

## COS Faculty Meeting Minutes from 2-3-22

### COS Faculty Meeting Minutes

February 3rd, 2022, 12-1pm

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 – 12:02pm
2. Approval of minutes from November 10th, 2021
  - 2.1. Approved via reaction vote 12:03pm
3. In memoriam: Thomas Lovejoy, Lee Talbot, Anna Wyczalkowski
  - 3.1. Silence in memory of our lost colleagues.
  - 3.2. Remembrance gathering for Dr. Wyczalkowski Friday 2/4, 12-1pm in EXPL 3301 & via zoom: <https://gmu.zoom.us/j/97317499706?pwd=UUdPdm9SQXFEKzVMamcyN3RpV05Gdz09>
4. Upcoming Events
  - 4.1. Provost Vision Series talk by Hakeem Oluseyi – Feb 7, 7-8pm, GMU TV, <https://science.gmu.edu/events/mason-vision-series-hack-stars>
  - 4.2. AAUP Faculty Workload and Burnout Teach-In, Feb 11, 11am-12:30pm, Zoom, [Register here](#)
  - 4.3. Visiting Filmmaker Series, S. Leo Chiang, Our Time Machine - Feb 17, 7:30-9pm, Zoom, <https://vfs.gmu.edu/events/12390>
  - 4.4. Undergraduate Research Colloquium – In-person, date TBA, late April, look for call for abstracts via email soon
  - 4.5. Mason ISE (ise.gmu.edu) organizing our campus climate justice teach-in, while others do so worldwide on Mar 30. – Dann Sklarew
  - 4.6. Galileo's Science Café is Thursday, Feb. 17 at 7pm on the SciTech Campus <https://science.gmu.edu/galileosciencecafe> Featuring Shobita Satyapal, “In Search of Elusive Giants: Detecting supermassive black holes in the centers of galaxies” – Andrea Cobb
  - 4.7. Regional MATHCOUNTS event this Saturday at Dewberry Hall. Usually, we bring over 500 students to this event each year but this year we will have about 70 students! This will bring students from schools in the Fairfax, George Washington and Northern VA areas. → Padhu Seshaiyer
5. Announcements and Updates
  - 5.1. Instructional Continuity Update – Jason Kinser
    - 5.1.1. See this document for new info on campus instructional policies and information re: COVID: [https://gmuedu-my.sharepoint.com/:w:/g/personal/jkinser\\_gmu\\_edu/ETD5pxBlumNkvtgX3\\_QIAQB-jLhekB9LKYYiOiJrrFh0Jw?e=PAAnIZ8](https://gmuedu-my.sharepoint.com/:w:/g/personal/jkinser_gmu_edu/ETD5pxBlumNkvtgX3_QIAQB-jLhekB9LKYYiOiJrrFh0Jw?e=PAAnIZ8)
  - 5.2. Communications and Marketing update – Tracy Mason (Appendix B)

