GEORGE MASON UNIVERSITY
DRAFT MINUTES OF THE FACULTY SENATE MEETING
MARCH 4, 2020
Robinson Hall B113, 3:00 – 4:15 p.m.

Senators present: Alan Abramson, Dominique Banville, Christine Barthold, Jim Bennett, Alok Berry, Lisa Billingham, Virginia Blair, Melissa Broeckelman-Post, Carol Cleaveland, James Conant, Richard Craig, Shannon Davis, Stephanie Dodman, Christy Esposito-Smythers, Daniel Garrison, Tamara Harvey, Anne Holton, Dimitrios Ioannou, Aditya Johri, Jenna Krall, Timothy Leslie, Kumar Mehta, Daniel Menascé, Linda Monson, Robert Pasnak, Maury Peiperl, Daniel Polsby, Keith Renshaw, Pierre Rodgers, Esperanza Roman-Mendoza, Catherine Sausville, Zachary Schrag, Joe Scimecca, Solon Simmons, Suzanne Slayden, Kun Sun, Rebecca Sutter, David Wong, S. David Wu, John Zenelis, Jie Zhang.


Visitors present: LaShonda Anthony, Director, Academic Integrity, University Life; Lester Arnold, Vice President, HR/Payroll; Oscar Barton, Jr., Chair, Mechanical Engineering, Volgenau School of Engineering; Tom Butler, Senior Associate Registrar, Office of the University Registrar; Angela Detlev, Assistant Provost, Institutional Research, Office of Institutional Effectiveness and Planning; Kathleen Diemer, Associate Vice President, Advancement Relations; Ed Dittmeier, University Auditor; Gesele Durham, Associate Provost for Institutional Effectiveness and Planning; Kim Eby, Associate Provost for Faculty Affairs and Development; Jared Hagenow, Sergeant, University Police; David Farris, Executive Director, Safety and Emergency Management; Grey Janks, Master Planning, DumontJanks; Karen Kessler, Academic Director, INTO Mason; Sr. Vice President Carol Kissal; Myra Khan, Case Manager, Dean of Students Office; Charles Kreitzer, Executive Director, Online Operations, Academic Innovation and New Ventures; Lauryn Lee, Master Planning, DumontJanks; Janette K. Muir, Associate Provost, Academic Initiatives and Services; Amanda Ogisi, Associate Director, Academic Integrity, University Life; Joe Pagan, Student Government Liaison to the Faculty Senate; Shelley Reid, Director for Teaching Excellence, Stearns Center for Teaching and Learning; Michael Sandler, Interim Vice President, Communications and Marketing; Pamela Shepherd, Communications Director, Provost Office; Matthew Smith, Director of Accreditation, Provost Office; Frank Strike, Vice President, Facilities; Girum Urgessa, Faculty Member, Civil, Environmental and Infrastructure Engineering., Volgenau School of Technology; Preston Williams, Presidential Communications Manager, Office of Communications and Marketing; Tom Wood, Associate Professor, School of Integrative Studies and Chair, Effective Teaching Committee; Elizabeth Woodley, University Ethics Officer and Policy Manager, Compliance, Diversity and Ethics; FOIA; Alexandria Zylstra, Associate Professor, School of Business.
I. **Call to Order:** Chair Shannon Davis called the meeting to order at 3:00 p.m. and thanked everyone for being there before the start of Spring Break.

II. **Conversation with Interim President Holton**
Interim President Holton thanked everyone and shared her thoughts and information on various aspects:

- **On new president for GMU:** Thanked everyone who participated in the search for the new president of GMU and conveyed BOV’s message that the feedback from the senators participating in the meetings with finalists was extremely valuable and helpful in final selection. Expressed her excitement for new incoming president Dr. Gregory Washington.

- **On various transitions:** This will be David Wu’s last Faculty Senate meeting and she’s working diligently to identify the interim provost. She acknowledged and thanked Dr. Wu for his partnership and support in her role as Interim President of GMU.

- **On Coronavirus:** University is in process of preparing a response plan and there have been a few informal briefings. Dave Farris, Executive Director, Safety and Emergency Management, is leading the effort and available for any input or questions.
  - All information is being centralized at: [https://www2.gmu.edu/coronavirus](https://www2.gmu.edu/coronavirus)
  - Working on ways to push out more information in a timely manner.
  - University is considering holding a physical or virtual town hall.
  - Shared the breadth of work university is doing – increased cleaning and disinfecting, housing for international students, travel contingency plans for faculty, identifying technological resources that may be necessary, etc.

