

GEORGE MASON UNIVERSITY
AGENDA FOR THE FACULTY SENATE MEETING
MARCH 3, 2021
Electronic Meeting*, 3:00 – 4:15 p.m.

I. Call to Order

II. Approval of the Minutes of February 3, 2021

III. Opening Remarks – Shannon Davis, Chair

President Gregory Washington

Rector Jimmy Hazel has been rescheduled to the March 31, 2021 meeting

IV. Committee Reports

A. Senate Standing Committees

Executive Committee – Shannon Davis, Chair

- Update on 2021-2022 Faculty Senate Meeting Scheduling
- Coffee and Connect with Faculty Senate Executive Committee [Appendix A](#)

Academic Policies – Suzanne Slayden, Chair

Budget and Resources - Tim Leslie, Chair

Faculty Matters – Solon Simmons, Chair

- Faculty Evaluations in Time of COVID (First read) [Appendix B](#)

Nominations – Melissa Broeckelman-Post and Richard Craig, Co-chairs

1. Election: Capital Planning Steering Committee

Nominee from the Nominations Committee: Dr. Samuel Frye,

<https://integrative.gmu.edu/people/sfrye4>

Nominee statement

[Appendix C](#)

2. Updated nominations and elections timeline (announcement):

[Appendix D](#)

Organization and Operations - Lisa Billingham, Chair

1. Allocation of Senators AY 21-22

[Appendix E](#)

2. Grading Process Task Force

[Appendix F](#)

B. Other Committees/Faculty Representatives

[Appendix G](#)

Academic Appeals

Academic Initiatives

Admissions Committee

Adult Learning and Executive Education

Athletic Council

Faculty Equity and Inclusion Committee

Gift Acceptance Committee*

GMU Foundation Board of Trustees

Graduate Council

Grievance Committee

Intellectual Property Committee

Mason Core Committee

Master Plan Steering Committee
Salary Equity Study Committee*
Research Advisory Committee*

V. New Business

VI. Announcements

- Provost Ginsberg
- Sr. Vice President Carol Kissal
- Aurali Dade, Interim Vice President for Research, Innovation and Economic Impact
- Mason COACHE Update – Kim Eby (Associate Provost for Faculty Affairs and Development) and Dr. Supriya Baily (College of Education and Human Development)
 - The Mason COACHE Leadership Team continues to work on sharing the findings from our Mason COACHE Faculty Engagement initiative broadly across the community. Through our Summary Reports, we have highlighted trends and actions items specific to different faculty populations. Members of the team have presented various Summary Reports and led discussions in nearly a dozen forums since early December, including the Faculty Senate Focus Group, Academic Council, and Deans Council to ensure wide dissemination on the matters raised in the Summary Reports.
 - Perhaps of particular interest, we have presented the Underrepresented Minority Faculty Summary Report to the Anti-Racism and Inclusive Excellence (ARIE) Task Force, the Term Faculty Summary Report to the Term Faculty Committee, and the Faculty with Inter/Multidisciplinary Research Interests Summary Report to Research Council and the Associate Deans for Research.
 - New this semester, we have added a Pre-Tenure Faculty Summary Report and a Full Professor Summary Report to the website that houses all of our data and reports. The Summary Reports can be accessed at the following link: <https://oiep.gmu.edu/data-analytics-research/survey-results/coache/> Please note that Two-Factor Authentication is required. As a reminder, these reports provide an overview of the COACHE work and specifically share trends and action items that emerged from our qualitative data collection at the end of spring 2020.
 - *COACHE Leadership Team members would be willing to come share findings to additional faculty groups, please contact facaffs@gmu.edu if interested.*
- Mason FACT's Update – Molli Herth, Program Manager

The Mason FACTs' Review, Promotion & Tenure (RPT) Implementation Team, in collaboration, with the Administrator Working Group are happy to announce:

- The Term New Multi-Year Appointment templates are being tested and pending unit approval for use to route term cases for the 2021/2022 academic year.
- The Term Promotion w/ New Multi-Year Appointment and Tenure-Track Renewal templates have been drafted and are awaiting testing for a Spring 2021 launch.

- Synchronized user trainings for upcoming templates are scheduled to begin April 2021 and asynchronous training materials remain available via the Mason FACTs website for continued post training support and reference.

VII. Remarks for the Good of the General Faculty

VIII. Adjournment

ELECTRONIC MEETING

Topic: Faculty Senate Meeting (March 3, 2021)

Time: March 3, 2021 03:00 PM Eastern Time (US and Canada)

Primary Electronic Meeting Venue - Zoom:

For security purposes -- all attendees ***MUST*** login using any valid zoom account to join the meeting.

IMPORTANT: Faculty Senators must login using their GMU login/password from <https://gmu.zoom.us/> to be recognized.

Join Zoom Meeting

<https://gmu.zoom.us/j/95976373534?pwd=R2JHSIFpbXFDMVg0WHF4UDN6Ly81UT09>

In case of problems with joining the meeting, use the following information to join –

Meeting ID: 959 7637 3534

Passcode: 812307

Having Trouble Joining the Meeting with the link above?

All attendees must sign in into zoom before joining the meeting.

- Zoom sign-in: using your own zoom account credentials

If using GMU Zoom Account

- a) Go to <https://gmu.zoom.us>
- b) Click on [Sign into Your Account]
- c) Use GMU login credentials to login. (May require 2FA authentication)
- d) Once logged in – click on “JOIN A MEETING”
- e) Enter the Meeting ID (see highlighted above) and click JOIN
- f) If asked for Passcode: enter the Passcode (highlighted above)

One tap mobile

+13017158592,,95632117797#,,,,,0#,,618604# US (Washington D.C)

+12678310333,,95632117797#,,,,,0#,,618604# US (Philadelphia)

Dial by your location
+1 301 715 8592 US (Washington D.C)
+1 267 831 0333 US (Philadelphia)
Meeting ID: 974 7966 0808
Passcode: 719864
Find your local number: <https://gmu.zoom.us/j/auLx5Vk89>

Join by SIP
97479660808@zoomcrc.com

Join by H.323
162.255.37.11 (US West)
162.255.36.11 (US East)
115.114.131.7 (India Mumbai)
115.114.115.7 (India Hyderabad)
213.19.144.110 (Amsterdam Netherlands)
213.244.140.110 (Germany)
103.122.166.55 (Australia)
149.137.40.110 (Singapore)
64.211.144.160 (Brazil)
69.174.57.160 (Canada)
207.226.132.110 (Japan)
Meeting ID: 974 7966 0808
Passcode: 719864

Backup Electronic Meeting Venue – Blackboard Collaborate (in case of problems with Zoom)

Once activated – A Blackboard announcement will clearly indicate the venue has been moved from Zoom

