Call to Order: Chair Melissa Broeckelman-Post called the meeting to order at 3:01 p.m.

Approval of the Minutes March 2, 2022: Hearing no additions or corrections, the minutes were approved as posted.

Opening Remarks – Melissa Broeckelman-Post, Chair
- 50th anniversary and Giving Day tomorrow.

Committee Reports
A. Senate Standing Committees
- Executive Committee – Melissa Broeckelman-Post, Chair
  - Senate Coffee Chat, Friday, April 8, 9:30-10:00am
  - Executive Committee submits for consideration a motion related to legislative proposals across the country restricting topics taught in some academic spaces. Motion was distributed to entire Senate via email this past Friday. Primary goals are to state concerns about the growing restrictions on academic discussion, assert the centrality of academic freedom to our mission, and reaffirm that curriculum is in the purview of the faculty. The motion is as follows:

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.

- Senator Letiecq expressed concern that this resolution does not name the educational gag order banning critical race theory in K-12 education nor ask Mason administration or the Board of Visitors to do anything should the Virginia legislature enact any such proposals. She noted a separate resolution advanced by the African American Policy Forum that has been supported by a number of Faculty Senates, including VCU and Virginia Tech. She moved to substitute the joint resolution rejecting efforts to restrict education about racism for this Executive Committee resolution. The motion was seconded. Extensive discussion followed, with these primary points:
Some felt the motion from Executive Committee was “watered down,” failed to assert solidarity with K-12 teachers, and failed to call on University administrators and BOV to act if proposals are passed in Virginia.

Some felt the proposed substitute motion was too lengthy, unnecessarily targets specific individuals within the Virginia government, and possibly “puts a target on Mason’s back.”

Current legislation in Virginia that restricts K-12 curriculum affects curriculum at Mason that involves students who are teaching in Virginia K-12 schools.

- Senator Slayden moved to close debate and vote on whether or not to substitute the joint resolution for the Executive Committee motion. The motion was seconded, but failed to receive two-thirds vote, so debate continued. Subsequent debate included the following primary points:
  - The joint resolution might be too lengthy, and it might be unnecessary to ask administrators to react to something that has not yet happened.
  - The Executive Committee motion failed to “name the problem” (racism, censorship of critical race theory) and might be too “tepid.”
- A motion was made to postpone further discussion, to allow for Executive Committee and Faculty Matters Committee to meet and work together. The motion was seconded and passed.

**Academic Policies** - Suzanne Slayden, Chair

- A motion was made to revise Mason’s Academic Standing Policy for undergraduates (Policy 5.2). The revisions are shown in Appendix A. The current policy, which bases standing on not only GPA but also number of credit hours attempted, can adversely impact particularly transfer students (who have high numbers of attempted hours but no GPA when they arrive at Mason). The proposed revisions move methodically through warning, probation, first suspension, second suspension, and ultimately dismissal, rather than going straight to probation or suspension, as can now under the current policy. The revision also includes language about students receiving warnings to help alert them ahead of time about a potential problem.
- The only discussion was to thank the AP Committee for its work. The motion carried.

**Budget and Resources** – Kumar Mehta, Chair

- No report.

**Faculty Matter** – Solon Simmons, Chair

- The main business coming out of Faculty Matters was the anti-racism resolution, no new business.

**Nominations** – Bijan Jabbari, Member

- On behalf of Richard Craig who was unable to attend today – reminder of the call for nominations for faculty reps to the BOV. Also, the initial call for faculty reps to university standing committees will be sent out later this month.

**Organization and Operation** – Lisa Billingham, Chair

- Committee has been working all year on edits to the bylaws (including lots of grammatical errors and procedural issues) – planning to put that in a package to send to the Executive Committee and include with our annual report. Will pick up in the fall.
B. Other Committees/Faculty Representatives

Faculty Handbook Revisions Committee – Suzanne Slayden, Chair
- Proposed revisions, which had been discussed in a previous meeting were presented for a vote (see this section of Appendix B).
- There was no discussion – motion to approve the proposed revisions passed.

Graduate Division Implementation Update – Laurence Bray, Associate Provost for Graduate Education
- Noted that slides presenting an update on the Graduate Education Reimagining initiative could be found in the agenda (see Appendix D), but could not review them today due to time constraints. Encouraged Senators to visit their website (https://provost.gmu.edu/initiatives/graduate-reimagine-initiative) for additional information and a survey.

- At 4:10pm, Chair Broeckelman-Post asked if there was a motion to extend the meeting to allow adequate time for discussion of Mason Core revisions. A motion was made to extend the meeting 15 minutes to 4:30pm. The motion was seconded and passed.

Mason Core Committee – Laura Poms (co-chair) and Benjamin Steger
- A slide presentation was made summarizing proposed revisions (see this section of Appendix B).
- General discussion that followed is summarized below:
  - Why are we retaining a requirement for 7 credits of natural sciences (more than all other areas)?
  - Do Just Societies courses not have to be “crossed” with Global Context?
    - No, they can be crossed with any content area.
  - Will interdisciplinary courses that have “Just Society” content be able to count, since they do not fall squarely within arts, literature, social behavioral sciences, or other areas?
    - Maybe not, but then students would simply get more coverage
    - Response: but they may be less likely to enroll if it won’t “count”
  - Why do we not have anything focused on digesting information (to determine what news is real) in the current day and age?
  - If synthesis/capstone courses have to be 400-level, what will happen to the number of 300-level courses currently meeting the synthesis requirement?
    - According to a survey of courses, there are not many 300-level courses doing this (about 10%) – and they may be better characterized as 400-level, so could change.
  - Related to the charge of the Mason Core Committee (which includes conferring with Academic Policies Committee) – when and how will that occur?
    - Have been conferring with FS Chair Broeckelman-Post and AP Chair Slayden.

