

## COS Faculty Meeting Minutes

Tuesday September 19th, 2023; 12:00-1:30pm

Held in EXPL 3301 and via Zoom

1. Meeting convened 12 noon; Lunch get together till 12:10 pm
2. Call to order – 12:10 pm
3. Approval of minutes from April 28<sup>th</sup>, 2023 - 12:11 pm – Show of hands and thumbs up on zoom
4. Announcements - Made by Peter Plavchan
  - 4.1. Full COS events schedule: <https://science.gmu.edu/events>
  - 4.2. **September 12** (Tuesday) COS Science Connect Fairfax: (Tuesday)12:30-4:30 Exploratory Hall. It was a huge success
  - 4.3. **September 14**, (Thursday) COS Science Connect SciTech: 11:30 am to 1:30 pm; Katherine G. Johnson Hall.
  - 4.4. **September 14**, (Thursday) 4 pm – 6 pm; Graduate Fair was held in the Dewberry Hall
  - 4.5. **September 14** (Thursday) 9:00 - 10:00 a.m. Workshop: Anti-Racism and Inclusive Teaching: An Introduction to Developing More Inclusive Educational Spaces.
  - 4.6. COS COS (Community of Scientists) lunches 12-1pm, bring your own lunch: Consider them like Office Hours. Place and time to meet up with colleagues and casual get together.
    - 4.6.1. Sept 13<sup>th</sup> (Dean's conf rm),
    - 4.6.2. Sept 21<sup>st</sup> (EXPL 3302),
    - 4.6.3. Oct 3<sup>rd</sup> (EXPL 3302),
    - 4.6.4. Oct 11<sup>th</sup> (Dean's conf rm),
    - 4.6.5. Oct 19<sup>th</sup> (EXPL 3302),
    - 4.6.6. Oct 27<sup>th</sup> (SciTech),
    - 4.6.7. Oct 30<sup>th</sup> (Dean's conf rm),
    - 4.6.8. Nov 7<sup>th</sup> (EXPL 3302),
    - 4.6.9. Nov 15<sup>th</sup> (Dean's conf rm),
    - 4.6.10. Nov 20<sup>th</sup> (Dean's conf rm),
    - 4.6.11. Nov 30th (EXPL 3302)
  - 4.7. **September 26** 12 pm –2pm New Faculty Dean's Welcome. Request to the chairs to make sure that your new colleagues are aware of the date and time.
  - 4.8. **September 28**, Merten Hall 4 pm – 6 pm “Power the Possible” University Faculty and Staff Reception Sept 28<sup>th</sup>, Merten Hall lawn 4-6pm [kickoff of fundraising campaign]; Register to attend: [https://alumni.gmu.edu/s/1564/GID2/16/interior-icolb.aspx?sid=1564&gid=2&pgid=7616&content\\_id=13185](https://alumni.gmu.edu/s/1564/GID2/16/interior-icolb.aspx?sid=1564&gid=2&pgid=7616&content_id=13185)
  - 4.9. **October 6**; 15<sup>th</sup> Annual Innovations in Teaching & Learning Conference Innovation. Register to Attend. <https://stearnscenter.gmu.edu/programs/annual-conference-itl/>
  - 4.10. **October 14**; Partial Solar Eclipse (11am-3pm; Saturday); Solar telescopes will be set up on the roof of Shenandoah Parking Lot. The almost total solar eclipse is in April.

- 4.11. **October 18:** Dean's State of the College address, more details TBA
- 4.12. **October 18** (Wednesday) 9:00 a.m. - 10:00 a.m. (Zoom) Workshop: Syllabi That Support Learners and Instructors: Designing and Redesigning Syllabi for Inclusive Classrooms, register:  
<https://forms.office.com/Pages/ResponsePage.aspx?id=VXKFnlffR0ygwAVGRgOAY-IRqMCgn4dFh0ywWIV1OxxUREdEM08zN0pVREI0RTIFV1YwU111UVBGUC4u>
- 4.13. **October 22** (Sunday) 2<sup>nd</sup> Annual Mason Space Day (Center for Performing Arts) 3 pm – 7 pm; [www.science.gmu.edu/spaceday](http://www.science.gmu.edu/spaceday). Keynote speaker: Charles Bolden Jr., Former NASA director.
- 4.14. **October 24**, Next COS faculty meeting; EXPL 3301 and Zoom: (Non-agenda professional development meeting)
- 4.15. **October 31**, Mandatory IT security training due ([masonleaps.gmu.edu](http://masonleaps.gmu.edu))
- 4.16. **November 6** (Monday) 1:00-3:00pm -Dewberry Hall. **Academic Units Town Hall with President Washington:**
- 4.16.1. A livestream, viewing-only option will be available for those unable to attend in-person via the link and password below this email. Q&A will not be available on the livestream and the session will not be recorded
- 4.16.2. <https://gmu.zoom.us/j/94247226837?pwd=bURVL1Y4WitTRWdDT09jMnVIUmNvZz09>  
 Passcode: 754407
- 4.17. Rebecca Jones: Study for improving student voter turnout - "You're the Voter" -- Schar School Research Opportunity – Email sent out on Sept 7, 2023 - connected to our current QEP which created CECiL. Please check your email, and please consider registering your class.
- 4.18. Rebecca Jones: October 16 (Monday; 6 – 8:30 pm) Woman in Motion; documentary screening and discussion; Johnson center cinema. Registration will be needed. Details will be sent out soon. Open to the public and Mason community  
 Questions can go to [rjones22@gmu.edu](mailto:rjones22@gmu.edu)
5. Remarks from Dean Fernando Miralles-Wilhelm
- 5.1. Status of strategic plan implementation: The strategic plan was almost finalized and a implementation roadmap was set up. However, the budget deficit was announced, and we might need to rethink the implementation roadmap. The plan is excellent and what the college will be like in the next 5 years.
- 5.2. The new workload policy is active and can be accessed here: <https://science.gmu.edu/faculty-and-staff-resources/human-resources/renewal-promotion-tenure>. The policy is not to be used