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- 5.2.1. Each dept has a digital point of contact who runs website
- 5.2.2. Mason's 50<sup>th</sup> Anniversary Campaigns
  - 5.2.2.1. New ad campaign on campus
  - 5.2.2.2. Asking departments to share our notable firsts in science and share with the community, and the trailblazers that helped make this happen – current or former faculty
  - 5.2.2.3. Charlie Bailey example was sent out yesterday for starting the biomedical lab during Dean's weekly blog.
  - 5.2.2.4. Mason wants to establish itself in a thought-leader type way
  - 5.2.2.5. Our scientists are uniquely qualified to look forward – many trailblazers will talk about looking towards the future → email [tmason11@gmu.edu](mailto:tmason11@gmu.edu) with your ideas!
- 5.2.3. In addition to our faculty Fridays on social media, thank you to our colleagues on social media for sharing these. We had over 2000 posts on the college's social media channels last year, and our audience grew by over 1100 followers in the colleges, and the departments grew by 210 followers alone in last month. Total audience on social media is close to 17,000. Growing traffic on LinkedIn, and students connecting most on Instagram.
- 5.2.4. Science communication training opportunity
  - 5.2.4.1. Free training as part of research Mason's communications department is doing partnering with a few Universities on gauging the efficacy of science communication. You are given a stipend on participating. We can all get trained on all how to communicate science effectively. You get to pick your own audience and build your own messaging. Contact: Dr. Chris Clarke - [cclark27@gmu.edu](mailto:cclark27@gmu.edu) in CHSS for more information.
  - 5.2.4.2. Register here:  
[https://gmuchss.az1.qualtrics.com/jfe/form/SV\\_a9NOecNXyaH1Tb7](https://gmuchss.az1.qualtrics.com/jfe/form/SV_a9NOecNXyaH1Tb7)
- 5.3. National Search for a new STEM Accelerator Director
  - 5.3.1. Rebecca Jones: Please be on the lookout for the job posting and spread the word
- 5.4. Thank you to our COS colleagues involved in the COVID testing centers and vaccinations
  - 5.4.1. Tracy Mason: Good story idea
- 6. Remarks from the Dean, Fernando Miralles-Wilhelm**
  - 6.1. Haven't been able to meet many of you; so weird. 1.5 years into his position, and really itching to have more of a presence on campus later this semester. I like campuses and haven't had an opportunity to have the on-campus experience.
    - 6.1.1. We are getting there. Echo Rebecca for those that have helped with testing and vaccinations
  - 6.2. COS HR personnel update
    - 6.2.1. CBO Introduction
      - 6.2.1.1. Megan St George – “dream candidate”. Welcome to GMU!
      - 6.2.1.2. Looking forward to meeting more of you
      - 6.2.1.3. <https://science.gmu.edu/directory/meghan-st-george>
    - 6.2.2. CDO search status

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- 6.2.2.1. Just this week made the hire: Dr Paula Danquah-Brobby will start February 14th.
- 6.2.2.2. <https://science.gmu.edu/directory/paula-danquah-brobby>
- 6.2.2.3. By far the top candidate for our search. And will meet in person
- 6.2.3. New Associate Dean
  - 6.2.3.1. Dr Cody Edwards, has been part of Mason for a long time now.
  - 6.2.3.2. Working on an interim basis to help operations as an associate Dean in the college. Thanks the Provost office for putting Cody at our disposal.
- 6.2.4. Any other changes in the office personnel
  - 6.2.4.1. None other than above.
- 6.3. Dean's Fellows
  - 6.3.1. Last fall had a call – received a number of great applications.
  - 6.3.2. Interesting thing about a University – places that allow you to carry out experiments. Experimenting in a model of faculty engagement and leadership.
  - 6.3.3. Process allowed for individual faculty to apply to be considered but to produce ideas as to what they would be working on. Four have been recruited for this go around.
    - 6.3.3.1. Tina Bell – enhancing work of females in STEM
    - 6.3.3.2. Tim Leslie – proactive approach to compensation adjustments (our prior approach has been reactive). Can we have a more strategic approach and Tim has a compelling case.
    - 6.3.3.3. Peter Plavchan – Science Communications. If we were to do one science story every week, and we have 250 faculty in the college, it would take five years to cover all faculty. That won't be enough. That's not a terrible lift for the individual faculty, and if you're supported by a great communication team, this should be a breeze.
    - 6.3.3.4. Phil Yang – Working on industry collaborations in research and education space (PI and director of an NSF industry collaboration center). These are really hard to get!
- 6.4. Compensation updates
  - 6.4.1. 2% merit pool Jan 2022 and market-based adjustment with size unknown for faculty
    - 6.4.1.1. Merit pool has already been implemented and will be on your paycheck Feb 16<sup>th</sup> and retroactive to January 24<sup>th</sup>.
      - 6.4.1.1.1. Tim Leslie: You can see your new values in PatriotWeb now if you look at the salary for your 'Current Job'
    - 6.4.1.2. Market-based – bring all faculty within each “market” for each discipline to bring everyone to the 60<sup>th</sup> percentile from the market research distributions of salary ranges. That would require a base increase of \$1.3M for COS for our budget, and \$12M/yr for the entire university. COS was the one with the largest deficit overall as a college. The University doesn't have the money to cover this gap in one go. The plan of the University is to address this in two swoops – one tranche this year and one tranche next year. University is also negotiating with the state for the commonwealth to cover this gap of amount needed.
    - 6.4.1.3. Goal is for first tranche to be implemented by June of this year, later than originally planned, which is unfortunate, but they hadn't expected the magnitude of the problem. Dean has been in conversations with the rest of the Deans and HR and

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SVP of finance. Things we'll get there in a series of steps. Dean is disappointed we can't do more at precisely this moment in time. We now have a solid way of assessing market based compensation scheme. We will try to catch up and then stay ahead of the game. Right now we are behind and will be behind for a while. As I learn more, this is a dynamic process with information being refreshed and changing. That is the plan right now in June – first tranche in June.