Adult Learning and Executive Education
- Report submitted with agenda (see this section of Appendix B).

Grievance Committee
- Report submitted with agenda (see this section of Appendix B).

V. New Business - none
VI. Announcements

Mason FACTs
Adjunct Faculty Committee Town Hall

VII. Remarks for the Good of the General Faculty

- General Faculty meeting April 20
- Final Faculty Senate meeting April 27.

VIII. Adjournment: The meeting adjourned at 4:33 p.m.

Respectfully submitted,
Keith Renshaw
Secretary
Appendix A
Academic Policies Committee

Academic Standing Policy AP.5.2
University Catalog https://catalog.gmu.edu/policies/academic/undergraduate-policies/#ap-5-2

The Provost’s Office and the Academic Policies Committee recommend changing the undergraduate Academic Standing policy. A student’s academic standing (good, warning, probation, suspension, dismissal) currently depends on the number of attempted credit hours and cumulative GPA as shown in the two tables below. As a sliding scale, it does not convey definitive, timely information regarding the student’s performance toward attaining the cumulative 2.00 GPA required for graduation.

Under the proposed policy AP.5.2 described below, academic standing is based on both the cumulative GPA and the GPA at the end of an academic period. As such, students would move methodically through the academic standing categories, rather than jumping, for example, from warning to suspension, as they risk doing currently. Transfer students are especially at risk since they arrive at Mason with many attempted hours but no GPA.

Motion: That the Faculty Senate approve the Academic Standing policy shown in the table below.

[Note: Proposed, but not final, language for the accompanying catalog copy is also shown below.]

AP.5.2 Academic Standing
The following system of academic progress became effective in fall 2004 and applies to all undergraduate degree and nondegree students at Mason.

Academic retention standing is based solely on both the cumulative GPA and the GPA at the end of an academic period. The cumulative GPA required for retention varies according to the credit level or attempted credit hours, which is a combination of all credits attempted at the university plus credits transferred from other institutions or obtained by testing.
AP.5.2.1 Academic Period

Academic period refers to fall semester, spring semester, or summer term. For when determining the duration of academic warning, probation, and suspension, an academic period is defined as follows: Each academic period begins on the 15th day following the last scheduled day of final exams for the previous period. Each academic period ends on the 14th day after the last scheduled day of final exams. For example, assume that the last scheduled day of final exams for a semester is Monday, December 23. That period then ends on Monday, January 6. The next period begins on Tuesday, January 7.

AP.5.2.2 Good Academic Standing  [Note: this text is moved to the table.]

Students are in good academic standing unless they are academically dismissed, suspended, or on probation. Students on academic warning are still considered to be in good academic standing.

AP.5.2.3 Student Retention Academic Standing Categories

Students with at least 7 credits completed at Mason and a cumulative GPA of less than 2.00 fall into one of three categories: warning, probation, and suspension. All notations of academic standing are included in a student’s permanent record. Students who plan to apply for financial aid should review the requirements for making Satisfactory Academic Progress (SAP), as found on the Financial Aid website, which differ from Academic Standing. The cumulative GPA range that defines each of the categories varies according to the credit level, as noted below. [Note: a new table is substituted for the current table that is shown at the top left of the previous page.]

<table>
<thead>
<tr>
<th>Good Academic Standing</th>
<th>Students are in good academic standing unless they are academically dismissed, suspended, or on probation. Students on academic warning are considered to be in good academic standing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>Students are on academic warning if any of the following conditions are met:</td>
</tr>
<tr>
<td></td>
<td>• The student receives a GPA below 2.00 for their first academic period of enrollment at Mason.</td>
</tr>
<tr>
<td></td>
<td>• The student receives a GPA of 2.00 or above for their second academic period of enrollment at Mason and has a cumulative GPA below 2.00.</td>
</tr>
<tr>
<td></td>
<td>• The student receives a GPA below 2.00 for the academic period and has a cumulative GPA of 2.00 or above.</td>
</tr>
<tr>
<td></td>
<td>• The student receives a GPA below 2.00 for the academic period, has a cumulative GPA below 2.00, and has never received an academic warning.</td>
</tr>
<tr>
<td></td>
<td>Notice of academic warning does not appear on the student’s transcript.</td>
</tr>
<tr>
<td>Notes</td>
<td>The subsection defining good academic standing is moved to the table.</td>
</tr>
</tbody>
</table>

A student in the first period of attendance does not have a cumulative GPA. They may recover from a bad 1st period in the second period, but the cumulative GPA is not yet at 2.00. This avoids putting a student on probation for their third period.

The cumulative GPA is in the satisfactory range, but the student is cautioned regarding future performance.