Collaborate Ultra:

Faculty Senators must login into Blackboard and join meeting to be recognized

- Organizations: Faculty Senate
- Menu: “Collaborate Ultra”
- Click on meeting link

Guests must use the following link to join:

<https://us.bbcollab.com/guest/6d83e373aff4c86982579ee6a10666b>

Dial-in for Collaborate: +1-571-392-7650 (PIN: 221 532 2011)

Appendix A

Faculty Senate Executive Committee Coffee Chat – March 5, 2021 9:00 – 10:00 am

Topic: Faculty Senate Executive Committee Coffee Chat

Time: Mar 5, 2021 09:00 AM Eastern Time (US and Canada)

Join Zoom Meeting

<https://gmu.zoom.us/j/98723324270?pwd=dXM1VFFibzJZcy96WFdzYjZVRUwvUT09>

Meeting ID: 987 2332 4270

Passcode: 060669

One tap mobile

+12678310333,,98723324270#,,,,*060669# US (Philadelphia)

+13017158592,,98723324270#,,,,*060669# US (Washington DC)

Dial by your location

+1 267 831 0333 US (Philadelphia)

+1 301 715 8592 US (Washington DC)

Meeting ID: 987 2332 4270

Passcode: 060669

Find your local number: <https://gmu.zoom.us/u/a1k7vfgfL>

Appendix B

Faculty Evaluation Recommendations during the Novel Coronavirus COVID-19 Pandemic

Prepared by the Faculty Matters Committee, a Standing Committee of the GMU Faculty Senate
Bethany Letiecq (Co-Chair), Solon Simmons (Co-Chair), Keith Renshaw,
Benjamin Steger, Victoria Grady

February 12, 2021

Background

The COVID-19 pandemic has resulted in millions of cases and hundreds of thousands of deaths in the U.S. since March 2020, with numbers expected to rise well into 2021. The death toll is staggering. Less understood are the physical and mental health complications of COVID-19 survivors. The disproportionate effects of the pandemic^{1,2} for Black, Indigenous, immigrant, and other communities of color, coupled with the movement for Black lives, has laid bare deeply-entrenched racial and economic inequities and injustices produced by and instantiated in our social systems.

Universities and those they serve have been far from immune. The pandemic has also upended the work of university faculty with disparate effects. In March, instructional faculty were required to convert their in-person courses to fully online. These conversions continued through the summer and fall of 2020 (and will likely continue through summer 2021). Many faculty were forced to shift their workloads significantly, increasing their time spent teaching and in service to the institution. Faculty had to work from home, many without private home offices, the equipment necessary for virtual work and/or high-speed internet. Term faculty teaching 4-4 loads have been particularly burdened in a variety of ways, including increased course caps, new class preparations, student emotional support and mentoring, and online course conversions. In addition to the extra time many have had to devote to teaching and service, research projects have been delayed or canceled, conferences have been canceled or moved to fully virtual offerings. Finally, there is reason to believe that these challenges are not proportionate in impact, with much of the extra work falling on women and minority faculty members.³

Virtually all daycare, preschool, K-12 schools, and other care-based services were closed or severely curtailed during this time. This placed an additional burden on faculty with young and/or school-aged children and/or other caregiving demands within their families, with few to no supports other than

¹ <https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html>

² <https://familyinequality.wordpress.com/2020/12/11/covid-19-mortality-rates-by-race-ethnicity-and-age/>

³ The University of Michigan ADVANCE report notes that, "Faculty of color and women are doing more emotional labor through supporting students and performing service." Their citation is Gonzales, L.D., & Griffin, K.A. (2020). [*Supporting faculty during & after COVID-19: Don't let go of equity*](#). Washington, DC: Aspire Alliance.

offers of flexibility or reduced effort for reduced pay from their employers. It is well documented that women have been especially impacted^{4,5,6,7}.

Given these significant disruptions and the likelihood that these will continue through 2021, the Faculty Matters Committee is recommending *pandemic-centered criteria* for evaluating instructional/research faculty for the 2020-2021 academic year and, possibly, in future years depending on the course of the pandemic. Moreover, we recommend that evaluations account for disproportionate disruptions for different faculty, to the extent possible.

Pandemic-Specific Evaluation Recommendations

Consistent with the GMU *Faculty Handbook*, expectations for teaching, research, and service are “in large measure a faculty responsibility,” and generally originate at the level of the local academic unit (LAU). Thus, these recommendations should be taken up at the LAU level in conversation with the individual faculty member for consideration, adoption, and implementation of accommodation procedures.

Teaching

Student evaluations of teaching (SET) during the period of the pandemic should not be used in a routine way to evaluate faculty teaching, either in annual evaluations or in RPT reviews. Rather, whether courses were taught in-person, online, or hybrid, the SETs should be treated as informative only, not as a determinative evaluation criterion during the pandemic. In effect, faculty should be held harmless. Researchers and administrators have long recognized gender and racial [biases](#) built into evaluations by students⁸. The extraordinary teaching conditions brought on by the pandemic may exacerbate bias in evaluations⁹. Furthermore, experts have raised questions about the validity of using survey items developed for face-to-face courses in evaluations of teaching in a wholly online environment^{10, 11}.

Instead, we recommend allowing faculty to include SET data *if they wish*, but also advising that faculty can submit alternative evidence of their teaching performance. The goal is not to place an extra burden on faculty members already under stress, nor on their peers to evaluate them, but to provide for alternative means of performance assessment based on forms of evidence that the faculty member has an opportunity to shape. This alternative evidence may include:

- Peer observation of synchronous teaching (if applicable)
- Self and/or peer review of online teaching (if applicable), using resources found here: <https://stearnscenter.gmu.edu/knowledge-center/online-teaching/online-course-quality/>

⁴ <https://advance.umich.edu/wp-content/uploads/2020/10/UM-ADVANCE-Faculty-Equity-and-COVID-19-Oct-2020.pdf>

⁵ <https://www.preprints.org/manuscript/202009.0632/v1>

⁶ Squazzoni, Flaminio and Bravo, Giangiacomo and Grimaldo, Francisco and Garcia-Costa, Daniel and Farjam, Mike and Mehmani, Bahar, No Tickets for Women in the COVID-19 Race? A Study on Manuscript Submissions and Reviews in 2347 Elsevier Journals during the Pandemic (October 16, 2020). Available at SSRN: <https://ssrn.com/abstract=3712813> or <http://dx.doi.org/10.2139/ssrn.3712813>

⁷ <https://www-nature-com.mutex.gmu.edu/articles/d41586-020-01294-9>

⁸ <https://link.springer.com/article/10.1007/s11199-005-8292-4>

⁹ <https://www.insidehighered.com/advice/2020/09/04/advice-academic-administrators-how-best-support-faculty-during-pandemic-opinion>

¹⁰ <https://academeblog.org/2020/04/17/suspend-student-evaluations-during-pandemic/>

¹¹ <https://www.aacu.org/blog/student-evaluation-teaching-covid-19-considerations-validity-and-fairness>

- Formative feedback from students made periodically during the semester
- Sample(s) of work developed in this period, such as revised syllabus for online teaching, sample assessments with or without de-identified examples of feedback provided
- Evidence related to work outside the classroom (e.g., students advised, student outreach to promote engagement in online courses)
- Optional brief reflective statements on the impact of COVID about what went well, what was challenging, and what adjustments a faculty was forced to make to meet work objectives.

