

GEORGE MASON UNIVERSITY
AGENDA FOR THE FACULTY SENATE MEETING
APRIL 27, 2022
Electronic Meeting*, 3:00 – 4:15 p.m.

- I. Call to Order**
- II. Approval of the Minutes of March 23 and April 6, 2022**
- III. Opening Remarks –Melissa Broeckelman-Post, Chair**
- IV. Special Orders – Election of Faculty Senate Chair 2022-2023**
- V. Unfinished Business and General Orders**
 - Mason Core Enhancements* [Appendix A](#)
 - Postponed motion from Executive Committee on Academic Freedom* [Appendix B](#)
- VI. Committee Reports**
 - A. Senate Standing Committees**
 - Executive Committee – Melissa Broeckelman-Post, Chair*
 - Academic Policies* [Link to annual report](#)
 - Budget and Resources* [Link to annual report](#)
 - Faculty Matters* [Link to annual report](#)
 - Nominations* [Link to annual report](#)
 - Organization and Operations* [Link to annual report](#)
 - B. Other Committees/Faculty Representatives**
 - Annual Reports 2021-2022
 - Academic Appeals [Link to annual report](#)
 - Academic Initiatives [Link to annual report](#)
 - Admissions [Link to annual report](#)
 - Adult Learning and Executive Education [Link to annual report](#)
 - Athletic Council [Link to annual report](#)
 - Effective Teaching [Link to annual report](#)
 - External Academic Relations [Link to annual report](#)
 - Faculty Equity and Inclusion [Link to annual report](#)
 - Faculty Handbook Revision [Link to annual report](#)
 - Grievance [Link to annual report](#)
 - Mason Core [Link to annual report](#)
 - Multilingual Students Academic Support [Link to annual report](#)
 - Recreation Advisory [Link to annual report](#)
 - Research Advisory [Link to annual report](#)
 - Salary Equity Study [Link to annual report](#)
 - Technology Policy [Link to annual report](#)
 - University Promotion, Tenure and Renewal Appeal [Link to annual report](#)
 - Writing Across the Curriculum [Link to annual report](#)

Annual Reports and Updates from Faculty Representatives
Capital Planning Steering Committee
Faculty/Staff Parking Appeals Committee
Graduate Council
Systems Administrative Leadership Team (SALT)
University Naming Committee

[Appendix C](#)

VII. New Business

Final report from the Task Force on Reimagining Faculty Roles and Rewards
Graduate Division Implementation update- Laurence Bray
Resolution on the Mason Club

[Appendix D](#)

VIII. Announcements

- Provost Ginsberg

IX. Remarks for the Good of the General Faculty-

X. Adjournment

ELECTRONIC MEETING

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

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

Join Zoom Meeting: <https://gmu.zoom.us/j/92538940517?pwd=UzY0VDFURFUySjllSjltTzBoazB0QT09>

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

- Meeting ID: 925 3894 0517
- Passcode: 954451

Having Trouble Joining the Meeting with the link above?

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

1. If using GMU Zoom Account (required for all Faculty Senators)
 - a. Go to <https://gmu.zoom.us>
 - b. Click on [Sign into Your Account]
 - c. Use GMU login credentials to login. (May require 2FA authentication)
 - d. Once logged in – click on “JOIN A MEETING”
 - e. Enter the Meeting ID (see highlighted above) and click JOIN
 - f. If asked for Passcode: enter the Passcode (highlighted above)
2. Joining Senate Meeting using an account other than GMU Zoom Account
 - a. Go to <https://zoom.us>
 - b. Click on [SIGN IN]
 - c. Use credentials for your existing zoom account
 - d. Once logged in – click on “JOIN A MEETING”
 - e. Enter the Meeting ID (see highlighted above) and click JOIN
 - f. If asked for Passcode: enter the Passcode (highlighted above)

APPENDIX A: MASON CORE ENHANCEMENTS

Motion: Approve the Enhanced Mason Core as proposed by the Mason Core Committee and described below.

The Mason Core Committee, after several years of work and consultation with the Mason Community, has voted to phase in the following enhancements to the Mason Core over the next three years. The diagram below is meant to help you understand the more complicated set of edits to the current (2021-2022) Catalog text below.

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

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

Revision 1: Update Global Understanding Requirement to be Global Contexts

Rationale: Recent assessment efforts in the Mason Core identified a key challenge of the current configuration of the Global Understanding category: it has a broad-ranging set of goals that can make it difficult for students in any given course to successfully meet all the outcomes. For instance, stratification occurred between courses that successfully addressed personal perspective-taking about being a global citizen and courses that successfully addressed disciplinary analysis of global structures and processes. Assessment committees thus recommended reexamining the GU category. The Mason Internationalization Collaborative also reviewed the learning outcomes and assessment data and recommended that the Mason Core more effectively include global perspectives into the general education curriculum. This update creates clearer outcomes, and creates connections with learning outcomes in Global History, Oral Communication, and other Mason Core categories as well as the Just Societies flags discussed later in this document.

