

GEORGE MASON UNIVERSITY
DRAFT MINUTES OF THE FACULTY SENATE MEETING
APRIL 27, 2022 Electronic Meeting^{*}, 3:00 – 4:15 p.m.

Number of Attendees: 121

List of names at end of minutes

- I. Call to Order:** Chair Melissa Broeckelman-Post called the meeting to order at 3:01 p.m.
- II. Approval of the Minutes of March 23, 2022** – approved as posted.
- III. Opening Remarks** – Melissa Broeckelman-Post, Chair
- Recognized several long-standing members of Faculty Senate who are about to enter retirement: Danny Menascé, Suzanne Slayden, and Meg Caniano.
 - Summarized work this year, including passage of six new academic policies, Faculty Handbook revisions, a new student evaluation of teaching, and the academic calendar, among much other work (e.g., Mason Core, Task Force for Reimagining Faculty Roles and Rewards). Thanked all members of Senate for strong work.
- IV. Special Orders – Election of Faculty Senate Chair 2022-2023**
- Chair Broeckelman-Post turned the meeting over to chair pro tem Keith Renshaw.
 - Chair pro tem Renshaw opened floor for nominees for Chair of Faculty Senate for 2022-2023 academic year. Chair Broeckelman-Post was nominated, and nomination was seconded. No other nominees were made. Chair Broeckelman-Post was voted as Chair for the 2022-2023 academic year by voice vote.
- V. Unfinished Business and General Orders**
- Mason Core Enhancements* – Ben Steger and Laura Poms
- Chair Broeckelman-Post directed all to proposed revisions in agenda (see [Appendix A](#)), and reminded all that revisions had been presented already at the April 6th meeting. She noted that, upon recommendation of the Academic Policies Committee, the vote on proposed revisions would be in two parts: (1) the first 3 revisions, focused on Global Context, Global History, Just Societies; (2) Revision 4, focused on unified Capstone/Synthesis requirement.
 - Senator Ben Steger summarized the work that went into the proposed revisions, including numerous presentations and community outreach. He noted that the word “attributes” was changed to “flag” (for just society), to reduce confusion. He then reviewed proposed revisions 1-3 in turn (see [Appendix A](#)), and made a motion on behalf of the Mason Core Committee to approve the proposed Mason Core revisions 1, 2, and 3: Global Contexts, Global History, and Just Societies.
 - Question: How will this impact study abroad? Answer: Hopefully encouraging more study abroad, but with clearer learning outcomes.
 - Question: Is the faculty development related to Global Contexts and Just Societies mandatory (as has been implied in some of the language)? Answer: No, these are voluntary activities. Also, that development is not included in any catalog language being voted on.
 - Question: How will transfer students be affected, particularly those without any associate’s degree? Answer: We have worked with transfer offices to ensure no change in process for students – we will also seek clearer alignment with courses in the VCCS.

- Concern: It seems that the ‘just societies’ effort could have an ideological component to it. Response: A great deal of work has gone into ensuring that this is focused on broad education, not any one ideology.
- No further questions or concerns were raised. A Senator requested a secret ballot. Sergeant-at-Arms Akerlof posted a link to the secret ballot in the chat. The motion passed.
- Mason Core member Laura Poms presented the fourth proposed revision focused on capstone/synthesis. She acknowledged that a great deal of discussion has emerged around this proposal, and summarized the proposal and rationale for it (see [Appendix A](#)), including the confusion that often arises for faculty and students related to the differing requirements for capstone vs. synthesis in the current Core. A motion was made to approve the proposed revision.
 - Concerns were raised about the scope of changes proposed, and a reference to a document distributed to all Senators prior to the meeting was made – summary of concerns raised included (a) what would happen to 300-level courses currently approved after the “grandfather” period ends in 2025, and (b) the potential loss of synthesis courses that would not meet these newly proposed requirements. Response: it was not the intention to eliminate these courses, but it has become clear that more work needs to be done to think through the implications of this proposed change.
 - Further discussion about the nature of these changes ensued, and a motion was made to send this proposed revision back to the Mason Core Committee for further work, with a request to return to Faculty Senate in an upcoming semester with an updated proposal. The motion was seconded and passed.

Postponed motion from Executive Committee on Academic Freedom

- Chair Broeckelman-Post drew attention to a [new motion](#) (see [Appendix B](#)) that had been approved by the Faculty Matters Committee and was also supported by the Executive Committee. She then requested permission of Senators to withdraw the original [main motion](#) from the Executive Committee (see [Appendix B](#)), which would also result in a withdrawal of [the adhering substitute motion](#) (see [Appendix B](#)), and then to change the order of the agenda to allow Faculty Matters to present their report, which would include putting the additional [new motion](#) (see [Appendix B](#)) on the floor. No objection to either request/motion was made, allowing for unanimous consent of both.
- Senator Simmons (Chair, Faculty Matters) then presented the [new motion](#) (see [Appendix B](#)) on behalf of the Faculty Matters Committee.
 - A motion for an amendment was made to add “allegedly” to the first clause, so that it would read: “inherently divisive concepts **allegedly** including Critical Race Theory.” The motion was seconded and subsequently passed.
 - A motion for an amendment was made to put “inherently divisive concepts” in quotation marks. The motion was seconded and subsequently passed.
 - A motion for an amendment was made to remove “in K-12 public education” at the end of the first paragraph, and a second motion for an amendment was made to remove the paragraph including “Faculty Senate stands with our K-12 colleagues...” Neither motion was not seconded.
 - A motion for an amendment was made to replace “sole” with “primary” in paragraph 5. The motion was seconded and subsequently passed.
 - The motion, as amended above, was subsequently voted on and passed.
- A motion was made to extend the meeting to 4:30pm. The motion was seconded and subsequently passed.

VI. Committee Reports

A. Senate Standing Committees

Executive Committee – Melissa Broeckelman-Post, Chair

- Chair Broeckelman-Post introduced a resolution, on behalf of the Executive Committee, to honor the contributions of Meg Caniano, Faculty Senate Clerk, who was retiring after 17 years. The motion enthusiastically passed.

Academic Policies – Suzanne Slayden, Chair

- No report

[Link to annual report](#)

Budget and Resources – Kumar Mehta, Chair

- No report

[Link to annual report](#)

Faculty Matters – Solon Simmons, Chair

- Report was provided earlier in the meeting.