Again, we do **not** advocate adding extensive additional work for faculty to generate evidence of their performance during this time. Faculty should be encouraged to provide whatever evidence can be readily generated. Faculty should be supported in their efforts to expand their documented evidence of teaching effectiveness beyond the SET over time.

Beyond these basic recommendations, we also recommend that faculty, LAUs, and Colleges/Schools consult the guidance provided by the [Effective Teaching Committee](#) (ETC) on assessing teaching effectiveness during the pandemic. Also, we recommend that LAUs work directly with instructors who request additional teaching supports, are identified as in need of additional supports, or are experiencing burnout. Possible considerations might include reducing teaching loads, adjusting assignments, and connecting faculty to university resources, including the Stearns Center and employee assistance programs.

Finally, most if not all faculty have engaged in significant additional work to meet the needs of students, and this work should be recognized. LAUs are encouraged to pay attention those faculty who went above and beyond the call, either due to the number or complexity of courses converted, ingenuity of approaches developed, extra work to engage and mentor students, and/or assistance provided to other instructors. In addition to explicitly counting these activities as significant contributions in annual review and RPT, additional recognition could include monetary awards, future release time, or future study leaves.

Research

Criteria for the evaluation of scholarship and research should be altered to account for the pandemic and subsequent years of post-pandemic recovery. Pre-pandemic expectations regarding external funding and publications, for example, should be reconsidered during this time and in subsequent years that are affected by pandemic research interruptions.

We recommend that each LAU re-evaluate its current criteria for research and scholarship to determine what adjustments are necessary to match those criteria to the new reality of the pandemic. This re-evaluation should consider immediate effects (e.g., annual evaluation criteria for the 2020-2021 academic year) and longer-term effects (e.g., criteria for annual evaluations and RPT over the next several years, based in the reality of how research interruptions during this period are likely to affect faculty members' productivity in years to come).

In addition, we recommend and encourage each LAU assess potential disparate effects of the pandemic on individual faculty members and incorporate these disparities of impact when re-evaluating their criteria. The re-evaluation process should engage all unit faculty, with the results clearly recorded and disseminated to all faculty in the unit. Finally, we recommend that each College/School engage in similar processes in re-evaluating their college-level P&T criteria and ensuring

transparent recording and dissemination of the results. The burden of developing such a plan is in no way insignificant and LAUs are already themselves facing increased pressures from the same causes. What is clear is that complicated processes like these will need to be developed both for annual reviews and for RPT processes and will require some form of collaboration between and among representatives from the LAU, the school or college level, and the provost office. Results of these processes should be made public in a timely way and disseminated through the Faculty Affairs and Development website.

Again, we do **not** advocate adding extensive additional work for faculty to generate evidence of their performance in scholarship and research during the pandemic. Indeed, faculty and administrators should consider ways to minimize the burden to faculty of assembling evaluation packets or explaining their individual and/or familial circumstances during the COVID-19 pandemic (beginning Spring 2020). We provide additional guidance below.

Faculty who request additional supports or who are identified as in need of additional supports should be provided or directed to the resources necessary to recover and/or reconceive of their programs of research.

Tenure-track faculty have already been granted extensions to their tenure clocks. There is some evidence that these extensions have differential impacts by gender, whereby men benefit more than women, and that they can stymie the acquisition of external funds^{12,13}. Extensions can also further instantiate inequities regarding pay (e.g., delayed raises). In regard to this latter point, the University should consider the feasibility of making raises tied to tenure and promotion retroactive to the period that a faculty member *would* have been promoted in the absence of an extension. Also, the university should study the effectiveness of tenure clock extensions as a function of gender and discipline.

Service

During the pandemic, many faculty have experienced both disruptions to their service and opportunities and requests to engage in unplanned, new service endeavors in support of the university's mission. We recommend that faculty be strongly encouraged to duly capture these endeavors, including hidden forms of service that are time-consuming and invaluable to the university and broader community (e.g., mentoring colleagues and students, engaging in public scholarship, university level initiatives). We furthermore strongly encourage supervisors and committees to give due weight to activities that have been crucial to the maintenance of Mason's mission and the promotion of health and safety more broadly during this unprecedented time

Beyond university-based service or service to one's profession, many faculty may have engaged in community-based service and/or volunteerism to help meet the critical needs of communities confronting the COVID-19 pandemic. Service may look different during this time, and we recommend that LAUs encourage faculty members to include community-based service and volunteer efforts in their evaluative documentation. Consistent with the university's mission to be a community builder, we encourage LAUs to consider the broader impacts of service in faculty evaluations. Moreover, service in the time of the pandemic has demonstrated the importance of faculty leadership in an atypical way. The university should use this opportunity to revisit service criteria to include a category

¹² <https://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.20160613>

¹³ <https://www.asanet.org/news-events/asa-news/call-higher-education-administrators-support-caregivers-during-covid-19>

of “faculty engagement and leadership” that would place service on a level more on par with the traditionally more critical criteria of research and teaching.

Assessing COVID Impact: Faculty Checklist

Many universities are recommending faculty produce COVID Impact Statements to delineate the professional impacts of the COVID-19 pandemic in their evaluative documentation. Because some faculty may find these statements burdensome to produce and because many faculty, especially those most impacted by the pandemic, may question how these statements will be used and whether there will be any negative repercussions or unintended consequences associated with such statements, the statements should be entirely voluntary. If a faculty member does not wish to produce such a statement, they should not be forced to do so.

We have developed a preliminary **Faculty Checklist of COVID Impact** (see below) to support faculty self-assessment of disparate COVID disruptions to their work and life. However, the checklist should **not** be required by LAUs unless specific parameters are agreed upon by the faculty and instantiated at each level of review to ensure faculty are not harmed by – and are indeed supported for – their honest appraisals of their pandemic experiences. As noted, disruptions during the pandemic have not been equally felt as a function of individual and familial characteristics (e.g., race, gender, family configuration), scholarly discipline, faculty rank and position, number and type of courses taught, type of scholarship, among other factors.

