

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS MEETING
Thursday, December 2, 2021**

**Hazel Conference Room
Merten Hall 1201**

AGENDA

7:30 a.m. – 8:00 a.m.	<i>Continental Breakfast</i>
8:00 a.m. – 8:30 a.m.	Executive Committee Meeting
8:45 a.m. – 9:35 a.m.	Research Committee Meeting
9:50 a.m. – 10:40 a.m.	Audit, Risk & Compliance Committee Meeting
10:55 a.m. – 11:45 a.m.	Development Committee Meeting
11:45 p.m. – 12:15 p.m.	<i>Lunch Break</i>
12:15 p.m. – 1:05 p.m.	Academic Programs, Diversity and University Community Committee
1:20 p.m. – 2:10 p.m.	Finance and Land Use Committee Meeting

BOARD OF VISITORS MEETING AGENDA

2:25 p.m.	I.	Call to Order
2:25 p.m. – 2:30 p.m.	II.	Approval of the Minutes A. Full Board Meeting on September 30, 2021 (ACTION ITEM)
2:30 p.m. – 2:40 p.m.	III.	Rector's Report
2:40 p.m. – 3:00 p.m.	IV.	President's Report
3:00 p.m. – 3:20 p.m.	V.	SACSCOC Update (Matt Smith and Kristen Wright) A. SACSCOC Update B. Quality Enhancement Plan Overview (ACTION ITEM)
	VI.	Committee Reports
3:20 p.m. – 3:25 p.m.	A.	Finance and Land Use Committee 1. Retirement Plan Investment Policy Update (ACTION ITEM) 2. Schematic Design for Life Science and Engineering Building (ACTION ITEM)
3:25 p.m. – 3:30 p.m.	B.	Research Committee
3:30 p.m. – 3:35 p.m.	C.	Audit, Risk & Compliance Committee
3:35 p.m. – 3:40 p.m.	D.	Development Committee
3:40 p.m. – 3:45 p.m.	E.	Academic Programs, Diversity and University Community Committee

1. Program Actions (**ACTION ITEMS**)
 - a. New Degree Program: Master of Computing
 - b. Degree Program Name Change: “BS Community Health” to “BS Public Health”
2. Faculty Actions (**ACTION ITEM**)
 - a. Election of New Tenured Faculty

3:45 p.m. – 4:30 p.m.

VII. Closed Session

- A. Public Contract (Code of VA: §2.2-3711.A.29)
- B. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
- C. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)

4:30 p.m.

VIII. Adjournment

The December 2, 2021 full board and committee meetings of the Board of Visitors will be in-person. Members of the public are welcome to join in-person or may view the meeting live at the following link:
<https://gmutv.gmu.edu/live-broadcast/>.

No public comment will be taken at this meeting.

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Executive Committee Meeting
Thursday, December 2, 2021
Merten Hall, Hazel Conference Room (1201)

AGENDA

- I. Call to Order**
- II. Approval of Minutes**
 - A. Executive Committee Meeting Minutes for September 30, 2021 (ACTION ITEM)**
 - B. Executive Committee Meeting Minutes for November 19, 2021 (ACTION ITEM)**
- III. Rector's Comments**
 - A. Executive Committee; Duties (Code of VA: §23.1-1306)**
- IV. President's Comments**
- V. Closed Session**
 - A. Public Contract (Code of VA: §2.2-3711.A.29)**
 - B. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)**
 - C. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)**
- VI. Adjournment**

**EXECUTIVE COMMITTEE OF THE BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Meeting of
September 30, 2021
MINUTES**

PRESENT: Rector James Hazel, Vice Rector Horace Blackman, Secretary Simmi Bhuller, Visitor Ignacia Moreno and Visitor Carolyn Moss.

ABSENT: None

ALSO, PRESENT: Erin Iacangelo Rogers, Staff Representative; Melissa A. Broeckelman-Post, Faculty Representative; Steven Zhou, Student Representative; Natalia Kanos, Student Representative; Gregory Washington, President; Ken Walsh, Vice President for Strategic Initiatives and Chief of Staff; Mark Ginsberg, Provost and Executive Vice President; Carol Kissal, Senior Vice President for Administration and Finance; Brian Walther, University Counsel; and Sarah Hanbury, Secretary pro tem.

I. Call to Order

Rector Hazel called the meeting to order at 8:05 a.m.

II. Approval of Minutes

A. Executive Committee Meeting Minutes for July 30, 2021 (ACTION ITEM)

Rector Hazel called for any corrections to the 30, 2021 Executive Committee minutes. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN**.

III. Rector's Comments

A. Executive Committee; Duties (Code of VA: §23.1-1306)

Rector Hazel noted that he would have further discussions with Brian Walther, University Counsel, on the topic of Executive Committee duties, as outlined in Code of VA: §23.1-1306. He asked for another member of the Executive Committee to participate in that discussion; Vice Rector Blackman volunteered.

IV. President's Comments

Dr. Washington stated he would reserve his comments for the full board meeting.

V. Closed Session

Vice Rector Blackman **MOVED** that the Executive Committee go into Closed Session under the provisions of Section 2.2-3711.A.11, for Honorary Degrees and Special Awards to discuss the potential awarding of honorary degrees; Section 2.2-3711.A.29 to discuss a Public Contract; Section 2.2-3711.A.7, for Consultation with legal counsel pertaining to actual or probable litigation including briefings on:

Kashdan v. GMU
Agrawal v. GMU
Ganley and Surber v. GMU et al.
Morrison v. GMU
Morrison v. GMU et al.
Morris v. GMU
Inko-Tariah v. GMU
Alemu v. GMU

Zywicki v. Washington et al.

and Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned items. The motion was **SECONDED** by Secretary Bhuller.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

Following closed session, Vice Rector Blackman **MOVED** that the Executive Committee go back into public session and further moved that by roll call vote the Board certify that only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the meeting by the Board. Any member of the Board who believes that there was a departure from the requirements as stated above, shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place.

ALL COMMITTEE MEMBERS PRESENT RESPONDED IN THE AFFIRMATIVE BY ROLL CALL.

VI. Adjournment

Rector Hazel called for any additional business to come before the Executive Committee. Hearing none, he adjourned the meeting at 8:16 a.m.

Prepared by:

Scott Nichols
Project Coordinator
Office of the President

**EXECUTIVE COMMITTEE OF THE BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Special Meeting of
November 19, 2021
MINUTES**

PRESENT: Rector James Hazel, Vice Rector Horace Blackman, Secretary Simmi Bhuller, Visitor Ignacia Moreno and Visitor Carolyn Moss.

ABSENT: None

ALSO, PRESENT: Erin Rogers, Staff Representative; Gregory Washington, President; Ken Walsh, Vice President for Strategic Initiatives and Chief of Staff; Mark Ginsberg, Provost and Executive Vice President; Carol Kissal, Senior Vice President for Administration and Finance; Cathy Pinskey, Capital Program Director; Brian Walther, University Counsel; Anne Gentry, Associate University Counsel; and Scott Nichols, Secretary pro tem.

I. Call to Order

Rector Hazel called the meeting to order at 9:30 a.m.

II. Capital Matters

- A.** Vacation of Easements with Arlington County
- B.** Granting of Easements to Arlington County
- C.** Agreement and Covenant to Maintain Stormwater Facilities with Arlington County
- D.** Schematic Design for Arlington Expansion Building

Rector Hazel recognized Carol Kissal to present the capital matters to the board. Ms. Kissal noted that the capital matters were related to the Arlington campus expansion, or “Mason Square”. She further noted that the board would be considering approval of the interim agreement with Mason Innovation Partners, and that the related schematic design and easement items would also be considered. Ms. Kissal recognized Cathy Pinskey to present the proposed easement agreements with Arlington County.

Ms. Pinskey stated that a number of agreements were being made with Arlington County in order to prepare the Mason Square site for construction. She proceeded to outline the proposed vacation of two easements with Arlington County. The first vacation involved the replacement of an existing storm water culvert, and the second involved a sanitary sewer easement containing only abandoned infrastructure. Ms. Pinskey then outlined the proposed granting of an easement with Arlington County. The proposed easement allows for a future capital project by Arlington County which would re-route the existing stormwater line. She then outlined a proposed culvert agreement with Arlington County, in which Mason would improve the existing culvert and provide: annual maintenance and inspections, 5-year building monitoring, and 5-year inspections.

Carol Kissal then presented the proposed schematic design for the Arlington expansion building, noting that the design had been prepared with a focus on four main tenants: community, experience, wellness, and agility. Referring to the presentation provided in the meeting materials, she provided an overview of the building’s proposed design, highlighting:

- Layout of spaces for developers, collaboration, retail, and academic use.
- Sustainability and wellness certifications
- The building’s expansive green roof
- Possible funding for a solar panel array

Executive Committee

November 19, 2021

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Vice Rector Blackman **MOVED** that the committee approve the following action items, en bloc, as they have been outlined in the meeting materials:

- Vacation of Easements with Arlington County
- Granting of Easements to Arlington County
- Agreement and Covenant to Maintain Stormwater Facilities with Arlington County
- Schematic Design for Arlington Expansion Building.

The motion was **SECONDED** by Secretary Bhuller. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

III. Closed Session

- A. Public Contract (Code of VA: §2.2-3711.A.29)
- B. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)

Vice Rector Blackman **MOVED** that the committee go into Closed Session under the provisions of Section 2.2-3711.A.29, to discuss a Public Contract related to the Arlington initiative; and Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned item. The motion was **SECONDED** by Secretary Bhuller. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

Following closed session, Vice Rector Blackman **MOVED** that the Executive Committee go back into public session and further moved that by roll call vote the Board certify that only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the meeting by the Board. Any member of the Board who believes that there was a departure from the requirements as stated above, shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place.

ALL COMMITTEE MEMBERS PRESENT RESPONDED IN THE AFFIRMATIVE BY ROLL CALL.

Vice Rector Blackman then **MOVED** that the committee adopt the following resolution:

WHEREAS, the Public-Private Education Facilities and Infrastructure Act ("PPEA"), Va. Code §56-575.1 et seq., permits the University, as a state agency, to enter into an interim agreement ("Interim Agreement") for a qualifying project; and

WHEREAS, the proposed Institute for Digital InnovAtion Headquarters ("IDIA-HQ") project (the "Project") is a qualifying project under the PPEA; and

WHEREAS, in February 2021 the University, with the approval of the Board, entered into negotiations of the Interim Agreement; and

WHEREAS, the University wishes to enter into an Interim Agreement with Mason Innovation Partners LLC;

NOW, THEREFORE BE IT RESOLVED:

- 1. The Board hereby authorizes the University to enter into an Interim Agreement for the Project, consistent with the terms presented to the Board and applicable law, and specifically authorizes the President or the Senior Vice President to execute such Interim Agreement; and*
- 2. That this resolution is effective immediately.*

Executive Committee

November 19, 2021

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The motion was **SECONDED** by Secretary Bhuller. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE (Attachment 1).**

IV. Adjournment

Rector Hazel called for any additional business to come before the Executive Committee. Hearing none, he adjourned the meeting at 10:12 a.m.

Prepared by:

Scott Nichols
Secretary pro tem

Attachment 1: Resolution – Interim Agreement with Mason Innovation Partners

ITEM:	Approval of Arlington Campus, Institute for Digital InnovAtion Headquarters (“IDIA-HQ”) PPEA Interim Agreement (ACTION)
PURPOSE OF ITEM:	This item seeks approval by the Board of Visitors to enter into an Interim Agreement for the IDIA-HQ PPEA project at the Arlington Campus.
BRIEF NARRATIVE:	<p>The University is pursuing a PPEA project at the Arlington Campus to design, construct and operate facilities in support of university requirements. The IDIA-HQ is being designed and planned as an integrated research, laboratory, academic, and office building with amenities in support of the computing sciences, digital futures, and cybersecurity programs.</p> <p>BOV policies call for Board approval at four milestone points for PPEA projects: project advertisement, partner selection, entering into an Interim Agreement, and entering into the Comprehensive Agreement. The Interim Agreement serves as the contract document which sets scope, schedule, and budget for a PPEA project prior to a Comprehensive Agreement.</p> <p>At its February 2021 meeting, the BOV approved selection of Mason Innovation Partners (MIP) as the University’s partner for the IDIA-HQ project and authorized staff to conduct negotiations with MIP on terms and conditions, financing, leases, and other management agreements.</p> <p>The Interim Agreement is summarized on the following pages.</p>
STAFF RECOMMENDATION:	Authorize the University to enter into an Interim Agreement with MIP for the IDIA-HQ PPEA project at the Arlington Campus consistent with the terms presented.

**Institute for Digital InnovAtion
George Mason University
Arlington Campus Expansion**

**Executive Summary - Final
November 17, 2021**

Project Overview

- Overall Program: Nine (9) story building with 360,500 SF, apportioned to Mason and MIP:
 - 209,050 SF for Mason Academic Space
 - 137,933 SF of Commercial Spaces (to be owned and operated by MIP) ground floor retail and office space on upper floors
 - 237-space underground parking garage
- Interim Agreement Total Budget: Approximately \$24M
- Interim Agreement Schedule: Completion anticipated in September 2022
- Small, Women, and Minority-owned (SWAM) business participation goal is 25%; Notwithstanding the foregoing SWAM Goal, MIP shall use good faith efforts to achieve a goal of at least fifty percent (50%) of the total Project Budget allocated to SWAM Businesses

Mason Outreach

- Mason and project team have met extensively with other key stakeholders:
 - Department of General Services (DGS) and DEB).
 - Department of Planning & Budget (DPB).
 - Treasury Board staff.
- Mason has led community outreach activity:
 - Public hearing on project was held October 29, 2021.
 - Arlington County staff were included in discussions about the design, construction, and maintenance of the box culvert. Dialogue with county staff is ongoing.

Development / Operations Team

- Developer – Mason Innovation Partners, LLC - sole member currently is Edgemoor Infrastructure & Real Estate LLC.
- Construction Contractor – Clark Construction Group.
- Architect/Engineer – EYP.
- Civil Engineer – Dewberry.
- Leasing & Advisory – Newmark Group, Inc.

Interim Agreement Scope of Work

The scope of Interim Work for the Interim Agreement includes:

1. Provide Preconstruction Services for costs budgeting, scheduled development, and project planning.
2. Provide design services to complete the preliminary drawing design documents (including Mason and DEB reviews and comment reconciliations) and complete the working drawing design documents (including Mason reviews and comment reconciliations) in accordance with the General Conditions.
3. Coordinate with utility providers to install temporary utilities for the construction of the Project.
4. Coordinate bidding and contract early release packages and solicit interested SWAM firms for project participation.
5. Plan and develop marketing materials for marketing and leasing campaign.
6. Oversee leasing activities, create space plans, and negotiate all agreements necessary to advance the project.
7. Source financing for the commercial aspects of the project for the period after the execution of the Comprehensive Agreement.
8. Provide required bonding and insurance coverage.
9. Manage and utilize contingency as necessary to address unforeseen costs in the pursuit of work to Financial Close.
10. Construction in accordance with the Interim Construction Plans.
11. Conduct soil, structural, engineering, environmental, and such other inspections, tests, studies, surveys, and evaluations of the Property as Developer deems to be required in connection with the development and construction of the Project (collectively, the “Feasibility Studies” or the “Testing and Inspections”).
12. Advance the process to register the Project with the U.S. Green Building Council.

Interim Construction Project Schedule

- September 2021 – Division of Engineering & Buildings (DEB) Schematic Design Approval Full Building
- October 2021 - Art & Architectural Review Board (AARB) Preliminary Design Approval Full Building
- November 2021 – DEB and DEQ Approval of Culvert Document Package
- January 2022 – Start of Interim Work
- February 2022 – Projected DEB Preliminary Design Approval Full Building
- April 2022 – Projected Execution of Comprehensive Agreement and Financial Close
- July 2022 – Projected Start of Building Core and Shell Construction
- September 2022 – Interim Construction Work anticipated to finish

Interim Agreement Budget

The following table provides the Interim Agreement Development Budget:

Budget Item	Total
Design	\$11,256,883
Soft Costs	\$3,021,777
Hard Costs	\$8,331,029
Contingencies	\$1,480,000
Total Interim Agreement Budget	\$24,089,688

1. In the event MIP meets all the criteria of the terms, and Mason and MIP execute the Comprehensive Agreement (“CA”), Master Lease (“ML”), Ground Lease (“GL”) and Operating Agreement (“OA”) and completes financial close in April 2022:

- Total contract expenditures through April 2022 = approximately \$18M
 - Mason share is approximately \$13M through April 2022
 - MIP share is approximately \$5M through April 2022
- CA subsumes terms of IA and allocations are finalized and project moves forward to completion

2. Interim Agreement Expires without Execution of Comprehensive Agreement:

Alternatively, in the event of no CA, the following table outlines the expiration scenarios, Mason’s financial obligations, and resolution of the Interim Work:

Expiration Scenarios	Description	Mason Financial Obligation	Interim Work Resolution
Scenario A	MIP fails to meet criteria of terms and Mason does not sign CA and other contract documents	Mason pays \$24M, but none of the developer’s fees and overhead	Mason owns drawings and MIP finishes Interim Work (construction and design) by Sept 2022
Scenario B	MIP meets all criteria of CA terms and Mason decides not to sign CA and other contract documents	Mason pays \$24M plus developer fees and overhead	Mason owns drawings and MIP finishes Interim Work (construction and design) by September 2022

Commonwealth PPEA Requirements & Milestones

Requirements	Milestones	
BOV approves Issuing RFP for Conceptual Proposals	<input checked="" type="checkbox"/>	February 2020
Receive and Review Proposals	<input checked="" type="checkbox"/>	April 2020 (Received 9 responses)
Post Conceptual Proposals	<input checked="" type="checkbox"/>	October 12, 2021
Provide Copies of proposals to Affected Jurisdiction for Comment	<input checked="" type="checkbox"/>	October 20, 2020
Short List Proposers	<input checked="" type="checkbox"/>	June 2020
Issue Detailed Proposal	<input checked="" type="checkbox"/>	July 2020
Receive and Review Detailed Proposal	<input checked="" type="checkbox"/>	October 2020
Provide copies of Detailed proposals to P3 commission	<input checked="" type="checkbox"/>	March 1, 2021
BOV selects proposer(s) for negotiations	<input checked="" type="checkbox"/>	February 2021
Negotiate Interim Agreement	<input checked="" type="checkbox"/>	September 2021 to November 10, 2021
Provide copy to P3 commission (at least 30 days prior to executing Interim)	<input checked="" type="checkbox"/>	November 11, 2021
Public Hearing (at least 30 days prior to executing Interim)	<input checked="" type="checkbox"/>	October 29, 2021, at 7:00 PM
BOV approves Interim Agreement terms	★	Scheduled - November 19, 2021
Post Notice of Award and Execute Interim Agreement		Projected - Week of December 13, 2021
Negotiate Comprehensive Agreement		In-Progress – February 2021 to March 3, 2022
Provide copy to P3 commission (at least 30 days prior to executing Comprehensive)		Projected – March 10, 2022
BOV approves Comprehensive Agreement terms		Projected - April 5, 2022
Secretary of Education approves Comprehensive Agreement		Projected - April 19, 2022
Post Notice of Award and Execute Comprehensive Agreement		Projected – April 29, 2022

Requirements	Milestones	
DEB Schematic Design Approval Full Building	<input checked="" type="checkbox"/>	September 17, 2021
AARB Preliminary Design Approval Full Building	<input checked="" type="checkbox"/>	October 1, 2021
Bid Early Work - Culvert and Supportive Excavation	<input checked="" type="checkbox"/>	September 2021 - October 18, 2022
BOV SD Approval	★	Projected November 19, 2021
DEB Working Drawing Approval - Culvert and Supportive Excavation	<input checked="" type="checkbox"/>	November 12, 2021
DEQ Approval of Culvert Documents – Permit Issued	<input checked="" type="checkbox"/>	Projected November 30, 2021
AARB Final Design Approval Full Building		Projected December 2021
Construction Start - Early Work		Projected January 2022 - Finish September 2022
DEB Preliminary Design Approval Full Building		Projected February 2022
DEB Working Drawing Approval - Sub and Super Structure		Projected April 2022
DEB Full Building Working Drawing Approval		Projected Summer 2022
Construction Start - Sub and Super Structure		Projected July 2022
Certificate of Substantial Completion - Finish Building Construction		Projected Spring 2025
Interior Furniture, Furnishing and Equipment		Projected Spring 2025
Occupancy Certificate		Projected Late Summer 2025

**RESOLUTION OF THE EXECUTIVE COMMITTEE OF
THE BOARD OF VISITORS OF
GEORGE MASON UNIVERSITY
TO APPROVE INTERIM AGREEMENT FOR THE
INSTITUTE FOR DIGITAL INNOVATION HEADQUARTERS IN ARLINGTON**

WHEREAS, the Public-Private Education Facilities and Infrastructure Act ("PPEA"), Va. Code §56-575.1 *et seq.*, permits the University, as a state agency, to enter into an interim agreement ("Interim Agreement") for a qualifying project; and

WHEREAS, the proposed Institute for Digital Innovation Headquarters ("IDIA-HQ") project (the "Project") is a qualifying project under the PPEA; and

WHEREAS, in February 2021 the University, with the approval of the Board, entered into negotiations of the Interim Agreement; and

WHEREAS, the University wishes to enter into an Interim Agreement with Mason Innovation Partners LLC;

NOW, THEREFORE BE IT RESOLVED:

1. The Board hereby authorizes the University to enter into an Interim Agreement for the Project, consistent with the terms presented to the Board and applicable law, and specifically authorizes the President or the Senior Vice President to execute such Interim Agreement; and
2. That this resolution is effective immediately.

