

GEORGE MASON UNIVERSITY
AGENDA FOR THE FACULTY SENATE MEETING
APRIL 22, 2015
Robinson Hall B113, 3:00 – 4:15 p.m.

I. Call to Order

II. Approval of the Minutes of April 1, 2015

III. Announcements

President Ángel Cabrera

Provost S. David Wu

Retirement Coaching (April 24th)

[Attachment A](#)

Linda Harber, Vice President for Human Resources/Payroll - Faculty Salaries

IV. Committee Reports

A. Senate Standing Committees

Executive Committee

Academic Policies

Budget and Resources

Faculty Matters

Nominations

Organization and Operations

B. Other Committees – Annual Reports

Senate Standing Committees

[Attachment B](#)

University Standing Committees

[Attachment C](#)

Senate ad hoc Committees

[Attachment D](#)

V. General Orders

Resolution to Modify English Proficiency Scores for Undergraduate Admission [Attachment E](#)

Support for Multilingual Students Working Group

VI. New Business

Election of Faculty Senate Chair 2015-16 – June Tangney, Chair Pro Tem

VII. Remarks for the Good of the General Faculty

VIII. Adjournment

ATTACHMENT A



Are you about 5 years from retirement? 9 or 12-month faculty?

Let us assist you as you plan to transition into retirement.

Faculty Retirement Readiness Coaching

Faculty members take a short, online Retirement Readiness Assessment, then meet with a certified retirement transitions coach from Mason to review the results. For more information and to register, please contact Kathy Haldeman at khaldem1@gmu.edu

Planning a Meaningful Life in Retirement Workshop

This interactive workshop for faculty focuses on making a smooth transition to retirement and planning for a meaningful life in retirement. This session will be held on April 24 from 9:00 am-12:00 noon in Merten 2001. For more information and to register, please email hrlearn@gmu.edu.

**Both programs focus on the psycho-social aspects of retirement,
rather than the financial aspects of retirement planning.**

These programs were funded by the ACE/Sloan Retirement Transitions Award.

ATTACHMENT B

ANNUAL REPORTS OF THE FACULTY SENATE STANDING COMMITTEES 2014-2015

1. ACADEMIC POLICIES – Suzanne Slayden (COS), Chair

Committee Members: Dominique Banville (CEHD), Helen Frederick (CVPA), Michele Greet (CHSS), Frank Allen Philpot (School of Business)

Annual Report – Academic Policies Committee – 2014-2015

Committee Members: Dominique Banville, Helen Frederick, Michele Greet, Frank Allen Philpot, Suzanne Slayden (Chair)

Beginning this year, the Faculty Senate will approve the detailed Summer Session calendars as well as the Academic Year calendars submitted by the Registrar (see the Faculty Senate Resolution of Sept. 3, 2014). The Summer Session calendar for 2015 was approved by the Faculty Senate in October, 2014. The 2018-2019 Academic Year Calendar was approved by the Faculty Senate in December, 2014 as the latest addition to the continuing 3-year academic calendar. The AP Committee and the Registrar noted that although a new Add Deadline of 8 calendar days was established by the Faculty Senate in March, 2010, for subsequent Spring semesters the Add Deadline was either 8 or 9 calendar days depending on the date of the Martin Luther King holiday and the first day of classes. The Faculty Senate approved a motion in Jan., 2015, to enforce the Add Deadline of 8 calendar days in the future.

The Provost's Office submitted a proposal to lower the TOEFL scores for directly-admitted international students from 88 to 80 and to require minimum scores of 18 on the four subsection exams. The AP Committee conferred with the Admissions Committee and agreed to ask the Provost's office for additional support for students who enter the university with English language deficiencies. The committee also requested that subsection minimum scores be required for the IELTS exam. The Faculty Senate postponed consideration of the proposal on Apr. 1, 2015 to its next meeting on Apr. 22, 2015.

2. BUDGET AND RESOURCES – Mark Houck (VSE), Chair

Committee Members: Kumar Mehta (School of Business), Daniel Menascé (VSE), Susan Trencher (CHSS), June Tangney (CHSS)

Budget and Resources requested and received Faculty Salary data from the offices of Human Resources and Budget and Planning. This material is in the process of being posted as is done annually, on the Faculty Senate website. Due to a turnover in personnel, the process of producing the material was more cumbersome than in the past. The expectation is that the process will be more efficient in the future.

A member of the committee represents the faculty on the Budget Planning Team (BPT), which is chaired by Senior Vice President Davis and Provost Wu. The BPT oversees the university's budgeting process and financial planning. Faculty representation to the BPT is essential in the future.

No other business was assigned through Faculty Senate O&O.

3. FACULTY MATTERS – Joe Scimecca (CHSS), Chair – Fall 2014; Keith Renshaw (CHSS), Chair – Spring 2015

Committee Members: Mark Addleson (SPGIA), Alok Berry (VSE), Doris Bitler Davis (CHSS)

2014-2015 Annual Report

Faculty Matters

Chair (Spring): Keith Renshaw

Chair (Fall): Joe Scimecca

Members: Doris Bitler, Alok Berry, Mark Addelson

The Senate Faculty Matters Committee had four major projects/referrals.

- 1. Faculty Evaluation of Administrators.** The Faculty Matters Committee summarized the qualitative remarks submitted by the faculty for the 2013-2014 Faculty Evaluation of Administrators Survey, and then collaborated with the Office of Institutional Assessment to distribute the full results of the survey to the faculty at large. The Committee also re-evaluated the survey and made minor changes to questions and response choices, then collaborated with the Office of Institutional Assessment to send out the 2014-2015 survey.
- 2. Summer School.** The Fall Chair of the Committee, Joe Scimecca, met with Senior Vice President J. J. Davis to discuss budget issues related to summer school teaching. A request for a report of the costs and revenue related to summer school classes was requested to be distributed to the Executive Committee. This report is in progress as of the time of the writing of this annual report.
- 3. Concerns about Provost Request for Deans to Rank Faculty Performance.** A complaint regarding the new Provost's request for deans to rank their faculty was received from a faculty member. The complaint expressed concern that the ranking "categories" (Superior/Exceeds Expectations; Meets Standards/Positive Contribution, Room for Growth and Improvement; Unsatisfactory) did not match categories specified for annual reviews or for promotion and tenure in the Faculty Handbook, and that the process bypassed faculty, making the assessment of faculty members contributions a "top-down" process. A member of the Faculty Matters Committee wrote to a number of Deans, and spoke with 4 Deans by phone or in person. In this process, we learned that most Deans simply provided numerical summaries of the faculty deemed to fall in each category, without providing specific names of faculty. There was no clear violation of any regulations, and the request appears to have been made in an attempt to just gain a general sense of the performance of faculty across the university. The results of our investigation were forwarded to the Provost. No other action was taken.
- 4. Minimum Qualifications for Department Chairs.** The O&O Committee forwarded a request to the Faculty Matters Committee to evaluate whether minimum qualifications for department chairs should be added to the Faculty Handbook, and if so, what those qualifications should be. The matter was referred in April. At the time of this report, the Faculty Matters Committee is in the process of generating a plan and timeline for investigating this issue.

4. NOMINATIONS – Jim Bennett (CHSS), Chair

Committee Members: Rick Coffinberger (School of Business), Dimitrios Ioannou (VSE), Linda Monson (CVPA), Pierre Rodgers (CEHD)

During academic year 2014-2015, the Nominations Committee has filled every committee vacancy expeditiously.

5. ORGANIZATION AND OPERATIONS – Bob Dudley (SPGIA), Chair

Committee Members: Lisa Billingham (CVPA), Arie Croitoru (COS), Pamela Garner (CHSS), Bob Pasnak (CHSS)

Specific Issues Addressed by O&O 2014-2015:

1.) Referral to Committee

O&O referred one issue to the Faculty Matters Committee

2.) Allotment of senate slots to academic units for 2015-2016

Based on instructional FTE data from Instructional Research and Reporting, the College of Humanities and Social Sciences lost one seat in the Senate and the School of Government, Politics, and International Affairs gained a seat for 2015-2016.

ATTACHMENT C

ANNUAL REPORTS OF THE UNIVERSITY STANDING COMMITTEES 2014-15

1. ACADEMIC APPEALS – Michael Hurley (CHSS), Chair Committee Members: Carol Cleaveland (CHHS), Rutledge Dennis (CHSS), Kelly Dunne (CHSS), Walter Morris (COS), Jenice View (CEHD)

Academic Appeals Committee Report of Activities for AY 2014/2015

The Academic Appeals Committee was not particularly active during the 2014/15 academic year. The committee's first meeting of the year was on October 28, 2014 to discuss a few agenda items for the year. The first item that we discussed was the protocol that we would like to follow for the year. The committee unanimously agreed, after consultation with the office of the Associate Provost, that the procedure for case referral that would be followed would be for the office of the Associate Provost to refer all cases to the committee that are appealed to that office and are denied by that office.

The second item that the committee discussed was the question of whether it would like to request that graduation appeals be added to the committee's charge. Again, the committee members were in unanimous agreement that this is something that it would like to pursue. A request that graduation appeals be added to the committee's charge was submitted to the Faculty Senate in Fall 2014 but the committee has not yet received word on whether it was approved.

The third and final item for discussion this morning was a case about which Marcy Glover in the Associate Provost's office contacted the committee. Marcy asked the committee to determine whether it would want to consider this case should the student decide to file an appeal. It involved a student who was given permission to withdraw from his fall 2013 classes, with the warning that such permission would not be granted again in spring 2014 if he found himself in trouble and unable successfully to complete those classes. When the student in question once again requested permission to withdraw he was denied by CHSS. After receiving additional information about this case the committee decided not to consider an appeal by the student. The committee was never informed whether the student filed an appeal in that matter.

The one appeal that the committee did receive and on which it rendered a decision involved a student in the Doctor of Arts program in Community College Education. The student left the Northern Virginia area while still enrolled in the DA program to take a position at Florida International University in Miami. Because of the demands of his new job and an illness that required surgery and a subsequent rehabilitation period, the student allowed too much time to elapse following his last period of registration at GMU. As a result, he was dismissed from the DA program. After considering the fact that the student's graduate program and his dean (CHSS) were both in support of reinstating this student, in addition to the mitigating factor of his illness and surgery, the committee voted in favor of the student's reinstatement to the DA program.

2. ACADEMIC INITIATIVES – Hugh Sockett (SPGIA), Chair

Committee Members: Jim Finkelstein (SPGIA), Elaine Render (CVPA), Steven Rose (CHHS), Solon Simmons (Interim Vice President, Global Strategies, *ex-officio*), Anand Vidyashankar (VSE).

To: Chair, Faculty Senate

From: Chair, Academic Initiatives Committee

March 2015

REPORT TO SENATE

The Committee has met on five occasions since September and has been primarily occupied with Mason Korea. In this enquiry, it has had excellent support from the administration, meeting with Janette Muir, Min Park, Beth Brock, David Moore, and with Solon Simmons on the Committee we have been well briefed. We have received no news of initiatives directly from the Provost's Office though we are aware that he plans initiatives in multi-disciplinary research and an initiative entitled Platform for Educational Innovation. There is also discussion on Study Abroad: these three are topics of interest to the Faculty Senate. No doubt the Committee will have the opportunity to examine them in due course. We have noticed the growth of the Center for Well-Being, but its precise status is not clear to us.