to get out of teaching but to rationalize workload. This is a university which is teaching, and student focused.

5.3. Budget: We have had a remarkable year. Research expenditure is up by 10%. Enrolment and credit hours are up by 5%. However, the university has reported a deficit of \$41MM in permanent budget. In this COS has \$3.8 MM deficit which is less than 10%. There will not be any layoffs or program cuts. We will look at optimizing. Hiring freeze is one such option. Every hire has to be justified.

5.4. Q and A session with Dean

5.4.1. Question from Ernie Barreto: Any news on the state budget? Answer (Dean): No updates yet

5.4.2. Question from Jie Zhang: Work load policy vs Hiring chill and budget optimization; Answer (Dean): Yes, this is crucial. Department chairs need to optimize and work within the budget. It is up to the departments how they roll it out. Work policy has full support but our students are priority.

5.4.3. Question (Natalie B.) : Delineation of research and teaching. More research expenditure means are we growing on the research side? Answer (Dean): We will keep growing in research, we have to justify the expenditure. The question I always must answer is “Return of Investment” for every hire. Research hires make ROI answers difficult.

6. Report by Myisha Washington – Update on the Administrative Strategic Assessment Plan – Slides attached in Appendix A

6.1. Key takeaways:

6.1.1. Began assessment in Spring 2023.

6.1.2. Phase 1 was in Summer 2023.; Presently in Phase 2.

6.1.3. Goal of this assessment is to efficiency improvement of process

6.1.4. This is not meant to reduce headcount, not academic unit restructuring or a result of budget cuts

6.1.5. May 2024 – the plan will go Live

6.1.6. Please provide feedback directly to any member of the working group. Or to Patrali Banerjee or Steve Kan (faculty representatives)

Question from Kerin Balkissoon: Is the study not including the A/P faculty included in this study? Is there a different goal for them?

Ans: There is no difference. A/P faculty is also included in the study.

Comment from Peter Plavchan: A member of staff is also attending this meeting. In the future we may also have student representative in this meeting,

Also please use MS teams for conversations. If you are not there and are interested to join, please connect with Peter Plavchan.

## 7. Director of Diversity, ABCE, Paula Danquah-Brobby . Slides attached in Appendix B

### 7.1. Key takeaways

- 7.1.1. Name changed from AJEDI to ABCE. No change in principles or work. Same AJEDI driven core values
- 7.1.2. Listserv will be used (from October) to inform staff about professional development opportunities.
- 7.1.3. Office of ABCE Progress Updates:  
<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:956509c3-3cd9-30b5-9aa0-dad4ca3ff2b8>
- 7.1.4. The whole academic year of professional development has been planned.
- 7.1.5. Compassionate conversations workshop series. Pre-requisite for all other workshops. Three workshops are offered.
  - 7.1.5.1. Registration link:  
[https://gmu.az1.qualtrics.com/jfe/form/SV\\_9sG1wtlD1xMPiku](https://gmu.az1.qualtrics.com/jfe/form/SV_9sG1wtlD1xMPiku)
- 7.1.6. Building Community Through Compassionate Conversations: Registration link: [https://gmu.az1.qualtrics.com/jfe/form/SV\\_6RRdArOxX5WCTGK](https://gmu.az1.qualtrics.com/jfe/form/SV_6RRdArOxX5WCTGK)
- 7.1.7. Some open dates will also be available. Details will be sent later
- 7.1.8. Attending these workshops is highly encouraged by Dean.
- 7.1.9. Some trainings are planned for senior leadership. Announcements will be made soon.
- 7.1.10. The location for the focus group discussions with students is confidential, so that students feel comfortable and safe. Please encourage your students to attend these workshops.
- 7.1.11. Staff advisory committee – directly connect with Dean
- 7.1.12. Affirmative action presentation on Sept 18, 2023 for people in the graduate admissions process. If you have not attended this and want to know – please contact Paula.
- 7.1.13. Paula is working on Fiscal 23 hiring trends – across all demographics. Will share in the next agenda meeting



8. Report by Kerin Hilker-Balkissoon, Director of Education and Career Pathways on COS Learning Communities, Transfer Success Programs, Global Partnerships, and STEM Career Efforts. Slides attached in Appendix C

- 8.1. Key takeaways.