Adopted: November 19, 2021



Rector
Board of Visitors of George Mason University

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Research Committee Meeting
December 2, 2021
Virtual**

AGENDA

- I. Call to Order
- II. Approval of Minutes (**ACTION ITEM**)
 - A. Meeting minutes for September 30, 2021
- III. Office of Research, Innovation, and Economic Impact Update, Dr. Andre Marshall
- IV. Lab to Market at Mason Presentation, Dr. Andre Marshall
- V. A GMU Spinout: AexeRNA Therapeutics Presentation, Dr. Michael Buschmann
- VI. Adjournment

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Research Committee Meeting**

**MINUTES
Thursday, September 30, 2021
Virtual**

Present: Visitors: Wendy Marquez (acting chair), Horace Blackman, Anjan Chimaladinne, Edward Rice, and Bob Witeck; Vice President for Research, Innovation, and Economic Impact: Andre Marshall

Absent: Visitor Nancy Prowitt

Note: Natalie Davis, Secretary Pro Tem, attended virtually and was only able to record quorum-related members.

- I. Meeting was called to order by Acting Chairwoman Wendy Marquez at 9:54 am.**
- II. Approval of Minutes (ACTION ITEM)**
Approval of the May 6, 2021 meeting minutes was unanimously approved with no changes or discussion.
- III. New Business**
 - a. Vice President's Welcome Message**
Dr. Andre Marshall – Vice President for Research, Innovation & Economic Impact

Dr. Andre Marshall greeted the Research Committee for the first time in his new role as Vice President for Research, Innovation, and Economic Impact. He noted how welcoming Mason has been, and how impressed he is with Mason's collaborative spirit and sponsored research, which he hopes to see continued.
 - b. Office of Research, Innovation, and Economic Impact Inclusive Excellence Plan Presentation**
Dr. Andre Marshall – Vice President for Research, Innovation, and Economic Impact
Dr. Rebekah Hersch – Associate Vice President for Research and Innovation Initiatives
Michael Laskofski – Associate Vice President of Research Services
Paula Sorrell – Associate Vice President for Innovation and Economic Development

Presentation by the Office of Research, Innovation, and Economic Impact (ORIEI) leadership team that provided an overview of the ORIEI Inclusive Excellence Plan. Noted dedication of leadership team and office to continue to make an effort toward having a diverse and inclusive staff, faculty, and leadership team. Areas of focus regarding ORIEI's Inclusive Excellence Plan will be in administrative faculty and staff

hiring and retention, structural and system policies, curriculum and pedagogy, campus and community engagement, and research. The Research Committee heard from Rebekah Hersch (Research and Innovation Initiatives), Mike Laskofski (Research Services), and Paula Sorrell (Mason Enterprise) regarding their respective areas and their commitment to and initiatives under the Inclusive Excellence Plan.

IV. Adjournment

Acting Chairwoman Marquez asked if there was any additional business to be discussed.

With no further comments or items of discussion and having reached the end of the agenda, the meeting was adjourned by Acting Chairwoman Marquez at 10:24 am.

Respectfully submitted,

Natalie Davis

Research Committee Secretary Pro Tem

BOV Research Committee Meeting

Mason Enterprise: Lab to Market

December 2, 2021

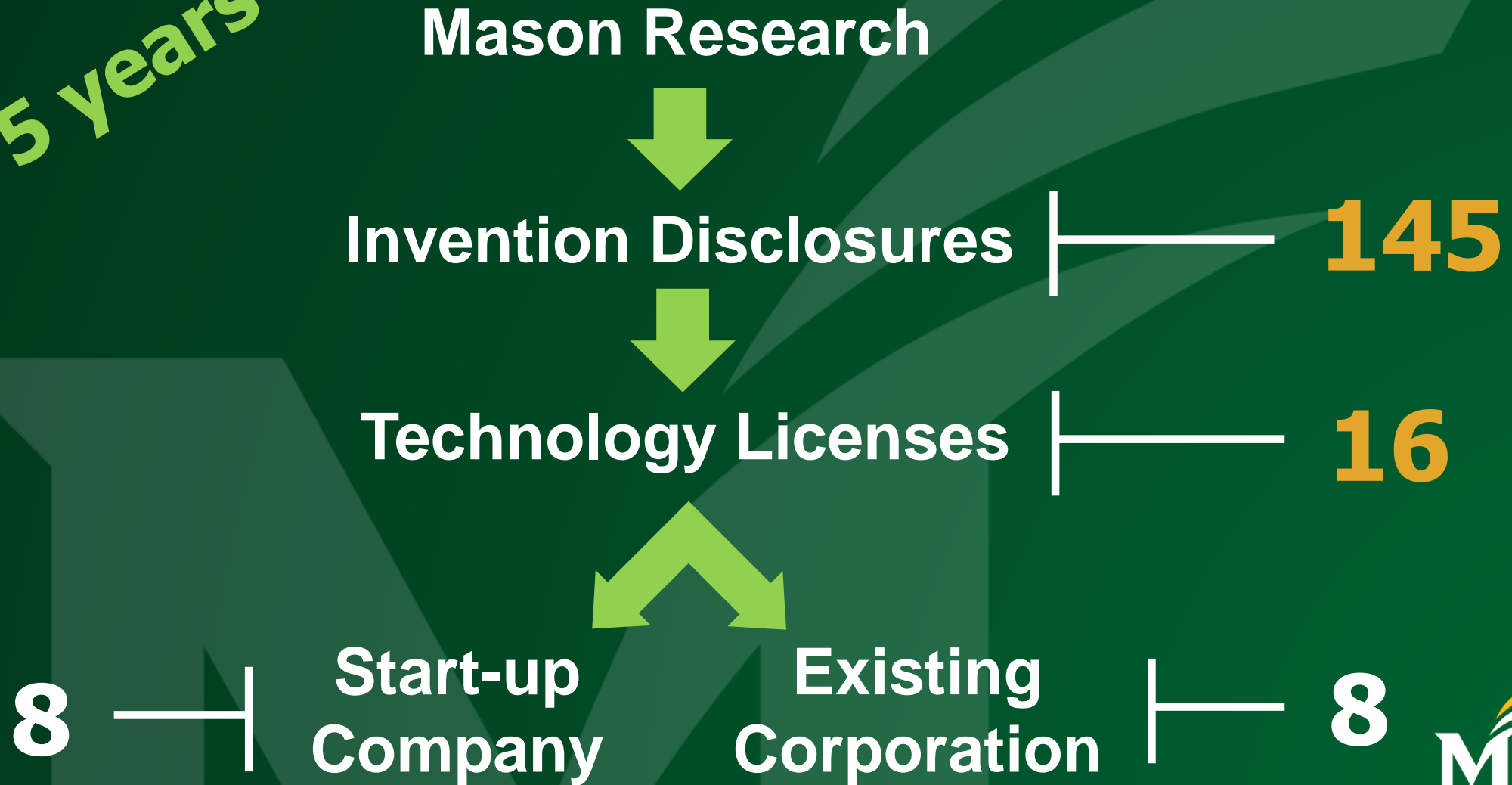
Andre W. Marshall, Paula Sorrell, David Grossman

Overview

- **Lab to Market By the Numbers**
- **Lab to Market Highlights**
- **Lab to Market Resources**
- **Lab to Market Process**
- **Mason Enterprise Innovation Ecosystem**
- **Questions**

Lab 2 Market: By the Numbers

Past 5 years



Lab to Market: Highlights

Cyber/Engineering



Tri-State
Proteomics



FIRSTGUARD
TECHNOLOGIES



Twinleaf

Biosciences/Health



Teahorse



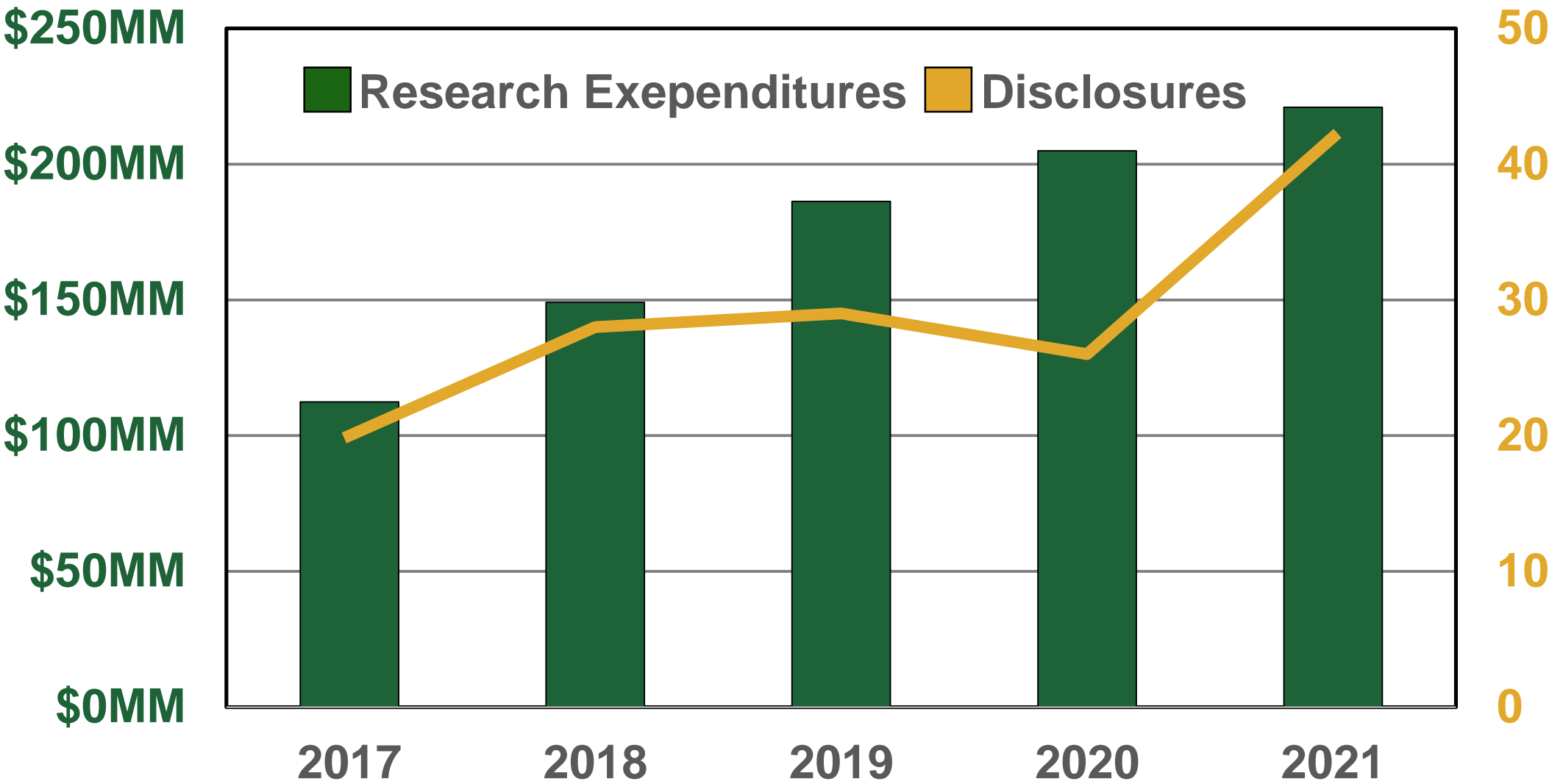
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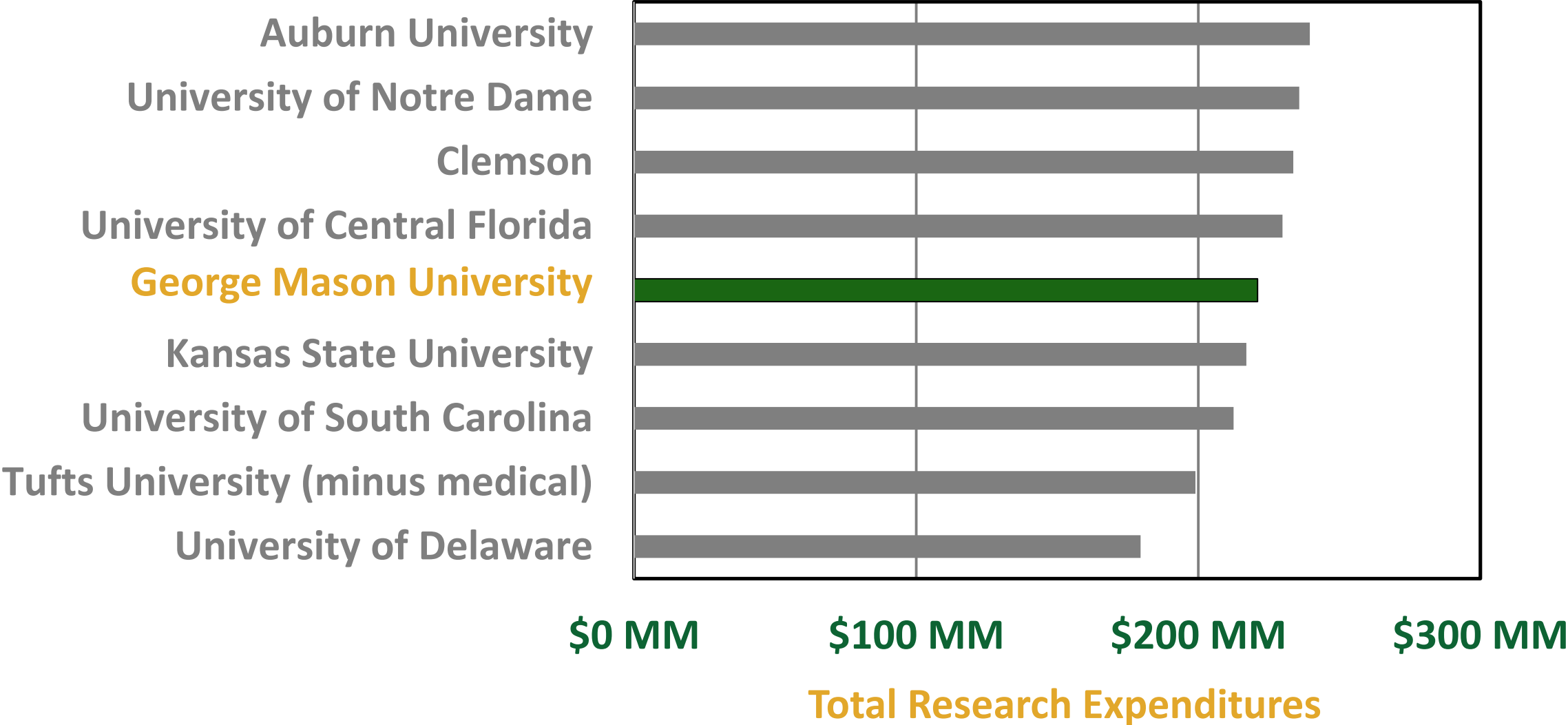