[Link to annual report](#)

Nominations – Richard Craig, Chair

- Reminded faculty to cast vote for the Faculty Representatives to the BOV Committees

[Link to annual report](#)

Organization and Operations – Lisa Billingham, Chair

- No report

[Link to annual report](#)

B. Other Committees/Faculty Representatives

Annual Reports 2021-2022

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 Students Academic Support

[Link to annual report](#)

Recreation Advisory

[Link to annual report](#)

Research Advisory

[Link to annual report](#)

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](#)

Annual Reports and Updates from Faculty Representatives

[Appendix C](#)

Faculty/Staff Parking Appeals Committee

Graduate Council

Systems Administrative Leadership Team (SALT)

University Naming Committee

VII. New Business

Final report from the Task Force on Reimagining Faculty Roles and Rewards – Melissa Broeckelman-Post, and Kim Eby, Vice Provost for Faculty Affairs, co-chairs

- Due to limited time, a brief report was provided, with reference to full set of slides (see [Appendix E](#)).
- Within charge, group has completed work on analyzing needs and reviewing potential models and best practices at Mason and elsewhere. They received about 90 pages of single-spaced comments in response to the survey of faculty. Of three model options presented to faculty, no one model received overwhelming support – there was mixed support for elements of each. The group derived nine key takeaways from survey responses, which were reviewed (see [Appendix E](#)).
- The group has not yet completed their work – implementation planning is the next step, but they were not able to complete work on that this semester. A motion was made to authorize the continuation of the Task Force to Reimagine Faculty Roles and Rewards to develop an implementation plan and report back to Faculty Senate in Fall 2022. The motion was seconded. A question was raised about whether one specific option (of the 3 presented for feedback) was to be implemented. The response was that there was not one model yet selected – more work was needed. The motion passed.

Resolution on the Mason Club

- Susan Trencher presented a resolution related to the Mason Club (see [Appendix D](#)) via chat (as her audio was not working). The motion was seconded and subsequently passed.

VIII. Announcements

- Provost Ginsberg noted it had been a long year, and thanked everyone for their extraordinary work. He reviewed several recent events (50th anniversary celebration, General Faculty meeting), noted the appointments of 2 new deans (CEHD, SBUS) with one more appointment being finalized (CHHS), reminded everyone of Commencement on May 20, noted the conclusion of this year's P&T process with over 40 promotions/appointments, and noted the upcoming final Board of Visitors meeting on May 5.
- Associate Provost Bethany Usher thanked the Mason Core Committee for their work.

IX. Remarks for the Good of the General Faculty

- Thanks was given to Chair Broeckelman-Post for her work over the year.
- An announcement for a “workload reduction rally” taking place on May 4 was made.

X. Adjournment: The meeting adjourned at 4:31 p.m.

Respectfully submitted,
Keith Renshaw
Secretary

APPENDIX A

Enhanced Mason Core

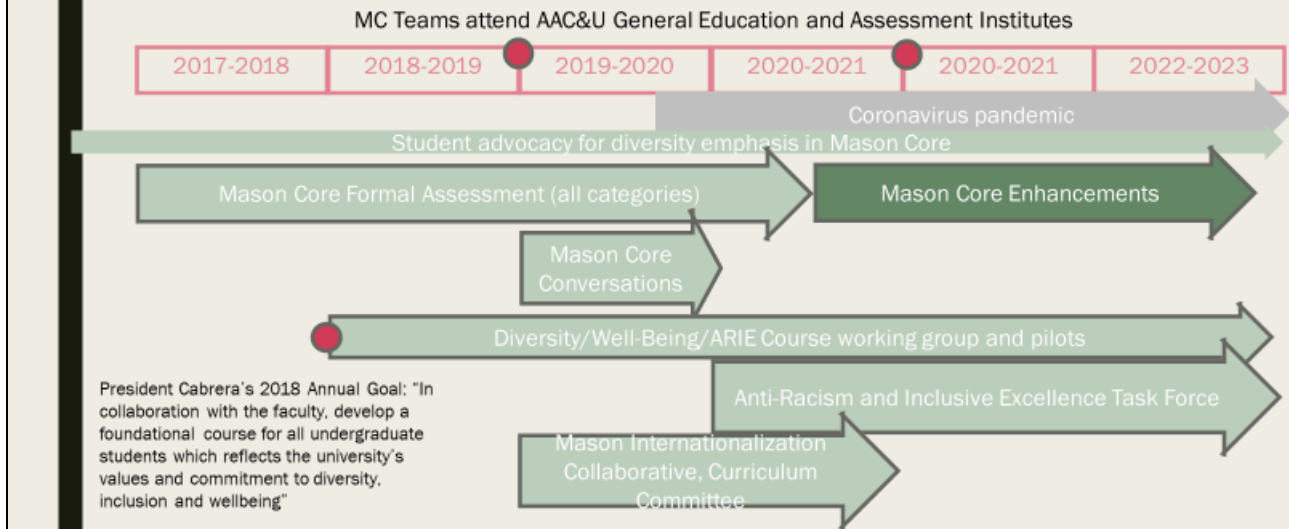
ENHANCED MASON CORE

Preparing Students to Act in a Diverse, Global World
April 27, 2022 Faculty Senate Meeting
Mason Core Committee

Mason Core Contributors

Abena Aidoo	Zayd Hamid	Shelley Reid
Marie Alice Arnold	Jane Hooper	Cortney Hughes Rinker
Joan Bristol	Moses Hunsaker	Shauna Rigaud
Melissa Broeckelman-Post	Jason Kinser	Ioulia Rytikova
Tehama Lopez Bunyazi	Kelly Knight	Krista Shires
Lauren Cattaneo	Rachel Krantz	Benjamin Steger
Michael Chang	Aditya Johri	Debra Stroiney
Charles Chavis	Steven Harris-Scott	Bethany Usher
Richard Craig	Heather Madnick	Anne Verhoeven
Matt Cronin	Brian Platt	Liz White
Anthony DeMaio	Tom Polk	Courtney Adams Wooten
Matthew Desantis	Gina Polychronopoulos	Shun Ye
Jesse Guessford	Laura Poms	Andrea Zach

