

COS Faculty Meeting Minutes from 11-10-21

COS Faculty Meeting Minutes

November 10, 2021, 12-1pm

via Zoom

Meeting Attendee List is in Appendix A

The Zoom Meeting Recording is available; please check your @gmu.edu email for details on how to access the recording.

1. Call to order - 12:01
2. Approval of minutes from October 20, 2021
 - 2.1. Motion to Approve: Rebecca Jones, seconded: Joel Schnur
3. Announcements
 - 3.1. Chair Pro Tem position to remain vacant this year; no nominations received
 - 3.2. Report from University Term Faculty Committee on Guidelines for Workload Policies for our Instructional Term Faculty, Paul So (Appendix A)
 - Defining and upholding workload policies for term faculty with primary instructional assignments at the level of the LAU.
 - Provides guidance on teaching load modifications, and how these should be reviewed.
 - Q: From Rebecca – What are we doing to implement this? Paul: in P&A, we are revising policies.
 - Rebecca – Bring this up in your department meetings as term faculty and be in touch with your department leadership to put something in place that represents the interests of term faculty.
 - Paul – If you have questions, you can reach out to me or the term faculty committee
 - 3.3. Follow-up on concerns regarding COS faculty annual evaluations
 - Met with dean, COS HR, Suzanne Slayden 10/27/2021
 - Discussed process and faculty handbook requirements
 - Identified needs:
 - For assessment of current LAU practices in COS (Dean indicated intent to pursue this)
 - Better COS document for different categories of faculty (research, instructional, clinical; one size does not fit all)
 - Dean Faculty fellow to be selected to work on this.
 - Rebecca presented a summary of COS faculty priorities (Appendix B)
 - Advocate for better salaries and equity
 - Improve annual review process and merit-based compensation
 - Promote ARIE task for initiatives at college level
 - Address faculty workloads

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- Increase transparency and communication with college level committees (e.g. space/budget)
- Create term faculty leave process → executive council

4. Remarks from the Dean, Fernando Miralles-Wilhelm

4.1. Offer made and accepted for CBO position.

4.2. Dean's faculty fellows initiative

- Taking a wider scope to it
- Some nominations coming in
- Promote faculty engagement in college management activities: faculty evaluations in area.
 - Provost meeting brought up this evaluation problem in Provost's office, and how can this be going on
 - Pulling information from other Universities and colleges in a way consistent with the faculty handbook.
 - Don't want a process that is one-size fits all; tied to workload policy
- Looking for ideas as well
- My own take: nice thing of being a dean, when someone identifies a problem, I can identify 300 people that are very smart to bubble up ideas. Someone in COS can draw from that talent. Want this to be a continuous program that we do every year with different individuals tackling different issues. It will also identify leadership within the college for tasks and assignments.
- Why the deadline of Nov 19th? We're under a very unusual set of circumstances in college management – lost CBO, chief HR, one senior associate dean in hospital, one step down. We've lost some staff. We need to step up and put people to work quickly. We have quick needs, but in the future will become part of a regular cycle. Original plan was fall 2022, but given particular circumstances I had to move quickly.
- Discussion: Monique Q: Teaching load, class credits vs. independent study credits. My research is great, but I often times have 70-80 credits of independent study that I'm generating with undergrads and research students, which is more than my class, contributing to the revenue of the college, but they don't officially get counted. This should be part of the discussion going forward.
- Fatah Kashanchi – Second Monique's concern -we spend so much time with MS and PhD students, and it is as if that time isn't valued. It affects the way we do our research, the way we teach, there needs to be some understanding of this workload.
- A: Fernando – definitely, if this is not being counted it should. We should have clear parameters. The day has 24 hours and that puts a limit of what we can do. We will look into this. Insert a plug for fellows.
- Natalie Burls – in 2015 there was a workload guidance document in draft form with criteria for teaching load reductions for your specific research activities, but it never got taken up. We can go and revisit those efforts.
- Rebecca – yes, let's resurface that document. We need to edit the ruler.

