University Policy 3005](#), [University Policy 1308](#), and Mason's [Faculty Credentialing Manual](#). Faculty who teach distance education courses are selected in the same manner as those teaching on-campus courses. These faculty shall be responsible for acquiring the skills necessary to effectively teach course content and related material in an online learning environment.

IV. Compliance

College/school-level administrators will ensure compliance with this policy through existing processes, including:

- Analysis of student course evaluations;
- Annual faculty evaluations;
- Academic Program Review; and
- Alignment with George Mason University's Quality Assurance Guidelines for Online Courses

The Stearns Center for Teaching and Learning provides Quality Assurance guidelines, professional development, and course development support to ensure high quality program design.

The Office of the Provost is responsible for ensuring availability of student services in programs that use technology to serve the University's distance education students.

Appendix F

GEORGE MASON UNIVERSITY'S STATEMENT OF EXPECTATIONS FOR GRADUATE STUDENT AND FACULTY INTERACTIONS

General

George Mason University (“Mason”) strives to promote a collegial, transparent, and productive environment for our faculty and graduate students. Mason is committed to providing graduate students with a welcoming, safe, and professional environment in which to work and study that is free of exploitation, intimidation, and harassment.

Graduate students are members of a scholarly community. They should be treated in a civil, collegial, and respectful manner by faculty and staff and should likewise treat faculty and staff in the same way. This document provides guidance regarding the expectations for interactions between faculty and graduate students in order to work towards that goal.

Additionally, per Mason Policies 1201, 1202, and 1203, Mason is committed to preventing discrimination based on any of the protected classifications described in those policies. Nothing in this document shall be construed as being contrary to or inconsistent with Mason policies or procedures or applicable laws, nor does it create any legal rights. Colleges, Schools, and Departments may have additional guidelines to suit domain-specific needs.

For the purposes of this document, graduate students are defined as full-time or part-time students pursuing a Master’s degree or Doctoral degree, as well as students pursuing a postgraduate diploma or certificate.

I. Expectations of Graduate Students:

Graduate students are expected to:

- Adhere to all College and University policies and procedures.
- Treat Mason faculty, staff, and other students in a respectful and collegial manner.
- Devote an appropriate amount of time and effort, consistent with guidance from their local academic unit, toward completing the advanced degree within the allotted time.
- Uphold ethical norms in any research and scholarship undertaken and provide accurate and honest reporting of research results, research methodology, and scholarship in accordance with Mason policies on research integrity (<https://oria.gmu.edu/>).
- Attend new student orientations offered through a student’s program, College/School and/or Mason.
- Proactively solicit academic and/or professional guidance from faculty and staff as needed.
- Proactively participate in any assigned mentor-graduate student relationship.
- Comply with the Code of Student Conduct (<https://studentconduct.gmu.edu/our-process/university-policies/code-of-student-conduct/>) and the Honor Code (<https://oai.gmu.edu/mason-honor-code/>).

II. Expectations for Faculty and Graduate Program Administrators Working with Graduate Students

a. Educational Experience and Degree

Consistent with Student Code of Conduct and DHRM policy 2.35, *Civility in the workplace*, civility is the responsibility of all members of the Mason community. Graduate students should be treated in a respectful and collegial manner by Mason administrators, staff, and faculty. Discussion of any student among academic colleagues should be of a professional nature, should focus on the student's academic success and well-being, and should not be made in a discriminatory or derogatory manner.

Graduate program administrators should ensure that students are provided with the requirements of their respective academic or professional development program. Graduate students shall not be exploited or be coerced into performing tasks unrelated to the requirements of their individual academic or professional development program or those described in their assistantship/employment agreements. Graduate students may refuse to perform tasks unrelated to the requirements of their individual academic or professional development program or described in their assistantship/employment agreements without the fear of reprisal.

Graduate program administrators should inform graduate students (prospective and currently enrolled) at the outset of their program of the published time limit for degree completion and the "average time to degree" for their respective program.

Graduate program administrators should provide graduate students with information regarding available opportunities and financial support including grants, awards, scholarships, fellowships, assistantships, and their selection and eligibility criteria.

Graduate program administrators and faculty should not violate graduate students' religious beliefs and practices in the performance of their work in the graduate program.

Faculty should recognize graduate students as co-authors and co-owners of scholarly works and intellectual property to which they have made a substantial contribution of ideas or research work regardless of other benefits or compensation that may have been provided.

Faculty should give graduate students credit and recognition for innovation(s) and intellectual and/or creative ideas developed by the student.