History of Mason Core Discussions



Focus of updates to the Mason Core

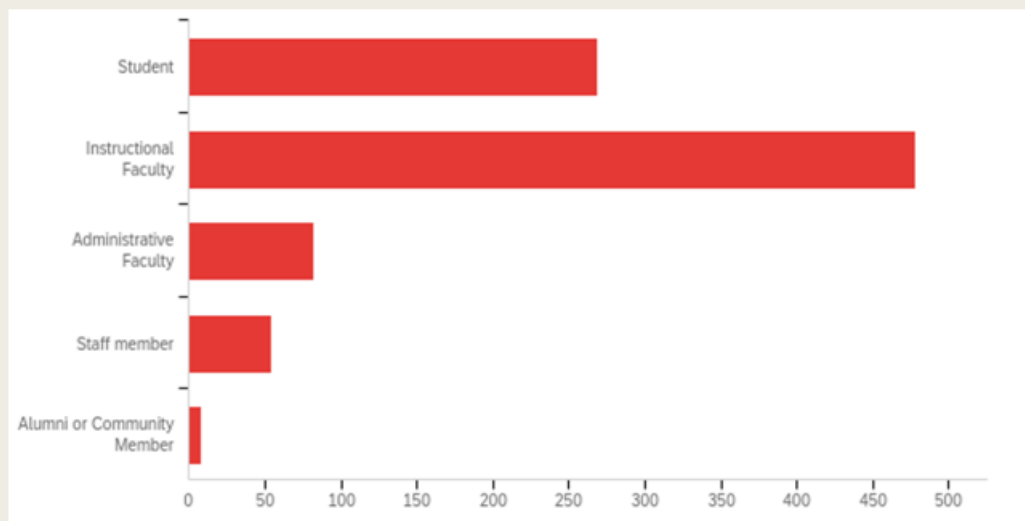
- Clearer outcomes for Global learning
- Integration of Diversity, Equity, and Inclusion in the curriculum
- Clarity in Capstone and Synthesis requirement
- Adapt current Mason Core rather than restructure entirely (Mason Core Assessment shows generally good outcomes, faculty and student feedback show little appetite for complete re-design)
- Continue to meet SACS-COC requirements for general education.
- Maintain, as much as possible, current transfer equivalencies.
- Maintain total credits in Mason Core (42 credits) and not add additional credit-bearing graduation requirements.

Integration	Synthesis/Capstone
	Writing-Intensive
	Written Communication
Exploration	Arts
	Literature
	Western Civilization/World History
	Global Understanding
	Social & Behavioral Science
	Natural Science
Foundation	Natural Science with Lab
	Information Technology and Computing
	Quantitative Reasoning
	Oral Communication
	Written Communication

Community Outreach and Discussion

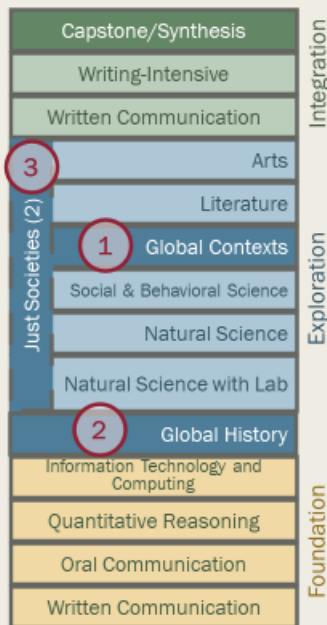
- Just Society, GlobalX, Capstone/Synthesis, Global History Task Forces and recommendation (October 2021-January 2022)
- Virtual Town Hall on the Mason Core (January 28, 2022)
- CHSS Faculty session (February 9, 2022)
- Mason News story: [Input sought on changes to the Mason Core](#) (February 9, 2022)
- Faculty Senate email soliciting feedback to all faculty (early February 2022)
- Announcements in the Provost's Newsletter (February 2, 9, and 16, 2022)
- Announcement at Faculty Senate Meeting (February 9, 2022)
- Message from the Provost in the Provost's Newsletter (February 16, 2022)
- Twitter campaign from GMU Provost account (February 14-18, 2022)
- Messages from Deans to schools and colleges (February 15, 2022)
- Messages from University Life to students and student groups (February 15, 2022)
- Meeting with Student Government Academics Committee (February 15, 2022)
- Mason Core article publishing in *Fourth Estate* (March 11, 2022)
- Initial read at Faculty Senate (April 6, 2022)

Survey results – almost 900 responses!



Feedback concerning Mason Core Revisions 1, 2 and 3

- Significant concern about removing a Globally-focused requirement
- Strong support for creating a Diversity, Equity, and Inclusion requirement in the Mason Core
- Interest in accommodating transfer students
- Confusion about “attributes” versus requirements



Mason Core maintains overall structure, with addition of a Just Societies requirement for students.

- Revision 1: Global Contexts clarifies goals of Global requirement (2024-2025)
- Revision 2: Global History updated to reflect global and US experience (2023-2024)
- Revision 3: Students will be required to take two Just Society flagged courses across the Exploration category. Just Societies integrates diversity, equity, and inclusion outcomes into courses across the curriculum. (2024-2025)
- Revision 4: Capstone/Synthesis aligns the culminating experience already represented by the separate Capstone or Synthesis requirement. (2021-2022)

Revision 1: Global Contexts Category

Catalog Description

The goal of the Global Contexts (GC) core requirement is to enable students to explore global contexts through a disciplinary lens and to understand how global systems have created both interdependence and inequalities that engaged citizens must understand in order to work toward an equitable and sustainable future.

Required: One 3 credit course

Student Learning Outcomes: Courses in this category must address three learning outcomes. Students will be able to:

- Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality.
- Use a disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts
- Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.

Notes

Courses can take a depth approach (examination of one particular region or society) and/or a breadth approach (comparative examination of different regions or societies), but the Mason Core proposal must clearly articulate what approach to global contexts the course takes and how it fulfills the Mason Core GC learning outcomes.

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Revision 1: Update Global Understanding Requirement to be Global Contexts

Rationale: Recent assessment efforts in the Mason Core identified a key challenge of the current configuration of the Global Understanding category: it has a broad-ranging set of goals that can make it difficult for students in any given course to successfully meet all the outcomes. For instance, stratification occurred between courses that successfully addressed personal perspective-taking about being a global citizen and courses that successfully addressed disciplinary analysis of global structures and processes. Assessment committees thus recommended a revision to the category. The Mason Internationalization Collaborative also reviewed the learning outcomes and perspectives in connections with well as the Just

Summary: The support will be

Implementation

Global Under

Learning Outcome
The goal of the

Global Contexts (3 credits)

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Note: Courses can take a depth approach (examination of one particular region or society) and/or a breadth approach (comparative examination of different regions or societies).

Learning Outcomes

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- Use a disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts
- Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.

Required

One approved course.

[List generated by CourseLeaf of approved courses]

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Revision 2: Global History Category

Catalog Description

By focusing on historical experiences that reflect the diversity of Mason's student body, students will be able to see how their families and communities fit within, and contribute to, global history from the pre-modern period to our present day. The courses will offer a long-term historical perspective on structural issues challenging our world today, including demographic and environmental changes, national and global inequalities, and the underrepresentation of marginalized groups. Students will gain an understanding of how interconnections and inter-dependencies have been forged through the global movement of people, pathogens, goods, and ideas.

Required: One 3 credit course

Student Learning Outcomes: Courses must meet all three outcomes.

- Identify major chronological developments in global history from the pre-modern period (before 1400 CE) to the present.
- Communicate a historical argument through writing, speech, and/or digital media using a variety of primary and secondary sources.
- Apply historical knowledge and historical thinking to contemporary global issues.