6.4.1.4. A piece of good news – the market-based analysis for staff is being conducted now, and the target is also to have results available this spring, so that also in June we can address market adjustments for the staff as well. Yes, we have to wait until June, but then it will be faculty and staff. I am excited about what we're doing compensation wise, but it will take a while to get a place that satisfies everyone, and we are moving the needle.

6.4.1.5. Conversations with Provost and SVP – everyone is supportive of fixing this problem, but we are just moving slowly because of the constraints we are operating in.

### 6.5. Questions?

6.5.1. Rebecca – COS lead this with HR, and some of the conversations were rocky. Had no idea the calculations have been done for the whole campus. Hopefully they took into consideration some of the things we had in mind, with respect to equity and inclusion. Let's be hopeful they're considering these things.

6.5.2. Joel – having tuition for children and wives will make a substantial difference, and it is typical for other universities.

6.5.2.1. Fernando: I have two daughters, and they were beneficiaries of UMD's tuition waiver

6.5.3. Joel – Thank you for all you've done for salaries.

6.5.4. Tim Leslie: We're doing a feasibility survey for the tuition waivers to go do the advocacy at the state level. It is a very important recruiting tool and a lot of people are very sensitive to it. Trying to talk proactively about salaries.

6.5.4.1. Most people didn't even know they had a raise, and how was this determined has not been communicated (it was a dart board unless proven otherwise). We are not being told our market values either.

6.5.5. Rebecca, mention question from chat by Benjamin Cash: Will information about the what the planned market-based adjustments are be made available?

6.5.6. Fernando – committed to sharing the tables and ranges with faculty by the University. Methodology is sound, so it should be shared. He doesn't think anything will be lost. He needs to make sure he is not forbidden first.

6.5.7. Pat: numbers very well done by the company. Ranges could be provided. Almost like the GS scale in the federal government. UC shares such information too.

6.5.8. Rebecca.- The methodology is also of interest, any information that can be provided about how they determined the ranges would be helpful as there are many concerns about equity in determining them.

6.5.9. Tracy in chat: Tim, I look forward to keeping the transparent, accurate comms on this issue going forward

6.5.10. David Wong in chat: Q: Was the 2% merit-based only? Who determined the amount received by individuals?

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- 6.5.10.1. Fernando: An email shared last semester/summer on the 1% merit pool, and I followed that same methodology again, and how he got his recommendations, but he does not know final values. This is why we need a more proactive approach to compensations going forward, and don't want the responsibility for 350 salary revisions. It's important we have a better process, and we'll get there going forward.
  - 6.5.10.2. Rebecca – this is something of ongoing concern and we will cover it again. Peter and I meet with Fernando regularly and will share updates when we have them at future faculty meetings.
7. New Course Evaluation form – Rebecca Jones, on behalf of Gabrielle Belle, Effective Teaching Committee, Appendix C
    - 7.1. Mason has a new Course Evaluation Form. This form has been developed and tested by the Effective Teaching Committee, a standing university committee. A new form was first piloted in 2018 and revisions followed. In Fall 2019 the Faculty Senate approved the revised form to be piloted for the second time in Spring 2020. Due to COVID the pilot was canceled. On November 17, 2021, the Senate approved use of the new Course Evaluation form without a second pilot test.
      - 7.1.1. Shared on screen new form (Appendix C)
    - 7.2. Changes from old form:
      - 7.2.1. The questions regarding the rating of the "overall teaching and "overall course" were removed. The questions did not result in an objective measure of teaching effectiveness, and they do not help the instructor with improving the teaching.
      - 7.2.2. The questions on the new form are research based and developed by in an interdisciplinary committee
      - 7.2.3. Faculty are encouraged to add their own questions.
    - 7.3. “Since the new Course Evaluation Form is a departure from the current form, we suggest a university-wide discussion on the purposes for using the form, in light of research on its limitations and lack of reliability for summative purposes. Under no condition should the results of the Course Evaluation Form be used as a single indicator of teaching effectiveness. In every case where teaching is being evaluated, multiple measures should be used.” – Effective Teaching Committee rationale
    - 7.4. The Effective Teaching Committee has also developed policy recommendations regarding faculty evaluations. A letter will be sent to Deans and Chairs soon.
    - 7.5. Questions can be directed to Gabrielle Belle (gbelle@gmu.edu), COS representative on Effective Teaching Committee
  8. Draft of Term Faculty Leave Process – Alexandra Masterson, COS Executive Committee,
    - 8.1. Presentation of draft process (Appendix D)
      - 8.1.1. Must have six years of service at Mason to qualify to apply for term leave
      - 8.1.2. Term faculty will notify their chair by February 21<sup>st</sup>!
      - 8.1.3. Draft schedule of deadlines
      - 8.1.4. Faculty must remain at Mason for one additional year after leave.
    - 8.2. Q&A Discussion
      - 8.2.1. Ben Cash in chat: Does this apply to research faculty, or only instructional?
        - 8.2.1.1. A Alexandra: Yes, all term faculty.
      - 8.2.2. Suzanne Slayden – Can you outline any differences between term and tenure faculty.

