

GEORGE MASON UNIVERSITY
MINUTES FOR THE FACULTY SENATE MEETING
FEBRUARY 3, 2021
Electronic Meeting*, 3:00 – 4:15 p.m.

Number of attendees: 155

Senators present: Alan Abramson, Karen Akerlof, Matt Andre, Kenneth Ball, Jim Bennett, Alok Berry, Lisa Billingham, Virginia Blair, Melissa Broeckelman-Post, Meagan Call-Cummings, Richard Craig, Shannon Davis, Betsy DeMulder, Daniel Garrison, Edward Gero, Timothy Gibson, Mark Ginsberg, Victoria Grady, Dimitrios Ioannou, Aditya Johri, Brett Josephson, Larry Kerschberg, Timothy Leslie, Tamara Maddox, Kumar Mehta, Daniel Menascé, Rachelle Perkins, Marvin Powell, Keith Renshaw, Gregory Robinson, Pierre Rodgers, Esperanza Roman-Mendoza, Catherine Sausville, Jessica Scarlata, Zachary Schrag, Solon Simmons, Suzanne Slayden, Cristiana Stan, Benjamin Steger, Kun Sun, Rebecca Sutter, Matthew Theeke, Susan Trencher, David Wong, Thomas Wood, Jie Zhang, Ann Ardis, Eric Claeys, James Conant, Mark Ginsberg, Kenneth Griffin, Robert Pasnak, Maury Peiperl, Mark Rozell, John Zenelis.

Senators absent: Robert Baker, Carol Cleaveland, Rick Davis, Germaine Louis, Fernando Miralles-Wilhelm, Alpaslan Özerdem, Ken Randall, Joe Scimecca, Gregory Washington.

Visitors present: Lester Arnold, Vice President for Human Resources and Payroll; Tiwana Barnes (EO Investigative/Diversity Specialist, Office of Compliance, Diversity and Ethics (CDE); Alecia Bryan (Associate Director of Development, CHSS Development and Alumni Relations); Andrew Bunting (Executive Director, Enrollment Services), Tom Butler (Senior Associate Registrar, Office of the Registrar), Aurali Dade (Interim Vice President for Research, Innovation and Economic Impact); Matthew DeSantis (Executive Director for Institutional Effectiveness (Office of Institutional Effectiveness and Planning (OIEP); Kathleen Diemer (Associate Vice President, Advancement and Alumni Relations); Kim Eby (Associate Provost for Faculty Affairs and Development); Kimberly Hoffman (Lead Science and Technology Team and Mercer Library, University Libraries); Kevin Jackson (Employee Relations Consultant/Human Resources/Payroll); Maoria Kirker (Chair, Librarians' Council, University Libraries); Sr. Vice President Carol Kissal, Laura Kosoglu (Associate Chair and Associate Professor, Civil, Environmental and Infrastructure Engineering); Lance Liotta (Co Director, Applied Proteomics and Molecular Medicine, Institute for Advanced Medical Research); Kim MacVaugh (Librarians' Council Secretary, University Libraries); Christopher Magee (Social Science Librarian, University Libraries); Igor Mazin, Professor of Practice for Advanced Studies, Theoretical Physics, IT representative); Laura Miller (Full-time Instructor, INTO Mason); Janette Muir (Associate Provost for Academic Initiatives and Services); Esther Peters (Associate Professor, Environment Science and Policy, Recreation Advisory Committee); Christy Pichichero (Associate Professor of French and History, CHSS Director of Faculty Diversity); Shelley Reid (Director for Teaching Excellence, Stearns Center for Teaching and Learning); Lauren Reuscher (Chair, Staff Senate); Lori Rottenberg (Faculty, INTO Mason, Chair of Standing Committee on Faculty Matters, INTO Mason Faculty); Sheena Serslev (Associate Director, Office of Institutional Effectiveness and Planning (OIEP); Pam Shepherd (Communications Director, Office of the Provost); Matt Smith (Director of

Accreditation, Office of the Provost); Girum Urgessa (Associate Professor, Civil, Environmental and Infrastructure Engineering, Volgenau School of Engineering/ Faculty Conduct Working Group/Faculty Handbook Revision Committee), Bethany Usher (Associate Provost for Undergraduate Education); Tobi Walsh (Assistant Vice President, Capital Strategy and Planning); Kyle Warfield (EO Specialist, CDE); Elizabeth Woodley (University Ethics Officer and Policy Manager, CDE); Andrea Zach (Term Assistant Professor, Modern and Classical Languages).

I. Call to Order: Chair Shannon Davis called the meeting to order at 3:00 p.m.

II. Approval of the Minutes of December 2, 2020: The minutes were approved as written.

III. Opening Remarks – Shannon Davis, Chair

Noted that there were many items on the agenda and hoped to conclude it in time. Rector Hazel was scheduled to address the Senate but would be delayed in arriving.

IV. Committee Reports

A. Senate Standing Committees

Executive Committee – Shannon Davis, Chair

Chair Davis acknowledged the hard work and engagement of faculty through Faculty Senate standing committees and University committees, noting it as an example of commitment to shared governance that has resulted in many of the reports and agenda items.

- Special Meeting to consider proposed revisions to the Faculty Handbook:
Wednesday, March 24, 2021 3:00 – 4:15 p.m. via Zoom.
 - Specific revisions are being proposed by the Faculty handbook committee that are significant enough to warrant a meeting focused to the first read of those revisions. The Executive Committee has approved adding a special meeting for this purpose.

- Coffee and Connect with Faculty Senate Executive Committee [Appendix A](#)
 - This is an informal venue to engage with the Executive Committee.
 - Members of the General Faculty have the opportunity to bring concerns, questions, and familiarization with issues under consideration to the Executive Committee.

- Executive Committee scheduled meetings (Spring 2021)
 - Thursday, January 21, 2021
 - Tuesday, February 16, 2021
 - Tuesday, March 16, 2021
 - Friday, March 26, 2021
 - Monday, April 12, 2021

- Faculty Senate Meetings AY 2021-22.

- In light of uncertainties, safe distance considerations and health concerns, the Executive Committee has decided that all faculty senate meetings for AY 2021-22 will be held remotely.

Chair Davis shared that a set of conversations have emerged between the Executive Committee, Sr. Vice President Carol Kissal and Provost Mark Ginsberg, and invited them to provide updates and announcements.

- **Sr. Vice President Carol Kissal:** Provided updates in 3 areas: a) Financial performance for current fiscal year, b) Master plan for the university, and c) updates from current legislative session.

Financial Performance:

- Expected deficit of \$115M is expected to be handled without need for spending from the reserves.
- In addition to previously shared measures for addressing the deficit, GMU is expected to receive approximately \$36M from Federal Govt. Combined with stronger enrollment, this will prevent having to spend from the reserves.

Master Plan:

- Next townhall on March 2, 2021 will be the final engagement for Phase 1, and will present refined scenarios.
- After townhall, next 6 months will be Phase 2. This will include detailed plan and design of the campuses to include utilities, facilities, land use, space planning, etc.

Legislative Session:

- In addition to the \$10M increase this year, GMU is poised to receive an additional increase of \$12M to the base funding in the next fiscal year.
- It is expected that GMU will receive Tier III designation. This is expected to provide further autonomy and flexibility in fiscal decision making.

Discussion:

- Senator inquired about previous scheduled 3% salary increase that got canceled because of COVID. Will it re-enable merit-based increases?

Sr. VP Kissal: Yes, some of the funding will enable merit-based increases.

- Senator noted that INTO faculty who signed their renewal contracts, but these contracts were subsequently not renewed and faculty were released from the contract.

Sr. VP Kissal: Noting that INTO is a joint-venture with a partner, shared that faculty had to be released from their contracts because of precipitous decline in INTO enrollments. Also expressed hope that some of the faculty can be reinstated with recovery of some of the enrollment in Fall 2021.

- **Provost Mark Ginsberg:**

- Enrollments: Within 1% of enrollment for Spring 2020. Graduate student enrollments are up by 6%.

- In NSF's annual survey which ranks institutions on research productivity using variety of metrics, Mason has risen from #133 to #122.
 - o For Social Sciences, Mason ranked at #9.
 - o For engineering, Mason has risen from #142 to #93.
- Alternative grading structure:
 - o In Spring 2020 – approximately 19% of all grades used alternative grading structure. The number of undergraduates choosing to use the alternative grade mode in at least one class was 10,026.
 - o In Fall 2020 – approximately 17% of all grades used alternative grading structure. The number of undergraduates choosing to use the alternative grade mode in at least one class was 9,131.
 - o Number of classes (out of approx. 10,000) with at least one student choosing alternative grading structure: 3,217 in Spring 2020 and 3,239 in Fall 2020.
- After discussions with the Executive Committee and internal deliberations, he has determined not to make student evaluation of teaching from this academic year public. The data will be shared with faculty and leadership within their academic units.
- Actively encouraging week of March 8th to be a meeting free week.

Discussion:

- o Senator expressed concern regarding use of the student evaluation of teaching data during annual review/evaluation of faculty and wondered if moratorium could be placed on its use in annual evaluation or alternatives that assured that no consequences result from the problematic evaluations.

Provost Ginsberg: Faculty Senate has been working jointly with Stearns Center and Provost's office to study trends around the country to identify best practices. A summary paper is expected to be presented by Faculty Matters Committee to the Senate this semester to inform the discussion on how to address the issues raised by the Senator.

Academic Policies – Suzanne Slayden, Chair

No report.

Budget and Resources – Tim Leslie, Chair

- Faculty salary data has been received and is in process of being posted.

Faculty Matters – Solon Simmons, Chair

- Committee is collaborating with Provost's office on "COVID-19 Accommodations Document" and expects to discuss the recommendations at March 3rd FS meeting.
- Committee is working on qualitative portion of Faculty Evaluation of Administrators and hopes to finalize it soon for distribution.

Nominations – Melissa Broeckelman-Post and Richard Craig, Co-chairs

- Call for nominations for a faculty representative on the Capital Planning Steering Committee will be sent out soon. The will allow for faculty engagement in conversations about capital planning projects such as Eagle Bank Arena.

Organization and Operations - Lisa Billingham, Chair

Chair Lisa Billingham noted that O&O has received requests from 3 committees including O&O to revise their charge. In addition, there are proposed changes to the Faculty Senate charter.

- **Proposed revisions to the Admissions Committee Charge**

Current:

Admissions Committee Charge: Follow the admissions process in order that the faculty might better understand it; make recommendations regarding admissions standards to the Director of Admissions; report admissions recommendations and statistics to the Faculty Senate on an annual basis.

Revised:

Admissions Committee Charge:

Be in dialog with the admissions office about current admissions statistics and practices and provide reports to Faculty Senate. Explore aspects of admissions standards that may impact student recruitment, enrollment, success, and retention. Communicate to faculty via the Faculty Senate about activities they can engage in to help the Admissions Office. Be a resource to the Admissions Office for answering questions from multiple perspectives. Bring recommendations to the Faculty Senate regarding issues impacting the admissions process.

Committee Membership: The committee membership comprises seven members.

Admissions Office -appointed member.

Senate appointed member from Budget and Resources committee.

5-elected members with three-year terms.

Meetings:

The Committee will meet monthly.

Discussion:

- Senator noted that O&O has traditionally served the purpose in the Senate of receiving requests from members of the Senate or members of the faculty at large -- to assign issues that are of interest/concern to faculty and identify which committee that question/issue should go to. Senator inquired to the purpose of the partnership with the admissions office.

Chair Billingham: O&O will continue to function as it always has been defined. In addition, the committee is trying to work to bridge more information from faculty to share with the office of admissions. Instead of simply channeling Annual Report from Admissions, it is trying to make space for it to allow more of a reciprocal relationship with Admissions.

- After additional discussion and clarification, the discussion was closed, and motion brought to vote.

The proposed changes to the Admissions Committee charge were approved by voice vote.

- **Proposed Revisions to the Mason Core Committee Charge**

Current:

Mason Core Committee(Charge as revised and approved by the Faculty Senate –April 1, 2009, composition of membership amended September 7, 2011. Revisions including new name: Mason Core Committee approved by the Faculty Senate Dec. 4, 2013)

Composition:

The membership of the Committee comprises 14 voting members:

- A. Eight elected from the Faculty Senate for staggered three year terms ensuring that most academic units are represented, one at least should be a senator;
- B. Four faculty appointed by the Provost;
- C. The Associate Provost for Undergraduate Education; and
- D. A representative from the Center for Teaching and Faculty Excellence (ex-officio);
- E. A representative from the Office of Institutional Assessment (ex-officio); and
- F. One student elected by the Student Senate.

