COS Faculty Meeting Minutes

Tuesday November 14th, 2023; 12:00-1:50pm
Held in EXPL 3301 and via Zoom.

1. Call to order –12:05 pm
2. Approval of minutes from September 19th, 2023 – 12:07 pm
3. Announcements
   3.1. Full COS events schedule: https://science.gmu.edu/events
   3.2. Welcome - Ahmad Taheri - College's Director of IT and Cybersecurity on November 10th
   3.3. Annual Performance Review- The proposed dates of the Annual evaluation review for I/R faculty shifted from Fall to 1 February 2024 – 31 March 2024. The performance period will include accomplishments/efforts from 1 July 2022 – 31 December 2023
      3.3.1. Cody: This could change later. May change back to Fall
      3.3.2. Rebecca: Do we have until March 31st to submit? Or before Feb 1st? Cody: Before Feb 1st is preferred; Rebecca: Hope we are not expected to work during our holidays. Cody: You do not have to.
   3.4. University Closed: Thanksgiving Observance; November 22 to November 24, 2023. Building doors will be locked. Require special permission for entry. Pre-approved card swipe access required.
   3.5. Announcement on behalf of Greta Ann Herin and Wendy Lewis (Study Abroad Program) - Please check **Appendix A** for details. If you know student(s) who might be interested, please contact the email addresses given in the slide. Please promote in your classes.
   3.6. Announcement by Tracy Mason about the Intranet
      3.6.1. Link: http://science.gmu.edu/intranet
      3.6.2. Need/Scope/Structure for the project was discussed and can be found on the slides attached in the **Appendix B**
      3.6.3. Content – Resources and Community Building
      3.6.4. Live Intranet was shown during the meeting. This is just a beta test for faculty and staff.
      3.6.5. Please look at all the contents and provide feedback (directly to Tracy or via Peter)
      3.6.6. What do you want to add, or any specific information you would want to see?
   3.7. Gallup Report released in summer 2023 to evaluate deans and provost

       3.7.1.   Full survey results are attached with the **Appendix C**

       3.7.2.   Main points:

          3.7.2.1.   STEM vs NON-STEM Faculty rate leadership similarly

          3.7.2.2.   STEM leadership ranked lower than NON-STEM leadership

          3.7.2.3.   Term faculty provided more positive feedback than Tenure Line

          3.7.2.4.   Discussed Dean Fernando's highest and lowest ranked items.

4. Remarks by Dean Fernando M Wilhelm

    4.1. Gallup Report (Following lines written in 1st person)

       4.1.1.   Gallup report results were disseminated quietly.

       4.1.2.   It's a B grade for me.

       4.1.3.   Good to see some specifics. - what is good and what are the challenge areas

       4.1.4.   I will take the feedback seriously. I want to go granular esp. on challenge areas.

       4.1.5.   We can map these areas to our strategic plans. Following our strategic plan will help with the challenge areas

       4.1.6.   I have work cut out for me, and I will work on the results

       4.1.7.   Anonymous feedback through intranet.

    4.2.   State of College address:

       4.2.1.   Strong enrolment/research/performance/ABCE year

       4.2.2.   This is the combined effort or work of everyone – faculty, staff and students

       4.2.3.   Budget cuts in early Summer 2023. We landed in a good place

       4.2.4.   We are taking a 7% budget hit without cutting any programs or staff or faculty.

       4.2.5.   Even though we have had a record year – we have not met our campaign target. Message from Provost and President – Dean must focus on that

    4.3. *Q from Peter*: Faculty feels there is lack of transparency. How are cuts translated through local academic units? Some LAUs have bigger cuts than the others? How are they decided esp for SSB where there has been huge cuts. and *Q from Monique (over zoom):* **C**an Fernando discuss the budget cuts to the departments? My concern of course is especially for SSB, which has been very hard hit by the cuts despite increasing graduate student enrollments.

       4.3.1.   *Response from Dean*: We are revising the budget committee. Not disbanded.

4.3.2.	% of budget allocation to LAUs has increased. A large proportion of the cut is being absorbed by the Dean's office.

4.3.3.	The share of the updated budget that has been allocated to departments is increased with respect to the share of the budget that was allocated to departments before the cut.

4.3.4.	Yes. Though our enrollment grew 5% , our budget was cut 7%. I feel for Monique's questions and SSB.

*4.3.5.	Meghan St. George:*

    4.3.5.1.	When the when the cuts were made to all units across the university enrollment growth was not considered. It was prorated. College accounted for growth and other factors.

    4.3.5.2.	We tried to focus the first 50% of the target to the college portion. So that the academic units would also have more time to to the end of next year to meet those reductions.

    4.3.5.3.	University is moving towards a new budget model

4.3.6.	*Q from Joel Schnur*: We are not letting people go, we have increased students, we have more research budgets, we are losing 2 people in Post award team. How are you (Dean) handling that? *Response from Dean:* Good point. But if I have a budget cut and I do not want to lose people. Then we have to choose lesser of the two evils. We have to do more with less. We are doing more with more effort from the same people.

4.3.7.	*Q from Rebecca Jones:* Meghan said Growth was not considered. Then what are we considering? What is happening? *Response from Dean:* CEC and COS were the only departments that grew. The other 10 departments, enrolment is contracting. Our growth is subsidizing the cuts in another unit. *Comment from Rebecca:* This is very discouraging. We are working hard, growing, supporting students, bringing more students in – and yet we are facing the cuts. This is very discouraging. Response from Dean: I have had conversation with Provost and President and told them that we cannot grow if we continue like this. This will not continue, and we will need changes

4.3.8.	*Q from Ramin Hakami:* Can Fernando please also provide some specific information for how the donation funds will be used to enhance and support the research of the faculty? Also, what is the decision-making process for how these funds will be allocated and who will be involved for this decision-making process? *Response from Dean*: Fundraising sometimes becomes earmarked.

(Already decided were is to be donated.) When it is general funds – we administer funds similar to the current budget.

4.4. *Q from Peter Plavchan*: Slides from the State of the College Address have not been distributed and the recording. *Comment from Tracy Mason*: Issue with the recording so we are waiting to fix that. *Comment from Dean:* We must make the slides available immediately.

4.5. *Q from Peter Plavchan:* We are feeling a lack of transparency from office administration. Lot of information and meeting are shared between college administration, Chairs and ACRs but the information is not reaching the faculty. We need more direct communication from our Deans via email/listserv. We are feeling a lack of transparency. *Comment from Dean:* I totally agree.

5. Peter Plavchan : *Big brother is watching* : I feel obligated to let faculty know that your time in this building is being monitored and the data on that is being collected. There has been no communication from any administration about this. (Please see the attached slide in **Appendix D**) *Q from Joel Schur*: How are they doing this? What are they monitoring?

6. *Response from Pat Gillivet :* Just monitoring packets that are going across. When you are logged on to the university internet, that is what they are measuring. It was announced to the Chairs some time back.

7. *Q from Rebecca*: So the chairs already knew about this? How will this data help measure space? *Response from Peter:* This information is present in the FAQ. *Response from Pat*: Connected to router – number of pings.

A simple majority vote was taken (proposed by Peter and seconded by Rebecca) and it was proposed that this issue be taken up by COS Faculty Senators for clarification and if possible, shut down of this program. Motion passed unanimously.

8. Peter Plavchan:

8.1. Faculty Annual Evaluation template for COS: I formed an ad-hoc committee to put together a template for Annual Evaluation.

8.2. A memorandum was sent to Dean late evening (11/13) with proposed modifications to the process to bring compliance to by laws/ follow best practices.

8.3. The memorandum was shown (please see **Appendix E**) and various aspects discussed.

8.4. This was made with consultation with Myisha Washington, Paula D. Brobby and Cody Edwards along with the committee members

8.5. If you want to endorse – please send your name to Peter Plavchan.

8.6. Peter will put a faculty survey, please send your thoughts, regarding this template

8.7. The Chairs have the choice to Adapt, Adopt or ignore the template.

8.8. *Question from Joel Schur:* This is great that's great for faculty who are teaching and doing research and service. What about postdocs, research professors/ assistant professors? *Response from Peter*: Their workload percentages are different. *Response from Rebecca:* That needs to be defined for postdocs.

8.9. Peter: How is the annual evaluation process different from the renewal, promotion and tenure process?

8.10. Paula's comments will be taken and put into a new document and shared with the committee.

8.11. *Rahim Hakimi:* Please share a copy of the document. What are the aspects of AJEDI that the faculty would need to address? *Peter*: Candidates can articulate what AJEDI activities they are carrying out or planning to carry out in their professional development? Like attending compassionate conversation workshops etc.

8.12. *Monique:* Will this new evaluation form allow the evaluation to account for faculty of a large number of graduate students who work directly with them? *Peter:* That will be under academic advising in teaching/research student advising.

8.13. *Rebecca:* We have been traditionally supplying our rating, classes taught, students mentored. So is there a version of all this being digital, the previous ones supplied be digital, the proposed form being digital. We are still talking about word document. *Cody :* Yes. That is the plan. Interfolio is planned to be used. It will reduce redundancy a lot. *Peter:* Presently we are not there. Business School business here at Mason has a fully developed web form for this process.

9. Proposed restructuring of COS governance committees (Peter Plavchan)

   9.1. Details in **Appendix D**

   9.2. take the ad hoc manual faculty, annual evaluation Guidance Committee and make it a standing committee.

   9.3. Create a new Term and Tenure Leave review committee to parallel the RPT Committee

   9.4. Absorb the grievance committee responsibilities into the Executive Council (the current Committee service for the Executive Council and Grievance committees are ineffective and not serving their original purpose for our college). The Executive Council has been tasked been only two tasks in the past 6 years. No grievance has been heard by the Grievance Committee in the last 6 years. They have not had a single meeting this year and nor do have they elected a chair.

   9.5. This will require a change to the Standing Rules, not any By-laws change. Committees are mentioned only in the Standing rules.

9.6. Voting regarding the proposed changes will be done in Spring 2024 (maybe the first meeting)

10. In Spring 2024, faculty will be surveyed on the following topics:

    10.1. Faculty Annual Evaluation template and process

    10.2. Committee Restructure proposal

    10.3. Office Hoteling

    10.4. Willingness to consider decreasing course offerings to decrease faculty workloads

11. Goals of the Faculty Governance for upcoming semester (Slides can be seen in **Appendix D**)

12. Update from Jennifer Bazaz Gettys; Assistant Dean for Academic Affairs and Strategic Enrollment

    12.1. Jennifer shared the work she does in her current role and her plans for future.

    12.2. Please refer to her slides in the **Appendix F**

    12.3. *Q from Rebecca:* High School seniors are receiving emails this year - "You have been admitted to Mason". How is this going to affect our college? *Response from Jennifer:* Yes, there are 9 HS that we are targeting this year. Yes it is strategic. not only get them here at Mason, but also to find the students interested in science and engage with them.

13. Update on Conflict of Commitment and restricted countries – Pat Gillevet

    13.1. One document shared (Attached with the **Appendix G**)

    13.2. https://ofac.treasury.gov/specially-designated-nationals-and-blocked-persons-list-sdn-human-readable-lists

    13.3. https://oria.gmu.edu/

    13.4. The US. Government is aggressive about overseeing or flagging interactions - Russia, North Korea, Syria, Iran, China. So, if it's you have an entity that's on then the list. You cannot work with them without a license. Please reach out to Cody, Pat or Chris DiTeresi.

    13.5. NASA issue is a separate issue. If you have a NASA grant, there needs to be declaration. Please refer to Chris DiTeresi.

14. Update on ASSIP (Call for mentors and Changes) - Amanda Haymond Still – ASSIP

    14.1. Please refer to slides on **Appendix H**

    14.2. Please reach out to Amanda if you want to

    14.3. Next cycle is near. Calling for mentors NOW (end of November)

    14.4. Interest form: Can be found on her slides.

14.5.   Most important change: ASSIP can now be a college course credit. Students will be given a G number. Will help their access.