- **Update on budget:** Both state house and senate budget versions are positive for Mason. Mason does need both to increase tuition and greater state allocation to pursue its strategic priorities.

Questions and Discussion with Interim President Holton:

- **Senator** expressed concern with the quality of communications and resulting perception from prominent message on Mason’s main website -- “seeking partner to build..” (Arlington campus). Interim President Holton noted Vice President for Communication and Marketing Mike Sandler has been working on getting more folks to help with this.

- **Senator(s)** raised concern about adherence to Faculty Handbook which specifies that full-time faculty members are afforded private offices with minimum of 120 square feet. The replacement for Robinson Building is going to require shared offices that do not comply with this requirement. Interim President Holton noted that the decisions regarding the space utilizations were made prior, but personally as half-time faculty she is happy with her cubicle in Thompson Hall.

- **Senator** inquired about Mason’s efforts regarding federal funding. Interim President Holton noted that Mason has a full-time Government Relations person. While Mason does not get line items in federal budget, our largest source of funding from Federal government is in form of -- a) via Financial Aid, and b)
Research grants. In addition, Mason collaborates with other universities through national association to coordinate efforts on new legislations as well as reauthorizations such as Higher Education Act.

- Questions regarding the process for selecting the Interim Provost. Interim President Holton noted that she has the authority to make that appointment and will be deciding in a few weeks. She is presently gathering lot of input and considering her options. She also noted that the new president will have a national search for a new Provost.

III. Committee Reports
A. Senate Standing Committees
   Executive Committee
Resolution: Proclaim – March 31, 2020 – EQUAL PAY DAY
Chair Shannon Davis shared that on that day, Governor Northam will sign an Equal Pay Resolution, upon this had been modelled. See Attachment A

Discussion questions and comments: Don’t we have a committee (Salary Equity Study Committee) charged to work on this? And if such resolutions should be gender specific or gender neutral to support salary equity. Chair Davis: We are proclaiming as a Faculty Senate that we value this and to continue to work on it; in line with what we do. Women are paid 70 cents on the dollar. She asks if the Faculty Senate willing to take a stand that (a) we should recognize this inequity as a university?, (b) acknowledge women’s value contribution as workers; and (c) salary equity.

Senator contested validity of the empirical claim of 70 cents, but that it should not affect our desire that women, men and everybody else be paid fairly. Senator expressed support to the principle of the resolution while contesting the empirical claim.

The resolution was approved.

Academic Policies – no report at this time.
Budget and Resources – no report at this time.
Faculty Matters – no report at this time.
Nominations – no report at this time.

Organization and Operations - Lisa Billingham, Chair

Apportionment of Senate Seats 2020-21 Attachment B
The College of Education and Human Development and Schar School of Policy and Government each lost one seat. The Volgenau School of Engineering and the College of Visual and Performing Arts each gained one seat.
Faculty/Staff Parking Appeals Committee

**Motion:** To establish three-(3) Faculty representatives to serve on the University’s Faculty/Staff Parking Appeals Committee.

**Charge:** To make final decisions in the parking citation appeals process for faculty, staff & visitors on behalf of the University’s Parking & Transportation Department. Three-(3) Faculty and/or Staff representatives are required to form a quorum & will meet as frequently as once a month, but historically about four-(4) times per year, to hear appellants, review facts & make decisions to waive, downgrade or uphold citations. The University’s Parking Coordinator, or Director of Parking & Transportation, will serve in an ex-officio, non-voting capacity.

**Membership:** Three-(3) Faculty members with staggered terms for continuity.

Chair Shannon Davis described the need for an appeals committee for faculty and staff; there is a separate Student Appeals Committee. Senator Melissa Broeckelman-Post, Chair of the Nominations Committee, noted we will call for nominations if this motion is passed. A Senator noted this is not to do with policy issues. Chair Davis responded it exists, but currently no faculty on board. A Senator added there used to be faculty members on this committee; he did this for a while some years ago. Chair Davis: Useful to have formalized relationship.