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8.2.2.1. A: Alexandra: Very similar for now. More pedagogy involved in the leave than additional research for tenure faculty. Executive committee focused on term faculty.

8.2.2.2. Rebecca – Main differences: More conversation and projects centered on teaching and education-based research questions.

8.2.3.Q: Dean Sklarew: it would be useful to have a scoring rubric too.

8.2.3.1. A: Rebecca: great suggestion, but even sure one exists for tenure faculty.

8.2.3.2. Dann Sklarew in chat: Guide our prep & assessment across depth term faculty applying for this opportunity! (P/T adjunct not = F/T term?)

8.2.3.2.1. A: Rebecca: Will take back to the executive committee for term and tenure faculty

8.2.4.Q: Rebecca: timeline

8.2.4.1. A: Alexandra: they want to start thinking about it in the fall, decisions made in the spring, leave would be the fall of each academic year. Leave will be for the following fall. That's a good question and we'll follow-up on that.

8.2.5.Q: Brian Eckenrode in chat: Can any time teaching as an Adjunct count towards the service years requirement?

8.2.5.1. No time for answer.

### **9. Discussion: Creating New Leave Committee? - Peter Plavchan & Rebecca Jones**

9.1. Deferred to next faculty

### **10. Adjournment - 1:03pm!**

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### Appendix A: Meeting Attendees

Alexandra Masterson	Lillian Virgil
Alonso Aguirre's iPhone	Ling Ren
Aman Ullah	Liping Di
Andrea Cobb	Lori Mandable
Andrea Nikoi	Mark D Uhen
Andrea Weeks	Matt Rice (GMU)
Anthony Falsetti	Megan Erb (Kate Erb (pre-K))
Audrey G Kelaher	Meghan St. George
Benjamin A Cash	Micah Weberg
Benoit Van Aken	Monique
Brett Froelich	Maria Walters
Brian Eckenrode	Nadine Kabbani
Catherine Sausville	Padhu Seshaiyer
Chaowei Yang	Patrick Gillevet
Chi Yang	Paul Houser (GMU)
chip petricoin	Paul So
Chris Lockhart	Peter Plavchan
Cindy Smith	Pritha Roy
Cody W. Edwards	Rachel Kirsch (she/her/hers)
Dale Pokorski	Rebecca M Jones
Daniel Hanley	Ron S Mahabir
Dann Sklarew (he/they)	rpepin
David Walnut	Ruixin Yang
David Wong	Sarah Ward
Deborah Polayes	Stephanie Flores she/her/ella (Jayden Flores)
Dhafer Marzougui	Suzanne Slayden
Eduardo Lopez	Tim Leslie
Estela Blaisten	Tina Bell
Fadi	Tracy C Mason
Fatah Kashanchi	William Hahn
Fernando Miralles-Wilhelm	
Georgia	
Geraldine Grant	
Greta Ann Herin	
Gwendolyn Lewis	
Hamdi Kavak	
Igor I Mazin	
Iosif Vaisman	
Jason Kinser	
Jingya Yan	
Joanna Jauchen	
Joel Schnur	
John K	
Jules M Goldspiel	
Julia Nord	
Kathleen Ellen Hunt	
Kerin Balkissoon (She/Ela/Ella)	
Kimberly's iPhone	
KL Akerlof (Karen Akerlof)	
Laura M Powers	