15. Adjournment - 1:47 pm

Attendees (in person)

1. Joel Schur
2. Myisha Washington
3. Amanda H. Still
4. Jennifer Bazaz Gettys
5. Patrali Banerjee
6. Mary Crowe
7. Sarah Ward
8. Rebecca Jones
9. Peter Plavchan
10. Cody Edwards
11. Ahmed Taheri
12. Ernie Barrato
13. Jie Zhang
14. Tracy Mason

Attendees (Zoom)

15. Monique van Hoek
16. Meghan St George
17. Amanda O'Connor
18. Aarthi Narayanan
19. Ferah Munshi
20. Pritha Roy
21. Ali Andalibi
22. Kenneth Foreman
23. Alexandra Masterson
24. David Wong
25. Dmitri Klimov
26. Patrick Gillevet
27. Ancha Baranova
28. Brett Froelich
29. Aman Ullah
30. Chris Lockhart
31. Kelly Knight
32. Megan Erb
33. Paula Danquah-Brobby
34. Brittany Sutherland
35. Lance Liotta
36. Tim Leslie
37. Hamdi Kavak
38. Jess Callus
39. Barney Bishop
40. Iosif Vaisman
41. Chi Yang
42. Paul So
43. Ramin Hakami
44. Andrea Nikoi
45. Alessandra Luchini
46. Lee Andrew Solomon
47. Hamdi Kavak
48. Phil Yang

Appendix A

NEUROSCIENCE AND TECHNOLOGY IN GERMANY- SHORT DESCRIPTION for COS

Greta Ann Herin and Wendy Lewis will be offering a study abroad course "Neuroscience and Technology in Germany" this summer. It is a ~4-week course starting in May for 6 credits. It has a Mason Core synthesis designation, and potentially a Global Understanding designation. We visit 6-7 innovative neuroscience research labs and sites of historical and cultural significance with a focus on STEM. We travel to many beautiful sites all over Germany.

We could use a bit of help from our COS colleagues, especially instructors and advisors:

First, please promote it to targeted students. It is designed for Neuroscience, Biology, Pre-health, and Bioengineering students. Psychology and other students are welcomed if they meet the program pre-requisites. Eligible students must have 60 SH, Biol 213 Cell Structure and Function, and an additional 9 SH of CHEM, BIOL, or NEUR courses. Students must have a GPA >2.75. As you can guess, the target audience is narrow, and they are your students. The course is eligible for financial aid.

Second, we may be contacting you to ask to promote the course in the first or last 2 minutes of your course. Additionally, we may ask for departmental course numbers to offer for the course (e.g. your special topics course number).

Lastly, we plan to run this course every other year (so, '24, '26, '28) and are always looking for new connections for future labs to visit. If you have colleagues (especially neuroscience or neuro-adjacent) in or near Germany, we'd love to be introduced.

For more information, contact Greta Ann Herin gherin@gmu.edu and/or Wendy Lewis glewis13@gmu.edu and visit our GEO website masonabroad@gmu.edu search for "Neuroscience and Technology in Germany"

We are grateful for your help and awareness,
Greta Ann (and Wendy)

NEUROSCIENCE AND TECHNOLOGY IN GERMANY- DETAILED DESCRIPTION

Applications are now OPEN for Neuroscience and Technology in Germany! It is a ~4 week course beginning this May, offered by George Mason University. It offers 6 hours of STEM credits. Please pass this information along to your students.

Highlights include:

- Lab visits

  We will visit 6-7 labs in cities all over Germany from prestigious institutions such as the Charite, Ludwig Maximillians University, TU Dortmund, Frankfurt Institute for Advanced Studies, and Humboldt University. We will engage directly with the scientific team, hear presentations, tour facilities, and participate in small group discussions over a meal. Subject matter will cover the breadth of neuroscience, including:

  - Molecular tools to study brain cancers and neurodegenerative processes
  - Pharmacology of neurotransmitter receptors
  - Detailed descriptions of microglia activation
  - The study of schizophrenia in patients using EEG
  - Developing a philosophical framework of intelligence using AI tools
  - Neurobiology of social cognition and pro-social behaviors (e.g. trust)

- STEM-Focused Cultural and Historical sites

   We visit sites of cultural and historical significance, with a focus on STEM. Some of our excursions include:

  - The Deutsches Museum in Munich, the world's largest science museum.
  - Gutenberg museum in Mainz, where we learn about the development of printing, see surviving Gutenberg bibles, and make our own art in a printing workshop.
  - Bingen, to learn about Hildegard of Bingen, a polymath medieval abbess who is considered the founder of German science. She was one of the subjects of Oliver Sack's classic "The Man Who Mistook his Wife for A Hat" because she received religious visions that were considered by modern neurologists as migrainous. We see her illustrations are in a museum dedicated to her life.
  - Ravensbrueck memorial, a WWII concentration camp where unethical "experiments" were performed. There will be a private tour and discussion after.

- Other highlights:

- On-campus bootcamp at Fairfax campus. We will review the neuroscientific background of our host labs, read and make sense of their recent publications, and have cultural and travel training.
- Short in-country German course.
- Walking tours of our three hub cities: Frankfurt (M), Munich, and Berlin.
- A trip to the peak of the Zugspitze, the highest mountain in Germany
- Free time to explore beautiful cities: Berlin, Frankfurt, Munich, Heidelberg, Ruedesheim am Rhein, Mannheim, others of your choosing.

- Eligibility and other information:

  - Targeted to Neuroscience, Biology, Bioengineering, Pre-health students. Psychology students welcomed with required science courses.
  - Need to have at least 60 credits, completed a Cell Biology course, and at least 9 SH of STEM courses (in addition to cell biology), cGPA> 2.75
  - Grad students welcomed
  - Students for other universities welcomed.
  - Eligible for financial aid

- Contact:

  - https://masonabroad.gmu.edu/index.cfm?FuseAction=Programs.ViewProgramAngular&id=10583
  - Co-leader: Greta Ann Herin gherin@gmu.edu
  - Co-leader: Wendy Lewis glewis13@gmu.edu

Mason

SCIENCE

Understand. Innovate. Succeed.

Marketing and Communications Intranet Overview
Mason Science Faculty meeting
November 14, 2023

GEORGE MASON UNIVERSITY | College of Science

Intranet - science.gmu.edu/intranet

- **Need: improve internal communications effectiveness**
  - Connect and align employees, remove silos to access information on key college priorities, initiative metrics and progress
  - Provide timely, transparent updates, encourage feedback
  - Meaningfully recognize and celebrate successes
  - Outcomes: increased engagement/productivity, create efficiencies
- **Scope and structure: phased approach**
  - Augment Microsoft Teams with dynamic content in Sharepoint
  - HR, Finance, Research admin, and AJEDI first wave, will test for all
- **Content focus/audiences**
  - Types of content: 1) aggregated resources 2) community building
  - Crowdsource content - internal messages, processes, resources
  - LEVEL 1: primarily administrative staff and faculty use
  - LEVEL 2: for departments to communicate in their own 'domain'
  - LEVEL 3: for programs to communicate with students

GEORGE MASON UNIVERSITY | College of Science

Intranet - science.gmu.edu/intranet

Upcoming Events - science.gmu.edu/events

- Mason Science Intranet Launch 9/27/23 – check it out and provide your feedback, (updated daily and over time) https://gmuedu.sharepoint.com/sites/MasonScienceIntranet
- Provost Search Listening Sessions (11/1, 11/2, and 11/3)
- Women Leaders in STEM event: Become an Undergraduate Researcher 11/3/23
- Dean's Annual Faculty & Staff Award Nominations closed Sun., 11/5/23
- President Washington Town Hall Mon., 11/6/23 (calendar invite sent)
- Building Supportive Communities (Title IX Training) 11/6 and 11/7
- Real Talk: Age Discrimination in the Job Search and Workplace Thurs., 11/9/23
- Fall 2023 Transformation Boot Camp: From Surviving to Thriving 11/13-14/23
- University Closed: Thanksgiving Observance 11/22 to 11/24/23
- Navigating Politics in Academia Tues., 11/28/23 from 1:30 to 3 p.m.
- Online Teaching Excellence Awards Due Fri., 12/1
- Celebration of Success 12/4 from 2 to 3:30 p.m. and third annual Bake-Off
- Faculty and Staff Holiday Party, 12/7 from 1 to 3:30 p.m. Dewberry Hall

GEORGE MASON UNIVERSITY | College of Science

Strategic Marcomm Overview

Tracy Mason
Assistant Dean
Strategic Marketing and Communications
tmason11@gmu.edu

Laura Powers
Assistant Director
Marketing and Communications
lpowers5@gmu.edu

Natasha Gilliam
Graphics Specialist
Marketing and Communications
ngillia@gmu.edu

Zander Leon
Digital Content Specialist
Marketing and Communications
zleon@gmu.edu

GEORGE MASON UNIVERSITY | College of Science

Agenda

1 | Methodology

2 | Key Findings

3 | Next Steps

GEORGE MASON UNIVERSITY | GALLUP

Methodology and Approach

STUDY APPROACH	SURVEY METHODOLOGY

STUDY APPROACH

- Program was designed to:
  - Evaluate the performance of the President, Provost, and Deans across key metrics identified by GMU.
  - Quantify strengths and opportunities for improvement for leaders.
- Gallup partnered with HR and faculty representatives to design a web-based survey that collected faculty opinion across quantitative and qualitative survey items.
- Gallup merged 2022 employee engagement (EE) data into the respondent data file to examine EE scores among eligible members. Among 1475 eligible faculty members, 587 completed the engagement survey, and 337 of those individuals completed both the 2022 engagement survey and the 2023 faculty survey.
  - Engaged employees are **highly involved in and enthusiastic** about their work and workplace. Within U.S. workplaces, only 33% of employees are engaged.

SURVEY METHODOLOGY

- 1475 eligible faculty members
- 552 survey completes
- 37% response rate
- Data collected April 3 - 25, 2023
- Some of the topics included in the survey:
  - Leader Accessibility
  - Communication
  - Faculty Support
  - Resource Management
  - Advancement of University Goals
  - Representation of the University
  - Establishment of a Leadership Team
  - Overall Leadership Effectiveness

Employee Engagement Findings

Engagement Linked to Leadership Performance Evaluation

When faculty are engaged, they are…

2.1x as likely to give the President a "5" on overall effectiveness.

3.0x as likely to give the Provost a "5" on overall effectiveness.

2.8x as likely to give the Dean a "5" on overall effectiveness.

Engagement happens at the local level. Increasing employee engagement begins with the Dean:

- Employee engagement is most correlated with the Dean (r = 0.55) as compared to the Provost (r = 0.42) and President (r = 0.30).
- The Dean GrandMean ratings explain **2x as much** of the variation in employee engagement as the Provost GrandMean ratings.

These findings were produced by conducting a 2x2 analysis of employee engagement and response rates to the "overall effectiveness" item by role.

GEORGE MASON UNIVERSITY   GALLUP®

Survey Items With Highest Correlations to Employee Engagement

Across all survey items and roles, the top three items with highest correlations to employee engagement:

- **Provost:** Effectively supports faculty performance and professional development.
- **Dean:** Has established an effective leadership team for the academic unit.
- **Dean:** Allocates resources equitably across the academic unit.

What about the President?

- The President and Provost are highly correlated (r = 0.74), meaning a President-specific item may move into the top three if or when the Provost is removed from the model.

These findings were produced by conducting multivariate regressions at the respondent level.