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- Peter – we'll slow the rotation of the Earth for longer days, but in all seriousness this needs to be addressed. We do not count the theses advising in teaching load, but we do in the COS annual report, so this needs work.
 - Tim Leslie – We have a document, with PTR guidelines; they do exist, and are adjustable through various channels: <https://science.gmu.edu/faculty-and-staff-resources/faculty-governance/workload-guidelines-july-2016>
5. Report from ARIE task force, Lilian Virgil and Gerald Weatherspoon.
- 5.1. Written report from Lilian: Things have been halted at the COS level in anticipation of hiring the Director of DEI. The full consideration date has been met and we are currently reviewing applications. Stay tuned for next steps in this process. This is to ensure that we are meeting our goals and have someone who is able to dedicate themselves to this full time work. Each goal had someone who was accountable for the implementation. However, we have lost a lot of those people (ie. The CBO, Director of HR, Senior Associate Dean on leave). As you know many of us are and have been stretched thin. The ARIE implementation team is hard at work trying to accomplish the University goals. Gerald and I are in close contact with the VP for DEI as well as our DEI counterparts in other units.
6. Report from Undergraduate Council, Ben Dreyfus and Christine Rosenfeld (Appendix C)
- 6.1. Notable change to the catalog deadline; extended until late April (April 6th) to submit changes to the catalog.
- 6.2. Initiative: Get a handle on how each college goes through curriculum changes. Ben, Christine and Jen will be presenting what COS does.
- 6.3. Quality Enhancement Plan is another initiative. This is a heads up coming down the pike. It was initially unclear to us; we just heard about ARIE task force; this is distinct from that. They have goals in common, but a separate program
- Civic engagement a part of every undergrad degree program
 - Draft solicited feedback a few weeks ago for the student learning framework.
 - Two pieces for faculty to think about: encouraging community engaged and anti-racist curriculum and taking advantage of grants to do this; and how to incorporate this civic engagement course into our major requirements.
- 6.4. Q: Rebecca – what is the timeline for these courses being created and what support with LAU get to facilitate these courses?
- A: It can be a natural progression for some, others may need support. It is a 5-year initiative from 2022-2027. Identify which departments and which faculty in the departments can get something up and running, or if the LAU needs help. Will this be a course we're already doing, or do we need a new course. Who can fit this in? Who is going to need some help or course relief to get this up and running. They are setting up a whole office to manage this similar to the OSCAR program and STEARN center program.
7. Report from Graduate Council, Benoit Van Aken
- 7.1. Shared graduate council website: <https://provost.gmu.edu/academics-and-research/graduate-education/graduate-council>
- 7.2. Brief update during this semester: met three times, a few things were decided.
- English proficiency tests for admissions: we now accept DuoLingo.

