GEORGE MASON UNIVERSITY
AGENDA FOR THE FACULTY SENATE MEETING
APRIL 29, 2020
Electronic Meeting*, 3:00 – 4:15 p.m.

I. Call to Order

II. Approval of the Minutes of March 4, March 24, and April 1, 2020

III. Committee Reports
   A. Senate Standing Committees
      Executive Committee
      Joint Resolution Calling for Faculty and Staff Commitments by the Administration
      During the Covid-19 Pandemic
      Tiger Team Update
      Academic Policies
      Budget and Resources
      Faculty Matters
      Nominations
      Organization and Operations
      Ombudsperson Report
      Attachment A

   B. Other Committees/Faculty Representatives
      Annual Reports
      Academic Appeals
      Academic Initiatives
      Admissions
      Adult Learning & Executive Education
      Athletic Council
      Effective Teaching
      External Academic Relations
      Faculty Equity and Inclusion
      Link to annual report
      Link to annual report
      Link to annual report
      Link to annual report
      Link to annual report
      Link to annual report
      Link to annual report

*WebEx Log In
https://gmu.webex.com/gmu/i.php?MTID=m61e54e5cd21ba82341140ed99b67e6a7
Meeting number (access code): 618 945 621

Join by phone
+1-415-655-0003 US Toll
+1-202-860-2110 United States Toll (Washington D.C.)

Join from a video system or application
Dial 618945621@gmu.webex.com
You can also dial 173.243.2.68 and enter your meeting number.

Blackboard Log In
Should we need to use Blackboard Collaborate, Senators are asked to log in to Blackboard and use the Faculty Senate Organization to enter the Collaborate session. Guest (not Senator) access:
https://us.bbccollab.com/guest/cf9ab16c685a54e59acd21ee65f18fadb
IV. New Business

V. Announcements

- Interim Provost Ginsberg
- Sr. VP Carol Kissal
- Update on Web Based Student Evaluation of Teaching from Gesele Durham, Associate Provost for Institutional Effectiveness and Planning, and Tom Wood, Chair of Effective Teaching Committee - Earlier this academic year, the Provost's Office determined that the University would no longer use paper student course evaluations and began to search for a vendor to deploy all student course evaluations using a web based tool. An evaluation committee, comprised largely of members of the Effective Teaching Committee, the Office of Institutional Effectiveness and Planning, and the Registrar's Office, evaluated proposals by three vendors for such a product. The University has chosen to pursue a contract with Explorance, the vendor for the online tool "Blue". No progress can be made toward moving the student evaluation of teaching process online until that contract is complete, and we do not have a date for completion of the procurement.

Therefore, at present, we do not have definitive status for the administration of Student Evaluation of Teaching for the fall. Further, no decision regarding summer course evaluations has been made. If they go forward, we will use the home-grown tool that was developed for evaluating online courses.

Regarding specifically the testing of pilot questions for the SET, while the committee wishes to evaluate the pilot SET instrument in the fall, the extenuating circumstances we face raise questions about how to simultaneously implement a new tool AND effectively evaluate new questions. Therefore, the testing of those new questions will likely be pushed to Spring 2021.

- 9-month Deferred Pay Option
  9-month faculty are eligible to spread their compensation over 9-months or 12-months. The pay schedule will remain the same for current faculty and will only change if the faculty member completes the online form prior to the start of the academic year (August 25th). If you have previously elected to have your academic year compensation paid out over a 12-month period, and do not wish to change that election, you do not need complete the online form.
Elections are irrevocable for the upcoming academic year and cannot be changed after the commencement of the academic year. Forms do not need to be completed unless requesting a change. New faculty will continue to default to be compensated over a 9-month period and will have the opportunity to switch spread their compensation over 12-months for the following academic year.

9-month Deferred Pay Options Chart:

<table>
<thead>
<tr>
<th>Pay Schedule</th>
<th>To be paid over 9-months</th>
<th>To be paid over 12-months</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-month Faculty currently paid over 9-months (9/9)</td>
<td>No action required</td>
<td>Online Form must be completed prior to the start of the upcoming academic year</td>
</tr>
<tr>
<td>9-month Faculty currently paid over 12-months (9/12)</td>
<td>Online Form must be completed prior to the start of the upcoming academic year</td>
<td>No action required</td>
</tr>
<tr>
<td>9-month Faculty starting in August (8/2020)</td>
<td>No action required</td>
<td>Can complete online form for the start of the next academic year (8/2021)</td>
</tr>
<tr>
<td>12-month faculty converting back to 9-month in August (8/2020)</td>
<td>No action required</td>
<td>Online form must be completed prior to the start of the upcoming academic year</td>
</tr>
</tbody>
</table>

Few things to take into consideration prior to making an election:

- There could be additional tax implications/fees when choosing to defer pay (recommended that faculty speak with a tax advisor)
- If you elect to be paid over 12-months, summer paychecks will be impacted should there be any personnel actions that impact your pay during the academic year. (i.e. FTE changes, salary changes, leave without pay, or leave with partial pay, etc.)
- If you are planning on retiring during or after the academic year, any deferred amount remaining will be paid to you in one lump sum and is subject to all federal and state tax regulations.