Charge:

- A. The Committee will work in cooperation with the Associate Provost for Undergraduate Education on all matters concerning the Mason Core (formerly general education).
- B. For all foundation, core, and –synthesis and/or capstone experience MasonCore requirements, the Committee will approve courses to fulfill these requirements. The Committee will develop procedures for the measurement of "satisfactory skills in oral and written presentations" for the synthesis and/or capstone experience requirement, and work with the Office of the Provost to develop procedures for the demonstration of these skills.
- C. The Committee will approve and monitor, through periodic review, the proficiency examinations related to the Mason Core requirements, the competency tests, and any other alternatives proposed to fulfill the requirements.

.D. The Committee will maintain a file of all proficiency examinations and will approve policies related to their administration.

E. The Committee will confer with the Faculty Senate Committee on Academic Policies when changes to Mason Core requirements impact the entire university and/or would be a change to the university catalog.

F. The Committee will provide an annual report to the Faculty Senate. The report shall include: a) The number of students taking and passing proficiency examinations; and b) Changes in the criteria for the Mason Core; More frequent reports to the Faculty Senate might take place as adjustments to the Mason Core program may warrant.

Revised:

Mason Core Committee

Charge

- A. The Committee will work in cooperation with the Associate Provost for Undergraduate Education on all matters concerning the Mason Core (formerly general education).
- B. For all foundation, core, and synthesis and/or capstone experience Mason Core requirements, the Committee will approve courses to fulfill these requirements.
- C. The Committee will develop procedures for assessing, reviewing, and recertifying courses that carry a Mason Core attribute.
- D. Utilizing Mason Core assessment data, the committee will review and revise, as necessary, the overall structure and outcomes of the Mason Core.
- E. Review and approve procedures used to substitute or waive Mason Core requirements.
- F. The Committee will confer with the Faculty Senate Committee on Academic Policies when changes to Mason Core requirements impact the entire university and/or would be a substantive change to the university catalog.
- G. The Committee will provide an annual report to the Faculty Senate. The report shall include a) The courses approved for inclusion in or removed from the Mason Core, and b) Changes in the criteria for the Mason Core. More frequent reports to the Faculty Senate might take place as adjustments to the Mason Core program may warrant.

Composition: The membership of the Committee comprises 14 voting members:

- A. Eight faculty elected by the Faculty Senate for staggered three year terms ensuring that most academic units are represented, one at least should be a senator;
- B. Four faculty appointed by the Provost;
- C. The Associate Provost for Undergraduate Education; and
- D. A representative from the Stearns Center (ex-officio);

- E. A representative from the Office of Institutional Effectiveness and Planning (ex-officio); and
- F. One student elected by the Student Senate.

Meetings:

Meetings will be held monthly during the academic year.

Senator Melissa Broeckelman-Post provided reasoning for the revisions:

- Updating the names of new offices on campus involved.
- Committee has not been involved with proficiency tests, and the revisions to the charge reflect this.

Discussion:

- Senator inquired whether there was any change to the composition of the committee.

Senator Broeckelman-Post confirmed there was no change to the composition of the committee.

With no further discussion, the proposed changes were brought to a vote.

The proposed changes to the Mason Core Committee charge were approved by voice vote.

- **Proposed revisions to the Organization and Operations Committee charge**
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Current Charge

Organizations and Operations Committee Charge:

This Committee shall be responsible for expediting Senate business and furthering the service of the Senate to the University. Its functions shall include but not be limited to:

- A. Recommending the establishment, terms, and charges of new committees or other modifications of committee structure;
- B. Making recommendations concerning any operating rules of the Senate that may be necessary;
- C. Annually reviewing the bylaws so that it can recommend appropriate changes as needed; receiving proposed amendments to the bylaws and, after consideration, making recommendations to the Faculty Senate concerning such proposed amendments.

D. Establishing in accordance with the provisions of the Charter the number of Senators to which each participating unit of the University is entitled.

All business to come before the Senate should be first submitted to this committee which shall refer items requiring study and action to the appropriate standing committee or appropriate collegial faculty. This Committee shall report its referrals to the next regular meeting of the Senate. This does not prohibit the introduction of items of new business from the floor.

REVISED CHARGE

Organizations and Operations Committee Charge:

This Committee shall be responsible for expediting Senate business and furthering the service of the Senate to the University. Its functions shall include but not be limited to:

A. Recommending the establishment, terms, and charges of new committees or other modifications of committee structure;

B. Making recommendations concerning any operating rules of the Senate that may be necessary;

C. Annually reviewing the bylaws so that it can recommend appropriate changes as needed; receiving proposed amendments to the bylaws and, after consideration, making recommendations to the Faculty Senate concerning such proposed amendments.

D. Establishing in accordance with the provisions of the Charter the number of Senators to which each participating College of the University is entitled.

E. All business to come before the Senate should be first submitted to this committee which shall refer items requiring study and action to the appropriate standing committee or appropriate collegial faculty.

F. Committee shall report its referrals to the next regular meeting of the Senate. This does not prohibit the introduction of items of new business from the floor.

Committee Membership:

Committee membership shall consist of 5 members elected by the Senate. The chair of this committee will serve on the Faculty **Executive** Senate Committee.

Meetings:

Meeting frequency will be dependent upon business before the Senate.

Discussion:

- Chair Lisa Billingham proposed an amendment to the Committee membership to insert "Executive **Bold**" between "Faculty and Senate at the end of the second line so that it reads "Faculty Senate **Executive** Committee."

With no further discussion, the motion for amendment was brought to vote.

The motion passed by voice vote.

The proposed changes with amendment to the O&O Committee charge were approved by voice vote.

- **Proposed Changes to the Faculty Senate charter – Lisa Billingham and Suzanne Slayden, Parliamentarian of the Faculty Senate**

CHARTER OF THE FACULTY SENATE

Adopted by the General Faculty of George Mason University on April 3, 1974
~~last~~ amended ~~on~~ September 28, 2000, XXX XX, 2021
 and as it may be subsequently amended by the General Faculty.

I. Membership of the Faculty Senate

A. Members

Non-voting ex officio members:

President of the University

Provost ~~and Vice President for Academic Affairs~~
of the University

The Deans of the Colleges and ~~Independent~~ Schools
~~One Independent Institute Director designated by the~~
~~Directors of the Independent Institutes~~

~~Director~~

Dean of the University Libraries

~~Fifty~~

Chair of the Faculty at any Non-U.S. Mason Campus

Voting members:

Faculty Members Elected from the Collegiate ~~and Independent Academic~~
 Units

B. Apportionment of Elected Senators

The number of elected Senators ~~representing each collegiate unit (College, Independent Unit or Unit Pool)~~ will be specified in the bylaws of the Faculty Senate. Until and unless the Faculty Senate bylaws are amended, the number of elected Senators will be 51. Elected Senator seats shall be determined apportioned according to the principle of proportionality, based on the full-time equivalent size of the instructional faculty of each collegiate and independent academic unit. Instructional faculty refers to full time and part time faculty with support from appropriated funds. Instructional Faculty of each Collegiate Unit or Institute Pool on February 1st of each year, with the following restrictions:

1. The threshold size for any ~~collegiate~~ unit to ~~receive its own individual allocation of~~ be allocated a Senate ~~seats~~ seat according to proportionality is set at the total University ~~Instructional~~ instructional FTE divided by ~~50~~ the maximum number of elected Senators as stated in the Faculty Senate bylaws. In the instance that this ratio is not an integer it will be rounded up to obtain the threshold size. If all units meet or exceed the threshold size, then Senate seats are apportioned based on the total University instructional FTE. If any unit does not meet or exceed the threshold size, it will be allocated one Senate seat. The remaining Senate seats will be allocated based on the total instructional FTE of those units that equal or exceed the threshold size.

2. No collegiate or independent academic unit will ~~have~~ hold more than ~~25~~ half of the elected Senate seats. In the event that one ~~collegiate~~ unit exceeds 50% of the total FTE, ~~then the~~ University instructional FTE, then Senate seats will be allocated to that unit so as not to exceed one half of the total seats. The threshold size will be calculated ~~on~~ using the total FTE of the ~~remaining collegiate~~ other units divided by ~~25~~ the number of remaining unallocated seats.

3. Should the number of allocated seats exceed the number of elected seats by 1 because of rounding in the calculations, then the number of elected Senate seats shall increase by one for that year's allocation.

By March 1st of each academic year, the Senate Committee on Organization and Operations shall establish the representation from each unit on the basis of ~~the figures~~ data provided by the Administration. The data should be the latest and most complete available at that time. Elections shall follow by May 1st within each unit as soon as possible, to conclude before the end of the academic year.

~~The Directors of the Independent Institutes shall designate one of their number annually to serve on the Senate.~~

C. Qualifications of Elected Senators

Elected Senators shall be members of the constituent Faculties they represent. A faculty member is eligible to serve on the Faculty Senate if the faculty member holds

1. A full-time instructional tenured, tenure-track, or probationary term appointment ~~in the rank of Instructor or above~~ with at least one year's full-time service at George Mason University; or

~~2. A restricted term full-time instructional appointment in the rank of Instructor or above with at least one academic year of continuous full-time service at George Mason University; or~~

~~3.2. A part-time instructional appointment in the rank of Adjunct Instructor or above, with at least one academic year of continuous service, and if the faculty member has completed a completion of at least two (2.0) Full Time Equivalents in appointments at George Mason University.~~

~~The minimal service qualifications may be waived for emerging collegiate units so that the full Faculty Senate membership quota may be met. Faculty members studying for a degree at the University are ineligible to serve on the Faculty Senate.~~

D. Election of Senators

Each collegiate or independent academic unit shall decide upon the method of electing its representatives, with the stipulation that they be elected for staggered terms, the maximum to be three years.

II. Responsibilities of the Faculty Senate

A. As Representative of the General Faculty

1. The Senate shall have the fundamental general responsibility to speak and act for the General Faculty on matters affecting the University as a whole.

2. The Senate, on behalf of the ~~general faculty~~ General Faculty, shall have the particular responsibility to formulate proposals on those matters affecting the welfare of the ~~university~~ University as a whole. In the best traditions of American ~~Universities~~ universities, these recommendations constitute the primary advice to the administration.

3. Regular and special meetings of the General Faculty may be called by the President, who serves as the presiding officer. All members of the General Faculty have voting rights on matters that pertain to the General Faculty. All members of the University community may attend meetings of the General Faculty and participate in the debate of matters that come before it. General Faculty meetings shall be conducted according to the current edition of "Robert's Rules of Order Newly Revised" except as the rules and procedures prescribed therein have been modified by adoption of bylaws or standing rules. The General Faculty may meet electronically, provided the technology used allows all members to hear each other simultaneously, seek recognition, vote, and exercise other rights.

3. In extraordinary circumstances, the General Faculty may, by the following procedure, reverse specific decisions of the Senate:

a. The President shall call a special meeting of the General Faculty to consider reversal of a specific decision of the Senate within ten working days of receiving a petition to do so signed by at least 10% of the voting members of the ~~faculty~~. General Faculty, as specified in the Faculty Handbook. To be valid, a petition to reverse a specific decision must be submitted no later than two weeks after the ~~distribution~~ public posting of minutes reporting the Senate action.

b. No vote on the issue shall occur at the meeting. Rather, the meeting shall determine whether or not ~~a mail ballot of all voting members of the General Faculty should be conducted~~ subsequently vote on the issue. ~~The meeting shall be subject to ordinary regulations governing a quorum at meetings of the General Faculty.~~ by mail ballot (which may be electronic).

c. If the meeting approves a mail ballot, it shall be distributed within five ~~working~~ instructional days of the meeting.

d. The ballots shall be ~~counted~~ tallied and the results shared with the General Faculty within five ~~working~~ instructional days after their distribution. To pass, the motion to reverse a decision of the Senate must be approved by a majority of those eligible to vote.

4. The General Faculty may amend the Senate Charter ~~by the following procedure:~~

during either a General Faculty meeting or a special meeting of the General Faculty convened for the purpose of amending the Senate Charter.

a. The President shall call a special meeting of the General Faculty to consider ~~such action~~ amendments to the Senate Charter within ten ~~working~~ instructional days of receiving a petition to do so signed by at least 10% of the voting members of the faculty or after receiving proposals approved by the Senate or the Provost. ~~Notice of the meeting shall be accompanied by copy of the proposed changes. Both should be received at least 5 working days before the called meeting.~~

bi. Notice of the special meeting shall be accompanied by a copy of the proposed changes. Both should be received at least 5 instructional days before the called meeting.

ii. A quorum for the called meeting shall be 10% of the voting faculty. Debate at the meeting shall be on the proposed changes. To pass, the proposed changes must be approved by a majority of the voting faculty who are present and voting.

