

**GEORGE MASON UNIVERSITY**  
**AGENDA FOR THE FACULTY SENATE MEETING**  
**MARCH 31, 2021**  
**Electronic Meeting\*, 3:00 – 4:15 p.m.**

**I. Call to Order**

**II. Approval of the Minutes of March 3, 2021**

**III. Opening Remarks – Shannon Davis, Chair**  
Rector Hazel

**IV. Committee Reports**

**A. Senate Standing Committees**

*Executive Committee* – Shannon Davis, Chair

- Coffee and Connect with Faculty Senate Executive Committee [Appendix A](#)
- Planning for 2021-2022 Faculty Senate Meetings [Appendix B](#)

*Academic Policies* – Suzanne Slayden, Chair

*Budget and Resources* - Tim Leslie, Chair

*Faculty Matters* – Solon Simmons, Chair

- Faculty Evaluations in Time of COVID (2<sup>nd</sup> read and vote) [Appendix C](#)

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

*Organization and Operations* - Lisa Billingham, Chair

**B. Other Committees/Faculty Representatives**

[Appendix E](#)

Graduate Education Reimagine Task Force – Laurence Bray, Associate Provost for  
Graduate Education [Appendix D](#)

Gift Acceptance Committee\* (no written report)

BOV Academic Policies, Diversity and University Community

BOV Research Committee

GMU Foundation Board of Trustees

Mason Academic Assessment Council

**V. New Business**

Recommendation of Laurie Robinson to Honorary Rank of Emerita - Keith Renshaw

[Link to recommendation](#)

On behalf of my colleagues in the Department of Criminology, Law, and Society, as well as the Robinson Professors, I move that the Faculty Senate recommend waiving the requirement of having 10 years of continuous service at Mason in the consideration of awarding emerita status to Laurie Robinson (Clarence J. Robinson Professor of Criminology, Law and Society), who will retire at the end of this spring 2021 with 9 years of continuous service at Mason.

## **VI. Announcements**

- Sr. Vice President Carol Kissal
- Mason Facts – Molli Herth Program Manager

### ***Review, Promotion & Tenure (RPT)***

- Term New Multi-Year Appointment templates, Term Promotion w/ New Multi-Year Appointment templates and Tenure-Track Renewal templates have been replicated and approved for launch.
- Effective 2021/2022, Term faculty candidates will submit required promotion and multi-year appointment materials via RPT for evaluation as applicable. Additionally, Tenure-line faculty candidates will submit third-year renewal materials via RPT for evaluation as applicable.
- Synchronized user trainings are scheduled to begin April 2021 with Administrator trainings and asynchronous training materials remain available via the Mason FACTs website for continued post training support and reference for candidates and Committee Members.

### ***Faculty 180***

- Work is ongoing with university leadership and stakeholders to produce base data files for system integration.
- Save the date for a talk on shared governance in the Commonwealth and beyond: Joerg Teide, AAUP's Director of Research and the national expert on shared governance and academic freedom will give a talk on "Shared Governance: Results from the 2021 AAUP Survey" on April 21st from 3-4:30PM.

## **VII. Remarks for the Good of the Faculty**

## **VIII. Adjournment**

## ELECTRONIC MEETING

Topic: Faculty Senate Meeting

Time: Mar 31, 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/98849620930?pwd=WU5qd3AzK3Y4RC8rdkN6Q1dWY3FsQT09>

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

Meeting ID: 988 4962 0930

Passcode: 699848

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### Having Trouble Joining the Meeting with the link above?

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

- Zoom sign-in: using your own zoom account credentials
- 1. 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/u/auLx5Vvk89>

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

Time: Apr 2, 2021 09:00 AM Eastern Time (US and Canada)

Join Zoom Meeting

<https://gmu.zoom.us/j/92589817981?pwd=c2I2OWN1VEZpMlhhaW13c1ErUzJOUT09>

Meeting ID: 925 8981 7981

Passcode: 117243

One tap mobile

+13017158592,,92589817981#,,,,\*117243# US (Washington DC)

+12678310333,,92589817981#,,,,\*117243# US (Philadelphia)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 267 831 0333 US (Philadelphia)

Meeting ID: 925 8981 7981

Passcode: 117243

Find your local number: <https://gmu.zoom.us/u/aeu0gw4EWZ>

Join by SIP

92589817981@zoomerc.com

## Appendix B

### Faculty Senate Meetings 2021-2022

#### Fall

August 25

September 8 (spillover/if needed)

September 22

October 6 (spillover/if needed)

October 20

November 3 (spillover/if needed)

November 17

December 1 (spillover/if needed)

December 8

#### Spring

January 19

February 9

February 23 (spillover/if needed)

March 2

March 23

March 30 (spillover/if needed)

April 6

April 20 (spillover/if needed)

April 27

## Appendix C

### 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<sup>1,2</sup> 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.<sup>3</sup>

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

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

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

<sup>3</sup> 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<sup>4,5,6,7</sup>.

