

**COS Faculty Meeting
Minutes
March 24, 2021, 3-4pm**

To find recording information, search email for message sent 3/24/21 with subject “COS Faculty Meeting Follow-up - Links and meeting recording - March 2021”

1. Call to order – 3:04pm
2. Approval of minutes from February 2021 (Appendix C)
 - 2.1. Moved and seconded; approved
3. Undergraduate Council Update, Christine Rosenfeld
 - 3.1. If you know someone that is a dynamic speaker for the next University wide welcome events, email Christine in next two weeks (crosenfe@gmu.edu). Two themes are twin pandemics of social justice and COVID-19, and second theme is global something...
 - 3.2. Curriculum Impact grants are still open and due April 12th:
 - 3.2.1. <https://provost.gmu.edu/initiatives/mason-impact/curriculum-impact-grant>
 - 3.2.2. Dr. Jesse Guessford, Director of Undergraduate Education, at jguessfo@gmu.edu
4. Learning Assistant Program update, Ben Dreyfus
 - 4.1. Thank you to those who have mentoring LAs online, who have been critical in keeping our classes running virtually
 - 4.2. The fall LA program will continue. This is usually the time in the semester when we solicit LA proposals for the fall, but given that many of us don't know what our fall classes look like yet in terms of online/in-person/hybrid format, the application process is delayed.
 - 4.3. You will hear in the coming weeks about the opportunity to submit your fall LA applications for your courses when we're more informed, and so students also have that information when they apply for LA positions.
 - 4.4. Invite everyone at the end of the semester to the LA virtual poster session Friday April 30th, 1:30-3pm in a virtual space.
 - 4.5. Rebecca: LA stands for Learning Assistants; undergrad students who support faculty in the college of science.
5. Nominations Committee Announcement, Rebecca Rebhuhn-glanz (rrebhuhn@gmu.edu)
 - 5.1. Committee Charges and Membership can be viewed here: <https://science.gmu.edu/faculty-and-staff-resources/faculty-governance/officers-and-committees>
 - 5.2. Elected Positions for Spring 2021 Ballot
 - Chair (1 year)
 - Chair pro tem (1 year)
 - Secretary (1 year)
 - Executive Council (3 years), 1 at-large position
 - P&T Committee (3 years), 2 at-large positions, not from GGS or SSB (must be full professor); current members may not succeed themselves

- Grievance Committee (3 years), 2 at-large positions, not from CHEM, GGS, or Math; current members may not succeed themselves
- Nominations Committee (2 years), 2 at-large positions, must be nominated from the floor
- Faculty Senate (3 years), 2 positions
- Undergraduate Council (2 years), 1 position

5.3. Departmental Representatives needed

- AOES: 1 Executive Council (3 years), 1 Curriculum Committee (3 years), 1 P&T Committee (3 years, must be tenured, current members may not succeed themselves)
- BIOL: 1 Curriculum Committee (3 years)
- CDS: 1 Executive Council (3 years), 1 Curriculum Committee (3 years)
- ESP: 1 Curriculum Committee (3 years)
- Math: 1 Executive Council (3 years)
- Physics & Astronomy: 1 Executive Council (3 years), 1 P&T Committee (3 years, must be tenured, current members may not succeed themselves), 1 Curriculum Committee (3 years)
- SSB: 1 Executive Council (3 years)

5.4. Email Rebecca with any questions

5.5. Dale Rothman – is this limited to any staff or faculty? A: Rebecca: Some committees require tenure status; others have limited on number of reps from a given department. see description of open positions. All faculty are eligible to serve in general.

6. Term Faculty Committee Report, Dr. Paul So (Appendix A)

6.1. <https://provost.gmu.edu/faculty-matters/term-faculty-information>

6.1.1. Website has templates available for your dossier / promotion package, information on guidelines

6.1.2. Includes peer observations and what you might want to include

6.1.3. Suggested tables for competence in teaching

6.1.4. Also features a dossier comparison spreadsheet tool that provides useful information

6.1.5. Rebecca – The task force talked about professional development and study leave. Have there been any discussions about this?

6.1.6. Paul – Yes, there are discussions including required handbook changes, and would like to implement, and may be part of the April 8th discussion.

6.1.7. Paul – Important note: starting next academic year, Interfolio will be a new tool for going through the promotion and appointment process. Dan Taggart would be a good point of contact in HR for more information on this.

6.1.8. Dan – Systems training will be available in the spring

6.1.9. Paul – there is a tentative schedule for the promotion process for the next academic year.

6.1.10. Ron had a Q about committee's purview for term research faculty; Paul: the current committee is not charged to look at term research faculty. In Physics and Astro we have faculty that do both. In the next iteration of this term faculty committee, they are looking into whether this should be a component of the committee's charge.

6.2. Term Faculty Community Conversation, Thursday, April 8, 2021 3:00 PM-4:30 PM

<https://gmu.zoom.us/j/91347177890?pwd=SnFGUnNnRDJiVmRENDNVWFYcVloZz09>

Meeting ID: 913 4717 7890, Passcode: 070280

6.3. Mikell Paige - One has to apply to be on the graduate faculty as a term faculty member, and then you can serve as thesis committee members for students.

6.4. Pritha – You have to be on a committee to be approved as a graduate faculty committee, which presents a chicken and egg circular logic challenge.

6.5. Mikell – Gerard from Chemistry sent out a few things; speaking to the graduate coordinator, it is indeed possible to be graduate faculty with approval from your chair.

6.6. Deborah – In Bio we sent our CVs to get approved.

6.7. Rebecca – heard you have to have a student or already be on a thesis committee.

6.8. Dan Taggart - <https://provost.gmu.edu/academics-and-research/graduate-education/graduate-faculty-status>

6.8.1. Term faculty can have graduate faculty status with the appropriate approval of your peers.

6.8.2. Rebecca Jones – But this does need to be cleared up.

6.9. Dale Rothman – I just went through the process; on a committee with a student in environmental studies; it was one page and had to be approved by Jason to get graduate faculty status for some period; it is not tied to an individual student from what he remembers in filling out the form, given that he will be on other committees in the department; it was a fairly simple process, but a process nonetheless that you have to go through.

7. Dean Q&A, Dr. Fernando Miralles-Wilhelm (Appendix B)

7.1. Was busy with the faculty senate meeting, but joined us for this Q&A.

7.2. Rebecca J – A summary document to share with all of you with a summary of the questions posed in the survey grouped thematically.

7.3. First theme – General faculty well-being

7.3.1. Fernando – appreciated candor of questions and feelings; this is a serious matter; I get it. Pay issue to discuss separately. We feel overloaded, overworked, everyone is different.

7.3.2. This has been a challenging time for everyone, and the University has made resources available for wellness; at the end of the day take care of yourself and your health first.

7.3.3. Thank you for all that you've done for the past 12 months with zero to very little time for yourself, and off for your family. We hope that you can continue to hang on a little bit longer for plans to get faculty and staff vaccinated in April. This nightmare goes away soon.

7.3.4. Rebecca: How will these enrollments be used to decide our budgets?

7.3.5. Fernando – our enrollments actually grew; fall, and a little in the spring, still positive. It has done two things; it has unlocked the prohibition of spending authority and it is coming, although not official yet that we can invest and spend; second, it has made our base budget grow for next year, and our expenditure authority for next year is higher, to pursue new hires. All depts are working on strategy plans that include hiring needs. And this will allow us to look at compensation issues; not just the raises announced by the University, but compensation issues we will approach directly from the college.

7.4. Theme 2: Compensation

- 7.4.1. Fernando: Yes, this is a systemic problem that Mason faculty are undercompensated. The president has put forth an honest approach to doing this. The salary adjustments coming from the state are in large part because of President Washington's efforts. At the college level, even before we learned about these State and university adjustments, the college was already looking at working on this challenge as soon as I arrived. The pandemic slowed things down, but this is a top priority. We are looking not only at across the board and targeted merit raises, but also issues of diversity across the college. Fixing issues across the college will take some time. Alluding to his written responses – I want to do this in a very transparent way, and also in a way that faculty across the college can participate, in the broadest, consultative fashion. I'll keep you informed every step of the way. I took your comments to heart; we have families, needs and aspirations, and it was good to see this reflected in the questions, and do share it with the leadership and we'll be sympathetic. At the heart of this – we will work very diligently towards this; the good news is that we will have the resources to start addressing this problem. This contribution from the state and University is welcome, but it won't be enough. Hopefully we will start our long trek to solving this problem (hopefully not long)
- 7.4.2. Julia: So, getting a percentage is unfair - is it is low it is still low. Also, new hires are often at more \$\$\$ than people with 10+ years. Percentage raises increase gaps for people at low end of wage. In AOES, and they all had done well, but the new hire made more. Not equivalent to the COLA or with salaries outside of the University.
- 7.4.3. Fernando: couldn't agree more. Once you are at an institution for a long period time, there are salary compression issues across departments and Universities. We are going to look at this. There are some things I can't do as Dean – I can't change a state mandated 4% raise; that we have to take as it is. However, your feedback provides us some insight into how we can do things internally.
- 7.4.4. Igor: As one of the higher-paid faculty, I would not object to having lower annual COLA percentage raises than low-pay faculty
- 7.4.5. Deborah – we took a 1% pay increase and divide it up. Talk to upper administration and ask for authority for how to divvy up the funds in a non-percentage based way.
- 7.4.6. Dale: Now that we are Tier 3, we may not be tied to the state pay raise limitations. Other Tier 3 universities have been able to give staff additional % raises not tied to the state.
- 7.4.7. Ute: It is independent from Tier 3. The state still has to approve but Mason has proposed what Fernando talks about. Once the state approves and gives guidance on the options on what can be done with staff, central HR and central Budget will communicate. Tier 3 isn't a magic bullet in this regard.
- 7.4.8. Ron: Any thoughts on merit-based bonuses. Some Faculty are doing a lot more than others. Some faculty are putting in a lot of effort. Could we do bonuses?
- 7.4.9. Igor: I second Ron's question, it makes sense. We had such a system at NRL (part of raise standard, part tied to performance)
- 7.4.10. Fernando – I like very much the bonus approach. If we collectively as a faculty agree to that, we can definitely explore it.
- 7.4.11. Dale: At a previous institution, there were periodic “bonuses” that were not added to base salaries, i.e., they were not automatically carried forward to following years.
- 7.4.12. Dan Taggart: Here is the link to the types of supplemental compensation that Mason currently allows by position type. This does NOT mean that funding is available to provide this compensation:

<https://mymasonportal.gmu.edu/bbcswbwdav/institution/HumanResources/ClassAndComp/SupplementalPayProcedures.pdf>

- 7.4.13. Rebecca: we're in a period of transition, and this will take time.
- 7.4.14. Ute: The Dean has been working with central administration on solutions for faculty compensation for faculty and staff
- 7.4.15. Fernando – I like opening the line of questioning and communication with faculty. With questions and time to provide thoughtful answers to those questions. A parallel repository of Q&As is useful for all of us. It provides me a way to look back at answers I've provided on items I've asked people to wait on.
- 7.4.16. Ron: Can we create a FAQ site where people could search for previous questions and answers? Something that can be digitally searched
- 7.4.17. Tracy Mason: I can help with that
- 7.4.18. Rebecca J: feel free to email me!
- 7.5. Theme 3 - Faculty workload and the school of computing
 - 7.5.1. Deferred, but see minutes for written answers.