~~eb.~~ Amendments ~~which to the Senate Charter that~~ have been ~~passed~~approved by the General Faculty must be presented by the President to the Board of Visitors for their approval.

c. Amendments to the Senate Charter shall take effect upon approval by the Board of Visitors unless a later effective date is contained therein.

5. The authority of the Senate to make recommendations to the administration on behalf of the General Faculty shall not extend over the internal affairs of any single collegiate or independent academic unit except as they affect the interest of the University as a whole or the interest of other units.

a. If a disagreement arises between the Senate, acting for the General Faculty, and the ~~governing faculty governance~~ bodies of one or more ~~single~~ collegiate units over the question of which body properly exercises authority on a specific issue, the President shall decide by assigning the contested issue to one or another body.

b. If the Senate, acting for the General Faculty, takes an action which a ~~Senator~~collegiate faculty governance body believes violates the legitimate interests of ~~the collegiate unit he represents~~, that ~~Senator shall have the right to demand a second vote on the issue at the same meeting. The vote shall be taken immediately by secret ballot, except that means shall be used to discriminate among ballots cast by representatives of the various units. If two thirds of the total number of Senators elected to represent any~~ collegiate unit ~~oppose~~, the ~~action, if~~President shall be reversed. decide whether or not such a violation has occurred.

B. As Advisor to the President

On matters affecting the entire faculty and transcending collegiate unit boundaries, the Senate shall be the primary faculty representative in consultation with the central administration and the President. The Senate and the administration recognize that consultation in such matters implies an obligation on the part of each to engage in regular communication. After due consideration of the Senate's advice, the President will reach a final decision and communicate it to the Senate. If the decision differs from the Senate recommendation an explanation will be included in this communication.

III. Implementation

~~A. This Charter shall take effect and replace the previous charter on its approval by the General Faculty in a regular or special meeting following the guidelines in section II. A. 4.~~

~~B. Section I~~

~~1. This Charter shall be implemented according to the normal procedure described in Section I. B., using appropriate figures as of April 1, 1989.~~

~~2. Within ten working days after the Committee on Organization and Operations reports the representations from the several colleges, the colleges shall conduct elections in accordance with Sections I. C. and I. D.~~

~~3. When these elections have been completed, the newly elected Senators shall take office.~~

~~C. Section II~~

~~Section II shall take effect on the approval of this report by the General Faculty.~~

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A. Members

Non-voting ex officio members:

- President of the University
- Provost of the University
- The Deans of the Colleges and Schools
- Dean of the University Libraries
- Chair of the Faculty at any Non-U.S. Mason Campus

Voting members:

- Faculty Members Elected from the Collegiate and Independent Academic Units

B. Apportionment of Elected Senators

The number of elected Senators will be specified in the bylaws of the Faculty Senate. Until and unless the Faculty Senate bylaws are amended, the number of elected Senators will be 51. Elected Senator seats shall be apportioned according to the principle of proportionality, based on the full-time equivalent size of the instructional faculty of each collegiate and independent academic unit. Instructional faculty refers to full time and part time faculty with support from appropriated funds.

1. The threshold size for any unit to be allocated a Senate seat according to proportionality is set at the total University instructional FTE divided by the maximum number of elected Senators as stated in the Faculty Senate bylaws. In the instance that this ratio is not an integer it will be rounded up to obtain the threshold size. If all units meet or exceed the threshold size, then Senate seats are apportioned based on the total University instructional FTE. If any unit does not equal or exceed the threshold size, it will be allocated one Senate seat. The remaining Senate seats will be allocated based on the total instructional FTE of those units that equal or exceed the threshold size.

2. No collegiate or independent academic unit will hold more than half of the elected Senate seats. In the event that one unit exceeds 50% of the total University instructional FTE, then Senate seats will be allocated to that unit so as not to exceed one half of the total seats. The threshold size will be calculated using the total FTE of the other units divided by the number of remaining unallocated seats.

3. Should the number of allocated seats exceed the number of elected seats by 1 because of rounding in the calculations, then the number of elected Senate seats shall increase by one for that year's allocation.

By March 1st of each academic year, the Senate Committee on Organization and Operations shall establish the representation from each unit on the basis of data provided by the Administration. The data should be the latest and most complete available at that time. Elections shall follow within each unit as soon as possible, to conclude before the end of the academic year.

C. Qualifications of Elected Senators

Elected Senators shall be members of the constituent Faculties they represent. A faculty member is eligible to serve on the Faculty Senate if the faculty member holds

1. A full-time instructional tenured, tenure-track, or term appointment with at least one year's full-time service at George Mason University; or
2. A part-time instructional appointment with at least one academic year of continuous service, and completion of at least two Full Time Equivalents in appointments at George Mason University.

D. Election of Senators

Each collegiate or independent academic unit shall decide upon the method of electing its representatives, with the stipulation that they be elected for staggered terms, the maximum to be three years.

II. Responsibilities of the Faculty Senate

A. As Representative of the General Faculty

1. The Senate shall have the fundamental general responsibility to speak and act for the General Faculty on matters affecting the University as a whole.
2. The Senate, on behalf of the General Faculty, shall have the particular responsibility to formulate proposals on those matters affecting the welfare of the University as a whole. In the best traditions of American universities, these recommendations constitute the primary advice to the administration.
3. Regular and special meetings of the General Faculty may be called by the President, who serves as the presiding officer. All members of the General Faculty have voting rights on matters that pertain to the General Faculty. All members of the University community may attend meetings of the General Faculty and participate in the debate of matters that come before it. General Faculty meetings shall be conducted according to the current edition of "Robert's Rules of Order Newly Revised" except as the rules and procedures prescribed therein have been modified by adoption of bylaws or standing rules. The General Faculty may meet electronically, provided the technology

used allows all members to hear each other simultaneously, seek recognition, vote, and exercise other rights.

3. In extraordinary circumstances, the General Faculty may, by the following procedure, reverse specific decisions of the Senate:

a. The President shall call a special meeting of the General Faculty to consider reversal of a specific decision of the Senate within ten working days of receiving a petition to do so signed by at least 10% of the voting members of the General Faculty, as specified in the Faculty Handbook. To be valid, a petition to reverse a specific decision must be submitted no later than two weeks after the public posting of minutes reporting the Senate action.

b. No vote on the issue shall occur at the meeting. Rather, the meeting shall determine whether or not the General Faculty should subsequently vote on the issue by mail ballot (which may be electronic).

c. If the meeting approves a mail ballot, it shall be distributed within five instructional days of the meeting.

d. The ballots shall be tallied and the results shared with the General Faculty within five instructional days after their distribution. To pass, the motion to reverse a decision of the Senate must be approved by a majority of those eligible to vote.

4. The General Faculty may amend the Senate Charter during either a General Faculty meeting or a special meeting of the General Faculty convened for the purpose of amending the Senate Charter.

a. The President shall call a special meeting of the General Faculty to consider amendments to the Senate Charter within ten instructional days of receiving a petition to do so signed by at least 10% of the voting members of the faculty or after receiving proposals approved by the Senate or the Provost.

i. Notice of the special meeting shall be accompanied by a copy of the proposed changes. Both should be received at least 5 instructional days before the called meeting.

ii. A quorum for the called meeting shall be 10% of the voting faculty. Debate at the meeting shall be on the proposed changes. To pass, the proposed changes must be approved by a majority of the voting faculty who are present and voting.

b. Amendments to the Senate Charter that have been approved by the General Faculty must be presented by the President to the Board of Visitors for their approval.

c. Amendments to the Senate Charter shall take effect upon approval by the Board of Visitors unless a later effective date is contained therein.

5. The authority of the Senate to make recommendations to the administration on behalf of the General Faculty shall not extend over the internal affairs of any single collegiate or independent academic unit except as they affect the interest of the University as a whole or the interest of other units.

a. If a disagreement arises between the Senate, acting for the General Faculty, and the faculty governance bodies of one or more collegiate units over the question of which body properly exercises authority on a specific issue, the President shall decide by assigning the contested issue to one or another body.

b. If the Senate, acting for the General Faculty, takes an action which a collegiate faculty governance body believes violates the legitimate interests of that collegiate unit, the President shall decide whether or not such a violation has occurred.

B. As Advisor to the President

On matters affecting the entire faculty and transcending collegiate unit boundaries, the Senate shall be the primary faculty representative in consultation with the central administration and the President. The Senate and the administration recognize that consultation in such matters implies an obligation on the part of each to engage in regular communication. After due consideration of the Senate's advice, the President will reach a final decision and communicate it to the Senate. If the decision differs from the Senate recommendation an explanation will be included in this communication.

Discussion:

Section I: Membership of the Faculty Senate:

A. Members

Senator Slayden: Physical names of offices and positions have changed; therefore Provost and Vice President for Academic Affairs has been deleted to simply list President, Provost, deans of colleges and schools and independent academic units, dean of university libraries and Chair of the Faculty at any non- US Mason campus.

B Apportionment of Senators:

Senator Billingham summarized the key revisions:

- Moving apportionment from Charter to the bylaws of the Faculty Senate.
 - o This would allow revisions to be undertaken by the Faculty Senate instead of requiring 10% of General Faculty for quorum to approve changes.

Discussion:

- o Senator mentioned historically certain departments from different colleges having disproportionate representation. Discussion concluded that how Senators are elected from individual colleges is not within the purview of the Faculty Senate.
- o Senator Slayden acting as Parliamentarian clarified that besides substantive changes, there has been revision in organizing the information to make the Charter more coherent.

- Senators discussed limitations of representation by FTE of the faculty.
- Senator proposed a motion to postpone vote on the Charter revision. The motion was seconded.

Discussion on motion to postpone:

- Some Senators expressed desire to have more time to carefully review the proposed changes to the Charter.
- Senators highlighted the effort required to make the revisions, and the need of having it approved by General Faculty. The risk of being unable to bring it to General Faculty meeting in time for changes to be enacted in the next academic year was highlighted.
- Senators discussed the risk of postponement to March meeting and necessary timeline for General Faculty meeting.
- Discussion was closed and Senators moved to breakout room to vote
- The motion to postpone failed.
- Discussion on Charter revision was closed and brought to vote.

The proposed changes to the Charter were approved by voice vote and will be forwarded to the President for inclusion at a General Faculty meeting, as per the current charter, for discussion and vote.

B. Other Committees/Faculty Representatives

[Appendix F](#)

Admissions Committee

BOV Academic Policies, Diversity and University Community Committee (APDUC)

BOV Finance and Land Use

BOV Research Committee

Faculty Conduct Working Group* – Lester Arnold, Vice President, Human Resources/ Payroll
 We want to primarily give you an update on the work coming out of the Faculty Conduct Working group, since our last update which happened pre COVID in March of 2020. Since then, we have gotten back together and really have finalized the work and the documents that hopefully you all have the opportunity to take a look at in the prep material that Shannon has provided prior to this meeting.

Faculty Conduct Working Group (Submitted by Shannon Davis, Suzanne Slayden and Girus Urgessa -January 25, 2021)

The Working Group has completed all tasks as charged in July 2019. The final report and documents are available to the University community and will be presented by Girus Urgessa and Lester Arnold during the February 3, 2021 Faculty Senate meeting.

[HR Procedures for Investigations into Alleged Workplace Policy Violations](#)

[Considerations during Sanctions Process](#)

[CDE Revised Process](#)

Educational Materials in Progress: Promoting Civility in the Workplace

Chair Davis provided a brief background of the undertaking:

- group was assembled to take a look at the current HR and CD investigatory processes as it relates to faculty misconduct allegations.
- group was comprised of representatives from all the stakeholders involved: HR, Compliance, Diversity, and Ethics, University Counsel, Audit, Provost Office and Faculty Senate.
- Spring 2019 - the Faculty Senate (Executive Committee) presented to President Cabrera, Provost Wu, and Sr. VP Kissal, a documented communication correspondence to speak to concerns around due process faculty rights.
- The most significant change of the HR process is the creation of an appeals process for any employee. This change will allow for a panel of five to hear the case and understand what the appeals or the appellant is claiming and have the opportunity to review that and make recommendations as to the final outcome.
- Chair Davis reiterated that this is a new policy that is in support of faculty rights if there is an allegation of misconduct.
- VP Arnold indicated that the policy goes into effect immediately.
- Chair Davis thanked Senators Slayden and former Senator Urgessa for their leadership and all the working group members for working collaboratively in response to issues that emerged from creation of this new policy.
- VP Arnold presented the update (presentation included below).