I: MASON KOREA

Mason Korea is located in Songdo on the Incheon Peninsula, one of the biggest real estate developments in the world, 90 minutes by car from Seoul, with SUNY, Utah and Ghent being other universities on the campus. GMU's venture, approved by the BOV and the General Assembly (§23-91.29:1), is organized through a non-profit LLC, with a Board that includes the Provost, 2 Deans, Vice Provost, the VP for Global Strategy, the Comptroller, and Chief of Staff. Recruitment is growing, if slowly, with 145 enrolled in this academic year (spring 2015), including 11 students domiciled in the US spending a semester there.

Funding consists of tuition, loans and subsidies. Loans up to \$10m come from the Incheon Global Campus Foundation (IGCF), and the Ministry of Trade, Industry and Energy of South Korea has provided a \$1m subsidy. 1,000 students is the target, with 500+ a break-even point, but a long-term target is a 4-5,000 student body. American domiciled students pay in-state tuition to Fairfax camps. Board and lodging are provided by the IGCF at a lower cost than in Fairfax, They also expect to pay for transport.

On the academic side, the Korean student spends 2 years (1-3 semesters) at Songdo, followed by a year (4-5 semesters) at Mason and a final year (6-8 semesters) at Mason Korea. The Associate Provost for Academic Affairs sees course development in terms of the Mason Core, with

Economics, Business and Management, and Global Affairs as the majors to be offered. Students are recruited in cohorts. Systems Engineering, Conflict Analysis & Resolution, and Computer Game Design are further possibilities. This Committee has recommended exploring the inclusion of Music. Mason Korea staff includes, in principle, a President (as CEO), a Dean of Academic Affairs, and supporting administrative staff. Recruitment of Mason-based faculty is the aim, especially those of distinction, as the Korean Ministry anticipates. Non-tenured faculty are appointed in consultation with the relevant Department.

The Committee's concerns, no doubt shared by the University administration, are recruitment and staffing and to some degree, student performance.

RECRUITMENT

1. A recent OECD report shows that Korea has the second lowest enrolment of foreign students in tertiary education.
2. Over the next years there will be a large and absolute population decline in the Korean 19-24 cohort, some 1.1 million individuals.
3. Korea's share of GDP spent on tertiary education will fall from 2.4% to 1.7% and is projected to go on decreasing with HE institutions being closed or merged.
4. The 1,000 student target is planned to include a rising population of Mason-based students spending a semester in Korea. This will compete with the expanding Study Abroad programs in most Schools and Colleges for destinations other than Korea with or without the partnership of the Center for Global Education.

These four factors suggest that the target of 1,000 students over 5 years for Mason Korea is a **major recruitment challenge**. It is understood that the services of a Korean recruiter have been curtailed, that a Mason-based administrator is now responsible in Songdo, and that INTO will also play a role.

STAFFING

The **recruitment of Mason-based faculty** also presents an increasing challenge as more students are enrolled.

- a) The Korean Government no longer expects the participation of distinguished Mason faculty, but the hiring of untenured contract faculty will not provide the best form of stability.
- b) For the main body of Mason faculty, there are obstacles to spending a semester in Korea: access to research facilities, family commitments here at home, and the lack

of any other obvious incentives. Neither the Korean Government nor Mason wants a second-class faculty at Songdo.

- c) Staffing will shortly be needed for 3 student academic years, save the Junior year which is spent at Mason. Mason Korea therefore needs permanent academic staff of the usual quality, not a system of “helicoptering in” faculty on one-semester or one-year jaunts.

STUDENT PERFORMANCE

The Office of Institutional Assessment has examined student work over the two semesters of operation. It has noticed a general improvement in student quality of work in the second semester. The Interim Director of OIA wrote to the Committee recently with the following overview, drawn from faculty narratives:

“Several things have contributed to a more positive, engaged academic environment, and thus, improved student performance at Mason Korea. The campus has more services, including a library and IT infrastructure. Returning students better understand the expectations for their performance in college, and have become more serious students and mentors for new students. There are more faculty and staff who provide support for the particular needs of the (mainly) Korean students. Although their conversational English is generally quite good, students tend to struggle with writing and critical reading ability. The campus now offers tutoring, which has helped to improve student writing greatly. Students who are guided through draft revision, including individual conferences show considerable improvement in their writing throughout the semester. (Let us remember that these are still 19 year old freshmen, and Mason freshmen also struggle with writing.)

Korean students may not yet be comfortable with nontraditional educational approaches; one faculty member noted a failed attempt at the “flipped classroom” approach. While students are doing much better now than in the first semester, there is concern about how they will fare as they advance in their courses. A returning faculty member wrote, “Thinking back MK’s first year, I am yet again struck by how spring cohort’s academic performance improved in the second semester. Having said that, however, I am still concerned some students will struggle with reading and writing when they are at GMU-Fairfax.” It is clear from all of the faculty narratives that students show the most improvement when they participate in academic support services, learn through repetition, attend class (faculty have agreed that a mandatory attendance policy is warranted), and receive one-on-one attention from their instructors.”

The Committee sees this report as an indication of growing stability at Mason Korea, though the primary test will no doubt come in the Mason-based Junior Year

CONCLUSIONS ON MASON KOREA

1. The question of recruitment, however much effort is put into it, remain anybody's guess. It is clear, however, that Mason Korea will need rapidly to become a major attraction for Korean and other East Asian students if it is to overcome the population decline scenario and the intense competition among American universities for foreign students.
2. Present plans for staffing seem far too ad hoc. There is a considerable danger that without a major step to improve incentives for Mason-based faculty, there will be marginal participation, and then only on a semester or yearly basis. How Mason Korea becomes a research arm of the University is not worked out, and the Faculty Senate need to determine whether Mason-Korea based research is important, and how faculty who spend time there are to be evaluated. (Perhaps a partnership with NOVA might make sense.) It seems to us thoroughly undesirable to allow a Korea-based permanent Mason faculty with little or no contact with the 'mother' departments here at Mason to develop in the absence of other solutions.
3. It is too early to make a definitive judgment on the venture's success. The comments about student performance indicate both progress and some problems, not unfamiliar to Mason faculty. But overall, it will not enhance Mason's reputation for it to stumble from pillar to post. In our view, the University administration should set firm and ambitious targets for FY 2017 in terms of recruitment and staffing, a clear policy about how Mason Korea is integrated with Mason Virginia. In the absence of such viable and successful plan the University should close the campus.

Our inquiries has necessarily been limited. We have been puzzled by several issues which we add in the form of questions for further investigation, but they are beyond the remit of our committee. They are:

- 1. How was this project determined to be a strategic fit for the university?**
 - a. What analysis was completed to determine that an international campus represented an expansion opportunity for the university, versus cannibalization of the university's established (Washington DC) appeal as a leading international student destination?
 - b. How was Songdo identified as a target location?
 - i. Did GMU identify and target Korea/Songdo as the best international opportunity, or did Songdo representatives target U.S. academic institutions for proposal?
- 2. What specific market feasibility study and/or criteria were used to determine (enrollment) demand projections?**

- a. What was the basis for the 1,000 enrollment projection and 4,000-5,000 long term enrollment projection?
 - i. Was analysis of age, income, and academically qualified student population completed? Was this compared to current market absorption (I.e. current enrollment trends/capacity for both Korean and U.S. universities in Korea, and/or partners at Songdo campus?)
 - b. What are the reasons for the current deficit enrollment variance of approximately 60 students (94% vacancy)?
 - i. How many of these reasons were identified in the initial feasibility study?
- 3. What assumptions were utilized in determining full-time, distinguished faculty would be available to staff the project?**
- a. What is the university's contractual obligation in this regard?
 - b. How far behind is the university in meeting this requirement?
 - c. What assessment has been done to determine if this issue can be corrected?
- 4. How is the total financial variance for the project to date versus initial (BOV approved) Pro Forma?**
- a. What is current financial variance versus any subsequently revised Pro Forma?
- 5. What criteria have been established to determine if a contraction (exit) strategy is required? If required:**
- a. Which contraction strategy is recommended (harvest, divest, liquidate)?
 - b. Which university officials will be placed in charge of executing this strategy?
 - c. Which university officials will be held accountable for the project's failure?

II: INTO

The sad collapse of the Mason Inn and Conference Center is, we believe, a severe blow to the emergence of Mason as a strong community, with high communal standards. In its short life, it contributed strongly to building a collegial environment which, in the absence of a Faculty Club was a welcome substitute. This building is now The Global Center and a dorm, run partly by Housing and partly by INTO, with 30% occupancy by foreign students and some home-based students. Home-based students told us that it was not clear who had responsibility for what. The building interior itself is now internally shabby, and the recent addition of INTO's moniker to the outside is, perhaps, some form of indicator of the internal state. We understand that the building is leased to INTO for 30 years in return for servicing the debt the University incurred on the Inn. Whether INTO is commercially viable remains to be seen, though its failure to submit tax returns is not encouraging.

Former Mason units (ELI and CESAR) have been merged with INTO. However, most foreign students recruited by INTO do not go immediately into Mason undergraduate programs. They must first do a program in Academic English (sic), followed by the PATHWAYS program, at which point they become eligible to enter a

Mason degree program. The net effect of this relationship is that this excellent building which had begun to form a major part of the University has been turned into a building leased to a commercial enterprise with the majority of its occupants not registered as Mason students.

It is not clear to the Committee why this kind of work, i.e., preparing foreign students with limited English capabilities to enter the University could not have been done in cooperation with NOVA, or why, given the pressures on space, particularly in the forthcoming renovation of Robinson, the building could not have been used more effectively in response to Mason's academic and social needs. Are there no other building donors around other than the Koch Foundation?

If recruitment of foreign students to Mason is part of what is meant by becoming a University "for the world", then the Faculty Senate should pay very close attention to INTO's work and the quality of the student body that emerges.

3. ADMISSIONS - Betsy DeMulder (CEHD), Chair

Committee Members: Marion Deshmukh (CHSS), Chris Kennedy (COS), Marie Kodadek (CHHS), Darren Troxler (Associate Dean of Admissions), Jennifer N. Victor (SPGIA)

Report of the Admissions Committee (University Standing Committee)
to the Faculty Senate of George Mason University

2014-15

April 11, 2015

Committee Members

Chair & Senator: Elizabeth (Betsy) DeMulder (CEHD)

Marion Deshmukh (CHSS)

Chris Kennedy (COS)

Marie Kodadek (CHHS)

Darren Troxler (Associate Dean of Admissions)

Jennifer N. Victor (SPGIA)

Business

The Admissions Committee had two face-to-face meetings this academic year. The focus of the first meeting in October was to elect a chair and to review Mason's admissions requirements, statistics, and trends. Darren Troxler (Dean of Admissions appointee) shared the admissions information and answered questions.