8. New Business?

8.1. None raised

9. Adjournment – 4:00 pm!

9.1. Next meeting April 14th, 3pm, in three weeks!

10. List of attendees:

Joel Schnur	Dann Sklarew (he/they)	Andrea Cobb
Rebecca M Jones	Deborah Polayes	12022150648
Peter Plavchan	Dale Pokorski	Ruixin Yang
Mary E O'toole	Kerin Balkissoon	Dhafer Marzougui
Eugene Genong Yu	(She/Her/Hers)	Iosif Vaisman
Andreas Züfle	Rebecca R.G. (she/her)	Chi Yang
Andrea Cobb	Monique van Hoek	Lance Liotta
Pritha Roy	Mark D Uhen	Saleet Jafri
Brenda Tondi	Jim Kinter	Andrea Nikoi
Mikell Paige	Bill Kennedy	Lance A Liotta
Daniel Hanley	Kenneth W Foreman	Greta Ann Herin
Christine Rosenfeld	Jessica Rosenberg	Patrick Vora
Igor I Mazin	Kan Wang	Fernando Miralles-Wilhelm
Tina Bell	Dan Taggart	Younsung Kim
Ben Dreyfus	Gwendolyn Lewis	Iosif Vaisman
Taylor Anderson	Andre Z Clayborne	Laurie L Trenary
Liping Di	Ute Shaw	Ziheng Sun
Esther Peters	Julia Nord	Patrali Banerjee
Jason Kinser	Tim Leslie	
Paul So	Milton L Brown	
Hamdi Kavak	Olga Gkountouna	
Megan Erb	Tracy C Mason	
Ron S Mahabir	Michael Summers	
Dale Scott Rothman	John Qu	

Appendix A Term Faculty Committee Update for COS Faculty Meeting (March 24)

- Mason Term Faculty Committee (extending the work of the earlier Term Faculty Task Force) has worked on:
 - Charge of committee is to focus on Instructional Term Faculty
 - Increasing transparency and posting more information on the Office of the Provost website relevant to Term Faculty appointments and promotion
 - Revisions to the Faculty Handbook (and work with the Faculty Handbook Committee) to incorporate initial Task Force recommendations
 - Drafting guidance for equitable campus workload policies

- There are NO recent changes on P/MY guidelines
 - Same guidance (requirements, guidelines, and casebook templates) as last update in 2018 after Term Faculty Taskforce Recommendations
 - Current Term Faculty Committee's charge is to oversee and facilitate the implementation of the recommendations put forward by the Term Faculty Task Force

- Review of current information
 - NEW Comprehensive Term Faculty Information page on Provost Website:
<https://provost.gmu.edu/faculty-matters/term-faculty-information>
 - COS Reappointment, Multi-Year Contracts & Promotion (RMP) page:
<https://science.gmu.edu/faculty-and-staff-resources/human-resources/reappointment-multi-year-contracts-promotion-rmp>
 - COS Promotion/MY Dossier Comparison Chart

- AY 21-22
 - Term Faculty MY Appointments and Term Faculty for Promotion w/ MY Appointment will move to **Interfolio** starting AY 21-22 <https://provost.gmu.edu/faculty-matters/mason-facts-faculty-activity-and-collaboration-tools>
 - AY 21-22 Schedule
 - August 26 – Dossier Due
 - October 7 – Faculty Committee Review Due (Term Faculty Promotion only)
 - October 15 – Chair or Director Review Due
 - November 1 – Dean Review
 - December 15 – Provost Office Review

- Upcoming Events
 - An email was also distributed by the **Faculty Senate** last week regarding Faculty Handbook revisions and faculty were invited to attend the upcoming special Faculty Senate meeting on **March 24 3p** (unfortunately, it will coincide with our COS Faculty meeting). These initial changes are but a starting point for further conversations regarding enhanced valuation of term faculty, their experiences, developmental opportunities and recognition (including consideration of study leaves, alternate titling, workload adjustments based on additional contributions).
 - **Term Faculty Committee's Spring Community Conversation Event: April 8, 3-4:30p**
<https://gmu.zoom.us/j/91347177890?pwd=SnFGUnNnRDJiVmRENDNVWFYcVloZz09>
Meeting ID: 913 4717 7890
Passcode: 070280

Term Faculty Dossier Contents Comparison

Promotion
<p>No cap on # eligible per year Prior discussion with Chair</p> <p>Dossier</p> <p><u>Dean Letter</u> <u>Chair Letter</u> <u>Faculty Committee</u> <u>Employment Chronology</u> <u>CV w/ duties</u> <u>Professional statement w/ future plans</u> <u>Evidence of Effective Teaching</u></p> <ul style="list-style-type: none"> GENUINE EXCELLENCE required Teaching Learning Mentoring Student Evals 4+ years Peer Evaluations Evidence and Samples (pick 2+) Other <p><u>Administrative Service statement</u> (if applicable)</p> <ul style="list-style-type: none"> Initiatives and impact Performance evaluations Stakeholder letters of support <p><u>Training Certificates</u></p> <p>Faculty Input</p> <ul style="list-style-type: none"> Voting-Eligible <ul style="list-style-type: none"> above current rank both tenure-line and term Peer Class Visits & Reviews <ul style="list-style-type: none"> # determined by the department <p>Full Professor - assume leadership role in department To be discussed in more detail: definition of High Competence and Genuine Excellence start from RPT guidelines from Level 2 committee</p>

Multi-Year Appointment
<p>No cap on # eligible per year NOT REQUIRED for Multi-Year appointments</p> <p>Dossier</p> <p><u>Dean Letter</u> (replaced with a checklist) <u>Chair Letter</u> (replaced with a checklist) <u>Faculty Committee</u> (not required)</p> <p><u>Employment Chronology</u> <u>CV w/ duties</u> <u>Professional statement w/ future plans</u> Required for COS <u>Evidence of Effective Teaching</u></p> <ul style="list-style-type: none"> HIGH COMPETENCE for any multi-year appointment w/o promotion Teaching Learning Mentoring Student Evals 4+ years Peer Evaluations Evidence and Samples (pick 2+) Other <p><u>Administrative Service statement</u> (if applicable)</p> <ul style="list-style-type: none"> Initiatives and impact Performance evaluations Stakeholder letters of support <p><u>Training Certificates</u></p> <p>Faculty Input</p> <ul style="list-style-type: none"> Voting-Eligible <ul style="list-style-type: none"> above current rank both tenure-line and term Peer Class Visits & Reviews <ul style="list-style-type: none"> # determined by the department

Appendix B

**Q/A with Dean Fernando Miralles-Wilhelm
COS Faculty Meeting March 24, 2021**

<p align="center">Question/Comment from COS Faculty <i>Received via Qualtrics Survey prior to the meeting and organized by theme. In some cases, questions and comments have been paraphrased.</i></p>	<p align="center">DEAN'S RESPONSE <i>(written 3/20/21)</i></p>
<p>General Faculty Well-Being</p>	
<p>I am feeling low because of the continuing pandemic, the slow vaccination process, and teaching zoom classes.</p>	<p>I am hopeful that by the end of the semester Mason faculty and staff will have access to being vaccinated. I know it has been a long process, but I also think we are in a better place now than we were at the beginning of 2021. I think this summer should look much better for all.</p>
<p>I feel overwhelmed, overloaded, and underpaid. Faculty compensation is COS continues to be a problem and is not being addressed.</p>	<p>Please see my responses below related to the compensation issue. One element I will add here is that we (the college) needs to be very proactive in addressing faculty compensation, and this is something that we will do under my administration. I can highlight some details during our in person discussion.</p>
<p>I miss seeing my colleagues and the students. I'm also tired of Zoom meetings.</p>	<p>I am with you 100 percent!</p>
<p>Enrollment and Budget</p>	
<p>How will Fall 2021 enrollments be evaluated and used to decide the budget?</p>	<p>I think the Fall 2021 semester can be the first semester of what we could call our "new normal". Given that enrollments during the pandemic (Fall 2020 and Spring 2021) held up and we had some growth, I am optimistic about enrollments moving forward. Our budgets will continue to adjust (as they have been doing since the pandemic started), but I anticipate more predictability (less uncertainty) and continued growth.</p>

Faculty Workload	
Question/Comment from COS Faculty	DEAN'S RESPONSE
Do you plan to support a revision to faculty workload based upon research activity?	Our workload in the college needs to be revised exhaustively. We have a workload policy that generates precisely the kind of situation you are describing. Workload needs to be assigned based on a combination of at least three elements: teaching demand, research productivity, and service needs. While I understand that a 2:2 for TT faculty is an approximation to the research-teaching-service balance, I think it is not a workable model for the college, or for Mason moving forward as a R1 institution. The 2:2 should not be a straitjacket, and we will definitely move away from it. More discussion to follow.
Will there be a COVID impact statement included in 1st and 2nd contract tenure renewal packages?	COVID will definitely have a place in how we assess all RPT processes moving forward, and I anticipate this will be the case for years to come. We have already implemented some actions (extensions of TT period) as well as some considerations for contract renewals for term faculty.
School of Computing	
(1) Any comments on the school of computing (SoC)? Any updates on the role of COS in this school? (2) Individual COS units are meeting with SoC representatives, they are being presented with different integration options, what is the Dean's view on this? NOTE: This makes Volgenau much stronger and take away from COS options that we can pioneer. Some faculty are ready to move over completely if presented with the option to do so. What does the Dean think about this move? A large part of this has been poor Faculty compensation in COS, even though we're doing the same work compared to Volgenau.	(1) The SoC is being formed. COS has a role in it, but the school will be housed in the new College of Engineering and Computing. (2) I could not agree with this more. I have several reactions to this that we can discuss in person.