Faculty Conduct Working Group - Update



WORKING GROUP MEMBERSHIP

Lester Arnold – Human Resources
Shernita Parker – Human Resources
Danielle Reich – Human Resources
Regina Ryder – Human Resources
Kevin Jackson – Human Resources
Dietra Trent – Compliance, Diversity & Ethics
Elizabeth Woodley – Compliance, Diversity & Ethics
Brian Walther – Office of University Counsel
Eli Schlam – Office of University Counsel
Ed Dittmeier – University Audit
Renate Guilford – Office of the Provost
Shannon Davis – Faculty Senate
Girum Urgessa – Faculty Senate
Suzanne Slayden – Faculty Senate

FACULTY CONDUCT WORKING GROUP– PROCEDURE REVIEW

Introduction

- Spring 2019 – Letter(s) from Faculty Senate to President Cabrera, Provost Wu, & SVP Kissal
 - Due Process and Faculty Rights
 - Handling of misconduct allegations
- Spring 2019 – Response from Provost Wu, & SVP Kissal to the Faculty Senate
- Summer 2019 – Working Group Established (HR/ER, University Audit, Office of the Provost, University Counsel, CDE, Faculty Senate, Faculty Handbook Revision Committee)
 - Charge – Determine how we can enhance and improve on our current procedures
 - Recommend improved process and procedures to leadership

FACULTY CONDUCT WORKING GROUP– PROCEDURE REVIEW

- March 2020 – met with Faculty Senate and shared our draft procedures.
- We considered faculty feedback and edited and updated procedures accordingly.
- We finalized the procedure documents:
 - Compliance, Diversity and Ethics – Grievance Procedures
 - Human Resources & Payroll – Investigative Administrative Procedures
- We developed a training and education plan for promoting civility in the workplace.

COMPLIANCE, DIVERSITY AND ETHICS GRIEVANCE PROCEDURES

What's Changed?

- Clarifies the investigative procedure:
 - Who is a reporting and responding party
 - Clarifies where the outcome of a formal investigation is sent
- Updates the investigative procedure in accordance with Federal Law and Mason's discrimination policy:
 - Explains that Mason's Title IX/Sexual misconduct procedures apply when a complaint alleges conduct prohibited under Title IX/Mason's sexual misconduct policy
 - Adds gender expression to the list of forms of discrimination prohibited by Policy 1201 and investigated under this procedure

HR INVESTIGATIVE PROCEDURES

- WHAT'S CHANGED?
 - Appeals process
 - Appeals are heard by a panel
 - Considerations Document
 - Published list of factors to consider when contemplating corrective action/sanctions
 - Procedure review period every two years

TRAINING AND EDUCATION PLAN

- In order to be successful in creating and maintaining a culture of civility, we have developed a plan to increase awareness and to engage our community surrounding a positive workplace.
 - Teaching Civility in the Workplace:
<https://www.linkedin.com/learning/teaching-civility-in-the-workplace/>
 - Diversity, Inclusion, and Belonging:
<https://www.linkedin.com/learning/diversity-inclusion-and-belonging-2>
 - Civility in Action Committee

Faculty Equity and Inclusion Committee

Faculty Handbook Revision Committee - Suzanne Slayden, Chair

- Faculty Handbook proposed changes ****ACTION ITEM**** [Link to report](#)

Senator Slayden presented the motivation underlying the revisions:

- Under University Organization, there are faculty who don't have collegiate homes. They are the INTO faculty along with some other faculty who are assigned to the Provost's Office.
- Without a primary affiliation to Schools/Colleges, the faculty cannot participate in faculty government.
- The revision presented is to include these faculty, and they will be considered to belong to an *independent academic unit*.
- Similar revisions are being proposed separately in the Charter language which extends definition of General Faculty to any faculty at any GMU campus. This allows inclusion of Mason Korea faculty and any other campus that may open in future.

Discussion:

- Senator sought confirmation that all faculty without academic home would be considered "*independent academic unit*" and this would allow them full representation in the Faculty Senate. In contrast, Mason Korea, would have non-voting ex-officio representation. Senator Slayden confirmed.
- With no additional questions, the discussion was closed.

A motion was made and seconded to approve the recommendation of the Faculty Handbook Committee.

The motion passed by voice vote.

Graduate Council

Grievance Committee

Intellectual Property Committee* - Tamara Maddox, Chair

- Provided update on organization in subcommittees.
- The faculty matters subcommittee considers the issues involved with creation of teaching related materials as its top priority.
- The report submitted is included below.

Intellectual Property Committee

(Submitted by Tamara Maddox, Chair – Jan. 19, 2021)

The Intellectual Property Committee has not met over the break. However, we have assigned two subcommittees, one focusing on faculty matters (such as university use of faculty course recordings and asynchronous materials), and one focused on student matters (such as IP ownership of works with student contributions).

The first meeting of the faculty-focused subcommittee is scheduled for February 1, 2021. The first meeting of the student-focused subcommittee is scheduled for February 8, 2021. And our next regular full IP committee meeting is scheduled for February 17,

2021. (As newly elected Chair, I plan to attend all three meetings.) Thus, we should have been able to provide an update for the Faculty Senate as part of our March meeting.

Mason Academic Assessment Council
Mason Core Committee
Master Plan Steering Committee
Recreation Advisory Committee

Research Advisory Committee* - Lance Liotta, Chair

For this semester, research subcommittee is emphasizing three topics.

- One is to maintain an update on the COVID 19 virus student and staff surveillance testing and first saliva and future post vaccine antibody testing to see if the vaccine worked in the Mason community.
- Second is a proposal by Aurali Dade (Interim VP for Research) to consolidate the Faculty Senate Research Subcommittee (this committee) with the Faculty Advisory Board for policy development and research. This will be presented in future FS meeting.
- Third is the ongoing discussion about maintaining Mason's R1 high research designation status. How should the Faculty Senate and the faculty advise the new Vice President for Research on sustaining our R-1 status, which is very important and could influence infrastructure staffing and our graduate and undergraduate programs.

Research Advisory Committee (Submitted by Lance Liotta, Chair)

The Research Advisory Committee has been working with the Interim Vice President for Research, Innovation and Economic Impact on a number of topics. Specifically, there has been a focus on COVID-19 surveillance testing on campus. The committee will provide the Senate with an update on COVID-19 virus student and staff surveillance testing a) current saliva testing b) future post vaccine antibody testing: What the faculty needs to know. The committee will also discuss a proposal by Aurali Dade to consolidate the Faculty Senate Research Subcommittee with the Faculty Advisory Board for Policy Development ("The Advisory Board serves as a vehicle for faculty to provide guidance and input into policies related to research at George Mason University. The Vice President for Research appoints the Faculty Advisory Board for Policy Development".)

Discussion:

- Senator expressed desire to see future discussion, maybe in the Senate, about how much we want to think about R-1 status as an outcome versus as a byproduct of doing what we do at Mason and whether that is the mission or a byproduct of the mission.

SACS-COC Reaffirmation Committee
University Naming Committee

V. New Business

VI. Announcements

- Rector Hazel was unable to join us today. Chair Davis will work with the President's Office to schedule for future meeting.
- Chair Davis reminded senators about Board of Visitors liaison, Visitor Tom Davis, and encourage Senators to reach out to him with questions or concerns. Visitor Davis' contact information is available on the Faculty Senate website.
- Update from the Office of Academic Integrity – Lashonda Anthony, Director
There is a change in reporting referrals. OAI will now only accept referrals through the web portal. Additionally, there will no longer be a need to complete a separate sanction recommendation form as it is embedded in the new portal. There is an instructional video on how to complete the form on the website: [Office of Academic Integrity \(gmu.edu\)](https://www.gmu.edu/office-of-academic-integrity).
- Mason Facts Update - Molli Herth, Program Manager
The Mason FACTs' Review, Promotion & Tenure (RPT) Implementation Team, in collaboration, with the Administrator Working Group are happy to announce:
 - The Election of New Tenured Faculty template was tested and approved for use to route tenure upon hire cases for the 2021/2022 academic year.
 - The Tenure-Track Renewal, Term Faculty for New Multi-Year Appointment and Term Faculty for Promotion w/ New Multi-Year Appointment templates have been drafted and are awaiting testing for a Spring 2021 launch.
 - Synchronized user trainings for upcoming templates are scheduled to begin April 2021 and asynchronous training materials remain available via the [Mason FACTs](https://www.gmu.edu/mason-facts) website for continued post training support and reference.

VII. Remarks for the Good of the General Faculty

Chair Davis noted for the Senators that in addition to the business discussed, there is a lot of great information included in the agenda.

VIII. Adjournment: The meeting adjourned at 4:26 p.m.

Respectfully submitted,
Kumar Mehta,
Chair

Appendix A

Faculty Senate Executive Committee Coffee Chat

Time: Feb 5, 2021 09:00 AM Eastern Time (US and Canada)

Faculty must login using their GMU login/password from <https://gmu.zoom.us/> to access the meeting.

Join Zoom Meeting

<https://gmu.zoom.us/j/94907971041?pwd=T29keGN0MUNVZWk5RTRxa3h1OXZZQT09>

Meeting ID: 949 0797 1041

Passcode: 238466

One tap mobile

+13017158592,,94907971041#,,,,*238466# US (Washington DC)

+12678310333,,94907971041#,,,,*238466# US (Philadelphia)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 267 831 0333 US (Philadelphia)

Meeting ID: 949 0797 1041

Passcode: 238466

Find your local number: <https://gmu.zoom.us/j/94907971041>

Appendix F

Reports from University Committees/Faculty Representatives to Committees

Admissions Committee (Submitted by Tim Curby, Chair – January 22, 2021)

Admission Committee Update

The Admissions Committee has met to update the charge of the committee. Changes have been submitted to the Organization and Operations committee for consideration.

University Admissions Update

First time freshman applications are down currently year-to-date. We have extended our Regular Decision deadline from January 15th to February 1st, and as a result, we expect to see a lift in our application numbers as we approach the extended deadline and beyond. We are doing all that we can to both leverage as many applications as we can as well as yield admitted students, moving them through the enrollment funnel to deposit and subsequently enroll. Our decline in freshman applications aligns with what is being seen nationally at other large public universities, and we attribute much of this to the COVID-19 global pandemic and resulting economic crisis. The good news is that our freshman deposits are up significantly over last year at this time. We believe this is a result of distributing financial aid notifications earlier this cycle than in previous years. There is still a long way to go until we know where we stand with our freshman numbers as the National Candidates' Reply Date, which is the date by which students need to confirm their enrollment, is May 1, 2021. It's important to note that due to the COVID-19 global pandemic, this reply date could shift later into the summer. Know that we will continue to take new business throughout the summer to garner as many new students as possible for the Fall 2021 semester.

Graduate numbers are holding strong right now. There tends to be growth in the graduate student space during an economic crisis as many students wish to enhance their skillset or re-tool in order to maintain competitive in a challenging economic climate.

BOV Academic Policies, Diversity and University Community Committee (Submitted by Christy Pichichero and Keith Renshaw, Faculty Representatives – January 20, 2021)

- Provost Ginsberg gave an update on campus affairs.
 - Mason had a successful semester, in the context of the pandemic – goal to keep campus healthy and keep everyone safe. Showed examples of campus testing (positivity rate way less than 1%), socially distanced classrooms, labs, performing arts studios, Fenwick Library offering more services and online resources than ever before.
 - For Fall 2020, 75% of undergraduate class sections were online (25% face to face or hybrid), with 85% of total enrollment. For Spring 2021, 71% of undergraduate class sections are planned to be online, with projected 79% of total enrollment. For Fall 2020, 39% of graduate class sections were online, with 71% of total enrollment. For Spring 2021, 37% of undergraduate class sections are planned to be online, with projected 49% of total enrollment.