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 students<sup>8</sup>. The extraordinary teaching conditions brought on by the pandemic may exacerbate bias in evaluations<sup>9</sup>. 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<sup>10, 11</sup>.

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/>

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

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

<sup>6</sup> 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>

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

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

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

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

<sup>11</sup> <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<sup>12,13</sup>. 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

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

<sup>13</sup> <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 solicitation<sup>14</sup>: 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

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<sup>14</sup> 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 Impact<sup>15</sup>

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?				

<sup>15</sup> 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?				
<b>Service Impacts</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Notes</b>
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?				
<b>Personal Impacts*</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Notes</b>
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 <sup>16</sup> 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.*

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



## Appendix D

### **Graduate Education Reimagine Task Force**

This February, Mason celebrated its fifth year as a research-intensive (R1) university. As we reflect on where we started and all that has been accomplished since then, there is great pride in our academic and research achievements. These accomplishments would have not been possible without the contribution of our outstanding faculty and also our graduate students. With over 10,800 students enrolled in our graduate programs, and many more students having completed their master's or doctoral degrees, Mason has become a significant producer of advanced degrees and contributor to a specialized workforce in the Commonwealth of Virginia and beyond.

Despite our ongoing successes, Mason has been impacted by a rapid and significant growth, which has led to significant challenges that could compromise the continued success of our initiatives that advance learning, support research and also promote scholarly study and professional development opportunities. Such challenges ultimately can affect graduate students' achievement of their personal and career goals. In recognition of these challenges, we would like to undertake an initiative that will provide an opportunity to reimagine graduate education that can help us to recruit and retain high-caliber students, provide them with experiences of academic and research excellence, and maximize their chance of success at Mason and in their future career. Currently, Mason has over 134 graduate degree programs with 93 Master's degrees and 41 Doctoral degrees, plus 95 Graduate Certificates programs across many disciplines. This broad portfolio of academic graduate programs produces many opportunities for our students while also creating significant challenges that inhibits graduate education effectiveness and efficiency, cross-disciplinary and experiential learning, and support for career and professional development.

To address this, we are pleased to announce the **Graduate Education Reimagine Task Force**. The Task Force will be composed of representatives from each college/school, the Faculty Senate, Graduate Council, Graduate Student Association, and possibly others. Laurence Bray, Associate Provost for Graduate Education will serve as the Chair of this Task Force.

The charge for this group is to consider the current context for and state of graduate education at Mason. The group also is asked, among other critical issues, to consider the benefits and challenges of the prospective creation of a Graduate School at our university that could facilitate consistent and equitable expectations, opportunities both within and across academic unites and enhance structures that support graduate students.

Specifically, the following areas are to be considered:

- Identify and review Mason's current graduate education opportunities and associated challenges;
- Utilizing R1 institutions' models and best practices, review and consider strategic solutions to could help to overcome these challenges;
- Suggest operational and structural enhancements that could facilitate the implementation of the proposed solutions;
- Provide recommendations on what graduate education structure would best align with the University's mission, vision, overall structure, strategic objectives, and funding allocations, including the prospective forming of a Graduate School at Mason.

The primary goal of the group to create a White Paper that can be presented to the Provost and the President by early fall 2021 that addresses the issues raised, and other associated issues that may be identified.