- 8.1.1. College of Science Learning communities – Residential and Non-Residential
    - 8.1.2. Optional learning opportunities for STEM identity building for students.
    - 8.1.3. 1<sup>st</sup> learning community – First year students- 2 interest groups – Health professions and Sustainability
    - 8.1.4. 2<sup>nd</sup> learning community – Open to any student (not only COS) - SuSTEM- based on UN Sustainable Development Goals
    - 8.1.5. Non-residential community – focused more on transfer students – for helping them navigate research opportunities. Recruiting right now – Last date Fri Sept 22<sup>nd</sup>. Please encourage any transfer students that you know who would benefit from this.
    - 8.1.6. Pilot program: COS 1<sup>st</sup> year experience program
    - 8.1.7. Coming soon: RISE program, Women Leaders in STEM community and more
    - 8.1.8. Please ask any student you know from special populations – for example first-generation college students, undocumented immigrants, transfer students – and need help integrating with the science and research community and build their identity - please ask them to connect with Kerin.

9. Update by Marie Crowe, STEM Accelerator Program Director - Introduction & Goals Slides attached in Appendix D

- 9.1. Key takeaways

- 9.1.1. New director of STEM accelerator – 9 weeks into the role.
    - 9.1.2. Overall goal – National Leader of innovative and effective STEM Education initiatives
    - 9.1.3. 2 major programs – LA program and STEM bridge camp
    - 9.1.4. 5 year goals have been created. You will hear from her soon.

10. Tracy Mason Announcements

- 10.1. Wednesday newsletters are still sent out. Please share your science stories.
  - 10.2. Intranet will be launched this week. It is in beta testing phase

11. Adjournment at 1:35 pm

## **In-person attendees**

Patrali Banerjee  
Ernie Barreto  
Tina Bell  
Natalie Burls  
Jess Callus  
Mary Crowe  
Cody Edwards  
Omar Hussein  
Rebecca Jones  
Audrey Kelaher

Tracy Mason  
Alexandra Masterson  
Fernando R Miralles  
Aarthi Narayanan  
Valerie Olmo  
Peter Plavchan  
Amanda Haymond Still  
Sarah Ward  
Jie Zhang

## **Zoom Attendees**

Kerin Balkissoon (She/Ela/Ella)  
Jennifer Bazaz Gettys  
Hoda Bidkhor  
Paula Danquah-Brobby  
Ben Dreyfus  
Megan Erb  
Stephanie Flores (staff representative)  
Kenneth W Foreman  
Amy Fowler  
Brett Froelich  
Suzanne M Gantar  
Patrick Gillevet  
Geraldine Grant  
Hamdi Kavak  
Jason Kinser  
Dmitri Klimov  
Kelly Knight  
Tim Leslie

Chris Lockhart  
Andrea Nikoi  
Amanda O'Connor  
Mikell Paige  
Dieter Pfoser  
Jessica Rosera  
Anne E Scherer  
Paul So  
Michael Summers  
Brittany Sutherland  
Iosif Vaisman  
Monique van Hoek  
Anne Verhoeven  
Myisha Washington  
David Wong  
Audrey  
Jess  
Kimberly

## **Appendices follow**



# Administrative Support Assessment Update



# Goal of the Assessment

Most *effectively* and *efficiently*  
provide *high quality* administrative  
support to COS academic units  
and research enterprise





# Administrative Assessment Objectives

- Understand roles and responsibilities of current departmental and college administrative staff (e.g., HR, finance, research administration, IT, purchasing, administrative support)
- Determine support needs for each unit via relevant metrics
- Develop revised administrative structure based on the items above, including defining revised roles and responsibilities (position descriptions) aligned with the new structure
- Implement revised administrative structure, including ongoing and transparent communication and other change management considerations
- Highlight relevant process concerns, challenges, and best practices identified through this assessment
- Understand potential future opportunities to coordinate support needs for other academic/administrative functions, if applicable
- Overall improvement of administrative efficiency across the college measured through the set of consistent metrics that will be developed as part of this work

# What This Assessment is NOT



This is not meant to reduce headcount



This is not an academic unit restructure



This is not a result of the budget announcement



This will not solve the space problem

# Project Plan Timeline

12 months to go live



# Activities to Date

Currently in phase 2

Completed 80 interviews with chairs and staff

Have 16 upcoming interviews scheduled

## Emerging Themes

Admin Staffing/Resourcing

Finance/HR

Purchasing/Scheduling/Space

Culture

Career Advancement

Communication

Job Responsibilities

Training/Onboarding

Systems/Processes

Compensation/Recognition



# Contact Information

## Provost Office Team Members

- **Kaithlyn Kayer**  
Director of PM&Ops  
[kkayer@gmu.edu](mailto:kkayer@gmu.edu)
- **Tara Kuhn**  
Transformation Manager  
[thiggins@gmu.edu](mailto:thiggins@gmu.edu)

## Steering Committee Members

- Natasha Gilliam
- Hillary Hamm
- Mohammad Jawid Nawandish
- Lillian Virgil
- Geri Grant
- Iosif Vaisman
- Steve Kan
- Patrali Banerjee
- Meghan St. George
- Myisha Washington
- Jessica Rosera
- Paula Danquah-Brobby
- Cody Edwards
- Gerald Weatherspoon