- The small projected increase in hybrid/FTF sections for Spring 2021 was a result of working with faculty to find ways to offer more on-campus experiences. The actual level of enrollment is still to be determined and will of course depend on conditions related to the pandemic.
 - Fall enrollment higher than ever before, around 39,000--an achievement at a time when we are seeing modest to severe decline in enrollment across the country. Spring enrollment nationally looks a bit lower – Mason is also behind where we were last spring at this time in undergraduate registration (graduate is actually a bit higher). Mason anticipates growth as students work with families to decide how they will approach spring 2021.
 - Mason has also had to pivot in terms of student support services (academic advising, mental health, wellness, remedial, tutoring, writing and research, activities to support development as well as learning, etc.) – these changes have provided many “lessons learned” about things that can work in ways we have not tried before.
 - In response to student requests and in consultation with Faculty Senate, Mason has moved to extend optional S/NC grading rubric for all undergraduate classes for Spring 2020 and Fall 2020. In Spring 2020, only about 15% students opted into the alternative grading structure.
 - After Thanksgiving, Mason has pivoted all on-campus instructional activity to be online – this decision was made last summer, which allowed for ample time to plan. Given current circumstances, this looks to have been a wise decision. Campus residence halls are also lower occupancy – students had to appeal to come back and take a COVID test before/upon return. Down from approx. 3000 students pre-Thanksgiving to 1200 students now. Many are international students and others for whom campus is primary residence.
 - Lessons learned: to prepare for virtual environment faculty need support such as Stearns center workshops, use new & different technologies to deliver classes online rather than just doing in-person format in ; want to improve things to offer fuller range of services and greatest amount of access.
 - For Spring semester, Mason made decision (like many other universities in the country) to eliminate spring break. This reduces possibility of travel and increased infections upon return. We are starting spring semester 1 week late, which now avoids inauguration, provides 1 more week to prepare for classes, and gives 1 more week to monitor health situation. Mason will work with public health experts and officials to make decision about any potential change (e.g., begin spring in fully virtual format) by mid-January. We will increase testing from 1,000 individuals/week to 10,000 individuals/week. Classes end and commencement will occur at regularly scheduled times.
 - Within Engineering, Sanjeev Setia has been named as Interim Divisional Dean for Computing, and Ariela Sofer has been named as Interim Divisional Dean for Engineering. A national search for both positions will be launched next year.
 - Spring 2021—bring back the Vision Series showcasing faculty activities.
 - Rose Pascarell won Pillar of the Profession Award, NASPA Foundation October 2020
 - Thinking forward as we navigate this time that can be characterized as one of VUCA (Volatility, uncertainty, complexity, ambiguity--coined by Harvard Business School scholars); Our 2.0 = Vision, understanding, courage, adaptability
- Rose Pascarell, VP of University Life

- Pandemic has compounded existing challenges for students
 - Mason was able to quickly pivot to teletherapy – 2042 individual appointments, 505 walk-ins since July 1.
 - Created ULIFELINE, daily virtual workshops and support for students quarantining/isolating.
 - Many well-being initiatives (Racial Healing, Mason Chooses Kindness, Mason Solidarity Project, Thriving Together, Well-Being for the People, Well-Being University CWB Resilience Badge); Greek life and esports happening online, Go Truck mobile activities.
 - One of biggest correlates of student well-being is sense of connection and belonging – working to find ways to continue that.
 - Requests to Emergency Fund has skyrocketed – have given out more than \$13M to assist students.
 - Student Activism – still quite high, mostly online (petitions, social media, etc.) – focused on racial justice, Black Lives Matter, undocumented students, lower tuition, etc.
 - Mason Student Services Center (came from Student Experience Redesign) has helped a lot – closed over 18K cases in Fall (virtually and face to face)
 - Mason Care Network (came from Student Experience Redesign) has also been highly successful, met with almost all incoming first-year students.
 - Some unexpected shifts – SACC is seeing more interpersonal violence than sexual/dating violence, possibly because students are at home.
 - Takeaway messages: Generally students doing okay, but concerns are rising; Existing challenges (particularly around mental health) have been magnified by crisis; Need to pay close attention to populations of students having more difficulty succeeding in online learning mode.
 - Staff have tremendously pitched in trying to meet demands.
- Shelby Adams, Student Body President
 - Student life has changed drastically.
 - Registered student organizations holding meetings, pursuing community service.
 - Low number of cases at Mason shows our discipline; you don't know what you have until it's gone, to get back we have to follow safety protocols.
 - Students are continuing to persevere even through pandemic, staying connected virtually – part of reason cases are low is the seriousness of student body – but need help as this wears on.
 - Average student is going alright; there are student who are really struggling—financially, access to technology, lost loved one, mental health--COVID & racial tensions --> depression, anxiety, stress.
- Dean Zofia Burr presented on Honors College, which strives to be inclusive and representative of Mason's student body.
 - Since established in 2009, they have asked the question: How can we work together to leverage Mason's disciplinary & cultural diversity?
 - Pedagogy of inclusion - Students do not have similar levels of college preparation.
 - Holistic application process; HC looks for most motivated students from all backgrounds, pedagogical approach: learning through inquiry, ask real questions, reasoning about evidence, different perspectives.
 - 100% begin research in their first semester.

- Honoring our community program: foster anti-racist practices and mutual understanding in the Honors College; groups of 5-6 students of diverse backgrounds; monthly meetings with faculty facilitator.
 - How does inquiry lead to action?—High-impact opportunities; 100% take a civic engagement class, research built into the curriculum, internship, community service, registered student, organizations.
 - Work hard to connect with student body and let them know they can be part of Honors; partnership with the Early Identification Program: College Application Coaches (all apply to Honors College), of 20 university scholars 6 are EIP.
 - Honors College Multicultural Alliance 2015.
 - Continue to grow transfer and second-year entry programs.

 - Have made progress in having Honors College students mirror demographics of Mason – not there yet, but getting closer and overall impressive level of diversity across the board.
- Action Items related to faculty actions were unanimously approved.

BOV Finance and Land Use Committee (Submitted by David Gallay, Faculty Representative – January 20, 2021)



School of Business

Enterprise Hall, 4400 University Drive, MS 1B1, Fairfax, Virginia 22030
Phone: 703-993-1880; Fax: 703-993-1867

January 20, 2021

Meg Caniano
Faculty Senate Clerk
George Mason University

Here's my summary of the key outcomes from the December 3, 2020, Board of Visitor's Finance and Land Use Committee meeting.

The Committee approved the following:

- Debt restructuring. The Committee approved the resolution authorizing Mason to participate in the restructuring of its indebtedness for capital projects funded by debt through the Authority's Public Higher Education Financing Program. By participating in the debt restructuring program, Mason could defer its principal payments of its debt obtained through the Virginia College Building Authority in September FY22 (\$22 million) and FY23 (\$20 million) to the end of each bond term. (Mason would still need to make its semi-annual interest payments on its debt.)
- Schematic design for phase 1 of the telecom network infrastructure project – a \$9.8 million capital project to upgrade and improve the network information systems on the Fairfax campus. The Funding for this project is fully supported by proceeds from Virginia College Building Authority bonds.
- Schematic design and major scope change for the Arlington Original Building Demolition project - originally a \$7.5 million capital project. The project is funding by Mason fundraising. The scope changes comprise the elimination of the requirement to realign the stormwater conveyance pipes that bisect the site. It is now envisioned that the potential developer of the site will carry out this task. This scope change will reduce the estimated cost of the demolition project by \$3 million.

The Board also received updates on the succession planning for Mason's key personnel and on Mason's retirement plan investment policy review.

A handwritten signature in black ink that reads "David R. Gallay".

David R. Gallay, D.Sc.
Associate Professor of Finance
School of Business

BOV Research Committee (Submitted by Andrew Novak, Faculty Representative – December 3, 2020)

Faculty Rep Report of the BOV Research Committee

The Board of Visitors Research Committee met this morning, December 3, 2020.

After approving the minutes, the Committee heard from Aurali Dade, the Interim VP for Research. She described a “significant increase” in research expenditures during 2020, passing \$200 million and on the way to meeting the 2024 goal of \$225 million. These included significant new research expenditures by GMU’s three interdisciplinary university-wide institutes, which surpassed \$31,000 for Biohealth Innovation, \$53,000 for Sustainable Earth, and \$91,000 for Digital InnovAtion. The new research expenditures were partly from growing the research development team, which helps identify funding opportunities and connect partners. This team supports, in different ways, faculty, small teams, multidisciplinary teams, and centers/initiatives. Digital InnovAtion reported developments in grant collaborations, diversity/inclusion, and community engagements. This included a new project on cloud computing. Biohealth Innovation hosted roundtables to collaborate on external funding, especially on Virginia ecosystem and COVID-19 studies. Sustainable Earth reported selecting three fellows who will build research collaborations across the university.

The Committee next heard from Paula Sorrell, the Associate VP for Innovation. She is the point person for community development and entrepreneurship. This includes technology transfer, working with commercial partners, and wraparound services for business development. Faculty and students have access to businesses in Northern Virginia, and the University is supporting local businesses through its innovation districts like the one near the Arlington campus. This work also includes a diversity/inclusion component, as GMU is working to ensure that all Northern Virginia residents benefit from GMU business partnerships.

Finally, the Committee heard an update about another aspect of its COVID-19 research, continued from the last meeting. Today, Dr. Amira Roess, a professor of global health and epidemiology, shared her team’s work on COVID-19 and other infectious diseases. In particular, she studies zoonotic diseases—that is, diseases that spread via the environment or animals and pass to humans. How humans respond to these viruses is influenced in part by food consumption and pollutants in the environment. She described the “one health” paradigm – that the health of humans, animals, and the environment are linked, and extend to hard sciences, engineering, earth science, and social science. Her team has funding for MERS (Middle East Respiratory Syndrome), COVID-19, foodborne pathogens, and gut/nasal microbiome, all with the goal of reducing the risk of infectious disease outbreaks.

As to COVID-19, Dr. Roess is building on her National Science Foundation-funded work on the transmission of MERS in the hospital setting. The team is developing a new model to predict transmission in this setting. We know that MERS can spread through animal (camel) contact with humans, but rodents are likely to play a role in harboring coronaviruses like MERS and COVID-19. Her model also seeks to involve climate science, because climate change is causing vegetation changes that contribute to the spread of viruses between wildlife/livestock and humans. Dr. Roess’s team currently is working on three aspects of COVID-19: turning science into health care policy; surveys of antibodies over time; and monitoring the social determinants of health.

As to the Mason COVID Health Check, Dr. Roess explained that GMU was the *only* university that started screening in March 2020, although all Virginia public universities followed in May 2020. Her funded program focuses on getting front-line workers back to work through same-day testing kits that test for both antibodies and active virus. This research is leading to a more comprehensive antibody survey study,

which mapped out functional immunity. We don't know how long immunity lasts with COVID-19, but other coronaviruses show a wide variation. Surveys can test immunity duration, allow return to work, and identify donors for future research. The same-day testing kits had pretty good accuracy in the field. The tests took ten minutes with a blood drop. In Phase 2 of the research, the team will expand to other occupations beyond nurses.

One more important aspect of this COVID-19 research is mother-to-child transmission. Dr. Roess's team is investigating whether COVID-19 immunity can be transferred through breastmilk or in gestation. Pollutants can interfere with immune response and can exacerbate disparities in incidence and severity of infectious diseases on the basis of class, race, or ethnicity. The study, in collaboration with the children's hospital in DC, would also look at breastfeeding generally among minority populations, collecting information about mother's health and children's immunity over the first five years of life. This information will help develop a model of mother-to-child immunity that accounts for variations in social determinants of health.

Faculty Equity and Inclusion Committee (Submitted by Ricardo Vivancos-Perez, co-chair – January 26, 2021)

The Faculty Senate Faculty Equity and Inclusion Committee met on January 15th, 2021. This was our fourth meeting of the year. This AY we agreed to meet monthly, on the third Friday of each month at 10AM via Zoom. We did not meet in December. The following is a brief **report on our January meeting**. The minutes are attached.

The committee welcomed diversity officers and liaisons from various Mason academic units. This was the second meeting of the year in which they were invited. Seventeen of them attended the meeting (full list is attached). Our agenda items included four general questions:

- How did you decide to serve in an equity-focused role in your college?
- What equity goals, plans and/or actions, however preliminary, are in the works in your unit?
- In what ways can we envision together collaborating across efforts at the college level, the FEIC Committee and/or the ARIE Task Force?
- What support do you need from the University in order to be more effective in your equity/diversity efforts? (this was a new question for this meeting)

Participants discussed how to include and account for diversity in job ads, job interviews and hiring initiatives at Mason. This conversation allowed us to share our thoughts on the most recent diversity efforts and current resources on campus. We also discussed how some units ask for a diversity statement from candidates, and shared thoughts on what to include in a diversity statement in our syllabi.

A question was raised regarding the role this committee can continue to have in the future. In our first two meetings as a committee, we agreed to have two goals this year:

- to bring together diversity officers and liaisons from all around campus and provide them with a safe space in which to share initiatives and thoughts
- to serve as a bridge between them and the Faculty Senate, asking them to inform us about pressing issues on which the Faculty Senate may take action.