Both the current and cumulative GPA are unsatisfactory, but this is the first time the academic period GPA is below 2.00. This combination is likely to occur only in a student’s early career.
| Probation | Students are placed on academic probation if all of the following conditions are met:  
• The student has received an academic warning in any previous semester.  
• The student receives a GPA below 2.00 for the academic period.  
• The student has a cumulative GPA below 2.00.  
Students will continue on probation and avoid suspension if their current academic period GPA is 2.00 or above until their cumulative GPA reaches 2.00 or above.  
Students returning from suspension are placed on academic probation.  
See Section 5.2.4 for further details. |
| --- | --- |
| First Suspension | Students are on academic first suspension if all of the following conditions are met:  
• The student has not previously been on academic first suspension.  
• The student has been on academic probation in any previous academic period.  
• The student receives a GPA below 2.00 for the academic period.  
• The student has a cumulative GPA below 2.00.  
See Section 5.2.5 for further details. |
| Second Suspension | Students are on academic second suspension if all of the following conditions are met:  
• The student has not previously been on academic second suspension.  
• The student has returned from academic first suspension.  
• The student receives a GPA below 2.00 for the academic period.  
• The student has a cumulative GPA below 2.00.  
See section 5.2.5 for further details. |
| Academic Dismissal | Students are on academic dismissal if all of the following conditions have been met:  
This avoids putting students on probation after an early, very unsatisfactory semester that causes the cumulative GPA to go below 2.00 (see 3rd bullet under Warning).  
After receiving one warning, the student again performs unsatisfactorily during the period and the cumulative GPA is unsatisfactory.  
Students are given time to bring up a low GPA and avoid suspension as long as they perform satisfactorily during the academic period.  
A student can be on 1st suspension only once.  
If ever on probation, the cumulative GPA was below 2.00.  
The student avoids suspension if the academic period GPA is 2.00 or higher (see info in row above). But if the academic period GPA is below 2.00, they go on suspension.  
A student can be on 2nd suspension only once.  
Student returning from 1st suspension is on probation.  
The student again does not perform satisfactorily during the current academic period. |
• The student has returned from academic second suspension.
• The student receives a GPA below 2.00 for the academic period.
• The student has a cumulative GPA below 2.00.

See policy 5.2.6 for further details.

Exception for Freshmen and Transfer Students
Freshmen and transfer students in their first semester of study at Mason will receive probation as the strongest academic sanction. GPA retention levels, as stated above, will apply in all subsequent semesters. Students in this category should be on notice that they must improve their academic record to avoid suspension in future semesters; in particular they should consult their advisors and consider repeating courses to achieve academic good standing.

AP.5.2.4-3 Termination from the Major
AP.5.2.4 Academic Probation  [Note: a new subsection is inserted explaining conditions of probation.]

AP.5.2.5 Academic Suspension

AP.5.2.6 Academic Dismissal

AP.5.2.7 Academic Performance and Credit Limit

AP.5.2.8 Academic Standing and Student Activities

AP.5.2.9 Academic Clemency

[Note: There are no substantive changes to the subsections listed above.]
Appendix B
Other Committees/Faculty Representatives

Faculty Handbook Revision Committee, Proposed Revisions to the Faculty Handbook

Proposed revisions to the 2021 Faculty Handbook were presented to the Faculty Senate on March 23, 2022. After discussion during the Faculty Senate meeting, the committee recommends a few minor changes.

The revisions text and recommended changes are linked to https://resources.gmu.edu/facstaff/senate/FacultyHandbook/fac-hndbk-rev-2022.htm.

On behalf of the Committee, it is moved
That the Faculty Senate approve the proposed changes to the 2021 Faculty Handbook as submitted by the Faculty Handbook Revision Committee.

If the changes are approved by the Faculty Senate, they will be submitted to the Board of Visitors for final approval at its May meeting.

The motion to approve the proposed changes to the 2021 Faculty Handbook as above passed.
Faculty Handbook Revision 2022

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   2.1.1 Tenured Appointment .................................................................................................................................................. 3
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Changes since the March 23, 2002 Faculty Senate meeting:

1.3 Faculty Organization:
   The order of two subsections is reversed.
   Joint appointments occur in various combinations; at least one appointment must be in a local academic unit.

2.7.1 Procedures for Reappointment:
   Now the President’s designee may approve reappointment contracts of more than three years.
1.3 Faculty Organization

1.3.6 Local Academic Units (LAU) and Primary Affiliation, and Joint Appointments

[Note: this section is now subdivided to include joint appointments. Details regarding joint appointments will be posted to the Provost’s website.]

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

1.3.6.1 Primary Affiliation

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

[Note: Section 2.1.1 includes a paragraph of description on the locus of tenure.]

1.3.6.2 Local Academic Unit Governance

All full-time faculty possess governance responsibilities and voting rights in local academic units in which they hold primary affiliation and in the larger units of which their local academic units are a part. The local level of governance is the most important in the University for the faculty's direct exercise of professional and peer judgment. Faculties of local academic units actively participate in decision-making about academic matters, matters of faculty status, and organizational and institutional change. They have primary responsibility for such academic matters as unit reorganization, the design of programs, development and alteration of the curriculum, standards for admission to programs, and requirements in the major. They play a primary role in such matters of faculty status as the recruitment and initial appointment of new faculty; the reappointment/renewal, promotion, and tenure, of members; and in the selection of the local unit administrator.
1.3.6.3 Joint Appointments

Faculty members are said to hold a joint appointment if they hold both an appointment in a local academic unit and an appointment in one or more other local academic units, research units, or programs. A written Memorandum of Understanding between the units and the faculty member, and approved by the Dean(s), will contain all the conditions of the joint appointment of the faculty member in the units, including administrative oversight, workload expectations, processes for annual evaluation and changes in faculty status, and governance and grievance rights in the units.

[Note: A joint appointment may be various combinations of appointment types.]

2.1 Faculty Appointments

2.2 Tenured Appointment

2.1.2 Tenure-Track Appointment

2.1.3 Term Appointments

[Note: The changes below are intended to clarify existing language in the Faculty Handbook.]

Full-time faculty on fixed-term, non-tenure-track appointments are known as Term Faculty. Term faculty whose assignments focus primarily on teaching are appointed as instructional faculty. Term faculty whose assignments focus primarily on research are appointed as research faculty. Term faculty whose assignments focus primarily on clinical practice are appointed as clinical faculty. While term faculty may identify with a primary focus, their assignments may include a blend of teaching, research, service, clinical practice, administrative, program development and/or leadership, or instructional responsibilities that go beyond the boundaries of their primary focus. The faculty member’s specific responsibilities will be stipulated in the appointment contract or assignment letter.