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# COS Sept 2023 AJEDI / ABCE Updates

**Paula Danquah-Brobby, Director of DEI**



College of Science

# Announcement of New Office Name

**AJEDI**

(Access, Justice, Equity, & Inclusion)  
Engagement)

**Office of**



**ABCE**

(Access, Belonging & Community

**New Name,  
Same AJEDI-driven Core Values**



## Office of ABCE Listserv (all COS Faculty & Staff)

- **Name:**  
COSAJEDI-L@LISTSERV.GMU.EDU
- **Title:**  
COS Office of Access, Belonging, & Community Engagement
- **Description:**  
COS Office of ABCE Announcements

# Office of ABCE Progress Update

## AY2022-2023 COS AJEDI Progress Updates for Central DEI (feedback from Central DEI included)

Click on image or link  
below to access  
document

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:956509c3-3cd9-30b5-9aa0-dad4ca3ff2b8>

Unit: College of Science				
Goals		Strategic Direction Alignment		
Undergraduate students: To recruit, retain, develop, and graduate the next generation of multicultural leaders, faculty, and researchers (undergraduate, graduate, and postdoctoral researchers) who possess the knowledge and skills (e.g., critical thinking, effective communication, cultural competence, team building, technological savvy) needed to apply their top tier, Master Science STEM education towards addressing our global challenges of the future.		1, 1, 1, 2, 2, 1, 2, 3, 2, 4, 4, 1, 4, 2, 4, 3, 5, 3, 5, 4		
Graduate students: To recruit, retain, develop, and graduate the next generation of multicultural leaders, faculty, and researchers (undergraduate, graduate, and postdoctoral researchers) who possess the knowledge and skills (e.g., critical thinking, effective communication, cultural competence, team building, technological savvy) needed to apply their top tier, Master Science STEM education towards addressing our global challenges of the future.		1, 2, 2, 1, 2, 2, 2, 3, 2, 4, 4, 1, 5, 1, 5, 3, 5, 4		
Faculty: To recruit, retain, and develop diverse + talented instructional & research faculty that possess the ability to provide an inclusive, innovative, and evidence-based global education that cultivates the next generation of diverse STEM leaders of tomorrow.		1, 1, 2, 1, 2, 2, 4, 3, 1, 4, 1, 4, 3, 5, 1, 5, 3, 5, 4		
Staff: To recruit, retain, and develop diverse + talented staff that possess the ability to supporting inclusive organizational practices, academic instruction, and research that cultivates the next generation of diverse STEM leaders of tomorrow.		2, 1, 2, 2, 4, 3, 1, 4, 3, 5, 1, 5, 3, 5, 4		
Inclusive Teaching: To engage in inclusive, equitable, accessible, evidence-based, and decolonized teaching pedagogy/ instructional practices and research methodologies that foster innovative issue-based interdisciplinary collaborations, course curriculum content, and scholarly inquiry.		1, 1, 1, 2, 1, 2, 2, 2, 4, 4, 1, 4, 2, 4, 3, 5, 1, 5, 3		
Inclusive Climate: To establish and maintain a welcoming, inclusive, equitable, and professional culture (e.g., shared behavioral expectations and norms) that fosters a climate (e.g., organizational atmosphere felt by community members) of interpersonal engagement, collaboration, respect and belonging.		1, 1, 1, 2, 1, 2, 2, 2, 4, 4, 2, 4, 3, 5, 1, 5, 2, 5, 3, 5, 4		
Actions	Timeline	Metric	Progress to Date	Status Update (Select from the drop-down list)
Undergraduate Students: 1. Data collection: Focus groups, listening sessions, climate surveys, retention rates, etc. to determine equity gaps and drive approaches to addressing gaps.	End of AY 2022-2023	At least 1 qualitative and / or quantitative data collection mechanism (e.g., focus group, listening circle, survey)	UG and Grad students were polled at the Director of DEI's virtual "Meet and Greet" during the Spring '23 semester. Polling results and discussions showed that focus groups should take place in September and/or October. Students felt this was the best time of the academic year. Consequently, the Director of DEI will hold a focus group or listening circle with students during the fall semester of AY2023-2024.  UG retention data serves historically minoritized and marginalized (HMM) students (e.g., nontraditional first gen, transfer, female, low SES) between 2017-2021 show overall lower retention rates when compared to their white counterparts. For example, in 2021, 39% more white 1st gen students were retained than all racial/ minoritized students combined. Moreover, cohort sizes for HMM are significantly smaller than the cohort size of white students. Finally, retention data for Black, African American male and Latino are lower than other groups. When you include factors such as 1 gen, status and / or Pell grant eligible, the rates are even lower.  Overall, the College needs to establish relationship pipelines with HMM, HEM, and HEMU, to increase cohort size among HMM. We also need to address issues with retention (using focus group qualitative data to pinpoint main pain points) and embed best practices for supporting HMM students (especially HMMU males students in higher education + STEM.	Ongoing
Undergraduate Students: 2. Identification of additional opportunities for historically minoritized and marginalized students to engage in UG research	End of AY 2022-2023	At least 1 new UG research opportunity identified OR Enhancement of 1 current UG research program	Last currently in the process of working with UVA's Handy Experimental Farm leadership to designate COS as a "recruitment partner" for their annual, 6-week summer REU program. STEM UG students from historically minoritized and marginalized groups are the target population for this UG REU experience. As a recruitment partner, our UG HMMU students would have an advantage in the recruitment and selection process.	Ongoing
The focus groups are a wonderful idea to gain additional data from students. Once the data has received, what are the next steps? Perhaps, programming to address any concerns or ideas that have arisen? Have you considered how the student data will be shared with faculty and College leadership. The Handy REU is a wonderful idea! For clarification, the recruitment efforts are for GMU students to participate in the program?				
<b>Recommendation (Undergraduate Students)</b>				
Graduate Student: 1. Create College-Level Graduate Student AJEDI Fellowship for individuals from historically minoritized and marginalized populations by the end of the of 2022-2023 AY	End of AY 2022-2023 (For AY 2023-2024 launch)	Establishment of infrastructure and process for disbursement of funds: 1. Fellowship selection criteria 2. Communication plan for equitable and accessible dissemination of AJEDI Fellowship to incoming graduate students 3. Determine how many students to fund, amount of funding for each, and duration of funding	The Director of DEI was in the process of developing the infrastructure and criteria for the fellowship. However, due to the current university budget constraint, the fellowship launch may need to be put on hold until the Office of AJEDI's budget for FY2024 has been received and thoroughly reviewed. It will continue to develop the fellowship initiative this summer and determine its viability when the budget is received later this summer.	Ongoing



