I. Call to Order

II. Approval of the Minutes of December 4, 2019

III. Committee Reports
   A. Senate Standing Committees
      Executive Committee – Shannon Davis
      Report on Server Use – Recommendations for Final Vote
      
      Attachment A
      
      Academic Policies
      Catalog modification to indicate quantity of out-of-class work per credit hour
      
      Attachment B
      
      Budget and Resources
      Faculty Matters
      Nominations
      Organization and Operations
      
      B. Other Committees/Faculty Representatives
      Update from the Presidential Search Committee

IV. New Business
   Updated Resources for Faculty Regarding Online Study Sites – LaShonda Anthony, Director, Academic Integrity
   
   Title IX Update and Resources for Faculty – Angela Nastase, JD, Title IX Coordinator, Compliance, Diversity and Ethics
   
   Faculty Personal Profile in Patriot Web – Lester Arnold, VP Human Resources and Payroll & Patricia Coray, HRIS Director
   
   Housing and Resident Life Faculty Fellows – Aysha R.C.Puhl, Associate Director of Residential Student Education and Engagement
   
   Attachment C

V. Announcements
   Provost Wu
   Special Faculty Senate Meeting: Conversation with Rector Davis
   @Wednesday, February 12, 2020 3:00 – 4:15 p.m. Robinson Hall B113
   
   FS Meetings in AY 20-21 in Research 163, 3-4:30p
   o 9/2, 9/30, 10/14, 11/4, 12/2, 2/3, 3/3, 3/31, 4/7, 4/28
   Video and powerpoint slides from 1/29/2020 General Faculty Meeting can be found at https://provost.gmu.edu/faculty-matters

VI. Remarks for the Good of the General Faculty

VII. Adjournment
Catalog modification to indicate quantity of out-of-class work per credit hour.

Catalog section AP.2.3 is not consistent with SCHEV guidelines regarding the measurement of a credit hour, specifically with respect to the hours of out-of-class work. In order to bring the catalog into alignment with this and other guidelines, the Academic Policies Committee has recommended to the Provost’s office that the catalog be modified as shown below. The current SCHEV guidelines appear at the bottom of the page (emphasis added).

Existing catalog language:

**AP.2.3 Contact Hours**

University coursework is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation, or not fewer than two hours per week of laboratory work, throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality.

Recommended catalog language:

**AP.2.3 Credit Hours**

A credit hour is the unit by which coursework is measured. One unit of credit normally represents one hour in the classroom and a minimum of two hours of out-of-class work; or one hour of recitation; or not fewer than two hours of laboratory work, per week throughout a 15-week semester. In the academic context, an hour is defined as 50 minutes. Depending on the course-delivery format, a credit hour may be measured by demonstrations of competency, proficiency, or fulfillment of learning outcomes that are equivalent to traditionally delivered courses.

Background: SCHEV guidelines p. 4ff 8VAC40-31-10. Definitions

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Academic credit" means the measure of the total time commitment an average student is expected to devote to learning per week of study. Generally, *one unit of credit represents a total of three hours per week of in-class and out-of-class work* (Carnegie Unit of Credit). In this context, an hour is defined as 50 minutes. Emerging delivery methodologies may necessitate determining a unit of undergraduate or graduate credit with nontime-based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to ensure these courses are equivalent to traditionally delivered courses.

"Credit hour" means a unit by which a school may measure its coursework. The number of credit hours assigned to a traditionally delivered course is usually defined by a *combination of the number of hours per week in class*, the number of hours per week in a laboratory, and/or the number of hours devoted to externship multiplied by the number of hours in the term. *One unit of credit is usually equivalent to, at a minimum, one hour of classroom study and outside preparation*, two hours of laboratory experience, or three hours of internship or practicum, or a combination of the three multiplied by the number of weeks in the term. Emerging delivery methodologies may necessitate determining a unit of undergraduate or graduate credit with nontime-based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to ensure these courses are equivalent to traditionally delivered courses.
Attachment C

Updated Resources for faculty regarding online study sites

– LaShonda Anthony, Director, Academic Integrity, University Life

Online Study Sites

Office of Academic Integrity
Oai.gmu.edu

What is an Online Study Site?

Ruined by students, supported by parents.

[Images of various online study sites]
Challenges

• Uploading copies of tests, quizzes, exams, and papers
• Sending out requests for help with answering questions and using those answers in classes
• Sending out requests for help with creating codes and error checking functions in coding classes and turning those answers in as original work

Mason’s Response

– Cease and desist-Course Hero situation
– Increased education
  • What is acceptable use of these sites?
– Suggested Syllabus language
  • Some kinds of participation in online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor’s materials or exams; and uploading any of your own answers or finished work. Always consult your syllabus and your professor before using these sites.
Attachment D

Housing and Resident Life Faculty Fellows - Aysha R.C. Puhl, Associate Director of Residential Student Education and Engagement

Housing and Residence Life (HRL), a department within University Life, is committed to collaborating with Mason faculty to foster co-curricular learning, enhance the residential student experience, provide opportunities for meaningful interaction with students outside of the classroom, and support faculty innovation and research.