Lab to Market: Resources



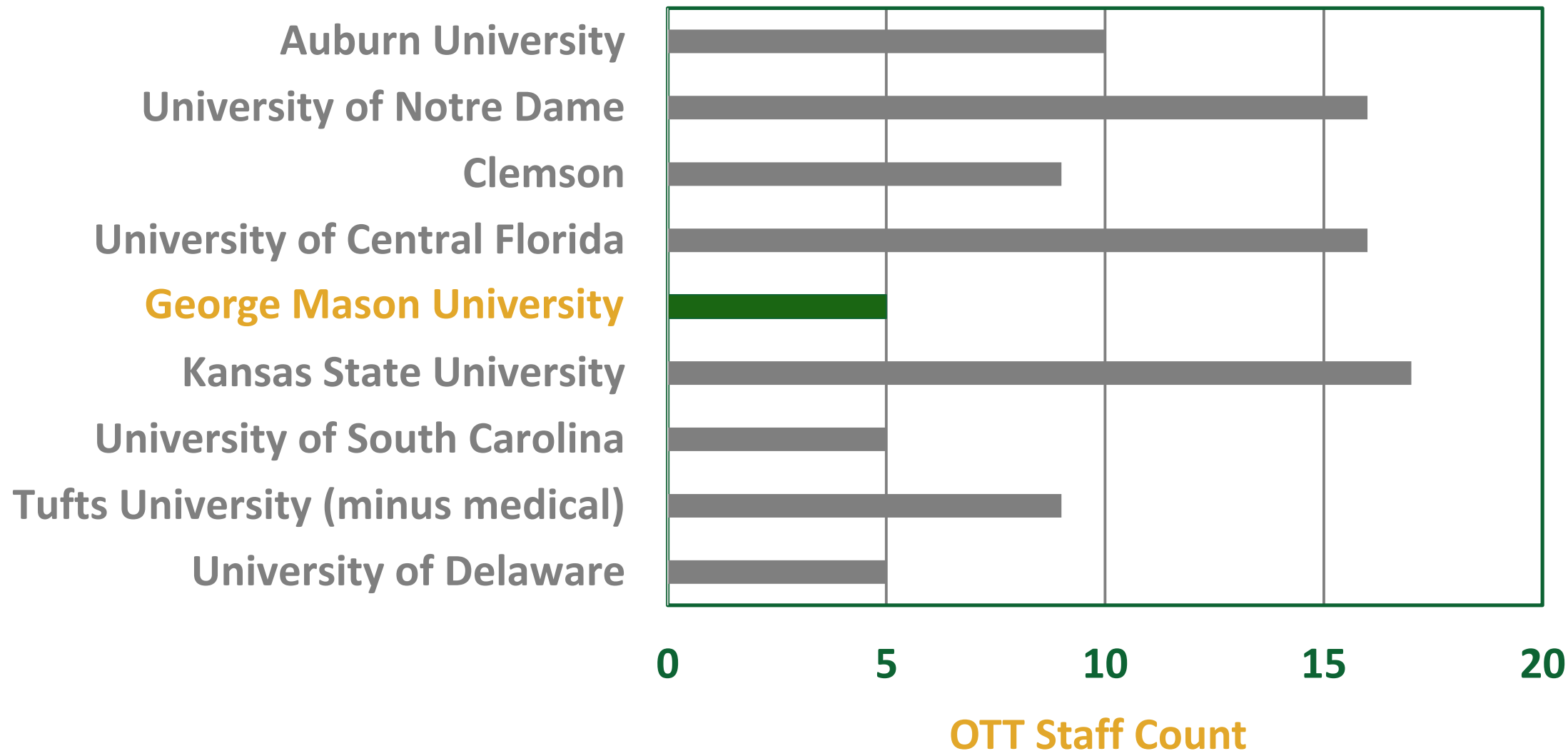
Lab to Market: Resources

Comparable Universities

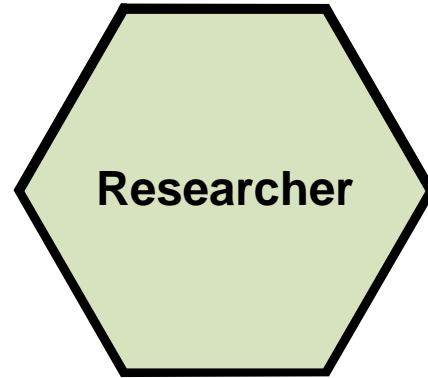


Lab to Market: Resources

Comparable Universities

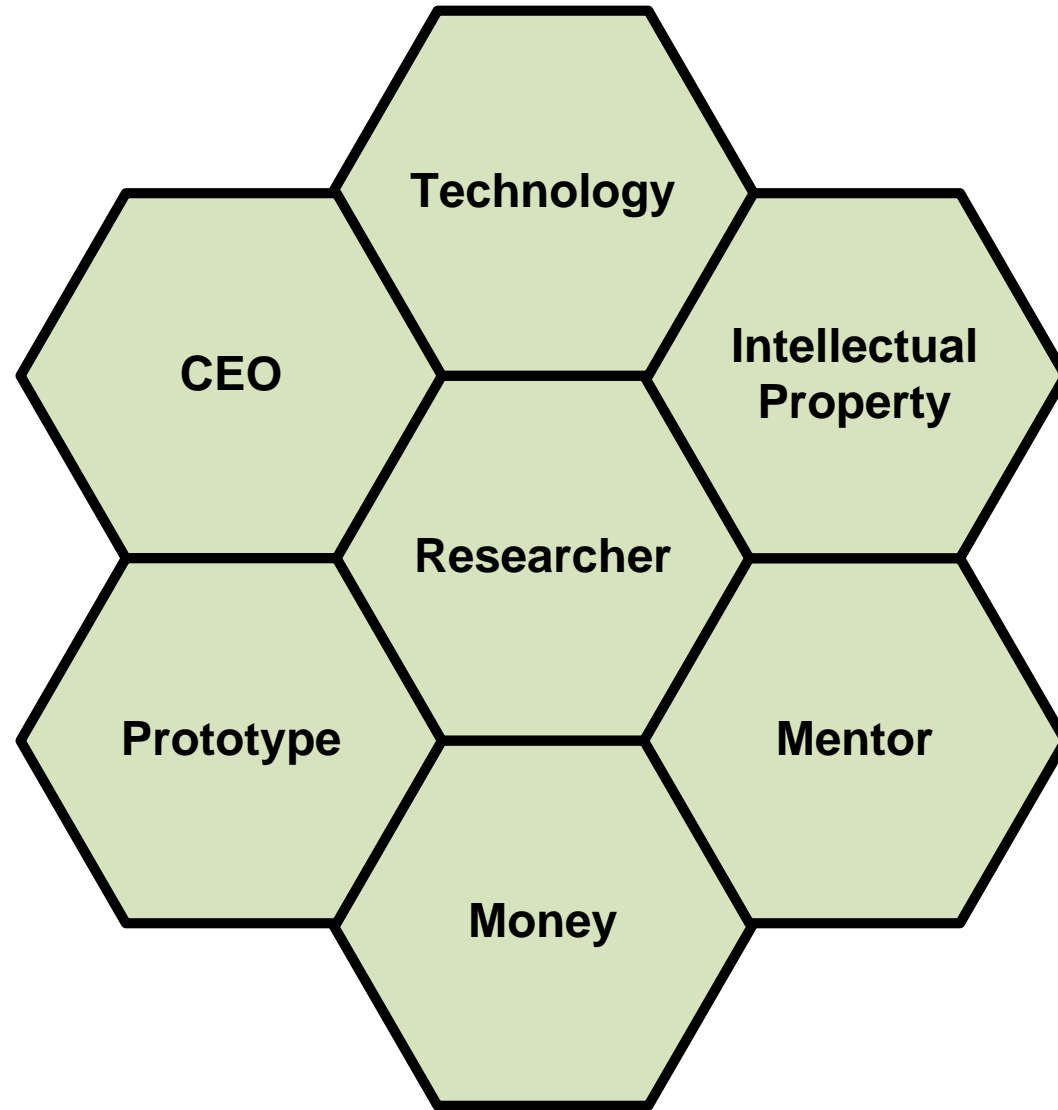


Lab to Market: **Process**



Ingredients for Success

Lab to Market: **Process**

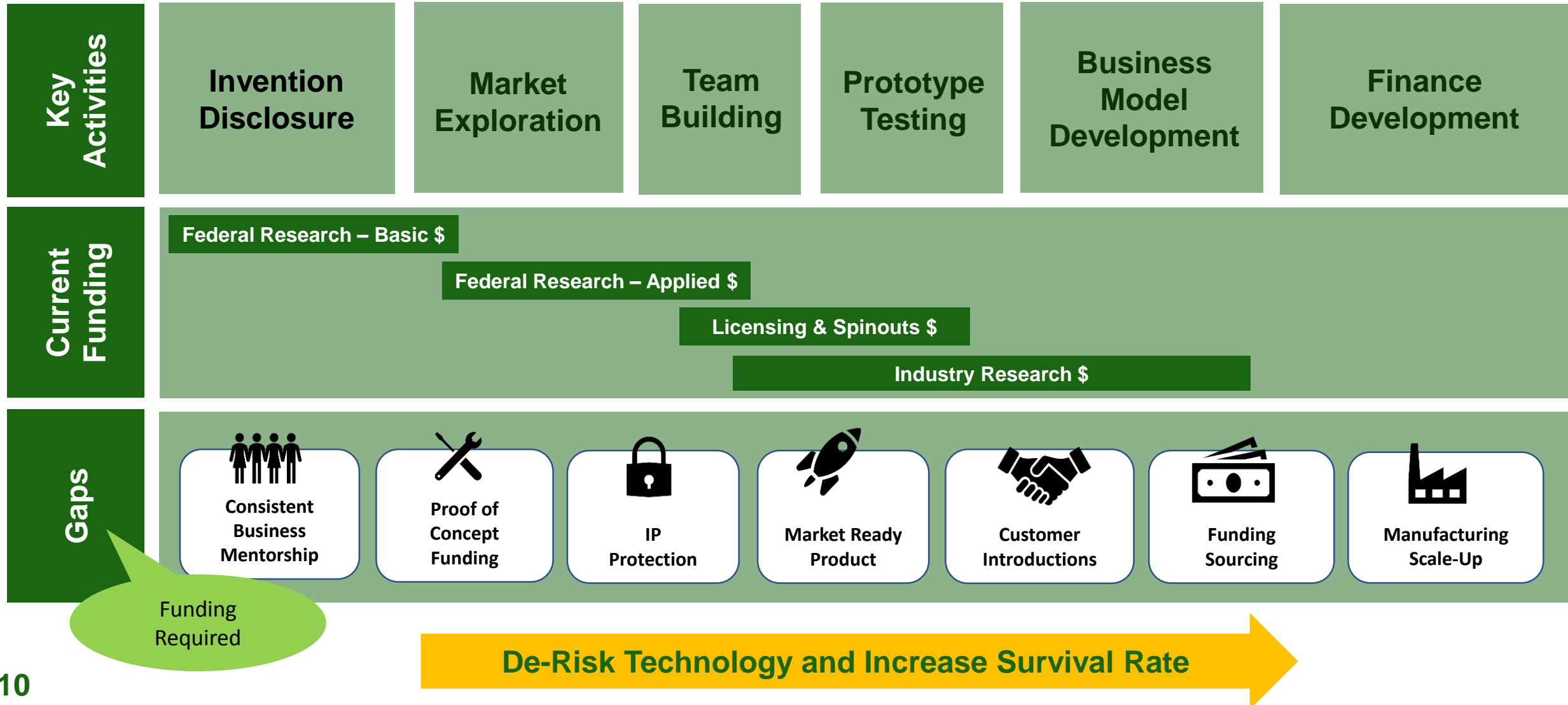


Ingredients for Success

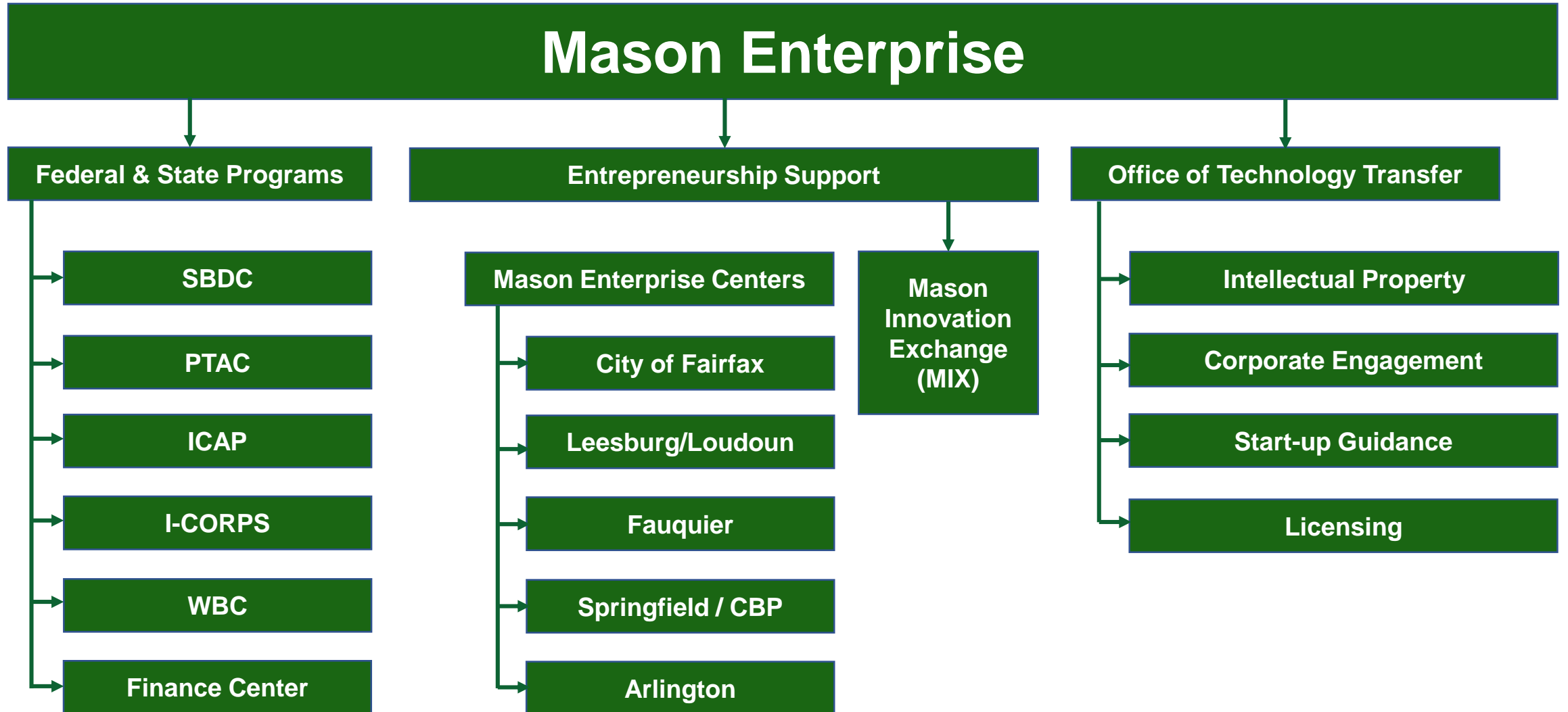
Lab to Market: Process

Gaps – The “Valley of Death”

We are
Building
Bridges



Mason Enterprise Innovation Ecosystem

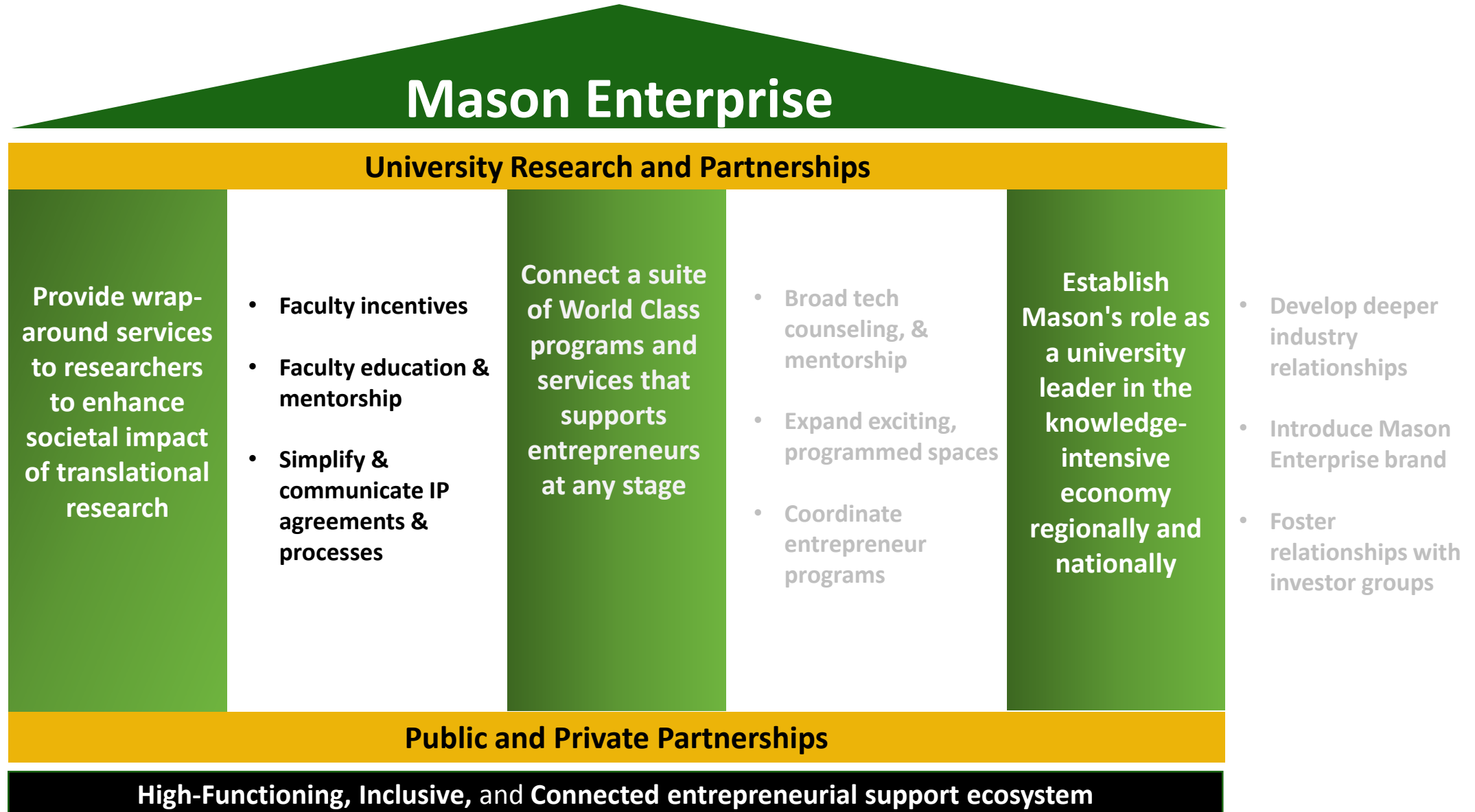


Mason Enterprise Innovation Ecosystem

Entrepreneurship Support

Students	Research Faculty	Community Entrepreneurs
<ul style="list-style-type: none">• Experiential learning activities• Connections to businesses in the community for internships• Exposure to master's student and faculty research• Entrepreneurship mentorship• Master/Doctoral student entrepreneurship programs	<ul style="list-style-type: none">• Industry relationships & problems to solve• Entrepreneurship & translational research education• Experiential programs that augment curriculum• Mentorship for IP development & company engagement• Prototype, proof of concept, and development funding and space	<ul style="list-style-type: none">• Entrepreneurship education• connections to technical resources• Office and convening space• Access to non-dilutive and dilutive funding• Introduction to potential customers• Business mentorship

Mason Enterprise Innovation Ecosystem



The background is a solid dark green color. It features several large, semi-transparent, lighter green geometric shapes. On the left side, there is a large, stylized 'M' shape. On the right side, there are several curved, leaf-like or petal-like shapes that fan out from the center towards the top right corner.

Thank You!
Questions?

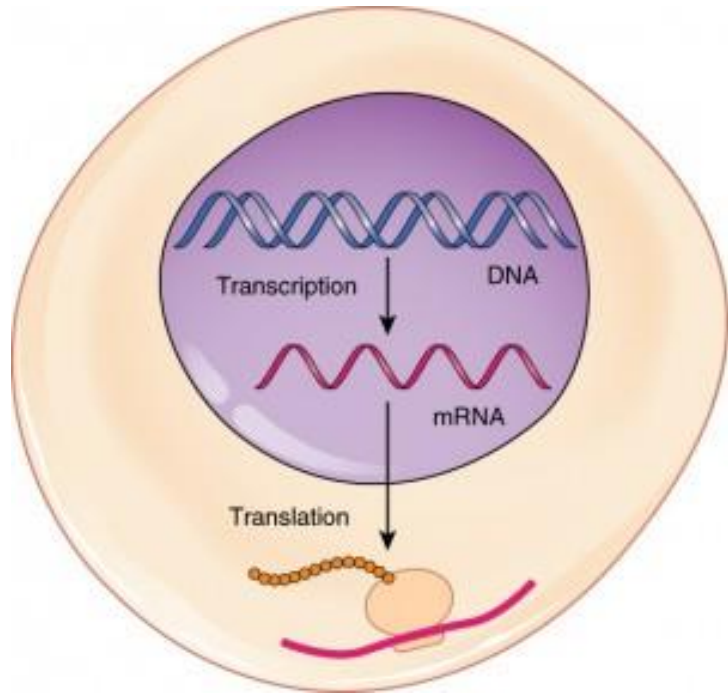
The background features a dark blue field with numerous thin, vertical blue lines of varying lengths. Scattered throughout are small, light blue molecular or cellular structures, some resembling viruses or complex proteins. The overall aesthetic is high-tech and scientific.

aexeRNA

a quantum leap for mRNA therapeutics



Messenger RNA Vaccines and Therapeutics



mRNA can be used as a therapeutic, instead of the protein, if it can be delivered to the cytoplasm of the target cell population

Clinical Applications of mRNA

Vaccines : both Pfizer/BioNTech and Moderna mRNA vaccines were approved for COVID-19 vaccines with > 94% efficacy.

Cancer : mRNA can deliver tumor antigens as a vaccine, encode anticancer antibodies, and perform gene editing including in vivo creation of CAR cells.

Regenerative Medicine : mRNA can express a therapeutic protein (growth factor) to stimulate tissue regeneration.

Gene-editing : CRISPR-CAS and base-editors can be delivered with mRNA.