# ABCE: Compassionate Conversations Workshop Series

(Professional Development: Staff, Faculty, & Leadership)

Workshop Title	Description	Dates & Location
<p><b>Compassionate Conversations</b></p> <p><b>(pre-req. for all subsequent workshops in series)</b></p> <p>40 = max cap.</p> <p><b>NOTE:</b> Dean FMW <u>highly encourages attendance &amp; participation</u></p>	<p>This educational pathway promotes and nurtures Compassionate Conversations as a skillful practice in effective communication.</p> <p>Participants will acquire tools to remain centered and composed during challenging discussions, learn to establish healthy boundaries to prioritize psychological safety, address personal barriers to empathy, and cultivate a shared language for engaging in constructive dialogue.</p> <p>The program emphasizes developing skills for cross-cultural communication and creating opportunities for authentic and compassionate exchanges, enabling the exchange of diverse perspectives, and lived experiences.</p> <p><b>Registration link:</b> <a href="https://gmu.az1.qualtrics.com/jfe/form/SV_9sG1wtID1xMPiku">https://gmu.az1.qualtrics.com/jfe/form/SV_9sG1wtID1xMPiku</a></p>	<p>October 2<sup>nd</sup> @ 11:00am – 1:00pm <b>[VIRTUAL]</b></p> <p>October 12<sup>th</sup> @ Noon – 2:00pm <b>[IN-PERSON: Room 3301]</b></p> <p>October 16<sup>th</sup> @ 11:00am – 1:00pm <b>[VIRTUAL]</b></p>

# ABCE: Compassionate Conversations Workshop Series

(Professional Development: Staff, Faculty, & Leadership)

Workshop Title	Description	Dates & Location
<p><b>Building Community Through Compassionate Conversations</b></p> <p>67 = max cap.</p>	<p>This engaging and interactive practice pathway offers participants a deeper exploration of Compassionate Conversation, focusing on both its intrapersonal and interpersonal application.</p> <p>Participants will have the chance to practice essential skills such as staying grounded, setting healthy boundaries, and effectively utilizing Compassionate Conversation during challenging conversations.</p> <p>By incorporating this skillset as a framework for compassionate and empathetic dialogue, participants will contribute to fostering more equitable communities for staff, faculty, and students.</p> <p><b>Registration Link:</b> <a href="https://gmu.az1.qualtrics.com/jfe/form/SV_6RRdArOxX5WCTGK">https://gmu.az1.qualtrics.com/jfe/form/SV_6RRdArOxX5WCTGK</a></p>	<p>October 26<sup>th</sup> @ Noon – 2:30pm</p> <p><b>[IN-PERSON: Room 3301]</b></p>



# ABCE: Compassionate Conversations Workshop Series

(Professional Development: Staff, Faculty, & Leadership)

Workshop Title	Description	Dates & Location
<p><b>The Story of Me: The Story of Us</b> (Within Myself)</p> <p>40 = max cap.</p>	<p>This educational pathway centers around the power of storytelling, which is the social and cultural act of sharing narratives. Participants will have the opportunity to delve into the emergence and normalization of dominant narratives, recognizing how these narratives are often perpetuated through repetition and authority. The session aims to foster individual transformation and resistance to dominant narratives by highlighting the influence of storytelling in shaping meaning and by challenging prevalent myths.</p> <p><b>Registration Link: TBA</b></p>	<p>February 8<sup>th</sup> @ 10:00am – 12:00pm <b>[VIRTUAL]</b></p> <p>April 4<sup>th</sup> @ 1:00pm – 3:00pm <b>[VIRTUAL]</b></p>

# ABCE: Compassionate Conversations Workshop Series

(Professional Development: Staff, Faculty, & Leadership)