To advance this commitment, HRL is excited to launch the Residential Faculty Fellows Program to work with four of Mason's Living Learning Communities (LLCs): Honors College, Volgenau School of Engineering, Business & Entrepreneurship, and Arts. Fellowships are open to term, tenure-track, and tenured instructional faculty.

Why a Residential Faculty Fellows Program?

Faculty matter - and research proves it:

- "Interactions between faculty members and students have long been shown to improve the quality of students' learning and their educational experiences" (Kears & Massy 2014)
- "For most students, most of the time, the more interaction with faculty the better" (Astin 1998, Kuh 2003, Kuh & Hu, 2001)

When students engage with faculty outside of the classroom, specifically with "purpose, depth and quality" (Kears 2014), evidence indicates there is a direct, positive impact on:

- Graduation & completion rates
- Learning & development of critical thinking
- Self-confidence & sense of worth
- Research & mentoring

What is a Living Learning Community?

LLCs are partnerships between an academic unit/university department and HRL. Working together, LLCs help integrate a student's academic major and interests with their residential experience. LLC students engage in curricular and co-curricular initiatives that support their academic and personal development, sense of belonging, and connection to their passions and future goals. By fall 2020, Mason will house over 1400 students in nineteen LLCs that include partnerships with almost every single college/school at Mason. Our LLCs provide students an opportunity to discover, explore, and apply knowledge through multidisciplinary projects, programs, and coursework in a wide array of different themes.

Mason LLC students outperform their non-LLC peers in both retention and graduation rates (Mason OIEP 2018). In addition, our academic partners report that LLCs are a great recruitment and retention tool for students, especially out of state students. In alignment with Mason's strategic goals, LLC students create connections to their academic work in new and creative ways, receive additional academic and social support, and engage in transformative experiences through:

- Collaborative courses to foster and advance learning with peer mentorship
- On and off campus projects and field trips with faculty and staff
- Faculty mentorship and interaction
- Networking opportunities with alumni and employers
- Access to academic tutors in a wide array of different subjects

Residential Faculty Fellows Core Opportunities

- Engage with LLC students outside of the classroom via events and initiatives at least three times per semester: six times per year for the term of the fellowship.
- Support and mentor LLC students during their collegiate journey by serving as a visible and available resource within the residence halls.
• Collaborate with Living Learning Community and Housing & Residence Life staff to develop innovative programs and services to enhance student learning in the residence halls.
• Offer content expertise to support student learning outside of the classroom through both social and academic engagement opportunities.
• Engage with student leaders (Resident Assistants) within the Living Learning Communities to foster leadership and upper-division student growth and engagement in their major and area of interest.
• Examples of past Faculty-Led Initiatives include:
  o Dinner, Play and Discussion at the Kennedy Center
  o In the Kitchen series – faculty cook with students in the halls and share their passions
  o Cinema Suppers – dinner, move, and discussion
  o Tour of the FBI or Off-Campus Business/Employer
  o Eco Tour of Mason Neck State Park
  o Tour of a Cruise Ship for Engineers
  o Community Engagement/Service Off Campus
  o Hikes in Shenandoah National Park
  o Conducting research with students and supporting yearlong LLC topic-specific projects

Resources Available to Residential Faculty Fellows

"Partnership has its benefits" – Housing and Residence Life supports the co-curricular opportunities (field trips, guest speakers, maker spaces, supplies, programs, etc.) of each LLC both financially and administratively. In addition, we provide our Residential Faculty Fellows with:
• $4,000 to be distributed as either a stipend or professional development funds for the 2020-2021 Academic Year
• Up to 20 meal swipes per year to engage students in the dining halls
• Space in the residence halls for classes and programs
• Administrative and financial support to plan, promote, and execute events and initiatives in the residence halls (you come up with the idea, we help with the planning and execution)

Timeline & Next Steps for Consideration

• Submit a letter of interest to the Living Learning Community Coordinator for your community of interest by March 31, 2020.
• Components required for the letter of interest:
  o Name & Contact Information
  o College & Department
  o Area of research and interest
  o Courses taught
  o Reasons why you are interested in serving as a Residential Faculty Fellow
  o Specific projects, areas of interest, or ideas that you would implement within the role
• A letter of support from the Chair is required
• An additional letter of support from a Dean or Director is preferred and encouraged

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For questions and/or learn more about the opportunity, please contact Ayasha Puhl, Associate Director of Residential Student Education & Engagement, Housing & Residence Life at apuhl@gmu.edu or 703-993-8910.