The second face-to-face meeting in March and additional periodic email communication primarily focused on the Provost Office proposal to lower the TOEFL score required for incoming undergraduates whose first language is not English. The Admissions Committee was involved in reviewing the draft

proposal and relaying questions and concerns to the Provost's Office in collaboration with Dr. Suzanne Slayden (Chair of Faculty Senate Academic Policies Committee). Our March meeting included Dr. Slayden and Darren Troxler, who responded to the Committee's and Dr. Slayden's questions about current admissions procedures that relate to the issue of lowering the TOEFL score for admission. After review of the factors and the existing evidence related the TOEFL issue, the Committee concluded that it made sense to lower the score to be in alignment with our peer institutions. However, there was unanimous concern that if students were admitted with TOEFL scores that indicated limited English proficiency, there would be appropriate English literacy and communication support made available to these students. This concern for support was magnified by the evidence that there were hundreds of current Mason students on the waitlist for help from the Writing Center. Lowering the TOEFL score would presumably exacerbate the challenge of adequately serving the needs of all Mason students. Subsequent drafts of the proposal from the Provost's Office included some additional funding for support services but it was not clear that these limited funds would address student needs.

**4. ADULT LEARNING AND EXECUTIVE EDUCATION – Jeng-Eng Lin (COS), Chair
Committee Members: Andrew Carle (CHHS), Pallab Sanyal (School of Business), Karen Studd (CVPA), Xiaoquan Zhao (CHSS)**

Adult Learning and Executive Education Committee
Annual Report to Faculty Senate April 13, 2015

Committee members:

Andrew Carle (College of Health and Human Services)

Jeng-Eng Lin (College of Sciences), Chair

Pallab Sanyal (School of Business)

Karen Studd (College of Visual and Performing Arts)

Xiaoquan Zhao (College of Humanities and Social Sciences)

This committee is just established this year. Its charge is *to actively consult with the Provost's Office and the Office of Continuing Education to support, evaluate and refine programs in the areas of adult learning and executive education, including program development, admission policies, awareness programs, online resources, program evaluation, and degree completion initiatives.*

Thus

1. On December 8, 2014, we met with Cynthia Huheey, Kate Leeds-Brody, and Catherine Hoover of Office of Continuing and Professional Education to discuss the issues that face OCPE.
2. On February 12, 2015, we met with Vice Provost Michelle Marks to discuss the overall strategy of Mason on the continuing and professional education.
3. On April 9, 2015, we met with the officials from OLLI (Osher Lifelong Learning Institute) at George Mason University: President Glenn Kamber, Board of Director Russell Stone, Executive Director Jennifer Disano, Program Committee Co-Chair Kathryn Russell, and University Liaison Committee Chair Ted Parker to explore the ways to enhance and flourish the cooperation between GMU and OLLI. OLLI offers courses for retirees in the

community and has about 1,200 members.

4. An important issue that faces the Office of Continuing and Professional Education is the coordination of all the certificate programs among all the academic departments and units on campus. At present, nearly every academic unit is developing and hosting their own continuing education program, with no centralized process or product, yet while representing the university's to external audiences. During our meeting with Vice Provost Michelle Marks, we learned the university is working on recruiting a director of Professional Education for the purpose of reorganizing and centralizing this function. This process is only in the applicant stage and interviews are scheduled to begin soon.

5. The largest issue confronting OLLI is the availability of space to meet their growing needs, as well as further integrating their offerings with the larger GMU community. We discussed with them both the possibility of establishing an OLLI Speaker's Bureau that would provide members with unique experience and knowledge the opportunity to serve as guest speakers in university courses. We also discussed having OLLI members serving as mentors to GMU students pursuing careers in fields from which OLLI members had worked.

In summary, the committee feels that there are still many tasks for this committee to tackle and explore, as well as through which they can provide feedback to and the support of the overall Senate. Adult learning is very important since the national life expectancy has reached 85 years old for men and 89 years old for women. Executive education is also very important, since GMU is located in the Fairfax County which has one of the highest population density of professionals in the nation. The committee feels that its missions in both adult learning and executive education are very well defined and involve the urgent and needed issues of the coming era.

Respectfully submitted,
Jeng-Eng Lin, Chair

**5. ATHLETIC COUNCIL – Linda Miller (CVPA), Faculty Athletic Representative, Chair
Committee Members: Amanda Allen Caswell (CEHD), Gerald Hanweck (School of Business),
Hun Lee (School of Business), Phil Wiest (CHSS)**

2015 Report to the Faculty Senate by the Faculty Athletic Representative

The Athletic Council met on October 1, 2014.

The new Athletic Director, Brad Edwards acknowledged his excitement at being at Mason and gave an overview of his first 90 days on the job detailing his vision for Mason Athletics. He stated that our focus is the academic and athletic excellence of our student-athletes. He reported on the Strategic Plan including academics, athletics, marketing, branding and fund-raising.

Brief Overviews were given:

- Dr. Debbie Wilson, Associate Athletic Director, Academic Services briefed the council stating that student-athletes graduate at a rate similar to Mason students. Most student-athletes graduate in eight

semesters. She described the Academic Module, a building with a computer room, individual study/tutor rooms, large study area and offices for Academic staff. Dr. Wilson explained the NCAA Academic Performance Program as well as the tutoring program for student-athletes.

- Debi Corbatta, Assistant Athletic Director for Sports Performance gave an overview of the Sports Performance Center (handout) and stated the Strength and Condition room is being renovated and enhanced.
- Kevin McNamee, Deputy Athletic Director, Intercollegiate Sports gave an overview of his responsibilities including supervision of 12 teams and student-athlete conduct. Kevin works directly with University Life, Campus Police, CAPS and Legal Affairs concerning any student-athlete misconduct. In addition, he is the point of contact with the A10 conference on Men's Basketball scheduling.
- Nena Rogers, Associate Athletic Director, Student Services assists student-athletes with housing, meal plans and financial aid. She also schedules educational programs throughout the year. She works closely with the Student Athlete Advisory Committee (SAAC) and its 40 members. She recently initiated a new program for student-athlete mentors (SAMs) who assist teammates with their social issues.
- Adam Brick, Senior Associate Athletic Director guides external relations with regard to building the Mason brand and fundraising.
- Linda Miller, Faculty Athletic Representative (FAR) reported agenda items for the conference call with A10 FARS includes NCAA Governance Rules, partnerships for sexual assault, missed class time surveys and the A10 Postgraduate Scholarships. Miller informed the council that Lyndsee Hokanson, Women's Soccer, was selected as one of ten \$7500 scholarships awarded by the A10 in Spring 2014.

The Athletic Council met on February 11, 2015.

The meeting included an update from Dr. Cabrera on issues discussed at the Board meeting with the A10 Presidents. Business issues under discussion included compensation, audit, television contracts and the cost of entering and exiting the A10 conference. He also reported on his time with the General Assembly in Richmond. He has worked with the legislative body that looks at how different agencies spend money. The cost of intercollegiate athletics is one issue that was discussed. The General Assembly is considering legislation that would limit the amount of student fee money allocated to subsidize students.

The Athletic Council met on April 15, 2015.

Athletic Director Brad Edwards provided the following updates:

- 158 student-athletes made the Dean's List, highest percentage (29%) to date
- Hiring of Dave Paulsen, new coach for Men's Basketball with excellent athletic and academic record as a coach
- Budget for FY 16, reviewing operations to be more efficient
- New RFP for shoes and apparel will result in cost reduction
- Naming rights to the Patriot Center

- Cost of Attendance- above the full athletic scholarship of tuition, fees, room and board, books, the approximate cost of attendance at Mason is calculated as \$3,622
- Amount of dollars funding student-athletes in Mason's Athletic Programs rank 12th out of 14 within A10 conference schools (approx. 1/3 cost of VCU) and 12th out of 14 in dollars spent on Men's Basketball within A10 Conference schools

The April meeting concluded with Sub-Committee Final Reports. note: Sub-committees met separately throughout the year.

Gender-Diversity and Student-Athlete Well-Being, Hun Lee, chair

Morghan Martin, member of SAAC and the student-athlete representative to the A10 reported on the Student-Athlete Mentor (SAM) program recently initiated. Fifteen SA's from various teams have completed a three day training program and volunteered to mentor and assist other student-athletes. SAMS have had presentations from CAPS and WAVES and hope to increase the number of mentors next year. The most recent EADA (Equity in Athletics Disclosure Act) Report (available on the Mason Compliance Web site) was reviewed by the committee. The EADA publicly reports institutional data comparing the number of participants by gender within athletics to Mason's fulltime students. Other areas include overall revenues and expenses for all men's and women's programs and coach's salaries.

We are slightly off the participation percentages (more men than women) due to Indoor/Outdoor Track and Field. Since these two teams have the same participants, percentages are magnified.

Academic Integrity, Janette Muir, chair

The committee met several times and focused on three main issues:

Internships and Practica: discussion regarding a policy on student-athletes completing internships with coaches, which poses a potential conflict of interest. ICA and this sub-committee will work on a proposal that would prohibit coaches from evaluating internships with student-athletes.

Tutoring: work is being done on preparing a complete overview of tutoring services and process and how it can be better supported.

Surveying issues in the media regarding academic integrity and comparing to practices here at Mason. So far, no problems have been identified.

Governance and Commitment to Rules Compliance, Bob Baker, chair

The committee had a presentation from Paul Bowden, Associate Athletic Director for Compliance, Intercollegiate Athletics and Steve Dillingham, Interim Associate Registrar and Assistant Registrar for Certification, from the Office of the Registrar regarding the communication and coordination to determine student-athlete eligibility. The two offices have conducted joint training sessions that focused on Registrar degree compliance practices and review issues impacting both offices. Staff from both offices will attend the NCAA Regional Rules Seminars Conference in June, 2015. There was also a discussion of the "Cost of

Attendance" recently adopted by NCAA Division I Schools. Finally, the committee discussed possible changes to the Athletic Council bylaws to include a more detailed charge for the committee as well as a review of the voting membership.

In conclusion, I would like to thank each Athletic Council member for their commitment and guidance, particularly the student members, Phil Abbrusco, Student Government President, and Kara Pohlmeier, student-athlete for their valuable participation. It has been an honor to serve.

Linda Miller
Faculty Athletic Representative
April 17, 2015

Cc: President Angel Cabrera
Chief of Staff Frank Neville
Assistant Vice President/Director of Athletics Brad Edwards
Senior Associate Athletics Director Sue Collins

**6. EFFECTIVE TEACHING – Lorraine Valdez Pierce (CEHD), Chair
Committee Members: Betsy DeMulder (CEHD), Danielle Rudes (CHSS), Rodger Smith (CHSS),
Alexandria Zylestra (School of Business)**

Effective Teaching Committee

Annual Report * April 2015

The Effective Teaching Committee of the Faculty Senate conducted a survey of all full- and part-time instructional faculty in May/June 2014. Our charge was to obtain feedback on the usefulness of the Course Evaluation form for improving teaching effectiveness. The Course Evaluation form was last revised in 2006. We spent Fall 2014 – Spring 2015 analyzing survey results and determining how to disseminate them. We report the results here and plan to disseminate them to faculty through Mason's weekly E-Files Newsletter.