Instructional term faculty with the terminal degree may hold one of the following ranks: Instructional Assistant Professor, Instructional Associate Professor, or Instructional Professor. Research-oriented term faculty with the terminal degree may hold one of the following ranks: Research Instructor, Research Assistant Professor, Research Associate Professor, or Research Professor. Clinical-oriented term faculty with the terminal degree may hold one of the following ranks: Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

Instructional term faculty without the terminal degree may hold one of the following ranks: Instructor, Senior Instructor, Master Instructor, or Professor of Practice. Clinical term faculty without the terminal degree may hold the rank of Clinical Instructor, Clinical Senior Instructor, or Clinical Master Instructor. Research term faculty without the terminal degree are Research Staff (Section 2.1.6).

Term faculty on single-year appointments whose permanent employment is with another organization hold title with the prefix “Visiting.”

Term faculty appointment contracts are issued for a single-year or for multiple years, up to a maximum of 5 years. For initial appointments, the maximum contract length for assistant professors is three years and for associate and full professors it is five years. If a multi-year appointment
Is offered to a faculty member whose position relies entirely or partially on non-state appropriated funding, then a multi-year contract may be established subject to the continuing availability of funding throughout the contract period. Faculty on multi-year contracts normally hold a terminal degree, as defined by standards in the discipline. Exceptions to either contract length or terminal degree requirements must be approved by the Provost.

Contracts automatically expire at the end of the contract period, and although a faculty member may be reappointed (Section 2.7.1), there is no guarantee or right to reappointment from one contract to the next, whether single-year or multi-year. Both the university and the faculty member retain the option to request a change from a multi-year contract to a single-year contract. This action must be approved by the respective Dean and the Provost.

[Note: The last sentence refers to reappointment procedures and it is now incorporated in Sec. 2.7.1 Procedures for Reappointment.]

With the prior approval of the Provost, term faculty with the terminal degree may be considered for a tenure-track or tenured appointment as a result of a search (Section 2.3.2.1) or, rarely, by a direct appointment (Section 2.3.2.2). Service on a term appointment, whether or not externally-funded, may be applied to tenure consideration only if specified in the initial tenure-track letter of appointment.

Term faculty are eligible to be considered for promotion in rank, normally after five years of service.

2.1.6 Postdoctoral Research Fellows and Research Staff

Postdoctoral Research Fellows are employees governed by the Postdoctoral Research Fellows Policy. Postdoctoral Research Fellows are not covered by the provisions of the Faculty Handbook.

Research Staff are employees governed by the Research Staff Policy. Research Staff are not covered by the provisions of the Faculty Handbook.

2.2 Description of Faculty Ranks

2.2.1 Instructor and Professor of Practice

[Note: This section was re-written to differentiate more clearly Instructors and Professors of Practice. There is only one rank for Professors of Practice.]

Term faculty without the terminal degree in the field may be appointed as Instructor or Professor of Practice. An instructor holds the master’s degree or equivalent academic and/or professional qualifications and gives promise for making contributions in the area of their
primary assignment focus. An instructor may be appointed or promoted in rank ([Section 2.1.3]) by meeting local academic unit criteria for the rank.

Term faculty, with or without a terminal degree, Professors of Practice are faculty who possess the expertise, achievements, and experience to provide professional instruction in a manner that brings relevance and distinction to the local academic unit and the University may be appointed as Professor of Practice.

2.7 Procedures for Reappointment, Renewal, Promotion, and Tenure

2.7.1 Procedures for Reappointment

Term faculty on a single-year contract will be evaluated annually for reappointment by either the local unit administrator or a local academic unit faculty committee. Term faculty who are being considered for reappointment to a multi-year contract will be evaluated by a local academic unit faculty committee. Evaluation of a faculty member on a multi-year contract occurs during the final year of the contract appointment. Both the method of evaluating faculty on single-year contracts, and the composition and procedures for the faculty evaluation committee, which must include term faculty, are to be specified in the LAU bylaws or standing rules.

Instructors or Assistant professors may receive a one, two or three-year reappointment. Senior and master instructors, or Associate, associate and full professors may be reappointed to contracts of up to five years. After three single-year appointments, term faculty who meet satisfactory annual performance standards will normally be recommended for a multi-year appointment. Continuing to issue one-year contracts for a faculty member over many years is discouraged.

Term faculty on single-year appointments are evaluated according to the criteria in [Section 2.4] and the procedures in [Section 2.5]. Criteria for reappointment will focus on demonstrated performance in those areas designated in the Initial and any subsequent contract letters. The local academic unit recommendation is sent to the Dean. Based on that recommendation and programmatic needs, the Dean will make the decision to reappoint, usually no later than 3 months prior to the last day of the initial contract, or usually no later than 5 months prior to the last day of the term of subsequent contracts.

Term faculty who are on or being recommended for multi-year reappointments are evaluated according to the criteria in [Section 2.4] and the procedures in [Section 2.5]. Criteria for reappointment will focus on demonstrated performance in those areas designated in the Initial and any subsequent contract letters. The local academic unit recommendation is sent to the Dean. Based on that recommendation and programmatic needs, the Dean will make a recommendation to the Provost whether to reappoint and contract length. A request to change from a multi-year to a single year contract must include a written justification for the change and must be approved by the Provost.

[Note: The sense of this sentence earlier appeared in Sec. 2.1.3 Term Appointments and now includes the requirement for a written justification.]
Final determination on multi-year appointments for up to three (3) years are made by the Provost. Contract terms greater than three (3) years require the approval of the President or designee. The Provost will make the final determination on multi-year appointments. Notification to term instructional faculty members will be sent and notify term instructional faculty members, in writing, usually no later than 3 months prior to the last day of the term of their initial contracts, and usually no later than 5 months prior to the last day of the term of subsequent contracts. Notification to term research and term clinical faculty members will be sent. The Provost will make the final determination and notify research and term clinical faculty members, in writing, usually no later than 3 months prior to the last day of the term of their contracts. The President will make the final decision for reappointment to a contract longer than 3 years.