Assessment of COVID impact raises salient concerns about privacy and use in terms of who will have access to self-assessments and how the data will be used. We strongly recommend that the checklist **not** be used in the aggregate or to establish norms for comparative purposes. LAUs should be very clear that the checklist will be used to capture disparate effects of the pandemic for different faculty and to build supports for faculty recovery from the pandemic. If the checklist is used for evaluative purposes by LAUs or the administration, it will only further erode faculty morale and mistrust of the university system.

Importantly, we recognize that the impacts of the Covid-19 pandemic can include both disruptions and reduced productivity, as well as new or unusual contributions made in response to the crisis. Faculty are also encouraged to document the ways in which they were able to increase their production or contribute to the pandemic response during this time. However, the checklist of COVID impact centers most pointedly on the challenges that emerged for different faculty during the pandemic both professionally and personally. The checklist is not comprehensive and should be modified at the local level to reflect discipline-specific criteria.

RPT and External Evaluator Letter Solicitation

While this document focuses primarily on annual evaluation of faculty, LAUs should consider adaptations for faculty review, promotion, and tenure (RPT). Units may consider including the following language in external evaluator letter solicitation¹⁴: As stated in the research section, above, it will be important for each LAU to coordinate a complex process between and among members of the LAU, the school or college and the Provost office. It is not possible to specify what these local processes

¹⁴ Adapted from Michelle Budig, Vice Provost for Faculty Development at UMass Amherst “*Documenting COVID-19 Impacts in Faculty Personnel Review Materials*” PPT Presentation

will look like in every case, but they should be started as soon as possible and they should be adapted to the specific needs of the LAU.

Beginning in the Spring 2020 semester, faculty across the University experienced a significant disruption due to the COVID-19 pandemic. In Spring 2020, as a result of the health crisis, all faculty moved their courses online, research facilities including labs and libraries were closed, and student evaluation of teaching was modified. In conjunction with the disruptions experienced on-campus, many faculty were working out of their homes while simultaneously providing childcare due to closures of daycare facilities and K-12 schooling. Research disruptions, significant shifts in teaching modalities, limited childcare, and remote work persisted into the Spring of 2021. We ask that you take these unprecedented events into consideration when evaluating work performed during the Spring 2020 to Spring 2021.

Faculty Checklist of COVID Impact¹⁵

This checklist is presented as a way to start the conversation. A final version would have to be the result of the coordination of stakeholders at the LAU, school or college level and the provost office.

Teaching Impacts	Yes	No	NA	Notes (optional)
Did you have to convert course(s) for remote learning? (Note how many courses)				
Had you taught online before?				
Did you experience an increase in student needs for support (e.g., technical, emotional)?				
Did you provide increased support or increase engagement with students?				
Did you have adequate supports and resources (e.g., time, equipment, space, internet access, funding) to convert and/or deliver courses online?				
Did your students have adequate supports and resources to successfully engage in your courses?				
Did you adapt your approach to advising or mentoring students?				
Did the increased workload for transitioning to remote learning restrict time for research/service?				
Research Impacts	Yes	No	NA	Notes
Was your research program adversely affected by the pandemic?				
Did your research pivot to address emergent questions/issues related to the pandemic?				
Did your research program benefit from the pandemic (e.g., funding sources shifted to your area of expertise, had more time to write)?				
Did you donate your time, equipment, PPE, or other resources to support a COVID-19 response?				
Were you affected by cancellation, delay, or alteration of conferences, invited talks, or performance venues for you to present your research/creative activity?				

¹⁵ Adapted from Michelle Budig, Vice Provost for Faculty Development at UMass Amherst “Documenting COVID-19 Impacts in Faculty Personnel Review Materials” PPT Presentation

Were your research lab, studio, field site, and/or study populations inaccessible?				
Were grant proposal submissions delayed or calls for proposals shifted away from your areas of expertise during the pandemic?				
Did travel restrictions impact your ability to staff your lab, visit a field site, or conduct research?				
Were specific scholarly products (manuscripts, manuscript reviews, experiments, performances) slowed, delayed, or canceled due to the pandemic?				
Were you on release time or sabbatical during 2020 but unable to carry out scholarly plans?				
Service Impacts	Yes	No	NA	Notes
Did you perform services (or hidden labor) important to sustaining the campus mission during the pandemic, such as serving on Safe Return to Campus committees, helping other faculty with IT or remote learning, helping students navigate remote learning and relocation, pitching in to support coworkers in their tasks?				
Were your professional service endeavors curtailed during the pandemic?				
Did you engage in or increase mentorship or outreach (locally, nationally) during the pandemic response?				
Did you engage in community-based service or volunteerism related to the pandemic?				
Were you able to engage in consequential service?				
Did the increased demands for service as a result of the pandemic affect your productivity?				
Personal Impacts*	Yes	No	NA	Notes
Was your time for research, teaching, or service altered or restricted due to caregiving demands for family members or others?				
Were you a parent primarily responsible for homeschooling and/or caring for young or school-aged child(ren)?				

Were you providing eldercare or special needs care to a family member during the pandemic?				
Was your time restricted due to health issues experienced in your household or network?				
Was a chronic health condition ¹⁶ exacerbated due to the pandemic and/or changes in access to health care?				
Did you or a household member have to quarantine or isolate due to COVID-19?				
Did you experience a severe illness or death in your family, household, or network?				
Was anyone in your immediate household a frontline worker during COVID-19?				
Did someone in your household/extended familial network experience job loss and/or economic hardship during the pandemic?				

If you wish, please include any additional information beyond what is captured in the checklist below.

**Faculty may wish to denote their personal circumstances in the checklist. Revealing such circumstances should be done at the sole discretion of faculty members.*

¹⁶ <https://www.aaup.org/article/chronic-illness-and-academic-career#.X9ZHKs1KjIV>

Appendix C

Nominations Committee

Election: Capital Planning Steering Committee

Nominee from the Nominations Committee: Dr. Samuel Frye, <https://integrative.gmu.edu/people/sfrye4>

Nominee statement:

Between 2012 and 2017, I served as a mayor-appointed planning commissioner for Altoona, Pennsylvania prior to moving to Virginia. During my tenure, I reviewed plans for new development in the city and contributed to the city's comprehensive plan. While in this position, I learned how to read architectural documents and communicate effectively with members of the community.

As third-year term faculty at Mason, I coordinate the Nonprofit Fellows program for the School of Integrative Studies in which undergraduate students earn a minor in Nonprofit Studies in a single semester. As faculty instructor and advisor for the program, I develop relationships with numerous nonprofit organizations in Northern Virginia and D.C., work which includes creating internship opportunities and inviting local community leaders to campus to participate in research projects and serve as guest speakers.