GEORGE MASON UNIVERSITY   GALLUP

Faculty Survey Findings
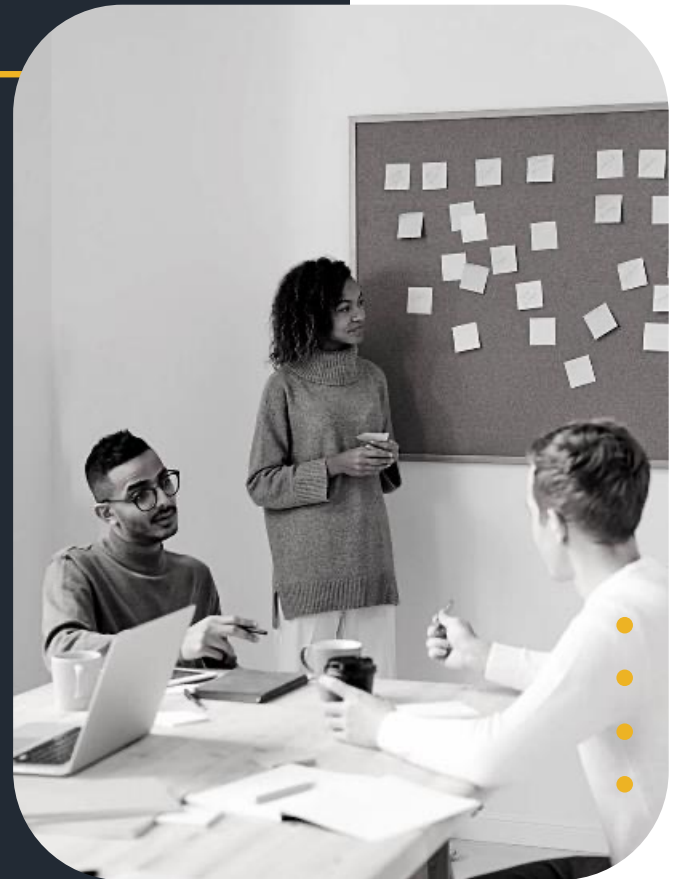
Leadership Shows Momentum in Advancing DEI Efforts on Campus

The President, Provost, and Deans were rated highest on the advancement of the university's goals of diversity and inclusion; however, trust is lacking when it comes to faculty involvement in decision-making.

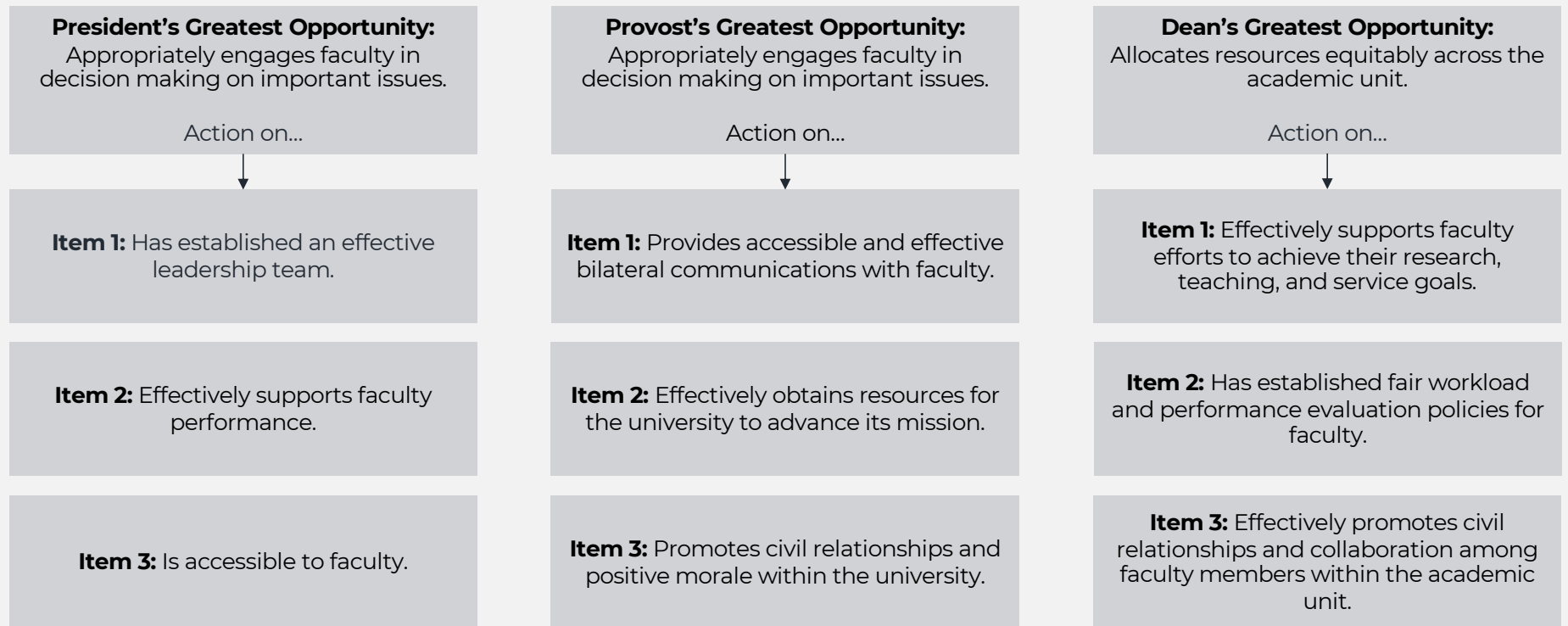"President Washington has made GMU a leader in Diversity, Equity, and Inclusion."

"The Provost's Office has done great work on DEI. I am particularly thrilled by the faculty affinity groups."

Role	Overall Top and Bottom Mean Scores	Item Mean	Net Promoter Score	Top Box (Pct 5)
President	Appropriately engages faculty in decision making on important issues.	2.96	-52	12%
	Effectively advances the university's goals of diversity and inclusion.	4.07	23	49%
Provost	Appropriately engages faculty in decision making on important issues.	3.26	-30	20%
	Effectively advances the university's goals of diversity and inclusion.	3.81	3	37%
Dean	Allocates resources equitably across the academic unit.	3.16	-32	20%
	Effectively advances the university's goals of diversity and inclusion.	3.76	3	37%

Net Promoter Score (NPS) is calculated by subtracting the detractors (%1 – 3) from the promoters (%5). The NPS can range from -100 to +100. The scale has been adapted from the typical 0 – 10 scale to this 1 to 5 scale.

GEORGE MASON UNIVERSITY   GALLUP

Driver Items Increase Ratings on Greatest Opportunity by Leader

Improving performance on items 1 – 3 can positively impact the lowest-scored item for the President, Provost, and Dean.

President's Greatest Opportunity: Appropriately engages faculty in decision making on important issues.	Provost's Greatest Opportunity: Appropriately engages faculty in decision making on important issues.	Dean's Greatest Opportunity: Allocates resources equitably across the academic unit.
Action on…	Action on…	Action on…
Item 1: Has established an effective leadership team.	**Item 1:** Provides accessible and effective bilateral communications with faculty.	**Item 1:** Effectively supports faculty efforts to achieve their research, teaching, and service goals.
Item 2: Effectively supports faculty performance.	**Item 2:** Effectively obtains resources for the university to advance its mission.	**Item 2:** Has established fair workload and performance evaluation policies for faculty.
Item 3: Is accessible to faculty.	**Item 3:** Promotes civil relationships and positive morale within the university.	**Item 3:** Effectively promotes civil relationships and collaboration among faculty members within the academic unit.

These findings were produced by conducting multivariate regressions at the respondent level.

GEORGE MASON UNIVERSITY | GALLUP®

Barrier Items Prevent High Overall Effectiveness by Leader

When faculty can strongly agree to the following performance drivers, they are more likely to give leaders the highest rating on overall effectiveness.

President

Faculty members are **20.5x more likely** to give a '5' on overall effectiveness of the President when they give a '5' on **"Effectively articulates the university's mission, vision, and values."**

When they don't give a '5' on the item, there is only a 3% chance they will give a '5' on overall effectiveness.

Provost

Faculty members are **18.1x more likely** to give a '5' on overall effectiveness of the Provost when they give a '5' on **"Effectively advances the university's goals of diversity and inclusion."**

When they don't give a '5' on the item, there is only a 4% chance they will give a '5' on overall effectiveness.

Dean

Faculty members are **15.0x more likely** to give a '5' on overall effectiveness of the Dean when they give a '5' on **"Effectively promotes civil relationships and collaboration among faculty members within the academic unit."**

When they don't give a '5' on the item, there is only a 5% chance they will give a '5' on overall effectiveness.

These findings were produced by conducting a bivariate likelihood analysis.

GEORGE MASON UNIVERSITY   GALLUP

Survey Item Combinations Linked to Leader Effectiveness Rating

President

1. Communicates effectively with faculty.
2. Has established an effective leadership team.
3. Effectively articulates the university's mission, vision, and values.
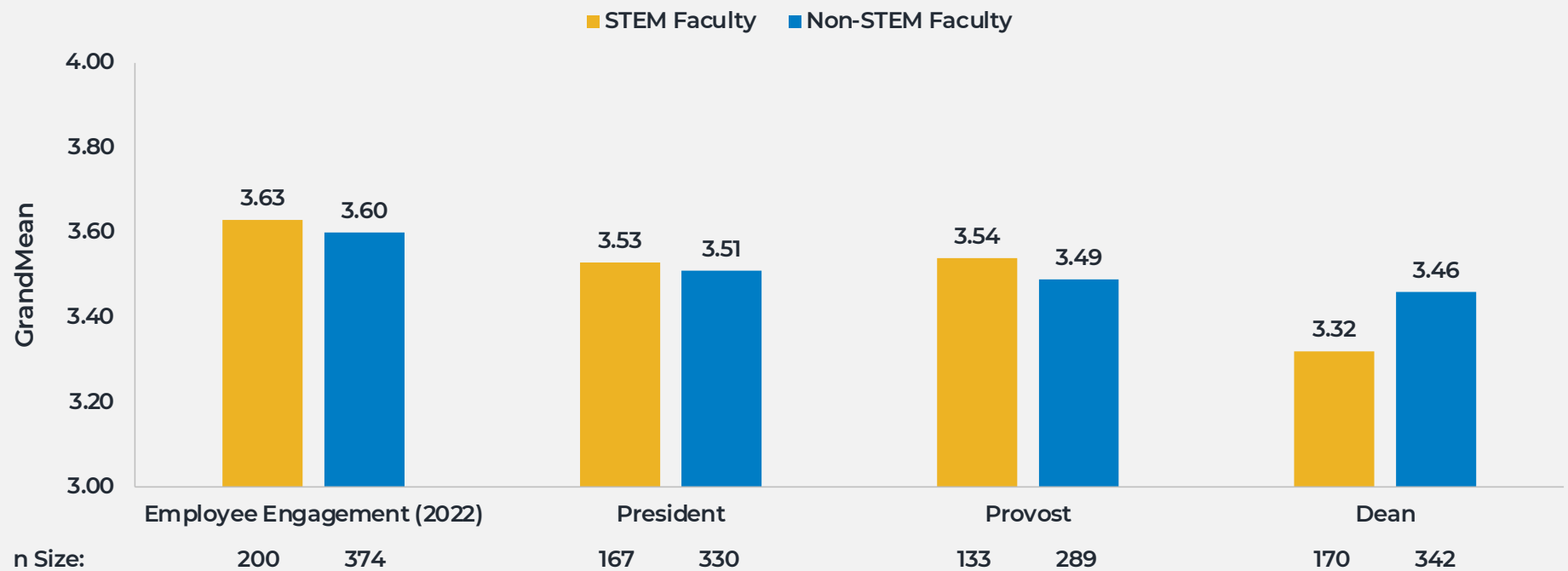
Provost

1. Effectively supports faculty performance and professional development.
2. Provides accessible and effective bilateral communications with faculty.
3. Builds internal and external educational alliances.

Dean

1. Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.
2. Makes decisions affecting faculty with appropriate faculty input.
3. Effectively advances the university's goals of diversity and inclusion.