## Appendix E

### Reports from University Committees and Faculty Representatives to Committees

#### BOV Academic Policies, Diversity, and University Community Committee – (Submitted by Christy Pichichero and Keith Renshaw, Faculty Representatives -March 1, 2021)

BOV APDUC Committee – Christy Pichichero and Keith Renshaw, Faculty Representatives – submitted March 1, 2021

- Provost Ginsberg gave an update
  - 42% of Spring 2021 courses (19% of student registrations) have an on-campus component (F2F, hybrid)
    - Graduate – 60% courses (28% student registrations) have an on-campus component
    - Undergraduate – 27% courses (17% student registrations) have an on-campus component
  - Overall, applications for Fall 2021 are up slightly from Fall 2020 (28,269 vs. 27,972)
    - Freshmen applications are a bit down (21,540 vs. 22,102)
    - Graduate applications are up
  - Enrollment this year has been higher than last year for every session (Summer, Fall, Spring)
    - International enrollment is down a bit due to pandemic-related problems (travel restrictions, difficulty obtaining visas, etc.) – anticipate this returning next year as embassies increase
    - Study Abroad—relatively few students went abroad (1 in January), 52 students in Korea (online virtual study abroad experiences)
  - Student activities are ongoing and increasing
    - In-person & virtual online modalities, 230 events currently planned across FFX, ARL, SciTech campuses
    - We anticipate more F2F in weeks and months to come, as restrictions ease
  - COVID-19 preparation
    - This semester, doubled quarantine/isolation capacity – nowhere near capacity right now
    - Have 8 testing sites across campuses – testing approaching 10K/week, residential students 2x/week
    - Saliva-based testing
  - COVID-19 vaccinations
    - Healthcare providers have mostly been vaccinated
    - Essential workers (daycare, first responders, etc.) and those 65 and older are all eligible for vaccination
    - Higher Ed faculty and staff not in those groups; they are in “1c”, which is still waiting in VA
    - Mason has been running a vaccination clinic for the community
  - Other highlights
    - Shannon Davis named Associate dean, Faculty and Academic Affairs in Mason Korea

- Mason Vision Series - Cynthia Lum (community policing, evidence based policed), upcoming Amira Roess (March 2021), Peter Mandaville
  - Visiting Robinson Professor – Recruiting for distinguished professors now; Advisory Committee (Spencer Crew & Steven Pearlstein)
  - Faculty Honors—Andrew Light, Joan Kang Shin, X
  - Online Rankings—Us News 2 programs are best online in VA— Curriculum & Instruction, MA in Accounting
- Dietra Trent provided an update on the Anti-Racism & Inclusive Excellence (ARIE) Task Force
  - Recommendations are designed to help Mason become a national exemplar in this area
  - 6 committees with more than 100 faculty, staff, students, alumni
  - Overall timeline: Kicked off in Sep; first reports in Oct; forum in Nov; peer review of reports in Dec; prep for campus engagement in Jan; website and town hall in Feb/Mar
  - Draft recommendations were recently presented (3 recommendations come from each of 5 committees; note that the 6<sup>th</sup> committee is “Student Voices,” which are interspersed within the other 5 committees) - available for review on the website: <https://president.gmu.edu/anti-racism-task-force>
    - Visitor Moreno asked whether Mason will make trainings required in the future
      - Interim VP Trent stated that was not currently the plan
      - Christy Pichichero (APDUC faculty rep and ARIE Task Force member) noted that the committee needed to engage Faculty Senate to ensure shared governance on decisions with regard to how these go into effect
      - Dr. Pichichero also noted that each administrative unit will be turning in Inclusive Excellence plans for how will address DEI within their units, and that part of the work moving forward will be thinking through how to integrate ARIE recommendations into all of the work going on across the college. There is a need to move toward a model where this type of work is foundational, so eventually that would imply that there would be *some* type of requirement, but what form that takes remains to be seen
  - Visitors Witeck, Prowitt, Moreno, Bhuller expressed strong admiration and appreciation for all of the work
- Dean Alp Ozerdem gave an update on the Carter School
  - Reported on change of name of school to Jimmy and Rosalynn Carter School for Peace and Conflict Resolution
  - School is celebrating its 40<sup>th</sup> anniversary – continues to be the #1 rated school in conflict resolution
  - Summarized programs within the Carter School – they are developing several minors in collaboration with other units
  - Also have several new initiatives
- Faculty Senate Chair Shannon Davis reviewed changes to Faculty Handbook that were approved by Faculty Senate
  - Most were related to cleaning up language
  - There was a change in language describing General Faculty to include faculty at all campuses – affords voting rights for faculty in places like Mason Korea

- There was a change in language related to Grievance procedures to acknowledge new processes developed through rigorous 18-month process of shared governance
- Changes were unanimously approved
- Faculty actions were unanimously approved

**BOV Research Committee – Report from Andrew Novak, Faculty Representative – submitted March 4, 2021)**

The Board of Visitors Research Committee met last Thursday, February 25, 2021.