Workshop Title	Description	Dates & Location
<b>Cultivating Empathy</b> (Within Myself)  40 = max cap.	This educational pathway delves into the development of empathy and compassion, emphasizing the value of embracing the differences between individuals, regardless of gender. The session aims to cultivate empathy as a skillful practice in diversity, equity, and inclusion (DEI), fostering a sense of belonging and celebrating individuality for all participants. Key aspects include building meaningful connections, creating safe spaces, and providing a platform for open discussions about successes, failures, and challenges.  <b>Registration Link: TBA</b>	February 15 <sup>th</sup> @ 1:00pm – 3:00pm <b>[VIRTUAL]</b>
		April 11 <sup>th</sup> @ 10:00am – 12:00pm <b>[VIRTUAL]</b>

# ABCE: Compassionate Conversations Workshop Series

(Professional Development: Staff, Faculty, & Leadership)

Workshop Title	Description	Dates & Location
<p><b>Nurturing Cultural Awareness and Resilience</b> (Within Myself)</p> <p>67 = max cap.</p>	<p>This educational pathway provides an opportunity for exploration into the concepts of race, ethnicity, and culture (including family and community beliefs). It delves into how these aspects of identity shape our perspectives, self-perception, and interactions with others. Participants will engage in self-reflection regarding their personal experiences and the ongoing influence of those experiences on relationship-building. The program also examines how these factors manifest in our interactions with individuals and within organizational contexts, including policies, practices, structures, and overall culture.</p> <p><b>Registration Link: TBA</b></p>	<p>February 22<sup>nd</sup> @ Noon – 2:00PM <b>[IN-PERSON: Room 3301]</b></p> <hr/> <p>April 18<sup>th</sup> @ Noon – 2:00PM <b>[IN-PERSON: Room 3301]</b></p>

# ABCE: Equity Leadership Workshop Series

(Professional Development: Leadership = SLT & Department Chairs)



**GEORGE MASON UNIVERSITY** | Office for Diversity, Equity, and Inclusion

**Equity Leadership Pathway**

EVENT NAME	DATE	TIME	LOCATION	FACILITATOR(S)	TARGET AUDIENCE
<b>Cozy Chats:</b> <i>Hand Knitting &amp; Delicious Conversations</i>	10/19	12 – 1:30pm	Exploratory Hall Rm 3301	Melissa Hayes & PDB	Students
<b>Focus Groups:</b> <i>Undergraduate Students</i>	10/11 & 10/17	12 – 1pm*	Confidential	Dr. Shekila Melchior (PDB to Intro)	UG
<b>Focus Groups:</b> <i>Graduate Students</i>	10/19 & 11/2	3 – 4pm*	Confidential	Dr. Shekila Melchior (PDB to Intro)	Grad
<b>TBD EVENTS</b>					
<b>Equity Leadership Workshop Series</b>	TBD	TBD	TBD	Dr. Erikca Brown	Dean’s Sr. Leadership & Department Chairs
<b>Leadership PD for Supervisors</b>	TBD	TBD	TBD	Dr. Erikca Brown (Myisha Washington)	Mid-Level Managers
<b>EO/EEO Briefings</b>	10/23 & 10/24	11am – 12pm 12:15 – 1:15pm	Exploratory Hall Rm 3301	Aketa Emptage	Staff & Faculty (respectively)
<b>Title IX &amp; Annual Non-Conf. PD</b>	TBD	TBD	TBD	Tom Bluestein	Faculty & Staff
<b>Cozy Chats:</b> <i>Hand Knitting &amp; Delicious Conversations</i>	Spring 2024	TBD	TBD	Melissa Hayes & PDB	Students
<b>Culturally Responsive Mentorship PD</b> (Best practices for mentoring students who have different lived-experiences, world views, racialized identity, etc. than you)	Spring 2024	TBD	TBD	TBD	Faculty
<b>Culturally Responsive Mentorship Panel Discussion</b> (Panelists: COS Mentors + Mentees)	Spring 2024	TBD (1.5 – 2 hrs.)	TBD	ABCE & Student Affairs	GMU Students? (faculty & staff welcome)
<b>Women Leaders in STEM (WLIS): Multiple Events</b>	TBD	TBD	TBD	TBD	Tina Bell & WLIS Steering Committee

# ABCE: Focus Groups with COS Students



- 1-hour in-person, confidential focus group with **UG** and **Grad** students (respectively)
- 2 sessions for **each** classification level

- **PURPOSE:**

To gain a deeper understanding of the graduate experience student in the College of Science (COS). By inviting students to actively participate in, defining, shaping, and enhancing the COS graduate experience, **the goals of the focus groups are threefold:**

1. identify areas of **strength** that support student success;
2. identify areas of **need / resources** that currently do not exist in the college; and
3. identify **barriers** that negatively impact student success.