Current Lipid Nanoparticle Deficiencies

COVID-19 mRNA Vaccine Clinical Trials Highlight Delivery Challenges with Current LNP Systems

In current vaccines SARS-COV-2 mRNA is delivered via **LNP** which caused:



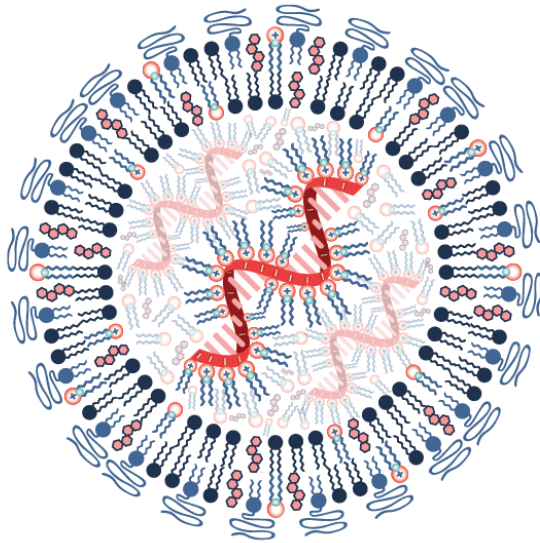
- ☐ The highest study doses discontinued
- ☐ Nearly all patients experienced an adverse event



- ☐ A narrow therapeutic window
- ☐ Invariable liver targeting



- ☐ High manufacturing cost and burden
- ☐ Difficulty in meeting demand



PEG-lipid Charged ionizable lipid
Cholesterol Neutral ionizable lipid
DSPC

**Thomas Axel Haag, Ph.D., J.D.***Co-Founder, CEO*

- Managing Partner, Linden Lake Venture Capital
- Co-Founder and CEO of PhosImmune, Inc., acquired by Agenus (NASDAQ: AGEN)
- General Counsel, Arrowhead Research Corporation (NASDAQ: ARWR)
- B.S., Ph.D., Molecular Cell & Developmental Biology, UCLA
- J.D., The George Washington University Law School

**Drew Weissman, M.D., Ph.D.***Co-Founder, Scientific Advisory Board*

- Professor of Medicine, Perelman School of Medicine, University of Pennsylvania
- Co-discovered the ability of modified nucleosides in messenger RNA (mRNA). Drew's mRNA technology is central to *Moderna* and *BioNTech/Pfizer* COVID mRNA vaccines
- M.D., Ph.D., Boston University

**Penn Medicine****Mohamad-Gabriel Alameh, Ph.D.***Co-Founder, Head of Platforms*

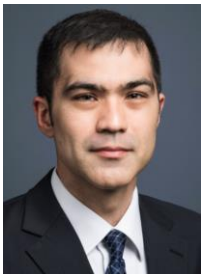
- Expert in mRNA therapeutic design and development
- Co-Director, Engineered mRNA and Targeted Nanomedicine Core, University of Pennsylvania
- Post-doc, Weissman Lab, UPenn
- Ph.D., Biomedical Engineering, Ecole Polytechnique, Montreal

**Penn Medicine****Suman Alishetty, Ph.D.***Co-Founder, Chemical Synthesis*

- Expert in synthetic and analytical chemistry
- Post-doc, Buschmann and Paige Labs, George Mason University
- Ph.D., Chemistry, National Tsing Hua University, Taiwan

**Michael Daro Buschmann, Ph.D.***Co-Founder, Chief Scientific Officer*

- Chair and Eminent Scholar, Department of Biomedical Engineering, Volgenau School of Engineering, George Mason University
- Scientific Co-Founder: Biosyntech Inc. (acquired by Smith & Nephew)
- Scientific Co-Founder, Director, SAB: OrthoRTI (CSE: ORTH)
- Ph.D., Medical Engineering and Medical Physics, MIT

**Mikell Paige, Ph.D.***Co-Founder, Scientific Advisory Board*

- Associate Professor, Department of Chemistry & Biochemistry, George Mason University
- Co-Director, Center for Drug Discovery and Rare Diseases, George Mason University
- Ph.D., Organic Chemistry, University of Virginia

**Manuel Carrasco, Ph.D. Candidate***Co-Founder, Manufacturing*

- Expert in lipid nanoparticle assembly
- Ph.D candidate, Buschmann Lab, George Mason University



Collaborators

Farhang Alem, Biomedical Research Laboratory, [George Mason University](#)

Expertise: Animal Models of Infectious Diseases

Juan Cebral, Department of Bioengineering, [George Mason University](#)

Expertise: Computational Fluid Dynamics and Transport, Machine Learning

Kenneth Foreman, Department of Chemistry & Biochemistry, [George Mason University](#)

Expertise: Molecular Dynamics Modeling of Lipids

Pat Gillevet, Department of Biology, [George Mason University](#)

Expertise: RNA Analytics and Next-generation Sequencing

Caroline Hoemann, Department of Bioengineering, [George Mason University](#)

Expertise: Nanomaterial Biocompatibility and Inflammation

Rainald Lohner, Department of Physics, [George Mason University](#)

Expertise: Computational Fluid Dynamics

Martin Slawski, Department of Statistics, [George Mason University](#)

Expertise: Statistics and Machine Learning

Remi Veneziano, Department of Bioengineering, [George Mason University](#)

Expertise: Nanotechnology, Surface Plasmon Resonance

Thomas Cleveland, National Institutes of Standard and Technology

Expertise: Ultrastructural Methods - CryoTEM, SAXS, SANS

Alexander Grishaev, National Institutes of Standard and Technology

Expertise: Ultrastructural Methods - CryoTEM, SAXS, SANS

Craig Duval, Department of Biomedical Engineering, Vanderbilt University

Expertise: Intracellular Processing of Nanoparticles

Thomas Fuerst, Department of Biochemistry, University of Maryland

Expertise: Hepatitis C Vaccines, Co-Founder MedImmune

Richard Ulevitch, Department of Immunology, Scripps Research Institute

Expertise: Innate Immunity; LNP expert; Former Venture Partner 5AM Ventures



Richard Ulevitch, Ph.D.

AxeRNA Senior Scientific Advisor, SAB

- Chairman Emeritus of the Department of Immunology at The Scripps Research Institute
- Former Venture Partner, 5AM Ventures
- Lipid Nanoparticle expert involved with 5AM portfolio company Precision Nanosystems (acquired by Danaher in 2021)
- Ph.D., Biochemistry, University of Pennsylvania



Summary of **AexLipid™**: Proprietary Ionizable Lipid Library

Proprietary Design Space > 50,000 candidates

→ novel computational screening methods

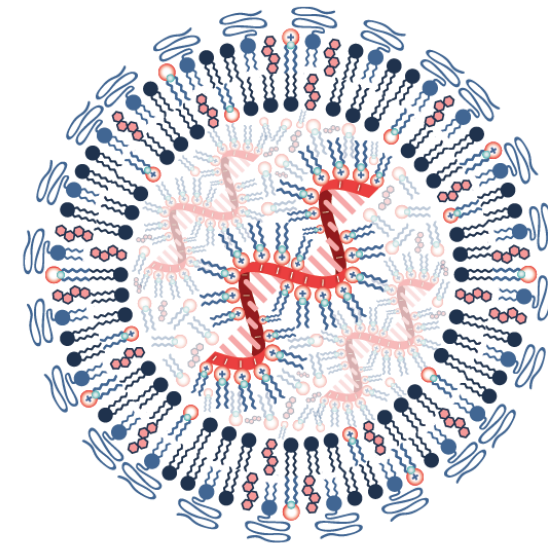
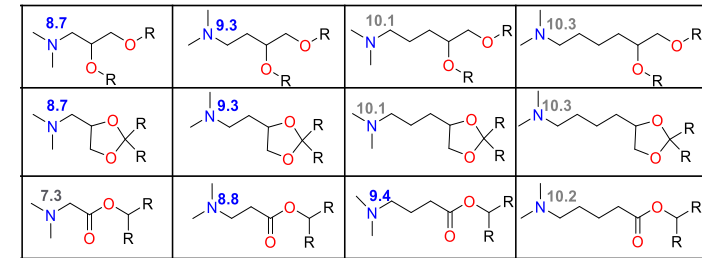
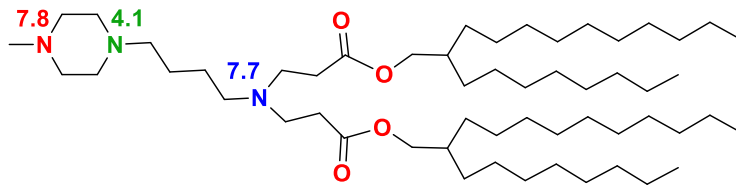
→ new synthesis & characterization methods

Carrasco et al, *Communications Biology* (Nature)

<https://www.nature.com/articles/s42003-021-02441-2>

>130 ionizable lipids synthesized

→ 1st gen C24 is **5-10 X potency** of standard MC3



PEG-lipid Charged ionizable lipid
Cholesterol Neutral ionizable lipid
DSPC

Alishetty et al, *Nature Communications*, In Revision

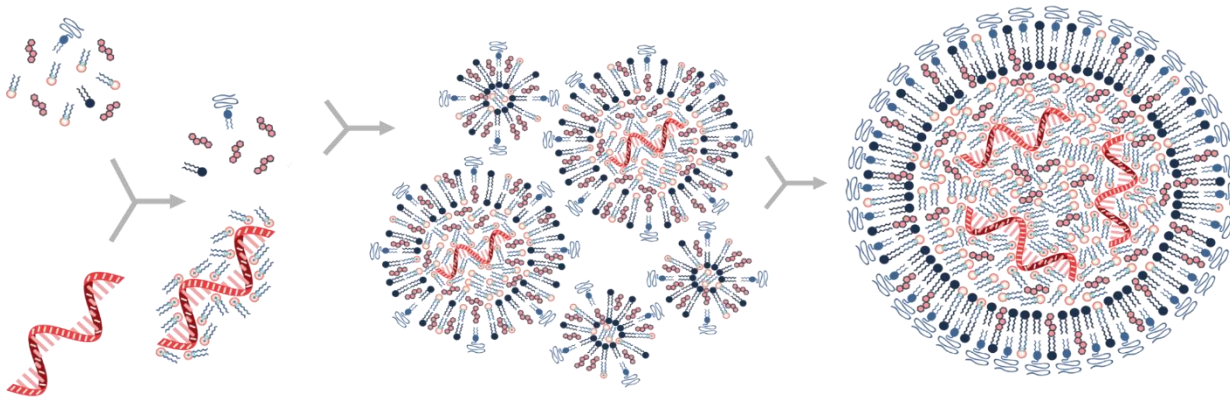
<https://www.researchsquare.com/article/rs-798453/v1>

Summary of **AexBoost™** Proprietary Manufacturing

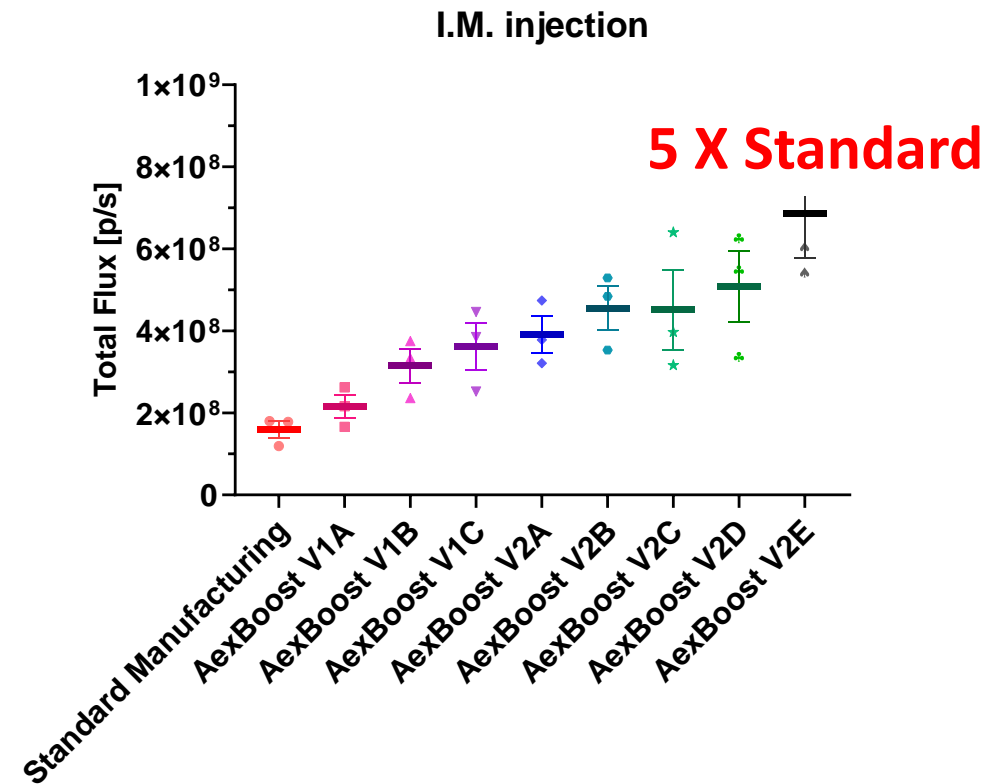
Input lipid and mRNA solutions for mixing are proprietary

→ LNP structure changed due to assembly in proprietary solutions

→ works for any LNP

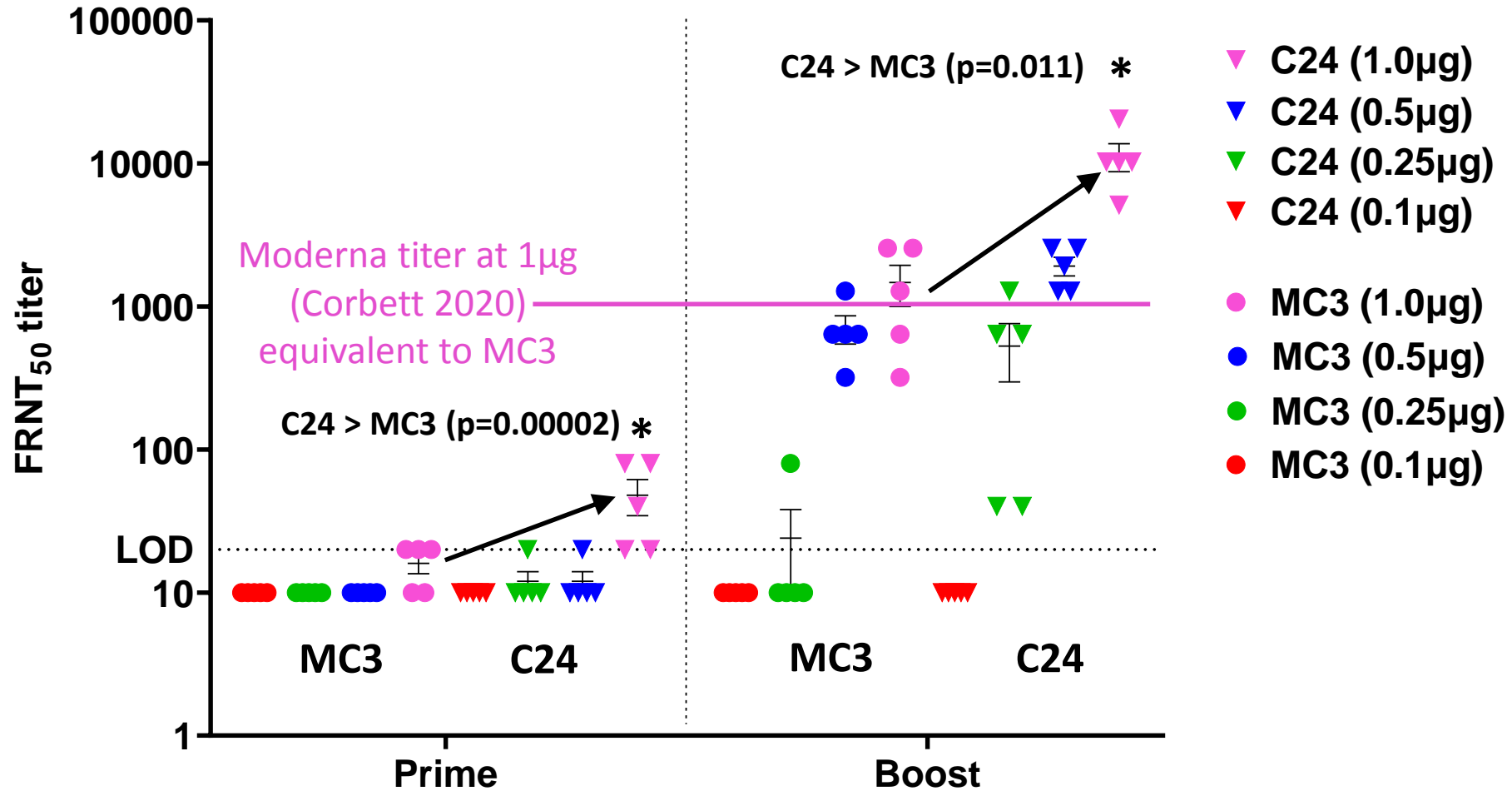


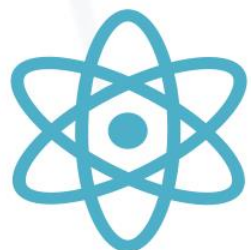
FDA grant (\$1.5 M) to GMU “Manufacturing and Characterization of Potent mRNA Lipid Nanoparticle Vaccines at Multiple Scales”



Everyone will eventually use AexBoost to make mRNA LNPs → **Industry Disruption**

AexLipid™ C24 LNP increases Pseudoneutralization Titters 10X vs MC3 Standard





Cooley



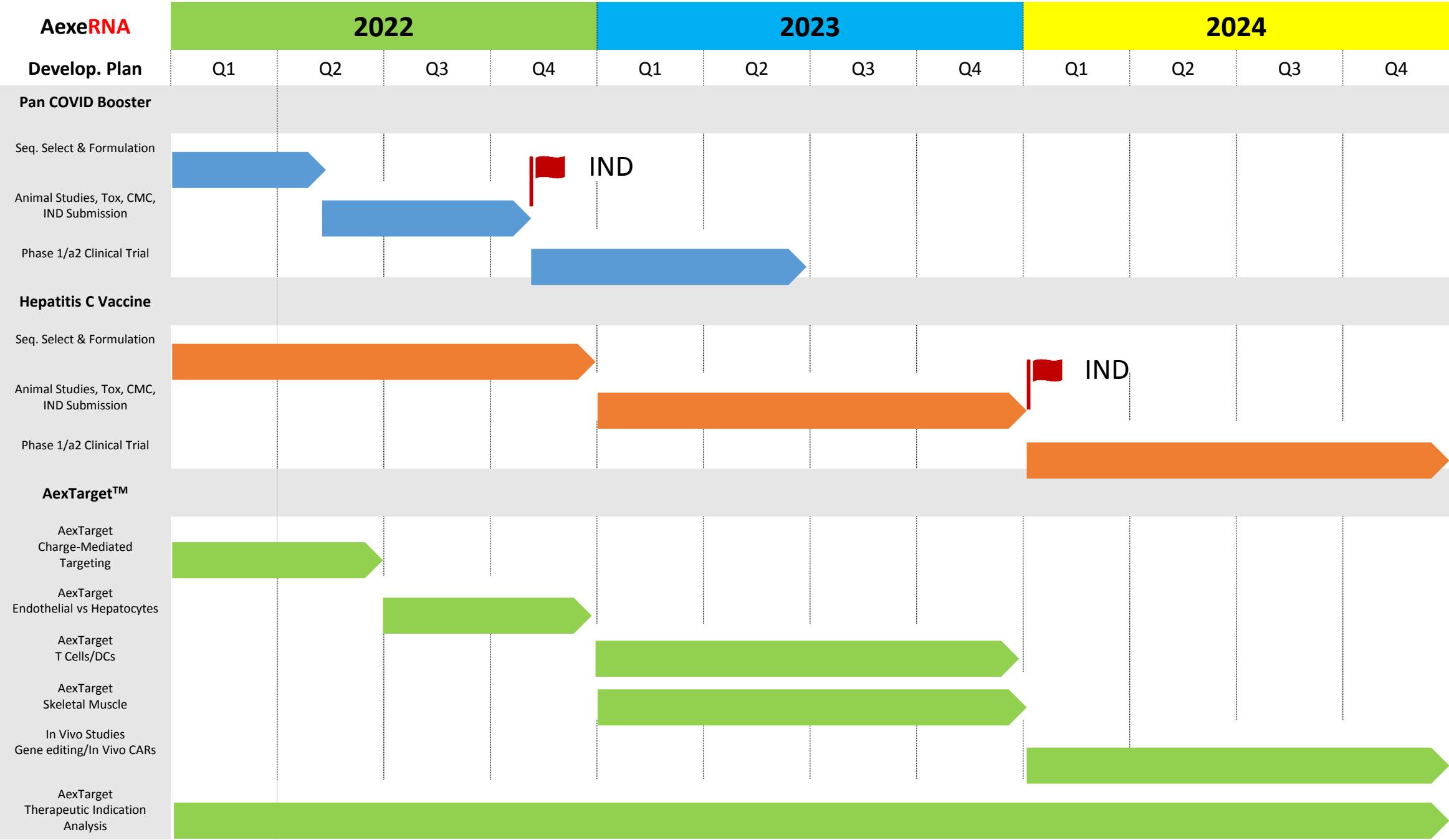
Proprietary IP Position

- Four provisional patent applications on file
- Proprietary Library of Lipids
- Proprietary Methods of LNP Manufacturing
- Broad exclusive license in all fields from George Mason and UPenn - **EXECUTED**