These findings were produced by conducting multivariate regressions at the respondent level.
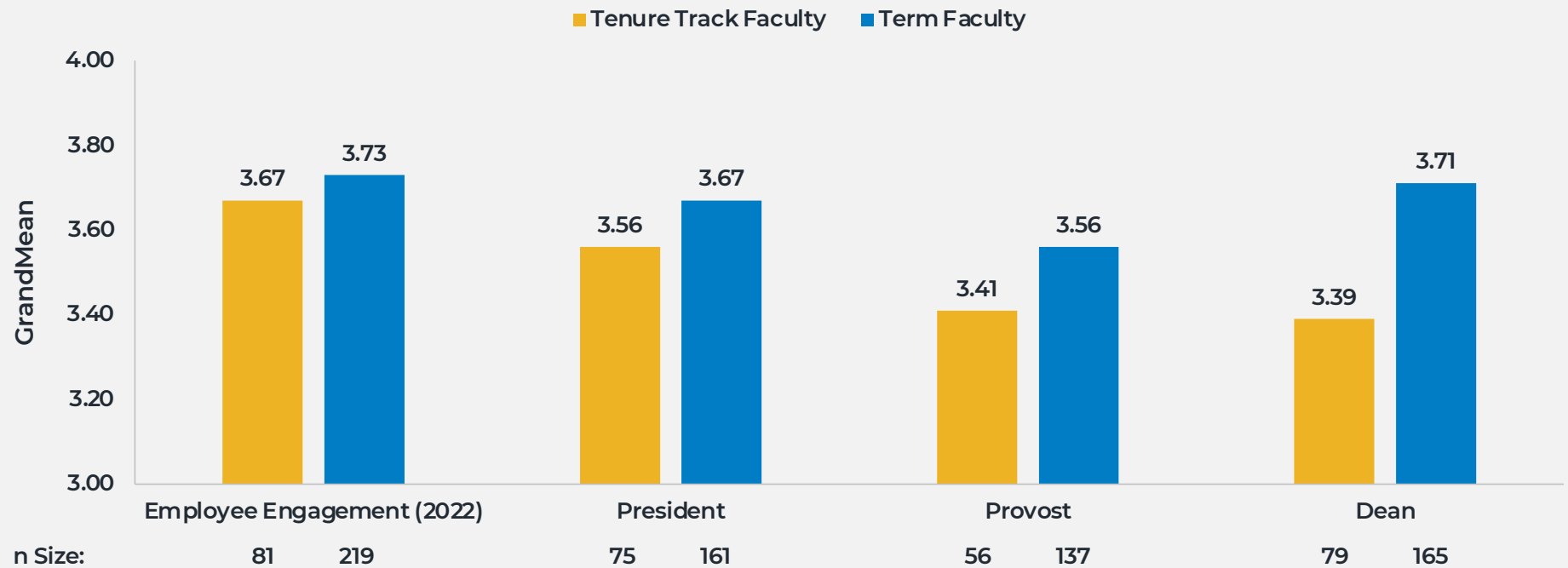
STEM vs. Non-STEM Faculty Rate Leadership Very Similarly With Non-STEM Rating Deans Slightly Higher
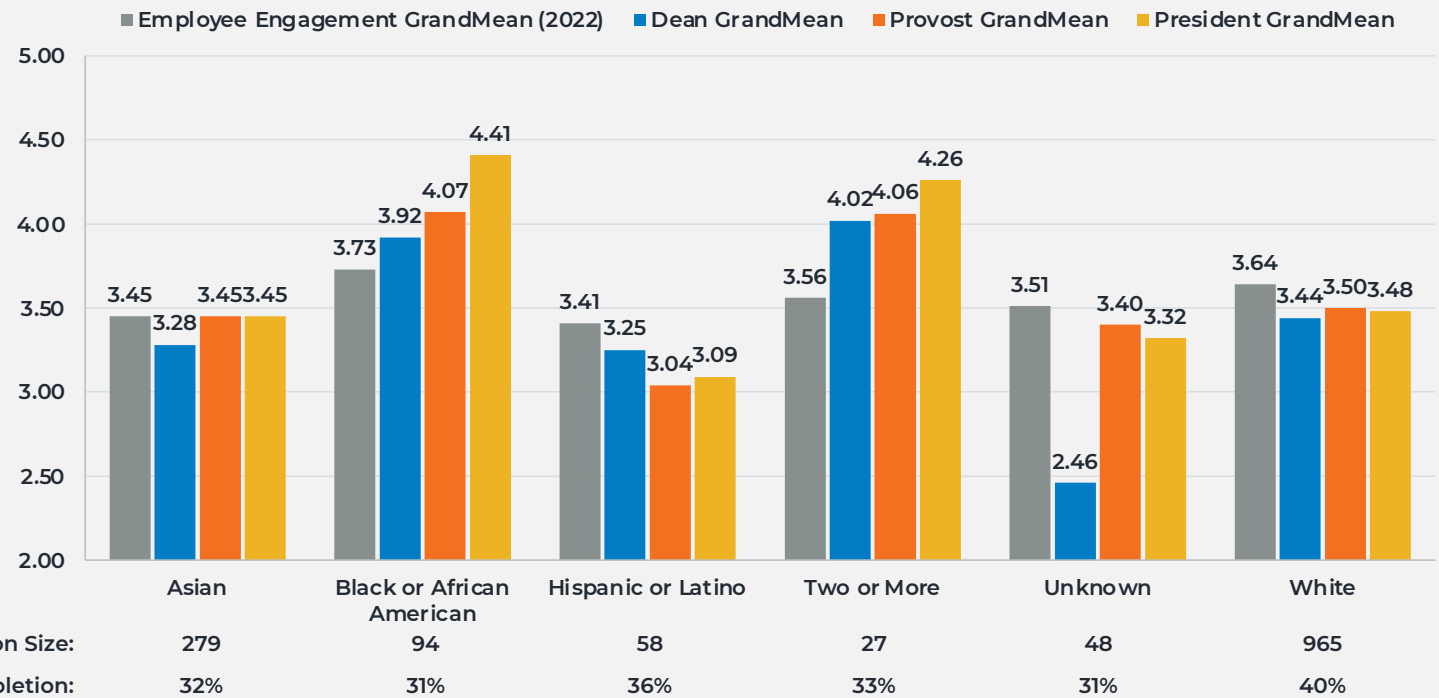

There is a meaningful difference at the Dean level where the change in GrandMean is > 0.10.

GrandMean is calculated by finding the mean of means across a set of survey items. This was done for the 11 President items, 15 Provost items, 9 Dean items, and 12 Engagement items.

Term Faculty Consistently Provide More Positive Evaluations of Leadership

■ Tenure Track Faculty   ■ Term Faculty

	Employee Engagement (2022)		President		Provost		Dean	
GrandMean	3.67	3.73	3.56	3.67	3.41	3.56	3.39	3.71
n Size:	81	219	75	161	56	137	79	165

There is a meaningful difference at the Dean level where the change in GrandMean is > 0.10.
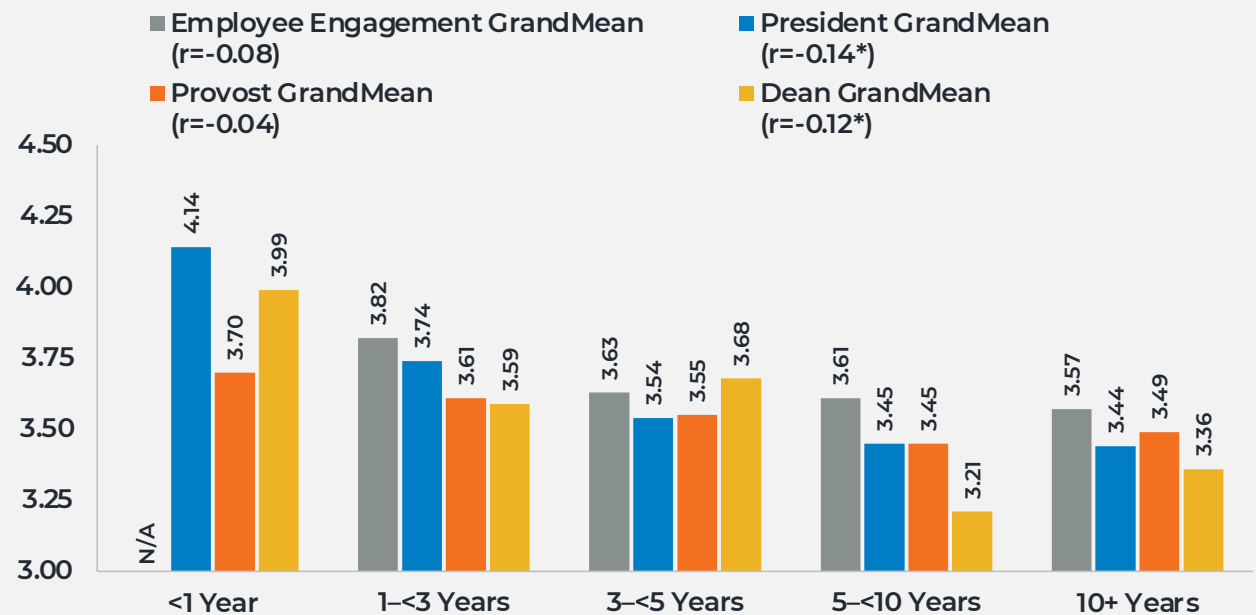
GrandMean is calculated by finding the mean of means across a set of survey items. This was done for the 11 President items, 15 Provost items, 9 Dean items, and 12 Engagement items.

GEORGE MASON UNIVERSITY   GALLUP

Leadership Received Higher Ratings From Black or African American Faculty and Lower Ratings From Hispanic or Latino Faculty

Black or African American faculty members are more likely to rate the President and Provost higher.

Hispanic or Latino faculty members are more likely to rate the President and Provost lower.

■ Employee Engagement GrandMean (2022)   ■ Dean GrandMean   ■ Provost GrandMean   ■ President GrandMean

	Asian	Black or African American	Hispanic or Latino	Two or More	Unknown	White
Faculty Survey Population Size:	279	94	58	27	48	965
Rate of Completion:	32%	31%	36%	33%	31%	40%

GrandMean is calculated by finding the mean of means across a set of survey items. This was done for the 11 President items, 15 Provost items, 9 Dean items, and 12 Engagement items.

GEORGE MASON UNIVERSITY   GALLUP

Leadership Ratings and Level of Engagement Are Inversely Correlated With Length of Service

At each level of leadership, the GrandMeans are somewhat negatively correlated with length of service, with President and Dean levels being significant and employee engagement nearly significant (p=.053).

These findings were produced by conducting bivariate correlations

Employees with less than 1 year of service rate the President, Provost, and Dean highest.

Legend:
- Employee Engagement GrandMean (r=-0.08)
- President GrandMean (r=-0.14*)
- Provost GrandMean (r=-0.04)
- Dean GrandMean (r=-0.12*)

Length of Service	Employee Engagement	President	Provost	Dean
<1 Year	N/A	4.14	3.70	3.99
1–<3 Years	3.82	3.74	3.61	3.59
3–<5 Years	3.63	3.54	3.55	3.68
5–<10 Years	3.61	3.45	3.45	3.21
10+ Years	3.57	3.44	3.49	3.36

GrandMean is calculated by finding the mean of means across a set of survey items. This was done for the 11 President items, 15 Provost items, 9 Dean items, and 12 Engagement items.

GEORGE MASON UNIVERSITY

GALLUP®

Next Steps
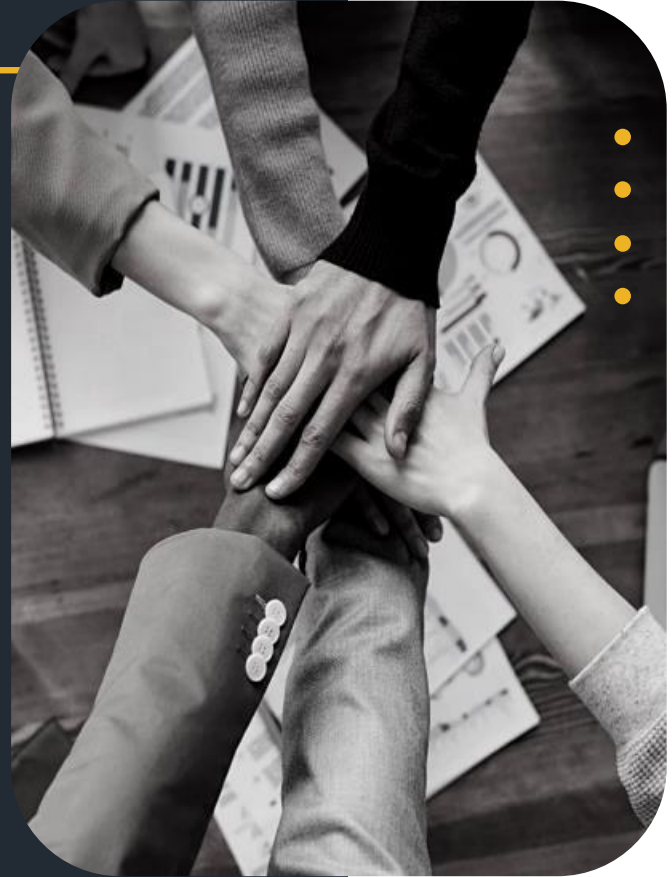
What Do the Best Leaders Do to Earn Trust?