I also stress the importance of community engagement in my teaching. For example, in my Neighborhood, Community, and Identity course I regularly include assignments in which I ask students to review campus maps, conduct observations, and reflect on the design and use of campus space and the surrounding neighborhoods in order to make recommendations for changes.

I believe my interest and experience in community planning, my connections with other departments as an interdisciplinary faculty member, and my relationships with community organizations will help me effectively communicate capital planning processes and contribute substantively to planning studies.

Thank you for the opportunity to serve the university beyond my home department and college.

Appendix D

Nominations Committee

Updated nominations and elections timeline (announcement):

March-April: Solicit nominees for BOV representatives, University Committees (except for seats that must be filled by Senators), and General faculty representatives to other committees

Last meeting of the spring semester: General faculty elects BOV representatives; Senate elects University Committee members and representatives to other committees

Summer: After all colleges have elected their Senators, calls will go out to all Senators soliciting nominations for Senate Committees, Senate representatives to University Committees, and Senate representatives to other committees.

First meeting of the fall semester: Elect members of Senate Committees, Senate seats on University Committees (where still needed), and Senate representatives to other committees.

Appendix E

School/College	2020 FTE Full Time Faculty	2020 FTE Part Time Faculty	2020 FTE Total	%of total Instructional Faculty	x 50 Seats	Recomm. Allocation 2021-2022	Recomm. Allocation 2021-2022 if Charter is amended
Antonin Scalia School of Law	45	19.19	64.19	3.61%	1.81	2	2
College of Educ & Human Development	128	58.88	186.88	10.52%	5.26	5	5
College of Health & Human Services	91	39.56	130.56	7.35%	3.67	4	4
College Humanities & Social Sciences	380	94.88	474.88	26.73%	13.36	13	13
College of Science	222	30.92	252.92	14.23%	7.12	7	7
College of Visual & Performing Arts	91	46.48	137.48	7.74%	3.87	4	4
Carter School	18	4.83	22.83	1.29%	0.64	1	1
School of Business	120	20.42	140.42	7.90%	3.95	4	4
Schar School of Policy and Government	69	19.33	88.33	4.97%	2.49	2	2
Volgenau School of Engineering	208	70.35	278.35	15.67%	7.83	8	8
Unaffiliated (Independent)	data and calculations available upon request						1
			1776.84	100%	50	50	51

Appendix F

Grading Process Task Force (Long-Term Project)

GOAL

The Grading Process Task Force will consider the grading scheme used at George Mason University for its undergraduate and graduate students and make a recommendation for our future grading processes. This task force is intended to evaluate the university's previous use of the plus/minus grading system prior to COVID-19, assess the implementation of the alternative grading system as a result of COVID-19, and develop a proposal for how we will transition from the optional alternative grading system used during this crisis to the grading scale that will be in place for the future. The Task Force is further asked to be mindful of students and programs with a variety of backgrounds, as well as the communicative value of grading schemas to students once they leave the institution.

CHARGE

The Grading Process Task Force is charged with doing the following:

- (i) Assess the advantages and disadvantages of the current A+ to F structure in place
- (ii) Conduct a thorough review of peer institutions, best practices, and existing scholarship about the advantages and disadvantages of other known schemes, including such options as Mason's 'Alternative Grading Scheme' used in Spring/Fall 2020, High Pass / Pass / Fail, ranked grading, straight A-F scales, plus/minus scales, and any other system deemed worthy of consideration by members of the committee
- (iii) Make a recommendation about which grading scheme best fits the institution's mission, providing a rationale and support for that recommendation
- (iv) Outline a potential timeline, cost, and a communication plan for implementing any recommended changes
- (v) The Task Force a Chair shall someone with a wide understanding of the Mason educational system.

DELIVERABLE OUTCOME

After deliberation and external engagement, the Task Force is charged to bring a report, including proposed action items and rationales, to the Faculty Senate for subsequent approval and implementation by University Administration. If appropriate for time-sensitive elements, intermediate reports and action items are welcomed.

TIMELINE

The Grading Process Task Force shall deliver a preliminary report to Faculty Senate the semester following its inception, and in year two a report for final recommendations. The committee is encouraged to share monthly progress as a part of the Faculty Senate announcements.

COMPOSITION

The Task Force shall be composed of:

- (i) One instructional faculty member from each college or school, elected by the faculty of that college or school, (this is not limited to tenure-track faculty)
- (ii) One member of the Academic Policies Committee

(iii) Two students: one elected member of GAPSA and one elected member of Student Senate

(iv) the Associate Provost for Undergraduate Education (or designate)

(v) the Associate Provost for Graduate Education (or designate)

(vi) the Director of the Stearns Center (or designate), and

(vii) the Registrar (or designate).

Appendix G

Reports from University Committees/Faculty Representatives to Committees

Academic Appeals Committee (Submitted by Tamara Harvey, Chair – February 18, 2021)

The academic appeals committee is currently working on revising our charge. We finalized a draft on February 17 that we are now sharing with the offices of the Associate Deans of Undergraduate and Graduate Education for feedback. We hope to be able to ask for a vote from the faculty senate on a revised charge for our committee in April.

Admissions Committee (Submitted by Tim Curby, Chair – February 19, 2021)

Admissions Committee Update

The Admissions Committee continues to meet on a monthly basis to learn more about the admission and enrollment process at Mason. As a committee, we've attended an Admissions 101 introductory session with our Director of Undergraduate Admissions, Melissa Bevacqua, and our Senior Associate Director of Graduate Admissions, Crystal Hall Brett. In the next few months, we will be learning more about financial aid and scholarship leveraging, demographic shifts impacting enrollment and niche programs at Mason. We are excited to continue to grow our knowledge of these areas and the overall higher education enrollment landscape in order for faculty to support in the best way possible the important work of the Admission Office.

The Admissions Office has noted that as of 2/17/21, for Fall 2021, freshmen applications are down 2.5%, transfer applications are up 6.1% and graduate applications are up 18.6%. We are in a good position to meet enrollment targets as long as applications flow in as they did in previous years. The Admissions Office is closely monitoring the impacts from the ongoing global pandemic, where the ability to finance higher education remains a critical issue for families and students. Spring virtual event attendance has been good thus far, and the office is focused on personalized interactions and high-touch engagement with admitted students.

Adult Learning and Executive Education (Submitted by Evelyn Tomaszewski, Chair – February 27, 2021)

Report of the Adult Learning and Executive Education Committee

The committee met on February 2nd and 9th, 2021.