Freedom to Operate

- Competing LNP systems subject to complex third-party IP landscape
- No known relevant third party LNP IP rights
- Extensive FTO analyses performed
- Access to state-of-the art mRNA design know-how

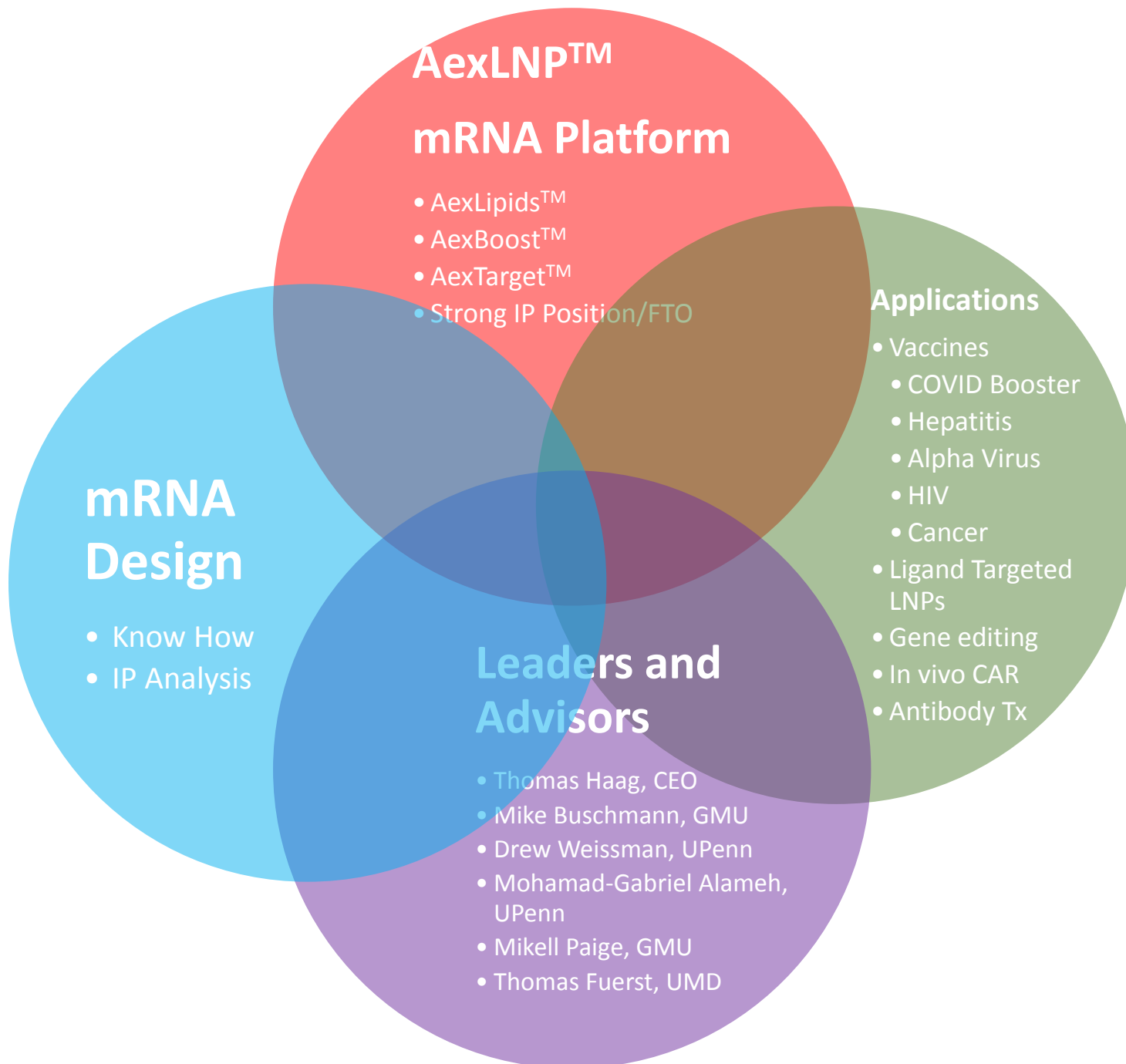
Strong and Independent
AexLNPTM IP Position



Near Term Corporate Development Plans

- Working with Torrey Partners as Financial/BD advisor
- Completed oversubscribed Seed Financing (\$2m)
- Establish AexeRNA Labs
 - Admitted to JLABs Washington, D.C., *November 2021*
 - Admitted to Blue Knight/BARDA portfolio, *November 2021*
- Enter into 2 select Strategic R&D Collaborations
 - Discussions on-going with 5 large biopharma companies
 - Coupled with strategic investment
 - Broad platform and area-specific partnerships
- Establish Strategic Partnership in Infectious Disease
 - Strong interest from 3 high-profile well-financed international consortia
- Institutional Investment Financing - \$70m business plan
 - Discussions ongoing with Strategic and High Profile Lead VCs





aexeRNA
a quantum leap for mRNA therapeutics

All the components are in place to build a fully integrated leading Next Generation mRNA Therapeutics Company



Promoting Tech Transfer & Startups at Mason

Tell Stories: Teach faculty and students how it works through talks and events where examples of tech transfer are showcased

Network: put faculty and students in contact with entrepreneurs, investors, industry partners - at events, conferences, workshops

Teach: new courses on entrepreneurship, IP, regulatory, product development. New programs combining business, science and tech.

Reach out inside Mason: explain to faculty and students what the tech transfer process is, disclosures, patents, financing, partnerships
- why they should be interested in doing this ?

Value tech transfer in the promotion/tenure process: pure emphasis on publications and grant funding can work against tech transfer

GEORGE MASON UNIVERSITY
AUDIT, RISK, AND COMPLIANCE COMMITTEE OF THE BOARD OF VISITORS

December 2, 2021
AGENDA

- I. Call to Order**
- II. Approval of Audit, Risk, and Compliance Committee Minutes**
 - A. Approval of Committee Minutes for September 30, 2021 Meeting (**ACTION**)
- III. Old Business**
 - A. Auditor of Public Accounts Examination Update
- IV. New Business**
 - A. Information Technology Update
- V. Reports**
 - A. Report of Approved Waivers of Contractual Conflicts of Interest
 - B. Office of University Audit Summary Report
 - C. Review of Office of University Audit Planning
 - D. Office of Institutional Compliance Summary Report
- VI. Adjournment**

**GEORGE MASON UNIVERSITY
AUDIT, RISK, AND COMPLIANCE COMMITTEE
OF THE BOARD OF VISITORS**

**September 30, 2021
MINUTES**

PRESENT: Chair Rice; Vice Chair Moreno; Visitors Blackman, Kazmi, and Oberoi.

Rector Hazel; Visitors Chimaladinne and Peterson; President Washington; Vice President and Chief Diversity Officer Artis; Faculty Senate Chair Broeckelman-Post; Medical Director Chezem; Vice President for Finance Dickenson; Provost and Executive Vice President Ginsberg; Associate Vice President and Controller Heinle; Undergraduate Student Representation Kanos; Senior Vice President for Administration and Finance Kissal; Vice President for Research Marshall; Staff Senate Chair Rogers; Associate University Counsel Schlam; Vice President for Strategic Initiatives and Chief of Staff Walsh; Graduate Student Representative Zhou; Associate Vice President Zobel; Auditor of Public Accounts Representatives Lambert and Rasnic; Chief Audit, Risk, and Compliance Officer Dittmeier; Associate Vice President for Institutional Compliance Lacovara; and Associate University Auditor Watkins.

I. Chair Rice called the meeting to order at 10:55 a.m.

II. Approval of Minutes

Chair Rice called for a motion to approve the minutes of the May 6, 2021 Audit, Risk, and Compliance Committee meetings. The motion was **MOVED** by Vice Chair Moreno and **SECONDED** by Visitor Kazmi.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.

III. New Business

A. Auditor of Public Accounts Discussion

Mr. Rasnic provided an overview of the Auditor of Public Accounts, including their reporting relationship to the Joint Legislative Audit and Review Commission of the Virginia General Assembly. Mr. Rasnic described their planned FY21 audit, which is designed to provide an opinion that the university's financial statements are fairly presented in all material respects. The Auditor also plans to issue a separate Internal Controls and Compliance Report covering internal controls over financial reporting and to perform procedures to support an agreed upon procedures report related to revenues

AUDIT, RISK, AND COMPLIANCE COMMITTEE

September 30, 2021

Page 2

and expenses of Mason's intercollegiate athletics programs and Single Audits of the Commonwealth's compliance with requirements applicable to programs related to Education Stabilization Funding and student financial aid. Mr. Rasnic confirmed that results would be reported at the Committee's February 2022 meeting.

The Committee invited Mr. Raznic to inform the Committee of any issues surfaced during the audit, including any difficulties or disputes with management.

B. Campus Health Status Update

Dr. Zobel discussed the various actions taken by the university to manage for the safe return of students and employees for the fall semester. More than 90% of students and faculty report they are fully vaccinated against COVID-19. Many previously successful practices are continuing, including offering flexibility in class modalities, robust population-specific testing strategies, case reporting and contact tracing, quarantining and isolation, daily use of the Mason COVID Health Check symptoms and exposure screener, requiring face coverings be worn in all buildings; encouraging good hygiene practices; among others. Because of these efforts, Mason was able to increase the number of residential students, increase classroom capacity, return employees to campus, and resume in-person events and gatherings. Dr. Zobel reported that the trend of positive case counts has been declining through the fall semester and that an anticipated increase after the Labor Day weekend had not been experienced. Testing volumes remain at a level appropriate to assess the health of the campus. Clinics to administer booster vaccinations are available to the community.

During the update, the Committee discussed with Dr. Zobel the level of the use of designated quarantine and isolation facilities; the requirements expected of in-person events; and Mason's public health safety performance relative to local and Commonwealth peer institutions; among other things. Rector Hazel described the discussion at a recent Faculty Senate meeting where the Board was thanked for the protocols put in place to protect faculty; the Rector thanked Dr. Zobel and the continuity coordination teams for their work.

C. Approval of Audit, Risk, and Compliance Committee Charter

The Committee reviewed the Audit, Risk, and Compliance Committee Charter and noted that the charter is aligned with the university's by-laws. Vice Chair Moreno **MOVED** and Visitor Kazmi **SECONDED** that the Audit, Risk, and Compliance Committee Charter be approved.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.

AUDIT, RISK, AND COMPLIANCE COMMITTEE

September 30, 2021

Page 3

D. Approval of Office of Audit, Risk, and Compliance Charter

The Committee reviewed the Office of Audit, Risk, and Compliance Committee Charter. Mr. Dittmeier confirmed the organizational independence of Mason's internal audit function. After discussion, the Committee concurred with Mr. Dittmeier's organizational independence confirmation. Visitor Kazmi **MOVED** and Vice Chair Moreno **SECONDED** that the Office of Audit, Risk, and Compliance Charter be approved.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.

IV. Reports

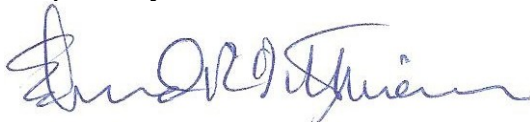
Ms. Watkins reported on the status of audit operations described in the Office of University Audit Summary Report. Among other things, she reported that two internal audit reports were issued since the prior meeting. Audit activities remain substantially on track with the previously reported status. She also updated the Committee on the status of recruitment activities to fill a vacant Assistant University Auditor position; three searches have failed and she continues to work with Human Resources to identify additional sourcing strategies while supplementing the team with co-sourced resources. The Committee discussed with Ms. Watkins and Mr. Dittmeier the nature and scope of the current environment for recruiting audit talent to Mason.

Mr. Lacovara reported on the status of institutional compliance activities since the prior meeting. He described the progress being made to build-out the program related to inventorying ownership for compliance with laws and regulations, and facilitating self-assessments of certain compliance program areas. He also described the establishment of a new policy for collecting and reporting information regarding external reviews.

V. Adjournment

Chair Rice called for any additional business to come before the Committee. Hearing none, he declared the meeting adjourned at 11:31 p.m.

Respectfully submitted,



Edward R. Dittmeier
Secretary pro tem

ITEM NUMBER: III.A.

Auditor of Public Accounts Examination Update

PURPOSE OF ITEM:

Brief the Audit, Risk, and Compliance Committee regarding the status of the Auditor of Public Accounts' examination of Mason's financial statements for the year ended June 30, 2021.

NARRATIVE:

Sharon Heinle, Associate Vice President and Controller, will brief the Committee on the current status of the Auditor of Public Accounts' examination of Mason's financial statements for the year ended June 30, 2021.

ACTION:

Receive briefing and discuss.

ITEM NUMBER: IV.A.

Information Technology Update

PURPOSE OF ITEM:

Brief the Audit, Risk, and Compliance Committee on the status of the university's information technology and associated processes for managing such technology.

NARRATIVE:

Kevin Borek, Vice President and Chief Information Officer, will brief the Committee.

Among other things, Mr. Borek will review the status of Mason's enterprise approach to IT governance and security, and Mason's IT quality management framework. He will also provide an update on the status of Mason's approach to strengthening quality, consistency, performance, and control in several key areas of focus.

ACTION:

Receive briefing and discuss.

Information Technology Update

December 2, 2021

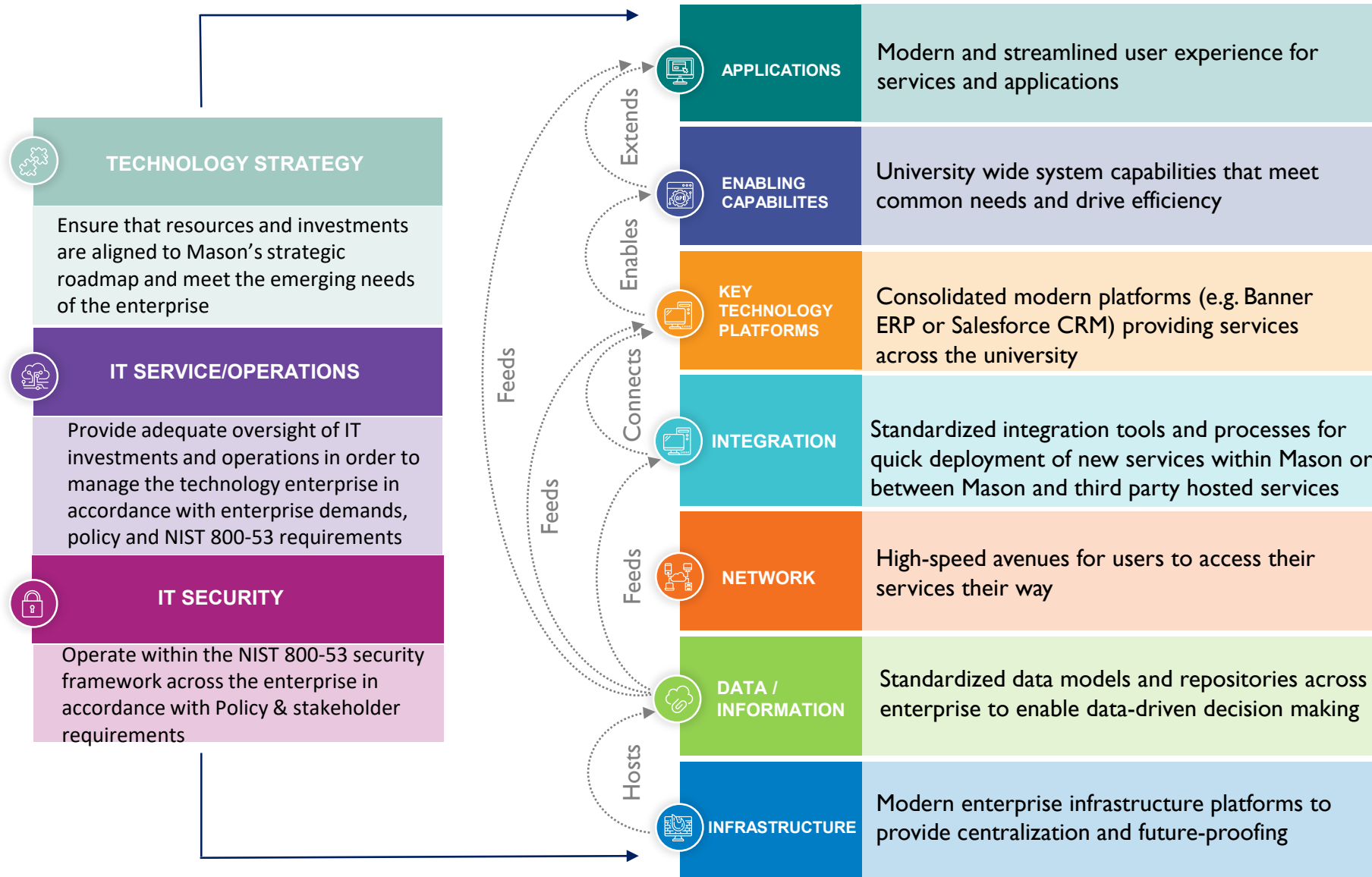


Information Technology
Services

Agenda

- Whole Enterprise Approach to IT Governance
- Elevating the “IT Security” Narrative
- Programs of Focus
- Risks to Success
- Questions and Answers

A Whole Enterprise Approach To IT Governance (ITS and Distributed Partners) inclusive of Security



Examples of “governed” activities:

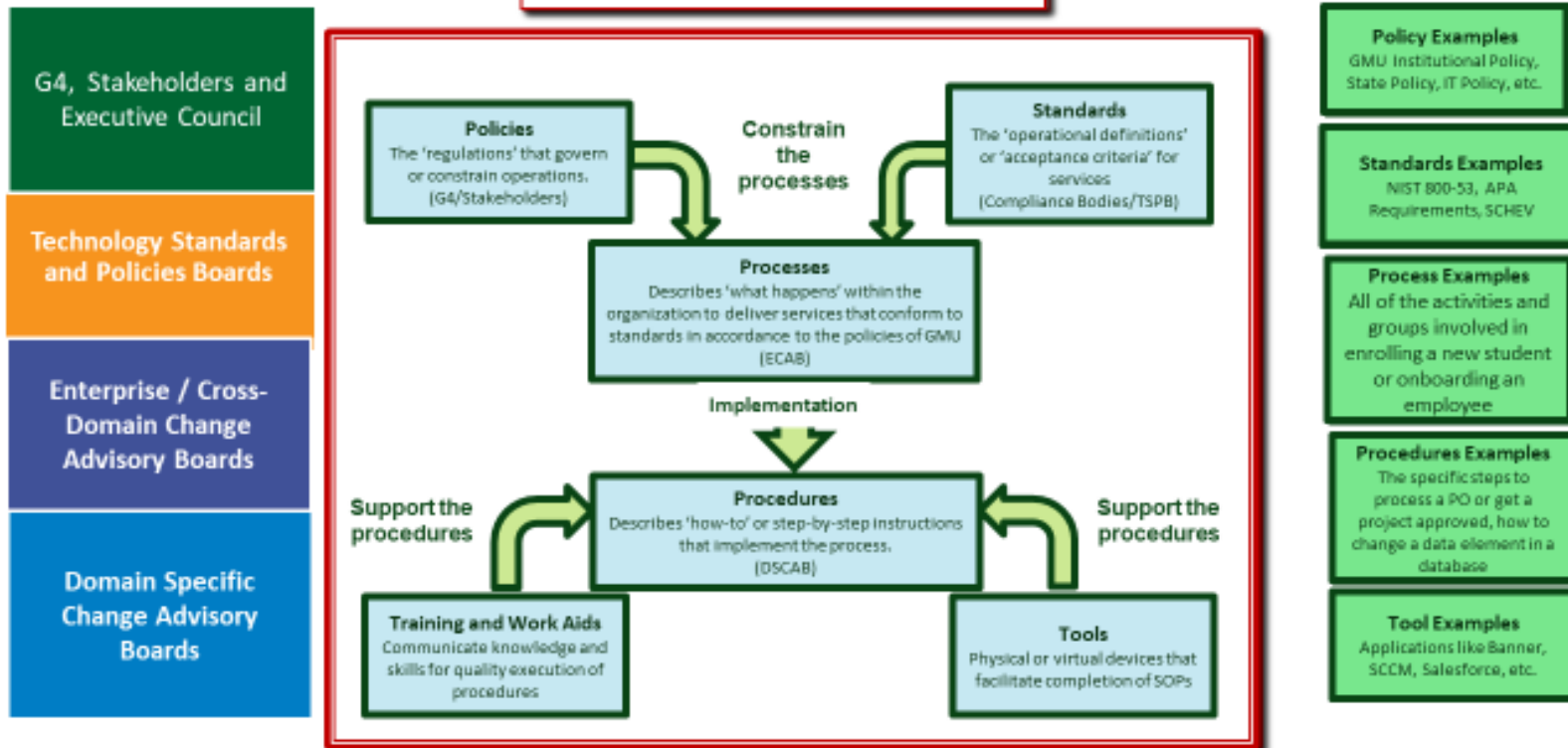
- Technology induction and retirement
- 3rd Party Technology Management
- Endpoint/Asset management
- Architecture/Standards
 - Data models
 - Integration models
 - Access Control/Provisioning
- Change management & control
- Project/Portfolio management
- Identity Management
- Security Management

A Quality Management System defines how people interoperate to deliver a service

HOW DO WE EXECUTE?: GMU IT QUALITY MANAGEMENT FRAMEWORK

A quality management system “defines how we interoperate to deliver services to our customers” therefore, it involves policy, process, measurement and audit.