[Note: The changes above clarify who approves multi-year contracts of different lengths.]

2.7.2 Procedures for Renewal

2.7.3 Promotion and Tenure

2.7.3.1 Procedures for Promotion of Term Faculty

A term faculty member may be considered for promotion, normally after five years of service in the current rank. Term faculty who meet the LAU criteria for promotion may be considered early; however, typical candidates for promotion have a minimum of three years teaching, research, or clinical work at George Mason University. Promotion may occur within the period of a multi-year contract. Upon promotion, a new contract of up to five years will be issued (Section 2.7.1).

[Note: Reappointment contracts in Section 2.7.1 are referenced here.]

...
Faculty Handbook Revisions
Proposed shift to inclusive pronouns
Original text in red strike-through; replacement text in green underline.

Preface to the Handbook
...or who have filed a written request with the his or her Dean of the school or college to be evaluated.

1.2.5 Faculty Participation in the Selection of Certain Members of the Central Administration
... This process includes an opportunity for the General Faculty to meet with the President to discuss his or her the President’s achievements...

2.2.8 Administrators Holding Faculty Rank
...Faculty who are not tenured have, if on a term appointment, the faculty member has no automatic right to return to his or her their previous instructional, research, or clinical faculty position.

2.3.1.1 Favoritism in Personnel Decisions
... No faculty member or administrator who has reasonably questionable objectivity in the employment status of another employee may participate in the hiring, supervision, promotion, or evaluation of such employee. Every All employees of the university have have a continuing affirmative obligation to disclose to his or her their supervisor(s) any relationship that may reasonably affect their objectivity in such matters.

... If faculty members or administrators might exercise or appear to exercise control over any personnel action associated with a person with whom he or she has they have a family or close personal relationship, ...

... Prior to consideration of a personnel action involving a family member or other relationship reasonably suggesting favoritism, the Provost or designee or his or her designee, will fully apprise the Board of Visitors of the relationship and the safeguards taken to ensure that the individual with a personal interest was not involved in the action.

2.3.2.1 Competitive Appointments
... The local unit administrator transmits the faculty recommendation, together with her or his their own, to the Dean or to the Provost, as applicable.

2.3.2.2 Non-competitive Appointments
... While administrators are are normally appointed using a competitive process at the administrative level, this policy applies because they are not part of a competitive process at the LAU level.

2.6.2 Post Tenure Review Policies and Procedures
... A committee members may not participate in the evaluation of a faculty member with whom he or she has they have ...

2.7.7 Procedures for Reappointment, Renewal, Promotion and Tenure
... A faculty member may not participate in a review of a candidate with whom he or she has they have ...

2.7.2 Procedures for Renewal
... The Contracts for faculty members who chooses not to be evaluated, his or her their contract will end on the last day of the term specified in the of her or his current contract....
2.7.3.2 Procedures for Promotion and Tenure of Tenured/Tenure-track Faculty

Faculty members may not participate in a review of a candidate with whom he or she has had substantial personal relationships...

...1a. Departmental review...(3) his/her/the chair’s own recommendation and justification, if the chair is tenured.

2.7.4 Tenure-Track Contract Extension

... substantially with a faculty member’s ability to pursue his or her/their professional responsibilities...

...The faculty member’s request, in writing, to his or her/the local academic unit head must...

...forwarded to the Dean, if applicable, who forwards his or her/their recommendation to the Provost for final approval.

2.9.3 Termination of Appointment of Tenured, Tenure-Track, and Term Faculty Members for Cause

f. 1. The faculty member may choose his or her/any academic and/or legal representatives to be present at the hearing...

k. ...then the President must state his or her/the reasons for rejection in writing...

l. ...then the President must state his or her/the reasons for rejection in writing...

n. ... Normally the faculty member will remain at his or her/their usual duties until the final decision...

2.10.3 Faculty Work Assignments

...If the grievance is against the Dean, the university grievance committee is advisory to the Provost or designee or his/her designee. In all cases, the Provost’s decision is final....

2.10.9 Temporary or Short-Term Relief of Faculty from Duties and Responsibilities

Preserving the safety and well-being of students and faculty is a paramount concern. On occasion it might be determined that a faculty member is unable to carry out his or her/their duties or responsibilities, including classroom instruction. If at any time a faculty member’s performance of their continued responsibilities or duties, including classroom instruction, is judged by the Provost or a designated representative to constitute an immediate danger or serious threat of substantial damage to the faculty member, his or her colleagues, university staff, or students/self or others, the faculty member will be immediately relieved of his or her/their duties and responsibilities, including exclusion from the classroom, until such time as he or she/they can safely re-assume them. Re-assumption may entail a reassignment of primary duties and responsibilities within the local academic unit or university.

“Temporary relief of duties” for documented medical reasons is described in more detail in Section 2.10.10. The Family and Medical Leave Act. “Permanent termination of appointment for cause” is described in Section 2.9.3 Termination of Appointment of Tenure, Tenure-Track, and Term Faculty Members for Cause. Re-assumption of duties may entail a reassignment of primary duties and responsibilities within the local academic unit or university.

Unless waived by the faculty member, the grievance committee of the college/school will be convened within three days after any such relief of duties, responsibilities, or classroom exclusion. To safeguard against abuse of this emergency authority, this committee will conduct a brief but careful, confidential, and thorough examination of the particulars of the case and report within three days to the Provost or designated representative. Should the committee’s findings not support the relief of duties, responsibilities or classroom exclusion, this committee will also report its findings to the chair of the Faculty Senate.