Faculty should give graduate students due credit and recognition for curriculum developed by the student, including but not limited to instructor on record, acknowledgement on syllabi, and other accepted academic norms.

Faculty mentors are encouraged to provide any assigned doctoral and/or thesis advisees an academic evaluation at least once per year. All faculty are encouraged to provide feedback concerning a graduate student's academic performance and progress towards an advanced degree as appropriate. Specifically:

- i. Although students are responsible for knowing Mason administrative and Academic Policies, faculty are encouraged to notify graduate students of deficiencies in their academic performance. This notification may be provided through grades or other means. When appropriate and if remedial measures are possible, faculty and program administrators are encouraged to provide recommendations and requirements needed to remedy their deficiencies.
- ii. It is encouraged that evaluations of student academic performance and progress be as factual and specific as possible and be shared with the graduate student within a reasonable period of time.

Faculty and/or graduate programs are encouraged to provide doctoral students a written evaluation of performance on qualifying and comprehensive examinations, upon unsatisfactory performance or upon request, when such exams are required by the degree program. In the event of major examination failure or other unsatisfactory performance, it is encouraged to provide reasoning for such assessment in a clear, written evaluation to the graduate student.

When a local academic unit intends to terminate a student from a graduate program for academic reasons, they must proceed in accordance with guidelines and policies established by Mason (including [Graduate policies, Academic Termination AP.6.6.2](#)) and, if applicable, academic programs.

- i. Local academic units should have public guidelines for the termination of a graduate student from an academic program.
- ii. Local academic units should make publicly available the description of the academic exception request and appeal process by which a graduate student may challenge the academic program termination.

b. Advising, Mentorship, and Guidance

Advising, mentorship, as well as academic and professional guidance, that is offered by faculty and/or graduate program administrators to graduate students is expected to be respectful.

- i. Academic advisors and mentors and those graduate students assigned to them are encouraged to coordinate to ensure that the students receive regular feedback and guidance concerning their academic performance and professional development through a mutually agreeable schedule of conferences.
- ii. Graduate students should have their progress toward achieving an advanced degree evaluated through criteria that are understood by the graduate advisor and students. Guidance and feedback are encouraged to be factual and specific, and shared with the student within a reasonable period of time. For doctoral programs, as well as those master's programs that require a thesis or capstone project, administrators and assigned mentors/advisors are encouraged to consider having annual written progress report(s) required of students with a response from the assigned mentor and advisor.

As applicable, graduate students should be provided with accurate information when selecting a committee/dissertation chair and other members of their thesis/dissertation committees. The process by which students select a chair and members of thesis/dissertation committees should be made publicly available to students.

If a graduate student wishes to change their committee/dissertation chair, then the local academic unit should work with them to find an alternative faculty member, if possible. Moreover, if a graduate student's committee/dissertation chair leaves Mason once the student's work is underway, the local academic unit, in consultation with the student, should provide the student with a new committee/dissertation chair.

III. If Expectations are Unmet

If a graduate student feels that another member of the university community is not meeting the above-described expectations, they should speak with their advisor, mentor, local academic unit representative(s) and/or College/School's Dean's Office regarding their concern(s). If a faculty member or graduate program administrator feels a graduate student is not meeting these expectations, they are encouraged to speak with their College/School's Dean's Office or, in the alternative, the Office of the Provost regarding their concern(s).

Students, faculty, and/or graduate program administrators may also utilize the appropriate university channels or procedures for reporting conduct that is inconsistent with University policies or this document, including:

- Program Directors or equivalent: all concerns related to program policies and degree requirements or conduct of other students
 - Department Chairs or equivalent: all concerns related to course delivery, instructors, staff, and academic/research facilities
 - Compliance, Diversity, and Ethics (<https://diversity.gmu.edu>): issues relating to protected class discrimination (Title VII) or gender/sexual misconduct (Title IX: <https://diversity.gmu.edu/title-ix> and <https://diversity.gmu.edu/title-ix/sexual-or-interpersonal-misconduct-report-form>)
 - Disability Services: for reasonable accommodation due to a disability (<https://ds.gmu.edu/>)
 - Employee Relations: treatment of a graduate teaching assistant, graduate research assistant, graduate professional assistant and graduate lecturer by faculty and staff (<https://hr.gmu.edu/employee-relations/>)
 - Office of Research Integrity and Assurance (<https://oria.gmu.edu/>): issues relating to research misconduct
- Please refer to Policy 4007 for issues related to research misconduct: <https://universitypolicy.gmu.edu/policies/misconduct-in-research-and-scholarship/>.

Contact resolve@gmu.edu: For complaints about online course or program