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- Students can request a two year deferral after they've been admitted. Normally it is one year, and required approval from the Provost's office. Now, program approval is enough. This is because of COVID-19.
 - Working on a document that states the expectation of both graduate students and the faculty program directors to try to straighten up the guidelines in terms of conflict. It has been approved, but it is not a clean document yet – lots of annotations.
 - When there are no problems between students and their faculty advisors, we don't need these kinds of recommendations. However, when there is conflict, we need written guidelines as a place to start, especially on the student side. Most of this is common sense, but this document straightens up the procedures. It doesn't have to first go to the Provost's office, but can go first to the graduate program director, the chair, or an associate dean first. Etc.
 - Can also involve Title IX, and faculty AND students should follow University guidelines.
 - Q: Rebecca: when will this be available to faculty?
 - A: unknown. Still a lot of changes. It has been approved though, and we have a meeting next week on the 17th. Should be published on the graduate website soon. Also currently accessible from the Nov 9th agenda:
 - Committee is also working on the graduate council bylaws – faculty should not serve more than two consecutive terms of 3 years (max 6 years). Straightening up graduate policies, no major changes and mostly writing things.
 - Masters and certificates will have concentrations written on the diploma, but not the PhDs.
- 7.3. There is a graduate reimagination task force, with an idea to create a graduate school. Cristiana Stan as a COS faculty senator will give us an update on the task force:
- Charge of task force in Appendix D, put together by Provost to identify and review Mason current graduate education opportunities and associated challenges like a SWAT analysis utilizing R1 models and best practices.
 - Met over the summer a lot, and created a report. The full report is available on the graduate council website. Presented at many venues. Feedback was solicited.
 - <https://provost.gmu.edu/initiatives/graduate-education-reimagine-task-force>
 - Recommended a graduate division and not a graduate school to enhance not replace the existing graduate program activities that exist at the college/school/dept level, and facilitate better coordination with central services, and graduate council activities.
 - Main recommendations: Graduate student academic success (retention, degree completion, time-to-degree); research productivity depth and breadth; diverse and skilled workforce; contribution to University's Mission and Strategic Goals.
 - Current stage: incorporating feedback on report, and then to present to the University administration. Task force is not charged with the implementation plan, which is the next stage the University will decide.
 - Q: Rebecca: where do we send feedback? A: Send to Cristiana Stan. Cstan
 - Comment from Tim Leslie: Faculty Affairs and mentoring document was oscillating between "faculty should" and "faculty must", and they have settled on "faculty must" document. Its an important document to watch.

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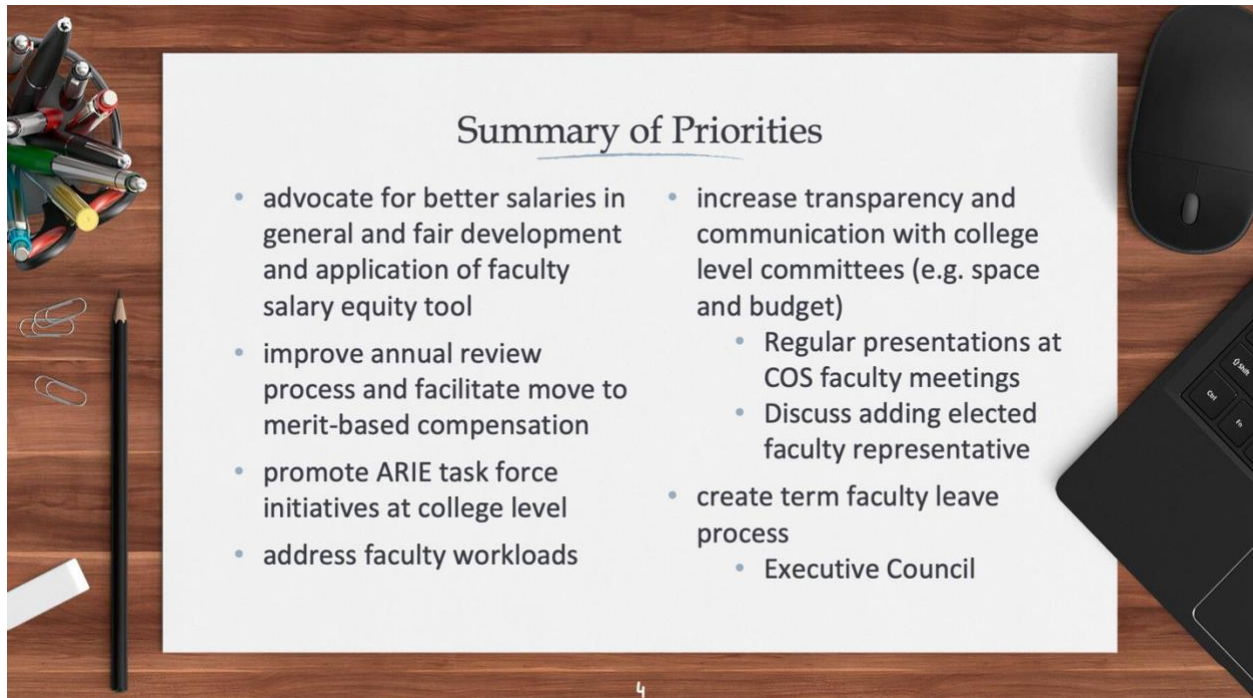
- Benoit van Aken: indeed, the document is more on the faculty /program director side, even if the original plan was also for students.
- 8.** President's meeting last week discussion - Rebecca
 - 8.1. We meet last week as a college with President Washington. Some questions remain unanswered and we will be continuing to press for resolution. We will bring an update to our next meeting.
 - 9.** New Business
 - 9.1. Celebration of Success scheduled for Dec 6th from 2-3:30pm. Nominations currently being accepted. Going to be in person. See Teri Fede's email:
<https://science.gmu.edu/celebrationofsuccess>
 - 9.2. No more COS faculty meetings until February 2022. Contact Rebecca or Peter if you are interested in meeting socially in December 2021.
 - 10.** Adjourned at 1:01pm.