Committee members: Virginia Hoy (CHSS), Robert Pasnak (CHSS), Ioulia Rytikova (VSE), Kammy Sanghera (VSE), Evelyn Tomaszewski (CHSS), Chair

The Committee met 2/4/21 to review and discuss the committee charge, and to continue to learn about the range of issues that may fall within the committee charge. Kurt Lazaroff, Director of Academic Services, Bachelor of Individualized Study joined the meeting, and provided an overview of BIS. He highlighted the impressive completion rates of graduates (80%), the high

percentage of students who onto graduate programs (40%), examples of how BIS graduates have used the degree for career advancement and how BIS fits/hopes to fit re: both Mason on-campus and on-line programs. We had a brief discussion about committee support of BIS and agreed to continue discussions at the next meeting.

The Committee convened again on 2/9/21 to continue the review of the Committee Charge and agreed we need to seek clarity regarding our consultative role. Members also are seeking information as to the availability of a central location (or mapping) of Adult Programs at Mason.

Athletic Council – (Submitted by Dominique Banville, Chair and Faculty Athletic Representative – February 19, 2021)

The Athletic Council met on January 28 with members of the Inter-Collegiate Athletic (ICA) department, faculty members, administrators, and one student-athlete(SA). The Athletic Director, Mr. Brad Edwards provided a report of the status of ICA. He thanked the entire ICA staff for their commitment to ensuring that safety protocols are followed and Student-Athletes (Sas) are safe. He indicated that 22 sports will be competing this Spring which will put great pressure on the ICA staff. Basketball is being played in front of no more than 250 patrons in Eagle Bank Arena while only 30 patrons are allowed for the volleyball matches. Wrestling and indoor track do not accept any fans. The other sports will start their schedule in February. The 20-21 “Be a Patriot” fundraising campaign is ongoing and 80% of the \$600K goal has been reached so far. Nena Rodgers and her team continue to support the Sas academically and she also leads the internal ICA committee on diversity and inclusion and represents ICA on the University’s Anti-racism & Inclusive Excellence Task Force. She also participates, along with Duane Simpkins (men’s basketball associate head coach), Hamal Strayhorn (university life), and Brad, on the A-10’s Commission on Racial Equity, Diversity, and Inclusion.

Academically, there was a record 65 Sas honored with the “Peter Sterns Provost Scholar-Athlete Award” in a ceremony held virtually on Monday, February 15, 2021. As the Faculty Athletic Representative (FAR), I participated in multiple conference calls with A10 FARs to discuss the impact of COVID-19 on competition and academics; Name, Image and Likeness (NIL), transfer legislation, and the expanded Association-wide campus sexual violence policy to be implemented in 22-23. I also attended sessions within the NCAA Virtual Convention related to the mental health of Sas, Social Justice, and reports on two studies, the “[COVID-19 Well-Being Study](#)” and the Gallup Study on [Undergraduate Experiences and Post-College Outcomes of NCAA Student-Athletes](#). I also worked with Kristi Giddings (Compliance) and Nena Rogers (Academic support) on the Academic Progress Rate (APR) to determine how to best achieve the qualifying score of 985 to have access to Revenue Distribution money provided by the NCAA. This work will be ongoing from now on. For the coming weeks, I will work with the sub-committee “Gender, Diversity, and Student Well-Being” to update, if needed, the end-of-the-year survey that will be distributed electronically to all Sas at the end of the semester. I will also monitor the progress of the NIL and transfer legislation. Finally, I look forward to the outdoor sports to start their competitions so that I can go and cheer our Sas on!

In closing, I would ask all faculty members, full-time and part-time, to be even more understanding this semester of Sas schedule of competitions. Several schedule changes occurred with basketball because of COVID-19 cases, almost all with our opponents, and I anticipate that this will continue to occur throughout the Spring semester. Please do not hesitate to contact me if you have any questions or concerns.

Dominique Banville, PhD
Faculty Athletic Representative
Academic Program Coordinator, Health and Physical Education Licensure Program
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Faculty Equity and Inclusion Committee (Submitted by Betsy DeMulder, co-chair – February 22, 2021)

FACULTY EQUITY AND INCLUSION COMMITTEE (FEIC) 2020-2021

Meeting: February 19, 2021

10-11am

Via Zoom

Committee Members Present:

Xiaomei Cai (CHSS – 2021)

Sherrice M. Mojgani (CVPA - 2022)

Ricardo Vivancos-Perez (CHSS – 2021) Co-Chair

Betsy DeMulder (CEHD – 2021) Co-Chair

Guests Present: Equity Advisors/Officers/Representatives

Christopher Carr: Volgenau School of Engineering

Gerald Weatherspoon: COS

Lillian Virgil: COS

Yoosun Chung: CEHD

Grace Francis: CEHD

Carmen Rioux-Bailey: CEHD

Cathy Tompkins: CHHS

Kim Holmes: CHHS

Jeanne Booth: CHHS

Cheryl Druehl: School of Business

The FEIC is continuing to provide a forum for college-level equity advisors, officers and representatives as well as representatives from the Office of Compliance, Diversity and Ethics to come together each month. These meetings inform the FEIC, and more importantly, create a space to share and discuss college-level antiracism/equity plans, initiatives and challenges with the goal of advancing efforts across the board related to faculty equity and inclusion. The February meeting continued to serve as a sharing and discussion space, bridging ARIE Task Force and college-level efforts, given that several FEIC members and guests also serve on the ARIE Task Force and other equity-oriented working groups. These forum opportunities are helping to reveal the “big picture” of current and ongoing efforts at Mason to foster equity and inclusion and to improve recruitment, retention, and overall well-being of under-represented faculty members.

Gift Acceptance Committee (Submitted by Chris Kennedy, Faculty Representative – February 17, 2021)

Our esteemed colleague Dr. Abramson continues to work with others on the sub-committee to clarify some of the definitions associated with the Gift Acceptance Policy and ensure the concerns / recommendations of the University Auditor and other committee members are addressed. At the February meeting Dr. Abramson noted that the sub-committee report will be available in March. There will be a new Task Force (similar to the one convened three years ago) to use the report to provide suggested Gift Acceptance Policy changes, with the expectations that the policy changes be brought to the Faculty Senate before the end of the spring semester.

GMU Foundation Board of Trustees (Submitted by Keith Renshaw, Faculty Representative – February 15, 2021)

As the faculty representative to the GMU Foundation’s Board of Trustees, I serve on the “Finance” subcommittee. That subcommittee met on Thu Feb 4, at 8:00 a.m. Below is a summary of information from that meeting. The next meeting is a Full Board meeting, scheduled for Fri, Mar 5 at 9:00 a.m.

At the opening of the meeting, President of the GMUF BOT Trishana Bowden gave an update on the state of affairs at George Mason. That summary was similar in nature to that provided to the Faculty Senate by SVP Kissal and Provost Ginsberg, centering primarily around issues such as enrollment, financial health, etc.

