

**GEORGE MASON UNIVERSITY**  
**MINUTES OF THE FACULTY SENATE**  
**FEBRUARY 6, 2013**  
**Robinson Hall B113, 3:00 - 4:15 p.m.**

**Senators Present:** Scott Bauer, Sheryl Beach, Jim Bennett, Alok Berry, Lisa Billingham, Ángel Cabrera, John Cantiello, Rick Coffinberger, Lloyd Cohen, Arie Croitoru, Yvonne Demory, Charlene Douglas, Robert Dudley, Daniel Garrison, Janos Gertler, Mark Houck, Ghassan Husseinali, Dimitrios Ioannou, Kathryn Jacobsen, Dan Joyce, David Kuebrich, Ning Li, Linda Monson, Star Muir, Elavie Ndura, Peter Pober, Pierre Rodgers, Steven Rose, Mark Rozell, Jim Sanford, Joe Scimecca, Suzanne Scott, Suzanne Slayden, Bob Smith, Peter Stearns, June Tangney, Susan Tomasovic, Susan Trencher, Iosif Vaisman, Jenice View, Phil Wiest, Stanley Zoltek.

**Senators Absent:** Kenneth Ball, Dominique Banville, Andrea Bartoli, Doris Bitler Davis, Jack Censer, Vikas Chandhoke, Cody Edwards, Mark Ginsberg, Jorge Haddock, Bruce Johnsen, Jian Lu, Jerry Mayer, Harold Morowitz, Daniel Polsby, Thomas Prohaska, William Reeder, Edward Rhodes, Lesley Smith, Anand Vidyashankar, John Zenelis.

**Visitors Present:** Khushboo Bhatia, Student Government Liaison; Julie Christensen, Chair and Associate Professor, Modern and Classical Languages; Pat Donini, Employee Relations Director/Deputy Director HR, Human Resources/Payroll; Esther Elstun, Professor *emerita*, Modern and Classical Languages; Dolores Gomez-Roman, University Ombudsman; Linda Harber, Associate Vice President, Human Resources/Payroll; Corey Jackson, Vice President, Compliance, Diversity and Ethics, Equity and Diversity Services; Carrie Klein, Project Manager, Office of the President; Jim Levine, Associate Professor, Modern and Classical Languages; Michelle Lim, Human Resources Faculty Business Partner; Janette Muir, Associate Provost for Undergraduate Education; Sarah Nutter, Presidential Fellow, President's Office/Prof, Acct, School of Management; Beth Roszkowski, Head, Arlington campus Library, University Libraries; Brian Selinsky, Interim University Registrar; Bethany Usher, Director, Students as Scholars, OSCAR/Assoc Director, Center for Teaching and Faculty Excellence.

**I. Call to Order:** The meeting was called to order at 3:02 p.m.

**II. Approval of the Minutes of October 24 and November 28, 2012:** A motion to accept the minutes as distributed was approved.

**III. Announcements**

**President Cabrera: Update on the GMU Mission Statement**

Chair Tangney was delighted to introduce President Cabrera.

President Cabrera: For seven months, we have been trying to get voices. He estimated three thousand people have participated in one way or another. Lots of volunteers working very hard to collect information and create reports. He told the working groups request is very cool – at the end of the day, has to put (Mission Statement) on one page, we are almost there. He hoped faculty have read [working group reports](#) on line. Not a done deal yet; this is the right time to channel your input in whichever way works for you.

Provost Stearns needs no introduction. Professor Sarah Nutter coordinated the whole process, amazing. Carrie Klein has been keeping up with process, making it cool/work, a collective effort.

*George Mason University*  
*A university for the world*  
*Draft for discussion, February 4, 2013*

***Mission – Who we are and why we do what we do***

A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we define ourselves *as an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.*

**President Cabrera:** What is it that unites us as a community? “Innovative” and “inclusive” were two leading words which kept coming to the top. We tried to cut it to its very essence.

***How can we best serve our mission?***

What kind of university shall we become to best respond to the evolving needs of our students, Virginia, our Nation, and the world? What kind of university will allow us to provide better education to more people throughout their lives, to help our community thrive, and to help find solutions to the world’s greatest challenges? In other words, how do we become, not the best university in the world, but the best university *for* the world?

**President Cabrera:** How do we achieve that mission in current context that we live in? To measure our success by impact we have on the world around us.

***We have an idea...***

***...we call it the Mason idea***

it has served us well in the past and we believe it will serve us well in the future.