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Appendix A: Meeting Participants

Alexandra Masterson	Isela Gallagher
Alonso Aguirre	Jennifer Salerno
Anamaria Berea	joel schnur
Andrea Cobb	JQu
Andrea Nikoi	Jules Goldspiel
Andreas Zufle (ACM Conference 62)	Julia Nord
Audrey G Kelaher	julie
Becky Ericson	Kenneth W Foreman
Ben Dreyfus	Laura M Powers
Benoit Van Aken	Ling Ren
Carlos R Braga (he/him)	Liping Di
Catherine Sausville	Lori Mandable (she/her) COS/GGS & AOES
Chaowei Phil Yang	Maction Komwa
Chi Yang (COS# Physics)	Mary E O'toole
Chris Lockhart	michael summers
Christine Rosenfeld	Monique van Hoek
Cristiana Stan	Natalie J Burls
Dale Pokorski	Padhu Seshaiyer
Daniel Hanley	Paul So
David Wong	Peter Plavchan
Diego Valderrama	Pritha Roy
Dmitri Klimov	Rebecca M Jones
Erdal Yiğit	Rob Axtell
Fadi Tahan	Ryan J Wetter
Fatah Kashanchi (Gwen Cox)	Suzanne Slayden
Fernando Miralles-Wilhelm (fmw)	Tim Leslie
Geraldine Grant	William Hahn
Greta Ann Herin	

Appendix B: Summary of Priorities for COS Faculty Leaders 2021-2022




Appendix C: QEP plan:

ARIE

ANTI-RACISM and INCLUSIVE EXCELLENCE


To create **social change** and build systems of equality in Mason's culture

Mason will become a **national exemplar** of anti-racism and inclusive excellence



Develop and implement effective systems, practices and traditions that **eradicate racism** and bigotry at Mason

ARIE will be foundational in **every** program, process, policy, and procedure at Mason!



QEP

QUALITY ENHANCEMENT PLAN


"Transformative Education through Anti-Racist Community Engagement"

Specifically focuses on improving **student learning/student success**

Expand **students' understanding** of anti-racism through community and civic engagement

Increase **opportunities** for students to participate in anti-racist community engaged courses and research

Civic engaged learning will be a part of **every** undergraduate degree program no matter the major or career interest!



Student Learning Framework



Exploring: One time engagement
Development: At least a semester of engagement
Transforming: Multi-semester or multi-year engagement

- Civic Knowledge**
Students will connect discipline and course learning to community engagement and anti-racism.
- Civic Identity**
Students will commit to community engagement and anti-racism; commitment is derived from a sense of social responsibility and connection to community.
- Civic Action**
Students will work collectively to address a community issue and promote the public good.



From the QEP draft:

Encourage community engaged and anti-racist curriculum and research through course and research development grants

In order to encourage faculty to incorporate community engagement and anti-racism into their course content, we will establish course development and research development grants. ... Through the establishment of the Office of Community Engagement and Civic Learning and the creation of the Faculty and Community Fellows program, we establish infrastructure and support for engaged faculty. The course and research development grants provide resources to incentivize faculty. Funding will be most significant during years one to three of the QEP so that we can see a greater increase in course-based learning early in the plan.