Our next meeting is scheduled for February 19 at 10am. We are inviting diversity officers and liaisons to attend again to continue sharing our thoughts and efforts.

Thank you so much for reading and for your support, and let us know if you have questions.

FEIC Meeting minutes

1/15/2021 at 10am via Zoom

The total number of participants: 17

All FEIC Members were present: Xiaomei Cai, Betsy DeMulder, Kelly Knight, Sherrice Mojgani, and Ricardo Vivancos-Perez

The committee welcomed diversity officers and liaisons from various Mason academic units. Our agenda items included four general questions:

- How you decided to serve in an equity-focused role in your college.
- What equity goals, plans and/or actions, however preliminary, are in the works.
- In what ways we can envision together collaborating across efforts at the college level, the FEIC Committee and the ARIE Task Force.
- What support do you need from the University in order to be more effective in your equity/diversity efforts? (this was a new question for this meeting)

The group started off by sharing experiences and challenges so far. Robert Yi (VPA) shared that the College of Visual and Performing Arts does not have the diversity in faculty that reflect its student body. Moreover, the curriculum is not complete with an obvious lack of representation of African American arts and genre. His school is looking to hire someone to fill this gap. The participants engaged in further discussion on legal issues involving specifying a particular race/ethnicity in the job ad. It is not allowed in Virginia. However, we could find ways to write the job announcement in a way that specific needs are conveyed.

The participants also exchanged ideas on best practices and challenges. Christy Pichichero (CHSS) and Millie Rivera (Office of the Provost) also shared their thoughts on the diversity efforts and resources on campus. Xiaomei Cai (FEIC) shared her experience as the Chair of a recent search. She said CHSS implemented the new set of procedures in hiring faculty which is geared toward a more inclusive process. She said the best experience was to look up information in relation to diversity and got an overall picture of her field (Communication). It was an eye-opening experience. It not only helped her with a better understanding of the pipeline in the discipline, but it has been beneficial in curriculum development in the future.

Cathy Tompkins (CHSS) and others also shared their experience with diversity in her unit. They specifically asked for a diversity statement from each candidate. They also shared the diversity statement they used in the syllabus. The participants discussed the necessity of integrating a diversity statement in each course syllabus. During the discussion, relevant Mason websites were shared in the chatbox for all participants to consult:

- ["Faculty Recruitment Tips and Tools"](#)
- CHSS ["Faculty Hiring Resources"](#)

A question was raised regarding our future role as the FEIC committee in light of all the efforts being discussed. Betsy DeMulder said it has been a challenge for our committee to take any action because we do not have much power. However, the committee will strive to be a conduit to all the diverse voices on campus. More importantly, the faculty senate will play a key role in future diversity initiatives and our committee is committed to pushing for more ideas. In our first two meetings as a committee, we agreed to have two goals this year:

- to bring together diversity officers and liaisons from all around campus and provide them with a safe space in which to share initiatives and thoughts
- to serve as a bridge between them and the Faculty Senate, asking them to inform us about pressing issues on which the Faculty Senate may take action

The next meeting is scheduled for 2/19 at 10am. Everyone who participated today was invited to attend again.

The meeting adjourned at 11:02am.

Respectfully submitted by Xiaomei and revised by Ricardo.

Equity Advisors/Officers/Representatives

College	Equity Rep	Email	FEIC 11/13/20	FEIC 1/15/21
CHHS	Cathy Tompkins	ctompkin@gmu.edu	no	yes
	Kim Holmes	Kholme10@gmu.edu	no	yes
	Jeanne Booth	Jbooth7@gmu.edu	no	yes
	Jhumka Gupta	Jgupta4@gmu.edu	no	no
Volgenau	Chris Carr	ccarr21@gmu.edu	yes	no
Carter School	Charles L Chavis	cchavis2@gmu.edu	yes	no
CEHD	Shekila S Melchior	smelchio@gmu.edu	yes	yes
	Peggy E. King-Sears	mkingsea@gmu.edu	yes	no
	Abena A Aidoo	aaidoo@gmu.edu	no	yes
	Carmen Rioux-Bailey	criouxba@gmu.edu	yes	yes
	Debra A Stroiney	dstroine@gmu.edu	no	no
	Yoo Sun Chung	ychung3@gmu.edu	yes	yes
	Grace Francis	gfranc14@gmu.edu	yes	yes
Business	Cheryl Druehl	cdruehl@gmu.edu	yes	maybe
CHSS	Christy Pichichero	cpichich@gmu.edu	no	yes
Visual & Performing Arts	Debra Sivigny	dsivigny@gmu.edu	yes	no
	Robert Yi	ryi6@gmu.edu	no	yes
Schar	None			
COS	Gerald Weatherspoon	grobert1@gmu.edu	yes	no
	Lillian Virgil	lvirgil@gmu.edu	no	yes
Faculty Diversity, Inclusion and Well-Being	Millie Rivera	mriver4@gmu.edu	no	yes

November meeting (11/13/2020), college representatives shared informally:

- How you decided to serve in an equity-focused role in your college.

- What equity goals, plans and/or actions, however preliminary, are in the works.
- In what ways we can envision together collaborating across efforts at the college level, the FEIC Committee and the ARIE Task Force.

For 1/15/21: Recording, college affiliation, Focus on Faculty equity and inclusion. Above questions plus: What support do you need from the University in order to be more effective in your equity/diversity efforts?

Faculty Handbook Revision Committee (Submitted by Suzanne Slayden, Chair – Jan. 26, 2020)

Faculty Handbook Revision Committee – **ACTION ITEM**

Committee members: Solon Simmons, Suzanne Slayden, Girum Urgessa

Faculty Senate Meeting Feb. 3, 2021

The proposed revisions on the following pages are primarily to Chapter 1 of the Faculty Handbook. The main purpose of the revisions in Chapter 1 is to delete language for Academic Institutes, which no longer exist, and substitute language for academic schools, which are subdivisions of colleges. There are several such subdivisions at the University, but the Faculty Handbook has not been updated to include them. Also, there is new language that allows the faculty who are hired through Mason Korea LLC to be members of the General Faculty and so stand for election as well as to participate in elections by the General Faculty. Faculty who are not assigned to Colleges/Schools, but rather report to the Provost's office, are designated as an "independent academic unit", and are entitled to representation in the Faculty Senate by pending amendment to the Faculty Senate Charter.

Additionally, the revisions to the Preface are to bring up to date the Handbook revision procedure that has operated for many years. The change to the grievance policy includes reference to the new HR procedures for allegations of violation of workplace policy.

The document appears as tracked-changes to the Faculty Handbook. Deletions appear in strikethrough red font and additions appear in underlined green font.

Proposed revisions to the Faculty Handbook

Feb. 3, 2021

Preface to the Handbook

The *George Mason University Faculty Handbook* defines and describes the conditions of full-time instructional, research, and clinical faculty employment; the structures and processes through which the faculty participates in institutional decision-making and governance; and the academic policies of the University as established by its Board of Visitors. As an institution of higher education of the Commonwealth of Virginia, George Mason University is governed by the Code of Virginia. Nothing in this Handbook shall be interpreted as creating any right or benefit not duly authorized by law, or which is contrary to any law, policy, rule or regulation of the Commonwealth of Virginia.

The provisions of the *Faculty Handbook*, as amended from time to time, are incorporated by reference in all full-time instructional, research, and clinical faculty employment contracts. These provisions are binding on the University and on individual faculty members. The *Faculty Handbook* governs the employment relationship of individual faculty members, and sets forth the rights, privileges, and responsibilities of faculty members and of the University. Faculty and academic administrators are expected to read the *Faculty Handbook* and to be familiar with its contents.

Except as noted below, revisions to the *Handbook* may be proposed by any of the parties who have participated in its adoption: the Board of Visitors; the Faculty Senate, acting on behalf of the General Faculty; and the central administration.

Proposals to revise the Handbook ~~originating from the Faculty Senate or University administrators~~ will be considered by the Faculty Handbook Revision Committee (a University Standing Committee composed of three faculty members elected by the Faculty Senate) ~~a joint committee of the faculty and which meets jointly with representatives from Human Resources and Payroll and the Provost's office.~~ The proposed revisions that are approved by that body will be presented to the Faculty Senate for approval. ~~the central administration consisting of three faculty elected by the Faculty Senate, at least one of whom must be a Faculty Senator, and two administrators appointed by the Provost. The chair of the Faculty Senate appoints one of the elected faculty members as the committee chair. Arrangements must assure an expeditious meeting in cases of urgency. It is not necessary to convene a committee for the following cases:~~

~~Revisions proposed and approved by the Faculty Senate, and approved by the Provost;~~

~~Revisions proposed by the central administration, and submitted to and approved by the Faculty Senate.~~

[Rationale: This proposed revision corresponds to the way revisions have been prepared and presented to the BOV for the last several years.]

All revisions require the formal approval of the Board of Visitors. Each revision shall be incorporated, as of the effective date fixed by the Board, in all existing and future faculty employment contracts; however, no revision shall operate retroactively to change materially the substantive rights of any faculty member or the conditions of award of tenure for faculty members already granted tenure, or who have filed a written request with his or her Dean to be evaluated for the award of tenure. For example,

the conditions of employment governed by the Handbook may be changed prospectively and criteria for tenure may be changed for faculty who have not been awarded tenure, but may not be changed for faculty already tenured. Where no effective date is fixed for a revision, it shall become effective on July 1st following its approval by the BOV.

When a policy or procedure described in this Handbook is subject to alternative interpretations, then the Provost and the Faculty Senate Executive Committee will be the designated body to resolve the disagreement.

As of the date of the adoption of this edition of the Handbook, all prior policies with respect to matters covered therein are superseded. With the exception of the bylaws governing the University's Board of Visitors, the provisions of this Handbook supersede all inconsistent bylaws, policies and procedures in effect at the time of its adoption by the Board of Visitors (including, if applicable, custom and usage) of any officer, person, body, or unit of the University, including but not limited to the President or other officer of the University and any college, school, academic department, academic school, or other faculty organization.

[Rationale: The small revisions above are consistent with other revisions that define and differentiate departments and schools as subdivisions of larger collegiate units in Chapter.]

[No further changes to this section.]

CHAPTER I. UNIVERSITY ORGANIZATION

1.1-1.2 *No changes*

1.3 Faculty Organization

The faculty conducts its work and participates in institutional governance at the University level, the college/school level, and the level of the local academic unit (defined in Section 1.3.6). The faculty is organized accordingly, to provide for the exercise of its responsibilities at all three levels, as described in Sections 1.3.1-~~through~~ 1.3.6 below. Faculty who are assigned to the Provost's office, and do not have a primary affiliation in a college/school (Section 1.3.6), participate in University level governance as members of the General Faculty (Section 1.3.1) and are considered to belong to an independent academic unit.

[Rationale: There are many faculty, such as those who teach in INTO, who do not have primary affiliation with a college/school. In order to insure that they are recognized to the extent possible as being covered by the Faculty Handbook and deserve to be represented in various roles within the University, this language is added. The Charter of the Faculty Senate uses the term collegiate "Independent Unit" which may be represented by a Faculty Senator. Pending amendments to the Charter will include "independent academic unit" in addition to "collegiate unit" as having representation in the Faculty Senate.]

In accordance with the best traditions of American universities, the faculty plays a primary role in two types of determinations: the University's academic offerings and faculty personnel actions. The faculty also plays a vital role in academic organization and institutional change.

1.3.1 The General Faculty

The General Faculty consists of all faculty who have full-time instructional, research, or clinical appointments at any George Mason University campus. The General Faculty participates in governance at the university level.

[Rationale: This language now includes the faculty hired through Mason Korea LLC and who have their primary affiliation at that campus. By being members of the General Faculty, they are able to stand for election to committee membership and to vote as General Faculty in elections.]

Meetings of the General Faculty are scheduled by the President of the University, who serves as presiding officer. If at least 10% of the voting membership petitions for a called meeting of the General Faculty, the President is obliged to schedule it within thirty days, or within ten days if the purpose of the call is to consider modification of the authority the General Faculty has granted the Faculty Senate; or reversal of specific decisions of the Senate; or amending the Senate charter. All members of the General Faculty have voting rights on matters that pertain to the General Faculty. All members of the University community may attend meetings of the General Faculty and participate in the debate of matters that come before it. The General Faculty may meet electronically, provided the technology used allows all members to hear each other simultaneously, seek recognition, vote, and exercise other rights.