The Mason *idea* is a university that is  
*innovative / diverse / entrepreneurial / accessible*

***The Mason idea – Our core institutional characteristics***

- **Innovative** = We do not cling to old ways just because they have worked in the past. We honor time-tested academic principles while we strive to create new forms of education that serve our students better and new paths of research that can help us discover solutions to the world’s greatest challenges.
- **Diverse** = We bring together a multitude of people and ideas in everything that we do. Our culture of inclusion, our multidisciplinary approach, and our global perspective, make us more effective educators and scholars.
- **Entrepreneurial** = We take ideas into action. We educate students to become agents of positive change, to do or create jobs, to create value through government or business, public or private organizations, academia or the arts. We pursue discoveries that can make a difference in the world. We help our community thrive culturally, socially and economically.

- **Accessible** = We are an open and welcoming community. We partner with public and private organizations in our region and around the world. We proactively engage with our community. We define our success by how many talented students with potential we serve, not how many we leave out.

### ***Our Values – How we work with each other and as an organization***

**President Cabrera:** We asked our committees, when we are at our best, what makes a successful?

#### ***Our Students Come First.***

We are committed to providing our students with a transformational learning experience that helps them grow as individuals, scholars and professionals.

#### ***Diversity Is Our Strength.***

Diversity of people and ideas are central to everything we do and helps us be more effective educators and scholars.

**President Cabrera:** Not just as a moral imperative, but as a strength.

#### ***Innovation Is Our Tradition.***

We foster a spirit of innovation and strive to find new and better ways to deliver on our mission while honoring time-tested academic values.

#### ***We Act with Integrity.***

We hold ourselves accountable to the highest ethical standards as educators, scholars, students and professionals.

#### ***We Are Careful Stewards of Our Resources.***

We manage the economic and natural resources entrusted to us efficiently and sustainably.

**President Cabrera:** Both economic and natural resources, we exist here because taxpayers pay, students pay tuition, donors...we owe it to be careful stewards of resources.

#### ***We Nurture a Community Where All Members Can Thrive.***

We share the responsibility for creating and nurturing a positive and collaborative environment that helps all of us be successful.

**President Cabrera:** This was also a very strong idea, came in different (ways)

### ***Our motto: Freedom and Learning***

Our Motto, "Freedom and Learning," connects our academic mission with the work of our namesake, American Patriot and father of the Bill of Rights, George Mason.

Our motto reminds us that freedom and learning are mutually interdependent. One cannot happen without the other. In order to be free – free to be who we are and who we want to become, free to act for positive change – we can never stop learning. In order to learn, we need to be free. As an academic community, we are committed to advancing both.

**President Cabrera:** Motto on the school shield faded into background, I was moved by it. Bonus A+A+! . Students need to be free to be who they are and who they aspire to be.

### *The Mason Graduate*

- **... is an engaged citizen;**
  - ethically oriented and committed to democratic ideals; respectful of individual differences, rights, and liberties; and focused on the well-being of others and building a just society.
- **... is a well-rounded scholar;**
  - a critical and creative thinker who demonstrates professional competence; possesses an inquisitive nature; appreciates science, humanities, and the arts; and is committed to lifelong learning.
- **... and is prepared to act.**
  - Innovative, resourceful, and entrepreneurial; ready to do or create a job, interested and practiced in working with individuals from other cultures, backgrounds, and perspectives in order to lead positive and meaningful changes in society.

**President Cabrera:** The Mason Graduate was part of a working group assignment. It drew from an exercise led by faculty members before our arrival. Part is realistic, part aspirational. We do not want to choose between false dichotomy between liberal arts and vocational training, to do both.

### *Our Commitments – Areas that will drive our attention, innovation, and investments over the next decade*

- **Innovative Learning:** We will apply new and emerging learning technologies, environments, and methods to improve learning effectiveness and student completion, and to better serve the evolving needs of students, working professionals, and public and private organizations

**President Cabrera:** We want to be in the forefront of all the changes happening in higher education. Commitment #1.

- **Research of Consequence:** We will make consequential, innovative research a central element of our mission, and we will work to translate our discoveries into interventions and applications with social, cultural, and economic impact.

**President Cabrera:** Key word is “transformational”, research that can have an impact, make a difference, strongest idea. Referencing the first part of the sentence, many faculty said we had to make a stronger claim that we are a research university, not only how to produce advances, impact...