HR/Payroll is finalizing the form and additional information which will be available at https://hr.gmu.edu.

VI. Remarks for the Good of the General Faculty

VII. Adjournment
Attachment A

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

Joint Resolution Calling for Commitments to Faculty and Staff by the Board of Visitors and the Administration During the Covid-19 Pandemic

WHEREAS the George Mason University Faculty Senate and the George Mason University Chapter of the American Association of University Professors recognize the unprecedented nature of the novel Coronavirus pandemic;

WHEREAS there will be significant and long-lasting financial effects of this pandemic both locally and around the world;

WHEREAS it is anticipated that the University will face significant fiscal challenges as a result of the pandemic;

WHEREAS the University must both respond to the crisis and plan for an uncertain future;

WHEREAS the faculty, students, and staff of George Mason University are the lifeblood of our institution and are vital to its success;

THEREFORE BE IT RESOLVED that in developing plans to address this crisis, the Administration and Board of Visitors are asked to make the following commitments to faculty and staff:

Affirm their commitment to the principles of shared governance as stated in the GMU Faculty Handbook;

Affirm their commitment to faculty employment contracts through no faculty furloughs and the maintenance of faculty salaries at current levels;

Make similar commitments to the staff, without whom we faculty cannot do our jobs;

Affirm that the Administration will abide by the new University Hiring and Procurement practices shared with the University community by the Senior Vice President on April 17, 2020;

Articulate a plan for supporting faculty and staff over the next fiscal year, and that the plan include protection of faculty lines (including term contracts), a recognition of the precarity of adjunct faculty, and the changed working conditions for faculty, including the economic burden placed on faculty as employees because of other economic shifts in the region;

Articulate a clear plan for supporting and maintaining faculty morale, as well as responding to faculty morale decline because of the issues denoted in this resolution.
MEMORANDUM

To: Lester Arnold, Vice President for Human Resources and Payroll

From: Lisa Billingham, Chair, Faculty Senate Organization and Operations Committee

Re: Background for the Development of GMU Ombudsperson Office

Date: December 2, 2019

In the Spring of 2018 the GMU Faculty Senate directed the Organization and Operations committee (O&O), in cooperation with the Senior Vice for Administration and Finance, to research background for creating faculty liaison positions. Subsequent to administrative turnover in the Summer of 2019, the committee was directed to assemble materials relating to a full-time ombudsperson rather than faculty-centric model. The role of the ombudsman is shaped as a resource for faculty to discuss workplace issues in a confidential manner. The role of the ombudsperson is not someone to “give voice to an issue” (JMU Ombuds) or to be an advocate. We maintain our interest in seeing George Mason develop an ombudsperson program.

Members of the committee contacted the respective ombudsmen at these institutions, as well as those at the University of South Carolina and The University of North Carolina-Charlotte. All of the ombudsmen we contacted were very supportive in sharing information and offered us more assistance when the time comes for more advice. The committee has additional data from Virginia Tech as they have recently completed their process in building an office. The collective findings of the Organizations and Operations committee are presented here.

COMMONWEALTH COMPARISONS

A number of Universities within Virginia have an existing Ombudsperson structure in place. These examples include the University of Virginia, Virginia Tech, William and Mary, and James Madison University. All of the universities are members of the IOA International Ombudsman Association. The IOA requires that you become an institutional member and there is training that occurs a few times a year (with a notable waiting list) and an annual conference which is most helpful to universities as they begin the process to build an office and position.
In all discussions, the ombuds have insisted that there be a website, phone and physical office devoted to explaining the responsibilities and duties of an ombudsman. Each institution maintains its own ombuds website, linked in the table below.

<table>
<thead>
<tr>
<th>Virginia Tech</th>
<th>William and Mary</th>
<th>University of Virginia</th>
<th>James Madison University</th>
</tr>
</thead>
</table>

COMPENSATION

Ombudsmen are a specialized and trained set of individuals, and as such their salary demands are notable when compared to general support staff. The IOA numbers from 2010 are shown below, with breakouts for different hiring contexts and academic training. Since these are 2010 numbers, inflation-adjusted values would be approximately 18% higher.