# Mason Science Faculty Meeting

Marketing and Communications Update

February 3, 2022 | noon



# Digital updates and 1Q22 Campaigns

- **Digital POC meetings – Mon, 2/14 3-4 p.m.**
- **Annual Report**
  - Thank you to all who helped spread the word in 2021
- **Mason@50 – Fiftieth Anniversary**
  - <https://ocm.gmu.edu/mason-50>
  - Trailblazers and Firsts
  - Timeline happenings of significance
  - Science for the next 50 years
- **Diversity and Inclusion content**
  - Black History Month (February)
  - Women's History Month (March)
- **Weekly blog and digital update**
- **Faculty Friday**
  - 4Q21 Chemistry, GGS, CDS
  - 1Q22 Neuroscience, AOES and Mathematics
  - 2-4Q22 TBD

# Science communications training

As part of research, George Mason University faculty are offering free science communication training.



## WHO CAN PARTICIPATE?

Any Mason graduate student, postdoc, or faculty member in your program, department, college, research center, or office. We use the label "scientist" broadly. Training complies with all university COVID guidelines.

This is a one-time offer made possible because of a funded study.

If you have questions about this study, please contact Dr. Chris Clarke at [cclark27@gmu.edu](mailto:cclark27@gmu.edu).

## FREE SCIENCE COMMUNICATION TRAINING

### ● WHAT PARTICIPANTS WILL BE ASKED TO DO

- (1) Complete two surveys about science communication.
- (2) Record a video online about your research or science topic. This recording will be kept confidential.
- (3) We offer three types of training to which participants will be randomly assigned. More information about these tasks is available.

### ● BENEFITS PARTICIPANTS WILL RECEIVE

In addition to the personal and societal benefits associated with science communication training, participants are paid for their time. When training and study tasks are complete, you also receive a letter acknowledging completion of this training, and you may be eligible for extra credit in a graduate course if your instructor grants this benefit.

### ● HOW YOU CAN HELP PROMOTE THIS STUDY

Please invite your colleagues and students to register. If you or your colleagues teach a graduate class of students who may be interested, please consider offering class credit for participation.

Register:



Register by **February 18, 2022**, for the best choice of training dates. Registration continues until all training spots fill this semester.

# Social Media Audience

## Year of 2021 College handles

**TOTAL AUDIENCE:** 4,881 (12/31/20) to 6,058 (12/31/21); Year Over Year Change: +1,122 / +128.42%

**Twitter: @GMU\_COS:** 1,857 (12/31/20) to 2,046 (12/31/21); Year Over Year Change: +189 / +9.24%

**Instagram: @Mason\_Science:** 1,122 (12/31/20) to 1,509 (12/31/21); Year Over Year Change: +387 / +25.65%

**Instagram: @PatriotSAM1:** 176 (12/31/20) to 417 (12/31/21); Year Over Year Change: +241 / +57.79%

**Facebook: College of Science at GMU:** 1,178 (12/31/20) to 1,238 (12/31/21); Year Over Year Change: +60 / +4.85%

**LinkedIn: GMU – College of Science:** 548 (12/31/20) to 793 (12/31/21); Year Over Year Change: +245 / +30.9%

**Additional Science Audience:** 9,878 (11/30) to 10,088 (12/31); Month Over Month Change: +210 / 2.1%

PLATFORM	TOTAL POSTS	TOTAL ENGAGEMENT	POST IMPRESSIONS	ER IMPRESSIONS
FACEBOOK	408	2,029	68,049	2.98%
TWITTER	715	2,735	-	-
INSTAGRAM Mason_Science	371	7,809	132,308	5.90%
INSTAGRAM PatriotSAM1	265	2,816	31,427	8.96%
LINKEDIN	344	1,016	49,975	2.03%
YOUTUBE*	23	-	3,140	-
<b>TOTAL</b>	<b>2,126</b>	<b>16,405</b>	<b>284,899</b>	<b>19.88%</b>

## FACULTY, POSTDOCS, AND GRADUATE STUDENTS

As part of research, George Mason University faculty are offering free science communication training.



