

GEORGE MASON UNIVERSITY
MINUTES OF THE FACULTY SENATE MEETING
NOVEMBER 4, 2020
Electronic Meeting*, 3:00 – 4:15 p.m.

Total number of Attendees = 186.

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

Senators Absent: Ann Ardis, Robert Baker, Kenneth Ball, Henry Butler, Rick Davis, Germaine Louis, Fernando Miralles-Wilhelm, Alpaslan Özerdem, Gregory Washington.

Visitors: Julia Adams (Adjunct Faculty – UNIV 100), LaShonda Anthony (Director, Academic Integrity), Supriya Baily (Associate Professor, FAST TRAIN, College of Education and Human Development), Dominique Banville (Faculty Athletic Representative/School of Education), Michelle Barr (Salesforce Communications Analyst, Enrollment Management), Daniel Behrooz (Student), Colin Billings (Student Senate Liaison), Enoch Belony (Talent Acquisition Consultant, Human Resources/Payroll), Michael Bloom (Associate Professor, Global and Community Health), Atharv Bogra (Student), Melanie Bopp (Head, Access Services, University Libraries), Jeanne Booth, Kevin Borek (VP and CIO, Information Technology Services) Lisa Breglia (Senior Associate Dean, CHSS), Emily Brennan-Moran (Assistant Professor, Department of Communication), Stephen Brown (Assistant Professor, Health Administration and Policy, College of Health and Human Services), Andrew Bunting (Executive Director, Enrollment Services), Jacqueline Burek (Assistant Professor, English), Tom Butler (Senior Associate Registrar), Xiaomei Cai (Associate Chair, Communication), James Casey, (Assoc. Director, Virginia Serious Games, Assistant Professor, Computer Game Design, CVPA), Shanti Chang (Assistant Professor, School of Nursing), Holden Childress, Kai Crawford (Student), Allison Cuellar (Professor, Health Administration and Policy, College of Health and Human Services), Deb Dickenson (VP for Finance, Fiscal Services), Fatou Diouf (Term Assistant Professor / ISOM), Edward Dittmeier (University Auditor), Kimberly Eby (Associate Provost for Faculty Affairs and Development), Jen Fehsenfeld (Team Lead, Arts and Humanities, University Libraries), James Finkelstein (Professor Emeritus of Public Policy, Schar School of Policy and Government), Cynthia Fuchs (Interim Director, College of Visual and Performing Arts), Fred Geldon (Adjunct Professor/Computer Science Department), Marcy Glover (Operations Manager, Academic Initiatives and Services, Office of the Provost), , Renate Guilford (Associate Provost for Academic Administration), Bassam Haddad (Associate Professor/Middle East Studies Program Director, Schar School of Policy and Government), Diane Hamilton (Student), Raid Hassan (Student), Monson Hayes (Chair, Electrical and Computer Engineering), Jo Ann Henson (Business and Economics Librarian, University Libraries), Molli J. Herth (Program Manager, Faculty Affairs and Development, Office of the Provost), Matt Hicks (Director Information Technology and Security, College of Health and Human Services), Kimberly Hoffman (Lead Science and Technology Team and Mercer Library, University Libraries), Ginny Hoy (Term Asst. Professor, English and BIS), Kathryn Jacobsen (Professor, Global and Community Health, CHHS), Zain Jafri, Devon Johnson (Associate Professor, Criminology, Law and Society), Niha Kazmi (Student, School of Business), Kylee Kennerly (Student), Karyn Kessler (Academic Director, INTO George Mason University, Term Assistant Professor, ESL/Applied Linguistics), Dae Young Kim (Associate Professor, Sociology and Anthropology), Maoria Kirker (Chair, Librarians Council– University Libraries),

Sr. VP Carol Kissal, Julien Kmec (Student), Laura Kosoglu (Associate Department Chair and Associate Professor / Civil and Environmental Engineering Department), Misty Krell (Director of Academic Affairs, School of Integrative Studies), Nicholas Kremposky (Student), Kerri LaCharité (Assistant Professor, Nutrition and Food Studies, College of Health and Human Services), Susan Lawrence (Director, University Writing Center, English), Hun Lee (Associate Professor, Management, School of Business), Jaime Lester (Associate Dean, CHSS), Jocelyn Lewis (Head, Resource Acquisition, University Libraries), Jon Lister, Cynthia Lukyanenko, Songlun Luo (Associate Professor, SEOR, VSE), Kim MacVaugh (Librarians Council Secretary, University Libraries), Tanya Malik (Student) Kate Malone (Student), Doug McKenna (University Registrar), Jim Metcalf (Professor, Global and Community Health, CHHS), Theodore Mims (Student), Janette Muir (Associate Provost, Academic Initiatives and Services), David Namiotka (Director, Finance Administrative Systems Team, Fiscal Services), Cheryl Oetjen (Associate Professor, Graduate Program Division Director, School of Nursing), Kyeung Mi Oh (Associate Professor, School of Nursing, College of Health and Human Services), Thomas Owens (Student), Sam Phan (Student), Christy Pichichero (Associate Professor of French and History), Cathy Pinsky (Capital Program Director, Facilities), Peter Plavchan (Associate Professor, Physics and Astronomy), Abhishek Ray (Assistant Professor, ISOM, School of Business), Claudia Rector (Honors College), Danielle Reich (Director of Employee Relations, Human Resources/Payroll), Shelley Reid (Director for Teaching Excellence, Stearns Center for Teaching and Learning), Bryant Rocha (Student), Paul Rogers (Sr Scholar, Advancement of Well Being, English), Christine Rosenfeld (Assistant Professor, Geography and Geoinformation Science, COS), Carole Rosenstein (Associate Professor, Arts Management, College of Visual and Performing Arts) Beth Roszkowski (Team Lead, Social Science and Head, Arlington Campus Library, University Libraries), Lori Rottenberg (Term Instructor, English Language, INTO), Hunter Rowlette, Julian Sales (Student), Saim Sandhu (Student), Catherine Saunders (Term Professor, English, CHSS), Sylvia Schreiner (Assistant Professor, English), Pam Shepherd (Communications Director, Office of the Provost), Margaret Slavin (Associate Professor, Nutrition and Food Studies, College of Health and Human Services), Allistar Smith (Student), Matt Smith (Director of Accreditation/Office of the Provost), Ajith Sumesh (Student), Santi Taboada (Student), Girum Urgessa (Associate Professor, Civil, Environmental and Infrastructure Engineering), Arman Vafabekhsh (Student), Niki Vlastara (Term Asst. Professor, Marketing, School of Business), Ken Walsh (Chief of Staff, Office of the President), Tobi Walsh (Assistant Vice President, Capital Strategy and Planning, Office of the Senior Vice President), Michelle Williams (Associate Professor, Global and Community Health, CHHS), Preston Williams (Presidential Communications Manager, Office of Communications), Elizabeth Woodley (University Ethics Officer and Policy Manager, Compliance, Diversity and Ethics; FOIA), John Woolsey (Director of Faculty and Curriculum Development, Honors College), Andy Yao (Assistant Professor, ISOM, School of Business), Michelle Young, Andrea Zach (Assistant Professor – INTO Mason, Modern and Classical Languages), Benjamin Zeitlin (Student).

I. Call to Order: Chair Shannon Davis called the meeting to order at 3:02 p.m.

II. Approval of the Minutes of September 30/October 14, 2020: The minutes will be ready for our December meeting.

III. Opening Remarks – Shannon Davis, Chair

Chair Shannon Davis welcomed faculty senators and guests to the meeting.

IV. Committee Reports

A. Senate Standing Committees

Executive Committee – Shannon Davis, Chair

- Chair Davis announced an additional opportunity for Senators to meet with President Washington: February 8, 2021, 3:00-4:15p. Chair Davis noted that this will be an informal continuation of the discussion from October 14th meeting and not an additional Faculty Senate Meeting.

Academic Policies – Suzanne Slayden, Chair

Continuation of the Discussion from the November 2, 2020: Possible Alternative Grading Options for Fall 2020. She asked for unanimous consent to move forward with the options presented and as amended. Hearing no objection, discussion was opened

MOTION AS AMENDED – NOVEMBER 2, 2020
(amendments in red)

The Faculty Senate Academic Policies Committee proposes that the Faculty Senate discuss and vote (by Qualtrics following the meeting) on the following two grading options for Fall, 2020. (Note: the options do not extend to Spring, 2021.) There is a brief rationale accompanying each option.

Option 1: **Keep the current traditional grading system.**

Rationale: The university has not had significant disruptions or covid outbreaks; faculty designed courses for the previously-announced delivery modes this semester; special grades beyond the original emergency could impact student's professional goals; we are going to live in a disrupted world for a while and this is the new normal; mental health experts recommend consistency for troubled students. This option already affords students the opportunity to [request](#) S/NC grading on some coursework.