Average Full-time Salaries by Educational Level and Sector (N=119)

This data include the salaries of all OOs who were expected to work 00+ hours per week.

1 CPI Values from: https://www.bls.gov/bls/news-release/cpi.htm
STRUCTURE AND SUPPORT

There is a diversity of approaches with regard to reporting and funding structure. Our research has revealed a reporting structure to the President, Provost or Director of Equal Opportunity Civil Rights. An important element of the offices is its ability to be independent of administrative influence on aspects not related to the concerns of the reporting individual.

<table>
<thead>
<tr>
<th>Reporting Structure</th>
<th>Virginia Tech</th>
<th>William and Mary</th>
<th>University of Virginia</th>
<th>James Madison University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>President</td>
<td>Provost</td>
<td>Reports to the Director of Equal Opportunity Civil Rights. Statistics reported to the EOCR's report.</td>
<td>Reports to the Provost. Annual presentation each year to the Faculty Senate and to Academic Council.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours and Funding</th>
<th>Virginia Tech</th>
<th>William and Mary</th>
<th>University of Virginia</th>
<th>James Madison University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not reported</td>
<td>Full-time position: beginning salary circa $60,000</td>
<td>Full-time position</td>
<td>Faculty Administrative role</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Stipend of $10k/year or 1/1 course release (1 course release per semester) with money from the provost to department to cover costs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Space</th>
<th>Virginia Tech</th>
<th>William and Mary</th>
<th>University of Virginia</th>
<th>James Madison University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary location: looking for a permanent space as they plan to add administrative staff support and an additional 1-2 ombuds in the next few years.</td>
<td>Hornsby House, open 4 days per week.</td>
<td>Dynamics Building</td>
<td>Separate office or confer via phone (this is the norm)</td>
<td></td>
</tr>
</tbody>
</table>
HISTORY

The comparison institutions in Virginia have had their programs in place at some level since 2009. Virginia Tech has recently expanded its program to be fully comprehensive and not just implemented for individual cases.

<table>
<thead>
<tr>
<th></th>
<th>Virginia Tech</th>
<th>William and Mary</th>
<th>University of Virginia</th>
<th>James Madison University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Average Caseload</td>
<td>New program for the university. The office has</td>
<td>January 1 – June 30, 2018</td>
<td>Two to three persons</td>
<td>First six years average 18-22 per year; up to</td>
</tr>
<tr>
<td></td>
<td>served 24 faculty from July-October 2019.</td>
<td>the office served 53</td>
<td>per week not counting</td>
<td>high 20’s and last year it had risen to the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unique visitors</td>
<td>follow-up appointments.</td>
<td>middle 30’s.</td>
</tr>
<tr>
<td>Year started</td>
<td>2010 (University-wide)</td>
<td>Faculty 2009; Graduate</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2009 Graduate students, staff and faculty Ombuds</td>
<td>Students 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offices are independent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESOURCES AND LINKS

- Ombuds Blog (searchable) at [http://ombuds-blog.blogspot.com/](http://ombuds-blog.blogspot.com/)
- Barkat, John S. Blueprint for Success: Designing a Proactive Organizational Ombudsman Program article by John S. Barkat in how to build a program.
- Creating the Office of the Ombudsman; a white paper by Ontario-based Agree Dispute Resolution, Inc.
- A Guide for the Institution; an article by the Association of Canadian College and University Ombudspersons, Oct. 2005
- Conflict Resolution Task Force Report; a recommendation to the University of California, Santa Barbara regarding the re-establishment of the ombuds office
- Creation of an Ombuds Office Can Prevent Retaliation Claims; article by Michael Eisner, an attorney-mediator in Parsippany, New Jersey, on Mediate.com, Jan. 2007
- Physical, Environmental Design Factors in College and University Ombuds Offices; article by Tim Griffin of Northern Illinois University in the Cal Caucus Journal, 1994
- IOA, How to establish a new office
- Setting Up an Ombuds Office - Safety Considerations; an article by Linda Wilcox of Harvard Medical School in the Cal Caucus Journal, 1994
- On Being An Ombuds: Considerations And Suggestions For Practice; an article by Rick Russell an attorney and ADR professional, on Mediate.com, Apr. 2003
- New Research Explores Ombuds’ Relationships with Senior Leaders (September 2019)
- Blueprint for Success: Designing a Proactive Organizational Ombudsman Program article by John S. Barkat in how to build a program.