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Required: One 3 credit course

Student Learning Outcomes:

- Identify major chronological developments in global history from the pre-modern period (before 1400 CE) to the present.
- Communicate a historical argument through writing, speech, and/or digital media using a variety of primary and secondary sources.
- Apply historical knowledge and historical thinking to contemporary global issues.

Revision 2: Introduce new Global History requirement in place of existing Western Civilization/World History requirement

Rationale: Currently most students take HIST 100 Western Civilization or HIST 125 World History to fulfill their general education requirement. The teaching and pedagogies of HIST 100 and 125 have become more aligned and should be merged into a single Global History requirement that will focus on global perspectives of the past.

Summary

Global History (3 credits)

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Implementation

Western

Learning

Courses

Learning Outcomes

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- Communicate a historical argument through writing, speech, and/or digital media using a variety of primary and secondary sources.
- Apply historical knowledge and historical thinking to contemporary global issues.

Required

One approved course.

[List generated by CourseLeaf of approved courses]

Revision 3: Just Societies requirement

Catalog Description

The goal of Exploration courses with a Just Societies attribute is to enable students to directly address questions about diverse perspectives and inequity as they engage with one another and to identify how they can participate in processes for making change

Required: Two courses with a JS flag

Student Learning Outcomes: *Courses must meet both of these outcomes, in addition to other required course outcomes*

- Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use them to engage meaningfully with peers about course issues
- Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline

Notes

Faculty designing and teaching JS-flagged courses will engage in intensive faculty development to meet our students' demands that they receive education in and opportunities to practice civic conversation across diverse perspectives.

Just Societies (2)

Revision 3:

Catalog Description

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Notes

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Revision 3: Add Just Societies flag and require that students take two Mason Core "Exploration" courses with the JS flag

Rationale: Beginning in 2016, student groups called for a course in diversity and social justice that would be required of all Mason undergraduates. Understanding that this request was consistent with university and college diversity goals, in August 2018, President Angel Cabrera, Provost David Wu, and Vice President Rose Pascarell charged an interdisciplinary collaborative of faculty and staff with proposing a university-wide inclusive well-being model, with a foundational diversity course at its center.

From 2018-2020, a multi-disciplinary working group with representatives from across the university developed a template for such a course and drafted an initial syllabus that would provide the foundation for graduates to contribute to a more just society. The pilot course was developed by Dr. Lauren Cattaneo and piloted in Fall 2019. She and others have continued to teach pilot sections of the course.

In Spring 2021, the Curriculum and Pedagogy Committee of President Gregory Washington's Anti-Racism and Inclusive Excellence Task Force recommended that Mason implement a similar requirement in the Mason Core, honoring the requests of students and the commitment of faculty and administrators to advance the progress of the university toward goals of anti-racism and equity for all community members.

Just Societies Requirement

The goal of Exploration courses with a Just Societies flag is to enable students to directly address questions about diverse perspectives and inequity as they engage with one another and to identify how they can participate in processes for making change.

Learning Outcomes

Courses must meet both of these outcomes, in addition to other required Mason Core course outcomes

- Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use them to engage meaningfully with peers about course issues.
- Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

Required

Two Exploration courses with a Just Societies flag.
[List generated by CourseLeaf of approved courses]

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Just Societies (2)

Motion to approve Mason Core Revisions 1, 2, and 3: Global Contexts, Global History, and Just Society requirements.

Mason Core maintains overall structure, with addition of a Just Societies requirement for students.

- Revision 1: Global Contexts clarifies goals of Global requirement
- Revision 2: Global History updated to reflect global and US experience
- Revision 3: Students will be required to take two Just Society flagged courses across the Exploration category. Just Societies integrates diversity, equity, and inclusion outcomes into courses across the curriculum.
- Revision 4: Capstone/Synthesis aligns the culminating experience already represented by the separate Capstone or Synthesis requirement. (2022-2023)

Capstone and Synthesis: Confusion from Current 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.

Responses to feedback

- Concern about the title of the "Culminating Experience" requirement
 - *Updated to "Capstone/Synthesis"*
- Concern about disruptive changes to Capstone/Synthesis requirement
 - *Combining our two categories into one, captures the intent of both Core categories, and reduces confusion*
 - *No changes to student overall graduation requirements*
 - *No changes to any existing course content*
 - *No changes to program requirements – maximum flexibility*
 - *Encourage interdisciplinary courses that meet requirement*
 - *Grandparents 300 level courses until at least 2025*

“General Education” Capstone/Synthesis Requirements at Peer Institutions

- Virginia Tech: Pathways to General Education Capstone or Alternative High Impact Learning Experience
- American University: Capstone in the major
- College of William and Mary: COLL 400 Capstone
- Virginia Commonwealth University: REAL graduation requirement

Capstone/Synthesis Category

Capstone/Synthesis

Catalog Description

The Capstone/Synthesis provides a high impact, culminating element of an undergraduate education. Students develop a comprehensive and integrative understanding across the Mason undergraduate experience, and utilize critical thinking skills. These courses provide students opportunities to apply and communicate their knowledge, and involve integrative, applied, or experiential projects.

Required: One course, minimum 3 credits

Student Learning Outcomes: Capstone/Synthesis courses address three learning outcomes:

- Apply appropriate disciplinary, field, or professional competencies to an authentic problem or situation beyond the traditional classroom, making connections from coursework in their program. Student should
 - Demonstrate mastery within the field of study and/or
 - Apply creative critical thinking toward an interdisciplinary solution.
- Communicate appropriately and effectively with awareness of audience, purpose, and context in genres and modalities appropriate to the field (e.g., written, oral, visual, material, embodied, multimodal)
- Integrate knowledge and skills acquired from the Mason undergraduate experience, including Mason Core.

Notes

- New courses in this category will be at the 400 level (at least 3 credits).
- Students will be able to enroll after completing after 85 credits.
- Requires a faculty/instructor/mentor-to-student ratio of 1:35 or less.

Capstone/Synthesis Category

Catalog Description

The Capstone/Synthesis category provides a culminating experience for students. Students develop a comprehensive understanding across the Mason undergraduate experience, and utilize critical thinking skills. These courses provide students opportunities to apply and communicate their knowledge, and involve integrative, applied, or experiential projects.

Required: One course, beyond the traditional classroom, making connections from coursework in their program. Students should:

Student Learning Outcomes

- Apply appropriate disciplinary, field, or professional competencies to an authentic problem or situation beyond the traditional classroom, making connections from coursework in their program. Students should:
 - Demonstrate mastery within the field of study and/or
 - Apply creative critical thinking toward an interdisciplinary solution.
- Communicate appropriately and effectively with awareness of audience, purpose, and context in genres and modalities appropriate to the field (e.g., written, oral, visual, material, embodied, multimodal).
- Integrate knowledge and skills acquired from the Mason undergraduate experience, including Mason Core.