Service Enterprise Design



Standardizing the IT engagement at Mason allows us to align ourselves with industry best practices and create better security by design

Examples:

- Technology Induction
- Project Management
- Data Model Management
- Change Management and Control
- Security Management

Elevating the Information Technology Narrative in Service Delivery and Risk Management

- **Primary ITS Management Goal:** “Develop and maintain an IT service delivery framework for the University that is consistent with evolving Stakeholder expectations, statutory obligations and industry best practices”
 - Align investment scope with institutional goals/objectives
 - Simplify/support technology adoption in service delivery
 - Expand the scope of Sr. Leadership engagement in technology decision making
 - Account for organizational design in technology deployment
- ***The Business Value:*** Improved Competitiveness / Reduced Reputational risk

Elevating Internal Audit from IT Security to IT/Business Risk Management

■ ***Audit Workplans Aligned with Management Goals and Workplans***

- Audit actively engaged as partner: IT strategy, goals, business objectives, project deliverables, prioritization
- Emphasis on proactive management and risk mitigation in rapidly changing technology environment
- Structural vs. symptomatic assessments (i.e. the Identity Management Program vs. multiple audits of different aspects of Banner role security)
- There still will be a need for routine audits in certain areas

Structural vs. Symptomatic Assessments

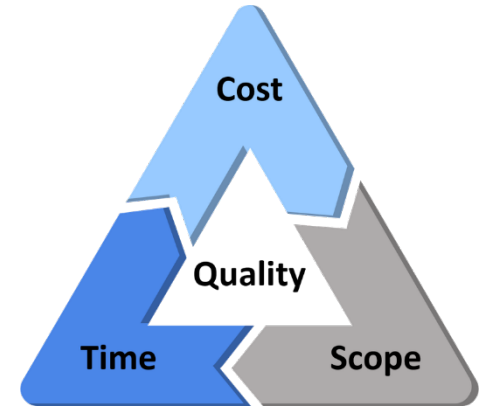
Representative Strategic Programs of Focus

Most outstanding IT Security audit findings have common structural roots in underlying business processes which are currently being addressed via programs of record:

- Portfolio and Project Management
- IT Security Compliance Program
- Monitoring and Risk Remediation Program
- Configuration and Change Management
- Identity Management and Access Control

Representative – but not all inclusive programs

Portfolio and Project Management



FY2022 Activities/Accomplishments

- ☐ Established/Staffed University IT Project Management Office
- ☐ Agreed Upon Standards/Processes for Project Management
- ☐ Public Dashboard Reporting on IT Projects
- ☐ Revised induction process with business case review via Ways and Means committee

Representative Planned Initiatives

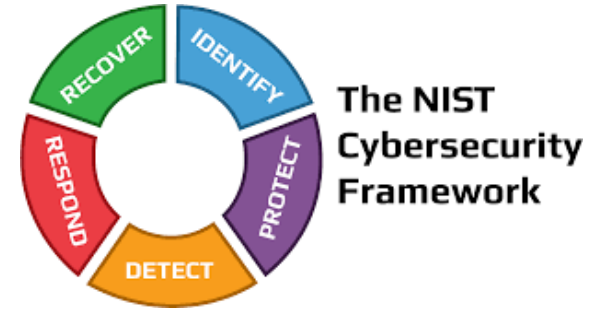
- Further refinement of PMO business model
- Formation of IT Investment Review Board to Prioritize IT Requests
- Continued maturation of Business Case and Cost Estimation

Benefits

- Improved Project Velocity
- Better outcomes and realized ROI
- Alignment with strategy/goals/architecture
- Efficient Resource Utilization

Information Security Compliance Program

Identify and Protect



FY2022 Activities/Accomplishments

- ☐ Development of 3rd Party Vendor Management Processes
- ☐ Enhancing Security Awareness Training Program
- ☐ Improved Governance, Risk and Compliance Program
- ☐ Improved Detection and Response Capability for Servers and Endpoints
- ☐ Expansion of Splunk SIEM log collection and event correlation capacity

Benefits

- Alignment with Technology direction
- Improved resilience to attacks/Disaster Recovery
- Risk Management and Compliance Reporting

Representative Planned Initiatives

- Revising policies, standards, controls and underlying business processes to NIST 800-53 requirements
- Invest in backup capability to include specific protections against Ransomware.
- Annually perform system specific disaster recovery tabletop exercises
- Improved Endpoint Management and Security

Risks to Success

- Sustained Leadership Support
- Losing Focus on Longer-Term Goals
- University Appetite for Change
- Availability of Investment
- Required Skills and Experience
- Viability of Higher Education Vendor Base
- Culture

QUESTIONS





Office of Institutional Compliance
4400 University Drive, MS 1A2, Fairfax, Virginia 22030

MEMORANDUM

TO: Audit, Risk, and Compliance Committee of the George Mason University
Board of Visitors

FROM: George Mason University Office of Institutional Compliance
Elizabeth Woodley, University Ethics Officer and Outside Interests Manager

SUBJECT: Approved Contractual Conflict of Interest Waivers

DATE: November 15, 2021

Pursuant to the attached Board of Visitors Resolution of August 1, 2014, the following is a report of existing Contractual Conflict of Interest Waivers at George Mason University as of 10/31/2021:

- I. Waivers granted by the University Ethics Officer and Outside Interests Manager pursuant to Virginia Code § 2.2-3106.C.2, stating that the dual employment of immediate family members is in the best interest of the University. These waivers are evaluated by the Ethics Officer and Outside Interests Manager in consultation with supervisors and Human Resources:
 1. Jessica Adams, Fiscal Training Manager, Fiscal Services; and Robert Wayne Adams, Director Academic Admin, CHHS Dean's Office Admin, CHHS
 2. Afra S Ahmad, Term Assistant Professor, CHSS; and Ghufra Ahmad, Director, Business Finance Center IND/MEC/Research MYE Reserve
 3. Paul Ammann, Associate Professor, Computer Science Dept, CEC; and Rebecca Hartley, Assistant Vice President, Research Integrity and Assurance
 4. Eric G. Anderson, Associate Professor of English, CHSS; and E. Shelley Reid, Director for Teaching Excellence, Stearns Center for Teaching and Learning
 5. Lily Appel, Customer Service Assistant, RAC; and Robert D Appel, Director of Marketing and Communications, School of Business Marketing & Communications
 6. Ann Ardis, Dean, CHSS; and Phillip Mink, Term Assistant Professor, Director of Pre-Law Advising/Instructor, Business, Schar School of Policy and Government
 7. Deliah Arrington, PSC Site Coordinator, PWC Administration; and Amy Fowler, Assistant Professor, Environ Sci & Policy Instruction, COS
 8. Giorgio Ascoli, Professor, Bioengineering, CEC; and Rebecca Goldin, Professor, Mathematical Sciences, COS

9. Jennifer Atkinson, Professor of English, CHSS; and Eric Pankey, Professor of English, CHSS
10. Leila Austin, Assistant Professor, Foundations, School of Business; and Marc Austin, Executive Director for Academic Ventures, Academic Innovation and New Ventures
11. Ivan Avramovic, Assistant Professor, Computer Science, CEC; and Sanja Avramovic, Assistant Professor, Health Administration and Policy, CHHS
12. Foteini Baldimtsi, Assistant Professor, Computer Science, CEC; and Socrates Dimitriadis, Term Assistant Professor, Computer Science, CEC
13. Laura Balmaceda, Research Assistant Professor, COS; and Fernando Mut, Research Assistant Professor, Bioengineering, CEC
14. Pamela Baker, Director, Special Education and disAbility Research/Associate Professor, CEHD ; and Robert Baker, Professor and Interim Dean, CEHD
15. Kenneth Ball, Dean, School of Information Technology; and Sandra Ball, GMU Worker, Student Health Services
16. Stephanie Benassi, Assistant Professor, Art and Visual Technology Inst, CVPA; and Jeffrey M. Kenney, Gallery Assistant, AE Art Galleries Support, CVPA
17. Soelem Aafnan Bhuiyan, Graduate Teaching Assistant, CEC; and Ishrat Jahan Dollan, Graduate Teaching Assistant, Civil Environ Infra Engineering, CEC
18. Lee Black, Assistant Professor, Health Administration & Policy, CHHS; and Heather Vough, Associate Professor, Management Instruction, School of Business
19. Kurt Brandhorst, Assistant Professor, Philosophy, CHSS; and Rachel Jones, Associate Professor, Philosophy, CHSS
20. Joan Bristol, Associate Professor, History and Art History, CHSS ; and Randolph Scully, Associate Professor, History/M.A. History Program Director, History and Art History, CHSS
21. Chris Burrell, Production Manager, Hylton Performing Arts Center, CVPA ; and Diane Burrell, Operations Coordinator, Hylton Performing Arts Center, CVPA
22. Zofia Burr, Dean, Honors College; and Alok Yadav, Associate Professor of English, CHSS
23. Michael Buschmann, Department Chair and Professor, Bioengineering, CEC; and Caroline Hoemann, Professor, Bioengineering, CEC
24. Xiaomei Cai, Associate Professor, Department of Communication, CHSS; and Xiaoquan Zhao, Professor, Department of Communication, CHSS
25. Mark Camphouse, Professor of Music, CVPA; and Elizabeth A Curtis, Executive Director, Mason Community Arts Academy, CVPA
26. Amanda Caswell, Professor, School of Kinesiology, CEHD; and Shane Caswell, Professor, School of Kinesiology, CEHD
27. Ylenia Chiari, Assistant Professor, Biology, COS; and Scott Ryan Glaberman, Assistant Professor, Environmental Science and Policy, COS
28. John Cicchetti, Associate Director, Support and Community Outreach, University Life; and Kaitlin Cicchetti, Director of Advancement, University Life
29. Caroline Cox, Technical Director, Arts Support Umbrella, CVPA ; and Sean Cox, Assistant Director of Event Services, Student Centers
30. Andrew Crerar, GMU Worker, Biology Department, COS; and Lorelei Crerar, Associate Professor, Biology Department, COS

31. Arie Croitoru, Professor, COS; and Natalie Lapidot Croitoru, HR and Fiscal Specialist, Department of Computational & Data Sciences, COS
32. Mary Curby, GMU Worker, Center for Psychological Services, Psychology, CHSS ; and Timothy Curby, Associate Professor without Term, Psychology, CHSS
33. Aurali Dade, Assoc VP of Research Innovation and Operations, Deputy CRO ; and Damon Dade, Adjunct Faculty, School of Business
34. Christopher D'Amboise, Heritage Professor in Dance, School of Dance, CVPA ; and Kelly D'Amboise, Adjunct Faculty, Dance Instruction, CVPA
35. Ying Dang, Senior J2EE Engineer, Web Applications/Services, ITS ; and Haoxin Song, Senior Network Engineer, Network and Security Engineering, ITS
36. Rick Davis, Dean, CVPA ; and Julie Thompson, Executive Director, Center for the Arts
37. Mark DelVecchio, Research Associate, C41 Grants and Contracts, CEC; and Mollie DelVecchio, Registered Nurse, Student Health Center, University Life
38. Nikki Dinh, Senior Database Analyst, Database/Middleware/ERP Support, ITS; and Robert Peraino, Advisory Systems Engineer, Enterprise Infrastructure Service, ITS
39. Carlotta Domeniconi, Associate Professor, Computer Science, CEC; and Sean Luke, Professor, Computer Science, CEC
40. Kevin Dunayer, Assistant Professor of Theater and Event Production, CVPA; and Laurel Dunayer, Costume Shop Supervisor, CFA
41. Elisabeth Epstein, Assistant Professor, Biology, COS; and Neil Epstein, Associate Professor, Mathematical Sciences, COS
42. Rebecca J. Ericson, Term Assistant Professor, Physics and Astronomy, COS; and Robin Ericson, Adjunct, Director for Teaching Excellence, Stearns Center for Teaching and Learning
43. Cory Faber, Student Wage Employee, FFX Desk Support, ITS; and Robert B Faber, IT Project Manager, Project Management Office, ITS
44. Anthony B Falsetti, Associate Professor, Forensics, COS; and Catyana Falsetti, Grad Teaching Asst, School of Integrative Studies, CSS
45. Henry Feil, GMU Worker, KIHd Grants & Contracts, CEHD; Henry M. Feil, Grounds Supervisor, Zone 6 Maintenance, Facilities Ops
46. Daniel Ferguson, Assistant Professor, CEHD ; and Yoko Ferguson, Metadata Cataloging Librarian, Access & Resource Management, Univ Libraries
47. Anne Firth, Academic Scheduling Manager, Office of the Registrar; and Taryn Firth, Student Wage Employee, Office of the Registrar
48. Joyce Bland-French, Director, Office of Risk Management; and Roderick French, Adjunct Professor, School of Business
49. Boris Gafurov, Assistant Professor, Special Ed & disAbility Research, CEHD; and Anna Evmenova, Associate Professor, Div Spec Educ Rev & Exp, CEHD
50. Daniel Garrison, Instructor, CEC Information Tech Program, CEC; and Victoria Garrison, Physician & Assistant Professor, Student Health Center
51. Colby Grant, Assist Dir of Operations, PWC Administration; and "Megan Grant, HR Administrative Specialist, CIDR Administration, COS
52. Matthew Green, Assistant Director, Undergrad Student Svc, Schar School of Policy and Government; and Alice Magelssen-Green, Assoc Dir Watershed Lit, English Instruction, CHSS

53. Jesse Guessford, Director Curriculum Initiatives, Office of the Provost; and Jill Nelson, Associate Professor, Electrical and Computer Engineering, CEC
54. Renate Guilford, Vice Provost, Academic Administration, Office of the Provost; and Taylor Guilford, GMU Worker, Environmental Health & Safety Administration
55. John Hanks, Advisory Network Engineer, Enterprise Infrastructure Ops, ITS; and Tammy Hanks, Admin and Office Spec 3, Facilities Mgmt Admin
56. Nabiha Hasan, Senior IT Sec Ops Engineer, ITS Security; and Ubaidul Khan, Computer Systems Engineer, Cloud Compute & Storage Operations, ITS
57. Donald Paul Haspel, Assistant Professor of English, CHSS; and Linda H. Mason, Professor and Director Helen A. Kellar Inst for Human disAbilities, CEHD
58. Christine Hogan, Director Program Management, Facilities Project Management Admin; and Glenn Hogan, Wage Employee, Recreation
59. Douglas Irvin-Erickson, Assistant Professor, Carter School Primary; and Yasemin Irvin-Erickson, Assistant Professor, Criminology, Law & Society Department, CHSS
60. Farhana Islam, Department Secretary, Sociology and Anthropology, CHSS; and Khondkar Islam, Professor, Information Sciences and Technology, CEC
61. Suzanne de Janasz, Professor of Management and Conflict Analysis and Resolution, Carter School ; and Maury Peiperl, Dean, School of Business
62. Kristen V Jennette, Vmware Engineer; Cloud, Compute & Storage Operations, ITS; and Shawn Jennette, Computer Systems Engineer; Cloud Compute & Storage Engineering, ITS
63. Cing-Dao (Steve) Kan, Professor/Director, Center for Collision Safety and Analysis, COS; and Chi Yang, Professor, Department of Physics and Astronomy, COS
64. Pilgyu Kang, Assistant Professor, Mechanical Engineering Dept, CEC; and Mirae Kim, Associate Professor, Schar School
65. Setarra Kennedy, Assistant Director, Arts Management, CVPA; and Charles Nicholson, Social Media Director, Communications and Marketing
66. David Kepplinger, Assistant Professor, Statistics, CEC; and Alexandra Patzak, Assistant Professor, Educational Psychology, CEHD
67. Maryam Kheirollah, Personnel Operations Assistant, Office of the Provost; and Amir Tofighi, Programmer Analyst, Enterprise App Support & Develop, ITS
68. Karen King, Assistant Professor, Business Foundations, School of Business; and Michael Allen King, Assistant Professor, ISOM, School of Business
69. Brenda Kling, Admin Assoc, Marketing Instruction, School of Business; and Jeffrey L Kling, Assist Dir CaLT Class Support, Classroom Technologies, ITS
70. Christopher Koper, Associate Professor, Criminology, Law and Society, CHSS; and Cynthia Lum, Professor and Director of the Center for Evidence-Based Crime Policy, Criminology, Law and Society, CHSS
71. Davis Kuykendall, Assistant Professor, Philosophy, CHSS; and Lauren Kuykendall, Associate Professor, Psychology, CHSS
72. Alison Landsberg, Professor, History and Art History/Cultural Studies, CHSS; and Matthew Karush, Professor and Department Chair, History and Art History, CHSS
73. Clare Laskofski, Executive Director of Accounting Operations and Student Accounts, Fiscal Services; and Mike Laskofski, Associate Vice President of Research Operations, Office of Sponsored Programs

74. David Lattanzi, Associate Professor, Civil, Environmental and Infrastructure Engineering, CEC; and Elisabeth Lattanzi, Assistant Professor, Mechanical Engineering, CEC
75. Kurt Lazaroff, Director of Academic Services/ Term Assistant Professor, Bachelor of Individualized Study, CHSS; and Sandra Tarbox, Director of Student Financial Aid
76. Yi-Ching Lee, Assistant Professor, Department of Psychology, CHSS ; and Benoit Van Aken, Associate Professor, Department of Chemistry and Biochemistry, COS
77. Stephanie Lessard-Pilon, Associate Professor, Smithsonian-Mason School of Conservation; and James McNeil, Associate Professor, Smithsonian-Mason School of Conservation
78. Fei Li, Associate Professor, Computer Science, CEC; and Qi Wei, Associate Professor, Bioengineering, CEC
79. Vera Lichtenberg, Director of Mason Game and Technology Academy, VSGL, CVPA; and Scott M. Martin, Associate Professor, Computer Games Design Instruction, CVPA
80. Huwimin Liu, Assistant Professor, Sociology Instruction, CHSS; and Matthew E West, Assistant Professor, Global Affairs Program, CHSS
81. April Zoraida Lopez, Admin Asst to Dir, Special Ed & disAbility Research, CEHD; and Eduardo Lopez, Assistant Professor, Comp & Data Sciences Instr, COS
82. Anton Lukyanenko, Assistant Professor, Mathematical Sciences, COS; and Cynthia Lukyanenko, Assistant Professor, English Instruction, CHSS
83. Casey Smith Machuga, Asst Dir Off Campus Stdnt Svrc, Contemporary Student Services, University Life; and Zachary R Machuga, Research Comp Spec AFSO, Research & Innovation Initiatives, Research
84. Stuart Mackenzie, CINA Deputy Director, Research; and Tricia Mackenzie, Head, Resource Description and Metadata Services, University Libraries
85. Tamara Maddox, Term Associate Professor, Computer Science, CEC; and John Otten, Instructor, Computer Science, CEC
86. Michael Malouf, Associate Professor, English, CHSS; and Kristina Olson, Associate Professor of Italian, Modern and Classical Languages, CHSS
87. Brian Mark, Professor, Electrical and Computer Engineering, CEC; and Karen Sauer, Professor, Physics and Astronomy, COS
88. Robert Matz, Dean, Mason Korea; and Teresa Michals, Associate Professor, English, CHSS
89. Jerry Mize, Term Instructor, Psychology, CHSS; and Matthew John Smith, Director of Accreditation, Office of the Provost
90. Emily Moran, Assistant Professor, Communication Instruction, CHSS; and Kevin Moran, Assistant Professor, Computer Science Dept, CEC
91. Janette Muir, Vice Provost Academic Affairs; and Star Muir, Associate Professor, Communication Department, CHSS
92. Abigail G Mullen, Assistant Professor, Center for History and New Media, CHSS; and Lincoln Mullen, Associate Professor, History and Art History, CHSS
93. Kelly Nam, GMU Worker, CVPA; and Sang Nam, Associate Professor, Computer Game Design, CVPA
94. Vivek Narayanan, Assistant Professor, English Instruction, CHSS; and Rashmi Sadana, Associate Professor, Sociology Instruction, CHSS