Gallup finds that when employees strongly agree that their leaders implement three specific actions, **95% fully trust their leaders**.

1. Trusted Leaders Communicate Clearly.

- Great leaders explain what the organization will always do (setting clear expectations and creating stability for the organization) and what it needs to do *now* (establishing priorities to help employees move forward).
- Notably, the percentage of employees saying they know what's expected of them at work dropped to a record low in 2022.

2. Trusted Leaders Inspire Confidence in the Future.

- *Only 18% of employees strongly agree that their leaders help them see how changes made today will affect their organization.*
- By giving information in digestible chunks, leaders communicate that they have a plan and know how to get there.
- Great leaders also highlight big and small successes or progress along the way to remind employees that the plan is working and build confidence.

3. Trusted Leaders Lead and Support Change.

- To successfully navigate change, leaders need to make every effort to provide their managers with training and development.
- *When managers actively support change, employees are 11 times as likely to believe their leaders provide a clear vision of how today's changes will affect their organization.*

GEORGE MASON UNIVERSITY | GALLUP

Recommendations

GMU will engage in the following over the course of the next several months.

1 | Host similar meetings with key leaders and leadership groups throughout the institution

2 | Faculty-wide communication about overall results, and next steps in action planning at the local level

3 | Create meaningful accountability measures for action planning

GEORGE MASON UNIVERSITY | GALLUP®

Scorecards

President Gregory Washington

ITEM	MEAN
Is accessible to faculty.	3.25
Communicates effectively with faculty.	3.48
Effectively supports faculty performance.	3.33
Appropriately engages faculty in decision making on important issues.	2.96
Has established an effective leadership team.	3.30
Manages resources effectively.	3.40
Effectively advances the university's goals of diversity and inclusion.	4.07
Effectively articulates the university's mission, vision, and values.	3.90
Effectively represents the university to external audiences.	3.90
Creates a climate of high morale at the university.	3.30
Overall, serves as an effective leader of the university considering all of the above factors.	3.54

What are the President's strengths and areas of success?
- **DEI:** "President Washington has made GMU a leader in Diversity, Equity, and Inclusion."
- **Visibility:** "President Washington is good at being visible both within and outside of the university, and he does a good job of communicating our value to external stakeholders."
- **Communication:** "Communicates openly about issues. Clear articulation of Mason's mission and vision."

What are specific suggestions for areas where the President can improve their performance?
- **Accessibility:** "Reach out more to individual departments and faculty to understand challenges and future needs."
- **Faculty Involvement:** "Have more direct communication with faculty. Include faculty (not administrators) on Task Forces. Include faculty more in the decision-making."
- **Academics:** "Focus on bringing humanities and social sciences forward in addition to STEM." "Need to emphasize more on research and further promote R1 status of GMU."

GEORGE MASON UNIVERSITY | GALLUP

Provost Mark Ginsberg

GrandMean
3.52

ITEM	MEAN
Effectively supports all ranks of faculty in teaching and innovation.	3.63
Enhances academic quality and student learning outcomes.	3.58
Builds internal and external educational alliances.	3.57
Effectively supports faculty performance in research and scholarship.	3.54
Strengthens institutional research/scholarship support and infrastructure.	3.45
Builds internal and external research alliances and collaboration.	3.42
Effectively supports faculty performance and professional development.	3.46
Promotes civil relationships and positive morale within the university.	3.74
Appropriately engages faculty in decision making on important issues.	3.26
Provides accessible and effective bilateral communications with faculty.	3.43
Manages resources effectively and strategically across the university.	3.32
Effectively obtains resources for the university to advance its mission.	3.29
Effectively represents the university to external audiences.	3.73
Effectively advances the university's goals of diversity and inclusion.	3.81
Overall, serves as an effective academic leader of the university considering all of the above factors.	3.59

What are the Provost's strengths and areas of success?
- **Communication:** "The Provost does a superb job of reaching out to all University constituencies and building morale in a positive manner."
- **Approachable:** "Provost Ginsberg is very approachable and makes himself available to faculty. He treats people with respect, and he advocates strongly for Mason."
- **Connected to Faculty:** "The Provost is highly accessible to faculty and concerned with faculty development and well-being."

What are specific suggestions for areas where the Provost can improve their performance?
- **Unity:** "Seems to be doing less to support interdisciplinary collaboration — colleges/schools seem to be remaining largely within existing silos…"
- **Faculty Resources:** "Faculty compensation and research support remain significantly behind peer institutions. Faculty are overworked and morale is low."
- **Transparency:** "I don't feel that faculty on all levels see the transparency in administrative decisions we had hoped for. Too much goes on behind the scenes without our input."

GEORGE MASON UNIVERSITY

GALLUP

Dean Ken Randall
Antonin Scalia Law School

GrandMean
4.26

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	4.14
Makes decisions affecting faculty with appropriate faculty input.	4.14
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	4.43
Has established fair workload and performance evaluation policies for faculty.	4.00
Allocates resources equitably across the academic unit.	4.29
Has established an effective leadership team for the academic unit.	4.29
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	4.43
Effectively advances the university's goals of diversity and inclusion.	4.17
Overall, serves as an effective leader of the academic unit considering all of the above factors.	4.43

(Not enough data available to view open responses.)

GEORGE MASON UNIVERSITY | GALLUP

Dean Alpaslan Özerdem
Jimmy and Rosalynn Carter School for Peace and Conflict

GrandMean 3.32

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	2.73
Makes decisions affecting faculty with appropriate faculty input.	3.27
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	3.40
Has established fair workload and performance evaluation policies for faculty.	3.60
Allocates resources equitably across the academic unit.	3.20
Has established an effective leadership team for the academic unit.	3.27
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	3.40
Effectively advances the university's goals of diversity and inclusion.	3.60
Overall, serves as an effective leader of the academic unit considering all of the above factors.	3.40

What are the Dean's strengths and areas of success?
- **Trusting:** "He trusts those who are delegated with responsibility to actually do their job... he does not micro-manage. I appreciate that. I think he also is receptive to constructive feedback."
- **Strong Speaker:** "The Dean is great at representing the Carter School to external audiences. He is an excellent public speaker."
- **Motivator:** "...motivates faculty to produce advanced research and peacebuilding practices that are consistent with the School's mission..."

What are specific suggestions for areas where the Dean can improve their performance?
- **Transparency:** "Promote transparency. Support faculty research and value all faculty equally. Model inclusive leadership."
- **Conflict Resolution:** "Addressing non-constructive faculty dynamics..."
- **Faculty Diversification:** "We really need to focus more on diversifying our faculty. Please make this your number one priority."

GEORGE MASON UNIVERSITY | GALLUP

Dean Ingrid Guerra-López
College of Education and Human Development

GrandMean
3.80

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	3.89
Makes decisions affecting faculty with appropriate faculty input.	3.87
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	3.87
Has established fair workload and performance evaluation policies for faculty.	3.85
Allocates resources equitably across the academic unit.	3.79
Has established an effective leadership team for the academic unit.	3.47
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	3.57
Effectively advances the university's goals of diversity and inclusion.	4.06
Overall, serves as an effective leader of the academic unit considering all of the above factors.	3.83

What are the Dean's strengths and areas of success?
- **Action Oriented**: "She is action oriented. In her short time in the college, I have seen new ways of approaching matters (subtle and not abrupt changes) and open problem solving — she listens to faculty and facilitates conversations."
- **Thoughtful:** "Thoughtful and systematic in decision-making. She is a good listener."
- **Collaborative:** "Seeks input on decisions; is enthusiastic."

What are specific suggestions for areas where the Dean can improve their performance?
- **Communicate Vision:** "...has not fully communicated that to the college or shared plans for where she sees us heading..."
- **Engage Faculty:** "Continue to listen and encourage faculty (somehow) to have a more physical presence on campus from faculty."
- **More Systemization:** "There are many systemic questions related to communication, organization, and output. Examining these closely and engaging in efforts to have a more systematic structure may result in initial pushback but long-term enhanced outcomes."

GEORGE MASON UNIVERSITY | GALLUP

Dean Kenneth Ball
College of Engineering and Computing

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	3.40
Makes decisions affecting faculty with appropriate faculty input.	3.00
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	3.16
Has established fair workload and performance evaluation policies for faculty.	3.23
Allocates resources equitably across the academic unit.	3.13
Has established an effective leadership team for the academic unit.	3.04
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	3.20
Effectively advances the university's goals of diversity and inclusion.	3.43
Overall, serves as an effective leader of the academic unit considering all of the above factors.	3.19

What are the Dean's strengths and areas of success?
- **Communication**: "He a good communicator and genuinely wants to help everyone succeed."
- **Collaborative**: "Vision. A strong focus on collaboration and interdisciplinary collaborations. Collegial atmosphere."
- **College Ambassador:** "Very engaged externally, which helps GMU be better known."

What are specific suggestions for areas where the Dean can improve their performance?
- **Transparency:** "I am enormously frustrated with the lack of clarity and transparency from the dean's office..."
- **Balanced Priorities**: "The importance of diversity and inclusion needs to be considered in concert with the other aspects of raising academic and scholarship standards in CEC..."
- **Unity:** "...a culture of mistrust and infighting and 'us vs. them' mentality between engineering and computing..."

GEORGE MASON UNIVERSITY | GALLUP

Dean Ann L. Ardis
College of Humanities and Social Science

GrandMean
3.60

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	3.81
Makes decisions affecting faculty with appropriate faculty input.	3.46
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	3.80
Has established fair workload and performance evaluation policies for faculty.	3.46
Allocates resources equitably across the academic unit.	3.21
Has established an effective leadership team for the academic unit.	3.47
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	3.59
Effectively advances the university's goals of diversity and inclusion.	3.91
Overall, serves as an effective leader of the academic unit considering all of the above factors.	3.67

What are the Dean's strengths and areas of success?
- **Attentive:** "Very effective; attentive to faculty, student, and staff concerns; creative and innovative; very much committed to equity, inclusion, diversity; gives a lot of hope and delivers on promises..."
- **Fair:** "I think Dean Ardis is exceedingly fair, makes good strategic decisions for the college overall, and makes a sincere effort to understand all units and represent their separate interests..."
- **Unifier:** "I appreciate Dean Ardis' efforts to build faculty governance processes across the college and to try to encourage faculty to participate in shared governance."

What are specific suggestions for areas where the Dean can improve their performance?
- **Less Bureaucracy**: "...creates more and more bureaucratic hoops for us all to jump through..."
- **More Flexibility:** "Following processes is important. But so is being able to make ad hoc decisions when doing so is in the best interest of the college and our students..."
- **Faculty Support**: "Don't let up on support for faculty (salary, research funding, equity). We still have a long way to go..."

GEORGE MASON UNIVERSITY | GALLUP

Dean Rick Davis
College of Visual and Performing Arts

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	3.66
Makes decisions affecting faculty with appropriate faculty input.	3.50
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	3.75
Has established fair workload and performance evaluation policies for faculty.	3.29
Allocates resources equitably across the academic unit.	3.19
Has established an effective leadership team for the academic unit.	3.28
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	3.42
Effectively advances the university's goals of diversity and inclusion.	3.93
Overall, serves as an effective leader of the academic unit considering all of the above factors.	3.50

What are the Dean's strengths and areas of success?
- **Demeanor:** "Empathy, humor, solid judgment, effective communication, loves his job and CVPA."
- **Passion for the Arts:** "Very positive, approachable, friendly with a vision for the importance of an arts education."
- **Supportive:** "Is supportive of both students and faculty creative work."

What are specific suggestions for areas where the Dean can improve their performance?
- **Firmness:** "There seems to be a need for a firmer presence to rebalance some of the dynamics of our colleagues and boost the effectiveness and, in some cases, the work ethic of some colleagues."
- **Action Oriented:** "Our dean needs to take a more active role in problem solving, and establishing more detailed and equitable policies."
- **Transparency:** "Needs: providing greater clarity regarding resources and assessment; following through to ensure academic units are in line with current policies/initiatives; increased involvement in management of resources at the unit level."