[Note: This section seems to randomly use the terms “responsibilities” and “duties”. The language now includes consistent use of both terms. “Immediate harm to self or others” is the language that appears in Sec. 2.9.3, which references this Section 2.10.9.]
2.12.2 Policies on Appointment and Renewal

- An acting chair is considered as a possible candidate for a vacant position rather than as a candidate for renewal of his/her term.

2.12.3.1 Search Procedures

Search procedures are initiated after the incumbent chair has declined to seek reappointment, or after the Provost has notified the incumbent chair of the decision not to reappoint, or when the position is vacant.

The Dean reports to the Provost and the departmental faculty, including in that report the full report of the committee. If the committee and the departmental faculty are not in agreement or if the Dean does not endorse the majority recommendations of the committee and/or the department faculty, the Dean meets with the committee and/or the faculty to seek an identity of views before submitting the report to the Provost.

The Provost acts upon the recommendations received and apprises the Dean, the search committee, and the faculty of the decision.

3.3 Summer Salary

Every full-time faculty member who wishes to teach in the summer shall be afforded an opportunity to teach one 3-credit course (or equivalent) at 10% of their annual nine-month salary, assuming they are qualified to teach the course and that the course meets minimal enrollment criteria and appropriate scheduling, curricular, and pedagogical needs.

3.6.1 Study Leave for Tenure-Track Faculty

This leave is designed to assist a tenure-track faculty member in advancing their research, scholarly, or creative activities.
PREPARING STUDENTS TO ACT IN A DIVERSE, GLOBAL WORLD

Model for Enhancing the Mason Core
Spring 2022
Mason Core Committee

Current Mason Core
43 credits

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

Page 19 of 37
Enhanced Mason Core

April 2022

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

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

Capstone/Synthesis Category

Catalog Description

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

Required: One course, minimum 3 credits

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

- Apply appropriate disciplinary, field, or professional competencies to an authentic problem or situation beyond the traditional classroom, making connections from coursework in their program. Student should
  - Demonstrate mastery within the field of study and/or
  - Apply creative critical thinking toward an interdisciplinary solution.

- Communicate appropriately and effectively with awareness of audience, purpose, and context in genres and modalities appropriate to the field (e.g., written, oral, visual, material, embodied, multimodal)

- Integrate knowledge and skills acquired from the Mason undergraduate experience, including Mason Core.

Notes

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

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

Required: One 3 credit course

Student Learning Outcomes: Courses must meet all three outcomes.

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

Global Contexts Category

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

Required: One 3 credit course

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

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

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

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

Required: Two courses with a JS flag.

Student Learning Outcomes: Courses must meet both of these outcomes, in addition to other required course outcomes.
- Define key terms related to justice, equity, diversity, and inclusion as related to this course’s field/discipline and use them to engage meaningfully with peers about course issues.
- Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

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

History of Mason Core Discussions

MC Teams attend AAC&U General Education and Assessment Institutes

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2017-2018</td>
<td>Mason Core Formal Assessment (all categories)</td>
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<td>2018-2019</td>
<td>Mason Core Conversations</td>
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<tr>
<td>2019-2020</td>
<td>Diversity/Well-Being/ARIE Course working group and pilots</td>
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<tr>
<td>2020-2021</td>
<td>Anti-Racism and Inclusive Excellence Task Force</td>
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<tr>
<td>2021-2022</td>
<td>Mason Internationalization Collaborative, Curriculum Committee</td>
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Coronavirus pandemic

Student advocacy for diversity emphasis in Mason Core
Considerations for Mason Core enhancements

Update the Mason Core to align with the mission of graduating students as well-rounded scholars and engaged citizens who are prepared to act in a diverse, global world.

- Include a new required course or category of courses that explicitly address diversity, equity, and inclusion in a local and global context, and serves as a signature Mason experience.
- Respond to the recommendations of the Mason Internationalization Collaborative to integrate globalization throughout the curriculum, address problems in current Global Understanding category.
- Integrate an understanding of global diversity and equity throughout the Mason Core as a basis for the whole curriculum.
- Adapt current Mason Core rather than restructure entirely (Mason Core Assessment shows generally good outcomes, faculty and student feedback show little appetite for complete redesign).
- Continue to meet SACS-COC requirements for general education.
- Maintain, as much as possible, current transfer equivalencies.
- Maintain or reduce total credits in Mason Core (42 credits) and not add additional credit-bearing graduation requirements.

Global History

Summer-Fall-Spring 21-22

- Summer 21: Team attended AAC&U Institute - created one model and several options
- Fall 21: Mason Core Committee created Task Forces to make formal recommendations by category, due in November
- December 21: Committee considered all proposals, brainstormed several models for public comment.
- January 28: public town hall, website, survey
- February 22: Survey closed
- February-March 22: revisions based on feedback, approval of enhanced Mason Core
- April 6: Faculty Senate
We reached out and listened – a lot!

- Virtual Town Hall on the Mason Core (January 28, 2022)
- CHSS Faculty session (February 9, 2022)
- Mason News story: [input sought on changes to the Mason Core](#) (February 9, 2022)
- Faculty Senate email soliciting feedback to all faculty (early February 2022)
- Announcements in the Provost’s Newsletter (February 2, 9, and 16, 2022)
- Announcement at Faculty Senate Meeting (February 9, 2022)
- Message from the Provost in the Provost’s Newsletter (February 16, 2022)
- Twitter campaign from GMU Provost account (February 14-18, 2022)
- Messages from Deans to schools and colleges (February 15, 2022)
- Messages from University Life to students and student groups (February 15, 2022)
- Meeting with Student Government Academics Committee (February 15, 2022)

Enhanced Mason Core meets SACS-COC, SCHEV requirements

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<th>Written Communication</th>
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<th>Informational Literacy and Critical Thinking</th>
<th>Natural Science with Lab</th>
<th>Natural Science</th>
<th>Social and Behavioral Sciences</th>
<th>Global Contexts</th>
<th>Global History</th>
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Enhanced Mason Core implementation timeline

Global Understanding

2021-2022
Enhanced Mason Core Model selected

2022-2023
Course design meetings

2023-2024
Global History
Faculty development Course design workshops Pilot courses

2024-2025
Global Contexts

2025-2026
Just Societies

All changes in the Mason Core are applicable to that year's entering students (by catalog year) and not retroactive. Changes to the Mason Core take up to 6 years for full implementation.

