

COS Faculty Meeting Minutes

March 3rd, 2022, 12-1pm

Meeting convened via Zoom, recording information distributed via COS Faculty Listserv
Attendee list in Appendix A

1. Call to order : 12:02pm
2. Approval of minutes from February 3, 2022 (minutes attached) – Approved via Zoom reactions
3. Announcements
 - 3.1. Kudos and thanks to all involved with Mason’s COVID testing, honored by President Washington <https://www.gmu.edu/news/2022-02/masons-surveillance-testing-team-honored-its-efforts>
 - 3.2. #IfThenSheCan - The Exhibit, on and around the National Mall, March 5 - 27, 2022, <https://ifthenexhibit.org>
 - 3.3. Review recording from Task Force on Reimagining Faculty Roles and Rewards Community Forum, February 18, 2022, **PowerPoint slides**, Recording: **Click here**, Recording Passcode: !G33&B&H
 - 3.3.1. Give feedback via https://gmuchss.az1.qualtrics.com/jfe/form/SV_5mu1h3XIerovfBY **March 11**
 - 3.4. COS Undergraduate Research Colloquium, virtual April 27, 2022, abstracts being accepted through April 4, https://gmu.az1.qualtrics.com/jfe/form/SV_ahD70fSZpZrXpIi
 - 3.5. COACHE Survey, faculty invited to complete survey by April 4, look for personal email from Faculty Affairs, <https://provost.gmu.edu/faculty-matters/mason-coache-partnership>
 - 3.6. STEM Transfer Day, April 8, 2022, from 10-2 in Dewberry Hall, Contact Kerin Anne Hilker-Balkissoon (khilkerb@gmu.edu) if interested in helping
4. Remarks from the Dean, Fernando Miralles-Wilhelm
 - 4.1. Introduction of Paula Danquah-Brobby
 - 4.1.1. Paula: In 3rd week and meeting with senior leadership and department chairs; in data collection phase getting to know the college, and will have something comprehensive to share as it relates to the vision for DEI in the college in April. Will pull some folks from ARIE subcommittees, and DEI reps in respective departments.
 - 4.1.2. Please feel to reach out: she has an open door.
 - 4.1.3. Fernando: Paula’s role is broad within COS and integral to all operations, she is not operating in a silo, and will be touching a lot of areas for the college – hiring descriptions, dean’s blog, etc.
 - 4.2. Changes to mask mandates and COVID requirements
 - 4.2.1. Other than what we have heard from the President, I don’t know much more. We are expecting additional communications tomorrow and we will all find out together.
 - 4.2.2. Lance Liotta: We have two updates: spoke with Carol Kissel and President on Monday, and mask mandate will be lifted on 4th like previously predicted given the contingency on the low rate of covid testing. We’ve done 200k tests for faculty, students, athletes, and staff. Last week we’ve had hardly any positives. Only 1 yesterday out of large numbers of cases. It’s really down at the bottom and we are finally winning this war against the COVID. It’s

hard to see how any other variant can beat out omicron because it is so mild. It is implied thus we will drop the indoor mask mandate. It will also be a personal decision- you can continue to wear a mask if you want, and it won't be required for you to take off your mask. Unless there is some huge surge in the next two days, that will happen.

4.2.3.Lance: some students have received an email different from the faculty that March 4th the mask mandate will be lifted, and will return from spring break without a mask mandate.

4.3. Update on market salary adjustments

4.3.1. We've been establishing market parameters.

4.3.2. The numbers have confirmed there are significant portion of the faculty that are below market to way below market, with everything in between.

4.3.3. Putting some college resources to complement this, as we are not going to be able to solve the entire gap in one swoop. It will take at least two years if not more as some gaps are fairly large. The University is calculating what they will invest as well to help close this gap.

4.3.4. I do want to temper with a picture for our budget for FY23 starting July 1. Our enrollment figures for the college this year compared to the FY21, we were down in enrollments 2%. That is caused by a couple of issues – we got a surge in FY21 and we've come back down. Comparing FY20 to FY22, we're right about at the same level. Our budget went up last year and will go down this year. There will be less spending authority for this coming year than last year. There will be no cuts layoffs furloughs or any of those scenarios. But this will impact how much we can improve existing faculty and staff salaries, a topic I've been focused on since Day 1. I'll let you know when I have a sense of what the college will need to put towards

4.3.5. Two big areas for Priorities for FY23 investment: 1) do the most we can in faculty/staff compensation. 2) undergrad advising, which has been neglected in the college for a number of years, with under resourced. We lack resources and muscle to advise, because advising is a key for recruitment and retention which impacts our bottom line. We want to invest in what helps us recruit, enroll and retain people.