Faculty Compensation	
Question/Comment from COS Faculty	DEAN'S RESPONSE
<p>(1) What is the expected timelines for salary increases, and their priority with respect to whose salary is addressed first?</p> <p>(2) Why is the amount of money taken out of grants 58% even if we are not using any of MASON resources?</p> <p>(3) Why should we continue to work at MASON when cost of living is not commensurate with Faculty salaries? I'd suggest that the Dean does a survey on how much it costs with rent (because cannot afford a house) and food, and then compare this to Faculty salaries after taxes.</p> <p>(4) Would upper level administration consider a temporary salary cut to help offset current poor salaries.</p> <p>(5) Could you live and support a family based on current compensation?</p>	<p>(1) Compensations changes will start taking effect on June 25th. There are 3 distinct components to compensation adjustments that we have initiated: across the board base (4 percent), performance (3 percent pool), and equity. The first two components are already defined and timed. We need to work together on the third component, which to me is the more challenging one. (2) I'd like to understand more what is meant by "not using Mason resources", but in any case, indirect costs can be adjusted in some circumstances. (3) I understand this issue, but this one is certainly beyond the decision-making scope of the dean's position. We can discuss more in person for details. (4) I can't answer that for the university (again, outside of my scope as dean), but I can give you my personal perspective: if that proposition is helpful and necessary, I would absolutely do it. We can discuss more details in person. (5) I absolutely think that living in this area with current compensation is a great challenge; no question about it</p>
<p>1) What can be done to increase compensation for adjuncts? It is extremely hard to recruit and retain good quality adjuncts when the pay is so low.</p> <p>2) The workload policies for tenure-track faculty in not consistent with other R1 universities. When will COS shift to a more supportive policy for tenure track faculty who are engaged in research?</p>	<p>These are great questions, thank you! (1) We definitely need to look into adjunct compensation, and that is part of the overall investment that the college will be making in compensation adjustments. Adjuncts are an integral part of our college in terms of teaching, liaising with organizations outside Mason, and getting expertise we may not have in-house. (The revision of compensation for adjuncts is part of the overall adjustments we will be doing at the college; expect a rollout at the same time as the third component (equity) of full-time faculty (during next academic year). (2) Please see my answer below for workload issues. I agree that the 2:2 approach for TT faculty is not workable.</p>

Question/Comment from COS Faculty	DEAN'S RESPONSE
<p>1) Most Faculty are happy to stay in COS, and with the salary they have if cost of living was lower. Rules of thumb for quality of life includes suggested amounts on how much one should spend on rent, food, and save every month, and this is calculated after taxes on a monthly basis. MASON choose to ignore this completely. Comments on why this is the case and how this is going to be addressed in new Faculty compensation?</p> <p>2) What is the timeline for when Faculty is expected to see any increase in salary? Note, a long wait and I'm sure COS will lose some of their good Faculty. This timeline should be completely transparent.</p>	<p>(1) This item is related to the compensation question (which I have addressed above). (2) See my answer above to this same question.</p>

Appendix C

COS Faculty Meeting Minutes February 17, 2021, 3-4pm

To find recording information, search email for message sent on 2/17/21 with subject "COS Faculty Meeting Follow-up - Links and meeting recording - February 2021"

1. Call to order
 - 1.1. 3:01pm
2. Approval of minutes from January 2021
 - 2.1. Motion to approve: Suzanne Slayden did the motion; Gerald Weatherspoon seconded
 - 2.2. Minutes approved by Zoom Reactions and video responses
3. Dean's Updates, Dr. Fernando Miralles-Wilhelm
 - 3.1. With spring semester fully rolling, our enrollment this spring looks good compared to Spring 2020 – net positive with some growth. In fall 2020 to fall 2019, we had 2.5% positive growth. So, on the year we have grown our enrollment and will grow our budget.
 - 3.1.1. Waiting anxiously for settled budget numbers to start some expenditure authority
 - 3.1.2. We have been frozen since his arrival; starting to turn the corner with vaccinations and things. We're not going back to normal yet; there is no normal. We will go into a situation that will stabilize, and we can move forward with our plans.
 - 3.1.3. You probably heard through the grapevine about plans for fall 2021, which are still unfolding. The general guideline we are being given is a 75% target and what that means (on campus). It is still a fairly flexible concept – 75% of our classes should have some component of person-to-person. It's not feasible however to go fully 75% in person, and Fernando does not feel that is a likely scenario. Wanted to make sure people interpreted that number as a flexible and aspirational number.
 - 3.1.3.1. Fernando's own guideline for the college is safety first for faculty, staff and students.
 - 3.1.3.2. Less concerned about fall if the fall looked similar to the spring, and does not expect that to impact our enrollment.
 - 3.1.3.3. Will be touch and go through fall, but he wanted to share what the University is thinking. There is no directive or fixed guidance.
 - 3.2. In the more immediate term, many of you are engaging with the self-study for each department as part of our strategic planning. I encourage you to participate.

Different departments are engaging in different ways. There is some progress there, and wants to see them done by the end of the semester. Hopefully in the fall we will have an external review of these study plans as a phase 2.

3.3. On the subject of being able to get some expenditure authority and invest, he wants to make sure we know it is a priority at the top of his mind is to contribute to solving the compensation issues across the college - across disciplines, equity, diversity, and individuals. Want to open a very participatory process in the college to start addressing this big issue.

3.3.1. He understands the University is also addressing this from the top. We welcome all resources that we can do address this issue, but he wants to let us know that this is coming and he will be engaging with us on that.

3.4. Questions? None. To close: I've been Dean for 8 months and it feels like 8 years. The majority of you I haven't met in person. This is the only way he has done this job, so it's becoming too familiar at this point, and he is looking forward when he can be there in person. It's very important to him for us to stay healthy and take care of ourselves. The university has done a remarkable job of staying on top of research and enrollment. He is proud of what we have done in these 8 months. He gives us the credit, and acknowledges that your work is showing the strength of our college and our contributions to our University. He is proud to be our Dean.

3.5. David Walnut question: relates to compensation : great to have a plan, that we haven't had before. How would you view, so often retention raises come up, in the past those "just happen" and are not part of any long-term plan. What is your view on retention raises? A: My grandfather used to say he kept his pants on using belts AND suspenders. There is a retention case to be made and needs to be worked out with the upper-admin; not concerned about those and are few and far between on an ad-hoc basis. There is a gap between faculty compensation is the larger issue and take a much more concerted effort. Relative amounts of retention is small compared to the big elephant in the room - the under-market compensation. Belts AND suspenders.

3.6. Time Leslie: Rumor from Richmond: 3.5% across-the-board raise in the governor's budget in the coming year.

4. ARIE task force update, Gerald Weatherspoon (Appendix A)

4.1. Slide - overview of how things are structured is shown in where we are in the composition and membership w/r/t to COS. The executive committee and 6 primary sub-committees. The only one we don't have anyone on in COS is the training and development.

4.2. ARIE task force will be Feb 23rd at 2-3:30pm. All subcommittees will report out on their top recommendations. It is a "we" effort. We provide feedback. It is not top-down. You MUST register for this town hall event. See your email (sent ~8pm 2/16) to attend! https://www.eventbrite.com/e/arie-townhall-tickets-137798084781?internal_ref=login

- 4.3. Visit the Anti-Racism Task Force website: <https://arie.gmu.edu> on the President's side of things with useful information, documents, membership...
- 4.4. Task force has two co-chairs. Done a yoeman's job corralling all the faculty, staff and students and keep on track – Wendi Manuel-Scott and Shonita...
- 4.5. Show vision and mission statement, and tenets – one of the tenets is to make GMU an exemplar university nationwide when they think about ARIE. They want Mason to stand out nationally in this regard.
- 4.6. In particular, we are “taking a hard look at the current state of diversity and inclusivity efforts at the University”. How can we incorporate topics or courses that address social injustices and anti-racism efforts that are needed -> move the needle in the right direction. There will be some webinars around truth, healing and reconciliation. There will be healing circles for people to attend that will not be judgmental for people to share things and move on.
- 4.7. Research Teaching and Service are the three things we pay attention to the most, want buy in, and for everyone to have an idea of what is going on. When it comes to multi-million dollar grant proposals over the past few cycles, GMU did not have concrete programmatic thrusts in place whereby minoritized groups in terms of faculty training, and GRAs/GTAs, ... we didn't have the right tools in place. NSF-ADVANCE, HHMI – the feedback was in our face and brutally honest. We were assessed how we didn't measure up compared to other Universities.
- 4.8. Something we need to pay attention as the research committee is doing a deep dive – how many students from ethnic background are funded for GRA, GTAs, etc. We may report students one way, and they may self identify another. If there's an audit, that's an issue. There are some people where the data reported to societies don't match what we have. In chemistry for example, some of our non-resident alien PhD male students were categorized as African American, but then we actually have 0 students that are students of color. They are misclassified on grants, and this needs to be fixed to have this information at our fingertips.
 - 4.8.1. We will need to develop an inclusive excellence plan – address faculty hiring and retention, undergrad retention, grad retention, and staff hiring to advance diversity. The staff cannot be overlooked.
 - 4.8.2. Faculty staff and students assigned to COS DEI to put together our college's development plan (slides of names).
 - 4.8.3. Take home message: ARIE task force – report and recommendations; COS-DEI – inclusive excellence plan -> department level fold in with recent APR reports to develop 5 year strategic inclusive excellence plans.
- 4.9. Q: How did you find out which students were misclassified – A: There are some African PhD students in chemistry, and he had assumed they were classified as African American and count on “our head” as COS African American students, but when you go to IRR's website, they do not appear there. The two reports DON'T match, and we need to pay attention to that.