**The motion was approved.**

**B. Other Committees/Faculty Representatives**

*Faculty Handbook Revision Committee – Suzanne Slayden*

**Proposed Revisions to the Faculty Handbook**

The proposed revisions to the Faculty Handbook Section 2.6 (Annual Review of Faculty and Post Tenure Review) and 3.2 (Salary Increases) have been approved by the Faculty Handbook Revision Committee and the Provost.  

At this meeting of the Faculty Senate, the Committee will present the revisions and ask for discussion. Afterwards, the Committee will amend the revisions if necessary. At the Apr. 1, 2020 Faculty Senate meeting, the Committee will ask that the proposed revisions be voted on without further change. If they are approved by the Faculty Senate, they will be submitted to the Board of Visitors for final approval.
The Committee welcomes comments and suggestions before and after the Faculty Senate meeting.

Discussion included questions and comments about the proposed Professional Development Plan (PDP), Post Tenure Review, and processes for determining salary increases and ways for faculty to find out what they are.

**Mason Core Committee** – Melissa Broeckelman-Post

We are at the end of a big assessment process – 1,150 courses were reviewed. Numerous faculty worked on this and provided input, were invited to submit syllabi, and students were invited to submit examples. The Mason Core Committee will be sending out an email with a link to a survey about the future of the Mason Core. Please share your feedback on this survey and encourage your colleagues to complete the survey when it is sent out.

**Effective Teaching Committee** – Tom Wood  
Attachment C

Update regarding pilot of new student evaluation of teaching instrument

**Faculty Conduct Working Group** – Lester Arnold and Girum Urgessa

Update on Working Group policy development  
Attachment D

IV. Unfinished Business

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

V. New Business

SACSCOC Reaffirmation Update – Matt Smith and Oscar Barton  
Attachment F

The agenda item for postponed to later Faculty Senate Meeting

VI. Announcements

Chair Shannon Davis informed attendees that Sr. Vice President Carol Kissal wanted to talk about the Master Plan at the next Faculty Senate meeting and has offered to buy everyone lunch to talk about this. The slides will be sent out to Faculty Senators and are also posted on the Faculty Senate website: Scheduled Master Plan Presentation (3/4/2020).

Provost Wu: Mason has been through a lot of growth and changes these past six years. He will take a piece of Mason with him wherever I go. Chair Davis: We will miss you. There will be a Farewell Event for Provost Wu on Tuesday, March 31 at 4:30 pm at the Center for the Arts.

VII. Remarks for the Good of the General Faculty: None

VIII. Adjournment: The meeting adjourned at 4:19 p.m.

Respectfully submitted,
Kumar Mehta
Secretary
Attachment A
Re: Proclaim - March 31, 2020- EQUAL PAY DAY

Action:

WHEREAS, 57 years after the passage of the Equal Pay Act, women, especially minority women, continue to suffer the consequences of unequal pay; and

WHEREAS, according to the U.S. Census Bureau, women working full time, year-round in 2019 typically earned 82% of what men earned, indicating little change or progress in pay equity; and

WHEREAS, according to The Simple Truth (updated Fall, 2019) a research report by the American Association of University Women (AAUW), the gender pay gap is evident one year after college graduation, even after controlling for factors known to affect earnings, such as occupation, hours worked, and college major; and

WHEREAS, according to one estimate, college-educated women working full time earn more than half million dollars less than their male peers do over the course of a lifetime; and

WHEREAS, nearly four in 10 mothers are primary breadwinners in their households, and nearly two-thirds are primary or significant earners, making pay equity critical to families’ economic security; and

WHEREAS, a lifetime of lower pay means a woman has less income to save for retirement and less income counted in a Social Security or pension benefit formula; and

WHEREAS, according to the American Association of University Women’s State Road Map, Virginia ranks #30 out of the 50 states and the District of Columbia, with only 3 provisions to close its 21% pay gap; and

WHEREAS, fair pay equity policies can be implemented simply and without undue costs or hardship in both the public and the private sectors; and

WHEREAS, fair pay strengthens the security of families today and eases future retirement costs while enhancing the American economy; and

WHEREAS, Tuesday, March 31, symbolizes the time in 2020 when the wages paid to American women catchup to the wages paid to men from the previous year,

NOW, THEREFORE, BE IT RESOLVED that George Mason University Faculty Senate does hereby proclaim March 31, 2020 as Equal Pay Day, and