Option 2: **Employ the [alternative grade mode](#) used in Spring 2020 for Fall 2020**

1. Note that it applies only to undergraduate students **irrespective of the decision date.**
2. Allow students to make their own determination no later than first day of Spring 2021 classes.
3. Be retroactively available to students for Fall 2020 classes that have already concluded.
4. "Students ~~whose grade was assigned~~ **who were grade-sanctioned** because of a decision by the Honor Committee may not choose the alternate grading ~~policy~~ **mode** for the altered course. Neither academic departments or units, nor their administrators, may use the alternative grading ~~policy~~ **mode** to change a course grade that was assigned to a student as a result of a decision by the Honor Committee."

Rationale: Representing the student body, the Student Senate¹ has requested this option; high levels of stress, anxiety, concern for overall well-being, and student's concerns about their ability to be successful are being reported by those who work closely with our students – including members of the faculty, advisors and coaches, University Life staff, as well as others in student serving units; many other institutions are considering or have adopted an alternative grading without that decision being noted by the instructor.

Discussion:

- Senators discussed the wording to clarify the #4 amendment. Following discussion on the amendment, motion was made and seconded to close discussion and vote on the amendment as follows:

¹ On October 15, 2020, the Student Senate passed a resolution (R#6) stating the following:

"Therefore, be it resolved, that the Student Senate of George Mason University, being a representative body tasked with representing student interests, gives its full faith and support to the proposal to adopt an alternative grade system option for the Fall 2020 semester, and encourages the administration of George Mason University to be aware of and act on these concerns through the implementation of such a system; and

Therefore, be it further resolved, that the Student Senate of George Mason University calls upon the Faculty Senate and the Office of the Provost of George Mason University to accept the student proposal for the adoption of an alternative grading system for the Fall 2020 semester."

“Students who were grade-sanctioned because of a decision by the Honor Committee may not choose the alternate grading mode for the altered course. Neither academic departments or units, nor their administrators, may use the alternative grading mode to change a course grade that was assigned to a student as a result of a decision by the Honor Committee.”

The motion was approved. The amendment passed

- Senator proposed to change amendment #3: “Fall 2020” to “Summer 2020 and the entire 2020-21 academic Year”
 - Senator Slayden objected, noting that the special meeting was only for considering the alternative grading system for Fall 2020. She also noted that Academic Policies committee did not consider ramifications of proposed options beyond Fall semester and discussion would require carrying it beyond purpose of the Special meeting. Following rules, amendment can be brought forward as a new business.
 - Amendment was withdrawn.

Motion to move to a vote electronically using Qualtrics.

Option 1: To keep grading system as it is

Option 2: To approve Alternative Grade Mode with the four bullet points in red.

The Qualtrics vote took place after the meeting adjourned at 4:17 pm.

There were 12 votes for Option 1, and 32 votes for Option 2.

Sergeants-at-Arms David Wong and Rebecca Sutter confirmed the tabulation.

Chair Shannon Davis notified President Washington and Provost Ginsberg of the results.

Budget and Resources - Tim Leslie, Chair

Budget and Resources provided two updates.

- Committee is establishing a process to systematize the acquisition and distribution of all-funds financial data for colleges.
- Committee is working with the administration to find clear faculty engagement touchpoints in the offices overseen by the Senior Vice President for Finance and Administration.

Faculty Matters – Bethany Letiecq and Solon Simmons, Co-chairs

- Faculty Evaluation of Administrators survey was reopened because of a low response rate with new closing date of November 13. Faculty have shared their frustrations with inaction over FEA. The committee has discussed with Provost Ginsberg on ways to address the low response. Senator Letiecq requested faculty to engage and also informed that qualitative data will be handled different this year without identifying respondents.
- Faculty Annual Evaluations during the time of COVID – There are many issues to consider when thinking about on-going evaluations, equity, and justice matters including tenure clock stoppage, concerns about caregiving and disproportionate burden by race, class, gender, increased service, online course prep, COVID impacts on research, and Safe Return to Campus planning. How do we ensure equity in our evaluation processes? She asked faculty to contact anyone on the Faculty Matters committee to talk about your concerns regarding faculty evaluations, especially for the future.
- CHHS workload: petition circulating with faculty in conjunction with the AAUP. The Faculty Matters Committee and the Executive Committee sent a letter to the dean’s office – see [Appendix F](#). Co-chair Solon Simmons noted Bethany Letiecq serves as both the co-

chair of Faculty Matters and the GMU Chapter of the AAUP. The letter from the Faculty Senate Faculty Matters Committee and Executive Committee was on behalf of the Faculty Senate. AAUP has a separate initiative.

Nominations – no report.

Organization and Operations - no report

B. Other Committees/Faculty Representatives

[Appendix A](#)

Academic Appeals Committee

Admissions Committee

Adult Learning and Executive Education Committee

Athletic Council

BOV Academic Policies, Diversity and University Community Committee

BOV Finance and Land Use Committee

BOV Research Committee

Faculty Conduct, Policies and Procedures Working Group

Faculty Equity and Inclusion Committee

Faculty Handbook Revision Committee

GMU Foundation Board of Trustees

Graduate Council

Grievance Committee

Intellectual Property Committee

Mason Academic Assessment Council

Mason Core Committee

Multilingual Students Academic Success Committee*

Shelley Reid and Karyn Kessler, co-chairs noted that the committee's charge is to pay attention to the needs of multilingual students on the Mason Campus. They want to bring forward two different challenges:

- 1) They have done a pretty good job of identifying multilingual students (40-50%). However, they cannot track how to track/measure and access students' academic performance. They have tried different ways to identify who these students are and need stronger collaboration with OIEP (Office of Institutional Effectiveness and Planning). **Key Concern at this time:** There is need for centralized data collection and data analysis partners to establish a baseline of performance to direct additional efforts. **Request Faculty Senate for support:** MASC needs a sustained partner in a fully funded OIEP for the identification and tracking of multilingual students' academic performance at Mason.
- 2) One of the goals for the year is for support – President Washington's Anti-Racism Task Force and new QEP Subject on Anti-Racism – to include in this the idea of linguistic diversity. **Key Concern at this time:** MASC needs to have its faculty development and student support charges *integrated* into campus-wide initiatives to increase relevance and impact. **Goal for '20-'21:** MASC will work to identify solutions to our data needs and will take steps to collaborate with other key faculty/curriculum initiatives.

The Fall 2020 report is posted on the Faculty Senate [website](#).

Chair Davis: There is a request for support from the Faculty Senate and will need support from OIEP for permission and additional time and resources – as a place to report back to the Faculty Senate as university resource. This issue is referred to the Organizations and Operations Committee who will work with the Multilingual Students Academic Success Committee and refer to the Executive Committee to determine next steps.

Parking Appeals Committee
Recreation Advisory Committee
SACS-COC Reaffirmation Committee
Technology Leadership Council
Undergraduate Council
Writing Across the Curriculum

V. New Business

VI. Announcements

- Provost Ginsberg
 - Thanked Chair Shannon Davis for her leadership and faculty senators for the thorough discussion on alternative grading mode.
 - He shared that planning for Spring operation is near finalized. On-site registration for Spring 2021 has increased 5-7% from the Fall 2020.

- COACHE Update [Appendix B](#)
- Mason [FACTS](#) Update [Appendix C](#)
- Title IX/Sexual, Gender Based and Interpersonal Misconduct Policy [Appendix D](#)
- Call for Proposals – Online Assessment [Appendix E](#)
- Faculty Resources for Talking about the Election – posted in the October 28, 2020 [Provost's Newsletter](#)

VII. Remarks for the Good of the General Faculty

Chair Davis: Complete the Qualtrics vote so that it can be validated; we will move as quickly as we can. The results will be forwarded to the President and Provost as soon as possible. She encouraged Faculty Senators to check their emails. Voting will close at 5:00 p.m.

VIII. Adjournment: The meeting adjourned at 4:17 p.m.

Respectfully submitted,
Kumar Mehta
Secretary

Appendix A

Reports from University Committees/Faculty Representatives to Committees

Academic Appeals Committee Report (Submitted by Tamara Harvey, Chair – October 22, 2020)

The Academic Appeals Committee met on October 7 to talk about next steps in revising our charge. Tamara Harvey was reelected as chair of the committee. We agreed that the current university policy, particularly as articulated in the university catalog and on the websites for the associate provosts for undergraduate and graduate education, is not clear about the role our committee plays in academic appeals. We also agreed that our committee should play a role in the appeals process. We plan to meet with the appropriate provost-level offices to discuss clarifying our role in university procedures. This may involve revisions to our charge, but also to the university catalog.

Admissions Committee (Submitted by Tim Curby – October 27, 2020)

The admissions committee has a meeting on Friday in conjunction with the O&O committee to review the charge of the committee.

Adult Learning and Executive Education Committee (Submitted by Robert Pasnak –October 19, 2020)

The committee has not met but solicited and received from following input from Marc Austin.

Directors Brett Josephson and Marc Austin are working with a small group and the Provost to define "training" and how our organizations support university wide efforts as the demand for "upskilling and retraining" rise.

EPE officially changed its name this past summer from EPE (Executive and Professional Ed) to CPE (Continuing and Professional Ed).