The Interim VP for Research, Aurali Dade, explained that George Mason had gone up 11 points to #122 in the 2021 Higher Education Research and Development (HERD) Survey. GMU was top 10 in social sciences and #12 in computer and information science.

*Cybersecurity of Manufacturing*

The Committee heard from Paolo Cesar Costa and Art Pyster in the Engineering School about a new initiative in cybersecurity of manufacturing. A new institute, Cybersecurity Manufacturing Innovation Institute (CyManII) works to improve energy efficiency of manufacturing and make manufacturing secure against cyberattacks. Manufacturing requires an architecture to support security for the entire supply chain to ensure, for instance, that counterfeit parts and hacking do not affect supply. The Institute has a grant relationship with the Department of Energy worth \$111 million, to run for five years. The institute is part of a nationwide network of institutes that are considering security of automation. The network has four goals: (1) save 1 quadrillion BTUs of energy nationwide; (2) reduce 1 trillion instances of cyber vulnerability across the supply chain; (3) train 1 million manufacturing employees in cybersecurity; and (4) save \$20 billion over 5 years. The Institute has a new state of the art laboratory and classrooms with a facility to open in April 2021.

*Biohealth Innovation*

The Committee heard from Amy Adams at the Institute for Biohealth Innovation. This Institute brings together 300 faculty at GMU addressing biohealth issues. The Institute drives collaboration and strengthens research infrastructure to prevent, treat, and eradicate disease and improve care and well-being. It has 8 different thematic areas: infectious diseases (including therapeutics for respiratory disease on the SciTech campus); injury and performance (including prostheses); brain and behavior (including substance abuse); digital health (mining data for veterans' suicide rates); cancer; cardiovascular and metabolic disease; reproductive and family health (including pollutants); and policy/economics. The Institute has four priorities. First, it will foster partnerships, creating new collaborations and awareness of GMU's biohealth research. One current partnership with Vibrent Health is exploring how Covid-19 has altered lifestyle choices. Second, to elevate research, increasing research expenditures to \$80 million and 1,000 publications per year. The Committee spent \$31.4 million in 2020, so this is a major increase and will require faculty hires. Third, to engage students, with a goal of reaching 2,500 students through internships, fellowships, and other programs. Finally, to grow the state and regional bioeconomy, including helping biohealth startups with Mason intellectual property. The Institute had a \$3.2 Go Virginia grant to strengthen Virginia's bioeconomy and help connect Virginia's dispersed biohealth system across regions. The Go Virginia grant is for economic development across Virginia's diverse regions.

*Covid-19 Surveillance and Testing*

Finally, the Committee heard from Lance Liotta in the College of Science. He is associated with the Center for Applied Proteomics and Molecular Medicine, which studies diseases for patient benefit, including commercialization. Mason-created technologies that have been commercialized include: (1) laser capture microdissection, which can isolate cells in a biopsy; (2) reverse phase protein array, which can diagram tumor cells; (3) nanotrap, which can find biomarkers of rare disease in patients; and (4) protein painting, which can help develop new drugs. These technologies are useful for personalized cancer medicine: what is the best

therapy for a breast cancer patient? This technology can help determine whether a patient has a primary tumor or metastatic disease and come up with individualized therapy. Protein painting technology can develop new drugs for arthritis and cancer. This includes a new urine test developed by GMU for childhood tuberculosis and Lyme disease, ensuring early intervention. This Center does clinical work in certified laboratories, and is the only one in VA that is outside a medical school or hospital.

This laboratory allows GMU to do in-house Covid-19 testing. GMU is working with Ceres Nanosciences on an NIH project for Covid-19 testing. The laboratory has capacity for a molecular test, an antibody test, and an antigen test. GMU has created saliva testing infrastructure, with samples from campuses and athletes. Testing is done in the labs and then results are reported. The lab oversees the rate of infection to determine how frequent the tests should be. Two laboratories are complementary here: the Fluidgen lab has an automated process, while the CAP/CLIA certified lab does the rapid PCR test for athletes. These latter tests are saliva-based so athletes can test every day. The antibody tests can help determine who can donate antibodies (human serum) to current Covid-19 patients. In the future, rapid point-of-use saliva tests are currently before the FDA awaiting commercial approval. The laboratories will be able to test for Covid-19 variants and to find them in the population, especially relevant for the UK variant. Finally, GMU is also considering wastewater surveillance, which can test dormitory waste water for Covid-19 proteins. This can help prevent a spike in infections. The laboratory had great success with the summer internship program, including high school and undergraduates working remotely. This is part of an effort to find top science talent, including through an “inventor’s club” where student interns successfully work together developing a real patent.

