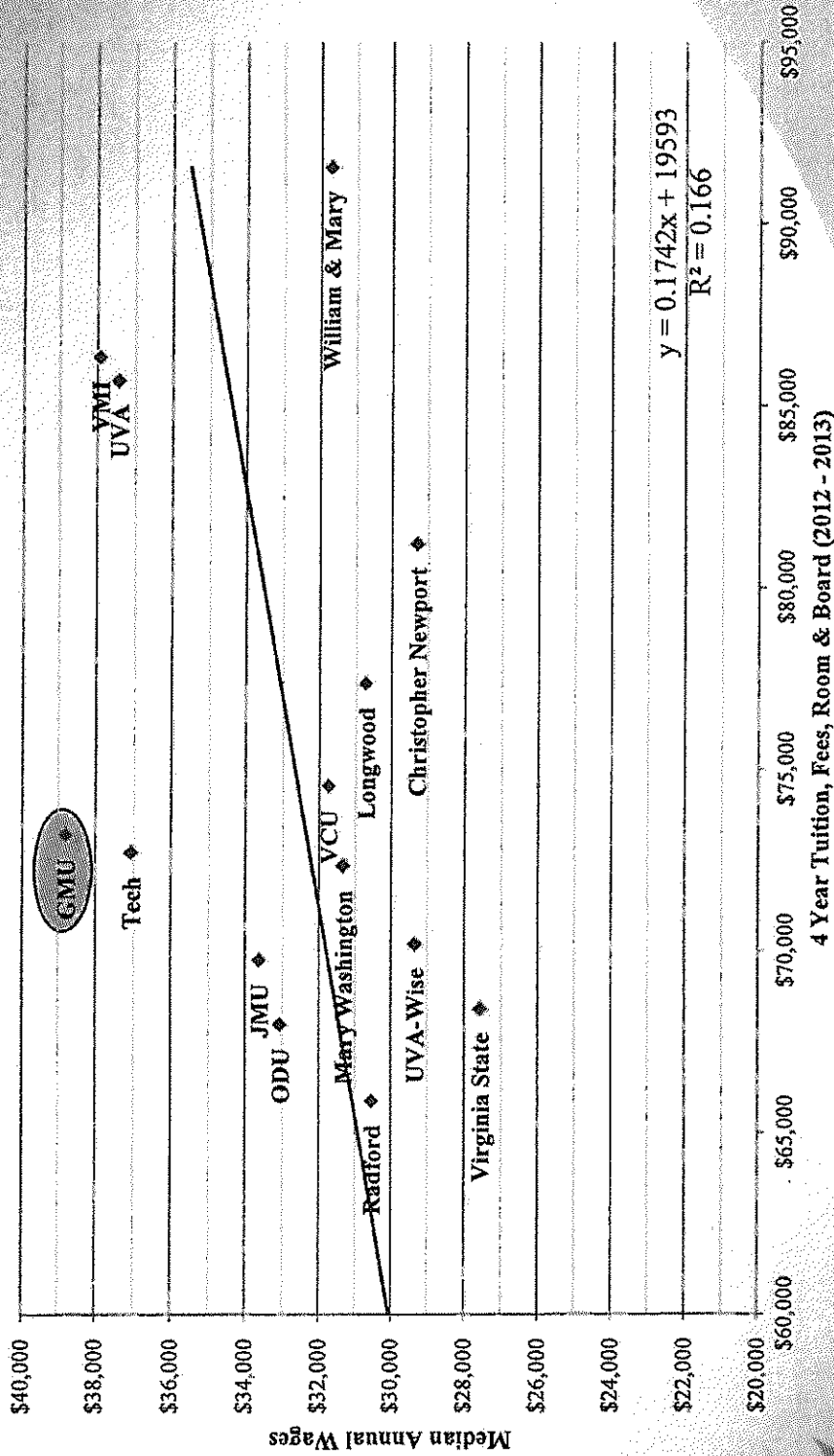


Median Annual Wages – VA 4YR Degree Institutions

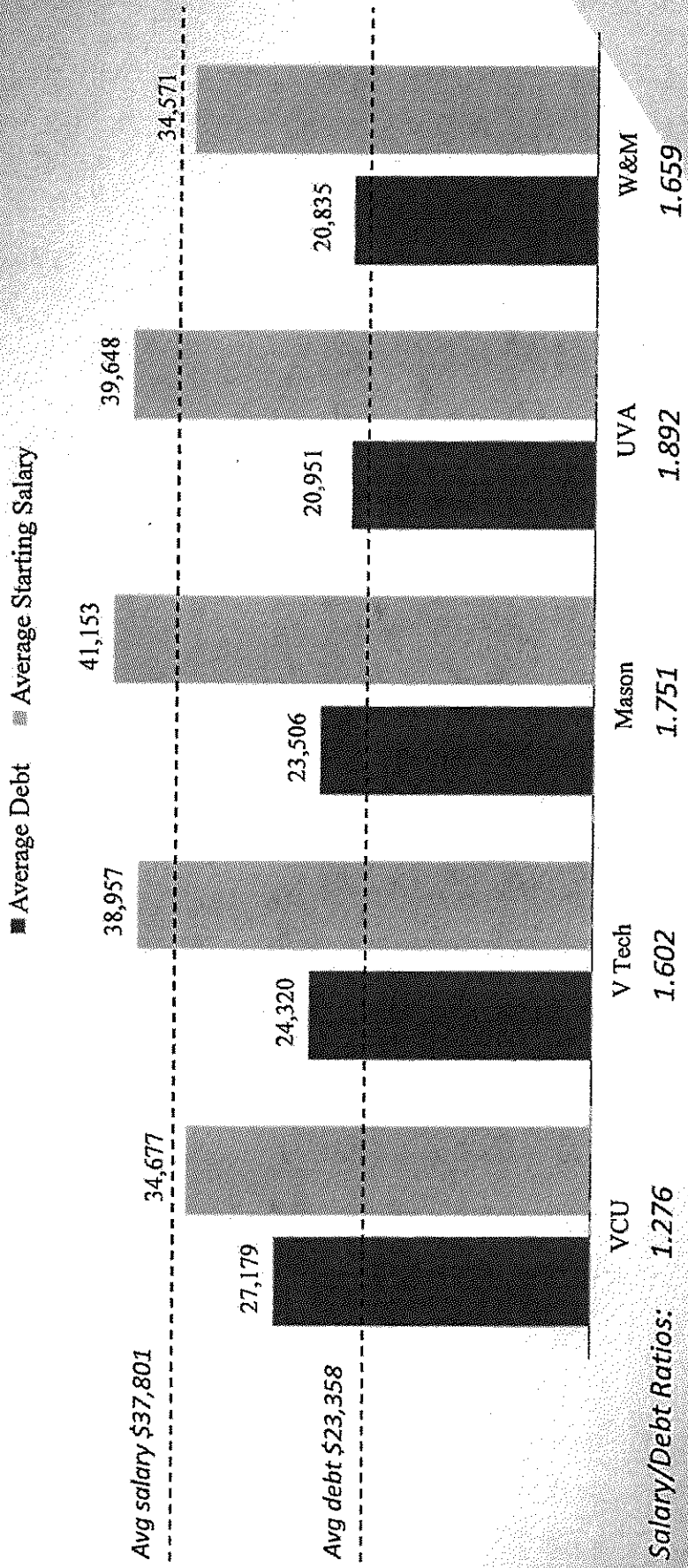


Source: Analysis of data from SCHEY, "Post-Completion Wages of Graduates," 2012. Wages are for Virginia residents 18 months following awarding of a degree via the Virginia Longitudinal Data System, a collaborative effort among the State Council of Higher Education for Virginia, the Virginia Department of Education, the Virginia Employment Commission, the Virginia Community College System, and the Virginia Information Technologies Agency.

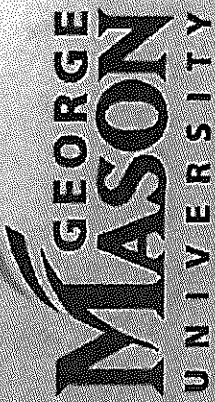


Where Innovation Is Tradition

Average Undergraduate Debt and Starting Salaries



The average debt of Mason students graduating with debt is 88% of the national average.



Where Innovation Is Tradition

Source: Common Data Set, SCHEV, U.S. News & WR

Instructional and Administrative Spending World Ranked VA Public Institutions

		FY 2002-2003 as % of E&G	FY 2010-2011 as % of E&G	Change in % Points	% Change
College of William and Mary (CWM)	<i>Instruction</i>	60.3%	56.2%	-0.04	-6.8%
	<i>Administration</i>	9.4	10.3	0.90	0.1
George Mason University (GMU)	<i>Instruction</i>	56.6	57.4	0.80	0.0
	<i>Administration</i>	8.4	7.5	-0.90	-0.1
University of Virginia (UVA)	<i>Instruction</i>	39.3	41.9	2.60	0.1
	<i>Administration</i>	6.5	8.9	2.40	0.4
Virginia Commonwealth University (VCU)	<i>Instruction</i>	52.0	53.9	1.90	0.0
	<i>Administration</i>	8.6	7.2	-1.40	-0.2
Virginia Tech (VT)	<i>Instruction</i>	41.4	38.8	-2.60	-0.1
	<i>Administration</i>	5.4	6.4	1.00	0.2

Note: Education & General expenditures include personnel, operating, and maintenance costs for the institution but typically exclude capital projects, scholarships, and auxiliary enterprises.

Source: ACTA, IPEDS

The Working Group received a number of very thoughtful and measured comments about an earlier version of this report from Dr. June Tangney, University Professor and Professor of Psychology and Chair of Mason's Faculty Senate. We considered Dr. Tangney's comments very carefully and factored them into our report to the extent we felt appropriate without sacrificing the overall spirit of the report. Because of the absolute centrality of our faculty to Mason's mission and work and because of our respect for Dr. Tangney and her major leadership position at Mason, we have included the entirety of her comments in the appendix of this report.