Notes

- New courses in this category will be approved after a student has completed at least 85 credits. Please speak with your advisor to determine the appropriate course to complete your degree requirements.
- Students will be able to enroll at the 400 level, and will have a faculty/instructor/mentor to student ratio of 1:35 or less.
- Requires a faculty/instructor/mentor to student ratio of 1:35 or less.

Revision 4: Create a unified Capstone/Synthesis requirement

Rationale: The disparate categories of Capstone and Synthesis are quite confusing for faculty submitting courses, and for students completing their degree. The synthesis requirement has learning outcomes but no additional guidance.

Summary: The Capstone/Synthesis (minimum 3 credits) provides a high impact, culminating element of an undergraduate education. Students develop a comprehensive and integrative understanding across the Mason undergraduate experience, and utilize critical thinking skills. These courses provide students opportunities to apply and communicate their knowledge, and involve integrative, applied, or experiential projects.

Implementation: Courses will also be approved after a student has completed at least 85 credits. Please speak with your advisor to determine the appropriate course to complete your degree requirements.

Synthesis or Capstone: The purpose of the synthesis requirement is to provide a unified requirement for all students.

Capstone/Synthesis (minimum 3 credits)

The Capstone/Synthesis provides a high impact, culminating element of an undergraduate education. Students develop a comprehensive and integrative understanding across the Mason undergraduate experience, and utilize critical thinking skills. These courses provide students opportunities to apply and communicate their knowledge, and involve integrative, applied, or experiential projects.

Learning Outcomes

Capstone/Synthesis courses address three learning outcomes:

- Apply appropriate disciplinary, field, or professional competencies to an authentic problem or situation beyond the traditional classroom, making connections from coursework in their program. Students should:
 - Demonstrate mastery within the field of study and/or
 - Apply creative critical thinking toward an interdisciplinary solution.
- Communicate appropriately and effectively with awareness of audience, purpose, and context in genres and modalities appropriate to the field (e.g., written, oral, visual, material, embodied, multimodal).
- Integrate knowledge and skills acquired from the Mason undergraduate experience, including Mason Core.

Required

One approved course, to be taken after a student has completed at least 85 credits. Please speak with your advisor to determine the appropriate course to complete your degree requirements.
[List generated by CourseLeaf of approved courses]

Motion to approve Mason Core Revision 4: Capstone/Synthesis requirement

“Culminating experiences provide graduating seniors a course, program, or activity designed to cap off the integration of educational experiences, and foster transition to work or further education beyond the bachelor’s degree experience.”

“Opportunities to integrate, synthesize, and apply knowledge are essential to ensuring deep, meaningful learning experiences.”

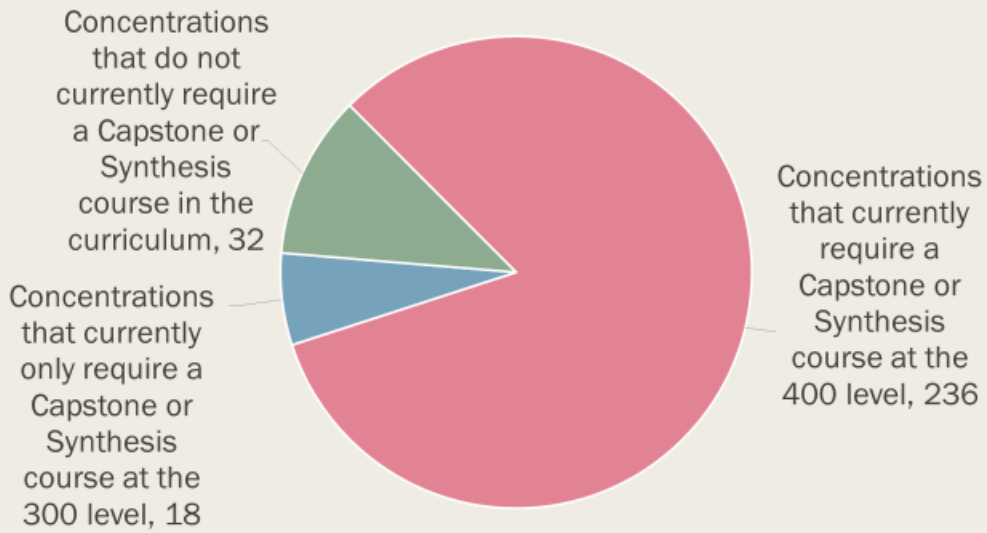


Kinzie, J (2013) Taking Stock of Capstones and Integrative Learning. Peer Review, Fall (27-30).

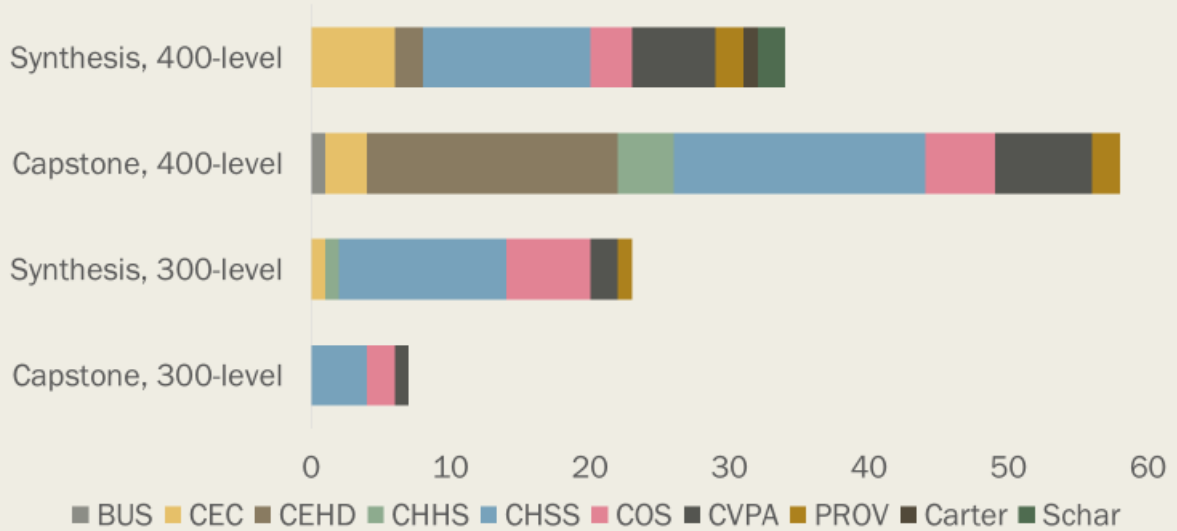
	Catalog 2021-2022	Catalog 2022-2023	Catalog 2023-2024	Catalog 2024-2025
Integration	Synthesis/Capstone	Capstone/Synthesis*	Capstone/Synthesis*	Capstone/Synthesis*
	Writing-Intensive	Writing-Intensive	Writing-Intensive	Writing-Intensive
	Written Communication	Written Communication	Written Communication	Written Communication
Exploration	Arts	Arts	Arts	Arts
	Literature	Literature	Literature	Literature
	Global Understanding	Global Understanding	Global Understanding	Global Contexts
	Social & Behavioral Science	Social & Behavioral Science	Social & Behavioral Science	Social & Behavioral Science
	Natural Science	Natural Science	Natural Science	Natural Science
	Natural Science with Lab	Natural Science with Lab	Natural Science with Lab	Natural Science with Lab
	Western Civilization/World History	Western Civilization/World History	Global History	Global History
Foundation	Information Technology and Computing	Information Technology and Computing	Information Technology and Computing	Information Technology and Computing
	Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning
	Oral Communication	Oral Communication	Oral Communication	Oral Communication
	Written Communication	Written Communication	Written Communication	Written Communication
				Just Societies (2)