95. Subodh Nayar, GMU Worker, SBDC; and Tracy Nayar, Assist Dir VA SBDC Operations, SBDC
96. Donielle Nolan, Sustainability Program Manager, University Sustainability; and Matthew Nolan, Assistant Professor of Game Sound, CVPA
97. Jason Nykamp, Systems Engineer, Cloud Compute & Storage Operations, ITS; and Megan Nykamp, Senior Research Administrator, Office of Sponsored Programs
98. Olivia O'Neill, Associate Professor, Management, School of Business; and Tiago Requeijo, Assistant Professor, Finance, School of Business
99. Audra Parker, Associate Professor, Division of Elem, Lit, & Sec Ed, CEHD; and Kristien Zenkov, Professor, Division of Elem, Lit, & Sec Ed, CEHD
100. Cindy Parker, Associate Professor, Management Instruction, School of Business; and Jack Parker, Student Wage, Admissions Operations
101. Tyler G. Parowski, GMU Worker, Hylton Performing Arts Center Ticket Office, CVPA; and Karen L. Parowski, GMU Worker, Hylton Performing Arts Center Ticket Office, CVPA
102. Allison Ward Parsons, Associate Professor, Elem, Lit, & Sec Ed, School of Education, CEHD; and Seth Parsons, Professor, Elem, Lit, & Sec Ed, School of Education, CEHD
103. Thomas Perdiou, Associate Director, Office of Student Financial Aid; and Laurie Schintler, Associate Professor, Schar School of Policy and Government
104. Gregory Pirog, HRIS Programmer Analyst, Human Resources/Payroll; and Megan Pirog, Assist Registrar for Deg Comp, Registrar
105. Erion Plaku, Associate Professor, Computer Science, CEC; and Amarda Shehu, Professor, Computer Science, CEC
106. Niloofar Ramezani, Term Asst Professor, Statistics, CEC; and Martin Slawski, Assistant Professor, Statistics, CEC
107. Ellen Rodgers, Associate Dean, Student and Academic Affairs, CEHD; and R.V. Pierre Rodgers, Associate Professor GSE, CEHD
108. James Russell, Director of Purchasing, Purchasing Office; and Rhett Russell, Fiscal Technician, Finance Administrative Systems Team
109. Evelyn Sander, Professor, Mathematical Sciences, COS; and Thomas Wanner, Professor, Mathematical Sciences, COS
110. Amber Saxton, Sustainability Program Manager, Campus Efficiency, University Sustainability; and Regis Saxton, Research Administration Manager, Office of Sponsored Programs
111. Laura Scott, Professor, English Department, CHSS; and Dean F. Taciuch, Professor, English Department, CHSS
112. Daniel Sklarew, Professor, Environmental Science and Policy, COS; and Jennifer Sklarew, Assistant Professor, Environmental Science and Policy, COS
113. Kelly Hayward Stone, Facilities Billing Coordinator, Facilities; and Rebecca Hayward Stone, Project Coordinator, Learning Space Design, ITS
114. Heather Streckfus-Green, Assistant Professor, School of Art, CVPA; and Peter Streckfus-Green, Associate Professor, English, CHSS
115. Alex Tabarrok, Professor, Economics/General Director, Center for Study of Public Choice, CHSS; and Monique van Hoek, Professor, School of Systems Biology, COS

116. Ken Walsh, Chief of Staff, Vice President of Strategic Initiatives; and Tobi Walsh, Assistant Vice President, Capital Strategy and Planning, Office of the Senior Vice President
117. Margaret P. Weiss, Assistant Professor, School of Education, CEHD; and Oliver Weiss, Assistant Coach, Men's Soccer, ICA
118. Diek Wheeler, Research Associate Professor, Bioengineering Department, CEC; and Greta Ann Herin, Associate Professor/Interdisciplinary NeuroScience Prog, COS
119. Julie Zobel, Associate Vice President, Safety, Emergency, and Risk Management; and Andrew Zobel, GMU Worker, Facilities

II. Waivers approved by the President of George Mason University and the Vice President for Research, Innovation, and Economic Impact pursuant to Virginia Code § 2.2-3106.C., which permits waiver of a conflict of interest in a contract for research and development or commercialization of intellectual property. These waivers are reviewed and recommended for approval by the Conflict of Interest Committee:

1. Suman Alishetty; AexeRNA Therapeutics, LLC; waiver period: 9/8/2021–8/30/2022
2. Giorgio Ascoli; University of Michigan; waiver period: 1/19/2021–12/01/2021
3. Giorgio Ascoli; University of Washington; waiver period: 4/9/2021–4/30/2022
4. Michael Buschmann; AexeRNA Therapeutics, LLC; waiver period: 9/8/2021–8/30/2022
5. Carrasco, Manuel; AexeRNA Therapeutics, LLC; waiver period: 9/8/2021–8/30/2022
6. Boris Gafurov; ATWare Solutions; waiver period: 9/8/2021–7/30/2022
7. Rebecca Goldin; University of Michigan; waiver period: 1/28/2021–11/1/2021
8. Rebecca Goldin; University of Washington; waiver period: 1/28/2021–11/1/2021
9. Kenneth Griffin; National Health Promotion Associates (NHPA); waiver period: 4/30/2020–7/1/2023
10. Caroline Hoemann; AexeRNA Therapeutics, LLC; waiver period: 9/8/2021–8/30/2022
11. Saleet Jafri; Pathodynamics, LLC and contractor Dr. Syeda Sumaira Andrabi; waiver period: 9/8/2021–7/30/22
12. James Jones; American Council on Education (ACE); waiver period: 2/19/2019–2/19/2024
13. Catherine Creighton Martin; Marymount University; waiver period: 9/8/2021–7/30/2022
14. Mikell Paige; AexeRNA Therapeutics, LLC; waiver period: 9/8/2021–8/30/2022
15. Emanuel Petricoin; Ceres Nanosciences, Inc.; waiver period: 7/30/2021–6/1/2022
16. Jayshree Sarma; Leidos Holdings, Inc.; waiver period: 1/19/2021–12/31/21
17. Sita Slavov; National Bureau of Economic Research (NBER); waiver period: 3/18/2019–3/18/2024
18. Sita Slavov; International Monetary Fund (IMF); waiver period: 2/21/2019–2/21/2024
19. Ali Weinstein; Inova Health System; waiver period: 10/29/2020–11/1/2023

III. Waivers approved by the President of George Mason University and the Senior Vice President for Administration and Finance pursuant to Virginia Code § 2.2-3110, which permits waiver of a conflict of interest in a contract that is not for research and development or commercialization of intellectual property. These waivers are reviewed and recommended for approval by the Conflict of Interest Committee:

1. Susan Allen; Apple, Inc.; waiver period: 6/3/2021–5/30/2022
2. Brian Benison; Ernst & Young; waiver period: 8/20/2021–07/30/22
3. William Brown; Bill Brown Baseball Camp; waiver period: 8/20/2021–06/01/22
4. Nancy Dunham; University of Pennsylvania The Wharton School; waiver period: 10/11/2021–09/30/22
5. Aylene Ilkson; Gold Star Volleyball LLC; waiver period: 8/20/2021–05/31/22
6. Catrina King; Noble Life Sciences; waiver period: 6/3/202–05/17/22
7. Melanie Knapp; BloombergLaw; waiver period: 1/19/2021–12/1/2021
8. Lauren Long; Wells Fargo Bank; waiver period: 8/20/2021–06/30/22
9. Kevin McCabe; Mercatus Center Inc.; waiver period: 11/1/2021–09/30/22
10. Kara Mupo; Surge Elite Lacrosse Academy; waiver period: 8/20/2021–05/31/22
11. Aarthi Narayanan; American Type Culture Collection (ATCC); waiver period: 8/20/2021–06/30/22
12. Jeffrey Pollard; Private Clinical Practice; waiver period: 1/22/2021–01/31/22
13. Justin Ross-Walker; Justin Walker Softball Camp; waiver period: 8/20/2021–05/31/22
14. Jaclyn Schreifels King; King Productions, LLC; waiver period: 6/3/2021–05/30/22
15. Lisa Sechrest-Ehrhardt; Sechrest Diversity; waiver period: 10/21/2021–09/30/22
16. Catherine Winkert; Monumental Sports & Entertainment; waiver period: 1/25/2019–1/25/2024
17. Yuntao Wu; Virongy, LLC; waiver period: 8/20/2021–07/30/22



Office of University Audit

**Report to the Audit, Risk, and Compliance Committee
of the Board of Visitors**

December 2, 2021

EXECUTIVE SUMMARY

- Audit staffing:
 - Assistant University IT Auditor and Senior Auditor have left the university since the last update. The previously reported open Assistant University Auditor position remains open after three failed searches.
 - Working with HR to develop recruiting strategies for all three positions:
 - Networking strategies
 - Identifying external recruiting firms
 - Revising job postings to broaden applicant pool
 - Co-sourced resources will be utilized:
 - Research administration monitoring.
 - Information technology process infrastructure monitoring.
 - Additional projects planned for Spring 2022.
- Two audit reports were issued since the last meeting.
 - Office of Admissions
 - Student Financial Aid
- Remediation of 25 audit issues is in progress as of November 12, 2021.
 - Management completed remediation of two audit issues since September 2021.
- Audit Plan status:
 - Planned audit work remains consistent with the 3+6 Audit Plan reviewed at the prior meeting. However, the timing of planned audit work is being reevaluated in consideration of recent staffing departures and onboarding of co-sourced audit resources.
- Status of fraud, waste, and abuse investigations:
 - One investigation was completed since the prior meeting; it was isolated in nature with negligible impact to the University.
 - There are no investigations in progress.

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 - Student Financial Aid
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SUMMARY OF AUDIT REPORTS

- Office of Admissions
- Student Financial Aid



INTERNAL AUDIT REPORT

Report Title:	Office of Admissions	Report Date:	November 4, 2021
Responsible Manager:	Alan Byrd Dean of Admissions	Report Number:	FY22-04

EXECUTIVE SUMMARY:

Background:

Mason's undergraduate admissions process is centralized and managed by the Office of Admissions which makes all undergraduate admissions decisions. The Office reviewed 25,670 undergraduate applications for fall 2021; roughly 80% of applications were for incoming freshman, and the remaining 20% were from transfer students. The acceptance rate for undergraduate applications was 91.1%.

Term	Completed Applications	Freshman / Transfer Students	Acceptance Rate Freshman/Transfer Students
Fall 2019	24,820	79.3% / 20.7%	86.1%
Fall 2020	26,782	79.5% / 20.5%	88.7%
Fall 2021	25,670	80.1% / 19.9%	91.1%

Application reviewers (reviewers) use documented procedures to guide their review and matrices (organized by grade point average (GPA) and test scores) to identify whether a student should be accepted, denied, brought to committee for discussion, or waitlisted. The Office of Admissions has a designated committee to review applicants holistically and assist with exception review and processing. All admissions decisions are reviewed to identify any potential outliers (e.g., admit decision with low GPA, or deny decision with high GPA). Outliers or anomalies identified are reviewed to confirm the appropriate decision was made, and can be brought to committee for discussion in instances where a decision change may be warranted.

Admission decisions for graduate programs at Mason are decentralized and processes vary by academic unit or program. Each graduate program has their own process for reviewing and admitting applicants, and within schools and colleges, individual programs can have unique admissions processes. Within the Office of Admissions, there is a Graduate Admissions Operations processing team that assists with processing applications (excluding the Antonin Scalia Law School) and responding to the general graduate admissions email inbox. The admissions processes for the following graduate programs were reviewed during this audit: Antonin Scalia Law School, College of Humanities and Social Sciences (Psychology); Schar School of Policy and Government; School of Business; and the College of Engineering and Computing.

Audit Conclusion:

Overall, the governance and oversight of Mason's admissions processes to identify, evaluate and admit undergraduate students are operating effectively. The Office of Undergraduate Admissions has robust knowledge and experience reviewing applications, which allows them to maintain consistency in admissions decisions to mitigate the potential risk of reputational damage, as well as be proactive in identifying additional efficiencies to enhance the admissions process and meet enrollment targets. We believe there are opportunities to strengthen the consistency of graduate admissions processes and controls while ensuring responsibility for admissions decisions continue to remain with the local academic unit; the President's Graduate School Reimagine Task Force is considering recommendations in this area.



INTERNAL AUDIT REPORT

Report Title:	Student Financial Aid Audit	Report Date:	November 10, 2021
Responsible Manager:	Sandra Tarbox Director of Financial Aid	Report Number:	FY22-05

EXECUTIVE SUMMARY:

Background:

The Office of Student Financial Aid (OSFA) assists prospective students by identifying financial aid opportunities and customizing aid packages to enable them to pursue their educational goals. More than 59% of Mason students received financial aid based on merit and/or need in Fiscal Year 2021. The OSFA administered the following sources of financial aid funds and scholarships to students:

Source	Fiscal Year 2020 Award Amounts	Fiscal Year 2019 Award Amounts
Federal Aid	\$210,545,364	\$208,810,039
External Awards	\$40,911,075	\$40,247,668
Institutional Aid*	\$76,790,871	\$68,113,382
State Aid (Virginia)	\$31,881,828	\$27,900,830
Aid From Other States	\$1,046,641	\$861,640
Total	\$361,175,779	\$345,933,559

*Includes Foundation Awards

In Spring 2020, the Federal Government provided emergency grants to institutions of higher education to cover costs associated with significant changes to the delivery of instruction due to the coronavirus pandemic. Since then, the OSFA has distributed awards totaling \$24,171,669 to eligible students; additional funding of \$32,116,557 is being disbursed to students during the Fall 2021 semester.

Award Type	# Students	Award Amounts
Higher Education Emergency Relief Fund I (CARES Act)	9,089	\$10,350,284
Governor's Emergency Education Relief Fund	1,861	\$3,502,500
Higher Education Emergency Relief Fund II	9,912	\$10,318,885
Higher Education Emergency Relief Fund III	In Process	\$32,116,557
Total		\$56,288,226

The OSFA is responsible for selecting recipients for certain institutional awards (46.3% of institutional aid for FY 2020) which are awarded through a committee comprised of key individuals from the OSFA, based on a set of eligibility criteria outlined by the funding source. Scholarships and aid awarded by other departments (53.7% of institutional aid for FY 2020) are communicated to the OSFA, who is then responsible for applying the aid to the student's account within Banner.

Departmental institutional aid budgets are created annually and are tracked by the Director of Financial Aid to ensure they are not overspent. The decision making for selecting students to receive an award varies as individual departments have their own eligibility determination and awarding process. Generally, committee or multiple faculty reviews determine eligibility for departmental awards. Admissions scholarships for traditional freshman are automatically awarded based on the ranking given to the student by Financial Aid; rankings are determined by merit (e.g., high school grades) and need as determined by the students estimated family contribution (EFC) taken from the Free Application for Federal Student Aid (FAFSA) filing.

Federal financial aid is subject to testing during the University's single audit performed by the Auditor of Public Accounts and reviews performed by the Department of Education. This audit focuses primarily on the awarding and administering of institutional aid and excludes federal financial aid activities (calculation of return of Title IV funds and federal awards) and decision making and eligibility of awarding decisions made by academic departments.

The OSFA is comprised of 21 full-time staff members, 2 part-time staff, and 13 student workers. There are three Associate Directors (AD) that report to the Director of Financial Aid. Each AD specializes in one of the following areas: counseling and compliance, fund management and strategic planning, and IT and scholarships. OSFA has eight counselors that are responsible for a variety of activities including, processing aid requests, appeals, loan processing, income adjustments to student profiles, dependency overrides, and answering questions from students.

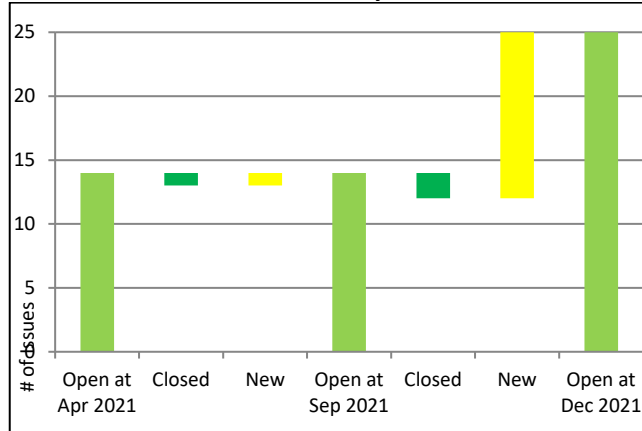
Audit Conclusion:

Overall, the university's financial aid processes are designed effectively and comply with university policy. The OSFA has sound knowledge and experience administering student financial aid, which allows them to maintain compliance with pertinent requirements. The OSFA staff rely on manual processes to review, apply, report, and monitor financial aid. We believe there are opportunities to improve operational effectiveness by leveraging existing technology and by automating manual processes to make the process of posting awards more efficient, streamline and centralize document management, increase OSFA staff's capacity to handle critical tasks, and reduce the risk of human error.

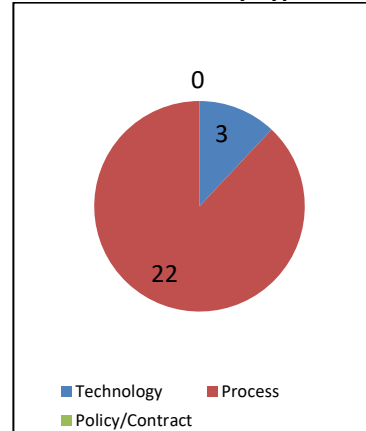
SUMMARY STATUS OF AUDIT ISSUES AS OF NOVEMBER 12, 2021

There were 25 open audit issues as of November 12, 2021. Management completed remediation of two audit issues since September 2021.