Please note that since Dr. Tangney reviewed an earlier draft of this report, some of the page and point numbers will not match with the final report. However, the reader will still be able to ascertain the points Dr. Tangney is making.

June's Comments on Student Value & Affordability Report

This report provides an incisive analysis and rich ideas that will be of great use in developing the new strategic plan, as well as in more effectively communicating what Mason already offers.

Some comments and suggestions:

On p. 1, point # 1: It seems dangerous to make promises about tuition growth without a consideration of state support. If state support substantially decreases from its current rate, how are we to make up the difference? This might be a place to explicitly illustrate the relationship between state support and tuition, which is something voters need to understand better.

On p. 2, point #2: "In return," I don't see why this kind of "trade" is desirable given the point made further down the page – that the annual state funding is 25% below the average of other VA doctoral institutions. Why make the situation even worse for a year?

On p. 3, paragraph 6: Given other priorities emerging from the vision process, it seems better to suggest that "some" rather than "most" of any increase in state aid to lower the \$1600 gap be used to lower tuition. The \$1600 gap explains what so many of us know to be true from life at Mason – we are underfunded in virtually every area of operation.

On p. 4, point #2: Same comment as above

On p. 5, last two paragraphs: Much of this is not relevant to us, as evidenced by Mason's low price tag. Including this general analysis of the state of higher education may suggest to the casual reader that all these are problems at Mason.

On p. 6, paragraph 1: There is the perception at Mason that upper level administration has increased in size and salary at a higher rate than faculty and staff. It would be helpful to provide some data on this.

On p. 6, paragraph 2: This whole paragraph is predicated on the notion that teaching only occurs in the classroom. In fact, at research universities, a huge part of teaching occurs outside of the formal classroom environment. So much of our "research" time is devoted to teaching and mentoring both graduate and undergraduate students. This is how a research university differs from a community college! So research faculty teach fewer formal classes than full-time "instructional" faculty, but they typically work side by side with 5-8 doctoral students and 5-20 undergraduate students, each of whom require individual instruction, mentoring, and yes letters of recommendation for life! :)

On p. 6, paragraph 4: How does this underutilization compare to other institutions? Seems that some degree of underutilization is inevitable – perhaps even necessary to allow space periodic needs (e.g., a town hall meeting with Dean's candidates, a visiting lecturer).

On p. 6, paragraph 6: "...once assigned, researchers seldom have to relinquish their space even when funding has lapsed..." This has not been my experience in 25 years at Mason. Space is so incredibly tight in CHSS that adjustments are constantly being made.

On p. 6, paragraph 7: Again, in CHSS, there are HUGE incentives to share space and return underused space – namely, otherwise we wouldn't be able to hire new attractive faculty or accept newly funded grants. So for example, in psychology we just hired a young star from Yale because a junior (extramurally funded) faculty member volunteered to trade his prime space adjacent to our clinic for less desirable research not yet available in David King, just so we could attract this wonderful new colleague.

On p. 7, first full paragraph: Why do we want faculty to give up permanent offices? Don't we want them to be available to students, doing research, collaborating with colleagues, writing grants, and participating in our campus community?

On p. 8, last paragraph: Increasing the percent of full-time faculty focused primarily on teaching (defined as formal classroom teaching) would undermine our aspirations as a research university and doctoral degree granting institution. It would decrease the research-related instruction so critical to undergraduates preparing for graduate study or real world challenges. (See earlier comment above.) It is also in direct conflict with the Faculty Handbook, an agreement among the faculty, BOV, and administration, which for years has limited the percentage of "term" faculty for this reason.

On p. 9, point #4: This is unclear. Faculty should be charged for research and office space? Students will be charged for classroom space? Also research space if they are conducting research under the supervision of a faculty mentor?

On p. 10, point #2: So this suggests different tuition for different colleges? That seems like a bureaucratic nightmare. Students take courses from multiple colleges.

On p. 10, second point #1: See comments above.

On p. 11, paragraph 4: "...and come to enjoy the relaxed atmosphere and camaraderie of a summer session..." Whether on a trimester system or a semester system, this is not an accurate description of the typical faculty member's summer. We work hard in the summer, writing grants, conducting research, mentoring graduate and undergraduate students, updating existing courses and prepping new courses, etc. etc. I worry that this phrase will reinforce some unfortunate assumptions about faculty life.

On p. 11, paragraph 5: "...come to expect a three-day weekend...four-day academic week..." Same issue. I worry that this phrase will reinforce some unfortunate assumptions about faculty life. Everyone I know on our very large faculty works 6-7 days a week, pretty much year round. The same is true of many of our students who are juggling formal coursework, internships or research assistantships, and outside employment. Whether one considers the student or faculty perspective, the atmosphere at Mason is not one of a country club. :)

I hope these comments will be helpful. Thank you for all your hard work gathering pertinent data and integrating it into such a compelling report. The committee has generated some very intriguing potential directions for the future.

Best wishes,

June Tangney