- 4.10. Dan Sklarew: Q: ESP is not represented in the COS DEI. A: I took the names from his emails, please send names if I missed any.
- 4.11. Jessica Rosenberg: several additional grad students are helping with the COS DEI graduate committee.
- 4.12. Dan Taggart: Individuals can update their own race information in PatriotWeb: <https://patriotweb.gmu.edu/> --> Personal Information --> Ethnicity and Race Change Information
- 4.13. Tim Leslie: You can also update your preferred name, which is then reflected in blackboard
5. Executive Council report regarding support for COS courses, Jennifer Salerno (Appendix B)
- 5.1. Gateway and/or high-enrollment courses that could benefit from support
- 5.2. Task slide: identify courses that are gateway that could benefit from interventions, and may also have low teaching evaluations.
- 5.3. Sent out survey identifying courses of interest – top 2-3 things you want students to know or be able to do; if you had no resource constraints, how would you assess those things? What resources would be most helpful in implementing those.
- 5.4. Respondents – 30 across all departments. Range of courses identified.
- 5.5. Slide on enrollment of these courses. How do we identify “high enrollment”. Did a cut at 100 enrollment, given a lot of courses submitted were below 100.
- 5.6. Top things listed for learning: 75% specific objectives, <25%: academic integrity, interdisciplinary/real world applications, scientific writing, career prep.
- 5.7. Assessment: follow-up exams, assistance (LA, one on one, oral, test taking specialist) was top response; Exams second top response; others in slide presented – presentations, case studies, more one-on-one, ethics, diagnostic exams, alternative assessment, but hard to replace multiple choice in large classes without support
- 5.8. Last question was insightful: biggest need: support = GTA/LA/TA, student teaching assistance. Also, resources (increase funding, provide learning materials) and training (faculty instruction). Tech was also mentioned.
- 5.9. Rationale and ideas for support:
- 5.9.1. GTA and LA support mentioned by over half of respondents. Drop in tutoring centers subject specific; dedicated teaching assistances assigned to larger classes. Salaried TAs for larger courses (>100).
- 5.9.2. Resources: software licenses
- 5.9.3. Training: learning and evaluation modules; course design.
- 5.9.4. Tech support: growing need as we shift more online; funding for term faculty needs; more stable LMS (learning management system); tools – doccams,

tablets, stylus, digital whiteboards; e.g. demonstrating a lab technique from home.

5.10. Rebecca: Stearns center training:

<https://stearnscenter.gmu.edu/programs/trainings/>

5.11. Rebecca: Dale sent out technology support survey at start of the semester. Is that resolved or still ongoing? I will follow-up with her.

5.11.1. Kathleen: Dale sent out an email a few wks ago to at least some of us who wanted tablets & we each got to select what we wanted, & they are being shipped I think

6. Presentation from Spectrum, student group from Physics & Astronomy (Appendix C)

6.1. Natasha, Kathryn, Carly, Jenna co-founders

6.2. Initiative in Physics and Astronomy department

6.3. Feb 2020 – 6 underrepresented and female and non-binary identifying students with shared experiences of discrimination and microaggressions gathered to discuss past injustices, leading to form a Department Code of Conduct

6.4. Mission: dedicated to fostering a diverse, inclusive and science-minded community.

6.5. Goals: in every department of COS; spectrum sister club.

6.5.1. Hope to host CUWiP in 2023.

6.5.2. Start an annual mentor and mentee retreat

6.5.3. One day conference to recruit HS students into stem.

6.6. Current programs: Professional development lunch talks (NoVA and Miami Dad Honors college students invited); Mentoring program

6.7. Incident report form for anonymous student reporting; goes directly to HR to determine path forward

6.7.1. Code of professional conduct approved by department faculty May 2020

6.7.2. Faculty mentoring committee with 6 trusted faculty and staff in Phys and Astro Dept

6.7.2.1. Support spectrum initiatives

6.7.2.2. Survey on virtual teaching and learning inspired COS-wide survey

6.7.3. Website: <https://gmuspectrum.squarespace.com> email: spectrum.mason@gmail.com

6.8. Dean says; This is wonderful.

6.9. Bill Kennedy, Dan: can we get bylaw update: yes

6.10. Tracy Mason: I'll reach out separately to write a story about your efforts and progress for the college website and beyond if you are open to it..

7. Discussion of change to TOEFL minimum score for graduate student applicants, Igor Mazin (Appendix D)
 - 7.1. Many of our faculty have experienced situations where prospective talented students go to other comparable schools because they have more generous English proficiency requirements.
 - 7.2. We lack a bit of flexibility here in COS
 - 7.3. Slide of collected data on example of TOEFL score requirements we have compared to different schools in the college; new exam score called Duolingo test is 4-5x less expensive than TOEFL test. Many schools are accepting them.
 - 7.4. The score of 88 is too stringent; a prospective student said it “sounds too difficult”
 - 7.5. Per US News ranking, GMU is tied in ranking with 7 other public and private schools in the US; all of which require the iBT score no less than 80. Also, similar regional Universities such as VCU and Virginia Tech require a minimal TOEFL score of 80 and not 88.
 - 7.6. At Mason, we reject 50% more candidates based solely on their TOEFL score than competing Universities. We are hurting our international student recruiting with this.
 - 7.7. Other Universities across the country run their own classes in English for students with 80-88 scores with provisional acceptance based upon these classes. Mason sends students to an outside organization for these classes at outrageous fees.
 - 7.8. We can distinguish between students accepted with GTAs vs those who are funded through research grants and other means where the TOEFL score of 80 would be adequate.
 - 7.9. We are proposing to establish a COS wide TOEFL score minimum of 80 to put us on the same footing as VSE, and the Duolingo score from 120 to 100 to offer more flexibility to admit more international students that would not qualify otherwise.
 - 7.10. Graduate students are the backbone of our research, and we would lose them otherwise.
 - 7.11. Suzanne Slayden: We can appeal to Grad Council, which is probably what VSE did. That was part of the Faculty Senate change.
 - 7.12. Tim Leslie: It looks like INTO also has 80 as their minimum for direct admit: <https://www.intostudy.com/en/universities/george-mason-university/programs>
You can have a 70 TOEFL to start a graduate pathway with INTO Mason
 - 7.13. Maria: I think this is a good idea to lower it to 80, provided we can support them and provide training once they arrive.
 - 7.14. Jennifer B-G: Donna Fox and Melissa Hayes should be made aware if not already.
8. New Business
 - 8.1. Rebecca Jones:

8.1.1. Faculty Compensation Tool update from Rebecca: a number of significant concerns raised about the tool. These concerns have been communicated with our Dean, the faculty senate chair and faculty senate.

8.1.1.1. These are important issues to the whole University.

8.2. Tracy Mason:

8.2.1. ScienceConnect ; Thurs., 2/25 from 1-3 p.m. EST'

8.2.1.1. www.science.gmu.edu/scienceconnect

8.2.1.2. Important to strengthen our science community and build connections

8.2.1.2.1. Dean's update

8.2.1.2.2. Research panel

8.2.1.2.3. Department breakouts

8.2.1.2.4. District Trivia game

8.2.1.3. Register asap/form teams by next Monday

8.2.1.4. Share ppt with students during classes.

8.2.1.5. https://gmu.az1.qualtrics.com/jfe/form/SV_1AddvJX3L4hvtli

9. Adjournment

9.1. Due to late time, Chair adjourned meeting at 4:10pm

10. Post-meeting items:

10.1. Discussion of taking TOEFL proposal to grad council

10.2. Dale: bought items based upon survey, 50-60 respondents.

10.2.1. Rebecca: Ask faculty if there is still a need? Prudent way forward

10.2.2. If there is still need, please reach out to Dale Pokorski

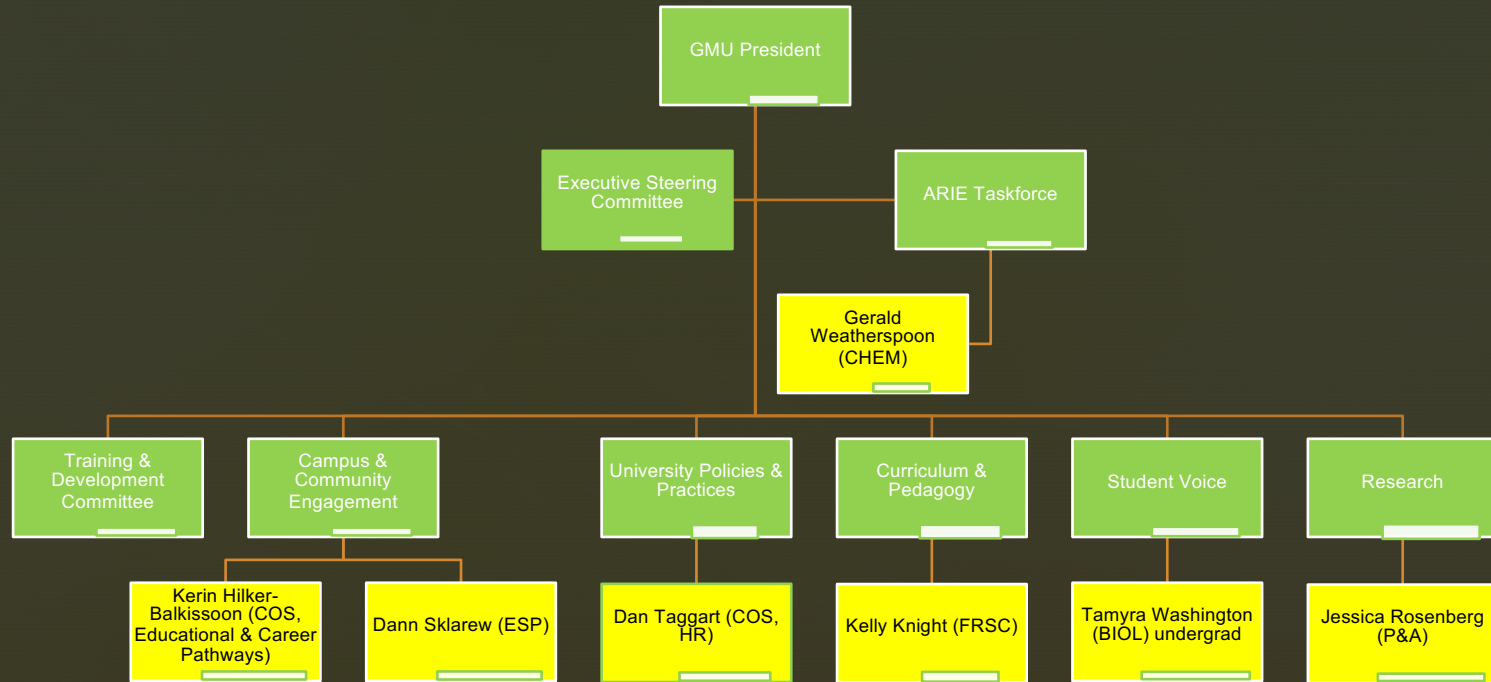


GLRW --- 17 February 2021

Via Zoom

COS Faculty Meeting ---ARIE Task Force

COS – DEI...



IMPORTANT DATE --- ARIE Task Force Town Hall

February 23rd: 2:00pm – 3:30pm



All currently enrolled students (including Mason Korea), faculty, staff, and
d con <GMU-USA-MK-L@LISTSERV.GMU.EDU>
on behalf of Office of Communications <gmucomm@GMU.EDU>
Tue 2/16/2021 8:08 PM
To: GMU-USA-MK-L@LISTSERV.GMU.EDU



Dear Patriots,

I am pleased to announce that registration is open for the Anti-Racism Inclusive Excellence Task Force town hall. Please [register here](#) for the event, which will be held Tuesday, Feb. 23 from 2-3:30 p.m.