**A Senator** suggested drop “of consequence” with respect to research; there is no other kind to academics.

- **Economic and Cultural Engine:** We will act as a catalyst for the economic and cultural vibrancy of our region, as a growing source of talent in high-demand disciplines, as an incubator of business and social enterprises, as a hub of life-long learning, arts and athletics, and as a research and learning partner for business, nonprofit and government organizations.
- **Engagement with the World:** We will prepare our students to thrive in a global context by infusing global awareness, citizenship values, and learning opportunities across all fields;

and we will partner with other organizations in solving global problems where our impact will be highest.

**President Cabrera:** The working group did a terrific job asking whether or why public universities in Virginia should do things globally. Concluded we must have global projection, otherwise not serving our students well.

**Another Senator** read “engagement with the world” as not opening an international campus anywhere. We have to figure out ways to achieve it, does not say how to achieve it.

**President Cabrera** was intrigued that he read that there. Feel free to say something positive about it.

- **Sound Investment:** We will be a valuable investment for our students, taxpayers, and donors by focusing on outcomes, operational efficiency, and affordability.
  - We will expand the career opportunities for our graduates, the number of graduates, the impact of our research, and the value we provide to enrich our community.
  - We will improve the efficiency of all our operations and will be sensitive to trends in household income in our region in making decisions about tuition and financial aid.

**President Cabrera:** We want to be a good deal for anyone who deposits money into our institution. You’ll enjoy reading this edgy, big idea report.

- **Enriching Work Environment:** We will invest in recruiting, retaining, and developing talented and diverse faculty, staff, and academic support, and will create a vibrant campus life where everyone can grow and thrive.

**President Cabrera:** We are falling behind our peer groups, also has implications for attracting top-notch graduate students.

- **A Strong Foundation for the Future:**
  - We will aggressively seek additional sources of funding through higher levels of philanthropy, expanded online certificate and executive programs, research grants, and the commercialization of intellectual property.
  - We will strengthen the Mason brand nationally and internationally and will communicate more effectively the value of Mason to stakeholders throughout Virginia and the National Capital Region.

## **Discussion**

**A third Senator** asked President Cabrera to comment a little bit about “accessible” and “produce more graduates”? How can we continue to be more selective? What are the implications document has on desirable size of the university? Since I began teaching here, Mason has grown from about ten thousand to over thirty thousand students.

**President Cabrera:** Accessibility defines big part of the university, to get many smart and competitive students. Many are first generation college-bound. Traditional students may live in dorms or local community, others with alternative lifestyles. The Commonwealth of Virginia tells us educators that Virginia needs 100,000 more new (university) graduates in the next ten years. President Obama has made similar claims for the US to remain competitive. Other universities have no desire to play a role in

this. We have to address this. The world around us says that we need more – we want to find ways to educate more people. This is not to say there are no standards.

**Follow up:** In the US we are not looking for more of what we produce. There is not a greater need for graduates. A large number are getting jobs not using college-level education. A gap between what we produce and what workforce needs (exists).

**President Cabrera:** Fascinating. Working group – gap almost a 21<sup>st</sup> century fad to question whether people need to go to college. Higher education people with highly advanced degrees publish this (stuff). Bottom line: Data shows traditional (wage) gap between high school and college degree is growing. Evidence is our economy needs more and better educated people, not fewer.

**A fourth Senator:** How are we going to frame the “more” better? Contradiction...What kinds of new things await? What will get students doing less on i-phones and more time on differential equations?

**A fifth Senator** referenced presentation by SCHEV member in which expectation of more state funding to those colleges willing to admit more students did not work. The state would say, you’re doing OK, you don’t need more money. Important to keep tuition low, aren’t we the lowest tuition in the state? More and more students need to be admitted, state won’t give us more money.

**President Cabrera:** Yes, other universities might say they will cut enrollment in half. We’re saying something else – we are proud of the fact we remain one of the most affordable universities in Virginia. Our students are getting the highest wages upon graduation in the Commonwealth of Virginia. Badges of honor – sources of great pride for institution. We need to get our fair share of funding from Richmond. He also encouraged faculty to send other comments and questions to him, to Sarah Nutter, to the Provost, to <http://vision.gmu.edu/contact/>, use whatever avenues you want. He hopes the mission statement will be approved by the BOV at its next meeting (March 20, 2013).