Executive Summary

About one-third of faculty (705 out of approximately 2100) responded to the online survey last Spring/Summer 2014. We received 447 responses in May 2014 and an additional 252 in June 2014. We have no information on the distribution of full-time vs. part-time faculty from among respondents.

The survey consisted of eight items, a combination of multiple-choice and open-ended items. Analysis of faculty responses to these items revealed the following:

- 1) Fewer than half (40%) of all respondents were satisfied with the current course evaluation form, and almost one-third expressed dissatisfaction;
- 2) Almost two-thirds (64%) of respondents indicated some level of usefulness of evaluation results for improving course design and teaching;
- 3) Almost half (47%) of respondents indicated that free or open-ended responses were of most use to them;
- 4) Almost three-fourths (73%) of respondents said the course evaluation results were used for improving teaching;
- 5) More than half (55%) of all respondents indicated that course evaluations work in their favor;
- 6) Suggestions for making course evaluation forms more useful included putting the forms online, using fewer questions, using more open-ended questions, and adding new categories of questions;
- 7) Suggestions for eliciting more responses to open-ended items included using different types of questions, more open-ended questions, and more instructor-generated and course-specific questions;
- 8) Additional categories recommended for the course evaluation form were questions on use of Blackboard and technology by the instructor and using a different evaluation form for online courses and distance education. Respondents also suggested questions on student opinions on usefulness of course materials.

Recommendations

To address faculty concerns with the current Course Evaluation form and to increase the usefulness of the form for improvement of teaching effectiveness and course design and knowing that revising the Course Evaluation form is most likely a multi-year, iterative process, the Committee recommends the following actions:

- 1) Establish a university-wide competition for faculty and students to draft a new course evaluation form, pilot it, and validate it; or
- 2) Engage staff with survey development expertise in the Office of Institutional Assessment in developing and validating a course evaluation form; or
- 3) Purchase a proprietary course evaluation form that has already been validated.
- 4) Once developed and validated, the new Course Evaluation form should be examined for validity and reliability every three years by faculty with psychometric expertise, in conjunction with this Committee.

Developers of the new Course Evaluation Form would work with the Effective Teaching Committee and follow guidelines established by the Committee, including:

- Reducing number of Likert-scale questions and increase number of open-ended, course-specific questions, putting these on the front side of the form (rather than on the back);
- Adding categories such as effective use of technology or Blackboard;
- Making online evaluations available (on Blackboard) at discretion of faculty members;
- Using a specially-designed course evaluation form for online courses and distance education.

In addition, this Committee recommends a review of the research literature on the effectiveness of course evaluation forms and how they are used for faculty evaluation, promotion, and tenure. We have attached a starter list of references that can inform us as to the most recent research conducted on this topic.

This Committee is also providing a sample revised course evaluation form at the end of this report based on direct input from faculty on the survey and Committee members' preliminary research on this topic. As we work to develop or purchase a validated evaluation instrument, we see the need to provide a modified course evaluation form based on faculty feedback. We provide specific examples of item revisions on the sample form. While these revisions are not yet empirically supported, they do reflect the concerns of faculty survey respondents. We would like to offer these revised items as an immediate response to a problem that calls for a long-term, research-based solution. We encourage the Faculty Senate to pursue more rigorous forms of survey development based on the recommendations listed above.

Effective Teaching Committee Members

Lorraine Valdez Pierce, Chair, College of Education & Human Development
Elizabeth DeMulder, College of Education & Human Development (Faculty Senator)
Danielle Rudes, Criminology, Law, & Society
Rodger Smith, Communication
Alexandria Zylstra, School of Business

April 14, 2015

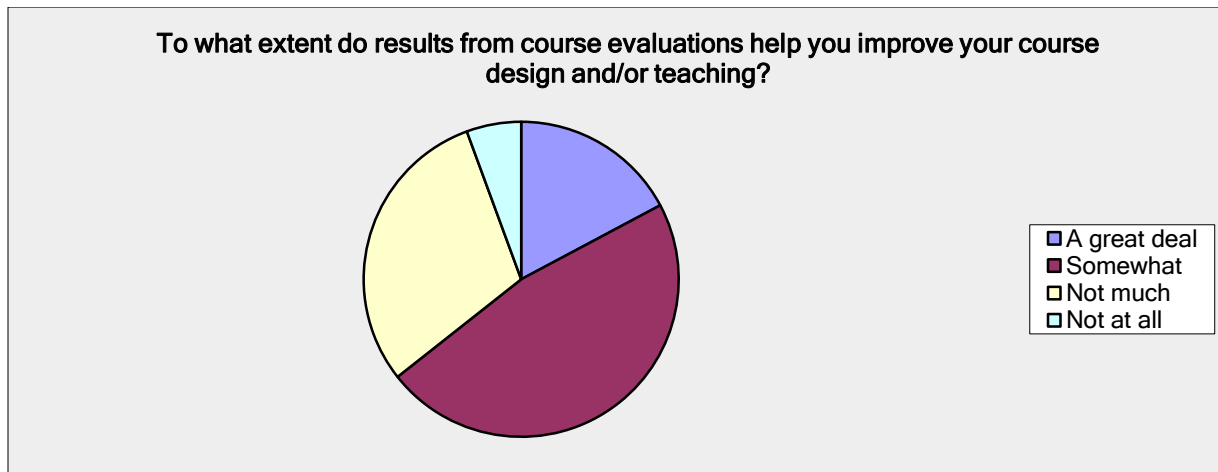
Survey Results

1. To what extent do results from course evaluations help you improve your course design and/or teaching?

- a. A great deal**
- b. Somewhat**
- c. Not much**
- d. Not at all**

Number of respondents: 696

Almost half of all respondents (47%) indicated that course evaluations were somewhat helpful and an additional 17% indicated that they were very helpful, indicating that approximately two-thirds (64%) of respondents thought the course evaluation forms were useful to some extent in helping them improve course design or teaching.



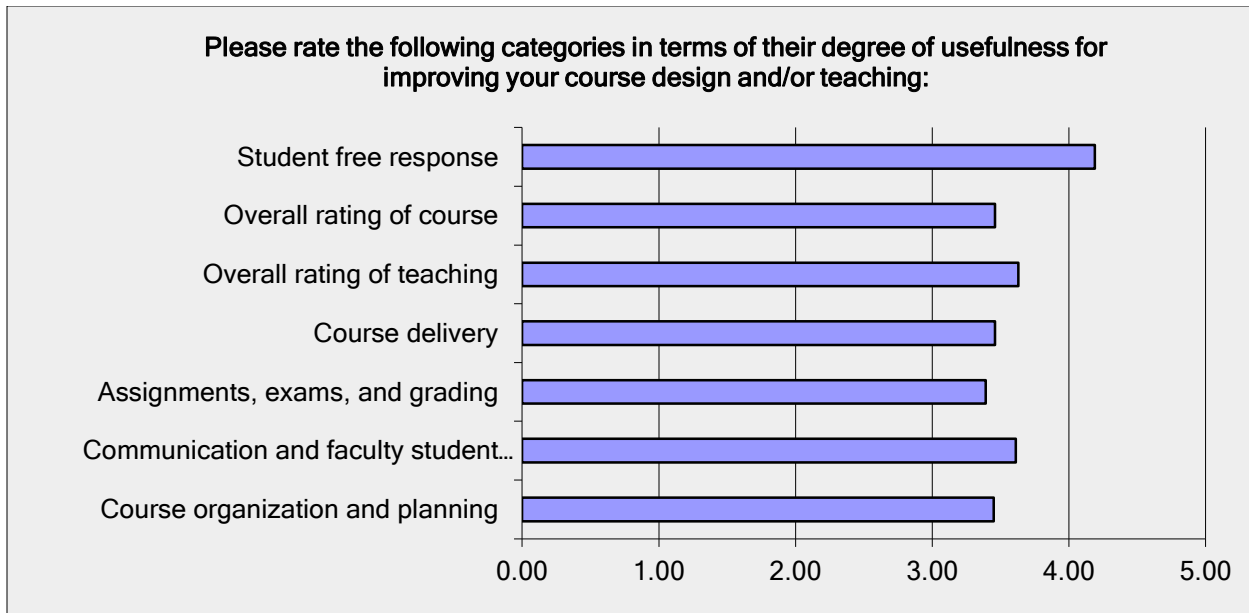
2. Please rate the following categories in terms of their degree of usefulness for improving your course design and/or teaching:

[Likert Scale for each item below: (5) Very helpful, (4) somewhat helpful, (3) neither helpful or not helpful, (2) not helpful, (1) not at all helpful]

- a. Course Organization and Planning**
- b. Communication and Faculty Student Interaction**
- c. Assignments, Exams and Grading**
- d. Course Delivery**
- e. Overall Rating of Teaching**
- f. Overall Rating of Course**
- g. Student Free Response**

Number of respondents: 701

Responses indicated that all categories are somewhat helpful, but almost half of respondents (47%) indicated that student free responses were the most helpful to them.



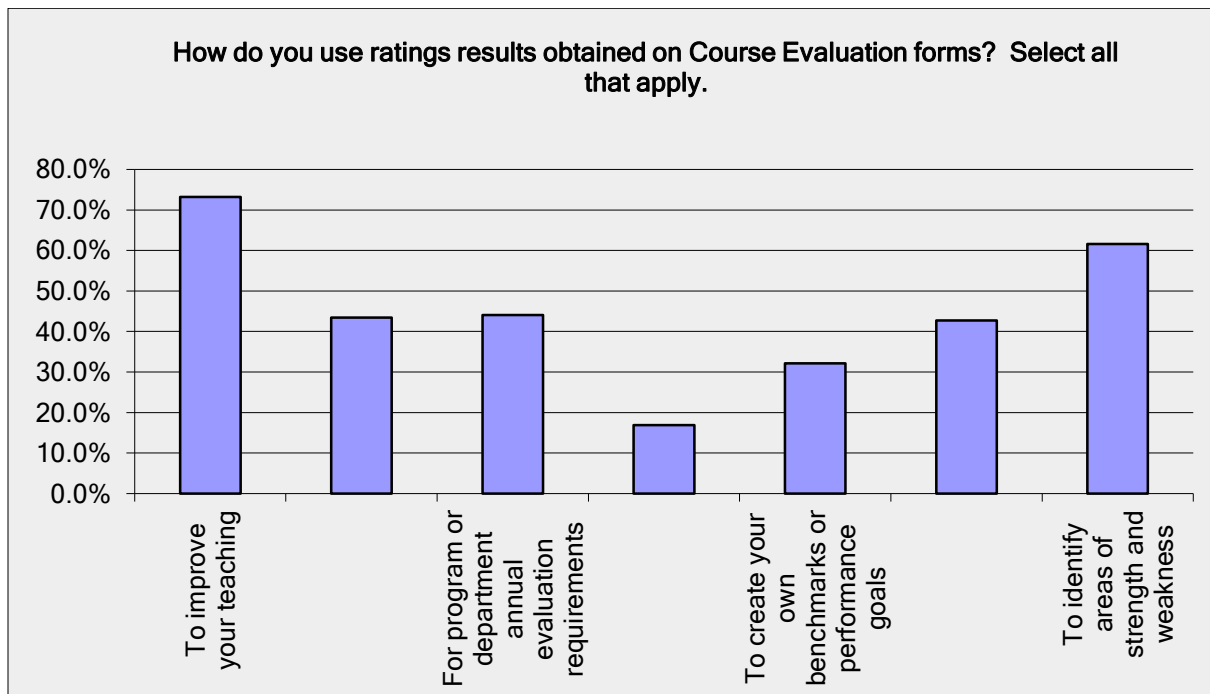
3. How do you use ratings results obtained on Course Evaluation forms?