From the QEP draft:

Incorporate Mason Impact Civic Engagement (MI or MI+CE) course into each department

As part of the establishment of OSCAR, Mason's most recent QEP, an RS course designation was developed to promote research intensive courses as part of the curriculum. Civic Engagement, like Undergraduate Research, is a focus area for the Mason Graduate which led to the creation of a "CE" course designation. This designation allows faculty to classify a course as a community and civic learning course, while also making it easy for students to identify these courses during registration.

As of the summer of 2021 there are only two "CE" course designations. Through the scaling up of our faculty outreach and development we will incorporate at least one MI+CE course into every academic department. The intention behind this goal is to make sure that every Mason student has the opportunity to participate in an engaged learning experience that is connected to their academic discipline and interests.

Appendix D: Graduate Council Task Force

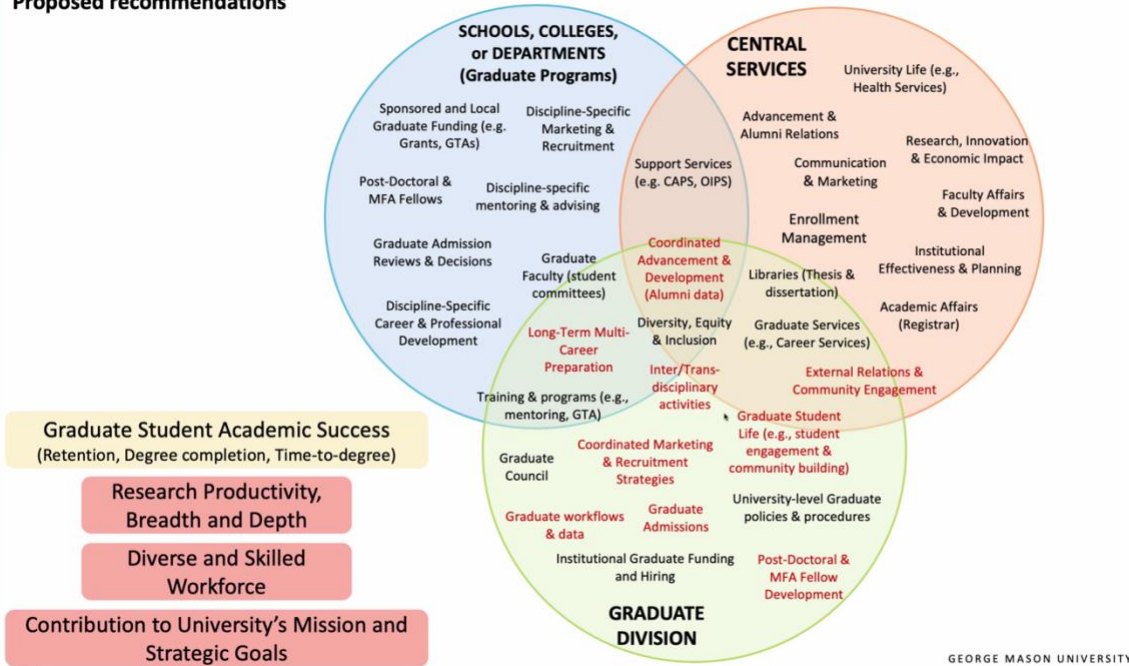
OUR CHARGE

The Graduate Education Reimagine Task Force is charged with:

- Identify and review Mason’s current graduate education opportunities and associated challenges;
- Utilizing *R1* institutions’ models and best practices, review and consider strategic solutions that could help overcome these challenges;
- Suggest operational and structural enhancements that could facilitate the implementation of the proposed solutions; and
- Provide recommendations on what graduate education structure would best align with the University’s mission, vision, overall structure, strategic objectives, and funding allocations, including the prospective forming of a Graduate School at Mason.

GEORGE MASON UNIVERSITY

Proposed recommendations



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