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### ● HOW YOU CAN HELP PROMOTE THIS STUDY

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Register:



Register by **February 18, 2022**, for the best choice of training dates. Registration continues until all training spots fill this semester.



**George Mason University**  
**Course Evaluation Form**

Course Title (e.g., HIST 101 001) \_\_\_\_\_ Instructor's Name \_\_\_\_\_

**Student Information**

1) What is your class level?	<input type="radio"/> Fresh.	<input type="radio"/> Soph.	<input type="radio"/> Junior	<input type="radio"/> Senior	<input type="radio"/> Mast.	<input type="radio"/> Doct.	<input type="radio"/> Other
2) For your plan of study, this course is:	<input type="radio"/> a required course				<input type="radio"/> elective course		<input type="radio"/> Mason Core/general education course
3) What is the class format/delivery?	<input type="radio"/> Face-to-face	<input type="radio"/> Hybrid	<input type="radio"/> Online				
4) How many times were you absent from class sessions?	<input type="radio"/> 0-1	<input type="radio"/> 2-3	<input type="radio"/> 4-5	<input type="radio"/> 6-7	<input type="radio"/> 8 or more		<input type="radio"/> N/A
5) On average, how many hours per week outside of class did you spend preparing for this class?	<input type="radio"/> 1-3	<input type="radio"/> 4-6	<input type="radio"/> 7-9	<input type="radio"/> 10 or more hours			
6) What grade do you expect in this course?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> F	<input type="radio"/> Pass	<input type="radio"/> Fail
	<input type="radio"/> Other						

Please thoughtfully consider the following statements and indicate your level of agreement or disagreement.

Strongly Disagree    Disagree    Neither Agree nor Disagree    Agree    Strongly Agree    N/A or Unknown

**Student Participation**

7) I completed all assigned tasks before each class.	①	②	③	④	⑤	<input type="radio"/>
8) I consistently contributed to class activities/discussions.	①	②	③	④	⑤	<input type="radio"/>

**Learning Outcomes**

9) I gained an understanding of the main concepts in this course.	①	②	③	④	⑤	<input type="radio"/>
10) I learned through the variety of learning opportunities (e.g. assignments, projects, papers, discussions, group work, peer review, exams) provided.	①	②	③	④	⑤	<input type="radio"/>
11) I found the instructor's feedback helpful for learning.	①	②	③	④	⑤	<input type="radio"/>
12) I learned due to the instructor's teaching methods/style.	①	②	③	④	⑤	<input type="radio"/>

**Course Environment/Experiences**

13) The instructor created an environment that facilitated my engagement with course content.	①	②	③	④	⑤	<input type="radio"/>
14) The instructor encouraged expression of diverse perspectives.	①	②	③	④	⑤	<input type="radio"/>
15) The instructor offered opportunities for students to provide feedback on the course.	①	②	③	④	⑤	<input type="radio"/>
16) The instructor offered opportunities to meet outside of class time, such as virtual or in-person office hours.	①	②	③	④	⑤	<input type="radio"/>
17) The instructor used technologies and/or resources/tools that increased my engagement with course content.	①	②	③	④	⑤	<input type="radio"/>

## Instructor Preparation and Course Organization

18) The course organization supported my learning.	①	②	③	④	⑤	○
19) The instructor clearly communicated course requirements to students.	①	②	③	④	⑤	○
20) The instructor clearly presented the course content.	①	②	③	④	⑤	○

## Please respond to the following questions

1) Were there any significant obstacles to learning that were **beyond the control of the instructor** (e.g., scheduling or technology problems, university closings, limitations caused by other students or by group dynamics)? If so, please explain.

2) What 2 – 3 aspects of this course were most valuable to your learning experience?

- 
- 
- 

3) What 2 – 3 aspects of this course were least valuable to your learning experience?

- 
- 
- 

4) What modifications do you suggest for the next time the course is taught?