Select all that apply:

- a. To improve your teaching
- b. For tenure, promotion, or contract renewal
- c. For program or department annual evaluation requirements
- d. For portfolio reflections
- e. To create your own benchmarks or performance goals
- f. For identifying which courses need more reflection and preparation
- g. To identify areas of strength and weakness
- h. Other [text box provided for written response]

Number of respondents: 682

Approximately three-fourths (73%) of respondents said they used course evaluation results for improving teaching, with almost two-thirds (62%) indicating that they used results to identify strengths and weaknesses in their teaching. Almost half of respondents indicated that course evaluation results were used for promotion, tenure and renewal (43%) or for annual evaluation requirements (44%).

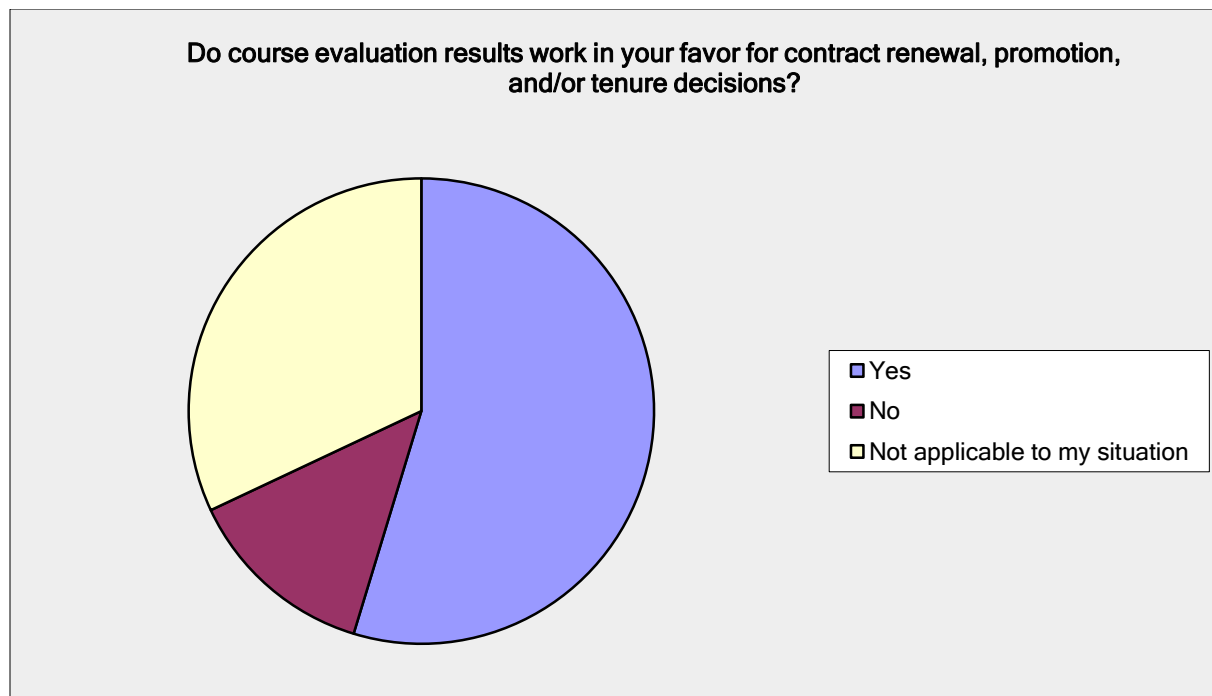


4. Do course evaluation results work in your favor for contract renewal, promotion and/or tenure decisions?

- a. Yes**
- b. No**
- c. Not applicable to my situation**

Number of respondents: 700

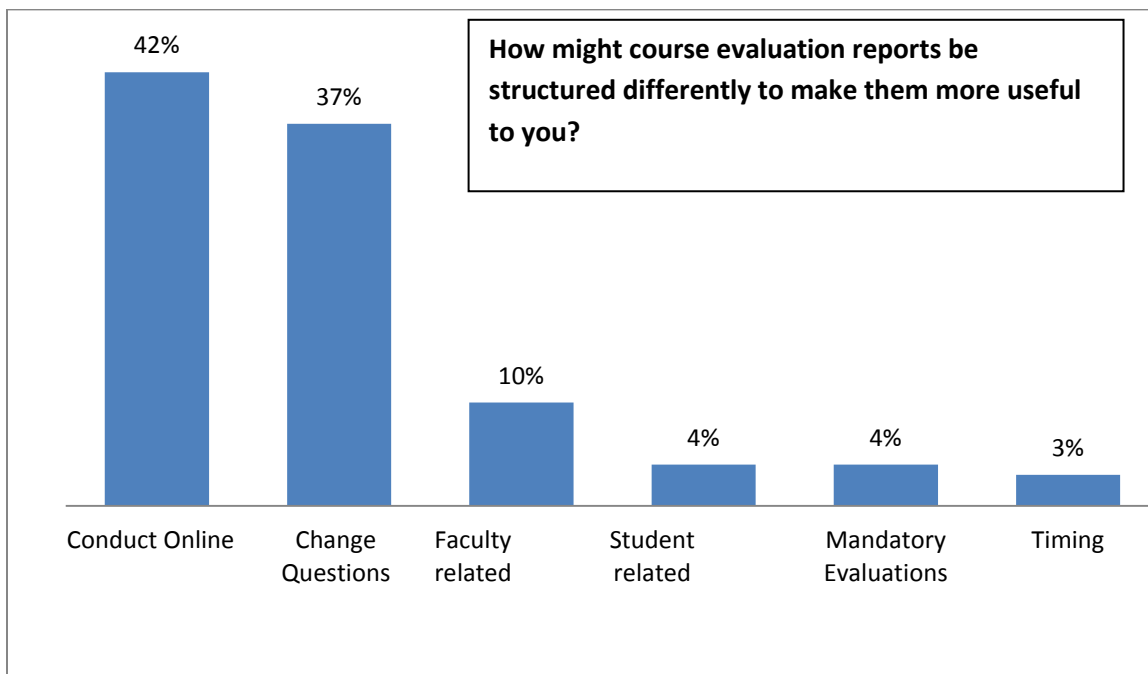
More than half of all respondents (55%) indicated that course evaluation results work in their favor. On the other hand, approximately one-third (32%) of all respondents indicated that course evaluations are not applicable to their situation. These may be adjunct instructors whose evaluation results are not used for making tenure-track decisions. However, without knowing the full-time or part-time faculty employment status of each respondent, we are unable to reach a definitive conclusion on this response.



5. How might course evaluation reports be structured differently to make them more useful to you (i.e., available online, fewer questions, available via phone app, new/revised categories)? [text box provided for written response]

Number of respondents: 705

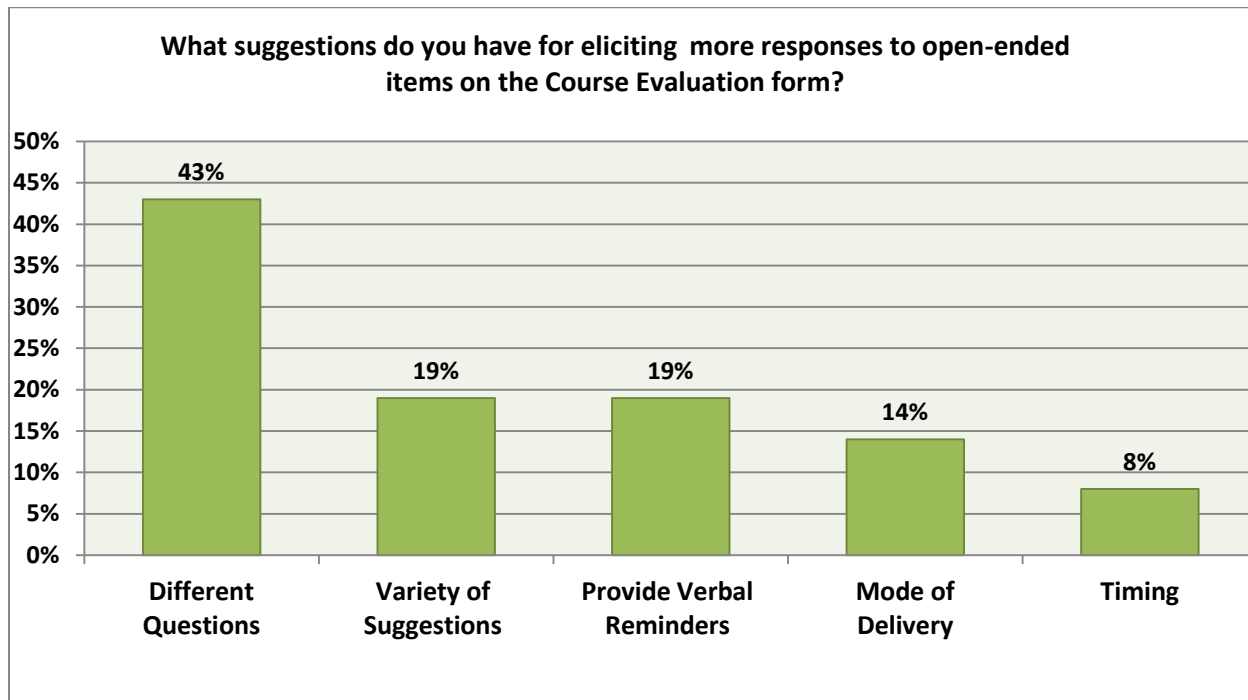
Of the 596 respondents making suggestions for restructuring course evaluation forms, almost half (42%) recommended making these forms available online, more than a third (37%) recommended changing the type of question used, and 10% suggested adding more faculty- or course-specific questions.