4.3.6. Q in chat: Hamdi in chat: Are there any plans to release those findings of the faculty compensation gap? A: Fernando: yes, I want to be as transparent as possible. Some of the data is limited release given that the University purchased access to that data. I have looked at the how the data flows, and we should be able to release the results and the rationale used. We want to do, and Tim Leslie will be helping with that.

4.3.7. Once we land on the numbers we are going to recommend to HR for processing, we will do so. I will not release intermediate numbers, so it will take some time.

4.4. Update on improving annual faculty evaluations

4.4.1. Tasked dear colleague Cody Edwards with looking at how we are doing this across departments. Topic merits an update in a future faculty meeting, as it will take more time and Cody is working on it.

4.4.2. Cody: Indeed, Rebecca asked us to put this on the April agenda already. A couple weeks ago met with the chairs of all the LAUs and assess the current structure and correcting at all three levels – tenure, term and adjunct faculty. Asked for self-nominations and recommendations for faculty to serve on an ad hoc faculty. Recruited 20 faculty, in a faculty led process, and they will meet in a couple of weeks.

4.5. Updates on Dean's office personnel charges

- 4.5.1. Donna Fox plans to retire. Transition may include reorganization at that level.
 - 4.5.2. Cody looking at faculty affairs and some of the academic affairs particularly as we are likely to restructure of that operation. We are going to search for a new director of the STEM accelerator office.
 - 4.5.3. We have recruited 4 Dean's fellow for this semester, possibly this summer and fall. Tracy and Peter working together on comms team. In the future each of the Dean's fellows can do some show and tell with convenient timing.
 - 4.5.3.1. Phil Yang working on industry research partnerships. We do very little and want to open some lines on that.
 - 4.5.3.2. Tim Leslie working on faculty compensation issues
 - 4.5.3.3. Tina Bell working on enhancing females in STEM and seeing what that can look like
 - 4.5.3.4. Tracy Mason in chat: FYI - we will have Q&As for each Dean's fellow to share their ideas and updates along the way in the weekly faculty/staff newsletter.
5. Discussion: Creating Study Leave Committee - Peter Plavchan & Rebecca Jones
- 5.1. Summary
 - 5.1.1. Currently Executive Council reviews the applications
 - 5.1.2. In the process of developing a term faculty leave process. Executive Council has developed a document that has been shared with the Provost, COS leadership, and COS faculty.
 - 5.1.3. Who should be reviewing those proposals? Should there be a special committee for that?
 - 5.1.4. Took an informal poll via reaction vote: General consensus that there should be a committee
 - 5.1.5. An ad hoc committee can be formed for now
 - 5.2. Executive council reviews applications for tenure faculty, and we are in the process of developing a term version as well.
 - 5.3. Since our last faculty meeting, myself, Jenn Salerno, Peter and COS HR reps talked through draft process from executive committee, which included a window of applications this spring. Shared with provost and have a follow-up meeting about that. Very soon we should have more information about that process.
 - 5.4. Q: for today: who should review these proposals, and should we create a separate committee as there are a lot of term faculty. Recommend approval to the Dean.
 - 5.5. Alonso: Who gets guidelines specific for faculty, years of service? Rebecca: we shared that document at the last faculty meeting and its in the minutes as well we just approved. Yes, they are very similar, but the process hasn't been finalized.
 - 5.6. Rebecca: Do you agree there could be a committee that can handle this? Right now it is formally with the executive committee because there isn't a better option. The idea is that we would have one committee to review term and tenure faculty.
 - 5.7. Alonso: A good idea if we have the time and volunteers to run an extra committee on top of the ones we already have.
 - 5.8. Valerie: A good idea so one committee is not overwhelmed with the workload. Rebecca: right now there is no official committee and it has fallen on the executive committee. We feel there needs to be a different group that is representative and tasked with this, as opposed to a large umbrella of executive council.

- 5.9. Peter had some comments that while we will be creating a committee, we acknowledge this must be in context of faculty workload balance and there needs to be some give elsewhere.
- 5.10. Paul So: I support the idea to form a new COS committee to consider Study Leave for both tenure-line and term
- 5.11. Peter asked for a sense from faculty on zoom with a thumbs up or thumbs down to gauge support. Rebecca – Robert’s Rules in 21st century – majority of faculty gave a thumbs up in the zoom (no thumbs down noted)
- 5.12. Lance in chat: Yes
- 5.13. Suzanne Slayden in chat: Make it adhoc for now. Rebecca: Good idea.