Summary: The Global Understanding category will be replaced by a Global Contexts category. Workshops and support will be given to faculty to help update, re-design, or design courses to be offered in this category.

Implementation timeline: Update effective for the 2024-2025 catalog

Global Understanding (3 credits)

Learning Outcomes

The goal of the global understanding category is to help students see the world from multiple perspectives, reflect upon their positions in a global society, and be prepared for future engagement as global citizens. While it may include a historical perspective, global understanding courses focus primarily on a contemporary understanding of one's place in a global society.

Courses in this category must meet a minimum of three of the following learning outcomes:

1. Identify and articulate one's own values and how those values influence their interactions and relationships with others, both locally and globally.
2. Demonstrate understanding of how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies.
3. Demonstrate the development of intercultural competencies.
4. Explore individual and collective responsibilities within a global society through analytical, practical, or creative responses to problems or issues, using resources appropriate to the field.

Note: A student may also meet the Global Understanding requirement through a full-semester study abroad or 12-15 credit hour program; shorter-term study abroad courses must include and meet the learning outcomes listed below and be evaluated prior to departure.

Required

One approved course.

Global Contexts (3 credits)

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

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

Learning Outcomes

Students will be able to:

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

Required

One approved course.

[List generated by CourseLeaf of approved courses]

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

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

Summary: Western Civilization/World History requirement will be replaced by a Global History requirement.

Implementation timeline: Update effective for the 2023-2024 catalog

~~Western Civilization/World History (3 credits)~~

~~Learning Outcomes~~

~~Courses must meet at least three of the five learning outcomes.~~

- ~~1.—Demonstrate familiarity with the major chronology of Western civilization or world history.~~
- ~~2.—Demonstrate the ability to narrate and explain long-term changes and continuities in Western civilization or world history.~~
- ~~3.—Identify, evaluate, and appropriately cite online and print resources.~~
- ~~4.—Develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.~~
- ~~5.—Communicate effectively—through speech, writing, and use of digital media—their understanding of patterns, process, and themes in the history of Western civilization or the world.~~

Global History (3 credits)

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

Learning Outcomes

Courses must meet all three outcomes.

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

Required

One approved course.

[List generated by CourseLeaf of approved courses]

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

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

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

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

In Fall 2021, the Mason Core Committee charged a task force with creating frameworks for a new category and a new “flagged” requirement. After considering both proposals within the context of an enhanced Mason Core, and taking into consideration the input of over a thousand members of the Mason community, the Mason Core Committee decided to implement a requirement that students take at least two courses from existing Mason Core Exploration categories that have been designed to address DEI issues, as indicated by a Just Societies “flag.”

The Mason Core Committee supports this effort because this requirement will:

- meet the goals of having a student requirement to learn about diversity, equity, and inclusion;
- meaningfully integrate DEI topics across the curriculum rather than sequestering the topics into a single, stand-alone course;
- complement the Global Contexts and Global History outcomes;
- maintain the overall structure of the Mason Core; and
- engage many faculty in development around DEI pedagogy.

Summary: Students will be required to complete at least two courses with a Just Societies “flag” in combination with other courses in the Exploration area of the Mason Core. Workshops and support will be given to faculty to help update, re-design, or design courses to be offered in this category.

Implementation timeline: Update effective for the 2024-2025 catalog

Just Societies Requirement

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

Learning Outcomes

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

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

Required

Two Exploration courses with a Just Societies flag.

[List generated by CourseLeaf of approved courses]

Revision 4: Create a unified Capstone/Synthesis requirement

Rationale: The disparate categories of Capstone and Synthesis are quite confusing for faculty submitting courses, and for students completing their degrees. The synthesis requirement has learning outcomes but no additional guidance for scaffolding in a student's curriculum, and the capstone requirement has "rules" for courses but no identified learning outcomes. The task force considering updates reviewed peer institutions and found that a single category is the common approach. The new Capstone/Synthesis requirement supports both disciplinary (like Capstone) and interdisciplinary experiences (like Synthesis). Combining our two categories into an overarching culminating experience still captures the intent of both Core categories, is much less confusing, and is inclusive of all disciplines.