GEORGE MASON UNIVERSITY | GALLUP

Dean Melissa J. Perry
College of Public Health

GrandMean
3.79

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	4.12
Makes decisions affecting faculty with appropriate faculty input.	3.71
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	4.04
Has established fair workload and performance evaluation policies for faculty.	3.50
Allocates resources equitably across the academic unit.	3.61
Has established an effective leadership team for the academic unit.	3.47
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	3.73
Effectively advances the university's goals of diversity and inclusion.	4.02
Overall, serves as an effective leader of the academic unit considering all of the above factors.	3.88

What are the Dean's strengths and areas of success?
- **Communication:** "Open communication. Clear strategic goals. Sharp focus on enrollment growth and marketing."
- **Faculty-Centered:** "Dean has acknowledged injuries caused by her predecessor and seems determined to support faculty who felt marginalized in the past."
- **Investment in the College**: "She is taking the time to learn the College before making changes."

What are specific suggestions for areas where the Dean can improve their performance?
- **More Time Needed:** "It is her first year and I think she is trying to assess where a lot of things are at--I look forward to her moving/changing things so the College is more proactive and innovative."
- **Faculty Access:** Spend some time with each department's faculty meeting on an annual basis to answer questions and connect to faculty."
- **Transparency:** "There needs to be more transparency in chair renewal or appointment processes. Faculty put considerable effort into the process but decisions and recommendations are not reported back."

GEORGE MASON UNIVERSITY | GALLUP

Dean Fernando Miralles-Wilhelm
College of Science

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	3.48
Makes decisions affecting faculty with appropriate faculty input.	3.04
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	3.08
Has established fair workload and performance evaluation policies for faculty.	2.69
Allocates resources equitably across the academic unit.	2.68
Has established an effective leadership team for the academic unit.	2.73
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	2.86
Effectively advances the university's goals of diversity and inclusion.	3.74
Overall, serves as an effective leader of the academic unit considering all of the above factors.	3.06

What are the Dean's strengths and areas of success?
- **Communication:** "He maintains a positive attitude and has communicated effectively on specific issues."
- **Listens:** "The Dean frequently meets with faculty (monthly) to listen and discuss issues within the college."
- **Demeanor:** "Dean Fernando is a caring and approachable individual. He is an honest leader."

What are specific suggestions for areas where the Dean can improve their performance?
- **Presence:** "The dean needs to have his presence in the college and meet and engage with faculty, students, and staff."
- **Action Oriented:** "We need to fix the lack of administrative support in our academic units, class sizes, and faculty/staff workload in order to retain talent."
- **Transparency:** "Sometimes his decision-making approach is not clear and because of that, some decisions that he took sound arbitrary. He can work a little bit more on transparency."

GEORGE MASON UNIVERSITY | GALLUP

Dean Mark J. Rozell
Schar School of Policy and Government

GrandMean
2.79

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	2.93
Makes decisions affecting faculty with appropriate faculty input.	2.20
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	2.98
Has established fair workload and performance evaluation policies for faculty.	2.85
Allocates resources equitably across the academic unit.	2.66
Has established an effective leadership team for the academic unit.	2.33
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	3.05
Effectively advances the university's goals of diversity and inclusion.	3.54
Overall, serves as an effective leader of the academic unit considering all of the above factors.	2.63

What are the Dean's strengths and areas of success?
- **External Relations:** "In addition, it was the Dean who successfully guided us to sponsorship by Mr. Schar, a major increase in our standing in the community and beyond."
- **Faculty Hires:** "Dean Rozell really has, in my view, been highly successful at bringing faculty from diverse backgrounds to the Schar School. I don't think that the Schar School faculty would have done this on its own without his leadership."
- **Demeanor:** "He's not ego driven. He's willing to change his mind."

What are specific suggestions for areas where the Dean can improve their performance?
- **Faculty Involvement:** "Allow faculty to meet with the dean... have faculty involved in policies for graduate student funding and fund graduate students... have faculty involved in decision-making in the school."
- **Leadership Team:** "Review leadership team who serve with him and make some significant changes."
- **Transparency:** "Engage in transparent dialogue with faculty and staff, being sure to include a multiplicity of views."

GEORGE MASON UNIVERSITY | GALLUP

Dean Ajay Vinzé
School of Business

ITEM	MEAN
Effectively promotes civil relationships and collaboration among faculty members within the academic unit.	3.52
Makes decisions affecting faculty with appropriate faculty input.	3.27
Effectively supports faculty efforts to achieve their research, teaching, and service goals.	3.40
Has established fair workload and performance evaluation policies for faculty.	3.21
Allocates resources equitably across the academic unit.	2.93
Has established an effective leadership team for the academic unit.	2.91
Has effectively brought resources and opportunities to the academic unit that have helped faculty accomplish their research, teaching, and service mission.	3.22
Effectively advances the university's goals of diversity and inclusion.	3.43
Overall, serves as an effective leader of the academic unit considering all of the above factors.	3.40

What are the Dean's strengths and areas of success?
- **External Relations:** "Focused on external connections to help us meet our Goals and Mission."
- **Demeanor:** "The Dean is polite, a good listener, and has a great sense of humor."
- **School Improvement:** "Hard worker. He is very interested in seeing the School improve."

What are specific suggestions for areas where the Dean can improve their performance?
- **Leadership Team:** "I am not sure the leadership team he has put together will be effective in delivering on our mission."
- **Faculty Involvement:** "There is a need to really listen to all faculty and identify the strengths of each one and how they could advance GMU's goals for the future."
- **Transparency:** "Aim for greater transparency in hiring and other decisions. Support DEI efforts with action and make them a priority in decision-making."

GEORGE MASON UNIVERSITY | GALLUP

Copyright Standards

This document contains proprietary research, copyrighted materials and literary property of Gallup, Inc. It is for the guidance of your organization only and is not to be copied, quoted, published or divulged to others outside your organization. All of Gallup, Inc.'s content is protected by copyright. Neither the client nor the participants shall copy, modify, resell, reuse or distribute the program materials beyond the scope of what is agreed upon in writing by Gallup, Inc. Any violation of this Agreement shall be considered a breach of contract and misuse of Gallup, Inc.'s intellectual property.

This document is of great value to Gallup, Inc. Accordingly, international and domestic laws and penalties guaranteeing patent, copyright, trademark and trade secret protection safeguard the ideas, concepts and recommendations related within this document.

No changes may be made to this document without the express written permission of Gallup, Inc.

The Gallup Q^{12} items are Gallup proprietary information and are protected by law. You may not administer a survey with the Q^{12} items and/or reproduce them without written consent from Gallup, Inc. The Gallup Q^{12} items are protected by copyright of Gallup, Inc., 1993-1998, 2022. All rights reserved.

The Gallup Culture Asset Index items are Gallup proprietary information and are protected by law. You may not administer a survey with the Culture Asset Index items and/or reproduce them without written consent from Gallup, Inc. The Gallup Culture Asset Index items are protected by copyright of Gallup, Inc., 2019, 2022. All rights reserved.

Gallup®, Q^{12}®, Culture Asset Index™, Gallup National Health and Well-Being Index™ and Gallup Panel™ are trademarks of Gallup, Inc. All rights reserved. All other trademarks and copyrights are property of their respective owners.

GEORGE MASON UNIVERSITY | GALLUP

Big Brother *IS* Watching You

- Quietly released web page: https://planning.gmu.edu/space/space-utilization/ and FAQ: https://planning.gmu.edu/wp-content/uploads/2023/09/Space-Utilization-Pilot-Project-FAQs-1.pdf
    - Led at Provost's office level ostensibly to look at space utilization across campus buildings
    - Recent ITS track record – mason list-serve, emma mailing list used to phish for employee log-in info - does not lend credibility to proper anonymization and usage of our wifi access data

- Pilot study monitoring wifi access points
    - The University is utilizing an external consultant in a pilot program to anonymously aggregate wifi access point data as one metric to assess space utilization of campus buildings. This will include any Mason-owned and personal devices that access Mason wifi. The pilot program will directly impact the following COS spaces: Research Hall floors 2-4, Exploratory Hall floors 2,4, SciTech Discovery Hall 1st floor. After the pilot program, it is anticipated that the program will continue an additional three years including more spaces on campus.

- Open questions:
    - Will devices that have hard-wired ethernet access with wifi turned on or off be included in the data set or not ?
    - Will personal devices connected to cellular service with wifi turned off will be excluded or not ?
    - Will this include devices that successfully log-in to the Mason wifi network, or all devices regardless of whether or not Mason login credentials are entered successfully ?

- I asked Fernando to look into, Dean's office contacted ITS about questions, pending updates

- Proposal for vote right now (simple majority): Asking our COS faculty senators to bring this up at the faculty senate for discussion, clarification, and protection of our academic freedom and personal device data, and possibly to shut down this program.

Faculty Annual Evaluation template for COS

- Bottom Line, Up Front: An ad hoc committee of faculty has put together a template for annual evaluations
- Would you like to add your name to the endorsements? Email me at pplavcha@gmu.edu

Committee restructure proposal

- Simple majority vote for first spring faculty meeting & Survey feedback sought on this and other items
- Bottom-line, Up front:
- Proposed changes to Committees
  - Create new Faculty Annual Evaluation Guidance Committee
    - See aforementioned discussion
    - Need for continued revisions, oversight and guidance
  - Create new Term and Tenure Leave Review committee to parallel RPT committee
    - Currently reviewed by Executive Council but not in its charge
  - Absorb Grievance committee Responsibilities into Executive Council
  - Simple Majority vote on these changes at first COS faculty spring meeting, after survey feedback and review

Executive Council and Grievance Commitees

- Current committee service for these two committees are ineffective and not aligned with bylaws/standing rules nor addressing current needs of college. (established in 2007)
- No grievances heard in at least 6 years
  - Not same as Omsbud office or ABCE office roles and responsibilities
  - "A faculty member who wishes to have the grievance committee examine an issue will ask the Committee Chair to convene the committee. Generally a faculty member should request this as soon as possible after informal efforts to remedy the alleged violation have failed. ... The Committee submits to the Dean a timely report on each grievance it hears. The Committee will also make reports to the Faculty, which are of a summary nature, and that list the cases it considered. "
- Executive Council tasked with two issues in 6 years, one of which was to oversee and develop term leave process
  - Bylaw charge: "The Council shall have purview over issues involving the curriculum, long term planning within the College, and other issues which are referred to it by Committees or which it is empowered to consider by the Faculty. "
- No chairs elected as required; no meetings held this AY
- Call for new members appointed to Executive Council in early Spring (elected at large members to serve out term in spring)

COS faculty survey topics

- Faculty Annual Evaluation template and process
- Committee Restructure proposal
- Interest in possible future issues in the near-term:
  - Office hoteling
  - Office relocation to FUSE in Arlington, or LSEB at SciTech
  - Willingness to consider decreasing course offerings as a means to decrease teaching workload in a fixed or declining number of faculty environment
- Other suggestions

Governance Leadership Goals for spring:

- Standing Rules of COS faculty governance have not been updated since 2007. We will be attempt to revise this on account of new standing committees:

https://science.gmu.edu/faculty-and-staff-resources/faculty-governance/standing-rules-college-science-faculty

Continued priorities:

- Faculty annual evaluation process
- Teaching workload
- Grad student support
- Budget cuts
- COS-wide support for training grants to offset GTA/tuition costs
- Faculty advocacy to state legislative representatives

Appendix E

MEMORANDUM DRAFT

From:	Peter Plavchan, Chair, College of Science Faculty
To:	Fernando Miralles-Wilhelm, Dean, College of Science
Date:	November 14, 2023
Subject:	Proposed modifications to the College of Science Faculty Evaluation Process

The College of Science has long had an evaluative process that has been time-consuming on behalf of the faculty while providing minimal support for the mission of the College. As the institution undergoes modifications and increases the flexibility of faculty workloads, now is the time to take a substantive step forward with regards to our annual evaluation practices. In particular, the previous process utilized an Excel spreadsheet that heavily emphasized research over other activities, mixed career metrics with annual metrics, and had limited opportunities for faculty narrative.