*Current Capstone and Synthesis Courses grandparented in until Assessment review in Fall 2025. All new courses proposed in Fall 2022 and later will be reviewed using updated criteria.

Major concentrations mostly require 400 Capstones or Synthesis courses



Current Capstone and Synthesis Approved Courses (N=122)



Enhanced Mason Core meets SACS-COC, SCHEV requirements

	Written Communication	Oral Communication	Quantitative Reasoning	Information Technology and Computing	Just Societies	Natural Science with Lab	Natural Science	Social and Behavioral Sciences	Global Contexts	Global History	Literature	Arts	Written Communication	Writing-Intensive	Capstone/Synthesis	
SACS-COC																
Humanities/Fine Arts											✓	✓	✓			
Social/Behavioral sciences					✓			✓	✓							
Natural sciences/Mathematics			✓			✓	✓									
SCHEV																
Critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Written Communication	✓												✓	✓	✓	
Quantitative Reasoning			✓													
Civic Engagement					✓											
Inquiry																✓
Oral Communication		✓														

Undergraduate education at Mason



APPENDIX B:
RESOLUTIONS ON ACADEMIC FREEDOM

Resolution brought to the floor during the last meeting

Faculty Senate Resolution on Academic Freedom

WHEREAS multiple states in the US are considering legislative proposals that restrict academic discussions about racism, social justice, and related issues in schools, colleges, and universities; and

WHEREAS academic freedom, in the development of curriculum, in teaching, and in scholarship, is crucial to universities' central mission of the pursuit of knowledge;

THEREFORE BE IT RESOLVED that the George Mason University Faculty Senate reaffirms that university faculty have sole responsibility for all aspects of university curriculum, teaching, and scholarship, including those related to racism and social justice.

Substitute language proposed by Senator Letiecq (motion to substitute still under debate)

**The George Mason University Faculty Senate
and
The George Mason University Chapter of the AAUP**

A Joint Resolution Rejecting Efforts to Restrict Education about Racism

March 2, 2022

WHEREAS Governor Youngkin issued Executive Order Number One, ENDING THE USE OF INHERENTLY DIVISIVE CONCEPTS, INCLUDING CRITICAL RACE THEORY, AND RESTORING EXCELLENCE IN K-12 PUBLIC EDUCATION IN THE COMMONWEALTH, on his first day in office;

WHEREAS Superintendent of Public Instruction, Jillian Balow, in accordance with the Executive Order, has issued the VDOE Interim Report rescinding policies, programs, and resources for K-12 education that promote respect for diversity and equity in the Commonwealth;

WHEREAS state legislative proposals are being introduced across the United States and in the Commonwealth that target academic discussions of racism and related issues in American history in schools, colleges and universities;

WHEREAS the George Mason University Faculty Senate and the GMU advocacy chapter of the American Association of University Professors affirm the importance of academic freedom to the proper functioning of universities, citing the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#);

WHEREAS the *George Mason University Faculty Handbook* states, "One of the vital activities of a university is the critical examination of ideologies and institutions. It is essential that faculty members have the right to express their views and the University is committed to upholding the principles of academic freedom to protect the expression of faculty members without fear of censorship or retaliation;"

WHEREAS the *George Mason University Faculty Handbook* provides that faculty have "the right to unrestricted exposition of subjects (including controversial questions) within one's field and professional obligations, both on and off the campus, in a professionally responsible manner;"

WHEREAS the *George Mason University Faculty Handbook* provides that faculty have "the right to unrestricted scholarly research and publication within one's field and professional obligations, in a professionally responsible manner within the limits imposed by the resources of the institution;"

WHEREAS faculty "have primary responsibility for such academic matters as unit reorganization, the design of programs, development and alteration of the curriculum, standards for admission to programs, and requirements in the major;"

WHEREAS the term "divisive" is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are contradictory to the goals of education and the development of essential critical thinking skills;

WHEREAS educating about the systemic barriers to a multiracial democracy free of misogyny and racism are central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens;

THEREFORE BE IT RESOLVED that the George Mason University Faculty Senate and the GMU chapter of the AAUP resolutely reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to histories of racism and the pursuit of social justice, and will stand firm against encroachment on faculty authority by the legislature or the Board of Visitors.

BE IT FURTHER RESOLVED that the George Mason University Faculty Senate and the GMU chapter of the AAUP stand with our K-12 colleagues in the Commonwealth and across the country who may be affected by this order or other pernicious laws when they seek to teach the truth in U.S. history and civics education, engender respect for the diverse and multilingual students we serve, and prepare teachers of the future.

BE IT FURTHER RESOLVED that George Mason University Faculty Senate and the GMU chapter of the AAUP call upon President Gregory Washington, Provost Mark Ginsberg, and the Board of Visitors to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature.

BE IT FURTHER RESOLVED that George Mason University Faculty Senate and the GMU chapter of the AAUP affirm the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

New motion submitted by Faculty Matters

The George Mason University Faculty Matters Committee

A Resolution in Support of Academic Freedom and Anti-Racist Inclusive Excellence

April 18, 2022

WHEREAS state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in public schools, colleges and universities, including [Executive Order Number One](#) in the Commonwealth of Virginia, which called for an end to the use of inherently divisive concepts, including Critical Race Theory, in K-12 public education;

WHEREAS our GMU Faculty Handbook and the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#) affirm, academic freedom, in the development of curriculum, in teaching, and in scholarship, is crucial to universities' central mission of the pursuit of knowledge;

WHEREAS the term "divisive" is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are contradictory to the goals of education and the development of essential critical thinking skills;

WHEREAS educating about the systemic barriers to a multiracial democracy free of racism and other forms of oppression are central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens;

THEREFORE, BE IT RESOLVED that the George Mason University Faculty Senate rejects any effort of external bodies to interfere with the academic affairs of the university and reaffirms that university faculty have sole responsibility for all aspects of university curriculum, teaching, and scholarship, including those related to racism and social justice.

BE IT FURTHER RESOLVED that the George Mason University Faculty Senate stands with our K-12 colleagues in the Commonwealth and across the country who may be affected by this executive order or by future laws that seek to obscure the facts of U.S. history and civics education.

BE IT FURTHER RESOLVED that George Mason University Faculty Senate calls upon President Gregory Washington, Provost Mark Ginsberg, and the Board of Visitors to stand with faculty in our collective efforts to uphold academic freedom and academic independence in education.

BE IT FURTHER RESOLVED that George Mason University Faculty Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities.

APPENDIX C
ANNUAL REPORTS AND UPDATES FROM FACULTY REPRESENTATIVES

(Alpha list by committee name as received)

Faculty Representatives to the Faculty/Staff Parking Appeals Committee –submitted by David Corwin, Chair, April 6, 2022

Spring Semester Update: We have heard 4 cases over the course of the semester from faculty, staff, and visitors. We decided as a committee to have specific times at the end of each month to have hearings rather than scheduling them ad hoc.

Graduate Council –submitted by Cristiana Stan, Faculty Senate Representative, April 13, 2022

[Link to annual report](#)

Systems Administrative Leadership Team (SALT) – submitted by Kevin Dunayer, Faculty Representative, April 13, 2022

[Link to annual report](#)

University Naming Committee –submitted by Karen Akerlof, Faculty Senate Representative, April 1, 2022

The joint Naming Committee and Anti-Racism and Inclusive Excellence Task Force recommendations for an update to naming guidelines at Mason are still in process of being vetted and discussed. There have not been any name changes under consideration by the committee, though some may arise within the next few months.

APPENDIX D
RESOLUTION ON THE MASON CLUB

Submitted by Susan Trencher

Resolution on behalf of the founders of the Mason Club, Steve Pearlstein, Joe Scimecca, and Rutledge Dennis

Resolution by the Faculty Senate on the Mason Club

WHEREAS one of the many unfortunate side effects of the Covid pandemic is that faculty and staff have lost connection with each other and the sense of community that comes from working in the same place each day; and

WHEREAS the kind of informal and important interaction that goes on throughout the University has been missing from our professional lives for the past two years and

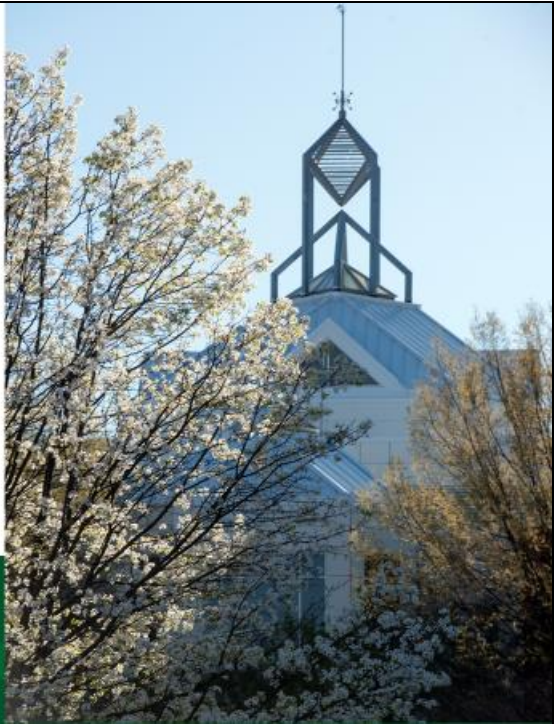

WHEREAS universities in the U.S. and abroad attest to the immeasurable benefit of the dedication of university space for increased collegiality and planned activities among those working for and across their institutions,

WHEREAS it is important to the welfare of the university community to create a central location for dining and interaction in a space with the size, and amenities that can be shared and used by all members of the community,

THEREFORE, be it resolved by the Faculty Senate that the Mason Club be supported by the University as a gathering place for members of the University Community.

APPENDIX E

Task Force for Reimagining Faculty Roles and Rewards



Task Force on Reimagining Faculty Roles and Rewards

Presentation to the Faculty Senate
April 27, 2022

- Melissa Broeckelman-Post, co-chair
- Kim Eby, co-chair
- Esperanza Roman Mendoza (CHSS)
- Courtney Adams Wooten (CHSS)
- Laura Poms (CHHS)
- Isaac Gang (CEC)
- Guadalupe Correa-Cabrera (Schar)
- Amitava Dutta (SBUS)
- Regina Biggs (CEHD)
- Mara Schoeny (Carter)
- Daniel Garrison (CEC)
- Lisa Billingham (CVPA)
- Ken Ball (CEC)
- Jaime Lester (CHSS)
- Rosemarie Higgins (CHHS)
- Geri Grant (COS)

Analysis of needs, potential models, and best practices

- Policies, procedures, and processes related to faculty roles/workloads/positions and contractual stability
- RPT changes that address a broader range of faculty contributions

Identify potential models

- Articulate opportunities for each
- Articulate challenges and potential models for each

**What was
our
charge?**

Task Force Actions to Date



Option 1

Minimal policy revisions, expand existing best practices.



Option 2

Keep tenure & term distinction, increased flexibility within and between roles.



Option 3

Eliminate distinction between tenure-line and term faculty.

OPTIONS PROPOSED FOR FEEDBACK

Key Takeaways

1. Incremental change is important for avoiding unintended consequences
2. Concern about protecting R1 status
3. Ready to implement evergreen (continuous) contracts for non-tenure-track faculty as a first step
4. Desire for more flexibility and equity in workload for faculty
5. Need for salary equity between tenure-line and term faculty
6. Flexibility and equity across the institution need to be balanced carefully with LAU needs
7. Need to align workload, annual reviews, and promotion guidelines
8. Need for broader, more inclusive RPT guidelines for scholarship and creative activity
9. Need clear guidelines for excellence in teaching at LAU level



Vision Moving Forward

1. We are one Mason faculty
2. Equitable and flexible career paths for all faculty is a priority
3. Teaching/ mentoring and research/ scholarship/ creative activity are central to our mission, and we must reward service and leadership central to the shared governance mission
4. Accountability, transparency, sustainability, and inclusive excellence must guide our work
5. Nurturing faculty throughout their professional career by providing sustained mentorship, leadership development, and resources for career exploration



Analysis of needs, potential models, and best practices



- Policies, procedures, and processes related to faculty roles/workloads/positions and contractual stability
- RPT changes that address a broader range of faculty contributions

Identify potential models



- Articulate opportunities for each
- Articulate challenges and potential models for each

Implementation planning

- Policies, procedures, and decision-making entities
- Processes for faculty role/workload/position changes and contractual stability
- RPT changes

Next Steps

Motion:

Authorize the continuation of the TFRFRR in order to develop an implementation plan and to report back to the Faculty Senate in the fall semester.



LIST OF ATTENDEES

April 27, 2022: 121

Senators present: Alan Abramson, Karen Akerlof, Ann Ardis, Alok Berry, Lisa Billingham, Ginny Blair, Michelle Boardman, Melissa Broeckelman-Post, Jamie Clark, Richard Craig, Betsy DeMulder, Douglas Eyman, Daniel Garrison, Tim Gibson, Mark Ginsberg, Victoria Grady, Ken Griffin, Bijan Jabbari, Kerri LaCharite, Bethany Letiecq, Lisa Lister, Tamara Maddox, Kumar Mehta, Daniel Menascé, Laurie Miller, Maury Peiperl, Rachelle Perkins, Marvin Powell, Keith Renshaw, Gregory Robinson, Pierre Rodgers, Esperanza Roman-Mendoza, Catherine Sausville, Zachary Schrag, Solon Simmons, Suzanne Slayden, Cristiana Stan, Benjamin Steger, Kun Sun, Rebecca Sutter, Matt Theeke, Susan Trencher, Mohan Venigalla, Anne Verhoeven, David Wong, Tom Wood, John Zenelis, Jie Zhang.

Senators absent: Matt Andre, Robert Baker, Kenneth Ball, James Conant, Rick Davis, David Gallay, Edward Gero, Germaine Louie, Fernando Miralles-Wilhelm, Alexander Monea, Alpaslan Özerdem, Ken Randall, Mark Rozell, Jessica Scarlata, Gene Shuman, Gregory Washington, Kent Zimmerman.

Visitors present: Abena Aidoo (Associate Professor, SRTM, CEHD), Supriya Baily (Professor, Education Leadership and Policy, CEHD), Dominique Banville (Faculty Athletic Representative), Mary Bramley (Director, Donor Relations and Stewardship, University Advancement and Alumni Relations), Laurence Bray (Associate Provost, Graduate Education), Lisa Breglia (Senior Associate Dean, Undergraduate Academic Affairs, CHSS), Emily Brennan-Moran (Assistant Professor, Communication), Tom Butler (Senior Associate Registrar), Jacqueline Burek (Assistant Professor, English), John Cantiello (Associate Professor, Health Administration and Policy), Marie Champagne (Coord of Student Services, Adv Prof'l Teacher Dev & Int'l Ed, CEHD), Carlos Chism (Term Assistant Professor, English), Matt Cronin (Professor, Management, School of Business/Mason Core Committee), Shannon Davis (Associate Dean for Faculty and Academic Affairs, Mason Korea), Matt DeSantis (Executive Director, Institutional Effectiveness, OIEP), Fatou Diouf (Term Assistant Professor, Info Systems and Operations Management), Carolyn Drews-Botsch (Chair, Global and Community Health, CHHS), Cheryl Druehl (Interim Senior Associate Dean/Associate Dean for Faculty, School of Business), Gesele Durham (Vice Provost for Institutional Effectiveness and Planning), Kim Eby (Vice Provost for Faculty Affairs and Development), James Finkelstein (Professor Emeritus of Public Policy, Schar School of Policy and Government), Kim Ford (Director of Personnel Operations, Office of the Provost), Cynthia Fuchs (Interim Director, Film and Video Studies, CVPA), Jayden Fulford (Student Government Senator, Vice Chair of Academics), Saiid Ganjalizadeh (Term Assistant Professor, School of Business, ISOM), Isaac Gang (Associate Professor, Data Analytics, co-chair CEAR), Pallavi Gullo (Director, Graduate Academic and Student Affairs, Office of the Provost), Stephen Harris-Scott (Associate Director, INTO Mason), Molli Herth (Program Manager, Faculty Affairs and Development), Virginia Hoy (Term Asst Professor, English & BIS), Rawa Jassem (Director of Business Analytics, OIEP), Ran Ji (Assistant Professor, Systems Engineering and Operations Research), Toshia Johnson (Associate Director, Academic Integrity), Jason Kinser (Dept. Chair and Associate Professor, Computational and Data Sciences, COS), Nick Kirkstadt (Assistant Director of Care and Outreach, Student Support and Advocacy Center), Misty Krell (Director of Academic Affairs, School of Integrative Studies), Jaime Lester (Associate Dean of Faculty Affairs, Strategic Initiatives, CHSS), Amanda Madden (Assistant Professor, History and Art History), Christopher Magee (Social Sciences Librarian), Wendi Manuel-Scott (Professor, Integrated Studies and History/Art History; African and African American Studies, Women and Gender Studies), Alexandra Masterson (Assistant Professor, Biology), Jenna McGwin (Associate Director, Operations and Initiatives, Dean's Office CHSS), Janette Muir (Vice Provost, Academic Affairs), Shá Norman (Director of Diversity, CVPA), Amanda Ogisi (Assistant Dean, CHSS Undergraduate Academic Affairs), Sarah Parnell (Operations and Administration Manager, Office of the Provost), Tom Polk (Director, Writing Across the Curriculum), Gina Polychronopoulos (Associate Director for Curricular Assessment, OIEP), Laura Poms (Mason Core co-chair, Associate Professor, GCH), Shelley Reid (Stearns Center), Lauren Reuscher (Staff Senate), Marguerite Rippy (Associate Dean, Graduate Academic Affairs, CHSS), Carole Rosenstein (Associate Professor, Arts Management, CVPA), Shani Ross (Associate Chair, Bioengineering/VSE/CEC), Tory Sarro (Assistant Registrar for Catalog and Curriculum), Sheena Serslev (Associate

Director, Institutional Assessment), Pamela Shepherd (Director of Communications, Office of the Provost), Debra Stroiney (Associate Professor, School of Kinesiology, CEHD), Girum Urgessa (Associate Professor/CEIE), Bethany Usher (Associate Provost for Undergraduate Education), Ken Walsh (Chief of Staff, Office of the President), Tobi Walsh, (Assistant Vice President, Capital Strategy and Planning, Office of the Senior Vice President), Wendy Watkins (Associate University Auditor, Office of University Audit), Elizabeth White (Mason Core, Associate Chair/Computer Science, CEC), Bob Witeck (BOV Liaison to the Faculty Senate), Elizabeth Woodley (University Ethics Officer, OARC), Courtney Wooten (Associate Chair, WPA/English, CHSS),), Andrea Zach (Term Professor, Modern & Classical Languages).