#### **GMU Foundation Board of Trustees – (Submitted by Keith Renshaw, Faculty Representative – March 6, 2021)**

The Full Board of Trustees for the GMUF met on Friday, March 5. Below are notes from that meeting, submitted by Keith Renshaw, faculty representative to the Board of Trustees. (3-6-21)

- BoT Chair, Terri Beirne, gave the Chair’s Report
  - Board has been working closely with GMUF to ensure operations remain strong despite COVID
  - Overall, GMUF operations are in very good shape, particularly given circumstances
- Carol Kissal, SVP of GMU, provided an update on the legislative session – overall, was very good news
  - Base budget from state for Mason should increase by close to 31M, which will allow Mason to act on several initiatives – one of most important priorities is faculty/staff salaries
  - We have achieved “Tier 3” status, which gives Mason much more autonomy from the state (in line with UVA and other similar universities)
- Gregory Washington, President of GMU, provided an update on operations at Mason
  - We have now been affected by the pandemic for a full year (and counting)
    - Pandemic has highlighted inequities in healthcare, housing, and other areas
    - It has also led to a fiscal crisis that impacts the institution and students
  - To date, he has had 200+ meetings with state legislators since arriving, due to hefty need for state support in pandemic – those have been productive, as evidenced by strong success in state budget proposals to date
  - We have had a very small number of COVID cases overall – 677 since Aug (compared to another VA institution that had 600 in past 2 weeks)
  - Mason has many efforts in place to deal with COVID
    - Testing (using our own facility - we are testing students 2x/week now, approaching 10,000 people/week)
    - We have de-densified campus, created a health check app, kept up robotic food delivery, and engaged in frequent and direct communication (and tracking behavior related to communications)
    - We are now engaged in vaccine delivery in PW and Fairfax Counties
      - more than 12,000 vaccines administered in past 4 weeks

- Moving toward 5,000/week, with plan to eventually get to 10,000/week
  - Currently administering 1/3 of all vaccinations in PW County
- We anticipate that we can vaccinate our own faculty/staff when Phase 1c begins, which should be within the next few weeks
  - With the infrastructure we have, should only take a few weeks to vaccinate all employees who want it
  - Should be able to vaccinate all faculty/staff who want it by end May
  - Should be able to vaccinate all students who want it by close to start of fall
- ARIE Task Force recommendations have rolled out
- We have an Innovation Commission working to develop recommendations that will feed into a strategic planning process
- Recently compared data from Mason to data from (1) all R1 institutions 130, and (b) the ones that are generally considered Top 50
  - Awarding more BA/BS degrees than median of all and median of Top 50
    - Also in terms of # of women, # of minorities
  - Awarding more MA degrees than median of all and median of Top 50
  - Awarding fewer PhD degrees than median of all and median of Top 50
  - % women in graduate enrollment higher than median of all and median of Top 50
  - % minorities in graduate enrollment slightly below median of all and median of Top 50
  - Student/faculty ratio is lower than median of all and median of Top 50 (which shows high efficiency)
  - 6-yr graduation rate is below median of all and median of Top 50
    - Likely related to the fact that Mason admits 83% of all who apply
      - This is close to “open enrollment” (and average graduation rate of open enrollment institutions is 42%)
    - In contrast, UVA admits around 25% of all who apply
    - So it’s not surprising that our graduate rate is lower than median
    - We are still aiming to get to 80%, and are on track for that
      - In 1992 – we were half size we are today, and graduation rate was 42%
      - We have doubled in size *and* doubled graduation rate since then
  - Average faculty salary is #105 out of 131 R1 institutions – we need to address this
  - R&D Expenditures – we are below median of all and median of Top 50
    - But our growth in R&D is higher than all but 1 other R1
    - If our growth continues, we will catch and surpass many R1s
  - Conclusion – we do not need to ask if we are legitimate R1 – question is, are we a legit Top 50?
  - What are our key needs to be addressed
    - Grow # PhDs awarded
    - Grow faculty numbers to reduce faculty/student ratio
    - Grow minority graduate enrollment
    - Increase TT faculty salary (lower by about 12K on average)
    - Continue to try to increase retention/graduation rates (although in context of high admission rate)
  - Plan over next 10 years
    - Grow by about 10K students
    - Grow by about 400 faculty
    - Grow by about 150 staff
- Now starting to put together 5-year plan, as we emerge from COVID
  - Core theme – become Top 50 within the next 10 years
  - Several collaborative partnerships – one key one is the new “Virginia Promise”