Without relinquishing the generality of its powers, The General Faculty delegates by Charter to the Faculty Senate the responsibility for shared academic governance at the university level. Only those faculty who have instructional appointments – tenured, tenure-track, term, or adjunct – may be elected to the Faculty Senate.

[The remainder of this document (except for the last page) are proposed revisions to make the Faculty Handbook language regarding collegiate units and their subdivisions correspond to actual practice.]

1.3.3 Colleges and Schools

The colleges and schools of the University are communities of teaching, learning, research and scholarship, and service established by the faculty and administration and approved by the Board of Visitors. They house faculties and programs representing shared educational interests, ~~and may or may not be sub-divided into departments~~. Colleges and schools may also be subdivided into schools academic departments. Colleges may be also subdivided into one or more academic schools.

[Rationale: Schools that are subdivisions of colleges are properly named here as “academic schools” to differentiate them from schools that are the functional equivalent of a college.]

As an organizational unit, the college/school meets four functional criteria: (i) it has a tenured and tenure-track faculty directly and specifically appointed to it or to its ~~departments~~ academic subdivisions by the Board of Visitors; (ii) its faculty establishes degree requirements; authorizes the conferral of degrees; proposes, reviews and approves courses and programs; actively participates in decisions

concerning the creation, reorganization and dissolution of units within the college/school; and plays a key role in faculty personnel actions such as appointments, promotion, and granting tenure; (iii) it has an instructional budget that includes FTE funds for the payment of its faculty's salaries as well as funds for goods and services in support of its academic programs and other activities; and (iv) its chief administrative officer is a Dean who reports directly to the Provost.

The faculties of colleges/schools, together with their Deans, determine the processes and procedures of governance they will employ, consistent with the provisions of the Faculty Handbook. All colleges/schools, and if so sub-divided, each of their ~~departments~~ academic subdivisions, must act in accordance with the best traditions of the academic profession and within the following guidelines, which prescribe that they

- a. operate in an open and democratic manner;
- b. define their own voting membership;
- c. adopt bylaws or standing rules that are published and made available to all members and that undergo periodic review and that include procedures and define eligibility for faculty participation in the activities specified in this Handbook;
- d. meet often enough to ensure good communication and the timely conduct of business;
- e. hold meetings that follow an agenda distributed in advance;
- f. record the proceedings of the meetings in minutes that are distributed to and approved by the faculty.

1.3.4 Academic ~~Institutes~~ Schools

[Note: Academic Institutes no longer exist. The new language is for academic schools that parallels that of academic departments in the following Section 1.3.5. Although academic schools have existed for a number of years, they have not been acknowledged in the Faculty Handbook.]

Colleges may be subdivided administratively into one or more academic schools. Academic schools may be further subdivided into academic departments. The lowest unit subdivision within the college is the local academic unit (LAU). Schools that are not subdivided are administered by a director. Schools that are subdivided into departments are administered by a divisional dean.

Academic school faculties determine their own voting membership. Together with their administrators, they determine the processes and procedures of governance they will employ, but all schools must follow the guidelines applicable to colleges/schools set forth in Section 1.3.3.

~~An academic institute is an organizational unit of the University that fosters interdisciplinary activities that transcend the disciplines based in any single college/school. In addition to research and scholarship and service activities, institutes offer interdisciplinary academic programs that do not duplicate those of other academic units. Academic institutes are also analogous to schools or colleges in that they have a nucleus of full-time faculty appointed directly and specifically to primary affiliation in them.~~

~~In addition, academic institutes may have (i) faculty who are assigned to work in them (full- or part-time) but who are affiliated primarily with other local academic units; and (ii) part-time faculty whose work in the University is solely in the institute. Of sufficient size to ensure a sense of community and responsible faculty governance, the faculty of an institute establishes degree requirements; authorizes~~

~~the conferral of degrees; proposes, reviews, and approves courses and programs; and plays a primary role in faculty personnel actions.~~

~~Administratively, the director of an institute is regarded as the equivalent of a Dean, and is therefore expected to possess appropriate academic credentials or their equivalent. Institute directors report directly to the Provost.~~

~~An institute has an instructional budget that includes FTE funds for the payment of its faculty's salaries as well as funds for goods and services in support of its academic programs and other activities.~~

~~The faculties of academic institutes define their own voting membership. Together with their directors, they determine the processes and procedures of governance they will employ, but all institutes must follow the guidelines applicable to schools and colleges set forth in [Section 1.3.3](#).~~

~~For a description of non-academic "Research Institutes," see [Section 1.3.11](#).~~

1.3.5 Academic Departments

~~In such colleges/schools [or academic schools as that may be](#) subdivided administratively [into academic departments](#), ~~to reflect disciplinary differences and intellectual traditions~~, the academic department is the local unit of faculty organization. [Each academic department is administered by a chair](#). ~~Departments are established to carry out programs of instruction, research and scholarship, and public service in particular fields of knowledge. Accordingly, they are organized on the basis of disciplines or fields of study.~~~~

~~Departmental~~ [Academic department](#) faculties determine their own voting membership. Together with their chairs, they determine the processes and procedures of governance they will employ, but all departments must follow the guidelines applicable to colleges/schools set forth in [Section 1.3.3](#).

1.3.6 Definition of Local Academic Units (LAU) and Primary Affiliation

The term "local academic unit" ([LAU](#)) refers to an academic department, [an academic school without subdivision](#), or to a college/school without ~~departments~~ [subdivision](#). In this *Handbook* the chief administrative officers of local academic units are generically called "local unit administrators:" ([LUA](#)).

Although a faculty member's tenure resides in the University as a whole (see [Section 2.1.1](#)), in recognition of disciplinary qualifications and for purposes of governance, tenure-track and tenured faculty are appointed directly and specifically to one or more local academic units. Term faculty are also appointed directly and specifically to one or more local academic units. The status established by such an appointment to a local academic unit is called "primary affiliation." Primary affiliation in one local academic unit does not preclude the possibility of additional part-time or full-time assignments to other local academic units. An appointment to primary affiliation requires the concurrence of the faculty of the local academic unit to which the appointment is to be made and may not be transferred from one local academic unit to another except with the concurrence of the faculty of the unit to which a transfer is proposed.

The local level of governance is the most important in the University for the faculty's direct exercise of professional and peer judgment. Faculties of local academic units actively participate in decision-

making about academic matters, matters of faculty status, and organizational and institutional change. They 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. They play a primary role in such matters of faculty status as the recruitment and initial appointment of new faculty; the reappointment/renewal, promotion, and tenure, ~~and post-tenure review~~ of members; and in the ~~case of departments, the~~ selection of the ~~department chair~~ local unit administrator.

1.3.7 Colleges and Schools without ~~Departments-Subdivision~~

Colleges and schools without ~~departments-subdivision~~ provide simultaneously for faculty governance at the collegiate level (as described in Section 1.3.3) and at the local level. In carrying out their function as local academic units, such colleges/schools will operate analogously to academic departments and academic schools (as described in Sections 1.3.4 and 1.3.5).

1.3.8 The Graduate Council

The Graduate Council, established by the General Faculty, oversees the conduct of graduate education. It establishes the general norms within which local academic units offer graduate degree programs; reviews and acts upon new graduate degree proposals; authorizes the conferral of graduate degrees; participates in the periodic evaluation of graduate programs and the periodic review of academic policy and admissions policies and procedures; and performs other functions as requested by the office of the Provost.

The Graduate Council establishes the specific means of conducting its own business. Like ~~colleges/schools and departments~~ all local units, however, it must act within the guidelines set forth in Section 1.3.3.

1.3.9 Multidisciplinary or Interdisciplinary Programs

Most academic programs are offered by local academic units and are therefore administered and governed by the faculties of such units.

Some multidisciplinary or interdisciplinary programs are offered by faculties drawn from more than a single local academic unit. These faculty members do not hold primary affiliation in those programs but rather, in one or more local academic units (see Section 1.3.6). For purposes of personnel decisions regarding appointment, promotion and tenure, these faculty members are evaluated primarily by their peers in the local units of which they are a part, but with the requirement that recommendations from the multidisciplinary or interdisciplinary program faculty with which they are associated will be given due consideration.

Academic programs which are not internal to a single local academic unit are administered by a program director. This director is regarded as the equivalent of a department chair/school director and is therefore expected to possess equivalent academic credentials. Such program directors normally report to a Dean. If the program transcends the boundaries of a single college/school, normally the program director reports to the Provost.

Program faculty define their own voting membership. Together with their directors, they determine the procedures of governance they will employ, but all program faculties must act within the guidelines set forth in Section 1.3.3.

1.3.10 Centers

A center is a unit of the University intended to advance the University's mission of research and/or public service. Normally housed within a ~~department or~~ college/school or one of its subdivisions, a center does not develop or administer academic degree programs, nor does it possess instructional faculty appointed to primary affiliation with it. Centers may require the presence of research, clinical, and/or professional faculty whose affiliation with the center is subject to the availability of research funds. Faculty appointed to a center under externally funded grants or contracts may not receive tenure-track or tenured appointments through the center. A center is chartered for a specific period of time by a Dean or the Provost on the recommendation of appropriate faculty ~~and Dean(s)~~. Renewal of a center's charter, when called for, is subject to favorable review of a center's performance and accomplishments. A center is administered by a director who serves at will and who is appointed by the local unit administrator of the unit within which the center is housed. Whenever possible, centers are expected to derive most of their operating budgets from a source or sources other than state appropriations.

2.11.2 Grievances

2.11.2.1 Policies Concerning Grievances

This section does not apply to the resolution of (1) research and scholarship misconduct allegations, which are governed by University Policy 4007 –Misconduct in Research and Scholarship; (2) allegations of discrimination, which are ~~investigated~~ governed by procedures published by the Office of Compliance, Diversity and Ethics; (3) allegations of violation of University or Commonwealth workplace policy, which are governed by the procedures published by Human Resources and Payroll; or ~~(3)~~ (4) alleged violations of academic freedom related to reappointment, promotion or tenure, for which Section 2.8 applies.

[Note: this revision is proposed to take into account the new procedures for Human Resources investigation into allegations of faculty violation of Commonwealth or University workplace policy.]

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CHAPTER I. UNIVERSITY ORGANIZATION

1.1-1.2 *No changes*

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As an organizational unit, the college/school meets four functional criteria: (i) it has a tenured and tenure-track faculty directly and specifically appointed to it or to its academic subdivisions by the Board of Visitors; (ii) its faculty establishes degree requirements; authorizes the conferral of degrees; proposes, reviews and approves courses and programs; actively participates in decisions concerning the creation, reorganization and dissolution of units within the college/school; and plays a key role in faculty personnel actions such as appointments, promotion, and granting tenure; (iii) it has an instructional budget that includes FTE funds for the payment of its faculty's salaries as well as funds for goods and

services in support of its academic programs and other activities; and (iv) its chief administrative officer is a Dean who reports directly to the Provost.

The faculties of colleges/schools, together with their Deans, determine the processes and procedures of governance they will employ, consistent with the provisions of the Faculty Handbook. All colleges/schools, and if so sub-divided, each of their academic subdivisions, must act in accordance with

the best traditions of the academic profession and within the following guidelines, which prescribe that they

- a. operate in an open and democratic manner;
- b. define their own voting membership;
- c. adopt bylaws or standing rules that are published and made available to all members and that undergo periodic review and that include procedures and define eligibility for faculty participation in the activities specified in this Handbook;
- d. meet often enough to ensure good communication and the timely conduct of business;
- e. hold meetings that follow an agenda distributed in advance;
- f. record the proceedings of the meetings in minutes that are distributed to and approved by the faculty.

1.3.4 Academic Schools

[Note: Academic Institutes no longer exist. The new language is for academic schools that parallels that of academic departments in the following Section 1.3.5. Although academic schools have existed for a number of years, they have not been acknowledged in the Faculty Handbook.]

Colleges may be subdivided administratively into one or more academic schools. Academic schools may be further subdivided into academic departments. The lowest unit subdivision within the college is the local academic unit (LAU). Schools that are not subdivided are administered by a director. Schools that are subdivided into departments are administered by a divisional dean.

Academic school faculties determine their own voting membership. Together with their administrators, they determine the processes and procedures of governance they will employ, but all schools must follow the guidelines applicable to colleges/schools set forth in [Section 1.3.3](#).

1.3.5 Academic Departments

In colleges/schools or academic schools that are subdivided administratively into academic departments, the department is the local unit of faculty organization. Each academic department is administered by a chair.