Faculty support for updating courses for the Enhanced Mason Core

• Undergraduate Education will hire Mason Core Director and Curriculum Support Specialist in 2022

• Stearns Center hiring an ARIE Educational Developer in Spring 2022

• Mason Core and Stearns Center will hold workshops to help design/redesign courses for updated categories with ARIE-funded support for participating faculty in 2022-2024.
Questions?
Masoncor@gmu.edu
**Additional Written Report submitted with agenda:**

- The committee continues to work on developing a model for Mason Core enhancements. Almost 900 survey responses were received after the community-wide town hall, representing the views of faculty, staff, students and alumni. The committee met three additional times for working sessions in order to consider all feedback received. It is anticipated that a revised model will be presented to the Faculty Senate before the end of the 2021-2022 academic year.

**Recently approved Mason Core courses:**

<table>
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<tr>
<th>Meeting date</th>
<th>Category</th>
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<td>1/27/2022</td>
<td>Synthesis</td>
<td>NEUR 473: Current Neuroscience Research in Germany</td>
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<td>RELI 310: Judaism (renumber only)</td>
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<td>RELI 369: Religion and Revolution in Latin America (renumber only)</td>
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<td>RELI 339: The Bible as Literature</td>
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<td>NURS 490: Health Policy and Advocacy in Nursing</td>
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<td>Natural Science (Non-Lab)</td>
<td>PHIL 271: How Science Works</td>
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<td>INTS 410: Contemporary Health: Intersections in Science and Society</td>
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<td>2/24/2022</td>
<td>Global Understanding</td>
<td>WMST 208: Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
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**Adult Learning and Executive Education Committee–submitted by Evelyn Tomaszewksi, Chair, March. 28, 2022**

Report to the Faculty Senate April 2022
Adult Learning and Executive Education Committee
Current Committee members: Virginia Hoy, Ioulia Rytikova, Susan Trencher, Evelyn Tomaszewski (Chair).

In March, the Adult Learning and Executive Education Committee met with Jeanette Muir (Vice provost Academic Affairs) to continue the agreement to have connect regularly to hear updates on programs and initiatives and hear ideas of Committee members on how to support the efforts of the Office of Continuing and Professional Education. The group discussed the changes in the CPE, the role of the Committee during this time of transition, and to identify opportunities for the Committee to support ongoing and proposed strategic initiatives. The Committee anticipates additional meetings in the next month.
Grievance Committee – submitted by John Farina, Chair, March 22, 2022
The grievance committee had no new business before it this period. It has no cases currently under review.
Appendix C
Announcements

Mason FACTs submitted by Molli Herth, Program Manager, March 28, 2022

The Faculty Affairs & Development (FAD) Office worked with college and school representatives to replicate templates at the unit level for use during the upcoming 2022/2023 review cycle. These templates are inclusive of feedback from college and school leadership teams. A tentative Review, Promotion & Tenure (RPT) tool training schedule is available below and additional details are available via the Ready, Set, Review! website. (https://provost.gmu.edu/faculty-matters/mason-facts-faculty-activity-and-collaboration-tools)

- Administrator Training: April 3, 2022- April 22, 2022
- Committee Manager Training (Round I): April 25, 2022 – May 5, 2022
- Candidate Training May 9, 2022 – May 20, 2022

Please contact Mason FACTs with any questions!

April Adjunct Faculty Town Hall – submitted by Kim Eby, Vice Provost and co-chair, Adjunct Faculty Committee

The Adjunct Faculty Committee is hosting their first Adjunct Faculty Town Hall on Saturday, April 9th, 3:00pm-4:30pm for interested university adjunct faculty. This online town hall is optional and will offer a brief overview of the Adjunct Faculty Committee, quick links to resources that may be of interest to adjunct faculty, and a featured presentation. The Stearns Center is generously presenting our keynote workshop, "Creating Inclusive Classrooms", which will offer resources and ideas to incorporate into our teaching methods.

We look forward to meeting you at this town hall. Please contact Shannyn Snyder ssnyder7@gmu.edu with any questions or to RSVP yes.

The Town Hall link is below:
Topic: April Adjunct Faculty Town Hall
Time: Apr 9, 2022  02:30 PM Eastern Time (US and Canada)

Join Zoom Meeting
https://gmu.zoom.us/j/94196709594?pwd=eW96N2VrNkoxT GhWaG5IUWpRj1UT09

Meeting ID: 941 9670 9594
Passcode: 280240
Appendix D

Graduate Division Implementation Plan Updates

Faculty Senate Meeting
April 6, 2022
A Graduate Division...

To elevate Mason graduate education by increasing the impact of graduate students and programs, by fostering a collaborative culture of academic excellence, and by contributing to the research productivity and the workforce development appropriate to an R1 institution.

- Support the mission and strategic goals of the graduate academic units and the institution in a more effective manner.
- Design a more efficient, well-resourced, and sustainable structure to facilitate and augment the work of the graduate academic units.
- Create a supportive graduate environment where all graduate students can succeed and thrive at Mason and throughout their career.