- Pathway toward advanced degree or your own business for EVERY Virginian who wants it
  - We are going to be the university of opportunity for the state
    - We already have the ADVANCE program in place – largest in VA, one of the largest such pathways in the country
    - Opportunity U – Opportunity You!
  - We also manage all small business development centers in VA
    - We have incubators, SBDC offices, PTAC offices, VBOC, Women’s Business Center...
    - We help start businesses
  - We want to develop a low- to no-debt program for Virginia students
- Question – how is our budget relative to COVID pandemic?
  - We are not having to use reserves to make up deficits from this year, so we are in a strong position, particularly with the base budget additions from state legislature
- Many trustees expressed appreciation and excitement
- Trishana Bowden, President of GMUF and VP of Advancement & Alumni Relations, provided update
  - Advancement was already exceeding *annual* goal halfway through the year – also, number of total donors and alumni donors are up
    - Approx. \$61M raised as of 12/31/20, whereas goal by June 30 was \$60M
    - This is in contrast to national trends of decreases in giving
    - Fundraising has continued in 2021: \$74M raised as of Feb 28
  - Jenn Robinson now in position of AVP for Alumni Relations
  - Held virtual homecoming – more than 500 attendees across events, spread out across US and even international
- Tyler Cowen, Professor of Economics, presented on Fast Grants program to fund COVID-related research
  - Created program that raised philanthropic dollars to fund researchers within days of proposals
  - Opened April 2020 – got 4000 proposals within 2 weeks
    - Within less than 10 days, money was going out the door
    - About half of initial 20 proposals included women and/or researchers from URM groups
    - Raised approx. \$40M (Jack Dorsey, MacKenzie Scott, Elon Musk, Chan Zuckerberg, and others all gave \$1M or more)
    - Have actually allocated \$50M, because \$10M came from donor that had to give directly, not through Mason
    - Funded projects included early mRNA vaccine research, early monoclonal antibodies, Yale saliva direct spit test (had to come to Mason for funding, because couldn’t get support from Yale)
    - More recent grants are focused on monitoring new variants
    - Part of success largely due to personal connections Dr. Cowen has made over the years, including through podcasts with some of the individuals who gave largest amounts
- Van Metre Companies gave land to Mason several years ago, then bought it back – GMUF would like to use proceeds to give \$10.5M to Mason in support of TTIP.
  - Motion unanimously approved
- Trustee Jenny Herrera provided report from Audit Committee
  - Motion to approve the foundation’s IRS Form 990, 990-T, VA Form 500 and related tax filings was unanimously approved
  - ERM assessment shows strong performance of GMUF operations to date
- Trustee Trevor Montano provided report from Investment Committee
  - Endowment at ~\$177M
  - Returns of 13.9% FY to date – under benchmark of 16.3%, but partially related to positioning for coming out of pandemic



- Examining possible new OCIO (Outsourced Chief Investment Officer) – attracted 9 applicants from Top Tier firms (Mason now in a position to attract more attention from top firms)
  - Working to narrow into 4 firms to evaluate as finalists
  - Using search firm – has been extremely positive experience, viewed as excellent expenditure of funds
- Student Managed Investment Fund update
  - Outperformed S&P 500 by a bit in a very turbulent year
  - Continues to be great program – students are engaged, very grateful for opportunity
- Trustee Nancy Rose Senich provided report from Nominations Committee
  - Working to keep someone from Mitre engaged – very supportive, around 14% of hires are Mason grads
  - Working to expand representation of fields (cybersecurity, etc.), as well as representation of Mason schools/colleges
  - Also working to maintain gender and racial/ethnic diversity
  - New nominations to BoT unanimously approved
- Trustee Michael Stievater provided report from Finance Committee
  - GMUF revenue slightly above projection and expenses slightly below projection
  - Major real estate tenants are up to date on payments
  - Insurance portfolio looks strong
- Trustee Dennis Cotter provided brief report from Real Estate Committee (with assistance from Trustee Tracy White, due to connection difficulties)
  - Some of committee’s news covered in Finance
  - Managed to close on a difficult piece of property to sell
- Dean Ozerdem provided update on Carter School for Peace and Conflict Resolution
  - Reported on change of name of school to Jimmy and Rosalynn Carter School for Peace and Conflict Resolution
  - School is celebrating its 40th anniversary
  - Continues to be the #1 rated school in conflict resolution, also one of the largest (~500 students)
  - 7<sup>th</sup> school in the nation in placing students in US Foreign Service
  - Summarized programs within the Carter School – they are developing several minors in collaboration with other units
  - Also have several new initiatives
    - Peace Labs
    - Political leadership
- Keith Renshaw, Professor of Psychology and Director of new Military, Veterans, & Family Initiative (MVFI) at Mason provided overview and update on MVFI
  - Mason has largest military/veteran/dependent study population (10% self-identify), and situated in region with large number of veterans
    - Also has a lot going on in relation to this population
    - Led to idea for Military, Veterans, & Families Initiative – connect these activities at Mason, while leaving them in their respective places (not moving them into new “center”)
  - Gift from Technatomy provided funding to get it started
  - Launched Jan 2020 – several partnerships formed, including emerging partnership with Virginia’s Department of Veterans Services
  - Activities grouped in 4 areas: education, services, training, and research
  - New initiatives being explored include new programming, expansion of services, new training in areas like healthcare
- Meeting adjourned