In cooperation with VSE they launched a new Cloud Computing Professional Certificate – which is getting a lot of nice attention.

<https://cpe.gmu.edu//public/category/courseCategoryCertificateProfile.do?method=load&certificateId=1416292><<https://cpe.gmu.edu/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=1416292>>

In his capacity as Executive Director for Academic Ventures in the Provost's office Dr. Austin led a working group (Brett Josephson was a member, as was Kamaljeet Sanghera) to define Micro-Credentials at Mason. The full report and supplemental information can be found here:

Here is the link for Micro Credentials at Mason: <https://provost.gmu.edu/initiatives/micro-credentials-mason>

CPE now issues digital credentials as part of this effort and that includes faculty professional development credentials

Athletic Council (Submitted by Dominique Banville, Chair and Faculty Athletic Representative - October 28, 2020)

The Athletic Council met on October 22 with members of the Inter-Collegiate Athletic (ICA) department, faculty members, administrators and one student-athlete(SA). The Athletic Director, Mr. Brad Edwards provided a report of the status of ICA in these uncertain times. Overall SAs are appreciative for the opportunity to return to campus to study and play. Measures are in place to insure a safe environment for their return to play. All competitions have been moved to Spring with a modified schedule limiting competition to local and regional institutions. All trips will be via bus to limit exposure. Strict protocols are being followed by all involved which will include visiting teams when coming to our campus. Financially, the ICA department took a 20% budget cut (\$3.5 M) by not filling open positions unless health and safety was at risk, reducing expenses such as limiting travel, eliminating all wage staff, and using carry forward/reserved funds.

Academically, our SAs are doing very well. Overall GPA for all or SAs in AY 19-20 was 3.37 and 3.54 for Spring 20. All 22 teams had a GPA at or over 3.0. We had 54 provost scholars and 315 SAs earned a place on the A-10 Commissioner's Honor Roll. As the Faculty Athletic Representative (FAR), I conducted the end-of-year (EOY) survey with all SAs and provided a report to the Athletic Director and each unit directly related to the SA success (i.e. academic, compliance, performance, and student affairs). I have participated in a number of conference calls with colleagues within the A10, attended a few sessions of the virtual NCAA Regional Rule seminar in June and attended webinars on transfer legislation and Name, Image and Likeness (NIL) legislation. I attended the Student-Athlete Advisory Council (SAAC) October virtual meeting and met individually with members of ICA to stay in touch with key members of the ICA and SAs. Finally, I have submitted my nomination to represent the A10 on the NCAA Division I Committee on Academics. One main project that will be worked on this year within the Council will be the revision of the EOY survey.

BOV APDUC (Academic Policies, Diversity and University Community) Committee - Keith Renshaw and Christy Pichichero, Faculty Representatives – October 14, 2020

Report from Keith Renshaw and Christy Pichichero, Faculty Representatives to the BOV's APDUC (Academic Programs, Diversity, and University Community) Committee meeting October 1, 2020

APDUC 10/1/20

Provost Ginsberg reviewed current status of academic operations. Campus reopening is going well so far - positivity rates are low, we are testing approx. 800/week. Almost 10,000 classes – 60% are fully online, but 83% of student "seats" are online (because face-to-face and hybrid classes are smaller). About 2/3 of students are enrolled in all online courses – about 1/3 are taking at least one hybrid/face-to-face class. Our capacity in housing is a little more than 50% - positivity rate in students in housing is also very low (about 0.5%).

Of note, most schools are canceling spring break for Spring 2021 – University is considering the same, working with Faculty Senate on that. Also, major projects are still ongoing – Student Experience Redesign, SACSCOC Accreditation, Arlington expansion, Research expansion (highest ever research funding expenditures last year – currently searching for VP of Research).

Renate Guildford and Janette Muir presented on the Instructional Continuity Working Group – has 20+ members, including faculty from every College/School, FS, representatives from Stearns Center. They have been meeting roughly weekly since March. It has been an incredible effort focused on pivot to online in Spring, planning for Fall, being prepared for possible fall pivot. In terms of course development support that Mason has provided during the pandemic, there was a full-service online development project, which assisted in development of 150 courses for Fall 2020. In addition, there were 85 consultations, and 92 technical inspections. Another 40 faculty participated in a "limited support" model. Furthermore, primers were developed to help faculty and cohorts work on their own in developing courses. They are now looking forward to planning for Spring 2021.

David Burge, VP of Enrollment Management, provided an enrollment update. In Spring, things looked bleak nationwide. Great effort was needed to encourage students to enroll. Mason waived application fees and moved "decision date" back 1 month. Mason also offered free online "sample" courses, and 100s participated in that. Also redirected some international students who were worried about getting a Visa to begin studies at Mason Korea. Worked to get CARES funding to students in need, and also worked to reduce administrative holds on registration.

We engaged in extensive communication. Compared to Fall 2019, the overall “headcount” at the University is up 2.2% (850), but overall credit hours are only up about 1.6% – students are taking fewer classes. Another issue is that in-state enrollment is up 3.6%, while out-of-state enrollment is down 2%, which has significant budget implications. More specifically, we are DOWN in new freshmen compared to Fall 2019 (our transfer numbers are up). Overall, our enrollment is up, but did not hit our planned increase, and did not maintain or increase our proportion of out-of-state students.

For context, there is an enrollment decline of 1.8% nationwide - more specifically, undergraduate has declined 2.5% while graduate enrollment has increased 3.9%. So we are “bucking the trend.” Of note, 39% of public doctoral institutions did not meet their enrollment targets – but all other higher ed sectors had 50% or more who failed to meet enrollment targets. The national picture for enrollment is bleak – not only are numbers of traditionally-aged college students declining in the coming years, but about 80% of rising high school juniors indicate that they will seek a college/university within 5 hours of their home. So national competition for out-of-state students will be intense.

With regard to diversity, our incoming freshmen are 58% POC. We are now 48% minority, with increases in Hispanic and African American students. Nationally, the numbers show that POC are enrolling in lower numbers.

Dean Ken Ball presented on the new School of Computing (Statistics, Computer Science, Information Sciences & Technology). This school will join the Volgenau School of Engineering (all engineering) in a new College of Engineering & Computing. Each of the two schools will have a “Divisional Dean” – more than an “Associate Dean.” In part, this is being done to ensure that we can attract national talent for these positions. There will be strong effort to engage the entire campus community – all colleges/schools have computing. There will be a “Stakeholders Committee,” with 5 deans (appointed by Provost), Chairs of SoC Departments, 2 at-large faculty members (appointed by Provost), SoC Divisional Dean – will be co-chaired by Dean of CEC and another Dean appointed by Provost. This structure is the result of the working group that included a large number of faculty across the university, as well as other members. The new CEC will be the largest college at the university. Will be looking at creating new programs – have been a leader nationwide (e.g., new program in cybersecurity has been a world-wide leader).

In response to questions from Visitors, Dean Ball and Provost Ginsberg indicated that the School of Computing is related to Amazon HQ2, but is much broader than that, as it meets broad nation-wide demand. Also, Visitor Chimaladinne asked if we would be surveying students and faculty about their experience during the pandemic – Provost Ginsberg said yes, while trying to avoid “survey fatigue.”

Visitor Iturregui asked whether the University was considering delaying start of Spring 2021 until Feb. Provost Ginsberg indicated we are considering delaying until late Jan and eliminating spring break, but can’t open later than that without impacting summer scheduling – administration is working with Faculty Senate on this issue.

Visitor Iturregui asked whether there are plans to capitalize on the graduation of the 50th class of Mason since it became an independent institution, to assist in our recruitment of out-of-state students. Provost Ginsberg replied that there are plans in place to mark this, and using it to assist in recruitment is a great idea.

Faculty Representative Pichichero implored the committee to keep diversity at the forefront of its discussions, as it is in the name and charge of the committee, and is a central issue at Mason – particularly with regard to diversity of faculty. Dean Ball and Provost Ginsberg indicated their agreement with this sentiment.

The committee voted on and unanimously approved to the following proposals:

- create the College of Engineering & Computing, within which the Volgenau School of Engineering will sit
- create the School of Computing within the College of Engineering & Computing
- change the name of School of Art to School of Art and Design.
- change “MS Telecommunications” to “MS Network Engineering”
- close the MA Graphic Design (CVPA) and the MA Computer Game Design (CVPA) programs
- faculty actions, including conferral of emerita/emeritus status, as well as promotions and tenure

BOV Finance and Land Use Committee (1) (Submitted by David Gally, Faculty Representative, October 16, 2020)



School of Business

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Phone: 703-993-1880; Fax: 703-993-1867

October 2, 2020

Meg Caniano
Faculty Senate Clerk
George Mason University

Here's my summary of the key outcomes from the October 1, 2020, Board of Visitor's Finance and Land Use Committee meeting.