#### **IV. New Business - Committee Reports**

##### **A. Senate Standing Committees**

*Executive Committee – no report*

*Academic Policies – Suzanne Scott, Chair*

##### **1. Catalog Copy Addition**

##### **Final Exams**

Undergraduate courses usually culminate with a final exam. Except in predominantly laboratory courses, exams may not be given during the last week of classes. Exams may not exceed the scheduled length of two hours, 45 minutes. Changes in location or time of in-class final exams must be approved by the appropriate department chair and dean. A professor who is considering assigning a take-home exam or significant end-of-semester paper or project should inform the students at the beginning of the semester. Such assignments should be distributed by the beginning of the last week of classes so that students can coordinate them with preparation for other exams. Students must not be required to submit exams before the date of the regularly scheduled exam for a course. Retaking final exams is not permitted. Students who have more than one examination scheduled at the same time or more than two examinations scheduled on the same day should consult their instructors to explore whether they can make other arrangements. If campus-wide disruptions to class meeting schedules occur during the semester (e.g.,

due to severe weather), a revised final exam schedule may be issued. In this event, students and faculty are expected to adhere to the revised schedule.

**Add at end:**

**The examination period may be prolonged, and individual exams may be shifted to the last day of the revised exam period.**

**Discussion:**

A **Senator** offered the following point of clarification: To insert “final” before “exams” in the second sentence so that the revised sentence reads: “*Except in predominantly laboratory courses, **final** exams may not be given during the last week of classes.*” The Academic Policies Committee will take the suggestion back for further study.

**A motion was made and seconded to approve the Catalog Copy Addition: Final Exams. The motion was approved.**

**2. Catalog adjustments: Study Elsewhere Policy**

**The Senate approved the revised Study Elsewhere Policy last semester. The Academic Policies Committee has been asked to have the Senate approve the following minor changes to the revised catalog copy.**

Explanation of Changes to Previously Approved Study Elsewhere Policy:

- 1) The Center for Global Education (CGE) raised concerns that the policy as it was previously written would apply to courses through CGE. The policy was refined to clarify that it applies only to study at other regionally accredited U.S. institutions; hence, the name change.
- 2) The Office of Financial Aid raised concerns about the use of the term “concurrent enrollment” in the first sentence. The policy was re-written to remove this term.
- 3) The format of the policy was changed from narrative to bullet-points to make the requirements easier to read.
- 4) The minimum grades needed for course transfer were also added (bullet 3).
- 5) The signatures required for study elsewhere approval for graduate and undergraduate students was clarified (bullet 4).

**REFORMATTED POLICY**

**Permission to Study at Another Regionally Accredited U.S. Institution**

Currently enrolled George Mason University students who wish to take courses at another regionally accredited U.S. institution must obtain advance written approval. This process permits a student to enroll elsewhere in a suitable course unavailable at Mason or through the Consortium of Universities of the Washington Metropolitan Area. Students who wish to Study Abroad must contact the Center for Global Education. Students wanting to pursue study through the Consortium of Universities of the Washington Metropolitan Area should contact the Registrar’s Office.

- The Permission to Study at Another Regionally Accredited U.S. Institution form can be found at [registrar.gmu.edu](http://registrar.gmu.edu). Submission of this form does not guarantee approval.
- Catalog numbers and descriptions of courses to be taken elsewhere must be submitted with the request for approval.
- A minimum course grade must be achieved; however, grades themselves do not compute into any Mason GPA. For undergraduate courses, a minimum grade of C (2.0 on a 4.0 scale) is required. For graduate courses, a minimum grade of B (3.0 on a 4.0 scale) is required.

- Graduate students must obtain advance written approval from the director of their graduate program and the graduate dean of their school/college. Undergraduate students must obtain advance written approval from their academic advisor and the academic dean of the school/college offering the course to be taken elsewhere.
- Upon course completion, students must submit to the George Mason University Office of the University Registrar an official transcript from the visited institution for all course work taken elsewhere.
- Advance approval to study elsewhere is required. Undergraduate students who enroll elsewhere without advance written permission will not receive transfer credit for course work taken at other institutions unless they re-apply for admission to Mason as a transfer applicant and meet all priority deadlines. Re-admission is not guaranteed and transfer credit is awarded based upon course equivalencies in effect at the time of re-admission.

Special instructions for undergraduates:

- Once enrolled in degree status at Mason, students may request permission to take a limited number of credits at another regionally accredited institution.
- Students must be in good standing with a minimum cumulative GPA of 2.00 in their Mason courses to request permission to study elsewhere.
- Individual colleges/schools/institutes determine restrictions on the number, type, mode of delivery, location and offering patterns of courses that can be taken at another institution.
- Freshmen and transfer students in their first semester at Mason are not permitted to study elsewhere.
- Courses previously attempted at Mason (including withdrawals) cannot be taken elsewhere.
- Students must meet the minimum 30-hour residency requirement at Mason.