In our proposed revision, several key factors emerged as important to this process that should be incorporated into the evaluation process. We have provided a template at the end of this memorandum, with key elements here:

1. To follow best practices, this process should be centered on faculty self-evaluation and strategic planning that reflects on the professional development and trajectories of individual faculty over time. This is opposed to the qualitative or quantitative metrics that are compared between faculty at a fixed point in time, as is the case for RPT. This will enable the College to recognize and leverage the unique strengths of individual faculty, when often comparisons between faculty in different academic units, and even within academic units with different specializations and strengths, are subjective.

2. Workload percentages should be explicitly noted for each evaluative section, and an opportunity to adjust them present at the end of the evaluation. Percentages of effort should weight strengths of each section.
   a. These percentages may not currently be formally assigned, documented, nor agreed upon, and thus the 40/40/20 or 0/80/20 assignment will likely be the default for tenure-stream and term faculty respectively in this first year. These values can be rectified, adjusted, and documented as appropriate as an outcome of this annual evaluation process. Chairs should be encouraged to be flexible with their faculty in mutually determining future workload expectations.
   b. It is understood that not all faculty will have workload in each area. It may be common, for instance, for many faculty to have 0% time allocated in administrative work, and many term faculty may have no time allocated to research. Conversely, there are likely numerous faculty that are carrying administrative workloads that are not formally represented in their current job description, which can now be addressed through adjustments to workload expectations for the subsequent year.

3. Faculty work contracts emphasize standard areas of research, teaching and service. However, there are additional efforts that need to be included in our annual evaluation process.

a. Include the college's commitment to advancing AJEDI and adoption as a core value, as a distinct performance item to elevate its relevance and explicitly value faculty efforts in these areas. AJEDI threads its way through research, teaching, service, and administration. Elevating AJEDI in the annual evaluation process to its own item, in addition to embedding AJEDI criteria within each performance area being evaluated (research, teaching, service, and administration), will enable systemic organizational change and bring the college a step closer to achieving our goal of Inclusive Excellence. Including this new section, along with embedding AJEDI within each evaluative category, will afford faculty the ability to reflect upon how they are incorporating inclusive AJEDI best practices and goals in each of these categories, and if not currently doing so, how they can proactively build it into their professional responsibilities and duties through future goal-setting.

b. Administrative efforts are required to be evaluated, and should be given their own evaluative block and their workload recognized separately so that this work is not intermingled with Service.

c. To follow teaching best practices, peer observation should be a required component for teaching evaluation.

d. We acknowledge there remains considerable disagreement, both within the college and across the institution, on the exact elements that should be included and emphasized within each element of faculty workload. These evaluative metrics merit continued consideration and revision. This draft is an initial recommendation for the 2024 Spring evaluation process for the College. An ad-hoc standing committee of COS faculty governance has been established to determine the scope of oversight, and to continue to oversee the development of and revisions to the faculty annual evaluation process.

4. Much of the standard information requested in the annual evaluation, such as publications and courses taught, is already available from around the institution or elsewhere on the internet. *This information should be pre-filled to the maximum amount possible before asking faculty to begin work*. We believe it is appropriate to provide a space for faculty to add additional contributions in each space so that this pre-filled nature does not act as a constraint.

a. It is likely that there are not clear automated processes to assemble this information at the current time. This absence of such processes should encourage the College to develop them, in concert with the Central administration as appropriate. If an initial version requires an effort of staff at the College administration level, this can serve as a further motivating factor for automation.

b. This format could likely be best delivered through a tool such as Interfolio that can both accumulate institutional knowledge as well as customize it per faculty member. The Costello College of Business has a web-based process in place that may be simpler to adopt.

5. For each area, including space for faculty reflection, self-rating, supervisor ratings with notes, and goals for the coming year is appropriate. This side-by-side process encourages a less oppositional approach between chair and faculty, even if the presentation in a side-by-side manner only ends up as part of a final PDF and not as part of the timing sequence of the process.

6. The process needs to include an explicit summary section that empowers the faculty to respond to their evaluation.

7. In our example, many of the notes that are listed in the blocks are intended to either serve as sidebar instructions and guidance rather than filling up space.

8. A points system is not recommended for best practices. While well-intentioned, these can often be heavily diluted over time to the point of ineffectiveness, and inconsistently applied by individual faculty resulting in equity challenges and false equivalencies. A self-evaluation narrative should be the leading focus. One of the top priorities going forward for the ad hoc COS faculty committee on annual evaluations in working with chairs and faculty will be to develop generic sample examples, and how these may map to giving or receiving a specific rating at the discretion of the chairs and Local Academic Units.

9. Sources/references for inspiring this document:
    a. Faculty Senate Faculty Annual Evaluation Working Group Report December 2022
    b. Plavchan prior institution narrative-based annual review process document
    c. Mason School of Business annual review web form
    d. Mason College of Engineering and Computing annual review document
    e. Physics and Astronomy Faculty Annual Evaluation Working Group, fall 2023
    f. Prior College of Science Faculty Annual Evaluation spreadsheet, aka the "Taggart" spreadsheet
    g. Prior College of Science Faculty Working group on annual evaluations, met Spring 2022
    h. ACE (2022) Equity-Minded Reform of Faculty Evaluation: A Call to Action
    i. ACE (2022) Equity-Minded Reform of Faculty Evaluation Policies: Audit Resource
    j. ACE (2022) Translating Equity-Minded Principles into Faculty Evaluation Reform

Summary

On behalf of the faculty of the College of Science, I charge the College administration to:

- Follow the requirements and recommendations from the University level on the FAE process
- Identify the platform to use to assemble evaluations for the Spring 2024 cycle (e.g. a Word document), understanding that this platform may not be the one for Spring 2025.
- Develop processes and training to guide faculty members in developing useful goals. These trainings should be focused on maximizing uptake and minimizing time consumption.
- Working with the currently ad hoc COS faculty annual evaluations process committee, chairs and faculty, continue to iterate on the elements that are demarcated within each blocks of the evaluation such that they are inclusive and flexible for individual academic units.
- Communicate in detailed and plain terms the plan and actions as they occur.
- Begin now to assemble instructional data for each faculty member to automatically be in place when the evaluation process begins. This can be done for the Fall 2022, Spring 2023, and

Summer 2023 semesters now, such that only Fall 2023 has to be incorporated for the Spring 2024 evaluation.

- Begin now to assemble research metrics for each faculty member to automatically be in place when the evaluation process begins. This includes identifying relevant online databases (e.g. Crossref) as well as OSP metrics.
- Working with the currently ad hoc COS faculty annual evaluations process committee, chairs and faculty, provide an operational definition for "Administrative Efforts" (and some examples) that are broad yet clear, agreed upon, and understood by all
- Working with the currently ad hoc COS faculty annual evaluations process committee, chairs and faculty, establish regular and ongoing FAE calibration meetings to reduce bias and variability across and within LAU's, while still accounting for individual context and flexibility in the evaluative process.
- Working with the currently ad hoc COS faculty annual evaluations process committee, chairs and faculty, ensure that every aspect of FAE process includes the following (per ACE best practice guidelines): transparency, clarity, [accountability, consistency, context, credit, flexibility, & agency and representation](#)

University-level guidance:

- COS faculty handbook: [Section 2.6.1](#), and Faculty Senate Faculty Annual Evaluation Working Group Final Report, Dec 15 2022 requirements:
  - All faculty are required to be evaluated annually, in writing, and offered the opportunity to meet with supervisors to discuss evaluations and respond to supervisor evaluations.
  - All LAUs must establish written procedures with faculty input and approved by LAU faculty, either as bylaws or standing rules.
  - All FAEs must include a faculty self-assessment and a written response provided by the evaluator(s) as specified in the LAU bylaws and/or standing rules.
  - There should be no fewer than three categories of evaluation and the rating of "unsatisfactory" must be included. Written LAU guidance must clarify what constitutes performance at various levels.
    - A single *overall* unsatisfactory rating will require a written Performance Development Plan
    - Two *overall* unsatisfactory ratings in four years will require a post-tenure review for tenured faculty.
    - An unsatisfactory rating mandates no raise in the subsequent year from state policies.
  - Faculty should be evaluated on the work they are asked to do. Specification of workload rubrics, percentages and/or assignments used for evaluation, which are aligned with college or school workload guidelines, should be included in written procedures.
  - Each LAU should provide detailed guidance on the roles of the participants and evaluators with respect to the evaluation process and context.
  - Administrative work and leadership roles must be accounted for in the annual evaluation.
  - Student evaluations of teaching should not be used as the sole basis for FAE; rather, student evaluations are part of a comprehensive set of evidence to determine teaching effectiveness.
- Faculty Senate Faculty Annual Evaluation Working Group Final Report, Dec 15 2022 recommendations:

  - The Office of the Provost, **along with College/School and LAU leadership** *[emphasis added]*, should provide additional guidance for evaluators and mentors, including training opportunities and resources.
  - The Office of the Provost should provide examples to LAUs for developing their FAE processes.
    - ***Note, this was not done.***
  - LAUs should consider using the annual feedback process for career development and performance management.
  - AUs should consider how they are providing mentoring and support for all faculty. Specialized mentoring and feedback processes for pre-tenure faculty, tenured associate professors on track to full professor, and instructional and clinical faculty on track for

both levels of promotion are key areas. Mentoring support is recommended to be implemented broadly.

COS Faculty in Support of the Memorandum

Direct Contributions acknowledged from:

Peter Plavchan, COS Faculty Governance Chair; Associate Professor, Physics and Astronomy

Tim Leslie

Paula Danquah-Brobby, COS Director of DEI/AJEDI

Brittany Sutherland

Kelly Knight

Geri Grant

Rebecca Jones

Tina Bell

Mary Crowe

Cody Edwards

Myisha Washington

Barney Bishop

Patrali Banerjee

Ernie Barreto

Bob Weigel

Additional COS faculty endorsements

Your name here

Individual Category Evaluation Statement ratings and general definitions:

A. Exceeds Expectations

Regularly exceeds workload performance goals, responsibilities and expectations in a specific category.

B. Satisfactory: Meets Expectations

Regularly meets workload performance goals, responsibilities and expectations in a specific category.

C. Unsatisfactory: Does not meet expectations

Regularly does not meet workload performance goals, responsibilities and expectations in a specific category.

N/A. Not Applicable

Workload performance goals, responsibilities and expectations are 0% in a specific category.

Example overall evaluation statement ratings and general definitions:

5. Exceeds Overall Expectations
Regularly exceeds workload performance goals, responsibilities and expectations in all applicable categories.

4. Exceeds Specific Expectations
Regularly exceeds workload performance goals, responsibilities and expectations in one or more applicable categories / specialties, and no categories below meets expectations.

3. Satisfactory: Meets Expectations
Regularly meets workload performance goals, responsibilities and expectations in all applicable categories. In addition, this includes, on balance, when a faculty member may exceed expectations in one area, but demonstrate performance below meets expectations in other specific areas.

2. Below Specific Expectations
Regularly does not meet workload performance goals, responsibilities, and expectations in one or more applicable specific categories. Note, does not initiate a performance development plan, nor a post-tenure review for tenured faculty. However, can be addressed through goals self-evaluation or supervisor recommendations for following year. As an example, if a faculty member is not meeting expectations in service, they may self-elect to take on additional service responsibilities in their goals for the following year, or may be recommended by the supervisor in their narrative.

1. Unsatisfactory (required)
Regularly does not meet workload performance goals, responsibilities and expectations in all applicable categories. Initiates a performance development plan, and may initiate a post-tenure review of tenured faculty if a second occurrence in four years.

Note, it is expected that the most common evaluation will be "Satisfactory: Meets expectations".   Some faculty will have 0% workload expectations in some categories, such as research, and evaluations for these categories should be Not Applicable or "N/A".

In rare circumstances, it is also possible for a faculty member to exceed expectations in some categories and not meet expectation in others. The overall performance evaluation by the supervisor should consider on balance the weight of the relative categories in the workload performance goals, responsibilities and expectations for a faculty member in determining an overall rating, and note the spread in categorical evaluations in the "Supervisor Overall Summary Evaluation Narrative".