6. What suggestions do you have for eliciting more responses to open-ended items on the Course Evaluation form? [text box provided for written response]

Number of respondents: 705

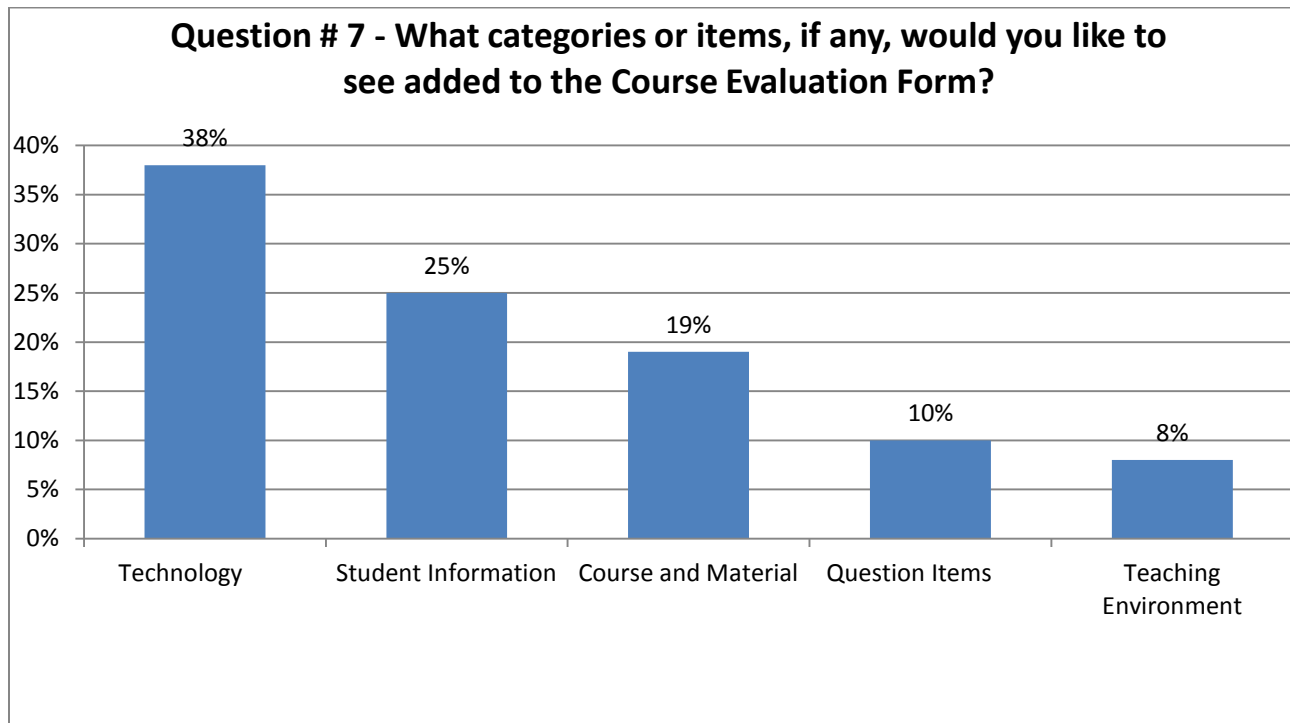
More than one-third of respondents (35%) did not provide any suggestions, but of the 460 responses that were provided, 43% indicated a need for different types of questions such as fewer Likert scale questions, more open-ended questions, instructor-generated and course-specific questions.



7. What categories or items, if any, would you like to see added to the Course Evaluation Form? (e.g., include other questions regarding type of course, Blackboard, technology, materials)? [text box provided for written response]

Number of respondents: 411

About one-fourth (26%) of respondents did not suggest additional categories, but of the three-quarters that did, 38% suggest questions on how well the instructor used technology (such as Blackboard) or about online courses, and about 25% suggested getting information from students such as their opinions on the value of the course and their perceived level of engagement in the course. 19% suggested adding more course-specific questions, such as the usefulness of materials. 10% suggested adding more course-specific questions, such as the usefulness of materials. 8% suggested adding more course-specific questions, such as the usefulness of materials.

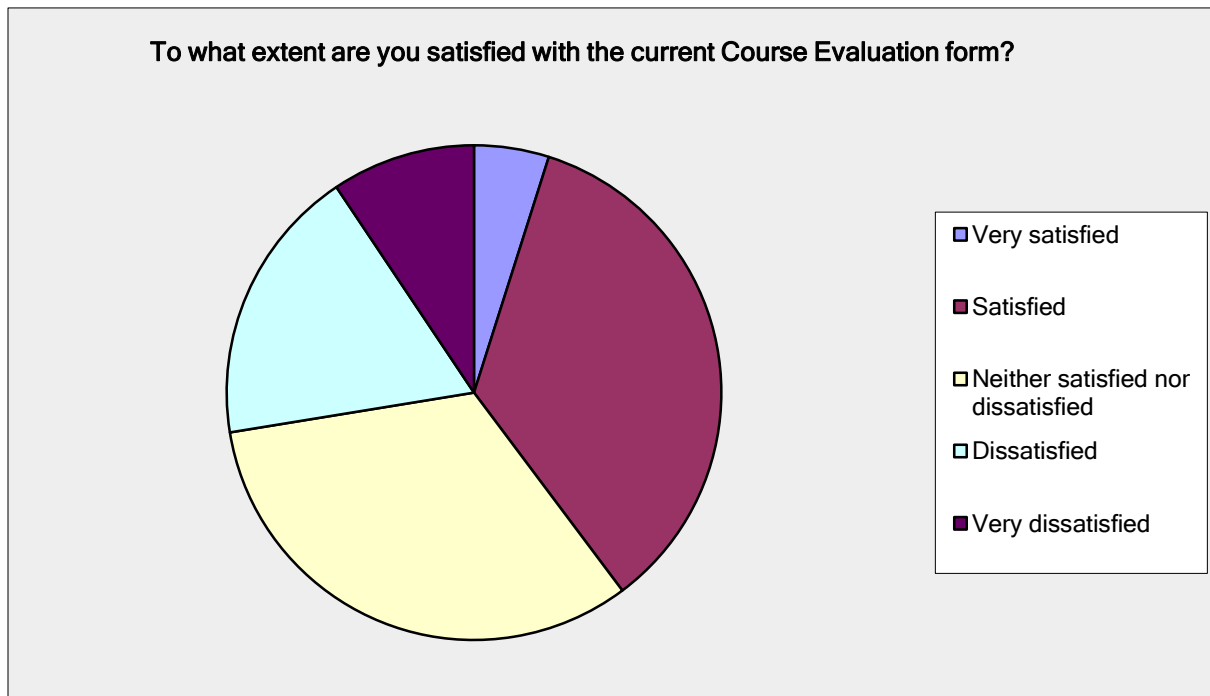


8. To what extent are you satisfied with the current Course Evaluation Form?

- a. Very satisfied
- b. Satisfied
- c. Neither satisfied nor dissatisfied
- d. Dissatisfied
- e. Very dissatisfied
- f. Other Comments *[text box provided for written response]*

Number of respondents: 694

Fewer than half (40%) of respondents indicated satisfaction with the current course evaluation form and almost one-third (28%) expressed dissatisfaction with the form. One-third (33%) of respondents had no opinion.



Revised Items for Course Evaluation Form

Questions about the Instructor

- 1) Course requirements were clearly stated in the syllabus
- 2) The instructor covered the important aspects of the course as outlined in the syllabus.
- 3) The instructor explained the material clearly.
- 4) The instructor encouraged students' active participation through discussion and other activities.
- 5) The instructor used technology (such as Blackboard) effectively.
- 6) The readings and assignments (projects, papers, presentations, etc.) helped me understand the material.
- 7) The course exams and/or required projects reflected the content of the course.
- 8) Assignments, exams, projects, or other course requirements were returned promptly.
- 9) Comments and suggestions on returned assignments (projects, papers, etc.) were helpful.
- 10) The instructor was accessible either in person or electronically
- 11) The instructor responded promptly to inquiries.
- 12) The instructor's grading policy was clearly stated in the syllabus and followed.
- 13) The instructor showed respect for students.
- 14) What worked in this course and why? (*could put this question first*)

- 15) What suggestions would you make for improving this course next semester? (*could put this question second*)

Questions about the Student

Questions about the Student

- 16) The number of times you were absent from class: 8 or more 6-7 4-5 2-3 0-1
- 17) The grade you expect in this class: A B C D F
- 18) Your class level: Freshman Sophomore Junior Senior Graduate
- 19) Your overall GPA: 3.51-4 3.01-3.5 2.51-3 2.01-2.5 below 2.0
- 20) This course is: Required Elective Gen Ed Other

Suggested revisions to Course Evaluation Form by Effective Teaching Committee
April 14, 2015

Selected Readings on University Course Evaluations

- Boring, A. (2015). Gender biases in student evaluations of teachers. Working Paper. OFCE-PRESAGE-Sciences Po†and LEDa-DIAL (France).
- Bubb, D.K., G. Schraw, D.E. James, B. G. Brents, K. F. Kaalberg, G. C. Marchand, P. Amy, & A. Cammett. (May-June 2013). Making the Case for Formative Assessment: How it Improves Student Engagement and Faculty Summative Course Evaluations. *Assessment Update*, 25 (3): 8-9, 12. Available online at <http://wileyonlinelibrary.com>
- (1) Dolmans, D., R. Kamp, R. Stalmeijer, J. Whittingham, & I. Wolfhagen. (2014). Biases in course evaluations: 'what does the evidence say?' *Medical Education*, 48 (2). Available online at <http://onlinelibrary.wiley.com/doi/10.1111/medu.12297/abstract>
- Glenn, D. (Dec. 19, 2010). 2 studies shed new light on the meaning of course evaluations. *Chronicle of Higher Education*. Available online at <http://chronicle.com.mutex.gmu.edu/article/2-Studies-Shed-New-Light-on/125745/#sthash.kIPDWM6R.dpuf>
- Gravestock, P. & Gregor-Greenleaf, E. (2008). Student Course Evaluations: Research, Models and Trends. Toronto: Higher Education Quality Council of Ontario.

Jones, S. J. (2012). Reading between the lines of online course evaluations: identifiable actions that improve student perceptions of teaching effectiveness and course value. *Journal of Asynchronous Learning Networks*, 16 (1). Available online at

<http://files.eric.ed.gov/fulltext/EJ971039.pdf>

MacNell, L., A. Driscoll, and A. N. Hunt. (2014). Whats in a name: Exposing gender bias in student ratings of teaching. *Innovative Higher Education*, 1–13

Perrett, J. I. (2013). [Exploring graduate and undergraduate course evaluations administered on paper and online: a case study](#). *Assessment & Evaluation in Higher Education*, 38 (1). Available online at

<http://www.tandfonline.com/doi/abs/10.1080/02602938.2011.604123#.VSwOAvnF-IC>

P. Spooren, P. & F. Van Loon. (2012). Who participates (not)? A non-response analysis on students' evaluations of teaching. *Procedia - Social and Behavioral Sciences* 69: 990 – 996. Available online at

<http://www.sciencedirect.com/science/article/pii/S1877042812054857>

Stark, P.B. & R. Freishtat. (Sept. 2014). An evaluation of course evaluations. Available online from *Science Open Research* at

<https://www.scienceopen.com/document/vid/42e6aae5-246b-4900-8015-dc99b467b6e4;jsessionid=U935-XeG5IRIPGAXfXeyagAb.slave:so-app2-prd?0>

Schiekirka, S. & T. Raupach. (2015). A systematic review of factors influencing student ratings in undergraduate medical education course evaluations. *BMC Medical Education*, 15 (30).