*Thank you for your feedback!*

## SAMPLE ITEMS FACULTY MAY CHOOSE TO ADD

### Technology Use

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1) Navigation throughout the online components of the course was appropriate for the complexity of the course.  | ① | ② | ③ | ④ | ⑤ | ○ |
| 2) The course directed students to technology resources to help them succeed in an online learning environment. | ① | ② | ③ | ④ | ⑤ | ○ |
- 3) To what extent did the technology used in this course (e.g., Blackboard, synchronous learning, discussion board, Wikis) facilitate your learning?

Revised February 21, 2019

### Draft Term Faculty Leave Application Process

**Study Leave web page:** create page for term faculty

Process:

- Fall of each academic year, eligible term faculty at Mason can apply for study leave.
- Leaves are one semester at full pay and full benefits, or one academic year at half pay (can be supplemented with sponsored project funding)
- **Eligibility:** Specific requirements listed on Provost website AND faculty members must be in good standing with their home academic unit and the college in order to apply.
  - Term faculty with **six years of service** at Mason and who have **completed at least six years of service after a previous study leave** are eligible
  - An applicant may apply in year 6 for a study leave in year 7 (with year 1 being the first year back from the completed study leave).
  - In some cases, time spent on leave of absence, leave without pay, or time worked at another agency or institution may count towards the 6 years, but only if authorized by the Dean.
  - A faculty member who receives a study leave must agree to remain a full-time employee of the College for at least one academic year after the conclusion of the leave.
- **Evaluative Criteria and Requirements:**
  - The number of applications approved each year is dependent upon the number and caliber of applications received and the amount of teaching replacement funding provided by Central Administration.
  - Favorable consideration will be given to proposals that are focused on a collaborative project with specific outcomes and where the faculty member is improving pedagogical methods via a funded medium.
  - The timing of a leave may be delayed if, in the judgement of the Chair of the faculty member's department or Dean of the College, the faculty member's services are essential and necessary for the requested leave period.
  - [At the completion of leave, faculty members must submit](#) a report of accomplishments and plans for continuing activities related to the study leave (3-5 pages)
- **Timeline:**
  - February 21: Faculty notifies Chair
  - March 7: Faculty submits proposal
  - March 21: Chair's Letter of Recommendation due
  - [March 28](#): Proposal due to COS Executive Council for review
  - April 11: Proposal passed to Dean for review
  - April 25: Applicants notified of Dean's decision
- **Application Requirements:**
  - Application Form – will add link for term application
  - **Curriculum Vitae** (maximum 5 pages)
  - **Project Proposal** (maximum 3 pages): The proposal should describe the objectives and anticipated final work products of the study leave. The proposal may include several



types of activities such as [research \(with Chair approval due to P&T considerations\)](#), book writing, course and courseware development.

- **Prior Study Leave Report** (if applicable; maximum 2 pages): Brief report on products and outcomes from previous tenured faculty study leave.
- **Host Institution Permission** (if applicable; maximum 1 page): If the proposed study leave is to be spent in residence at another institution, the faculty member must submit a letter of support from an appropriate official at the host institution.
- In addition, if the faculty member is appointed to a salaried position while in residence at another institution, the appointment must be to a non-tenured temporary position (e.g., Visiting Scholar) AND:
  - For a two-semester leave (one academic year) at half pay, the amount of additional salary is limited to one-half of the faculty member's current academic-year salary.
  - For a one semester leave at full pay, no additional salary may be accepted. Any exceptions to this provision must be approved by the faculty member's Dean and must comply with the other Mason personnel policies.
- **Chair's Letter of Support** (maximum 2 pages): This letter should explain the importance of the contributions of the applicant. It should also provide enough information about the applicant's teaching activities (or other scholarly activity) so that reviewers outside the discipline can judge the relative importance of the activities.
  - If more than one faculty member from a department applies for the same time period, the Department Chair will prioritize the applications based on merit for subsequent levels of review and describe how the unit's operations will be continued if more than one proposal is approved.
  - After the term faculty member submits their application materials to [coshhr@gmu.edu](mailto:coshhr@gmu.edu) via the Microsoft Form, the College of Science will compile the applicant's study leave materials into a OneDrive folder to be shared with the respective department chair for their consideration.

**Compiled by the COS Executive Council January 2022**