# ABCE: Faculty & Staff Committees



- **AJEDI Advisory Committee (AAC):**

- Will meet at the end of Sep., Oct., & Nov. (dates/times TBA)
- Some goals for fall semester:
  - Nominate chair / co-chairs
  - Establish bylaws
  - Identify subcomm. leads
  - Identify priorities for AY23-24

- **Coming soon:**

- **Student Advisory Committee**

- **Staff Advisory Committee (SAC):**

- Falls under purview of ABCE/AJEDI with direct access to Dean (will have reg. meetings)
- Working group holding nominations for SAC co-chairs
- **Next meeting: 10/5/23 @12:30pm**
- Some goals for fall semester:
  - Nominate chair / co-chairs & committee
  - Finalize bylaws
  - Identify priorities for AY23-24 and beyond (including new SMART goals for IEP)



# ABCE: Community Engagement



## **Community Engagement Strategy & Metrics** (broadly defined):

- Known as the “third mission” of a university / college (along with academics & research)

- **QUESTIONS TO CONSIDER:**

Which communities do we want to focus on / serve? Why are we choosing these communities? How do we want to accomplish this? Who are we currently serving and why? What’s our ROI and intent for these initiatives? How are we measuring progress, success, impact?

- **I’ll be requesting info from each department to be compiled in table**
- **Will present CE infrastructure to community for feedback and finalization**
- **AAC CE subcomm will further define, refine & ensure that we stay on track**



## ABCE: AA & Impact on Graduate Admissions



- **Dr. Sharnnia Artis and Eli Schlam gave a 60-minute presentation on key things to consider when engaging in grad admissions process**
- Presentation was not recorded
- If you missed the presentation, please contact **Student Affairs** or **Office of ABCE** to see how you can gain access to this important information
- If you attended presentation and have questions, please email them to me **or** request to schedule meeting
- Central DEI is in the process of developing best practice guidance re: recruitment & application review

## ABCE: COS FY2023 & 5-Year Hiring Trends



**Info will be shared at next agenda-led faculty meeting**

**Info will also be uploaded to intranet**

**Info will be included in COS Annual Report**

That's it folks!



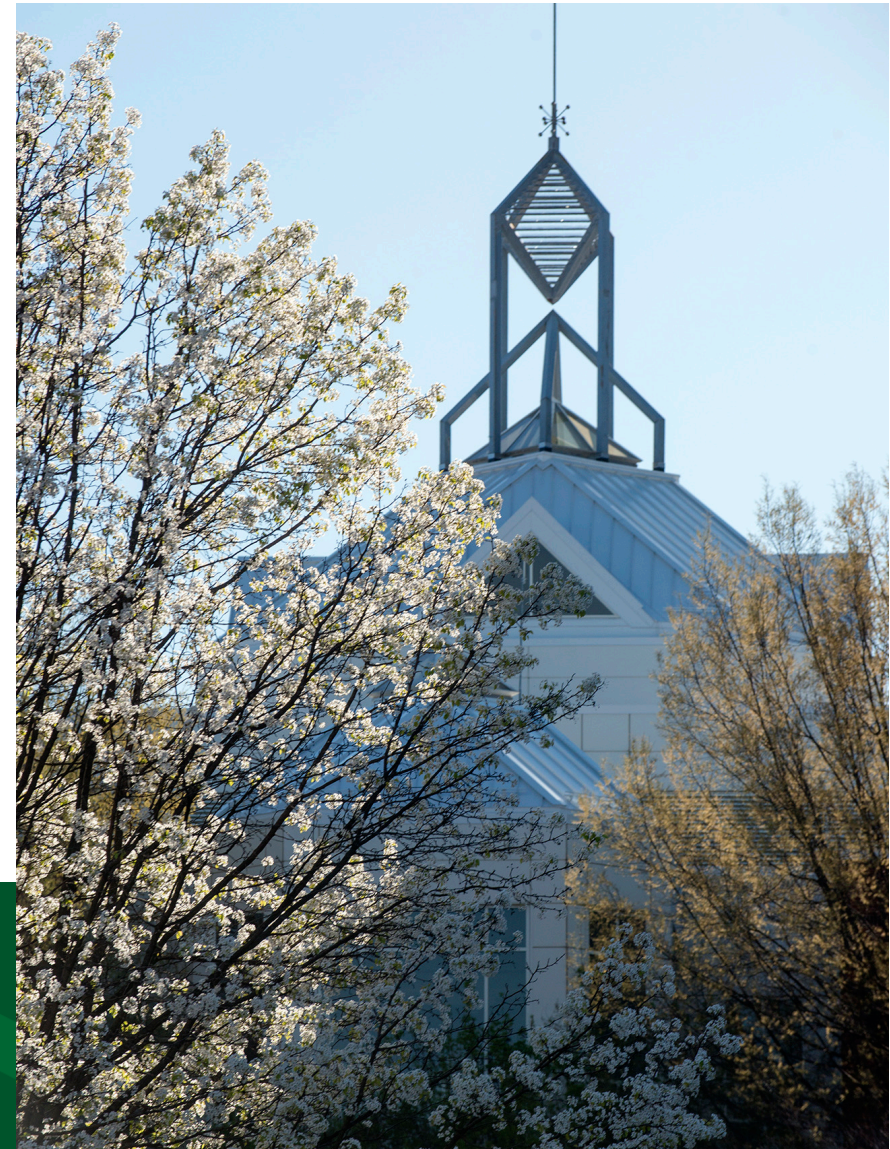
Please do not hesitate to contact me if you have **any** questions, concerns, or need guidance with AJEDI/ABCE-related matters.