6. Nominations Committee, Call for nominations for open positions for 2022-2023 academic year, Nirmal Ghimire

Position	Open positions and restrictions	Term
Chair	1 position, at-large, elected	1 yr.
Chair pro tempore	1 position, at-large, elected	1 yr.
Secretary	1 position, at-large, elected	1 yr.
Nominations committee	2 positions, at-large, elected	2 yrs.
Curriculum Committee	1 position only from GGS	3 yrs.
P&T committee	5 positions, each from Maths, GGS, ESP, and Biology, 1 at-large (not from Math, GGS, and Physics),	3 yrs.
Faculty Senate	3 positions, all at-large, elected	3 yrs
Grievance committee	2 positions, all at-large, tenured faculty only, only 1 per department (cannot be from Maths, Systems Biology, and AOES), elected	3 yrs.
Executive Council	1 position only from GGS, need name from CDS for the position expiring in 2024	3 yrs
Undergraduate Council	1 position, elected	2 yrs.

- 6.1. Self-nominations welcome, and nominations are now being accepted.
- 6.2. Send nominations to nghimire@gmu.edu or any other nominations committee member.
- 6.3. Nominations from the floor will be accepted at April 7 COS faculty meeting.
- 6.4. Please spread the word on open positions!
- 7. Report from Chief Business Officer, Meghan St. George**
 - 7.1. Don’t have any information on what to share today.
 - 7.2. Rebecca: Sorry, there was probably a miscommunication.
 - 7.3. Q: Peter: What does FY23 look like and the process for LAU requests?
 - 7.3.1.A: As covered by the Dean earlier, focus for FY23 will be on compensation and advising – those are the high-level priorities we are setting for this budget cycle.
 - 7.4. Because we had such a great enrollment number last year, we asked for 5 department/LAU priorities each. This year we are dropping that back down to 3 and process will look fairly similar to prior years. Then these will be reviewed with the budget and planning committees. Please share any feedback on what worked and didn’t work in years prior as we move forward.

8. Update of the CORE course requirements, “Global Understanding” becoming “Just Society” - Kelly Knight (Appendix B)

- 8.1. Working closely with them on enhancements to the core.
- 8.2. All of this started with student advocacy with diversity emphasis
- 8.3. 2018 Cabrera set an annual goal of a foundational course for university values and commitment to diversity, inclusion and well-being. Created a multi-disciplinary working group and hired a faculty fellow to pilot that course.
- 8.4. 2020: ARIE task force began
- 8.5. 2021: moved into implementation phase for ARIE task force – smaller working groups.
- 8.6. Develop a proposal for change to the Mason Core called JEDS (Justice and Equity in Diverse Societies) with 100 and 300 level courses. Held a townhall with all the recommended changes and this new category. Also considering the possibility of adding an attribute to a course rather than a new set of courses. There are several different options and pathways.
- 8.7. Depending on the pathway, we’ll have to hire a course director for courses owned by the college if it is a category or course. Instead of honors 130, it would become a COS course that is STEM centered. Kelly is working to develop the first pilot of the course in the fall to be taught in spring 2023. Based on the decision, we’ll have to think about how we’ll recruit faculty to teach these courses. This is a huge hill to climb and there will be a lot of training involved. That is where we are now.
- 8.8. Q: Joanna Jauchin: Might use HSTEM model to develop this, HSTEM courses are offered at a wide variety consortium of universities. Will we modify these syllabi – It is an established network of institutions.
 - 8.8.1.A: That is a great suggestion. I was not aware of that. Once we figure out the Mason core, then we can make decisions if this is a category of courses, a course, or an attribute of courses. I would like to create a committee in the college to address this question.
 - 8.8.2.Joanna – I’ll send you an email. Rebecca - <http://www.beinghumaninstem.com/>
 - 8.8.3.Joanna – Faculty can be mentored in the course and also help faculty learn more about diversity and equity, as well as helping students understand their own experiences in this context.
- 8.9. Paula in chat: Kelly, please let me know how I can help / participate
- 8.10. Please feel free to reach out to Kelly if interested in supporting that effort: kknight@gmu.edu in supporting our students in diversity education.
- 8.11. Q: Rebecca: Do we know when Mason decision will be made? Anyone from undergrad council here? Kelly: don’t know specifically, but at the very end of Bethany’s presentation at the town hall, the scale up will happen and it will take time to scale up; not all in one semester.
- 8.12. Suzanne: Faculty senate will need to approve if it’s a change in general education.
- 8.13. Rebecca: ok so this is likely not happening this year, but in the future.
- 8.14. Tracy in chat: great presentation, Kelly. When you'd like to update the faculty on next steps, I can work with you to write the article/update the website and newsletter.