Available online at <http://www.biomedcentral.com/1472-6920/15/30>

Zumbach, J. & Funke, J. (May 2014). Influences of mood on academic course evaluations. *Practical Assessment, Research, & Evaluation*, 19 (4). Available online at

<http://pareonline.net/getvn.asp?v=19&n=4>

7. EXTERNAL ACADEMIC RELATIONS – Alok Berry (VSE) Chair

Committee Members: Changwoo Ahn (COS), Cheryl Druehl (School of Business), Pierre Rodgers (CEHD), Ana M. Stoehr (CHHS), Faye Taxman (CHSS)

External Affairs Relations Committee Report 2014-15

Being a member of the External Affairs Relations Committee, this year also I attended most of the student government meetings, planning for the **Mason Lobby Day on January 29th, 2015**. Many faculty and administrators joined the students to go to Richmond and meet the legislators. About 100 persons in three buses went to Richmond. On our arrival there was a reception hosted by GMU and attended by President Dr. Cabrera, VA state secretary of education, some legislators including Mr. Ramadan and many other persons. After the reception the entire group was separated in to smaller groups to talk with the legislators. Some of the points about which we talked are:

Increased State Funding for: -

Financial Aid Increase

Increase in research funding

Funding to provide a raise in compensation for faculty and staff

Funding for the reconstruction of the Robinson Hall

Funding to create and maintain a Cyber Security degree program

After the sessions we had a group picture with the Governor Mr. Terry McAuliffe at the State Capitol Steps. After the picture we watched a part of the legislative session in which it was mentioned that GMU students were visiting the State capital for Mason Lobby Day.

Some other items are:-

"Honorary members" of the Committee, Professors Harold Gellner and David Kuebrich, participated in the Annual Higher Education Advocacy Day in Richmond in January.

-- Professor Kuebrich is serving on the Executive Committee of the Virginia Conference of the AAUP, and so he attended the fall and spring VA-- AAUP meetings.

-- Planning to have a meeting with Sen. Chap Peterson and Del. David Bulova before the end of this semester.

I am going to attend the State Faculty Senate of VA meeting which is on Saturday, 4/18/15, from 9:00 AM – 1:00 PM in Merten Hall, Room 1200.

Submitted by Alok Berry

**8. FACULTY HANDBOOK – Suzanne Slayden (COS), Chair
Committee Members: Cynthia Lum (CHSS), Elavie Ndura (CEHD)**

Annual Report – Faculty Handbook Committee – 2014-2015

Committee Members: Cynthia Lum, Elavie Ndura, Suzanne Slayden (Chair)

The elected faculty members of the committee met either virtually or in person to discuss proposed changes to the Faculty Handbook. Most of the proposed changes are to language concerning the Promotion and Tenure process. The proposals were either those that were carried over by the committee from last year or were noted as ambiguous or problematic by other faculty. No proposed revisions were brought to the Faculty Senate for approval this year.

**9. GRIEVANCE – Joe Scimecca (CHSS), Chair
Committee Members: John Farina (CHSS), Linda Merola (CHSS), Hazel McFerson (SPGIA),
John Riskind (CHSS)**

**10. MASON CORE – Janette Muir, Associate Provost for Undergraduate Education, *ex-officio*,
Chair. Committee Members: Dominique Banville (CEHD), Melissa Broekelman-Post (CHSS),
Rick Diecchio (COS), Kelly Dunne (CHSS), Kim Eby (Associate Provost for Faculty Development,
ex-officio), Rebecca Ericson (COS), Doug Eyman (CHSS), Stephanie Hazel (Acting Director,
Institutional Assessment, *ex-officio*), Tamara Maddox (VSE), Frank Allen Philpot (School of
Business), Mara Schoeny (S-CAR), Hugh Sockett (SPGIA), Carol Urban (CHSS), Peter Winant
(CVPA)**

Mason Core Report

During the AY2014-2015, the Mason Core Committee handled the following items:

- 1) Changed the Synthesis Requirement to reading “Synthesis or Capstone Experience”; changed description to read that students must have completed the oral and written communication requirements prior to taking this class. Formally approved by Senate.
- 2) Proposal Review: Received 14 proposals, approved 5
- 3) Study Abroad Review: A subcommittee is reviewing these course offerings to determine how to count some toward Mason Core requirements
- 4) Began development of the “Encore Series” – a pathway through the Mason Core, coupled with co-curriculum experiences. Working Groups are currently looking at Well-Being and Sustainability as pilot programs.
- 5) Discussion has started around learning outcomes for Information Technology and Global Understanding – these discussions will continue into the fall.
- 6) Course forms were modified to provide a way for departments to submit a course to double-count in Mason Core sections.

11. MINORITY AND DIVERSITY ISSUES – Elavie Ndura (CEHD), Chair
Committee Members: Xiaomei Cai (CHSS), Bethany Letiecq (CEHD), Nirup Menon (School of Business), Kristy L. Park (CEHD)

12. SALARY EQUITY STUDY – Shelley Wong (CEHD), Chair
Committee Members: Penelope Earley (CEHD), Paul Gorski (CHSS), Monique Van Hoek (COS)

Salary Equity Study Committee Report

April 20, 2015

Committee Members: Shelley Wong(CEHD - chair), Monique van Hoek (COS), Paul Gorski (NCC), Penelope Earley (CEHD), Ruth J. Townsend (Office of Compliance, Diversity & Ethics),

Charge:

To systematically study annually the distribution of faculty salaries at all ranks as identified in Sections 2.1 and 2.2 of the Faculty Handbook; to systematically study salaries by gender, by race/ethnic divisions, and by local academic unit; to examine frequencies of men/women and of members of different race/ethnic categories within LAUs; and additionally to investigate the potential for individual equity measures. The committee shall monitor the establishment and maintenance of a database of faculty compensation including all categories and ranks of faculty, and shall report its aggregate findings on salary and on the status of the database annually to the Faculty Senate and provide specific data to the Equity Office, the Provost, Deans and Directors, and to other LAU administrators.

Report

The committee met in October 9, 2014 and elected Shelley Wong as chair. The first order of business was to discuss the 2013 and 2014 year reports of the committee. Members of the committee discussed some of the difficulties reported by previous committees to gather information on gender and racial disparities in salary equity, for example faculty may not report their race. We discussed some areas of gender inequity in STEM and education and differences between units, departments and within colleges. We also discussed the importance of having continuity between one committee and another year and elected Paul Gorski as chair of the committee for the 2015-2016 academic year.

One of our members Penelope Earley (CEHD) who had served on the committee last year indicated that work with the office of Institutional Research and Reporting was invaluable to the work of the committee. Rory Mohammed was not able to serve on the committee and while a replacement was being sought for him, we were able to meet with Ruth Townsend. We look forward to the appointment of a new VP for that office.

We would like to ask Faculty Senators to recommend examples of exemplary models and innovative practices to address faculty salary inequities in the areas of gender and race at other public R1 institutions. We have elected a chair for the 2015-2016 academic year, Paul Gorski. If you have an interest in addressing inequities in faculty salaries, we encourage you to consider self-nominating or nominating a colleague to join our committee. In

addition we welcome your suggestions of research studies, university associations and programs that address the issues of faculty salary inequities of gender and race. Monique van Hoek and Shelley Wong will continue on the committee next year.

We append the 2014 report which the Senate which was included in the September 2014 reports but that the Senate has not had an opportunity to discuss this past year:

Salary Equity Study Committee Report

May 7, 2014

Committee Members: Margret Hjalmarson (CEHD - chair), Penelope Earley (CEHD), Eden King (CHSS) , Rory Muhammad (Office of Compliance, Diversity & Ethics), Lesley Smith (NCC), Catherine Wright (CHSS)

Charge:

To systematically study annually the distribution of faculty salaries at all ranks as identified in Sections 2.1 and 2.2 of the Faculty Handbook; to systematically study salaries by gender, by race/ethnic divisions, and by local academic unit; to examine frequencies of men/women and of members of different race/ethnic categories within LAUs; and additionally to investigate the potential for individual equity measures. The committee shall monitor the establishment and maintenance of a database of faculty compensation including all categories and ranks of faculty, and shall report its aggregate findings on salary and on the status of the database annually to the Faculty Senate and provide specific data to the Equity Office, the Provost, Deans and Directors, and to other LAU administrators.

Report

In November 2013, we began meeting with Kris Smith, Associate Provost for Institutional Research and Reporting, members of her staff in Institutional Research and Reporting and Human Resources representatives to discuss how to proceed with an analysis of faculty salary from an equity perspective based on rank, classification (term or tenure-track/tenured), gender and race/ethnicity. Throughout this report, we are using data from the 2012-2013 faculty and staff census. We identified two areas of interest for our work: faculty salary by discipline and faculty retention. Descriptions of faculty demographics, average annual salary, and other demographic variables can be found in the annual university Factbook publication, <http://irr.gmu.edu/factbooks/>.

Statistical Modeling of Faculty Salary by Discipline

At the outset of the meetings, we determined to work on analysis of faculty salary by discipline. In our 2013 report, we provided an analysis by academic unit. However, there is significant variability in faculty salary by department and discipline. In addition, many departments employ faculty from multiple disciplines due to their interdisciplinary charges and goals. Disciplinary analysis is then complex question since many units on campus are interdisciplinary so within-LAU analysis is very challenging and may not reflect the salary climate outside the university. To accomplish this task, IRR used the Classification by Instructional Programs (CIP) codes which is a taxonomy developed by the Department of Education to analyze faculty by field of study.

The dependent variable in the model is faculty salary as report to CUPA-HR. 12-month salaries were converted to their 9-month equivalent. The following independent variables were selected for multiple regression analysis of full-time instructional faculty salaries: gender, CIP code market ratio, rank, years since highest degree and tenure status. The CIP code market ratio was included in order to factor in the variation between disciplines in salary. The CIP code external market ratio was calculated from the average salaries of associate professors at doctoral/research universities. Data are from the College and University Professional Association for Human Resources (CUPA-HR) 2012-13 National Faculty Salary Survey Multi-Discipline Report. This report lists average salaries for each rank within each 4-digit CIP discipline. The associate professor average was chosen because this rank had the most data available and the preponderance of Mason's faculty are associate professors. The formula used to calculate an external market ratio is as follows: average doctoral & research university salary of a specific discipline divided by average doctoral & research university salary of all disciplines that are at a given institution. For example, the Communication CIP code has an external market ratio of 0.88. This means that doctoral and research university faculty in the Communication CIP code earn 88% of the combined discipline average (for those disciplines at Mason) of doctoral and research university faculty

Note that a variable for having a terminal degree was included in a previous version, however it was not statistically significant so it was excluded from the final model. All full-time instructional faculty were included. Full-time research faculty were excluded. The model was run with and without outliers. The model without outliers excluded six cases with standardized residuals greater than 4. Years since degree was included as a proxy variable for experience, however the committee discussed the complexity in quantifying the relationship between experience and salary.

Most of the variance in the model is explained by rank, years since degree, and tenure vs. tenure track status, $R^2=0.76$ (outliers included), $R^2=0.78$ (outliers excluded). For independent variables, $p < 0.05$ for CIP code, rank, years since highest degree, and tenured vs. tenure-track both with and without outliers included in the model meaning that those variables were statistically significant predictors. Gender was not a significant ($p=0.058$ including outliers, $p=0.07$ excluding outliers).