Academic department faculties determine their own voting membership. Together with their chairs, they determine the processes and procedures of governance they will employ, but all departments must follow the guidelines applicable to colleges/schools set forth in [Section 1.3.3](#).

1.3.6 Definition of Local Academic Units (LAU) and Primary Affiliation

The term "local academic unit" (LAU) refers to an academic department, an academic school without subdivision, or to a college/school without subdivision. In this *Handbook* the chief administrative officers of local academic units are generically called "local unit administrators" (LUA) .

Although a faculty member's tenure resides in the University as a whole (see [Section 2.1.1](#)), in recognition of disciplinary qualifications and for purposes of governance, tenure-track and tenured faculty are appointed directly and specifically to one or more local academic units. Term faculty are also appointed directly and specifically to one or more local academic units. The status established by such

an appointment to a local academic unit is called "primary affiliation." Primary affiliation in one local academic unit does not preclude the possibility of additional part-time or full-time assignments to other local academic units. An appointment to primary affiliation requires the concurrence of the faculty of the local academic unit to which the appointment is to be made and may not be transferred from one local academic unit to another except with the concurrence of the faculty of the unit to which a transfer is proposed.

The local level of governance is the most important in the University for the faculty's direct exercise of professional and peer judgment. Faculties of local academic units actively participate in decision-making about academic matters, matters of faculty status, and organizational and institutional change. They 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. They play a primary role in such matters of faculty status as the recruitment and initial appointment of new faculty; the reappointment/renewal, promotion, and tenure, of members; and in the selection of the local unit administrator.

1.3.7 Colleges and Schools without Subdivision

Colleges and schools without subdivision, provide simultaneously for faculty governance at the collegiate level (as described in [Section 1.3.3](#)) and at the local level. In carrying out their function as local academic units, such colleges/schools will operate analogously to academic departments and academic schools (as described in [Sections 1.3.4](#) and [1.3.5](#)).

1.3.8 The Graduate Council

The Graduate Council, established by the General Faculty, oversees the conduct of graduate education. It establishes the general norms within which local academic units offer graduate degree programs; reviews and acts upon new graduate degree proposals; authorizes the conferral of graduate degrees; participates in the periodic evaluation of graduate programs and the periodic review of academic policy and admissions policies and procedures; and performs other functions as requested by the office of the Provost.

The Graduate Council establishes the specific means of conducting its own business. Like all local units, however, it must act within the guidelines set forth in [Section 1.3.3](#).

1.3.9 Multidisciplinary or Interdisciplinary Programs

Most academic programs are offered by local academic units and are therefore administered and governed by the faculties of such units.

Some multidisciplinary or interdisciplinary programs are offered by faculties drawn from more than a single local academic unit. These faculty members do not hold primary affiliation in those programs but rather, in one or more local academic units (see [Section 1.3.6](#)). For purposes of personnel decisions regarding appointment, promotion and tenure, these faculty members are evaluated primarily by their peers in the local units of which they are a part, but with the requirement that recommendations from the multidisciplinary or interdisciplinary program faculty with which they are associated will be given due consideration.

Academic programs which are not internal to a single local academic unit are administered by a program director. This director is regarded as the equivalent of a department chair/school director and is therefore expected to possess equivalent academic credentials. Such program directors normally report to a Dean. If the program transcends the boundaries of a single college/school, normally the program director reports to the Provost.

Program faculty define their own voting membership. Together with their directors, they determine the procedures of governance they will employ, but all program faculties must act within the guidelines set forth in [Section 1.3.3](#).

1.3.10 Centers

A center is a unit of the University intended to advance the University's mission of research and/or public service. Normally housed within a college/school or one of its subdivisions, a center does not develop or administer academic degree programs, nor does it possess instructional faculty appointed to primary affiliation with it. Centers may require the presence of research, clinical, and/or professional faculty whose affiliation with the center is subject to the availability of research funds. Faculty appointed to a center under externally funded grants or contracts may not receive tenure-track or tenured appointments through the center. A center is chartered for a specific period of time by a Dean or the Provost on the recommendation of appropriate faculty. Renewal of a center's charter, when called for, is subject to favorable review of a center's performance and accomplishments.

A center is administered by a director who serves at will and who is appointed by the local unit administrator of the unit within which the center is housed. Whenever possible, centers are expected to derive most of their operating budgets from a source or sources other than state appropriations.

2.11.2 Grievances

2.11.2.1 Policies Concerning Grievances

This section does not apply to the resolution of (1) research and scholarship misconduct allegations, which are governed by [University Policy 4007 –Misconduct in Research and Scholarship](#); (2) allegations of discrimination, which are governed by procedures published by the Office of Compliance, Diversity and Ethics; (3) allegations of violation of University or

Commonwealth workplace policy, which are governed by the procedures published by Human Resources and Payroll; or (4) alleged violations of academic freedom related to reappointment, promotion or tenure, for which [Section 2.8](#) applies.

[Note: this revision is proposed to take into account the new procedures for Human Resources investigation into allegations of faculty violation of Commonwealth or University workplace policy.]

Graduate Council (Submitted by Cristiana Stan – Faculty Senate representative – January 27, 2021)

Report from the Graduate Council Meeting
December 16, 2020

Updates and Announcements:

Presidential Awards for Faculty Excellence: Dr. Laurence Bray announced that there are 4 awards that are available. Faculty members are encouraged to review the [website](#) for nomination requirements and the deadline for submitting nominations.

Current Graduate Student Demographics Data: Dr. Bray is continuing to work on obtaining first-generation graduate student information. Updates will be provided as the information becomes available.

BAM Marketing: Dr. Bray and the Associate Deans are working with the Office of Communications and Marketing to create a marketing plan that advertises BAM programs to undergraduate Mason students and prospective undergraduate students.

SalesForce and TargetX: Updates and improvements are scheduled for the platforms, which will put a pause on all new program or application changes in the system from February 16th, 2021 till April 12th, 2021. If your unit anticipates getting SCHEV program approval during this time frame you are encouraged to email Ms. Brett (cbrett@gmu.edu) and Ms. Woodruff (swoodru3@gmu.edu) to discuss whether it is feasible to plan any needed updates ahead of time so they can be uploaded as soon as possible after April 12.

Workflow List of Graduate Faculty Application Initiators: Dr. Bray reminded units that their list of approved workflow initiators must to be sent to Ms. Kristin Amaya (kfairch1@gmu.edu).

Fall 2020 Alternative Grading: Dr. Bray announced Fall 2020 COVID-19 updates are available on the Graduate Education website and include graduate student information that the Registrar's Office has also made available, including ongoing special considerations for international students. The Office of Graduate Education will also do this for Spring 2021.

Award Updates: Dr. Laurence Bray announced that the [Office of Graduate Education](#) has awarded 75 High Impact Grants and 21 Doctoral Research Scholarships.

Policies:

[AP.6.7 Bachelor's/Accelerated Master's Degrees:](#) Approved

[AP.6.1.5 Institutional Credits \(NEW\):](#) Approved

[AP.6.4.4 Voluntary Resignation from Graduate Academic Program revision:](#) Approved

[AP.6.9.2:](#) Approved

The report is based on the minutes circulated by Ms. Kristin Amaya. Respectfully Submitted by Cristiana Stan, Faculty Senate Representative to the Graduate Council 2020-2021

Grievance Committee (Submitted by John Farina, Chair – January 19, 2021)

There is no new or ongoing business for the Grievance Committee.

Mason Academic Assessment Council (Submitted by Sheena Serslev – January 25, 2021)

Mason Academic Assessment Council – Pilot Peer Review of Academic Annual Assessment Reports

The [Mason Academic Assessment Council](#) (MAAC) has completed a pilot review of all academic programs that submitted a 2019-2020 academic assessment submission in Tk20. Each council member engaged in a small group/peer-driven process. Recognizing the disciplinary expertise of faculty, the reviews focused not on program content but on the assessment process itself and members engaged with the spirit of providing positive formative feedback. The Office of Institutional Effectiveness and Planning (OIEP) hosted sessions to frame the feedback process, clarify the role of the reviewer, and share themes from the feedback process. In an effort to acknowledge exemplary efforts and support continuous improvement, a feedback rubric will be shared with all programs in January/February 2021.

Mason Core Committee (Submitted by Melissa Broeckelman Post, co-chair – December 17, 2020)

Mason Core Committee Report

December 10 meeting

Courses approved for inclusion in the Mason Core:

- AVT 110: Digital Design Studio (IT)
- RELI 271: The Bible as Literature (LIT)
- SOCW 200: Introduction to Social Work (SBS)

At the request of the Organization and Operations Committee, we reviewed our charge and submitted suggested updates to the charge to O&O that better reflect the work of the Mason Core Committee.

Master Plan Steering Committee (Submitted by Shannon Davis, Zachary Schrag and David Wong, Faculty Senate representatives – January 25, 2021)

Report from Senate Members of the Master Plan Steering Committee

On December 8, 2020, the master plan staff hosted their fourth online town hall, at which the consultants presented the scenarios that we mentioned in our September 2020 report, which was included in the agenda for the September 30 meeting of the Faculty Senate. The December town hall was well attended and prompted thoughtful questions from those participating. The master plan staff are working to post the slide deck and recording of that town hall in the Master Plan Document Library, <https://construction.gmu.edu/university-master-plan/document-library>.

The university staff and Dumont Janks team are preparing a Phase 1 draft report, which they plan to circulate for comment by members of the Steering Committee some time in February. They are also beginning work on Phase 2, designed to "focus on more detailed planning for the highest value scenarios."

Descriptions of the two phases can be found online as the Master Plan Timeline, <https://construction.gmu.edu/university-master-plan/master-plan-timeline>. That timeline originally envisioned Phase 1 to be complete by October 2020.

Recreation Advisory Committee (Submitted by Esther Peters – January 27, 2021)

The Recreation Advisory Committee last met on December 3. Although the Recreation Athletic Complex (RAC) and Aquatic & Fitness Center (AFC) had reduced hours or closed during Mason's winter break, with the start of spring semester more reservation times have been opened for use of the facilities and swimming pools. Graduate Assistant positions were advertised and filled in January. Cubbies are now available in the RAC and the locker rooms are open in the AFC for swimmers to use to change out of their wet swimsuits; however, the showers remain closed. Swimmers can enter the facility about 15 min before their time slot and use the locker rooms afterward, but they must exit the pool 20 min before the end of their time slot. All patrons must exit the facilities when their hour ends so that equipment can be cleaned and sanitized. Suggestions were made to add more benches and outdoor sports, as well as virtual programming, and to improve communication about the facilities through department listservs to faculty, staff, and students. Additional lifeguards will be needed. The next meeting of the Recreation Advisory Committee will be on February 2.

SACS-COC Reaffirmation Committee (Submitted by Shannon Davis, Faculty Senate Representative and Matt Smith, Director of Accreditation, Chair January 22, 2021)

The members of the Reaffirmation Planning Group continue to serve faithfully their roles as a points of contact for needs related to the self-study portion of our SACSCOC reaffirmation of accreditation. Furthermore, the representatives of the colleges/schools continue to support this vital initiative by providing extensive input and documentation for the self-study report, which will be submitted to SACSCOC this summer.

University Naming Committee (Submitted by Karen Akerlof, Faculty Senate Representative – January 17, 2021)

University Naming Committee Report

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

During its November 2020 meeting, the University Naming Committee discussed the naming of 1) a pier be constructed at the Potomac Science Center and 2) a shuttle annex out-building at West Campus. Chair Paul Allvin, Vice President of Strategic Communications and Marketing, also briefed the committee about the President's anti-racism initiative and the role of the committee.

- **"Kelso Learning Pier"**: The College of Science requested an honorary naming of a pier be constructed at the Potomac Science Center after Dr. Don Kelso. All members were in favor.

- **“Shuttle Support Annex”:** Joy Staulcup, Associate Director Office of Space Management, presented the Shuttle Annex naming. The committee discussed the naming and suggested a change to Shuttle Support Annex to better describe its purpose. All members were in favor.
- **President's Anti-racism Initiative:** Chair Philip Stamper indicated that there are three tasks: 1) create an inventory of currently named buildings/locations to be evaluated to present a list of recommended changes; 2) review current naming procedures to improve honorary naming procedures and suggest considerations for future naming requirements to avoid repeating the evaluation process unless the circumstances were changed; and 3) develop a regular reviewing procedure to all named building (mainly applicable for changing circumstances of an active alive donor).

Following the meeting, the Executive Council approved both the Kelso Learning Pier and Shuttle Support Annex naming requests.