The draft recommendations from the task force will be available later this week at the task force website, [arie.gmu.edu](#). Please watch your inbox for a message on Friday that points directly to the recommendations and provides a link for your feedback.

On behalf of President Gregory Washington and the task force members, I look forward to your feedback and to your participation on Feb. 23.

Sincerely,

Dietra Y. Trent, Ph.D.
Interim Vice President for Compliance, Diversity and Ethics, & Special Advisor to the President

George Mason University

APPLY GIVE MYMASON PATRIOTWEB PEOPLEFINDER ATHLETICS NEWS CALENDAR Video Mute

Office of the President

Anti-Racism Task Force

In 2020, the nation saw some harsh truths about racial justice laid bare. While Mason has long been a leader in inclusivity and access in higher education, we can do better. Our Task Force on Anti-Racism and Inclusive Excellence (ARIE) will help us get there.

[Read Task Force Documentation](#)

[Meet Members of the Task Force](#)

[Read News Stories About Our Efforts](#)

[Task Force Documents](#)

[Task Force Members](#)

[Task Force News](#)

Mason is home to Virginia's largest and most diverse student body, and we rank among the most diverse universities in the nation.

That distinction wasn't built overnight. It comes from our culture of seeing things as they are, accepting challenges, and figuring out how to get the work done.

We have a great foundation in place, but we know we can do more.

arie.gmu.edu

Task Force Members

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[Task Force News](#)

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[Read News Stories About Our Efforts](#)

[Read About the Task Force](#)

Members of the Task Force on Anti-Racism and Inclusive Excellence consider their work to be of the highest importance.

Task Force Chairs

Wendi Manuel-Scott, Associate Professor, College of Humanities and Social Sciences



Dr. Manuel-Scott, a historian by training, conducts research and teaching focus on how the past – New World slave systems, jim Crow-era segregation, corporeal systems of incarceration, patriarchal cultures, and anti-Black racism - shape our modern understanding of freedom and liberatory movements for justice. She is guided by her interest in Black resistance and agency hopes her work makes the unseen "seen" and the silenced "heard."

Shernita Parker, Assistant Vice President for Human Resources



She provides leadership for the Talent Acquisition, Organizational Development and Learning, Employee Relations, and Faculty/Staff Engagement teams working to support faculty and staff throughout the complete employee life-cycle and experience. Her work is focused on furthering "human possibilities" and committed to facilitating individual development and thriving as a critical component of organizational well-being and success.

The ARIE initiative will be led and conducted by a task force appointed by the president. The work of the task force will be broken into six committees, where much of the work will be done. The task force will be governed by an executive steering committee, also appointed by the president.

Vision: George Mason University will become a national exemplar of anti-racism and inclusive excellence.

Mission

- Develop and implement effective systems, practices and traditions that eradicate racism and bigotry at Mason.
- Prevent racist practices from regenerating through the establishment.
- Establish Mason as a community, commonwealth, regional, and national resource for the advancement of anti-racism, reconciliation, and healing.

Tenets:

- Mason will be deliberate in establishing an inclusive environment in which all members of the campus community are welcomed and supported; experience a sense of belonging; and differing perspectives are valued and encouraged.
- Mason is committed to equal opportunity across the board, and will aggressively challenge and respond to bias, discrimination, and harassment.
- Anti-racism and inclusive excellence will be foundational in every program, process, policy, and procedure at Mason.

Roles and responsibilities, as well as com'te charges spelled out.

Mason is home to Virginia's largest and most diverse student body, and we rank among the most diverse universities in the nation.

That distinction wasn't built overnight. It comes from our culture of seeing things as they are, accepting challenges, and figuring out how to get the work done.

We have a great foundation in place, but we know we can do more.

Our Anti-Racism and Inclusive Excellence Task Force, created by President Gregory Washington, is taking a hard look at the current state of diversity and inclusivity efforts at the university. It will find answers to such questions as:

- What systems, practices, or traditions of racial bias exist at Mason? How can we eradicate them?
- How can we build intentional systems and standards of anti-racism to prevent racial injustices from returning?
- What can we do to become a local, regional, and national beacon to advance anti-racism, reconciliation, and healing?

The work we do will create a strategy to incorporate change across Mason, in such areas as:

- Curriculum and Pedagogy
- Campus and Community Engagement
- University Policies and Practices
- Research
- Training and Development

We're holding ourselves accountable because we know it's not enough to set goals—we're determined to meet the challenge today and in the future.

We're ready to act. We hope you'll join us.



U.S. Rep. John Lewis, the late congressman from Georgia who played a key role in the civil rights movement, talks with Mason Professor Wendi Manuel-Scott on Mason's Fairfax Campus.

Research & Teaching Service

Bullet #3--- “When they see us; how they see us”

Inclusive Excellence: Exemplar university

1. Grant proposals & Funding- GMU recently rejected for multi-million dollar awards, interdisciplinary; no track record and established programs in place specifically designed to recruit and graduate URMs as GRAs instead of GTA positions; no bridge training program to prepare URMs for careers in academia; HHMI is an example (Jessica Rosenberg); tenure track faculty makeup needs to be corrected in a variety of ways, etc.

2. Minoritized faculty and students included (graduate & undergraduate)—

3. Research---Data & analytics show that numbers have been fudged in the past w.r.t. ethnic makeup of student body and faculty body; example---**how we report the student may not match with how the student self identifies.....audit problem**

4. Teaching---volumes of research show benefits of a truly diversified cohort of instructional faculty at all levels(curriculum and pedagogy)

Enrollment by Program

HOME / DATA ANALYTICS AND RESEARCH / ENROLLMENT / ENROLLMENT BY PROGRAM

Term Major Degree
 Type College Load
 Campus Gender Domicile
 Level Ethnicity Status

Spring 2021 Beginning of Term Student Enrollment by Program

Export to Excel

Major	Degree	Concentration	Head Count	Student FTE	Credit Hours
Total			18	6.4	77.0
Bioinformatics and Computational Biology	PHD		5	2.0	24.0
Biosciences	PHD	Microbiology & Infectious Dis	1	0.1	1.0
Computational Sciences and Informatics	PHD		7	2.3	28.0
Computational Social Science	PHD		1	0.8	9.0
Earth Systems and Geoinformation Sciences	PHD		2	0.8	9.0
Mathematics	PHD		2	0.5	6.0

HOME / DATA ANALYTICS AND RESEARCH / ENROLLMENT / ENROLLMENT BY PROGRAM

Term Major Degree
 Type College Load
 Campus Gender Domicile
 Level Ethnicity Status

Spring 2021 Beginning of Term Student Enrollment by Program

Export to Excel

Major	Degree	Concentration	Head Count	Student FTE	Credit Hours
Total			69	37.8	453.0
Bioinformatics and Computational Biology	PHD		4	1.6	19.0
Biosciences	PHD	Cell and Molecular Biology	3	1.8	22.0
Biosciences	PHD	Microbiology & Infectious Dis	6	2.6	31.0
Chemistry & Biochemistry	PHD		5	2.8	33.0
Climate Dynamics	PHD		4	2.3	28.0
Computational Sciences and Informatics	PHD		8	5.1	61.0
Computational Social Science	PHD		3	2.0	24.0
Earth Systems and Geoinformation Sciences	PHD		16	9.3	111.0
Environmental Science and Public Policy	PHD		1	0.5	6.0
Mathematics	PHD		5	4.0	48.0
Neuroscience	PHD		1	0.1	1.0
Physics	PHD	Engineering Physics	4	1.8	22.0
Physics	PHD	Standard	4	2.2	26.0
Physics	PHD		5	1.8	21.0

Bullet #3--- "When they see us; how they see us"—concrete example

Enrollment by Program

HOME / DATA ANALYTICS AND RESEARCH / ENROLLMENT / ENROLLMENT BY PROGRAM

Term Major Degree
 Type College Load
 Campus Gender Domicile
 Level Ethnicity Status

Spring 2021 Beginning of Term Student Enrollment by Program


Export to Excel

Major	Degree	Concentration	Head Count	Student FTE	Credit Hours
Total			18	7.6	91.0
Bioinformatics and Computational Biology	PHD		1	0.3	3.0
Biosciences	PHD	Microbiology & Infectious Dis	3	1.4	17.0
Chemistry & Biochemistry	PHD		8	2.9	35.0
Computational Sciences and Informatics	PHD		3	1.3	15.0
Earth Systems and Geoinformation Sciences	PHD		2	1.0	12.0
Environmental Science and Public Policy	PHD		1	0.8	9.0

Each college required to develop an Inclusive Excellence Plan

COS Key Players...in addition to
those on the ARIE Task Force
Lillian Virgil-CDO, Staff
Stephanie Flores
Audrey Kelaher
Ute Shaw
Chantee' Christian – Consultant

The basic plan for inclusive
excellence must address the
following areas of strategic priority:



```
graph TD; A[The basic plan for inclusive excellence must address the following areas of strategic priority:] --> B[1. Faculty Hiring and Retention-]; B --> C[2. Undergraduate Student Retention, Success and Degree Attainment—]; C --> D[3. Graduate Student Recruitment, Retention and Degree Attainment---]; D --> E[4. Staff hiring (recruiting, hiring and retention) to advance diversity.];
```

1. Faculty Hiring and Retention-

2. Undergraduate Student Retention,
Success and Degree Attainment—

3. Graduate Student Recruitment,
Retention and Degree Attainment---

4. Staff hiring (recruiting, hiring and
retention) to advance diversity.

Faculty, Staff, & Student Representatives – COS DEI Assignments

- **Faculty Hiring & Retention**---Xiaoyan Tan, Georgia Williams, Chaowei Yang
- **UG Student Retention, Success & Degree Attainment**—[Kerin Hilker-Balkissoon](#), Maction Komwa, Rebecca Ericson, Chris Durac
- **Grad Student Recruitment, Retention & Degree Attainment**—[Jessica Rosenberg](#), Joanna Jauchen, Sam Cooke, Lee Solomon, Silvia Auffret (Grad Student)
- **Staff Hiring to Advance Diversity**---Nita Arguelles, Frannie Dove, Faith Gaille



THM = Take Home Message

ARIE Task Force.....report and recommendations

COS – DEI..... Inclusive Excellence Plan

Departmental Level.....fold in, along with recent
APR reports to develop 5-year Strategic Plan and
departmental level (more specific) Inclusive
Excellence Plan