**Mason Academic Assessment Council – (Submitted by Sheena Serslev – Associate Director, Institutional Assessment – March 19, 2021)**

**Annual Assessment Deadline: June 1, 2021**

This year the academic and administrative deadline for annual assessment submissions in Tk20 is June 1, 2021. To support continuous improvement, the [Mason Academic Assessment Council](#) will provide formative feedback after academic units submit their assessment plans. The [2020-2021 Rubric for Academic Annual Assessment](#) has been shared with program directors and will be used to guide the feedback process. Additionally, resources and examples to support annual assessment submissions can be found on [the OIEP website](#) and [OIEP YouTube channel](#).





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## MEMORANDUM

**To:** Ann Ardis, Dean of the College of Humanities and Social Sciences  
**From:** James Willis, Chair of the Department of Criminology, Law & Society (CLS)  
**Subject:** Recommendation of Laurie Robinson to honorary rank of Emerita  
**Date:** March 12, 2021

The purpose of this memo is to recommend without reservation that Laurie O. Robinson, Clarence J. Robinson Professor of Criminology, Law and Society, be granted the rank of Emerita. Professor Robinson (hereafter Laurie) is retiring at the end of this spring semester 2021. The CLS Faculty and Robinson Professors are enthusiastically and unanimously in favor of this status.

The criteria for emerita include long and notable service and dedication to the university. Following a distinguished career in public service (including as former Assistant Attorney General, leading the U.S. Department of Justice's Office of Justice Programs), Laurie joined the Robinson Professors and Department of Criminology, Law and Society in 2012. Since then, she has made invaluable contributions to Mason's visibility and reputation as a world class university, and to the growth and success of CLS.

During her time at Mason, Laurie served as Co-Chair on President Obama's White House Task Force on 21<sup>st</sup> Century Policing, and as a member on the distinguished Charles Colson Task Force on Federal Corrections. Both task forces produced recommendations that have had important effects on shaping police reform and the federal corrections' agenda. Within CLS, Laurie has played a key role in the creation of the new Masters of Science (MS) Program in Criminal Justice and in teaching its signature capstone course. Implemented in 2018, the MS program has been a great success (already growing to some 70 students). With her input, the MS is designed to equip Mason students with practical skills in program evaluation, research, writing, communication, leadership, and ethics. She has also taught a very popular course in the Honors College modeled on the 1967 President's Commission on Law Enforcement and Administration of Justice, and is a Senior Fellow at Mason's internationally-recognized Center for Evidence-Based Crime Policy. In addition to her service and teaching, Laurie has been an active scholar, writing and publishing on a wide variety of issues, often in outlets designed to influence policymakers and practitioners directly. She has also received numerous invitations to speak on cable television.

In closing, I should note that bestowing the honor of emeritus/emerita status requires "ten or more years of continuous academic service." When she retires in May, Laurie will have served for nine years – one year less than required. It strikes me that the spirit of this provision is to allow for an adequate length of service to make outstanding contributions. It is my hope that the evidence presented here persuades you that someone could have served the university faithfully for twenty years or more and not come close to equaling Laurie's contributions to Mason in terms of creating knowledge, teaching excellence, and serving the community.