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POLICY APPROVED BY FACULTY SENATE (as discussed at the 12/4 APAC meeting)

Permission to Study Elsewhere

Students who apply for admission to Mason usually do not seek simultaneous enrollment at another collegiate institution. In those unique situations when a student does seek concurrent enrollment, the student must obtain advance written approval from an academic dean. This process permits a student to enroll elsewhere in a suitable course unavailable at Mason or through the Consortium of Universities of the Washington Metropolitan Area. Catalog numbers and descriptions of courses to be taken elsewhere must be submitted with the request for approval. Students must submit an official transcript for all such course work to the Office of the University Registrar. Note that while credit may be approved for transfer and a minimum grade must be achieved, grades themselves do not compute into any Mason GPA. Students who enroll elsewhere without advance written permission while enrolled at Mason will not receive transfer credit for course work taken at other institutions unless they re-apply for admission to Mason as transfer applicants and meet all priority deadlines. Re-admission is not guaranteed and transfer credit is awarded based upon course equivalencies in effect at the time of re-admission. The Permission to Study Elsewhere form can be found at [registrar.gmu.edu](http://registrar.gmu.edu).



Special instructions for undergraduates: Freshmen and transfer students in their first semester at Mason are not permitted to study elsewhere. Courses previously attempted at Mason (including withdrawals) cannot be taken elsewhere. Once enrolled in degree status at Mason, students may request permission to take a limited number of credits at another regionally accredited institution. Students must be in good standing with a minimum cumulative GPA of 2.00 in their Mason courses and obtain advance, written approval from their advisor and the academic dean of the college, school, or institute that offers the course(s) at Mason. Individual colleges/schools/institutes determine restrictions on the number, type, mode of delivery, location and offering patterns of courses that can be taken elsewhere. Students must also meet the minimum 30-hour residency requirement at Mason.

**The motion was approved unanimously.**

*Budget & Resources – Susan Trencher, Chair*

We are looking at ways grants are managed university-wide; learning how terms differ among units. We await figures for salary data; working hard to get them and then post them.

*Faculty Matters – no report*

*Nominations – Jim Bennett, Chair*

Ghassan Husseinali (CHSS) is nominated to fill a vacancy on the Academic Initiatives Committee. No further nominations were made from the floor, and the nominee was elected unanimously.

*Organization & Operations – no report.*

## **B. Other Committees/Faculty Representatives**

*Faculty Handbook Revision Committee - Suzanne Slayden, Chair*

The Faculty Handbook Revision Committee and appropriate administrators have approved the proposed revisions to the Faculty Handbook that appear in the Attachment. The Faculty Senate will convene in a Special Meeting on February 13, 2013 to vote on the revisions.

By this report, we hope to give Faculty Senators and the General Faculty time to read and discuss the proposals before the Special Meeting. If there are any questions or concerns, they can be voiced at the Faculty Senate meeting on Feb. 6 or communicated to the Committee. It is unlikely that the Committee will consider any wholly new proposals before the agenda deadline for the Special Meeting (Feb. 6).

Please read Sections 2.7.3f-2.8.6 thoroughly and carefully. It is presented separately from the other revisions because of its importance. The Board of Visitors has asked to be taken out of the promotion and tenure appeals process. While considering how best to do this, the committee decided to recommend a revision to the entire appeal process to both streamline and improve it. A flow chart is included so you can more easily visualize the proposed new process.

When the agenda for the Special Meeting is circulated, the motion to approve the revisions will include the stipulation that there are to be no further revisions at the meeting other than those necessary to correct typographical or grammatical errors. This procedure is the same as used for consideration of the 2009, 2011 and 2012 revisions.

Links to the proposed revisions appear below; they are also posted on the Faculty Senate [website](#).

[Revisions to procedures and appeal for promotion and tenure](#)

[Other revisions](#)  
[Sec. 1.3.1 \(added 2/6\)](#)

***Discussion and Questions: Promotion and Tenure Appeal Revisions***

**A Senator:** How does this get phased in?

**Senator Slayden:** If we approve this, BOV may vote at its March 20<sup>th</sup> meeting. If approved by the BOV, changes become effective July 1, 2013, not phased in before that date.

**Another Senator:** What is the composition of UPTRAC?

**Senator Slayden:** At present, faculty member chooses one member, Provost chooses one member, and the two members choose a third member. We propose a standing University Committee with three members elected by the Faculty Senate, three members nominated by the Provost. As an even-numbered committee, it is possible to have a tie vote. There are also conflict-of-interest provisions if a member served at a lower level.