Gateway and/or High- Enrollment Courses that Could Benefit from Support

Presentation by the Executive Council to COS Faculty

Tuesday, February 17th
3-4 PM

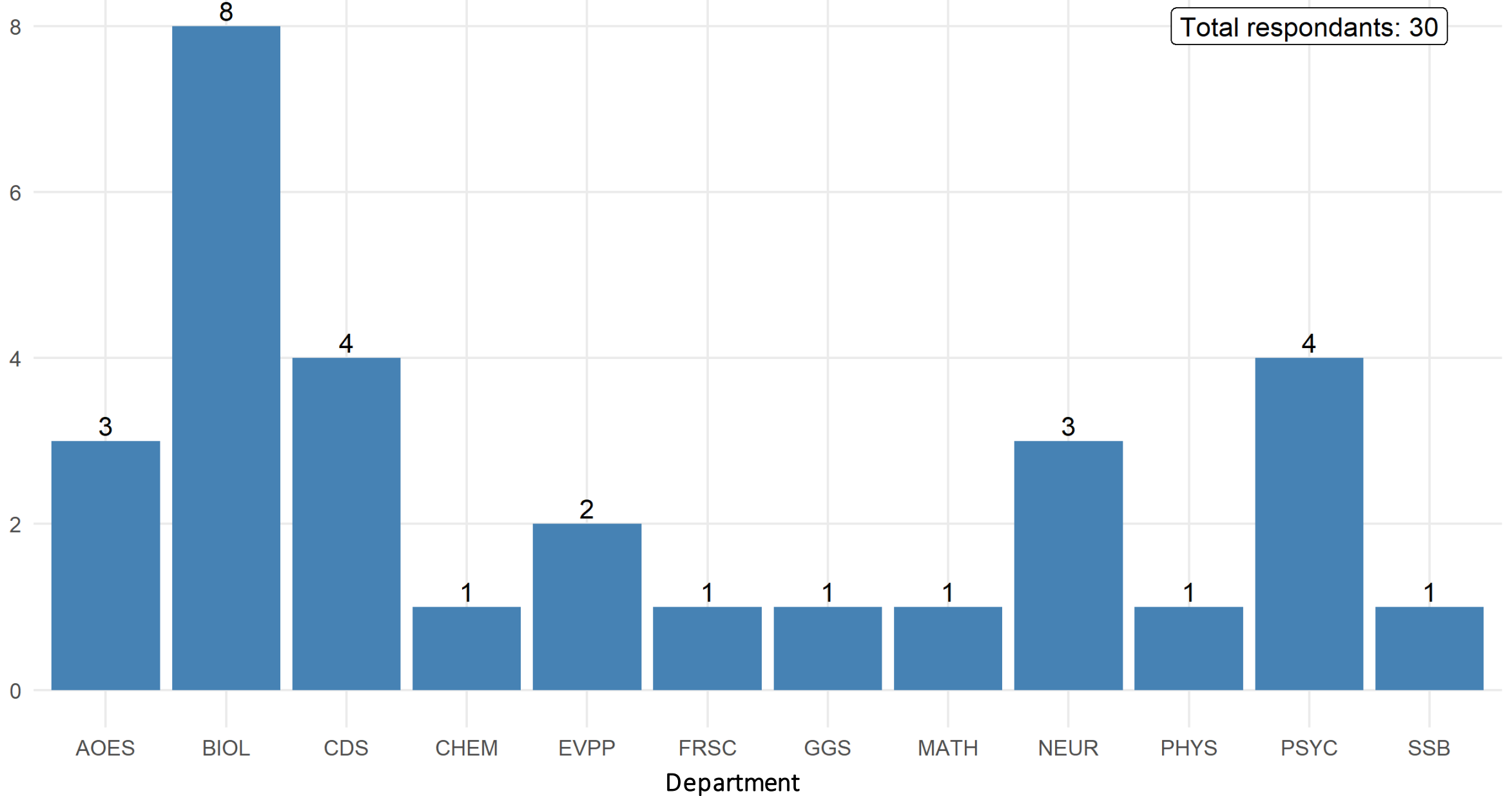
Task

- Identify courses in each COS department are gateway and/or high-enrollment (and may have low teaching evaluations) that could benefit from interventions this year?
- For each of these courses, speak with the department chair and/or other faculty stakeholders to answer the following questions.
 - What are the top 2-3 things you most want students who leave your course (or move into the profession) to be able to know/do?
 - If you had no resource constraints, how would you like to assess that learning?
 - What kind of resource(s) would be most helpful to you in implementing it?

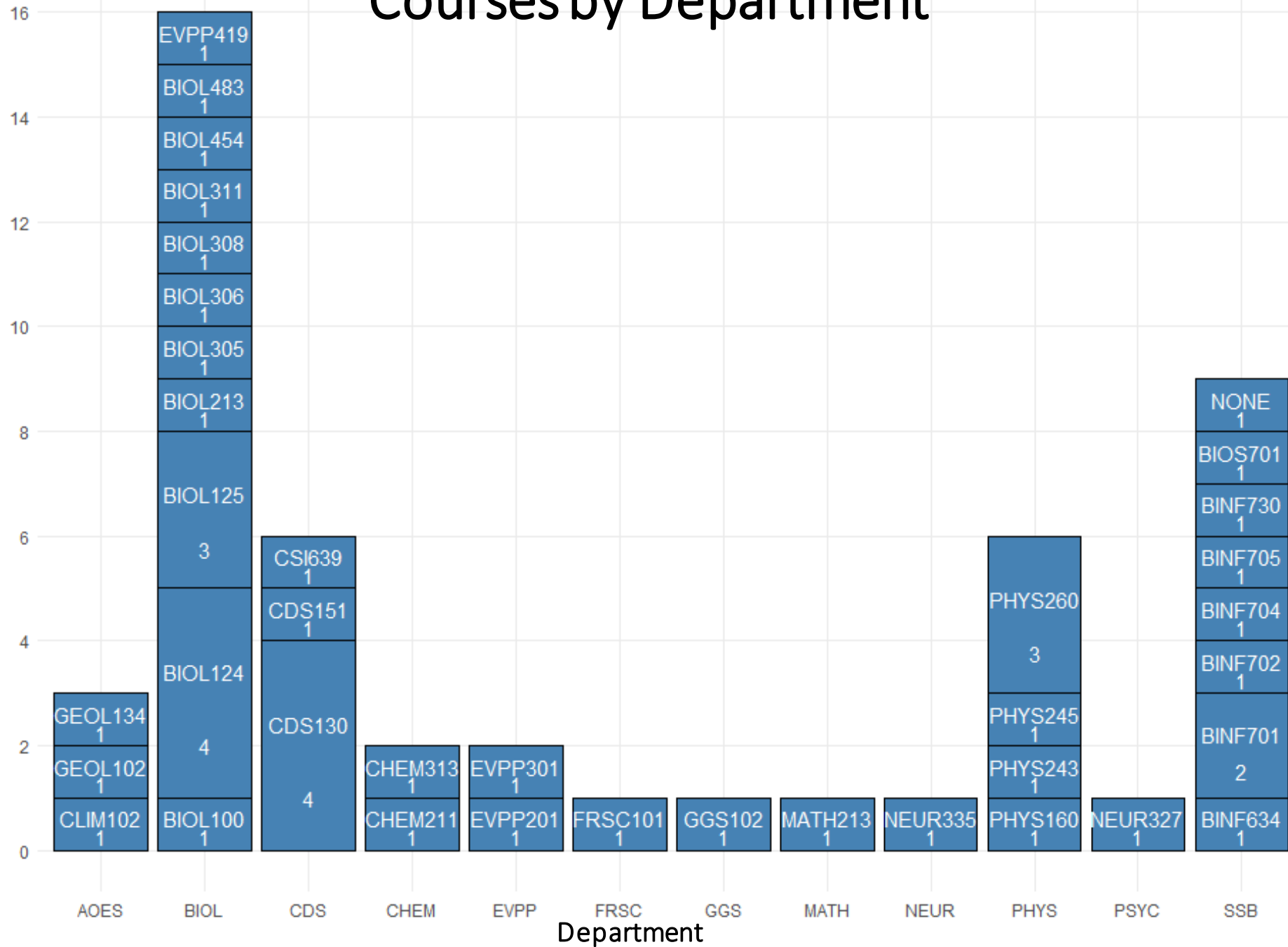
Survey Questions

1. Within your Department, please identify each course number, associated name, and typical enrollment size for courses that you teach that might fall into the category of gateway and/or high-enrollment, and which you feel would benefit from additional support.
2. For each course listed above, what are the top 2-3 things that you most want exiting students to know or be able to do?
3. For each course listed above, if there were no resource constraints, how would you assess those top 2-3 things?
4. For each course listed above, what resources would be most helpful to you in implementing it?