Faculty Retention

A second area of concern related to the possible compression of faculty salaries is understanding the factors that contribute to faculty retention at the university. To understand this area, we examine the Fall 2012 "Retention of Full-Time Instructional Faculty" brief prepared by IRR for the Board of Visitors and five-year trend data provided by IRR.

In Fall 2012, the university employed 1,226 full-time instructional faculty members and 94% of those (1,156) continued to be employed in Fall 2013. The reasons for faculty departure included resignation (most often to take another position), retirement and completion-of-contract. The university attrition rate of 6% was higher than the previous four years (5%) but lower than the national rate of 8%ⁱ for public doctoral institutions.

Areas for Ongoing Analysis

Compression of faculty salary is an ongoing question for this committee as well as understanding the disciplinary differences in salary. Race/ethnicity and gender are also variables we will continue to monitor as a committee.

An ongoing challenge in reporting and analyzing data by race/ethnicity is the nature of the self-reported information. Faculty are increasingly not reporting their race/ethnicity. While we respect the right to not self-report, it does make it challenging to analyze the salary, promotion, and retention data based on this variable. Overall, faculty salary will continue to require nuanced and complex analyses of a variety of variables over time.

13. TECHNOLOGY POLICY – Stanley Zoltek (COS), Chair

Committee Members: Julie Christensen (CHSS), Gerald Hanweck (School of Business), Kevin McCrohan (School of Business), Steven Nodine (Director, Office of Distance Education), Dieter Pfoser (COS), Catherine Sausville (COS).

2014-2015

Technology Policy - Stanley Zoltek (COS), Chair

Committee Members expressed: Julie Christensen (CHSS) Gerald Hanweck (SOM), Kevin McCrohan (School of Business), Steven Nodine (Provost appointee), Dieter Pfoser (COS), Catherine Sausville (COS)

The Faculty Senate Technology Policy Committee will have met a total of six times during the 2014-2015 academic year.

The work of the committee would not have been possible without the close cooperation of the University's CIO, Marilyn T. Smith, and her senior staff.

Major topics considered by the committee included the Office 365 email system; the learning management system, Blackboard; legal implications of export control laws on faculty teaching and research; and data security. Below is a summary of briefings on these and other topics brought to the committee's attention.

Briefings and recommendations:

- Summer 2014 extended Mason email outage
 - not a problem at Mason's end
 - part of a nationwide Microsoft Outlook 365 outage (documented in the Washington Post)
 - underscores one of the problems with outsourcing email (no in-house quick fix can be applied)
- Blackboard stability issues.
 - the committee expressed the need for more system stability and quicker response times when problems are reported
 - the committee suggested that Blackboard support be available 24/7 during final exam periods

- Shannon MacMichael, Director of Export Compliance & Secure Research presented an overview of the training that faculty and staff in many units of the University would be required to complete
 - an abbreviated version of the training was provided for the committee
 - committee members expressed concern that the regulations would greatly limit the number of students from various countries, such as Iran, to participate in some of our programs. Shannon explained that nevertheless, we would have to follow these directions regardless of the impact on some foreign students. Not following these regulations could result in our losing funding or even jail term for offenders.
 - there are restrictions on what Mason equipment or software can be taken to or shared with specified countries
 - in some cases faculty may only be allowed to take Mason laptops that are “clean” with them when traveling to specified countries
 - the committee believes it is important that each person complete the training because legally required action may differ greatly from action we consider normally appropriate in an academic setting
- Data security
 - for an extended period enrollment target data and other data were not available online because the server on which the data resided had been hacked
 - the length of time between required password word changes may be shortened
 - the University has employed the services of a highly regarded security firm to assist in the development of Mason’s security plan and its implement
 - the committee suggested that when a password change is required, the user be informed whether a security test must be taken at the same time
- Some committee members expressed interest in using surplus computers for education/research projects. It was noted that this had been done in past years
 - this is no longer feasible due to security concerns and most surplused computers have reached or exceeded the end of their life cycle
- Briefing on classroom technology upgrades
 - while there is no plan to upgrade all classrooms, old lecterns will be swapped out for 2016
- Committee members expressed a need for large, shared storage space for research projects
 - the committee was informed that each faculty member now has ten gigs of shareable file on Mesa
 - Mesa file space is shareable only within the University and not deemed adequate by the committee for some purposes. The committee was assured that this would be kept in mind as plans for new servers are developed

- additional shared storage space is now available on Blackboard
- Mason alerts
 - the committee recommends that the Mason alert system be used to notify faculty/staff when situations arise such that both email and Blackboard are not available simultaneously and final exams are in session
 - the committee expressed concern that the fire alarm alerts can interfere with class time
 - it was noted that signs are posted indicating a window during which testing will occur
 - when feasible most drills occur during the last five minutes of class time for a given class period
- The possibility of adding Mason specific data to Google maps was discussed
 - while some data is included and more may be added, some raised security concerns
- The committee raised concerns regarding the ease-of-use and reliability of the Mason Telephone system
 - the University has since installed a new voicemail system
- The committee was presented an overview of the reorganization of the ITU into the ITS

14. UNIVERSITY PROMOTION, TENURE, AND REVIEW APPEAL (UPTRAC) – Paula Petrik (CHSS), Chair. Committee Members: Marty DeNys (CHSS), Dimitrios Ioannou (VSE), Cody Edwards (Associate Provost for Graduate Education), Daniel Polsby, Dean, School of Law. Committee Alternates: Jan Arminio (CHSS), Stefan Toepler (SPGIA), James Olds (Director, Krasnow Institute for Advanced Study).

UPTRAC met at the beginning of the summer 2014, but various schedules pushed our work into the Fall Semester. As it was, the committee reviewed three cases: two tenure reviews and a third-year review. In all three cases the committee decided in favor of the petitioner and sent the cases back for consideration. As far as I know, the two tenure were decided in favor of the faculty member; the third-year review case, however, was not decided in the faculty member's favor. We are attempting to schedule a marathon meeting for the second week in June to decide any cases coming to the committee. Thus far, the Provost has not selected his representatives to the committee, so we are unable to move forward. Should the Provost fail to appoint someone shortly, we will proceed without them.

**15. WRITING ACROSS THE CURRICULUM - Gregory Robinson, (CVPA), Chair
Committee Members: Jacquelyn Brown (School of Business), Mary Ewell (COS), Steve Holmes (CHSS), Aditya Johri (VSE), Michelle LaFrance (WAC Program Director, *ex-officio*), Sharon Williams van Roojj (CEHD), Stanley Zoltek (COS)**

ATTACHMENT D

ANNUAL REPORT OF THE SENATE AD HOC COMMITTEES

Task Force on Private Donor Agreements with GMU

Dave Kuebrich (CHSS), Chair

Penny Earley (CEHD), Esther Elstun (CHSS – Emerita), Rich Rubenstein (S-CAR)

Task Force on Private Donor Agreements with GMU

The Task Force has not met during the last year. Considerable research was done, especially regarding centers at GMU funded by Charles Koch. The Task Force plans to report to the Senate in Fall, 2015.

David Kuebrich,
April 14, 2015

ATTACHMENT E

Resolution to Modify English Proficiency Scores for Undergraduate Admission

Resolution:

Revise English Language test scores for direct admissions:

- 1) Lower the minimum TOEFL score from 88 to 80, with subsections of 18 or higher.
- 2) For IELTS scores, require students to have a minimum subsection score of 6.0.

[Note: Admissions will retain some discretion over 1-2 points per TOEFL subsection, based on a holistic review of the applicant's credentials.]

Background Information:

1) Language Proficiency Testing

--There are several ways that student language proficiency can be demonstrated for admission to Mason. These include the following:

- TOEFL (*Test of English as a Foreign Language*),
- IELTS (*International English Language Testing System*)
- PTE (*Pearson English Language Test*)
- Successful completion of Academic English Level 6 (through INTO-Mason)
- SAT/ACT scores
- Successful completion of Composition courses (for transfer students)

--Different tests are available in different parts of the world; TOEFL scores are one of the most popular ways to test language proficiency.

--TOEFL subsections

- In calculating the TOEFL score, there are four subsections that determine student proficiency in writing, speaking, listening and reading. A perfect TOEFL score would be 120, with a score of 30 in each subsection.
- Currently, Mason's TOEFL requirement is 88 with no review of subsections. This is higher than most of our peer institutions.
- In the current system, a student with a TOEFL score below 88 would be required to join an INTO-Mason pathway program as a non-degree student.

--IELTS subsections

- Subsections of testing include writing, speaking, listening and reading. Currently, Mason does not look at IELTS subsection scores.

2) Market Analysis

Over the last year, an analysis of Mason's enrollment management activity was conducted by Huron Education. The Huron study is based on market data and comparisons with other similar institutions. One of the issues the study identifies is the high TOEFL score that Mason requires. The conclusion by Huron was that aligning Mason's TOEFL requirement with similar institutions will provide a more competitive option for applicants with TOEFL scores in the 80-87 range.

3) Academic Resources [Please see *Appendix A* for more details]

Historically, resources have existed for students who need help with learning English and several programs were in place through the English Language Institute (ELI). With the development of INTO Mason, ELI merged with the Center for International Student Access (CISA) and three areas are now featured: Pathway programs, Academic English and General English. Additional resources will be provided to ensure that students with language challenges are supported.

Advantages to the Change:

- *Alignment with other Institutions:* Adjusting the English proficiency score requirements for direct admission brings Mason's Admission requirements more into alignment with comparable institutions in the region and the US, including INTO partner schools and Songdo Global University Campus partners. The majority of institutions require a minimum TOEFL iBT score of 79 or 80.
- *Attracting Students into Degree Programs:* Aligning the TOEFL requirement with similar institutions increases Mason's competitiveness. Applicants with scores in the 80-87 range will likely go where they can gain direct entry to their degree program rather than spend additional time and money studying English before beginning their degree program.

- *Market Analysis:* In their assessment of Mason’s Enrollment Management activity, Huron Education identified changing the TOEFL requirement as a “short-term win” for impacting incoming students this year.

Appendix A – Academic Resources

INTO Mason will continue to provide language resources for the students who need support and who may not be enrolled in the INTO Mason program. Some of these resources include: workshops for multilingual students, English conversation programs, tutoring services, and SPEAK testing.

In the short term, it is anticipated that there will be a moderate increase in student demand for Writing Center tutoring, a need for more seats in English 100 - Composition for Non-native Speakers of English, and additional tutoring services. Further, we anticipate a moderate increase in faculty use of outreach made available through the Center for Teaching Excellence in partnership with INTO Mason.

To support the change in the TOEFL score and IELTS subsection scores, the Provost Office is prepared to provide \$20,000 to the Writing Center to support non-native English speakers. Additionally, in order to support the development of speaking, listening and reading skills, \$20,000 will be provided to the Learning Resource Center, located in the Global Center. The LRC supports the administration and coordination of the International Teaching Assistant program and coordinates complimentary tutoring services for non-native English speakers. These are resources offered for one year with assessment on permanent funds and utilization going forward.

ⁱ US Dept. of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty.