I. **Call to Order:** The meeting was called to order by the Chair, C. Douglas, at 3:01 p.m.

II. **Approval of Minutes of November 4, 2015:** The minutes were approved.

III. **Announcements**
- Provost Wu – no remarks
- Sr. Vice President J.J. Davis wished everyone “Happy Post-Thanksgiving”.
SPSS Software Download: Chair Charlene Douglas noted concern about faculty not being able to download SPSS as they used to do. You can download it onto a Mason owned computer, it has not gone away. (See Attachment A for details).

III. Progress reports, business, and agenda items from Senate Standing Committees

A. Academic Policies – no report.

B. Budget and Resources – Susan Trencher, Chair
The request for salary changes has yet to be submitted, we are moving ahead on it now.

C. Faculty Matters – Keith Renshaw, Co-chair
The Faculty Matters Committee is working on two items:
-1- Trigger warnings and whether GMU should adopt a formal position on trigger warnings that we would ask the administration to endorse.
-2- Soft money requirement in tenure contracts

D. Nominations – no report.

E. Organization and Operations - no report.

IV. Other Committees/Faculty Representatives

Report from the Effective Teaching Committee – Lorraine Valdez Pierce, Chair
Professor Valdez Pierce reminded Senators of the charge of the Effective Teaching Committee: (Charge revised and approved by the Faculty Senate April 23, 2014)

**Charge:** To develop and help implement procedures which encourage and reward effective teaching, and to enable faculty to improve their teaching effectiveness independent of any evaluation procedures, and to implement procedures or evaluation of effective teaching. Also, to recommend policy to the Senate and to monitor the use of such policy for the evaluation of teachers and courses, including the following:

A. Review, improve, and provide guidance for Institutional Research and Reporting on the course evaluation form and related procedures at least once every three years;

B. Review existing policies relating to the faculty evaluation process, identify alternatives to these policies and recommend changes to the Faculty Senate;

C. Work closely with the Center for Teaching Excellence to support the use of formative and self-assessment techniques and materials for promoting faculty professional growth and teaching effectiveness, including strategies for robust student feedback.

Based on faculty survey last year and (responses to) the committee’s October 7th report to the Faculty Senate, the committee wants to work with Institutional Research and Reporting on validated course evaluation questions.

V. New Business, Updates, and Discussion

Multilingual Student Education Task Force Report – Shelley Reid
Professor Reid presented an abbreviated version of the Task Force report. Please see Attachment B for the full text of the report.
Key Finding: ML Student Population: Of 463 English 302 students (17%) surveyed in April 2015, 29% reported a first or home language other than English. Similarly, in Spring 2015, 41% of the students enrolled in COMM 100 and 101 reported that they spoke a language other than English as their first and/or current home language. Of COMM students surveyed, 10% were L2 international students (includes students enrolled in INTO-Mason and Mason-Korea) and 31% identified as “Generation 1.5” (resident multilingual) students.

Key Finding: There is no “typical” ESL/ML Mason student. ESL/ML students arrive through Pathways, direct admit domestic, direct admit international, and transfer admissions. Second language acquisition involves increasing comprehension and production of spoken language as well as reading and writing skills. ESL/Multilingual students’ linguistic needs evolve; no single course or support will “eliminate” the need for future support.

Key Finding: Mason faculty want a range of support for educating ESL/ML students. This includes, but is not limited to:

- Evaluating ESL/ML students’ written products.
- Gauging and supporting ESL/ML students’ comprehension of readings, lectures and class discussion.
- Fostering engagement and interaction between ESL/ML students and native-English-speaker students.

Recommendations to Faculty Senate

- Establish Council on Multilingual Student Support: Invite representatives from academic support programs, student services, and administrative offices. Charge with collaboration, research, and support of students and faculty.
- Support our request for continuing financial support: Student support programs, faculty development, administrative leadership, Council research, assessment, and grant-making.