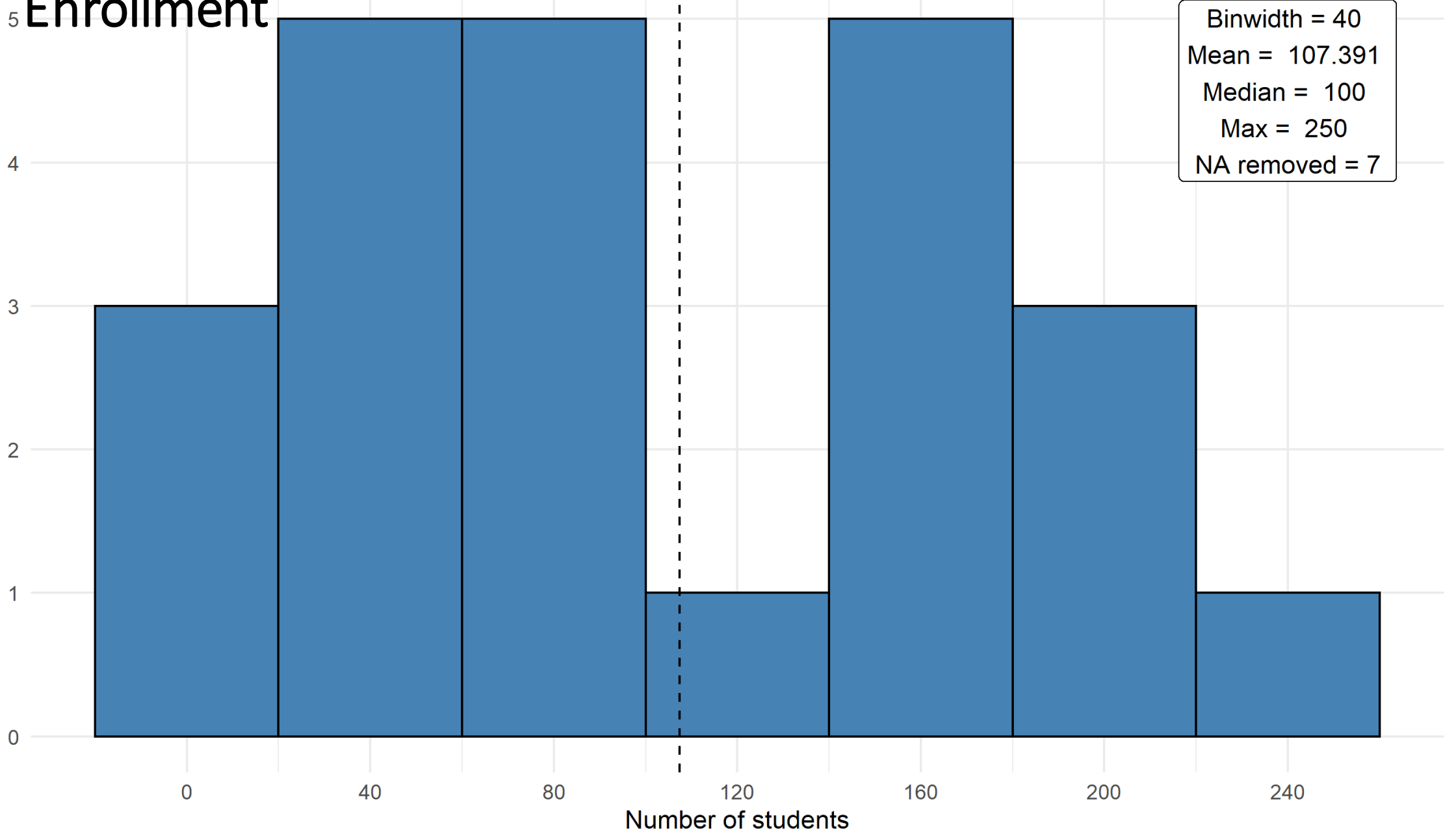
Respondents per Department



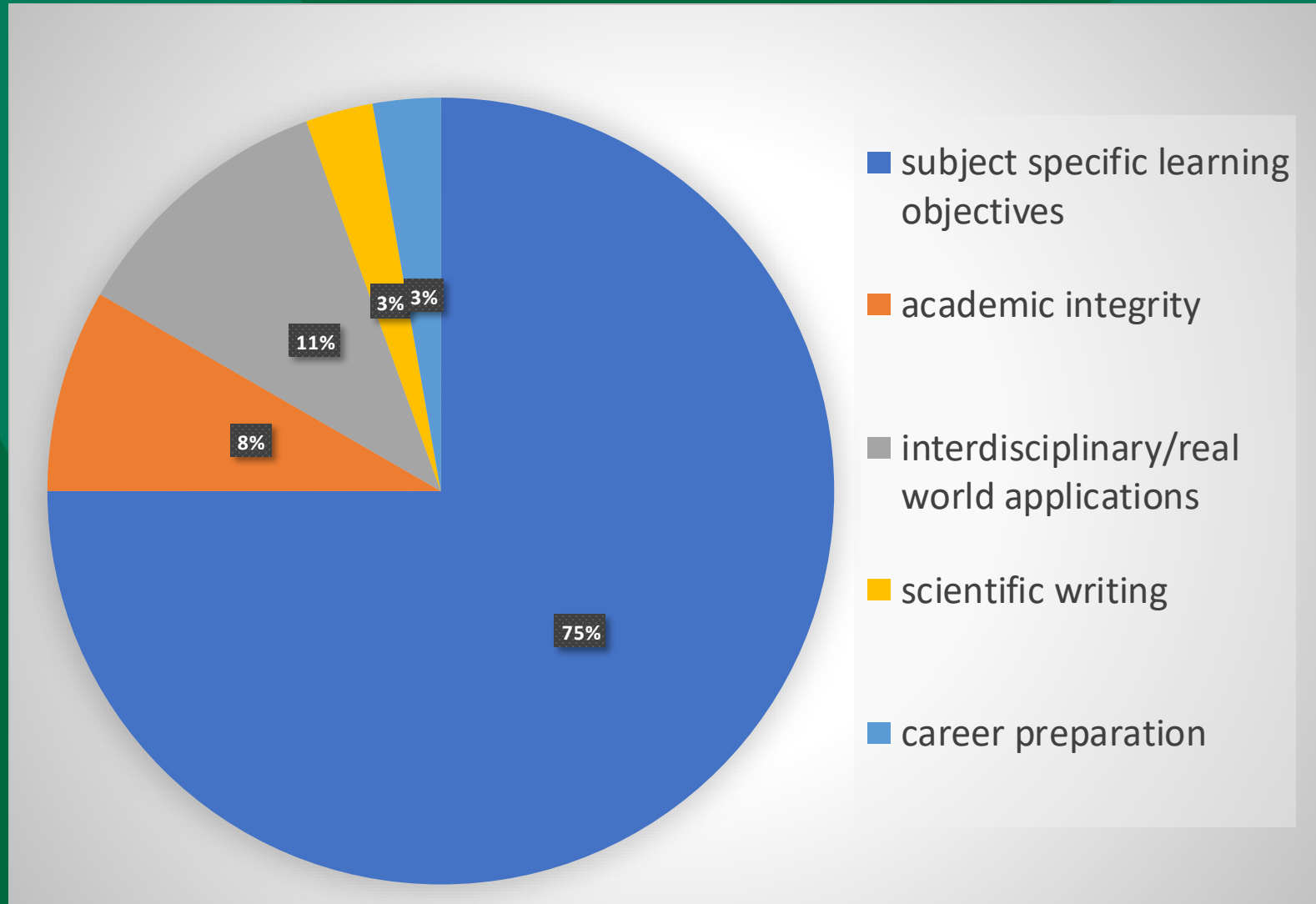
Courses by Department



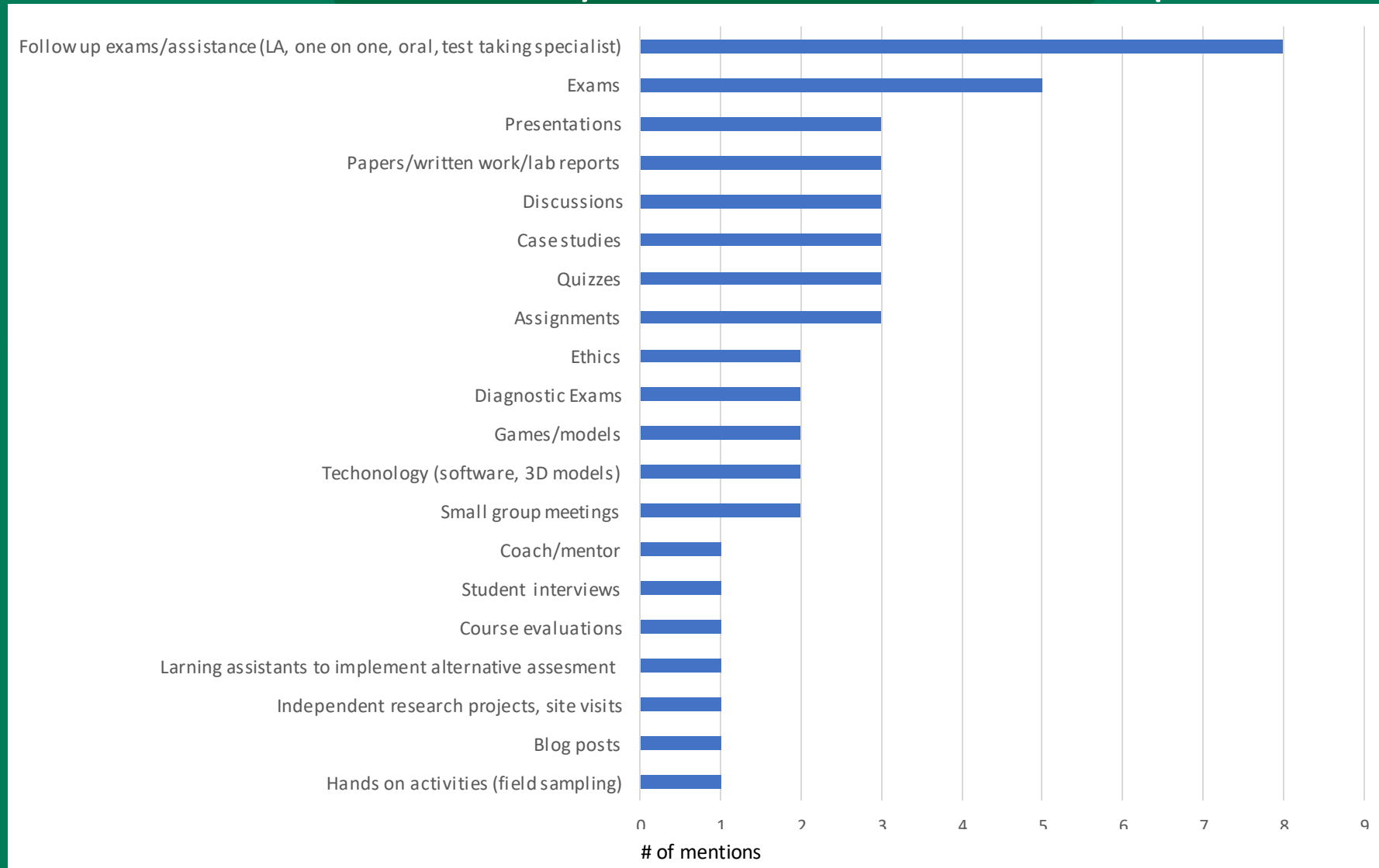
Enrollment



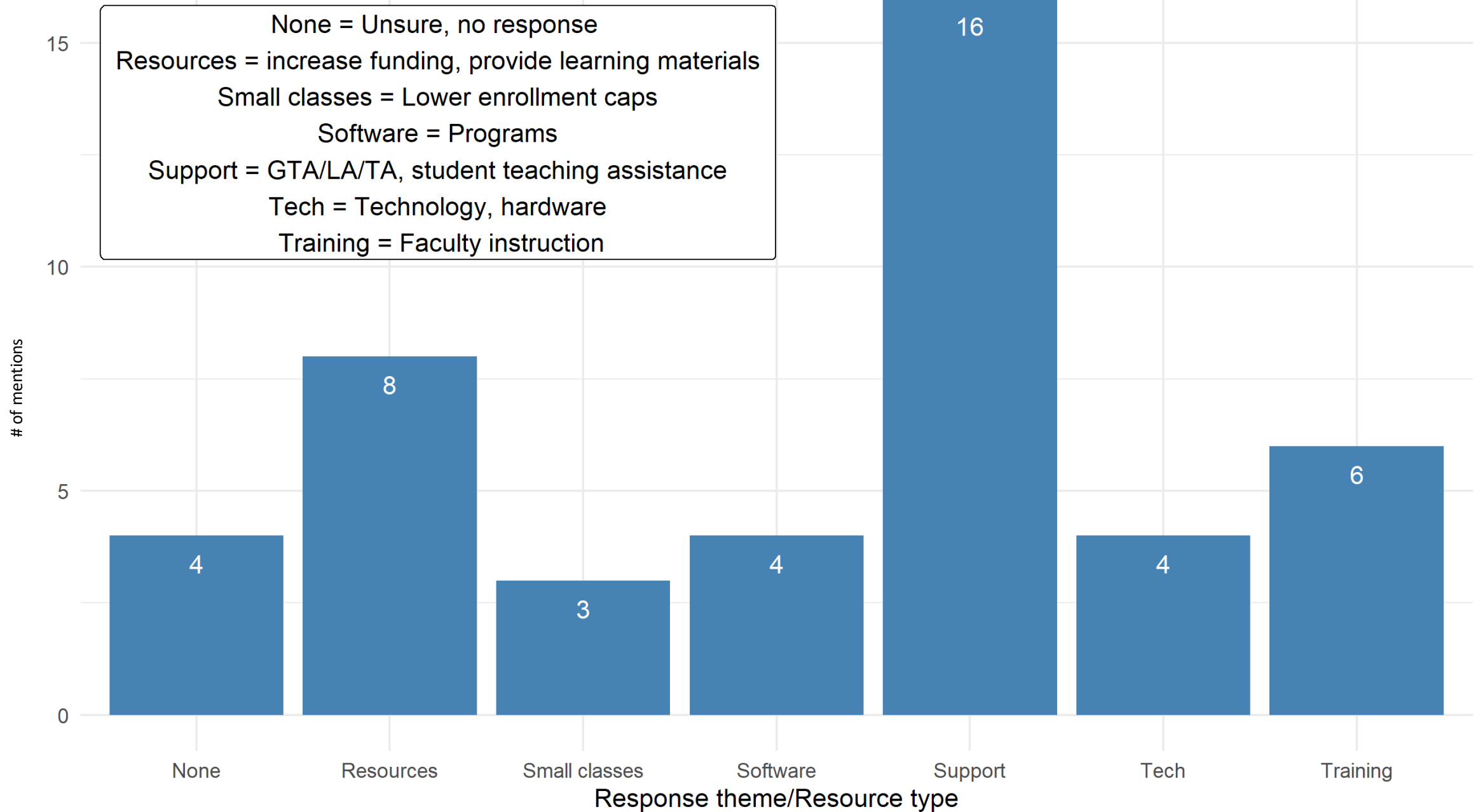
For each course listed above, what are the top 2-3 things that you most want exiting students to know or be able to do?



For each course listed above, if there were no resource constraints, how would you assess those top 2-3 things?



Resources Needed



Rationale and Ideas for Support

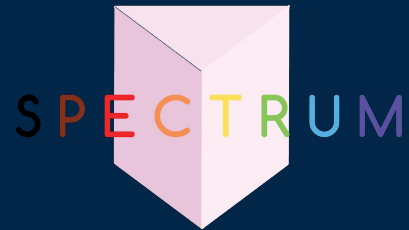
- GTA and LA support
 - Drop-in Tutoring centers—subject specific; taught by GTA's/LA's
 - One teaching assistant assigned to large classes over 100 students
 - Salaried TAs for larger courses (>100)
 - Additional GTAs/LAs
- Resources
 - Software licenses
- Training
 - Learning and evaluation modules
 - Course design
- Tech support
 - A growing need as we shift to more online courses
 - Funding for Term faculty tech needs?
 - More stable LMS
 - Tools (doc cams, digital whiteboards, stylus, tablets)

Introduction to Spectrum

College of Science Faculty Meeting

February 17, 2021

Co-Founders: Jenna Cann, Kathryn
Fernandez, Natasha Latouf, Carly Solis



Development of Spectrum

- February 2020
 - 6 underrepresented and female- and nonbinary-identifying students with shared experiences of discrimination and microaggressions gathered to discuss past injustices and form a Code of Professional conduct for the department
- June 2020
 - 3 of the students attended the Access 2020 Assembly and along with the fourth began to brainstorm and plan for Spectrum
- Summer 2020
 - Co-founded Spectrum and began to host events
- October 2020
 - Submitted application to co-host the Conference for Undergraduate Women in Physics (CUWiP) with NASA Goddard

About Spectrum

- Mission

- “We are dedicated to fostering a diverse, inclusive, and scientifically-minded community among the graduate and undergraduate physics and astronomy students at GMU... [We] aim to empower members to build their physics identity through interactive professional development and social bonding activities, and increase retention and parity within the physics department...”

- Goals

- In every department of COS
 - Spectrum sister club
 - Code of Professional Conduct
- Host CUWiP in 2023
- Start an annual mentor and mentee retreat
- Start annual one-day conference to recruit high school students into STEM

Current Programs

- Professional Development Lunch Talks
 - Every Wednesday at 12:00pm
 - Covers traditional professional development and social justice awareness
 - Anonymous question form available throughout talks and discussion
 - Northern Virginia Community College & Miami Dade Honors College students invited to attend
- Mentoring Program
 - Currently has 11 mentors and 11 mentees (+4 grad mentors)
 - Provides assistance in classwork, department function, and adjusting to an online environment

Current Programs

- Incident Report Form
 - Available on Spectrum website for anonymous student reporting
 - Goes directly to HR to determine a path forward
- Code of Professional Conduct
 - Signed into Physics and Astronomy Department Bylaws in May 2020
 - Explicitly states our role and commitment to ending discrimination in STEM due to gender, race, creed, sexual orientation, etc.
- Faculty Mentoring Committee
 - Comprised of 6 trusted faculty and staff of the Physics and Astronomy Department
 - Support Spectrum initiatives and act as liaisons between faculty and students
 - Ex.// Physics Department Survey on virtual teaching and learning
 - Inspired COS-wide survey

Contact Information

- Website
 - <https://gmuspectrum.squarespace.com>
 - Contact form available
- Spectrum Email
 - spectrum.mason@gmail.com
 - MasonLive email to come, pending application.
- Personal Emails
 - Kathryn Fernandez, Co-Founder and Physics Education Researcher: kmendez6@gmu.edu
 - Jenna Cann, Graduate Co-Founder: jcann@gmu.edu
 - Natasha Latouf, Undergraduate Co-Founder: nlatouf@gmu.edu
 - Carly Solis, Alumni Co-Founder: csolis2@gmu.edu

Appendix D

The purpose of this proposal is to make a request for changing the TOEFL score requirement from 88 points to 80 points, and correspondingly adjusting the other tests' scores (e.g., adjusting Duolingo from 120 to 100).

In the GMU catalog and the admission guidelines the relevant sections are as follows[1].

TOEFL iBT Graduate- Testing code 5827