BE IT RESOLVED that the George Mason University Faculty Senate urges the members of the George Mason University community to recognize the full value of women’s skills and significant contributions to the labor force, and

BE IT RESOLVED that the George Mason University Faculty Senate further encourages the University administration to conduct an internal pay evaluation to ensure women are being paid fairly.
## Attachment B

### Allotment of Senate Seats 2020-21

<table>
<thead>
<tr>
<th>Faculty Senate Allotments</th>
<th>2019 FTE Full Time Faculty</th>
<th>2019 FTE Part Time Faculty</th>
<th>2019 FTE TOTAL</th>
<th>% of total Instructional Faculty</th>
<th>x 50 Seats</th>
<th>x 50 Seats (weighted) 2020-2021</th>
<th>Previous Allocation 2019-2020</th>
<th>Change</th>
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<tbody>
<tr>
<td>Antonin Scalia Law School</td>
<td>45</td>
<td>17.7</td>
<td>62.7</td>
<td>4%</td>
<td>1.79</td>
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<td>College of Education and Human Development</td>
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<td>57.2</td>
<td>191.2</td>
<td>11%</td>
<td>5.44</td>
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<td>College of Health and Human Services</td>
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<td>125.5</td>
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<td>College of Humanities and Social Sciences</td>
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<td>472.1</td>
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<td>College of Visual and Performing Arts</td>
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Student Evaluation of Teaching (SET) Pilot

Faculty Senate
March 4, 2020

Faculty Senate Meeting: April 24, 2019

*The Faculty Senate recommend advancing the revised course evaluation form to the Office of Institutional Research & Effectiveness and to the Provost for pilot testing on a large-scale, university-wide basis with face-to-face, hybrid and online courses during AY 2019-20.*
Sampling

- Random sample @300+ courses after early registration period (around mid November)
- 3+ students enrolled
- Full-term courses
- Proportional selection by mode of delivery: F2F, Hybrid, Online
- Exclusions:
  - Mason Korea
  - Wiley
  - Individualized courses, e.g. performance
  - Internships
  - No Instructor Assigned

Professor Wood also noted faculty whose courses were selected were given the opportunity to opt out of process.

Communication

- Pre-Implementation: email notifications sent late November/early December
  - Instructors of courses selected for the Faculty Senate Pilot
  - Deans
  - Department Chairs
- Implementation: Information Sessions and Email communication
  - Faculty information Session (Tuesday March 31, 12:00-1:00, 1201 Merten Hall)
  - Student information Session (Monday April 6, 12:00-1:00, 1201 Merten Hall)
  - Email to faculty teaching courses and Chairs/Deans and Directors
- SET pilot will be completely online: regardless of instructional mode, the administration of the pilot questions will be administered via a web-based, online form.

A representative from the Staff Senate attends our meetings.
Ensuring High Response Rates

- **Provide class time for students to fill out the online form using their personal computers or smartphones.**
- **Demonstrate how to submit an online response in class to help reduce any computer-related questions or errors.**
- **Remind students of the evaluation deadline date and the importance of the results.**
- **Explain the importance of student feedback to course improvement in the syllabus.**
- **Emphasize the anonymous nature of student evaluations.**
- **Reassure students that their responses will be taken seriously and specific actions will be taken to resolve issues regarding the course.**


A reminder will be sent to faculty as a follow up. Have you implanted online evaluation for study abroad classes? Not in the pilot, presume will be included in the future.

Chair Davis added the committee will come back to us next fall; validation of responses to the actual instrument itself.

**Attachment D**
FACULTY CONDUCT WORKING GROUP – PROCEDURE REVIEW

• May 15, 2019 – Letter(s) from Faculty Senate to President Cabrera, Provost Wu, & SVP Kissal
  o Due Process and Faculty Rights
  o Process and Procedures for Handling Allegations of Faculty Misconduct

• May 21, 2019 – Response from Provost Wu, & SVP Kissal to the Faculty Senate

• June 2019 – Working Group Established (HR/ER, University Audit, Office of the Provost, University Counsel, CDE, Faculty Senate, Faculty Handbook Revision Committee)
  o Charge – Determine how we can enhance and improve on our current procedures and
    Identifying Gaps
  o Internal Audit Review – look at GMU process vs. Commonwealth Law and collect policies
    from peer institutions
  o Recommend improved process and procedures to leadership