Professor Reid noted most units now involved in Multilingual Student Support request additional funds on a regular basis. The Task Force estimates that to stabilize services at the same level will require $216K/year; while $484K is required to grow resources to meet the estimated future need, such as dealing with students on waiting lists.

Questions and Discussion:
Senator: Did you talk to former ELI (English Language Institute) faculty?
Professor Reid: Of course.
Follow up: What will happen as INTO students begin to enter classes?
Karyn Mallett, Associate Director, English Language Programs, INTO Mason: To build out a timeline from first level of INTO program as far as graduate school level. Conversation happened because of Task Force.
Senator: This sounds like a very important issue. Has there been any quantification of need itself or just looking at wait lists?
Professor Reid: We really haven’t been tracking the success of students in this way. Some data is coming out of INTO program. We can definitively state that non-native speakers need more organizational help. If the Writing Center students are doing better than those not getting services, then we want to do more, but first we want to make sure doing more is the right thing.

Senator: Did you include graduate students?
Professor Reid: We did not focus on them in this study, but as we start tracking we will incorporate the Bridge programs that are a start into graduate programs.

Senator: Did the Task Force discuss the social integration needs of international students?
Professor Reid: A great question, we didn’t gather this information, but does need to include student services side. If we want an international campus, we need to support students in all aspects.

Senator: Thank you for your inquiry and work on report. Last year we had a discussion of the needs of Writing Center. Numerous students say they cannot get in, can we get a report from the Writing Center on the shortage of availability?
Professor Susan Lawrence, Director of the Writing Center: We offer about 300 appointments/week. At present we have about 20 students on the waitlist.
Senator: What is not known is how many students log in, see the available slots, and don’t go farther?
Professor Lawrence: The Writing Center gets about 20,000 hits/week.

Senator: Is there a potential model for curriculum support? What about a fee to support the writing center rather than ad hoc funding? There is a group that we know we will have to spend these resources on – why not allocate from the fees we are charging them to begin with?
Professor Reid: There has been consideration of a writing fee, but in gaining international students we are sensitive to the fact that they are already paying out-of-state tuition.
Senator: If we know there is this cost, we need resources needed to devote to it.
Associate Provost Muir: We had a very thorough review of impacts for multilingual and English learners. Fees are a complex issue, and how support is determined we leave to budget folks to figure out. I urge the Faculty Senate to support both resolutions.

Resolution 1:
The Faculty Senate endorses the establishment of a Council on Multilingual Student Support.
An affirmative vote for this resolution would empower Faculty Senate leadership to work with the administration to establish a council that would be charged with building collaboration, research activity and faculty support focused on multilingual student engagement. Council members should consist of representatives from academic departments, academic support programs, student services, and administrative offices.

Discussion:
Senator: Encourages everyone to read the report, it’s a great report. Resolution not strong enough, suggestion to amend the resolution:

“The Faculty Senate charges the Organization and Operations Committee (O&O) to make a recommendation to the Faculty Senate concerning the establishment, charge, and membership of the Council. The O&O Committee should consult with the administration and the Task Force concerning the establishment of the committee."

This falls within the charge of O&O. They can complete this work in committee and bring it back to the Faculty Senate. This does not precluding getting financial support or anything else. It would likely not be a Faculty Senate Committee, but a University Committee.

Senator: I'm all in favor of strengthening the resolution, but the university committee would have no fiscal authority.
Chair Douglas: The amendment gives it a stronger house to live in, in particular a responsibility to report back on a regular basis.

Senator: I'm very sad that the central administration has apparently turned their back and failed to give resources to these concerns are valid but not addressed. I have a serious problem with the resolution as amended. Does the Faculty Senate get involved in allocating funding? Our college (CHSS) took an $880K hit this year – I do not see it as function of Faculty Senate to tell people to allocate funding here and there – this is something for Provost Wu and Sr. VP J.J.Davis.
Sr. VP J.J.Davis: First, we're in this together. Committee work is essential, and it is incredibly helpful to have a clear vision of the Writing Center’s need for better institutional support. There are a lot of financial needs across this university, and we have to work together to prioritize.
Provost Wu: Our discussion on lowering the TOEFL score last spring motivated us to look at the issue in a holistic manner. I am strongly and clearly in support of strengthening resources in alignment of the long-term needs of the student population.

Senator: I am against this amendment – this is the Task Force’s resolution as written, and I see nothing to be gained into squishing them into Faculty Senate.
Senator: I support this amendment. It puts structure in place for the committee, and I call the question.
Proposed Amendment to Resolution 1:

“The Faculty Senate charges the Organization and Operations Committee to make a recommendation to the Faculty Senate concerning the establishment, charge, and membership of the Council. The Organization and Operations Committee should consult with the administration and the Task Force concerning the establishment of the committee.”

The amendment was approved.

The resolution as amended was approved:

The Faculty Senate endorses the establishment of a Council on Multilingual Student Support. The Faculty Senate charges the Organization and Operations Committee to make a recommendation to the Faculty Senate concerning the establishment, charge, and membership of the Council. The Organization and Operations Committee should consult with the administration and the Task Force concerning the establishment of the committee.

Resolution 2:

The Faculty Senate advocates increased financial support to stabilize and grow resources for multilingual learners.

Based on the Task Force report, increased resources for multilingual student support are important to: 1) stabilize and increase student support programs, 2) provide resources for increased faculty development, and 3) strengthen administrative program support.

An affirmative vote for this resolution would underscore Senate support for increasing resources to stabilize current resources that support multilingual learners, and building future support in conjunction with increased growth in multilingual students enrolled at Mason.

Discussion:

Senator: This feels wishy-washy with no teeth – can we get some sense of magnitude of findings and amounts?

Associate Provost Muir: It’s dangerous to use a specific number. The Task Force gave a recommendation. This motion will provide underlying support, and show the need for Council, but also emphasize the need for increasing growth in resources for multilingual learners.

Senator: Priorities at GMU are in flux. If we are serious about this, we need to put a number on it.

Senator: No matter how much I support the idea, we have a budget committee, and I do not see the effectiveness of this route.
Senator: Nobody ever listens since we’ve been here. The best outcome is to get a place at the table. If you want to give more funding to the writing center, as opposed to giving just to multilingual students, this resolution does not do it.

Senator: I’m in favor of this resolution. The Faculty Senate should be a voice, especially with respect to importance of multilingual students. An outstanding report has been made, but not much here in terms of setting a precedent.

**Resolution #2 was not approved; 13 votes in favor, 21 votes opposed.**

**Mason Lobbies – Laura Hager, Chair, Government and Community Relations Committee, Student Government.** Laura invited faculty to go to Richmond on Mason Lobbies Day (January 28, 2016) in support of students who will attend. You may register on the alumni relations website. She also asked faculty to permit absences from classes for those students who will be in Richmond on January 28th.

Students support three priorities:
1- Obtaining funding for renovation of Robinson Hall;
2-Changing the policy on pepper spray in dorm buildings,
3- Increased funding for research and financial aid.

See [Attachment C](#) for additional details.

**VI. Remarks for the Good of the General Faculty** – none.

**VII. Adjournment:** The meeting adjourned at 4:17 p.m.

Respectfully submitted
Timothy Leslie
Secretary
ATTACHMENT A

SPSS software can be downloaded to GMU owned laptops and desktops. Requestors can contact the Support Center and ask to have SPSS loaded on their PC.

Phone: 703-993-8870
Fax: 703-993-3347
E-mail: support@gmu.edu
Online: Submit a Request
Hours of Operation: Monday thru Friday, 8 a.m. – 7 p.m.

Desktop Support will contact the requestor and set up an appointment with the requestor when Desktop Support arrives at the requestors location, they will contact the ITS Logistics group to confirm the requestors eligibility to have the software downloaded based on the SPSS software license terms. The terms are based on the person’s role (example – for research or learning) and device (university owned). If the requestor meets the software license eligibility requirements Desktop Support will load the software.

ATTACHMENT B


ATTACHMENT C