- School of Business Graduate: 93 points, 20 points in each section
 - Volgenau School of Engineering Graduate: - 80 or higher, no section minimum
 - Schar School of Policy and Government PhD Programs: 100 or higher, 23 points in each section
 - All other graduate programs- 88 points, minimum 20 in each section
-

and the other accepted scores for the graduate programs as in the table below:

	School of Business	School of Engineering	School of Policy and Government	Other
TOEFL iBT	93 (20 each section)	80	100 (23 each section)	88
TOEFL ITP	543 (53 each section)			
IELTS	6.5 (6 each section)			
Pearson	59			
Duolingo	120			
IELA	185 each section	176 overall		

The motion is to add one entry in the list in the catalog:

“TOEFL iBT: College of Science Graduate – 80 points total, no minimum” and

“Duolingo English Test: College of Science Graduate Graduate – minimum score of 100.

Justification:

Recognizing that graduate students are a backbone of scientific research and ensure broader impact of science, this meeting points out that George Mason University often loses talented graduate school applicants if they fail the stringent English proficiency requirements applied by the College of Science.

In this connection, it is useful to compare the latter with the requirements in similar high learning institutions. Per US News Reports ranking, GMU is tied in ranking with 7 other public and private universities in the US, all of which require the iBT TOEFL score no less than 80. Also, similar regional Universities such as VCU and Virginia Tech require the same minimal score.

Currently GMU requires the iBT TOEFL score of 88 or higher. According to Educational Testing Service (the corporation providing TOEFL testing), 46% of all applicants to non-business graduate programs in the US, had scores of 88 or lower, while only 30% had 80 or lower [2]. In other words, we reject 50% more candidates based solely on their TOEFL score than competing universities. We are a relatively young R1 institution and we want to retain the best students who are willing to come to a university of our level.

In view of this, the Physics & Astronomy Faculty meeting urges the College of Science administration to request the following modification of the University regulations as applied to the graduate admission English proficiency requirements (below we quote the iBT TOEFL scores, implying that other admissible scores [IELTS, Person, etc.] would be adjusted accordingly by ~10%)

(1) Recognizing that the College of Science, by the nature of its research and graduate classes, requires a level similar to that for the Engineering students, and not as high as for other disciplines, the passing score should be no higher than 80.

(2) Recognizing that oral teaching requires considerably higher (“active”) languages proficiency than grading or research (“passive proficiency”), a flexible procedure is needed that would allow granting individual exceptions STRICTLY for graduate students who will not be engaged in oral teaching. Such a procedure can sensibly implemented on the level of the Department Chair

(3) Recognizing that completion of the Level 7 Academic English Language program at the INTO George Mason University Center is currently accepted as a substitute for external language testing, we need an option of provisional acceptance of a student into the College of Science graduate program, under condition that they will complete the requested program within their first semester. The additional cost may be covered by research grants, but the tuition schedule should be harmonized with the similar universities participating in the INTO program (currently the INTO George Mason Center charges up to 100% more than other participating schools).

(4) Recognizing that the price tag of the TOEFL iBT exam is very burdensome for low-income applicants (from \$170 to \$245 depending on the country), and that the new Duolingo test, accepted now by GMU and many other colleges is much more affordable (\$49 flat), lower the passing score for College of Science graduates to 100 points, which is a typical passing score in other universities’ STEM programs.

REFERENCES

1. <https://catalog.gmu.edu/admissions/international-students>; <https://www2.gmu.edu/admissions-aid/apply-now/how-apply/international/english-proficiency-requirements>
2. TOEFL iBT® Test and Score Data Summary 2019, https://www.ets.org/toefl/score_data_summary