After that there was a thorough review of the GMUF finances. Primary notes are as follows:

- Through Dec 31, 2020 – overall revenue is higher than project, and overall expenses are lower than projected
 - GMUF has already achieved 80% projected revenue for the year, even though just halfway
 - Partially due to outperforming expected returns
 - Partially due to experiencing no dip in real estate funds (i.e., rentals), despite having anticipated some – only tenant that is behind in rent is a single restaurant on Arlington’s campus, which is applying for additional loans (and represents a very small portion of total revenue)

- GMUF has spent only about 46% of expected yearly expense, even though halfway through
 - There have actually been slightly higher than projected expenses for operations of GMUF (primarily due to an unfilled position that resulted in having to contract for temporary accounting services, but also due to slightly higher tech costs than projected).
 - However, there have been lower expenses for GMU Advancement than projected, mostly due to decreased expenses on events
- With regard to the review of “long-term debt”...
 - GMUF’s total debt is not large, and it contains very little risk right now, which represents a significant decrease from what it was in 2014 (due to refinancing, etc. over past 6 years)
 - Almost all of the small amount of risk is solely related to potential default of tenants in Arlington campus (none of which is likely)
 - Also, insurance levels appear adequate – GMUF might reassess insurance post-pandemic, and also possibly consider pandemic-related insurance
- Finally, with regard to an assessment of Emergency Risk Management Compliance...
 - Liquidity – overall, seems very strong; GMUF is addressing possible system deficiency with new software
 - Primary threats (all of which look unworrisome now):
 - Endowment assets drop off
 - Investment yield
 - Donations drop-off
 - Tenant risk

Graduate Council (Submitted by Cristiana Stan, Faculty Senate Representative – February 19, 2021)

Report from the Graduate Council Meeting

January 20, 2021

Updates and Announcements:

- 3MT and Mason Graduate Interdisciplinary Conference (MGIC):
 - The Mason Graduate Interdisciplinary Conference will be held virtually on April 8th-9th, 2021. [Proposals](#) are currently being accepted till 5 P.M. on Friday, February 12th, 2021.
 - The 3MT preliminary elimination round will occur on March 5th, 2021. The top 10 finalists will compete at MGIC. The [registration](#) deadline is at 5 P.M on February 15th, 2021.
- Presidential Scholarship Nominations:
 - Nominations for the AY 2021-2022 Presidential Scholarship will now be accepted through an online platform. Details about the process is forthcoming.
 - The Summer Research Fellowships [application](#) is currently open through 5pm, Friday, January 29, 2021.
- PROV 701: Preparing for Careers in the Academy:
 - Applications are currently open and can be accessed [here](#). The deadline is May 1st, 2021.
- Time Limit Extensions: Dr. Bray reported that there is continued concern amongst graduate students regarding degree conferral time limits during the pandemic. Please communicate with students that the units and the Provost Office are still offering flexibility with time limit extensions for students who are approaching their time limit but have been unable to complete their studies due to COVID-19.

Work in Progress:

- Dissertation Credits Working Group: The [dissertation credits working group](#) recommend to catalog changes to reduce some financial burden on students regarding excess credits of 998 and 999.
- Reduction of Credit (AP.6.5.2) Policy Alignment between Masters and Doctoral degrees.

Respectfully Submitted by Cristiana Stan, Faculty Senate Representative to the Graduate Council 2020-2021

Grievance Committee (Submitted by John Farina, Chair – February 15, 2021)

No new business at the grievance committee. No current cases.

Intellectual Property Committee (Submitted by Tamara Maddox, Chair – February 23, 2021)

The Intellectual Property Committee has met both by subcommittee (focused on student matters) and as a full committee since the last Senate meeting. So far, our focus has been to delineate the issues relevant to both faculty and student IP matters. Both subcommittees agreed that a Town Hall would be an excellent way to engage with the GMU community and to provide a wide net so that we are aware of all community concerns as we work to update the current IP policy. A date for the Town Hall has not yet been set, but we are looking at a Friday afternoon in mid or late March. We expect to provide a mechanism whereby questions can be submitted in advance of the Town Hall, but also to permit live questions during the event.

Mason Core Committee (Submitted by Melissa Broeckelman Post, co-chair – February 15, 2021)

Mason Core Committee Report

January 28 and February 11 meetings

Courses with announcements about changes:

- ARAB 351: Media Arabic II (Spoken Media) is being removed as a capstone course
- COS 301: Great Ideas in Science had the prefix changed from PROV to COS

Courses approved to carry a Mason Core attribute

- ANTH 121: People of the Earth: Humanity's First Five Million Years (SBS)
- BIOL 102: Introductory Biology I-Survey of Biodiversity and Ecology (NSL)
- BIOL 103: Introductory Biology II-Survey of Cell and Molecular Biology (NSNL)
- BIOL 105: Introductory Biology II Laboratory (NSL)
- COS 310: Introduction to Science Policy (SYNTH)
- ECON 495: RS: Honors Thesis in Economics (CAP)
- EVPP 381: Nature and Culture in Global Wetlands (GU)
- FRLN 331: Contexts for Global Cinema (GU)
- SOCI 308: Race and Ethnicity in a Changing (SBS)
- SOCI 360: Youth Culture and Society (SBS)
- SOCI 371: The Individual and Society (SBS)
- SYST 130: Introduction to Computing for Digital Systems Engineering (IT)
- UNIV 381: Foundations for Building a Just Society (GU and SBS)

Courses approved pending minor revision

- ECON 491: Capstone in Economics (CAP)
- ECON 493: Capstone Internship (CAP)
- INTS 390: International Internship (GU)
- SOCI 330: US Immigrants and Immigration (GU)

Courses rolled back for revision

- ARAB 355: Advanced Arabic Media: Debates & Context (CAP)
- ECON 460: Senior Seminar in Philosophy, Politics, and Economics (CAP)

Additional discussions

January 28

Jan Allbeck met with the committee to explain the articulation plan for how students who leave the Honors College will receive some Mason Core credit for some of the courses taken. The committee voted to endorse the plan that the Honors College has been using in these transfer situations.

February 11

We began talking about possible ways to address the capstone/synthesis challenges. We had also planned to begin a conversation about degree outcomes but ran out of time.

Mason Core Report

February 25, 2021 meeting

Courses approved:

- ECED 492: Internship in Early Childhood Education (Non-Licensure) (CAP)
- FAVS 204: Ways of Seeing: Perception, Form and Film (ARTS)
- FAVS 320: Afrofuturism and Their Kin (GU)
- FAVS 280: Writing for the Moving Image (ARTS)
- ASTR 303: Black Holes (NSNL)
- GGS 317: Geography of China (GU)
- GGS 301: Political Geography (SBS)

After reviewing proposals, we also spent some time working with a set of outcomes that are embedded across different areas on campus to identify themes that can be a starting point for thinking about outcomes for a Mason Undergraduate degree.