**A third Senator:** Do provost appointees to the committee have to be tenured?

**Senator Slayden:** We thought about it. If there is a tie vote, motion not carried.

**A fourth Senator:** If I were appealing, would not want just a general committee vs. someone who has a better idea... not sure how many people would be willing to serve on committee.

**Senator Slayden:** We are hopeful the Faculty Senate will have excellent nominees. Do committee members have to have special knowledge of field? No, the only time would be important under reconsideration, e.g., substantial new evidence. Should UPTRAC judge that? No, if it seems compelling enough for substantial new evidence, case is remanded to the lowest level at which a negative recommendation was made. She also noted that the Faculty Handbook is an evolving document; if proposal does not work, we can try something else.

**A fifth Senator:** How many cases will go before this board in a year?

**Senator Slayden:** It is hard to know, when I was chair (2006-2009), there were 2-3 appeals.

**Senator Kuebrich:** When I was chair (2005-2006), there were three appeals in one year. Need to streamline process; feels uncomfortable with this as not fair to appellant and increases power to the administration. Under the old (present) system, the appellant can choose someone who is pro-faculty or independent at least; 1:1 appointee, sees more control to the faculty.

**A fourth Senator:** Do committee members have to be tenured? Could an Associate Professor hear an appeal of someone being promoted to Full Professor?

**Senator Slayden:** Reiterating the grounds for appeal, she noted the burden of proof lies with the petitioner, who must make a case based on grounds for appeal. An Associate Professor would be judging grounds for appeal, not grounds for promotion.

From the discussion emerged a new suggestion for the composition of UPTRAC: the Faculty Senate elect three members of UPTRAC, the administration select two members, and the appellant select one member (3-2-1 split) in lieu of the 3-3 split. The Handbook Committee will take this suggestion back to the larger committee. Please send precise suggestions back to Senator Slayden for consideration by the Handbook Committee.

A motion was made and seconded to extend the meeting five minutes. The motion was approved.

**A fifth Senator:** What will happen if the Faculty Senate votes it down? Will they unilaterally redraw the flowchart?

**Senator Slayden:** From the BOV point of view, it was somewhat chaotic. Question cuts both ways, feels the BOV wants out and it is in our best interest to let them out. To thank them for this past work and ... to affirm our language.

**A Senator:** This is quite a shift of power, two faculty and one administrator chosen by appellant (in present system). Likes ideas of mixed committee, suggested of three faculty members elected, two administrators appointed by Provost , otherwise sees this too much of change to put power to administrators.

**Senator Slayden** noted that one of the persons serving on committee last year who voted in favor of grounds for appeal was an administrator.

**A sixth Senator:** Why is six better than three? Why have such a large committee?

**Senator Slayden:** It was so difficult to comprise a committee – appellants do not know what to do.

**Follow Up:** Has served on appeal committees, appellant always finds someone.

In response to a question raised whether the Faculty Senate will vote next week on changes we have not discussed here, Senator Slayden confirmed that changes can be voted up or down, or to send back to the Faculty Handbook Committee for consideration. The role of the Faculty Senate chair in the present appeals process in supporting the appellant was also noted. Chair Tangney thanked Senator Slayden and encouraged Senators to send suggestions to the Handbook Committee.

**VI. Other New Business** – none.

## **VII. Remarks for the Good of the General Faculty**

Senator Bob Smith, Faculty Representative to the BOV Research Committee, asked for faculty feedback about suggestions made to purchase patents from other sources as a way to increase research funding. Concern expressed about the university being seen as a patent broker. Provost Stearns responded that this issue will be discussed as part of a research forum in early March\*. He encouraged faculty to attend the forum.

*\*Town Hall: George Mason Research Foundation Mission, February 25, 2013, 10:00 a.m. Johnson Center, room G. For more information, contact Donna Sherrard ([dsherrar@gmu.edu](mailto:dsherrar@gmu.edu)).*

Senator Alok Berry (a member of the External Academic Relations Committee) will attend Mason Lobbies 2013 tomorrow in Richmond. A group of sixty-four students and President Cabrera also plan to attend. We will lobby for increases in faculty and staff salaries, along with decreased tuition rates and more financial aid. He also introduced Khushboo Bhatia, the new student government liaison to the Faculty Senate.

**VIII. Adjournment:** The meeting adjourned at 4:29 p.m.

Respectfully submitted,  
Peter Pober  
Secretary