9. New Business

- 9.1. Tracy: Science Communications training (Appendix C): we did advocate for faculty at SciTech and grad students also interested to participate, and the trainings were initially scheduled in

Fairfax over spring break (it is free and participants receive a stipend). There will be a June training at the SciTech campus, so please spread the word and an update from last month.

9.1.1. https://gmuchss.az1.qualtrics.com/jfe/form/SV_a9NOecNXyaH1Tb7

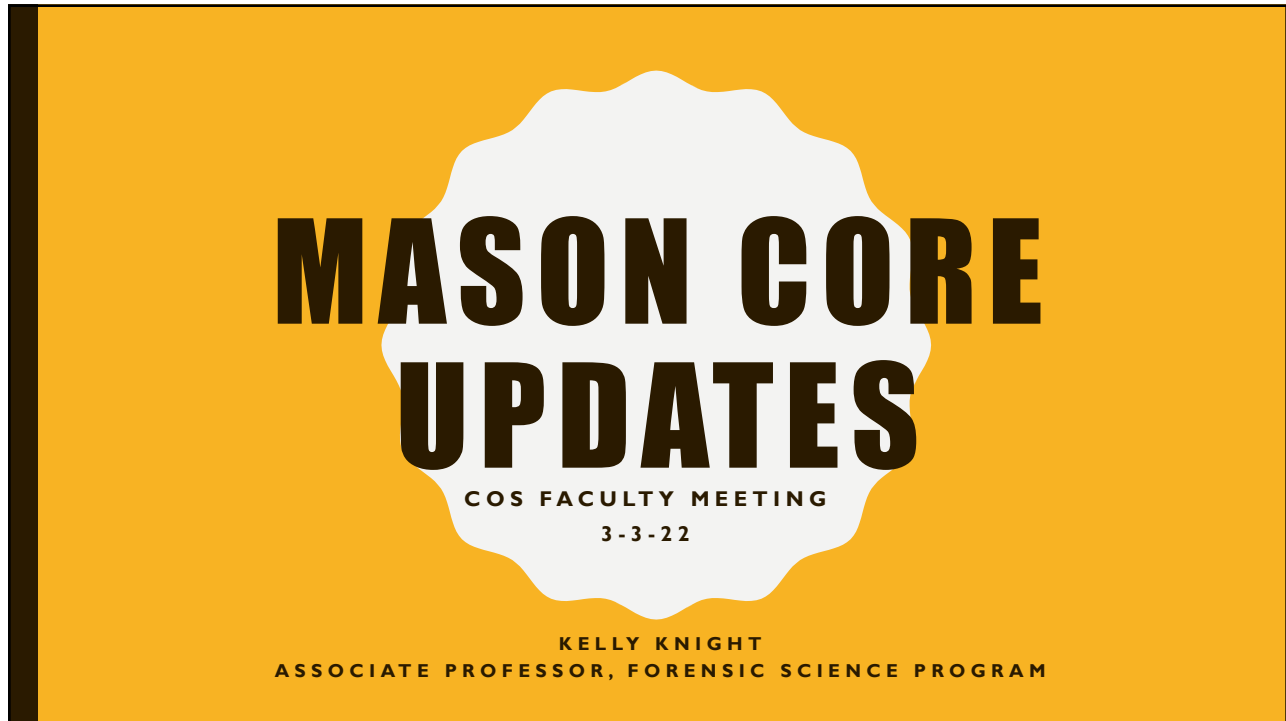
9.2. Andrea Cobb: Galileo science café on March 10, 2022 – virtual and in person at the SciTech campus – GIS and other professors talking about data sciences and social media to understand responses to the pandemic. There will be free food and beverages! Hope to see you all there:

9.2.1. Register to attend here: <https://science.gmu.edu/node/129782>

10. Adjournment at 1:02pm. Bill says yes.

Appendix A

A. A. Aguirre	Sharmin Abdullah
Alessandra Luchini	Suzanne Slayden
Alexandra Masterson	Tim Leslie
Andrea Cobb	Tina Bell
Benjamin A Cash	Tracy C Mason
BH	Valerie Olmo
Bill Kennedy	Wendy Lewis
Catherine Sausville	
Chi Yang	
Chris Lockhart	
Cody W. Edwards	
Dale Pokorski	
Daniel Hanley	
David Wong	
Dmitri Klimov	
Fadi	
Fernando Miralles-Wilhelm	
Greta Ann Herin	
Hamdi Kavak	
Jingya	
Joanna Jauchen	
Kathleen Hunt	
Kelly Knight	
Kenneth W Foreman	
KL Akerlof	
Konrad J Wessels	
Lance Liotta	
Ling Ren	
Liping Di	
Lori Mandable	
Megan Erb	
Meghan St George	
Michael Summers	
Monique van Hoek	
Natalie J Burls	
Nirmal Ghimire	
Olga Gkountouna	
Patrick Gillevet	
Paul A Dirmeyer	
Paul So	
Paula Danquah-Brobby	
Peter Plavchan	
Pritha Roy	
Rebecca M Jones	
Ron S Mahabir	
Saleet Jafri	
Sarah Ward	



1

TIMELINE

Began with student advocacy for diversity emphasis in Mason Core...

2018	<ul style="list-style-type: none"> President Cabrera sets annual goal of a “foundational course for all undergraduate students which reflects the university’s values and commitment to diversity, inclusion and wellbeing” Multi-disciplinary working group developed template for course
2019	<ul style="list-style-type: none"> Working group recruits a faculty fellow to carry the work forward (Dr. Lauren Cattaneo, Psychology) Course piloted in fall 2019 (HNRS 130)
2020	<ul style="list-style-type: none"> Course is refined in seminar with students who took it in the fall ARIE established and Curriculum & Pedagogy committee put forth several recommendations, including the creation of the infrastructure needed to create and support a scaled up version of the foundational course Work on Mason Core Enhancements begins (Global Understanding, Culminating Experience, JEDS)

2

TIMELINE

Began with student advocacy for diversity emphasis in Mason Core...

- 2021
 - Ten ARIE Implementation Working Groups established (one of which was the Foundational Course Working Group-Kelly Knight & Lauren Cattaneo)
 - Revised foundational course offered spring 2021 (HNRS 130)
 - Course approved by Mason Core as meeting requirements for global understanding & social & behavioral sciences outcomes and three sections offered in fall 2021 (UNIV 381, HNRS 130)
 - Task force established to create a proposal for the JEDS category as part of Mason Core (co-led by Kelly Knight & Shelley Reid)
- 2022
 - One section being taught Spring 2022 (HNRS 130)
 - Mason Core proposal for JEDS presented which includes as either:
 - A new category (including multiple course proposal pathways with courses at the 100 and 300 levels)
 - A JEDS attribute which would require two courses be taken with the JEDS attribute
 - Townhall held on January 28th
 - Materials and recording posted: <https://provost.gmu.edu/academics-and-research/undergraduate-education/mason-core>
 - Feedback was requested by February 18th

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MASON CORE MODELS

- Model 1: Integrated JEDS with JEDS attributes + separate Global category
- Model 2: Integrated Global Connections with GC attributes + separate JEDS category
- Model 3: Integrated Global Connections with GC attributes + separate JEDS category + broadening of literature requirement to a broader humanities requirement (includes some current Global courses)

4

WHAT'S NEXT?


- Evaluating survey response data
- Decision will be made about where the JEDS requirement goes from here (category, course, course with attribute, or ???)
 - If it becomes a category or course, the next step will be to hire a category/course director before scaling up
- STEM section of course to be developed, offered Fall 2022 and piloted Spring 2022
 - No further plans currently for additional sections
 - All course proposal pathways present the course as being locally owned (COS XXX)

FOUNDATIONS FOR A JUST SOCIETY

UNIV 381

Can we walk in the world without bias?
What is the difference between race and ethnicity?
How do we work toward social justice?

MASON CORE
This course meets the requirements for BOTH Social and Behavioral Sciences and Global Understanding.



In this course, we'll explore social identity and hierarchies by highlighting histories and issues of race, ethnicity, gender, sexual orientation and nationality. Through a mix of teaching tools and learning through reflection, students will gain an understanding of structures, policies and practices that perpetuate and resist social injustice.

Classes offered both MW and TR



FACULTY, POSTDOCS, AND GRADUATE STUDENTS

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

FREE SCIENCE COMMUNICATION TRAINING



WHO CAN PARTICIPATE?

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

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

If you have questions about this study, please contact Dr. Chris Clarke at cclark27@gmu.edu.

● WHAT PARTICIPANTS WILL BE ASKED TO DO

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

● BENEFITS PARTICIPANTS WILL RECEIVE

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

● HOW YOU CAN HELP PROMOTE THIS STUDY

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

Register:



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