The Finance and Land Use Committee accomplished the following:

- Approved the amended FY 2021 annual budget. This amended budget projects a \$110 million shortfall in Fiscal Year 2021, with revenues projected at \$1.143 billion and expenses projected at \$1.253 billion. Strategies to mitigate the shortfall comprise a 5.5% reduction in spending in school and administration unit budgets (\$31 million) and a 20% reduction in spending in auxiliary enterprises units (\$41 million).
- Approved the proposed Tier 3 management agreement with the Commonwealth for delegated decision authority pertaining to capital projects, information technology, procurement, human resources, and financial operations.
- Approved the 'span of control' annual report that analyzed operational cost efficiency as measured by the number of direct reports per supervisor. The target median span of control is 4 direct reports per supervisor. In April 2020, the actual median span of control was 3 direct supports per supervisor. (Note: the mean span of control was 3.95 direct reports per supervisor.)
- Approved the annual land use plan certification required by the Commonwealth. The land use plan shows present and planned uses of each property the university owns.

The Board also received an update on the development of the new master plan for capital facilities at all Mason campuses.

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

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

BOV Finance and Land Use Committee (2) (Submitted by Mohan Venigalla, Faculty Representative, October 19, 2020)

I have attended the October 1 Zoom meeting of the BOV Finance and Land Use committee. The slide deck presented by Carol Kissal for the committee is on pages 400-449 of the BOV meeting book. You can download it from [here](#).

The biggest takeaway is that the revised FY 21 projected budget-gap in Oct is \$109.9M, which is about \$14.4M less than the projected gap in July 2020 (\$124.3M). Here are a couple of highlights from Carol's presentation, that have direct bearing on faculty.

1. A \$5 million pot was allocated to a program called "Talent Ecosystem" (page 413 of the meeting book). I gather that the purpose of this pot is faculty retention. I asked Carol how this money is distributed. She said that it will be based on deans' recommendations. It is not clear if the pot will also deal with salary compression or, as in several cases, salary inversion issues. Separately, President Washington told the VSE faculty that the university is dealing with the salary compression issue this FY. I
2. BOV has taken action on a proposal on "Tier 3 Authority and Management Agreement". I am not completely familiar with all the intricacies and implication of the Tier 3 status for the University. However, I noted / identified one issue that could significantly impact retirement, healthcare and other benefits of faculty and staff. Here is my understanding, thought process and questions on this subject.
 1. The status change to Tier 3 will help GMU gain more autonomy in decision-making and retain excess funds.
 2. The new status makes all of us University employees. We will no longer be employees of the Commonwealth of VA.
 3. This will allow the university to increase our compensation even in years the state freezes rise.
 4. My questions: How will this impact retirement contributions; healthcare premiums - current and in retirement; and other benefits? What will be the effective dates? Will there be grandfathering?

I did not get a chance to my questions because the meeting was tight on time. However, I would like to follow up on this subject. I encourage the Senate and faculty to study this particular aspect of the BOV action, send me any additional questions they may have. I will compile and consolidate them and seek responses from Carol / BOV.

BOV Research Committee (Submitted by Andrew Novak, Faculty Representative – October 16, 2020)

BOV Research Committee (Submitted by Andrew Novak)

The Research Committee of the Board of Visitors met on October 1. The Committee heard from Aureli Dade, the Interim VP for Research, who described the University's strong growth in research money, including in external research awards. This number is expected to be over \$200 million in 2020, including \$100 million from federal sources. We also heard from VP Dade about the University's multidisciplinary research initiatives, which are designed to support growth across disciplines. Two of these multidisciplinary institutes, Sustainable Earth and Biohealth Innovation, are involved in COVID-19 research.

The Committee also heard from Professor Kamaljeet Sanghera, who is the director of the Institute for Digital InnovAtion (IDIA), a multidisciplinary institute that aims to explore the future of digital society. The Program focuses on internal convening across GMU and external alliances outside of GMU. It has three themes: (1) creating new technologies; (2) computing systems; and (3) digital society. Faculty doing computer research can connect with one another across departments. It provides seed funding for faculty projects, with an emphasis on transdisciplinary research. It also offers support to student research, building a pipeline to graduate studies and research projects. IDIA is spending \$8 million on a new headquarters in Arlington.

Finally, and most importantly, the Committee received an update about GMU's COVID-19 research. This was provided by Professor Aarthi Narayanan. Professor Narayanan's laboratory had existing partnerships with overseas, local, and national universities and had many research projects going on many viruses. This research tended to focus on the communication between a virus and the host. This laboratory, in existence since 2013, provided a network of partnerships for COVID-19 research. Essentially, this laboratory and its partners are pursuing a number of different COVID-19 research "tracks" involving testing, treatment, and a vaccine. First, it is collaborating with INOVA on FDA-approved molecules (these are existing treatments or drugs that can be repurposed for COVID-19 treatment without additional FDA approvals). It is working with MIT and William and Mary on peptides, and with Indiana University on tissue organization. Repurposing existing drugs for COVID-19 treatment involves a number of projects, but the main focus is on Maraviroc, which is an HIV anti-retroviral. It works against HIV (and COVID-19) by reaching a hiding source of virus in the cell. The project with Indiana University focuses on how much Maraviroc would be effective against COVID-19.

Partnerships with universities in Costa Rica and Australia focus on antibodies. These include research on human plasma, which in small quantities can provide treatment for COVID-19, though it's not really sustainable on a large scale. Other projects look at human serum. This GMU laboratory has four different projects going on concerning vaccine development, including two commercial partnerships. It received a \$500 million grant from NIH along with Vanderbilt to develop a "lung chip," which is a synthetic organic material that mimics the human lung. GMU is becoming a one-stop shop for development and FDA approval of a COVID-19 vaccine.

Faculty Conduct, Policies and Procedures Working Group (Submitted by Shannon Davis, Suzanne Slayden and Girum Urgessa – October 20, 2020)

Faculty Conduct, Policies and Procedures Working Group - Report submitted by Shannon Davis, Suzanne Slayden , and Girum Urgessa – October 20, 2020.

The Faculty Conduct Policies and Procedures Working Group met on October 15, 2020. In this meeting, the group unanimously approved the draft procedures, now named Human Resources & Payroll Department – Procedures for Handling Investigations into Alleged Violations of University or Commonwealth Workplace Policy, with a review of the approved procedures to be conducted no later than two years after initial implementation. These procedures were expected to be presented to the Faculty Senate on November 4; they were pulled from the agenda over the objections of the faculty representatives to this working group. The working group continued to discuss sanction guidelines and educational components that will be distributed to the community to accompany the release of the procedures. Updates to the Compliance, Diversity, and Ethics investigation procedures are still under discussion by the working group as well.

Faculty Equity and Inclusion Committee (Submitted by Betsy DeMulder, Co-chair – October 28, 2020)

FACULTY EQUITY AND INCLUSION COMMITTEE (FEIC) 2020-2021

Meeting: October 16, 2020

10-11am

Via Zoom

Members Present:

Xiaomei Cai (CHSS – 2021)

Kelly Knight (COS – 2021)

Sherrice M. Mojgani (CVPA - 2022)

Ricardo Vivancos-Perez (CHSS – 2021) Co-Chair

Betsy DeMulder (CEHD – 2021) Co-Chair

- The three guest speakers were unable to attend (Millie Rivera, Tiffany O’Neal and Kyle Warfield)
- Committee discussed short and long-term goals
- Several committee members are serving on the ARIE Task Force/committees and they shared progress and challenges of that work
- Committee discussed the work of this committee and the intersections with the ARIE Task Force and anti-racism/equity initiatives at the college level
- Determined that this committee can serve to bridge ARIE Task Force efforts and college-level efforts
- Planned to invite college-level equity officers and Task Force members to future FEIC meetings

Faculty Handbook Revision Committee (Submitted by Suzanne Slayden, Chair –October 19, 2020)

The Faculty Handbook Revision Committee has scheduled eight meetings for the 2020-2021 academic year. The main work of these meetings is to incorporate the Term Faculty Committee recommendations into the Faculty Handbook. The FHRC plans to present proposed revisions to the Faculty Senate in Spring, 2021.

GMU Foundation Board of Trustees (Submitted by Keith Renshaw – October 23, 2020)

In my role as faculty representative to the GMU Foundation Board of Trustees, I sit on the Finance Committee. The Finance Committee met on Oct 6. At that meeting, the focus was on the “close-out” of the past fiscal year, which ended June 30, 2020. For the year, despite the pandemic, the Foundation closed the year with slightly higher than projected revenue, and slightly lower than projected costs. In addition, investments ended the year in an adequate position. Furthermore, to date, there has been no decrease in real estate revenue, as all tenants (mostly the University, but also some commercial tenants) are still able to pay rent. Thus, overall, the state of the foundation’s finances is solid. The Foundation is monitoring financial situations very carefully, given the tenuous state of the economy.

The full BOT will meet on Fri Oct 30. Thus, I will provide a report on that meeting with the next Faculty Senate agenda.

Graduate Council (Submitted by Cristiana Stan – October 26, 2020)

Report from the Graduate Council Meeting
October 21, 2020

The Graduate Council discussed and approved a revised version of Graduate Policies regarding Requirements for Masters’s Degree, AP.6.9.6 Individualized Master’s Degree Programs. New language highlighted in italic.

- Old Policy: Students must apply and be accepted to the second master's degree within one year of matriculation in the initial program.
- New Policy: Students must apply and be accepted to the second master's degree within one year of matriculation in the initial program. *The application must include a written statement explaining the intellectual or pedagogical purpose behind the degree program, and the academic symmetries that exist between the underlying fields of study.*
- Old Policy: A restricted number of credits may be shared across dual degree programs, according to [University Policy 3007](#).
- New Policy: A restricted number of credits may be shared across dual degree programs. *Credit may be shared across two programs only. Credit may never be applied to three or more programs. See [University Policy 3007](#) for more information on credit-sharing limitations.*
- Old Policy: An [Individualized Dual Master's Degree Program of Study form](#), approved by directors of both programs, must be submitted to the [Office of the University Registrar](#) upon matriculation in the second program. This will determine the maximum number of credits and specific courses that may be shared across programs.
- New Policy: An [Individualized Dual Master's Degree Program of Study form](#), approved by directors of both programs, must be submitted to the [Office of the University Registrar](#) upon matriculation in the second program. This will determine the maximum number of credits and specific courses that may be shared across programs. *Credits that are shared between programs may need an approved Substitution/Waiver form signed by the appropriate Academic Affairs Office.*

Another academic policy under revision by the council is A.P. 6.7 Bachelor’s/Accelerated Master’s Degrees.

Working Group on Graduate Education Funding Enhancements provided a review of existing funding opportunities for graduate students and presented two new funding proposals for discussion and approval:

1. Graduate High Impact Grant for degree-seeking Master's or Doctoral students. The support is intended:
 - a. To Promote active learning outside the classroom experience
 - b. To provide tuition support towards courses that 1) significantly enhance training and education and 2) are credit-bearing and satisfy degree requirements
2. Doctoral Research Scholars for degree-seeking Doctoral students. The support is intended
 - a. To provide merit-based funding to Doctoral students who have completed a minimum of 48 credits of coursework.
 - b. To enable students to advance their research to progress in 998 and 999 requirements towards completion of their degree

The new funding opportunities have been approved.

Title IX Office presented the council the updated Title IX/sexual and interpersonal misconduct policy and procedure for employees and students implemented by George Mason University in response to the new federal Title IX regulations.

Respectfully Submitted by Cristiana Stan, Faculty Senate Representative to the Graduate Council 2020-2021

Grievance Committee (Submitted by John Farina, Chair – October 16, 2020)

The Grievance Committee usually meets only to discuss cases before it. So far this year there have been no cases, and the Committee has not convened except to elect the chair for the year.

Intellectual Property Committee (Submitted by Tamara Maddox – October 27, 2020)

Tamara Maddox and Aarthi Narayanan attended the Oct. 15 meeting of the Intellectual Property Committee. (Eric Claeys had not yet been added to the committee distribution list and therefore did not receive a meeting invitation. Tamara asked that his name be added to the distribution list to be certain this did not occur for future meetings.)

The initial discussion addressed the status of the Intellectual Property Committee's 2018-2019 effort to update the University IP policies. The committee attempted to reach a consensus regarding the current status and hopes to find documents referencing changes that were in progress when the committee last convened. Tamara and Aarthi agreed that the policy should be completed, but emphasized a need to focus on the faculty's immediate concerns regarding how the University Copyright policy impacts teaching in the current Covid-19 climate, particularly with regard to the University's assertion of a license in perpetuity for video and audio recordings. The committee agreed that this was an important issue and should be considered as part of the IP policy update. We hope to begin discussions of possible approaches at our next meeting, which has not yet been set but will likely take place in November.

Mason Academic Assessment Council (Submitted by Shannon Davis – October 19, 2020)

The representatives have begun the review process of programmatic annual reviews. The Council will met October 26; the discussion focused on the use of the rubric to ensure everyone is using the same process of evaluation.

Mason Core Committee (Submitted by Melissa Broeckelman-Post, Co-chair October 28, 2020)

Mason Core Report to the Faculty Senate

Notes from our meeting on September 24, 2020

Opening remarks: What is the Mason Core?

The chairs reviewed how Mason curriculum is structured for students overall (Major, Minor or electives, Mason Core). Slides were shared showing how the Mason Core is structured (Foundation, Exploration, Integration) and how they relate credit-wise. In addition, credits and Guaranteed Admissions Agreement vs native student status and requirements were mentioned. It may be important to note that due to the high transfer rate, that many of the Mason Core courses we will be responsible for are upper level. A discussion regarding clarification between the Passport Program and ADVANCE ensued.

The Committee Handbook was reviewed. The Handbook includes: the bylaws of the committee and the committee structure, the committee schedule and deadlines, the CIM approval processes, and committee list. Committee responsibilities and expectations were reviewed.

Attendance/Introductions: Bethany Usher (Chair), K Shires (recording secretary), Beth Johnson, Jason Kinser, Sheena Serslev (ex officio), Moses Hunsaker (student senate committee on academics), Melissa Broeckelman-Post, Deb Stroiney, Ben Steger, Ellen Rodgers (guest CEHD), JP Singh, Quentin Alexander (guest, UGE), Laura Poms, Courtney Wooten, Mara Schoeny, Shelley Reid (ex-officio), Jane Hooper, Thomas Polk (guest), Sarah Squire (guest, UGE), Anamaria Berrea (guest-COS), Audra Parker (guest-CEHD), Debra Sprague (guest-CEHD), Krystal Dains (guest-BAS), Francien Markx (guest-CHSS), Lorelai Crerar

Nomination for chair: Melissa Broeckelman-Post was nominated as the co-chair

Move to vote: Motion to elect Melissa Broeckelman-Post as the co-chair **passed** unanimously

Priorities for the Year:

- Anti-racism/Inclusive excellence course in the Mason Core
- Adopting a new submission/assessment plan
- Determining essential Mason learning outcomes, in cooperation with an effort by the Office of Institutional Effectiveness and Planning
- Looking at the data for the Global Understanding courses and determining how to address the discrepancies
- Discussing a resolution of the Capstone/Synthesis duality
- Perhaps trying to make clearer the goals of the Natural Science requirement

The committee asked for clarification on how we might address these goals within the larger context of current events at Mason. Are we looking at any fundamental changes to the Mason Core in the near future? Discussion ensued.

Elect assessment task force: tabled to next meeting

Proposals :

Category	Title	Vote:
Capstone	BAS 491: Applied Sciences Capstone	APPROVED unanimously
SBS	CDS 301: Scientific Information and Data Visualization	Rollback without encouragement to resubmit - unanimous

IT	ELED 257: Integrating Technology in PreK-6	1 approve, 5 approve with revisions 5 approve with major revisions APPROVED
GU	FRLN 331: Topics in World Cinema	Tabled for next meeting
Capstone	NUTR 495: Nutrition and Food Studies Capstone	Tabled for next meeting

Notes from Oct 22 meeting:

In attendance: Bethany Usher (chair), Melissa Broeckelman-Post (co-chair), Krista Shires (recording secretary), Lorelai Crerar, Jane Hooper, Moses Hunsacker, Beth Johnson, Jason Kinser, Laura Poms, Shelley Reid, Mara Schoeny, Sheena Serslev, Ben Steger, Deb Stroiney, JP Singh, Courtney Wooten, Shun Ye

Guests: Tom Polk, Nate Greenberg, Sarah Squire

Proposal announcements

- ENGL 125T: Introduction to Engineering Methods (transfer bridge course)
- IT 304: IT in the Global Economy (attribute removed)

Review proposals

- FRLN 331: Topics in World Cinema (GU): VOTE: Rollback with revisions

Elect assessment task force

Charge: Outline plan by the end of the semester so that we can write it into our SACS plan in early January. Need cycle of regular review that makes sure we review all classes.

Members: Sheena Serslev, Melissa Broeckelman-Post, Courtney Wooten, Laura Poms

ENGH 101 description revisions (Courtney)

The English Department will be updating the catalog description of ENGH 101 which may necessitate a learning outcome change and possible impact on the Writing Intensive course outcomes as well. This is a rare instance where the course is the category. Discussion ensued. The committee generally agreed that the learning outcomes should be adjusted to properly align.

Curriculum Impact Grant/Interview with Seniors (Tom Polk, Courtney Wooten)

Senior students will be interviewed to gauge their experiences with writing during their time at Mason. The committee was asked to spread the word so that they can have enough student participants.

Update on ARIE (Melissa)

Provided a preview of some of the likely proposals that Mason Core will be receiving from the ARIE curriculum committee, ranging from a course that will meet outcomes for an existing category to a proposal for a new category that will be comprised of a single anti-racism/diversity/inclusion course to having diversity outcomes embedded throughout the curriculum. There was some discussion about process, ways to fit this into the Core without increasing the total number of units, and opportunities for ensuring student-centeredness in planning.

Mason-Wide Learning Outcomes (Bethany)

Mason does not currently have an over-arching set of learning outcomes. Having core learning outcomes that we expect Mason students to graduate with (and articulating them) is another curricular need. We have the specialized designations such as GreenLeaf, WI, Mason Core, OSCAR, how can we weave a common thread? Discussion ensued.

Preview of next meeting agenda (November 5, 1:00-2:30pm)

- Review proposals
 - RELI 212: Religions of Asia
 - RELI 314: Chinese Philosophies and Religious Traditions
 - RELI 370: Judaism
- Assessment task force meeting

Multilingual Students Academic Success Committee (Submitted by Shelley Reid and Karyn Kessler, co-chairs – October 28, 2020):

The Fall 2020 report is posted on the Faculty Senate [website](#).

Parking Appeals Committee (Submitted by David Corwin – October 21, 2020)

Faculty Representatives to the Parking Appeals Committee – submitted by David Corwin October 21, 2020

The committee has met with Parking Services regarding our charge. At this point due to low activity on campus, there have been no appeals that have reached our level (second level) to review.

Recreation Advisory Committee (Submitted by Esther Peters – October 27, 2020)

Recreation Advisory Committee Report to the Faculty Senate on November 4, 2020

Drs. Esther Peters, Joel Martin, and Robert Pasnak volunteered to serve as the Faculty Senate representatives to the committee and were approved by the Faculty Senate in September. The first meeting of the GMU Recreation Advisory Committee meeting was held on September 29 by Zoom. Members introduced themselves, then heard about the history of the committee, changes in Mason Recreation staffing, reopening procedures for the facilities, and a new Chair and Vice Chair were selected from among the faculty, staff, and student members. The committee discussed concerns about recreation limitations, including competition for few time slots at the facilities (AFC open 6 a.m.-1 p.m., RAC open 1-8 p.m.), lack of access to locker rooms due to COVID-19 cleaning issues, course offerings such as SCUBA, and how to market and help attract new members from the campus and community. Chair Dennis Kisielewski, Manager of Human Resources, Mason Recreation, compiled recommendations and questions and sent them to appropriate recreation staff, obtaining responses. He also provided results of a survey that had been conducted of membership to gauge response to the reopening. The next meeting is October 29. Please contact us if you have questions or concerns about Mason Recreation.

SACS-COC Reaffirmation Committee (Submitted by Shannon Davis, October 19, 2020)

SACSCOC Reaffirmation Leadership Team - Submitted by Shannon Davis (10.19.20)

The SACSCOC Reaffirmation Leadership Team and Planning Group continue to collect unit/school specific information for inclusion in the report. Members have been recently focused on reviewing narrative language for the report.

Technology Leadership Council (Submitted by Esperanza Roman-Mendoza – October 16, 2020)

Technology Leadership Council Submitted by Esperanza Roman-Mendoza

We do not have a meeting scheduled for the TLC before the end of the year.

We are actually having some internal conversations about how to make the group even more relevant to participants so be on the lookout for some additional information in December/January.

Undergraduate Council (Submitted by Charlie Robison – October 26, 2020)

Undergraduate Council Meeting Notes

Submitted by Dr. Charlie Robison, Faculty Senate Representative

Call to order at 3:30pm, Wednesday, October 21st via Zoom

Primary issues discussed

- Update from Title IX
- Grand Engineering Challenges
- Mason Core and Program Requirements (VSE)
- New Business

Update from Title IX

Angela Nastase (Title IX Coordinator) provided an overview of Title IX's laws and policies. This synopsis served as annual training for all in attendance. Focus was given on updates to GMU's existing policies. There is now a single procedure for handling allegations of sexual misconduct in both student and employee cases. The updated policies also include off-campus misconduct that adversely effects or creates hostile environment on campus or in a University educational program, activity, or employment. Parties have the option of requesting a formal or informal resolution process. The formal resolution process includes an investigation and a live hearing with the opportunity to cross examine.

Grand Engineering Challenges

Bethany Usher presented the UN Global Goals and National Academy of Engineering (NAE) Grand Challenges. These may be part of the future curriculum plan at Mason. Perhaps getting ahead of this before it is mandated to us from upper administration would be beneficial. Cross-disciplinary curricula development could centralize around the Goals and Challenges. Council members shared and discussed their work addressing these endeavors via their curriculum, including the recent rounds of Curriculum Impact Grants (18 of the 19 funded grants were connected to the UN Global Goals).

Mason Core and Program Requirements (VSE)

Sharon Caraballo announced the Volgenau School of Engineering is removing the 24 credits of non-technical coursework required by undergraduate students. This coursework was expected beyond the Mason Core.

New Business

Action Items

MODIFIED PROGRAMS: APPROVED

PROV Modified Program UN-BS-BDCO: Biodiversity Conservation, BS

NEW COURSES: APPROVED

BUS New Course MKTG 335: Strategic Brand Management

CHSS New Course PSYC 410: The Psychology of Environmental Stewardship

CHSS New Course RELI 271: The Bible as Literature

CHSS New Course RELI 300: Theories and Methods in Religious Studies

COS New Course BIOL 429: Biological Foundations of Pharmacology

COS New Course CHEM 472: Modern Polymer Chemistry

COS New Course PHYS 411: Renewable Energy Internship

VSE New Course BENG 314: Pathophysiology and the Role of New Technologies in Human Diseases

VSE New Course BENG 375: Intellectual Property, Regulatory Concepts and Product Development

VSE New Course ME 421: HVAC Design

VSE New Course ME 425: Renewable Energy Engineering

VSE New Course ME 475: Aeronautics I

VSE New Course ME 476: Aeronautics II

MODIFIED COURSES: APPROVED

CHSS Modified Course CRIM 304: Computer Crime, Forensics, and Auditing

VSE Modified Course BENG 320: Bioengineering Signals and Systems

VSE Modified Course ECE 492: Senior Advanced Design Project I

VSE Modified Course IT 102: Discrete Structures

VSE Modified Course IT 300: Modern Telecommunications

VSE Modified Course IT 341: Data Communications and Network Principles

VSE Modified Course IT 488: Fundamentals of Satellite Communications

Announcements

MODIFIED PROGRAMS: APPROVED

BUS Modified Program BU-BS-BUS: Business, BS

BUS Modified Program MKTG: Marketing Minor

CEHD Modified Program E1-BS-TEM: Tourism and Events Management, BS

VSE Modified Program ECE: Electrical and Computer Engineering Minor

VSE Modified Program INFT: Information Technology Minor

VSE Modified Program VS-BS-STIC: Statistics, BS

MODIFIED COURSES: APPROVED

COS Modified Course FRSC 499: Comprehensive Examination
VSE Modified Course BENG 350: Neural System Designs
VSE Modified Course IT 461: Application Development in Cloud
VSE Modified Course IT 471: Big Data on Cloud Systems
VSE Modified Course IT 492: Senior Design Project I
VSE Modified Course STAT 489: Pre-Capstone Professional Development

INACTIVATED COURSES: APPROVED

VSE Inactivated Course ECE 220: Continuous-Time Signals and Systems
VSE Inactivated Course ECE 331: Digital System Design
VSE Inactivated Course ECE 332: Digital Electronics and Logic Design Lab

Items held from Vote:

COS New Course GGS 426: Physical Fundamentals of Remote Sensing
COS New Course GGS 429: Remote Sensing of the Environment and Earth System

Writing Across the Curriculum Committee (1) (Submitted by David Gallay–October 16, 2020)



School of Business

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

October 13, 2020

Meg Caniano
Faculty Senate Clerk
George Mason University

Here's my summary of the key outcomes from the October 12, 2020, Writing Across the Curriculum Committee meeting.

The Writing Across the Curriculum (WAC) Committee accomplished the following:

- Elected Doug Eyman (CHSS) as the committee chairman.
- Discussed our plans for moving WAC toward a project-based and integrated program. This is a work in progress.
- Reviewed our progress in developing and providing instructional support for faculty teaching WAC courses, such as:
 - Updated website
 - Upcoming workshops on teaching and writing in the next two months

The Committee also teed up activities that it will develop in this academic year: a TA peer network and faculty learning communities focusing on teaching research writing to multilingual students.

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

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

Writing Across the Curriculum Committee (2) (Submitted by Tom Polk – October 28, 2020)

The WAC Committee met for the first time this semester on October 12, 2020. Members discussed the Committee's charge and responsibilities; they reviewed data describing the alignment of writing intensive (WI) courses with university criteria, and discussed some last year's projects (including work to refine the recertification process for WI courses). The final portion of the meeting focused on setting the agenda for the year, which tentatively includes revisiting WI course criteria and continuing to refine the review and recertification process for WI courses.

Appendix B

Mason COACHE Faculty Engagement Initiative

The purpose of the [Mason COACHE Faculty Engagement Initiative](#) is to deepen our understanding of faculty satisfaction at Mason. The [Collaborative on Academic Careers in Higher Education](#) (COACHE) at the Harvard Graduate School of Education is a national, research-based initiative designed specifically to understand the job satisfaction of instructional and research faculty. Our Leadership Team (LT) includes representation from many of Mason's Colleges/Schools, as well as other key collaborators across campus. The Faculty Engagement Initiative has four goals:

- Collect comprehensive data that drills down into areas that impact satisfaction and productivity;
- Benchmark results to and collaborate with peer institutions to design effective programs, policies, and practices to facilitate organizational change and improve faculty outcomes;
- Develop a more robust picture of faculty retention; and
- Create Mason-specific action plans to strengthen faculty well-being and success

We had planned on conducting focus group interviews in spring 2020 to gather more detailed information from key populations at the university. These key populations included term faculty, assistant professors, associate professors female associate professors, full professors, underrepresented minority faculty, faculty with inter/multidisciplinary research interests, and department chairs. Due to COVID-19 we transitioned to open-ended, qualitative surveys. A subset of the Mason COACHE LT analyzed the responses to these surveys in summer 2020.

This fall, we have been putting together Summary Reports that focus on integrating what we have learned from four key faculty populations: term faculty, underrepresented minority faculty, associate professors, and faculty with inter/multidisciplinary research interests. These summary reports will be available in early November and will address emerging trends and actions items that Mason might take collectively to strengthen identified areas for growth.

The COACHE LT operates within a culture of transparency and will continue to engage with multiple stakeholders across the academic year to disseminate these ideas in support of implementation efforts for tangible change. We believe that all members of our community will need to be part of the solutions. For more information, please contact facaffs@gmu.edu.

Appendix C

Mason FACTS Update Molli Herst, Program Manager for Faculty Affairs and Development Office of the Provost

Review, Promotion & Tenure (RPT)

- Synchronized RPT Promotion & Tenure Template training has concluded for all four access roles and 400 Faculty were trained.
- Online toolkits and asynchronous training materials were published October 1, 2020 to the [Mason FACTS website](#) for continued post training support and reference.
- Survey feedback has been favorable and indicated alignment with RPT guidelines, ease of use, and achievement of system preparedness.
- Tenure upon hire and external evaluation templates have been drafted and are awaiting testing for a Spring 2021 launch.

Faculty 180 (F-180)

- Base Data Files are being uploaded to the database testing site for Full Time Instructional Research faculty.
- Unit specific configuration sessions concluded Fall 2020 and customized requests are being adapted in the system.
- Updated testing and launch timelines are being finalized.

Appendix D

THINGS TO KNOW ABOUT GMU'S


TITLE IX / SEXUAL, GENDER-BASED, AND INTERPERSONAL MISCONDUCT POLICY

APPLIES TO CURRENT EMPLOYEES AND STUDENTS

SUPPORT MEASURES

OPTIONS AVAILABLE THROUGH TITLE IX AT GMU


Individuals may obtain support measures, such as No Contact Orders, academic support, safety planning, or housing changes, through the Title IX Coordinator regardless of whether they initiate or participate in a formal or informal resolution process.



STANDARD OF PROOF

STUDENT AND EMPLOYEE CASES


The preponderance of the evidence standard continues to apply in student and employee matters. Under this standard in order to be found responsible, the evidence must show that it is more likely than not that the alleged violation occurred.



FORMAL RESOLUTION PROCESS

OPTION FOR AN INVESTIGATION


The Complainant may have the option to request a formal resolution process. This includes an investigation and a live hearing with the opportunity to ask questions of the other party and witnesses, conducted by the parties' advisors.



INFORMAL RESOLUTION PROCESS

OPTION FOR ALTERNATIVE RESOLUTIONS


Parties who do not wish to participate in the University's formal resolution process may have an option to participate in a voluntary informal resolution process. One informal resolution option includes the chance for parties to write impact statements.



ON AND OFF CAMPUS INCIDENTS

INCLUDING OUTSIDE OF THE UNITED STATES

This policy applies to misconduct that occurs on campus, or during a University educational program, activity, or employment. It also applies to off-campus misconduct involving members of the GMU community when the conduct has a continuing adverse effect or creates a hostile environment on campus or in a University educational program, activity, or employment.



Compliance, Diversity, & Ethics
Title IX
373 Aquia Building
Fairfax Campus
703-993-8730
titleix@gmu.edu

TO REPORT SEXUAL MISCONDUCT, DISCRIMINATION OR HARASSMENT ON THE BASIS OF SEX OR GENDER, OR TO OBTAIN ASSISTANCE WITH SUPPORT MEASURES, CONTACT THE UNIVERSITY'S TITLE IX COORDINATOR, ANGELA NASTASE, OR COMPLETE THE ONLINE REPORTING FORM:
[HTTPS://DIVERSITY.GMU.EDU/TITLEIX-WEBFORM](https://diversity.gmu.edu/titleix-webform)

To read the full Policy: <https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>



Stearns Center
for Teaching and Learning

Call for Proposals: Redesigning Online Assessments

Purpose

This call for proposals seeks to provide faculty with resources to support rethinking and implementing new assessment practices in their online classroom. In collaboration with 4-VA at Mason, the Stearns Center's Office of Digital Learning will provide up to ten (10) \$4,000 grants and 1:1 instructional design support to assist faculty who are primarily relying on exam-based assessments and are interested in implementing [alternative assessment practices](#) into their online course. These grants are available for faculty teaching online courses, irrespective of the faculty's school or program.

Each of Mason's schools and colleges will collaborate with their Instructional Continuity Working Group representative to solicit and/or nominate up to three (3) proposals to be reviewed by the selection committee (a list of representatives by school can be found at the [end of this document](#)). Proposals will be evaluated based on the quality of the application materials outlined in the '[To Apply](#)' section below and broad representation from across Mason faculty.

Expectations

Assessment projects represent a multi-term commitment and will begin at the start of the Spring 2021 term with the expectation that the course will be piloted in Summer or Fall 2021 (or, if an exception is granted, Spring 2022). This redesign effort may involve rethinking other elements of the course to align with the new assessment strategy. Faculty should expect to spend 4-5 hours per week, on average, to the redesign of their course's assessments and should be available to meet bi-weekly as a cohort to gather and share ideas.

The goal of the grant is to improve assessment practices across courses and academic units at Mason. Faculty will be expected to report on their project in a way that allows other colleagues to consider and implement similar assessment strategies. Faculty selected for this project should be prepared to share information about their course design and rationale in an initial summary, and, post-pilot, to create a report detailing the findings of the project. Initial reports should be presented by the conclusion of the Spring term via webinars or similar presentation venues; complete share-out presentations should be finalized no later than January 31, 2022.

Overview

As Mason's online presence continues to grow, the challenges regarding scalable and effective assessment have become increasingly apparent as departments and faculty struggle to balance workload, meaningful feedback, and academic integrity. On the heels of a spring 2020 pivot, it has now become even more important to step back and think holistically about how to effectively and authentically assess student learning as an element of raising the quality and integrity of our online courses.

Assessing a course's learning outcomes typically involves strategies commonly used in a face-to-face environment: exams, papers/projects, and homework or other short tasks. Each of these strategies is a valid way to measure a student's knowledge and application of theory within a discipline. In the transition to an online environment, common assessment practices raise additional challenges related to evaluation, as distance and time become contributing factors in maintaining equity and integrity. Faculty have gone to great lengths to apply their assessments rigorously and fairly, but course design constraints often pose challenges to designing assessments that feature the exploration, discovery and invention that are hallmarks of learning and critical inquiry.

During this large-scale pivot to online instruction, faculty have also seen a significant increase in academic integrity violations, exacerbating existing challenges. While the University continues to provide proctoring and other related support services, the fact that assessment-related information has become so easily obtainable requires that departments consider how this trend impacts existing assessment and student learning practices. Course-material-sharing organizations (Chegg, Course Hero, etc.) have become the target of many integrity challenges; however, they are only a symptom of a larger shift in how society sees, accesses, and values information. While there are few empirical studies that explore the correlation between academic integrity and authentic assessment, there is agreement that assessment design should play a significant role in creating a holistic approach to academic integrity.

To address these very real challenges, it is essential that we see this as an opportunity to reimagine student evaluation practices. In doing so, we must create ways that support robust assessments designed for a range of learning modalities, including online environments. Integrating opportunities for students to practice skills through assessments that move away from high-stakes, easily post-able, traditional exams toward more authentic practices helps bolster student engagement, encourages academic integrity, and reduces tendencies toward academic outsourcing. Across a semester, assessments designed for any modality should give students regular and timely feedback to gauge understanding and identify areas where they may need to spend more time. Assessments that provide meaningful connections to a student's life, social environment, and goals create relevancy and, thus, deeper engagement.

To Apply

Each of Mason's schools and colleges will determine the process for proposal submission. Faculty interested in applying should contact their Instructional Continuity Working Group representative with questions. Formal submissions are due to the selection committee by Friday, November 20th.

Faculty should be prepared to submit a two (2) page proposal (maximum) that includes:

- Faculty's name and NetID
- Official course name, number, description, usual course size/cap, and schedule of upcoming offerings (e.g. Summer / Fall 2021)

- A brief summary of the current assessment challenges that need to be addressed, concepts for the redesign, the potential applicability of the assessment strategy to other course types, or a rationale as to why the course will positively impact Mason students.
- An explanation of how the redesign project will provide or enable positive impact on student learning: this might include information about the numbers of students affected (immediately and/or long-term), the importance of the course in the academic unit, and/or the applicability of the proposed changes to other similar courses.
- A brief overview of how the faculty member intends to gather data from the course's pilot semester and share their experiences with colleagues
- A written commitment of support from the faculty member's Department/Unit Chair or Head indicating support for the proposal and commitment to engaging other faculty in assessment redesign based on the pilot semester's results.

Faculty will not be eligible for more than one grant. Faculty should be committed to working in collaboration with an instructional designer from the Office of Digital Learning in the redesign and development of their assessment strategy.

Further Reading

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S. & van Haeringen, K. (2019). Contract cheating: a survey of Australian university students. *Studies in Higher Education*, 44:11, 1837-1856, DOI: 10.1080/03075079.2018.1462788

Harris, L., Harrison, D., McNally, D., & Ford, C. (2019). Academic integrity in an online culture: do McCabe's findings hold true for online, adult learners?. *Journal of Academic Ethics*, DOI: 10.1007/s10805-019-09335-3.

Sabtiawan, W. B., Yuanita, L., & Rahayu, Y. S. (2019). Effectiveness of authentic assessment: performances, attitudes, and prohibitive factors. *Journal of Turkish Science Education*, 16(2), 156-175, DOI: 10.12973/tused10272a

Simon & Sheard, J. (2015). Academic integrity and professional integrity in computing education. *Association for Computing Machinery: Proceedings of the 2015 ACM Conference on Innovation and Technology in Computer Science Education*, 237–241, DOI: 10.1145/2729094.2742633

Sotiriadou, P., Logan, D., Daly, A. & Guest, R. (2019). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*. DOI: 10.1080/03075079.2019.1582015

Villarroel, V., Boud, D., Bloxham, S., Bruna, D. & Bruna C. (2020). Using principles of authentic assessment to redesign written examinations and tests. *Innovations in Education and Teaching International*, 57:1, 38-49, DOI: 10.1080/14703297.2018.1564882

Villarroel, V., Boud, D., Bloxham, S., Bruna, D., Bruna C., & Herrera-Seda, C. (2018) Authentic assessment: creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, 43:5, 840-854, DOI: 10.1080/02602938.2017.1412396

Instructional Continuity Working Group Representatives by School

- **Carter:** Julie Shedd (jshedd@gmu.edu)
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Appendix F

Letter to the CHHS Faculty Council and Representatives of the CHHS Dean's Office from the Faculty Matters Committee and the Faculty Senate Executive Committee – October 5, 2020 begins on the following page



Faculty Senate

4400 University Drive, MS 5E5, Fairfax, Virginia 22030
Phone: 703-993-2990; Email: facsen@gmu.edu

October 5, 2020

Dear Members of CHHS Faculty Council and Representatives of the CHHS Dean's Office,

The Faculty Matters Committee, a Faculty Senate Standing Committee, was asked by multiple CHHS faculty to review the new draft CHHS Workload Policy. In particular, faculty members raised questions about a perceived lack of shared governance and potential inconsistencies with the Faculty Handbook.

The Faculty Matters Committee conducted a thorough review of the policy and forwarded the results of that review to the Faculty Senate Executive Committee. Together, the Faculty Matters Committee and Faculty Senate Executive Committee are now forwarding our review to you and the CHSS Dean's Office for consideration.

The primary concerns we found with the draft Workload Policy are presented below, organized with regard to (1) concerns about the overall approach represented by this policy and the process used, (2) identified conflicts of the policy as written with the Faculty Handbook, and (3) other issues for consideration.

Please let us know if you have any questions. We would be happy to assist, as appropriate and desired, in addressing these and other issues.

Concerns about the Approach

1. We note that the overall approach laid out in this policy is markedly punitive. There is no clear attempt to address possible *development* of faculty into research grants. Rather, this policy reflects a heavy "top-down" approach and uses teaching as a "punishment" for lack of grant-funded research. It would be clearly preferable to present a more collaborative approach that is (a) focused on faculty development and (b) the *entirety* of the CHHS mission.
2. Seeking to put such a policy into place *in the midst of a global pandemic* appears shortsighted and conveys a lack of basic understanding of the stress on faculty at this time. We acknowledge the "grace period" that is included, but it typically requires multiple years to successfully obtain grant funding, even for experienced grant-writers. Asking for this type of fundamental shift in the focus of faculty work, in the midst of the largest shift to online education in the history of higher education, seems destined to produce problems and weaken morale.
3. The policy places a commercial standard, rather than a scholarly standard, on research and scholarship. This reliance on grant funding as an indicator of quality substitutes the evaluation of funding agencies for the evaluation of scholars and also introduces stronger potential for bias in the evaluation of faculty research. There is significant evidence that women are significantly less likely to receive funding than men and that individuals from underrepresented minority groups are significantly less likely to receive funding than White individuals. In addition, several academic areas are historically underfunded.
4. When a faculty member is designated "research-inactive," their teaching load progressively increases to 4:4. They can attempt to regain "active" status with a full plan – but with no reductions in teaching load. This approach flies in the face of reality. To expect a faculty member

to submit grants and receive funding while remaining active in other forms of research and teaching 4:4 is simply unrealistic. Thus, this approach amounts to relegating faculty permanently to an “inactive” status once that process begins.

Conflicts with the Faculty Handbook

5. Section 2.10.3 (Faculty Work Assignments) states the following: “Faculty work assignments include some combination of teaching, research and scholarship, and/or service. The faculty of each local academic unit prepares and maintains a plan for the equitable allocation of teaching, scholarly and service activities that will be components of the individual work assignments of its faculty. For the purposes of meeting institutional needs while ensuring fairness and equity throughout the University, the plan of each local unit is prepared in consultation with the appropriate Dean and/or the Provost.” *The fact that the Dean’s Office, rather than the local academic unit (LAU), is setting this workload policy, and that it is being established for all units without regard for any differences across units, is in conflict with the Handbook.*
6. Section 2.4 (Criteria for Evaluation of Tenured and Tenure-Track Faculty) makes it clear that evaluation of research and scholarship should be done *by faculty*. For instance, paragraph 2 of Section 2.4, while speaking specifically to RPT, is relevant: “Only in extraordinary circumstances and for clearly stated reasons should administrators substitute their own judgment of the value of scholarly accomplishments for judgments made by faculty.” *The fact that administrators in the Dean’s Office, rather than faculty, are establishing criteria to evaluate research and scholarship conflicts with the spirit of the Handbook.*
7. Section 2.4.2 (Research and Scholarship) defines research and scholarship in the following way: “Scholarly achievement is demonstrated by original publications and peer reviewed contributions to the advancement of the discipline/field of study or the integration of the discipline with other fields; by original research, artistic work, software and media, exhibitions, and performance; and by the application of discipline- or field-based knowledge to the practice of a profession.” *The fact that the criteria used to evaluate research and scholarship include specific requirements on grant submission and funding conflicts with this definition and, thus, is in conflict with the Handbook.*
8. Section 2.6.1 (Annual Review of Faculty) indicates that faculty evaluations take place at the level of the local academic unit (LAU) and are the responsibility of the LAU head. Further, Section 2.6.1 clearly states, “Unsatisfactory performance means performance that fails to meet the standards **of the unit**” (emphasis ours). *The Workload Policy specifies that people not meeting the criteria listed (including grant funding) by default receive an “unsatisfactory” rating for research on the annual evaluation. This specification removes the evaluation from the LAU head, which is in conflict with the Handbook.*
9. Section 2.1 and its subsections define the types of faculty appointments at Mason. *The Workload Policy proposes an entirely new type of appointment (“Academic Scholar”) that does not exist in the Faculty Handbook and, thus, is in conflict with the Handbook.*

Additional Considerations

10. The terminology of “research-active” and “research-inactive” is pejorative and potentially demoralizing. Many faculty do not bring in 10% of their salary each year but are still quite active. We strongly suggest alternative phrasing.
11. The Course Teaching Buyout policy (p. 4) sets different levels of buyout rates for pre-tenure and tenured faculty. This is quite hard to justify – particularly to funding agencies. Such an approach needs to be reviewed with the Vice President for Research to ensure it will not violate University or external funding regulations. Moreover, some attention is needed to address the possibility of a faculty member who becomes tenured *in the midst of a grant project*. It is difficult to see how such a faculty member would justify an increase in percentage effort in the middle of a project.
12. When giving people higher teaching for being “research inactive,” there is no additional guidance specified on the adjustment to the expectations for their research performance.

We understand the intent behind the policy, and the alignment of that intent with Mason’s newfound R1 status. At the same time, we find that this policy in its current form has elements that are ill-conceived and dangerous to faculty morale, violates the Faculty Handbook in multiple ways, and has further important issues that need to be addressed.

Please let us know if you have questions about any of the issues raised above. As noted, we are happy to assist in whatever ways might be appropriate and feasible.

Sincerely,

Faculty Matters Committee
Faculty Senate Executive Committee

CC: Mark Ginberg, Provost