**THANK YOU!!!**



# Mason Science Learning Communities: A Brief Overview

**Kerin Hilker-Balkissoon**  
Director of Educational & Career Pathways  
College of Science



# College of Science Learning Communities

Residential Learning  
Communities

Non-Residential  
Learning Communities





# Residential Learning Communities (RLCs)

## Mason Science Learning Community

Optional first-year undergraduate learning community, focused on STEM Identity-Building, exploration of STEM academic and career pathways, and essential STEM skills.

- First-year undergraduates in any major.
- Reside together in first-year housing
- Mandatory course: COS 100
- Optional RLC Interest Groups:
  - Pre-Health
  - Sustainable Futures



# Residential Learning Communities (RLCs)

## STEM Solutions & Sustainable Futures

“SuSTEM” is an optional upper-level undergraduate learning community, centered on Global Sustainability (SDGs).

- Open to any major.
- Reside together in suite housing.
- STEM challenges & sustainability projects.
- Optional course: COS 300.
- 2024-25 Registration opens 11/1.



# Non-Residential Learning Communities

## Scientific Community of Transfer Researchers

Launched in 2018, SCTR connects new transfer students with interest in undergraduate research: supporting navigation of Mason's research community and addressing barriers to experiential learning.



### Qualifications:

- First-year undergraduate transfer student in any College of Science major or minor.
- No campus residency requirement.
- Recommended Spring course – COS 300
- SCTR is recruiting new transfers now!
- Deadline September 22, 2023.





# Pilot Initiative: Mason Science First Year Experience




- **New in 2023-24**
  - **First-year undergraduates who attended STEM Bridge or other summer programs**
  - **College of Science majors or minors only**
  - **No campus residency requirement**
  - **Mandatory course: COS 100**
  - **In pilot status – expansion pending for 2024-25**

# More Learning Communities Coming Soon...

- **Research and Interdisciplinary STEM Experiences (RISE) Scholars**
  - Bridge to research experience for undergraduates
  - Required spring course – COS 300
  - Summer A mentored research (recruiting mentors now)
  - Recruiting students in October 2023.
  - Nominate a first-year Mason student (direct enrolled or transfer) – email [stempath@gmu.edu](mailto:stempath@gmu.edu).
  - New NSF INCLUDES Pilot: RISE Transfer Scholars
  - Contacts – Peter Plavchan & Kerin Hilker-Balkissoon
- **Women Leaders in STEM Learning Community**
  - Expansion of existing Women Leaders in STEM initiative
  - Programming led by Dr. Tina Bell ([tbell22@gmu.edu](mailto:tbell22@gmu.edu))
  - Recruiting in Spring 2024 for Fall 2024 Launch



## Other College of Science “Pathways” Initiatives

1. CC Transfer pathways & success programs
  2. K-12 & Community STEM outreach (VALHEN STEM Academy, EPPIC-STEM, etc.)
  3. Career pathways STEMinars & appointments
  4. Global STEM pathways and partnerships
  5. College of Science liaison for university-wide efforts targeting special populations.
- 



GMU.EDU



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Questions?

Contact  
**Kerin Hilker-Balkissoon**  
**khilkerb@gmu.edu**



## Join SCTR | The 2023-24 Scientific Community of Transfer Researchers

**Interest Meeting: EXPL 3302/Zoom  
September 14 - 4:00-4:30 pm**

**Pre-Register Here!**



New Mason transfer students in a College of Science major or minor, SCTR is your GPS to navigate Mason's tier 1 research community.

- Find & apply for research, internship, and fellowship programs.
- Design and fund your own, interdisciplinary research project.
- Build your resume with the pre-professional experiences sought-after by graduate and health professions admissions committees!

Flexible monthly seminars & 1:1 career & grad school planning. Build your Mason network. Connect with faculty & peer mentors, and fellow transfers. Enroll in our optional, Spring 2024 research course and design your own project. Spring 2024 scholarships available!

**Limited slots available. Registration deadline - September 25, 2023.**

### Questions? Contact:

Kerin Hilker-Balkissoon

Director, Educational and Career Pathways

khilkerb@gmu.edu | Register: [science.gmu.edu/transfer](https://science.gmu.edu/transfer)



College of Science

A blue rectangular background with several white, semi-transparent bubbles of varying sizes scattered across it. The word "VISION" is written in white, uppercase letters in the center.

# VISION

The vision of the STEM Accelerator in the College of Science at George Mason University is

**to be a national leader of  
innovative and effective STEM  
Education initiatives in higher  
education.**

# OUTCOMES



To recruit more students to STEM



To retain students in the COS



To help students reach graduation in a timely manner



To help students get jobs when they graduate.

## FIVE-YEAR GOALS

<b>CONTRIBUTE</b>	Contribute to the growing body of literature on STEM education
<b>ELEVATE</b>	Elevate the value of teaching in COS
<b>LEAD</b>	Be recognized as educational role models and mentors to new faculty and GTAs in the College of Science
<b>MENTOR</b>	Mentor MS and PhD students in STEM education and discipline-based education research
<b>ADVANCE</b>	Advance pedagogical innovation, teaching assessment, and peer evaluation