Special Considerations

- Maximize the existing financial resources.
- Prioritize efficiency and effectiveness and minimizing duplication.
- Prevent additional levels of bureaucracy.
- Allow flexibility while maintaining integrity and prestige.
- Recognize the different needs of graduate programs and graduate students.
Implementation Planning Teams

Graduate Marketing, Recruitment, Admissions and Enrollment
- Branding campaign for Mason Graduate Education
- Coordinating recruitment efforts
- Improving admission processes and augmenting communication
- Increasing yield and decreasing melt

Graduate Programs, Policies, and Processes
- Enhancing academic graduate program review with customized benchmarking data
- Streamlining processes with effective graduate systems and technology
- Increasing awareness by training and supporting graduate constituents

Graduate Student Academic Success and Well-Being
- Welcoming and onboarding events
- Monitoring graduate academic progress
- Accessing graduate success data
- Increasing awareness about graduate student opportunities
- Developing more tailored student services and support

Graduate Research, Partnerships, and External Relations
- Coordinating funding strategies
- Connecting graduate students and faculty across different programs
- Facilitating connections between graduate students and external partners
- Increase relationships with graduate alumni

Common Themes
- Improving graduate systems
- Providing graduate data reporting and access
- Facilitating inter- and trans-disciplinary activities
- Training and supporting graduate constituents
- Coordinating efforts
Timeline

- **Spring 2022**: Creation of an iterative implementation plan, including financial impact
- Bi-weekly meetings with each group
- Retreat #1 scheduled for April 25th
- Retreat #2 to be scheduled at the end of May
- **May 2022**: BOV announcement
- **June 2022**: Implementation Plan Announced
- **July-August 2022**: Start the execution of the implementation of the Graduate Division
- **Fall 2022**: Anticipated launch of the Graduate Division, followed by a multi-year iterative implementation

- **No SCHEV and SACSCOC approvals required**

More information and ways to provide feedback:
[https://provost.gmu.edu/initiatives/graduate-reimagine-initiative](https://provost.gmu.edu/initiatives/graduate-reimagine-initiative)
LIST OF ATTENDEES

April 6, 2022:  93


Visitors present:  Wayne Adams (Director of Academic Administration, CHHS), Jennifer Beck-Wilson (Organizational Development Spec and Program Manager, Human Resources/Payroll), Laurence Bray (Associate Provost, Graduate Education), Lisa Breglia (Senior Associate Dean, Undergraduate Academic Affairs, CHSS), Emily Brennan-Moran (Assistant Professor, Communication), Jacqueline Burek (Assistant Professor, English), Marie Champagne (Coord of Student Services, Adv Prof'l Teacher Dev & Int'l Ed, CEHD), Shannon Davis (Associate Dean for Faculty and Academic Affairs, Mason Korea), Matt DeSantis (Executive Director, Institutional Effectiveness, OIEP), Fatou Diouf (Term Assistant Professor, Info Systems and Operations Management), Kim Eby (Vice Provost for Faculty Affairs and Development), K. Pierre Eklou (Assistant Professor, CHHS, Nursing), James Finkelstein (Professor Emeritus of Public Policy, Schar School of Policy and Government), Kim Ford (Director of Personnel Operations, Office of the Provost), Saiid Ganjalizadeh (Term Assistant Professor, School of Business, ISOM), Marcy Glover (Coordinator, Academic Administration, Office of the Provost), Renate Guilford (Vice Provost for Academic Administration), Molli Herth (Program Manager, Faculty Affairs and Development, Office of the Provost), Rawa Jassem (Director of Business Analytics, OIEP), Toshia Johnson (Associate Director, Academic Integrity), Matt Karush (Chair, History and Art History), Misty Krell (Director of Academic Affairs, School of Integrative Studies), Lauren Kuykendall (Associate Professor, Psychology), Nicholas Laget (Adjunct Faculty, School of Music), Lance Liotta (Chair, Faculty Senate Research Advisory Committee/Professor, Center for Applied Proteomics and Molecular Medicine, COS), Kimberly MacVaugh (Chair, Librarians’ Council), Amanda Madden (Assistant Professor, History and Art History), Christopher Magee (Social Sciences Librarian), Alexandra Masterson (Assistant Professor, Biology), Jason McKnight (Associate Director for Graduate Academic Success, Office of the Provost), Cheryl Oetjen (Associate Professor and (Director, School of Nursing), Amandi Ogiisi (Assistant Dean, CHSS Undergraduate Academic Affairs), Yali Pan (Associate Director for Engagement and Assessment, International Programs and Services), Rashmi Pershad (Pre-Award Associate Director of Research Administration, CHSS), Laura Wheeler Poms (Mason Core co-chair, Associate Professor, GCH), Allison Redlich (Associate Chair, Criminology, Law and Society), Shelley Reid (Stearns Center), Carole Rosenstein (Associate Professor, Arts Management, CVPA), Lance Schmidler (Term Instructor, Communication), Susan Schriefer (Mason Online Academic Program Leader, Nursing), Sheena Serslev (Associate Director, Institutional Assessment), Pamela Shepherd (Director of Communications, Office of the Provost), Diane Spence (Executive Director, Finance and Administration, School of Business), Jasmine Spitler (Assessment Librarian, University Libraries), Michelle Trejo (Faculty Senate Liaison, Student
Government), Jacelyn Tyson (Director of Human Resources, CHSS), Girum Urgessa (Associate Professor/CEIE), Bethany Usher (Associate Provost for Undergraduate Education), Eleanor Weis (Director of Development, CHSS), Elizabeth Woodley (University Ethics Officer, Institutional Compliance), Courtney Wooten (Associate Chair, Assistant Professor, English, CHSS).