College of Science Faculty Annual Evaluation Template for Spring 2024 annual evaluation process (can be modified by LAUs):

Name:		**Title/Rank:**	
Supervisor / Chair Name:		**Department/ LAU:**	
Review Period:			

Categories for Evaluation:

Required Categories for Evaluation:

Research and Scholarship, Teaching and Student Mentoring, Leadership and Service to Institution and Discipline, Administrative Activity

COS Focus / Emphasis: Access, Justice, Equity, Diversity & Inclusion (AJEDI)

Note, while required, some faculty may have workload expectations in a specific categories of 0%. For these categories, write "N/A".

Note, items in [brackets] are examples / comments.

Objectives from prior review period:

(pre-filled from previous years' evaluation; not applicable this first year)

Research and Scholarship		
Faculty Evaluation:	**Workload %**	**Supervisor Evaluation:**

Faculty Self-Evaluation Narrative:

Compare objectives from prior review period to accomplishments, discuss any challenges, specifically note ways you have improved your methods and processes, and embedded AJEDI activities into your research and scholarship. Finally, provide a future goal(s) for the next academic year (no more than 1-3).

Note prior year comparison of objectives not applicable this first year.

Goal(s) for the coming year:

Institutionally Supplied Evidence

Grants: grants submitted and awarded as PI and Co-I # and $, citations, Funded GA positions #, Funded postdoc positions #, Funded positions other

Publications / Scholarly Works:

Journal / book name / Article/Chapter name / authors/ Publication date / Impact Factor

Other as determined by LAU

Additional Faculty Evidence:	Supervisor Notes:
[can include unexpected accolades: awards, nominations, press, etc.] [conference presentations & non-peer-reviewed publications, talks] [Other: books / book chapters]	

Teaching and Student Mentoring

Faculty Evaluation:	Workload %	Supervisor Evaluation:

Faculty Self-Evaluation Narrative:
Compare objectives from prior review period to accomplishments, discuss any challenges, the sources and specific changes of the ways you have improved your methods and processes, and embedded AJEDI activities into your teaching and student mentoring during the current cycle. Finally, provide a future goal(s) for the next academic year (no more than 1-3).
Note prior year comparison of objectives not applicable this first year.

Goal(s) for the coming year:

Institutionally Supplied Evidence

Courses taught, course #, course name, credits, enrollment

Peer observation included with this form

Graduate students under advising: PhD/MS students graduated as main advisor, PhD/MS students advised as main advisor; served as dissertation/thesis committee member; other advisory roles

Undergraduate / post-bac / high school students

Course materials, syllabi, and lesson plans

Student feedback, course evaluations, and ratings

Record of student outcomes and achievements

Other as determined by department

Additional Faculty Evidence:	Supervisor Notes:
[Evidence of innovative teaching methods] [Evidence of inclusive teaching & pedagogy efforts] [Evidence of effective, inclusive, and equitable mentorship efforts] [Students advised on research, paid or unpaid, funding source, senior thesis course or no] [academic advising of undergrad and grad students] [LA advising of students] [professional development activities to improve teaching: Stearns Center workshops, Teaching Circles, etc.] [unexpected accolades: awards, nominations, press, etc.] [conference presentations]	

Leadership and Service to Institution and Discipline

Faculty Evaluation:	Workload %	Supervisor Evaluation:

Faculty Self-Evaluation Narrative:
Compare objectives from prior review period to accomplishments, discuss any challenges, the sources and specific changes of the ways you have improved your methods and processes, and embedded AJEDI activities into your leadership and service during the current cycle. Finally, provide a future goal(s) for the next academic year (no more than 1-3).

Note prior year comparison of objectives not applicable this first year.

Goal(s) for the coming year:

Institutionally Supplied Evidence
Records of committee work and service to the department, university, and community.

Additional Faculty Evidence:	Supervisor Notes:
[Documentation of leadership roles in academic and/or professional organizations.]	
[Community outreach and engagement activities.]	
[Evidence of mentoring junior faculty.]	
[Testimonials or acknowledgments for service contributions.]	
[can include unexpected accolades: awards, nominations, press, etc.]	

Administrative Activity

Faculty Evaluation:	**Workload %**	**Supervisor Evaluation:**

Faculty Self-Evaluation Narrative:

Compare objectives from prior review period to accomplishments, discuss any challenges, the sources and specific changes of the ways you have improved your methods and processes, and embedded AJEDI activities into your administrative activities during the review period. Finally, provide a future goal(s) for the next academic year (no more than 1-3).

Note prior year comparison of objectives not applicable this first year.

Goal(s) for the coming year:

Institutionally Supplied Evidence

Records of administrative roles, responsibilities, and accomplishments.

Reports and documentation related to administrative tasks.

Feedback or assessments from peers or supervisors.

Documentation of leadership or management in department or university initiatives.

Evidence of efficiency and effectiveness in administrative roles.

Additional Faculty Evidence:	Supervisor Notes:
[can include unexpected accolades: awards, nominations, press, etc.] [conference presentations]	

College Emphasis: Access, Justice, Equity, Diversity, & Inclusion (AJEDI)

Faculty Self-Evaluation Narrative:
Compare objectives from prior review period to accomplishments, discuss any challenges, and the sources and specific changes of the ways you have improved your methods and processes during the review period. Finally, be sure to provide a future goal(s) for the next academic year (no more than 1-3).

Note prior year comparison of objectives not applicable this first year.

AJEDI accomplishments can also be embedded in the faculty narratives in the other four categories.

Info below is from pp. 8-14 (source) / 16-20 (Adobe) ACE (2022) Translating Equity-Minded Principles into Faculty Evaluation Reform: "Integrative Excellence in Diversity, Equity and Inclusion

The following should be evident, using multiple sources of information:

- *Diversity, equity, and inclusion: the candidate articulates a philosophy of diversity, equity, and inclusion, including if appropriate any specifically targeted aspect.*
- *Integrated activity: The candidate has interrelated activities and accomplishments as a [COS] faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.*
- *Independence, innovation and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.*
- *Scholarly impact: often but not exclusively facilitated by peer-reviewed dissemination; a variety of venues for dissemination are accepted."*

Goal(s) for the coming year:

Faculty Evaluation:	Supervisor Evaluation:
[national or international AJEDI activities / Professional development] [state/ DMV regional AJEDI activities / professional development] [Mason AJEDI activities at university level, college level, and LAU level] [individual AJEDI professional development activities] [can include unexpected accolades: awards, nominations, press, etc.]	Supervisor Notes:

Summary

Workload Percentage (Write 0% if not applicable; percentages should add to 100%)				
Research	**Teaching**	**Service**	**Admin**	**AJEDI**
Faculty Evaluation (Write N/A if not applicable)				
Research	**Teaching**	**Service**	**Admin**	**AJEDI**
Supervisor Evaluation (Write N/A if not applicable)				
Research	**Teaching**	**Service**	**Admin**	**AJEDI**

Supervisor Overall Summary Evaluation:

Date of Meeting between Supervisor and Faculty:

Supervisor Narrative:
Herein discuss overall balance for prior year and goals for following year; for example, if a faculty member is not engaged in service or AJEDI activities, a chair or LAU committee could recommend engaging in these activities as a goal for the following year. As another example, a chair or LAU committee could discuss the relative balance of how these above categories of research, teaching, service, administrative work, and AJEDI activities applied the prior year, and could be adjusted and optimized the upcoming year.

Workload modifications for coming year, if any:

Chair Signature:
Date:

After receiving a chair evaluation and having an opportunity to discuss it with their chair, a faculty member may submit a written response to the supervisor's comments following the meeting to discuss this evaluation, appended to this document.

Faculty Signature:

Date:

Faculty Response (if desired)

Key Charge: Enrollment

Past, Present, Future

- Trends: Program headcounts; course credit hours. Collaborating on action plans

- New enrollment opportunities

- Balancing the desire for enrollment growth in the reality of limited resources: space, funding, faculty

Non-traditional Enrollment

- Maintaining current partnerships and creating new opportunities

Collaboration

- In-college and cross-college. Student preparedness is paramount

GEORGE MASON UNIVERSITY

Key Charge: Academic Affairs

SACSCOC Compliance

- Reaffirmation
- Faculty qualifications
- Grad student lab instruction
- Offsite program monitoring

SCHEV Compliance

- New program creation
- Program compliance
- Facilitating program closures

Assessment

- Program and college-level annual assessment
- University-level assessment councils

Curriculum

- Faculty collaboration
- COS Curriculum Committee
- College's primary catalog editor

GEORGE MASON UNIVERSITY

Looking Forward

Enrollment

- Successfully launch dual enrollment partnership with OSSE (DC)

- At the ready to implement Strategic Plan initiatives in academic affairs, enrollment, and to assist wherever else I can to aid in the college's mission

Curriculum

- Establish impactful new curricular offerings for fall 2024 and beyond

Compliance

- Maintaining state and university compliance

- Increasing efficiencies

GEORGE MASON UNIVERSITY

Questions?

Always feel free to reach out: jbazaz@gmu.edu

GEORGE MASON UNIVERSITY | College of Science

Appendix G

International Collaborations and Specially Designated Nationals List

https://ofac.treasury.gov/specially-designated-nationals-and-blocked-persons-list-sdn-human-readable-lists

- The U.S. Treasury Department's Office of Foreign Assets Control (OFAC) maintains a list of Specially Designated Nationals (SDN). The SDN list publicly identifies persons or entities that the U.S. government determined to be involved in activities that threaten or undermine U.S. foreign policy or national security objectives.
- The Specially Designated Nationals (SDN) list prohibits U.S. parties from engaging in any transactions or generally providing any services to an SDN.
- The Entity List imposes licensing requirements that vary depending upon the entity involved, but many of the entities on this list are prohibited from receiving any items subject to the export regulations, which includes all commercial and dual-use technology.
- The Australian Strategic Policy Institute (ASPI) China Defense Universities Tracker is a database of Chinese institutions engaged in military or security-related science and technology research. The Tracker aims to build understanding of the implications of China's expanding military-civil fusion in the global education sector. The tracker is not affiliated with the U.S. Government, and does not include any legally enforceable restrictions, but representatives from the U.S. Commerce Department encourage the use of resources like ASPI's tracker when conducting compliance reviews.

Christopher DiTeresi
cditeres@gmu.edu
Associate Vice President, Research Integrity and Assurance
George Mason University
Research Hall 143
703.993.6409

What is ASSIP?

Mission Statement:

The Aspiring Scientists Summer Internship Program exists to provide **hands-on experiences in hypothesis-driven research** to young people in order to ignite curiosity in STEM fields and support the development of the next generation of scientists.

Want more info? Email me at
cosassip@gmu.edu or **ahaymond@gmu.edu**
or
visit https://science.gmu.edu/assip

How do I sign up?

- The application goes live on **November 29th;** so I'll need my final list of participating mentors by this date.

- Sign up sheet: https://forms.office.com/Pages/ResponsePage.aspx?id=VXKFnIffR0ygwAVGRgOAy3qnpGoTCR5MhIAimuvd1uFUQTVITDNOSURXVIdBOFExMIMxTjBYTkFFTS4u

- You will need to be signed into your GMU email account.

- **COS 120: ASSIP as 1 college credit**
  - We're working hard to get this set up in time for the 2024 session

  - **By making ASSIP a course, all students will join your labs with G-numbers, so they will have all the same access as an undergraduate student: to software packages, VPN, reimbursement options for conference fees, etc.**

  - We already waive the registration fee ($25) for any student who has either free/reduced lunch in high school or a Pell grant for college. We will do the same with the course fee for COS 120 ($150).

GEORGE MASON UNIVERSITY | College of Science

Conference Fee Fund

- A number if mentors have asked to spend their supply budget on conference fees: this is totally fine!

- However, you may not know how many slots to purchase over the summer, or registration may not be open for conferences you'd like to attend

- More info will be available in the spring when I touch base again about supply budgets: I will fill you in on how we've set up the conference fee fund

GEORGE MASON UNIVERSITY | College of Science

- Any questions?