• July 2019 – December 2019 – Developed, reviewed, edited and updating processes
  o Compliance, Diversity and Ethics – Grievance Procedures
  o Human Resources & Payroll – Investigative Administrative Procedures

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FACULTY CONDUCT WORKING GROUP – STATUS UPDATE

• Activities, Outcomes, and Timeline
  o July 2019 – January 2020 – Developed and Revision Process Procedures
  o February 2020 – Shared Drafts and Communication Plans with Provost
    and SVP
  o March 4, 2020 – Preview to Faculty Senate and Send Draft for Feedback
    • Send Draft to Faculty Senate – March 16, 2020
    • Feedback Due – April 6, 2020
  o April 22, 2020 – Discuss Procedures and Feedback at Faculty Senate
    Meeting (Extended Discussion)
  o April – June 2020 – Finalize Documents and Begin Communication and
    Training Plans
  o July 1, 2020 – Procedures Take Effect
Attachment E

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” (Kezar & Maxwell 2014)
- “For most students, most of the time, the more interaction with faculty the better” (Astin 1993, Kuh 2003, Kuh & Hu, 2001)

When students engage with faculty outside of the classroom, specifically with “purpose, depth and quality” (Kezar 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 OEIP 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, movie, 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

For questions and/or learn more about the opportunity, please contact Aysha Puhl, Associate Director of Residential Student Education & Engagement, Housing & Residence Life at apuhl@gmu.edu or 703-993-8610.
SACSCOC REAFFIRMATION PROCESS – QEP TOPIC SELECTION
FACULTY SENATE UPDATE MARCH 4, 2020

REAFFIRMATION LEADERSHIP TEAM - BLT

• Dr. Matthew Smith - Director of Accreditation
• Dr. Oscar Barton, Jr. - SACSCOC Faculty Fellow
• Dr. Gesele Durham - Associate Provost for Institutional Effectiveness and Planning
• Dr. Kim Eby - Associate Provost for Faculty Affairs and Development
• Mr. Doug McKenna - University Registrar
• Dr. Janette Muir - Associate Provost for Academic Initiatives and Services
• Dr. Bethany Usher - Associate Provost for Undergraduate Education
QEP Topic Proposal 1

- “Undergraduate Learning Assistants as Leaders for Active Learning”

**Synopsis**
This plan supports training, funding, and oversight to expand the use of undergraduate learning assistants (LAs) to enhance educational experiences across Mason through in-class and out-of-class peer consultation. Introductory STEM courses, large courses in new active learning classrooms, and high-impact Mason Core classes would be prioritized for support from LAs, with others to follow. Nationwide and locally, LA programs demonstrably increase student retention and engagement, provide undergraduate leadership opportunities, and improve faculty satisfaction in teaching.
MARCH PRESENTATIONS

QEP Topic Proposal 2

• “Strategic Skill Building: A Necessity for Graduate Student Professional Development and Career Readiness”

• Synopsis
In order to be career-ready in today’s job market, Mason graduate students need relevant professional development support to cultivate strategic skills that complement their subject-area expertise. This QEP proposes to develop a university-wide initiative to prepare graduate students across disciplines for long-term academic and non-academic career success. Through an integrated approach, we will provide our students with tools and training to advance their professional growth and ensure their personal well-being.

MARCH PRESENTATIONS

QEP Topic Proposal 3

• “From Campus to Community: Cultivating Civically-Engaged Leaders”

• Synopsis
Cultivating civically engaged leaders aims to foster a culture of engagement at Mason where students and faculty make connections between multi-disciplinary knowledge and community change to understand their role as citizens of the world and act to address challenging global problems, all in partnership with community. This aim will be accomplished by embedding civic engagement into the curriculum and student experience, increasing funding for community engaged research and teaching, and building an infrastructure to support sustained engagement.
QEP Topic Proposal 4

- “Closing the Gap”

- **Synopsis**
The university’s mission falls short when students perceive a gap between classroom learning and their post-graduation aspirations. This QEP resources faculty to more fully integrate career readiness throughout the curriculum through high impact, meaning-making methods. This intentional and accessible plan places emphasis on strengthening students’ ability to articulate their learning in terms of skills and maximize existing experiential learning opportunities. Success will result in greater student engagement in the academic experience, satisfaction and career outcomes.