Master Plan Steering Committee (Submitted by Shannon Davis, Zachary Schrag and David Wong, Faculty Senate representatives – February 17, 2021)

The Master Plan Steering Committee met on February 12, 2021. The consultant (Greg Janks) presented frameworks for the development of the three campuses. The current proposal provides

a framework whereby the three campuses will assume different identities. They are "Policy, Professional and Partnerships" for Arlington, "Health, Innovation and Primarily a graduate campus" for SciTech, and "Core Collaboration, Undergrad (and grad) home." This proposed framework with the identities are expected to be shared with the community at the next town hall, scheduled for Tuesday, March 2, from 10:30 a.m. - noon.

We encourage senators to attend the town hall and to alert their colleagues to that event.

Research Advisory Committee (Submitted by Lance Liotta, Chair)

The Research Advisory Committee has been working with the Interim Vice President for Research, Innovation and Economic Impact on a number of topics. The committee is discussing a proposal by Aurali Dade to consolidate the Faculty Senate Research Subcommittee with the Faculty Advisory Board for Policy Development ("The Advisory Board serves as a vehicle for faculty to provide guidance and input into policies related to research at George Mason University. The Vice President for Research appoints the Faculty Advisory Board for Policy Development".)

Salary Equity Study Committee (Submitted by Allison Redlich, Committee Chair – February 17, 2021)

Salary Equity Study Committee Report (March 3, 2021 meeting)

Members of the Salary Equity Study (SES) Committee recently met with a representative of the College of Science (COS) workgroup charged with developing a compensation tool for COS faculty (see accompanying 'Statement regarding faculty compensation tool development in College of Science'). We were surprised and alarmed to learn of the COS workgroup and their charge, as their work appears to be directly relevant to the SES committee. The manner in which we were learned of this COS workgroup was not from Mason HR representatives (despite repeated requests for information that went unanswered) but rather from a person intimately connected to the COS process. We are alarmed because this lack of transparency appears to violate the tenets of shared governance that we at Mason value and strive for. The lack of involvement of the SES committee in a process directly concerned with compensation prompted us to refer our concerns to the Executive Committee of the Faculty Senate. In addition, we will be working with the Organizations and Operations Committee to reassess the charge and name of the SES committee. Without access to relevant data, it has been difficult to impossible to effectively engage in studies of salary equity.

Statement regarding faculty compensation tool development in College of Science

Background

In October 2020, the College of Science faculty at Mason learned of a collaboration with central administration and Segal Consulting to develop an instructional faculty salary analysis tool. The tool was intended to generate comprehensive salary reviews that include a market analysis by academic discipline. These salary reviews would be used to support efforts to equitably compensate faculty. We were informed the initial structure of the tool was complete and invited to volunteer to participate in virtual design sessions with the consultants to talk through the factors and weighting in the tool. A small group of COS faculty were selected to participate in these design sessions, which occurred on November 4, 2020 and December 10, 2020. Discussions during and after these meetings prompted the following statement to be communicated with the COS Dean, the Salary Equity Study standing committee, and COS faculty senators during the week of February 8, 2021.

The faculty compensation tool under development has fundamental flaws and probable biases which will impede its effectiveness.

Our concerns with the tool include the following:

- **A cost of living adjustment (COLA) is not being included.**
 - There is no explicit cost of living adjustment, despite this being one of the primary reasons faculty have left Mason and top candidates have turned down job offers.
 - If one of the purposes of this tool is to retain and attract outstanding faculty, then we must include COLA
 - Segal has pledged to include regional peer institutions in the data set, however it unclear if this will be an effectual alternative to an explicit inclusion of relative COLA percentages.
- **The Segal tool will perpetuate inequities in faculty salaries.**
 - The dataset being used for this tool cannot be tested for systematic bias because race/ethnicity/ gender/age are not required variables.
 - Gender bias in academia is a well-established reality. We have no assurance that the salary data being used in this tool are truly representative of market value or divergent due to bias.
 - It is very possible the gender bias repeatedly observed is “baked in” to the data and the salaries are representative of both bias and market. For example, if a mostly women female biology department has lower salaries and a mostly male physics department has higher salaries, can we conclude the difference is because of the market for biology vs. physics professors? Or are they different because of a gender bias? We cannot distinguish between these variables in this case.
- **The tool cannot offer a true peer comparison of many unique faculty positions.**
 - There is no clear way to evaluate how administrative or outreach activities for example may influence market value. To compensate, the tool allows for “weights” to be added for certain activities, but there is no clear way to apply these weights consistently.
 - How will activities that add to Mason’s success (improve image, recruit students, attract top talent and students, etc.) in the academy be counted?
- **The tool has too many “fudge factors” to be meaningful.**
 - These factors will artificially sway salaries up or down at the whim of whoever is using the tool, thus rendering the results useless.
 - Values of teaching, research, and service are challenging to quantify and one role should not dominate the calculations.

Statement regarding faculty compensation tool development in College of Science

- **The dataset being used is incomplete and unreliable.**
 - CUPA HR data are reported by HR officials
 - Faculty are labeled with CIP codes, which have not been shown to be appropriate for people and may negatively reflect on faculty with diverse expertise
 - Years of faculty experience are not included
 - No cost of living adjustment (COLA) is included to equate salaries across localities.
 - No specific details about job type and responsibilities are included in the dataset
 - No demographic information is included.
 - Has not been benchmarked against salaries compiled and publicly available from resources such as field-specific professional societies, such as the American Chemical Society
- **Appropriate and knowledgeable University elected faculty representatives have not been engaged in this process**
 - It is our understanding that the tool being developed is related to the work of the Salary Equity Study standing committee at Mason. Why has that faculty group, with a specific charge to study salary equity, not been involved in this process?

The new tool from Segal is not going to address equity. **How can we seriously talk about faculty compensation, when there is no discussion about remediating existing inequities?** We do not know where in Mason or COS are the major equity gaps. We do know these gaps exist because publicly reported numbers show it. Why have equity study results not been shared with faculty? **Why aren't strategic plans to ameliorate inequities not taking precedent over developing a "market value" tool.**

If plans persist to deploy this tool, there must be a **test phase and opportunities for revision pending results from those tests.** Furthermore, we advocate for explicit procedures that constrain its use and invite the consideration of other datasets and professional salary sources appropriate to each discipline.

We urge the College of Science and Mason administration to seriously consider these objections and concerns. **Administration and faculty stakeholders should explore and review methodologies to ensure that faculty are equitably represented.** This compensation tool has the potential to influence many faculty salaries and careers at Mason. We appreciate your attention on this important matter.