Summary: The Synthesis or Capstone requirement will be replaced by a single Capstone/Synthesis requirement

Implementation timeline: Update effective for the 2022-2023 catalog. All existing Capstone and Synthesis courses will also be given the Capstone/Synthesis designation until at least the next assessment cycle in Fall 2025. New courses will be approved under updated Capstone/Synthesis definition below.

~~Synthesis or Capstone requirement (minimum 3 credits)~~

~~The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the Mason Core curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover "all" areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of Mason Core learning outcomes.~~

~~Learning Outcomes for Synthesis~~

~~The Mason Core synthesis course must address outcomes 1 and 2, and at least one outcome under 3. Upon completing a synthesis course, students will be able to:~~

- ~~1.—Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)~~
- ~~2.—Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns~~
- ~~3.—Apply critical thinking skills to:
 - ~~—Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources, OR,~~
 - ~~a.—Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards~~~~

~~Required:~~

~~One approved course.~~

~~{List generated by CourseLeaf of approved courses}~~

~~The purpose of the capstone course or sequence of courses is to provide a high impact, culminating element of an undergraduate education, helping students develop a more comprehensive and integrative understanding of their area of study and to utilize critical thinking skills. Capstone courses provide students opportunities to apply and demonstrate their knowledge and generally involve integrative /applied/experiential projects. Student learning in a Capstone course is assessed using a set of identified learning outcomes, and for critical thinking, as defined by the American Association of Colleges & Universities.~~

~~While each academic degree program defines its learning outcomes, a Capstone course or sequence should follow these guidelines:~~

- ~~• Minimum of 3 credits~~
- ~~• Later in the curriculum, after a student has taken at least 85 credits, and at the 400 course level~~
- ~~• No more than 35 students in the course or equivalent instructional/mentored support~~
- ~~• Emphasis on experiential/applied/integrative learning~~
- ~~• Allow students to apply critical thinking skills~~
- ~~• Learning outcomes defined by the degree program~~

~~Required~~

~~One approved upper-division course. Please speak with an advisor to determine the appropriate course to fulfill your major's requirement.~~

~~{List generated by CourseLeaf of approved courses}~~

Capstone/Synthesis (minimum 3 credits)

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

Notes: New courses in this category will be at the 400 level, and will have a faculty/instructor/mentor to student ratio of 1:35 or less.

Learning Outcomes

Capstone/Synthesis courses address three learning outcomes:

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

Required

One approved course, to be taken after a student has completed at least 85 credits. Please speak with your advisor to determine the appropriate course to complete your degree requirements.

[List generated by CourseLeaf of approved courses]

**APPENDIX B:
RESOLUTIONS ON ACADEMIC FREEDOM**

Resolution brought to the floor during the last meeting

Faculty Senate Resolution on Academic Freedom

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

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

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

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

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

A Joint Resolution Rejecting Efforts to Restrict Education about Racism

March 2, 2022

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

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

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

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

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

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

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

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

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

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

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

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

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

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

New motion submitted by Faculty Matters

The George Mason University Faculty Matters Committee

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

April 18, 2022

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

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

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

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

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

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

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

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

APPENDIX C
ANNUAL REPORTS AND UPDATES FROM FACULTY REPRESENTATIVES
(Alpha list by committee name as received)

Capital Planning Steering Committee –submitted by Samuel Frye, Faculty Senate Representative, April 21, 2022

Capital Planning Yearend Report

Prepared for Faculty Senate by Samuel L. Frye

Wednesday, April 27, 2022

Small Capital Improvement Plan

On March 21st, the Capital Planning team successfully completed application reviews for Mason’s inaugural Small Capital Improvement program (“small caps”). The review committee, broadly represented by staff and faculty, assessed 18 applications based on their alignment with Mason’s strategic objectives and impact on students, faculty, and revenue generation. Projects that were recommended for full or partial funding will be sent to Budget Ways and Means for final approval.

Space Administration

The Space Administration Committee (SAC) and Space Working Group (SWG) continue to review requests for space assignments and public space use. The SAC approves large requests and the SWG approves smaller ones. Prior to the end of last year, there was only one approval committee, the SAC, which made all the decisions. The SWG was created to reduce SAC’s workload which allows the SAC to meet on an ad hoc basis. The SWG is authorized to make decisions unless the request involves:

- 3000 ASF or more
- 10 or more individual spaces
- \$1M or more in renovation costs

All subcommittees are advisory in nature and forward recommendations to the SWG, and then to the SAC if required based on request size.

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

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

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

[Link to annual report](#)

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

[Link to annual report](#)

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

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

APPENDIX D
RESOLUTION ON THE MASON CLUB

Submitted by Susan Trencher

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

Resolution by the Faculty Senate on the Mason Club

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

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

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

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

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