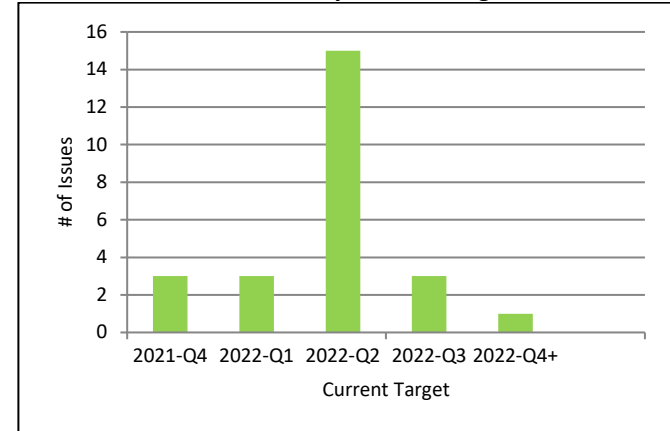
Audit Issue Inventory Movement



Audit Issues by Type




















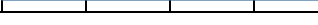


Audit Issues by Current Target



Audit Report	Report Date	Open at Apr 2021	New	Closed	Open at Sept 2021	New	Closed	Open at Dec 2021
Student Financial Aid	11/10/21	-	-	-	-	8	(1)	7
Office of Admissions	11/4/21	-	-	-	-	5	(1)	4
Clearing Accounts	9/3/21	-	1	-	-	-	-	1
Bank Accounts	6/17/21	-	-	-	-	-	-	-
Gift Acceptance Policy Implementation	6/22/20	2	-	-	2	-	-	2
Drug and Alcohol Abuse Prevention Program	12/16/19	3	-	(1)	3	-	-	2
Employee Disclosures and Evaluation of Personal Interests	12/13/19	4	-	-	4	-	-	4
Faculty Study Leave Programs	4/18/19	3	-	-	3	-	-	3
Office of the University Registrar	3/7/18	1	-	-	1	-	-	1
Administrative Management of Sponsored Programs	10/11/17	1	-	-	1	-	-	1
		14	1	(1)	14	13	(2)	25

STATUS OF AUDIT PLAN AS OF NOVEMBER 12, 2021

The 3+6 Audit Plan as of November 12, 2021 (bottom bars) is compared with the status as of the prior report to the Committee (top bars). (Note: The status of work is shown as follows: completed = orange bars, in progress = green bars, and planned = yellow bars)

Topic	Description	6/30	9/30	12/31	3/31
Aligned with University-Level Risk Areas					
Information Security Program	• Monitor projects to further strengthen security of Mason's entire technology environment; validate controlled unclassified information security controls in various environments.				
Information Technology Process Infrastructure Projects	• Monitor implementation of information technology process infrastructure projects.				
Research Administration Enhancements	• Evaluate design of future state research administration process controls.				
Construction Payments and Change Orders	• Monitor and assess payments related to in-progress Core Campus and planned SciTech campus construction projects.				
Additional Areas					
Online Academic Integrity	• Assess processes for preventing and detecting online academic integrity issues.				
University Registrar	• Assess processes implementing academic policy, including processing completeness and accuracy.				
Student Financial Aid	• Assess processes for awarding and administering financial aid for students.				
Admissions and Enrollment Management	• Assess processes for managing enrollment levels and admitting students to Mason.				
Suspense and Clearing Accounts	• Assess processes for managing suspense and clearing accounts, including resolving items timely.				
Issue Validation Procedures	• Validate management has remediated audit issues in a comprehensive and sustainable manner.				
Hotline Investigations Referred by OSIG	• Investigate allegations of fraud, waste, or abuse received from the Commonwealth's Office of the State Inspector General.				

STATUS OF INVESTIGATIONS AS OF NOVEMBER 12, 2021

There are no investigations in progress.

Nature of Allegation	Type	Status	Remarks
Alleged falsification of state documents	Fraud	Completed	

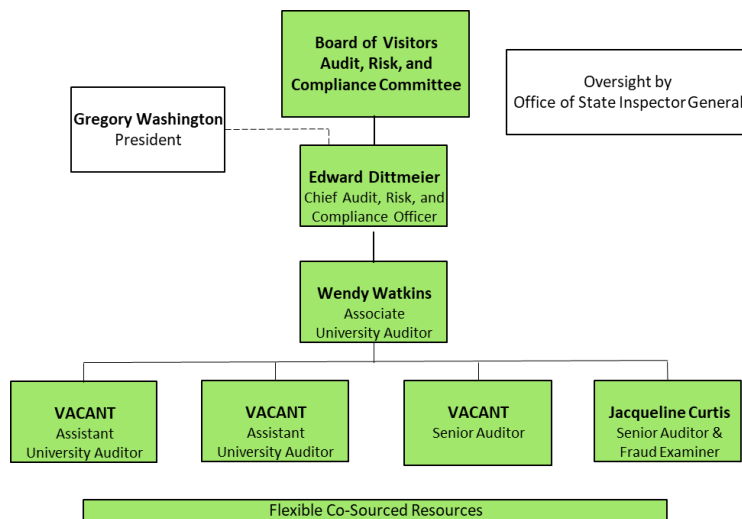
Summary of Types:

- Fraud = Intentional deception which could result in a benefit to the perpetrator, others, or the Commonwealth or could cause detriment to others or the Commonwealth. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by false or misleading statements, or by concealment of that which should have been disclosed, which deceives or is intended to deceive. E.g., falsifying financial records to cover up theft.
- Waste = Careless expenditure, mismanagement, use, or squandering of Commonwealth resources to the actual or potential detriment of the Commonwealth. Includes unnecessary costs due to inefficient or ineffective practices, systems, or controls. E.g., unnecessary spending of state funds for no business purpose.
- Abuse = Excessive or improper use of something contrary to natural or legal rules for its use. Intentional destruction, diversion, manipulation, misapplication, mistreatment, or misuse of Commonwealth resources. Excessive use as to abuse one's position or authority. E.g., use of state assets for non-state business.

STAFFING

An Assistant University Auditor and a Senior Auditor separated from Mason in April 2020 and October 2021, respectively. Searches for this position and a search for a senior auditor position failed. An Assistant University IT Auditor recently separated from Mason in November 2021. Continuing to work with Human Resources to determine recruitment strategies. Co-sourced resources remain available and are being utilized to provide supplemental skilled expertise when needed.

Staffing



		Actual	
	Plan	a/o July 2021	Avg to Nov 2021
Core Audit Team			
Audit Leadership	2	2	2.0
Auditors by Expertise:			
Operational Audit	1.5	1	0.6
IT Audit	1	1	0.8
Fraud Audit	1	1	1.0
Total Audit Professional Employees	5.5	5	4.4
Cosourced FTE* Supported by Permanent Budget	0.3		0.2
Total Audit Professionals Supported by Permanent Budget	5.8	5.0	4.6

Note: * = Cosourced FTE are estimated based on actual hours provided by cosourced resources and a 1,500 hour/FTE rate.

APPENDIX: AUDIT ISSUE DETAILS AS OF NOVEMBER 12, 2021

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
1	<p>Report Name: Office of Admissions</p> <p>Report Date: 11/4/21</p> <p>Management: Laurence Bray, Associate Provost for Graduate Education, Office of the Provost</p>	<p>Consistently Implement Key Controls for all Graduate Admissions:</p> <p>Management should determine minimum control expectations to ensure graduate admission processes are designed to operate in accordance with University objectives and establish an oversight mechanism to ensure that each academic unit's graduate admissions policies and processes are designed and operated to meet these expectations.</p>	<p>The University President established a task force/working group to explore the possibility of having a more robust central presence and enhance support for graduate programs and students at Mason. Prior to this effort, the Associate Provost for Graduate Education and the Director of Admissions Operations reviewed and refined all graduate admission policies by aligning language with other university-wide policies and separating procedures from policies to add clarity and consistency. Guidance surrounding exceptions to the graduate admissions process is being formalized. Regular training for application reviewers will be provided to enhance graduate admission programs by partnering with the appropriate program representatives. Additionally, general guidance for reviewing applications will be provided to academic units while encouraging documentation of unit-specific guidelines as needed, and requiring at least two individuals to review each application</p>	12/31/21	12/31/21
2	<p>Report Name: Drug and Alcohol Abuse Prevention Program</p> <p>Report Date: 12/16/19</p> <p>Management: Rose Pascarell, Vice President, University Life</p>	<p>Review Approach to Informing Employees and Students Regarding Alcohol and Other Drug Programs:</p> <p>Distribute the annual notification directly to employees and students via email. Directly emailing the notification ensures that each employee and student receives the notification in writing.</p>	<p>University Life will review all options for informing students of DFSCA requirements which will be included as action items of the Alcohol and Other Drug Working Group. University Life will draft an updated student disclosure communication for use going forward. Given employee communications are the responsibility of Human Resources (HR), University Life will hold discussions with HR to determine if employee disclosure communications can be handled in the same manner. Any modified employee communications will require HR review, approval, and implementation.</p>	3/31/20	12/31/21

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
3	<p>Report Name: Drug and Alcohol Abuse Prevention Program</p> <p>Report Date: 12/16/19</p> <p>Management: Rose Pascarell, Vice President, University Life</p>	<p>Evaluate Mandatory Awareness Training and Parental Notifications: Consider policy revisions regarding mandatory awareness training and parental notifications related to alcohol violations and illegal drug use by underage students (under twenty-one).</p>	University Life, along with other university peer groups, is assessing the impact of implementing mandatory awareness training and parental notifications on students to determine if these changes should be made and how best to implement them. Recommendations surrounding parental notification for students found responsible for violations and that AlcoholEdu be required for all incoming students will be submitted to the Office of Student Conduct and University Life. University Life will then develop a plan to implement recommendations.	6/30/20	12/31/21
4	<p>Report Name: Office of Admissions</p> <p>Report Date: 11/4/21</p> <p>Management: David Burge, Vice President for Enrollment Management, Office of the Provost</p>	<p>Require and Enforce Conflict of Interest Disclosure: The Office of Admissions should require all individuals involved in making admissions decisions to complete the conflict of interest disclosure annually, prior to the start of the admissions cycle.</p>	The Office of Undergraduate Admissions will work with Graduate Admissions, Mason Korea and the School of Nursing to adopt a conflict of interest disclosure process to be implemented for the next recruitment cycle. The Office of Undergraduate Admissions will also work with our partner offices who are engaged in the application review process (Athletics and CVPA) to inform them of the conflict of interest process.	1/15/22	1/15/22
5	<p>Report Name: Administrative Management of Sponsored Programs</p> <p>Report Date: 10/11/17</p> <p>Management: Andre Marshall, Vice President for Research, Innovation, and Economic Impact</p>	<p>Plan for Scalable Research Administration to Enable Future Growth in Research: In our view, Mason's current research administrative processes are not adequate nor scalable to support the nature and extent of research administrative and compliance obligations likely to result from substantial future growth in the volume and value of research awards. A 50% growth of the overall research portfolio, to ~\$150 million, might require an additional \$2.4 million of expenditures (determined on a straight-line basis) to support research administration and compliance activities. As management plans for such growth and sustaining its R1-Highest Research Activity classification, we believe there should be concurrent, comprehensive planning for the appropriate mix of people, process, and technology resources to effectively satisfy the current and future nature and extent of research administrative and compliance obligations</p>	<p>There are three major initiatives underway to strengthen and scale the processes for research administration.</p> <p>Management has an effort underway to automate certain processing and control of research administration activities and to redesign related processes to ensure effectiveness and achieve efficiencies. This is likely to be a multi-year effort. A third-party technology suite has been acquired and a 3-month planning and assessment phase was completed in March 2021 with a year-long implementation of the first module – grants and agreements – beginning in May 2021. The entire project is expected to have an approximate 3-year duration through December 2023.</p>	7/1/18	1/31/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
		<p>while enabling faculty and researchers to remain focused on conducting research. In conducting such planning, management should consider multiple areas, including:</p> <ul style="list-style-type: none"> • Alignment, including ensuring that academic unit plans for growing research (and providing appropriate administrative support) are fully aligned with Mason's strategic plans and goals. • Information technology, including systems, reporting capabilities, and interface automation which impact work process effectiveness and efficiency. • Organizational structures, including the appropriate mix of academic unit and centralized employees, job roles, workloads, time dedicated to research administration activities, and reporting relationships for academic unit research administrators. • Resourcing, including the appropriate level and mix of automation as well as academic unit and centralized employees. 	<p>Research and Fiscal Services are working together on an effort to compare post award management processes with identified best practices so as to develop recommendations for more consistent processes across all academic units, including defining clearer roles and responsibilities; more standardized, improved financial controls; and improved integration between research and finance. A consultant with expertise in this area has been engaged to support this effort through September 2021, at which time roles and responsibilities, process flows, and training materials are expected to be completed.</p> <p>In December 2020, a well-known consulting firm engaged by management completed their assessment of Mason's business model and investment plan for certain large complex applied research awards, including the business structures and capabilities to administer growth of such awards and the related programmatic, financial, intellectual property, legal, and reputational risks. Recommendations, and improvement planning, to support and grow the portfolio and enhance infrastructure are being reviewed by relevant management and are expected to be reviewed with senior leaders. Some actions have been taken and further implementation plans are expected to be developed.</p> <p>Because of the extended duration of these projects, University Audit set the current target date at January 2022 when the completion of a major milestone is expected.</p>		
6	<p>Report Name: Gift Acceptance Policy Implementation</p> <p>Report Date: 6/22/20</p>	<p>Ensure University Employees Provide Appropriate Oversight of Gift Processing</p> <p>University Policy (UP) 1123, Gift Acceptance Policy, omits opportunities for university oversight or, where university oversight expectations are identified,</p>	<p>The Office of Advancement and Alumni Relations will develop and implement Gift Escalation Procedures, which will outline the process for determining escalation to the Gift Acceptance Committee. Procedures will also identify university personnel, by position, and</p>	12/30/20	3/31/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	Management: Trishana Bowden, Vice President, Office of University Advancement and Alumni Relations	university employees are not currently executing these functions. These include: •Policy does not identify a university officer or delegate(s) responsible for making the determination as to whether a gift meets criteria requiring Gift Acceptance Committee (GAC) approval. •Policy does not provide for post-fact reporting to the GAC of gifts that are accepted but do not meet the defined criteria for GAC approval. •Policy and practice do not require GAC meeting minutes, which are used as evidence of approval, to be formally approved at a subsequent GAC meeting. Expectations for preservation of meeting minutes are not documented.	their responsibilities concerning the escalation process, and will define relevant escalation criteria terms such as new program, significant public attention, conflict of interest, and international entities not already known to the university. A quarterly, post-fact gift report was provided to the President and the Gift Acceptance Committee of the University reflecting all gifts of \$25,000 or more received. Beginning in August 2020, the Gift Acceptance Committee has reviewed and formally approved minutes from the previous meeting. In March 2021, a Gift Acceptance Policy Task Force was convened. The Task Force held multiple meetings and submitted proposed policy changes to the University President in May 2021. Proposed changes were shared with University Counsel in November. The university's Policy Manager/FOIA Officer and the Provost are also required to review the proposed changes. The changes will be shared with the Faculty Senate prior to implementation. Related procedures will be implemented when appropriate reviews have been completed.		
7	Report Name: Office of the University Registrar (OUR) Report Date: 3/7/18 Management: Janette Muir, Associate Provost, Academic Initiatives and Services, Office of the Provost	Evaluate and Implement Process and Oversight Efficiency and Effectiveness Enhancements: Registration transactions that require OUR action (e.g., enrollment adjustments, selective withdrawals, and program and domicile changes) are manual in nature with no secondary review prior to entry in Banner. OUR processes several thousand manual transactions each semester which require faculty and staff approval prior to processing. These transactions included, but were not limited to: course enrollment adjustments; selective withdrawals; domicile appeal changes; and numerous program changes. The established Banner workflow	Development of Ellucian Workflow to automate registration forms has moved extremely slow (e.g., one of approximately 75 forms has been automated in the last 18 months). The OUR is requesting approval to utilize Quali Build to automate the forms at a quicker pace. If no approval is received, the office will continue working with ITS to develop these forms in Ellucian Workflow.	8/31/18	5/31/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
		does not provide for a secondary review to ensure data accuracy and appropriate approval. Furthermore, the ability for post-entry quality assurance is limited since underlying Banner data is often limited.			
8	Report Name: Faculty Study Leave Programs Report Date: 4/18/19 Management: Renate Guilford, Associate Provost, Academic Administration, Office of the Provost	Re-evaluate the Roles and Responsibilities of the Provost's Office and the Academic Units in the Leave Process: The Provost's Office should work with the academic units to re-evaluate the efficiency and effectiveness of the current process, including the related roles and responsibilities. Management should consider distributing more fully the administrative and transaction processing responsibilities to the Academic Units, Human Resources, and Fiscal Services; while reserving oversight responsibilities, including procedures to implement Faculty Handbook requirements and monitoring academic unit adherence to such procedures, with the Provost's Office. As part of this re-evaluation, the Provost's Office should determine the best use of the centrally allocated study leave budgets, including potentially a permanent allocation to the academic units or another purpose considered more impactful to Mason's mission.	The Provost's Office, with support of the Vice President of Research, will evaluate the funding model for study leaves in conjunction with the budget model for Indirects and determine if central support of awards is appropriate going forward. The Associate Provost for Academic Administration, Vice President of Research and a Budget Office representative will discuss proposed options with the Academic Unit representatives. This effort has been incorporated into the chart of accounts initiative.	3/31/20	5/31/22
9	Report Name: Faculty Study Leave Programs Report Date: 4/18/19 Management: Renate Guilford, Associate Provost, Academic Administration, Office of the Provost	Utilize the Banner System and Banner Workflows to Improve Process Efficiencies: The faculty study leave process is highly manual in nature which may create inefficient use of time, increase the chances of errors, and provide less certainty that transactions have been processed timely. This process could be strengthened through automation and use of Banner workflows.	The Provost's Office will work with Human Resources and Information Technology Services to develop a workflow process to enter and track both types of faculty study leaves and explore the potential to integrate with Banner to ease manual entry. The system will produce a report Fiscal Services can generate for their annual fringe calculation to ensure they are pulling in all types of study leaves the University is awarding. The Provost Office will produce an annual communication to the academic units about time and importance of ensuring study leaves are properly recorded in Banner. This effort has been incorporated into the chart of account initiative.	7/15/20	5/31/22
10	Report Name: Faculty Study Leave Programs	Enhance Faculty Study Leave Processes and Procedures:	The Provost's Office will have each academic unit document their internal selection process for	7/15/20	5/31/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	Report Date: 4/18/19 Management: Renate Guilford, Associate Provost, Academic Administration, Office of the Provost	Procedures for tenured and tenure-track faculty study leave processes should be enhanced to clearly define the roles and responsibilities of the Provost's Office as well as expectations and interactions with the various functions (academic units, Vice President of Research, Human Resources, and Fiscal Services) involved with the administration of the faculty study leave process.	tenured faculty study leave ensuring it meets Faculty Handbook requirements. The Associate Provost for Academic Administration will work with the Budget Office, Fiscal Services, Human Resources, and the Academic Unit representatives to prepare and document faculty study leave processes. This effort has been incorporated into the chart of account initiative.		
11	Report Name: Employee Disclosures and Evaluation of Personal Interests Report Date: 12/13/19 Management: Vincent Lacovara, Associate Vice President for Institutional Compliance	Clarify Scenarios and Expectations for Conflict of Interests (COI) and Commitment (COC) Disclosure Reporting not Required by Federal or Commonwealth Regulations: Management (i.e., deans, center directors, and administrative unit leaders) should clarify disclosure expectations for common scenarios that may create potential COI or COC outside of those specifically required by federal or commonwealth regulations and should require formal, documented disclosure of all outside employment and consulting arrangements by employees. Management should supplement policy and procedural requirements with a formal COI/COC training or communication program.	Institutional Compliance will work with stakeholders to update University Policy 4001, Conflict of Interests, so as to incorporate acceptable policy language addressing these concerns. Policy development is dependent on implementation of the COI module of the newly acquired research administration technology suite and modifications to the Faculty Handbook. Institutional Compliance will update ethics training to reflect policy changes and will work with Communications and Marketing to communicate them to employees.	11/30/20	6/30/22
12	Report Name: Employee Disclosures and Evaluation of Personal Interests Report Date: 12/13/19 Management: Vincent Lacovara, Associate Vice President for Institutional Compliance	Evaluate Governance and Reporting Design Improvements for COI and COC: Management (i.e., deans, center directors, and administrative unit leaders) should utilize a single system to obtain and disseminate for review and approval, all employee financial interests and outside commitments. We believe management, not employees, should determine whether a financial interest or outside commitment relates to an individual's institutional responsibilities, and if so, whether it presents a conflict. The single system solution should be robust enough to function as a system of record with capabilities to document management review and determinations for disclosures and allow supporting documentation (e.g., waivers and management plans) to be associated with employee records; data security and privacy concerns should be evaluated with any system solution.	Institutional Compliance has evaluated potential strategies, including system solutions that will allow management a clear picture of each employee's financial interests and outside commitments. Acquisition of a system solution is moving forward with full implementation projected in 2022. Review and monitoring processes will be established in line with overall disclosure processes.	11/30/20	6/30/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
13	Report Name: Employee Disclosures and Evaluation of Personal Interests Report Date: 12/13/19 Management: Vincent Lacovara, Associate Vice President for Institutional Compliance	Implement a Monitoring Program for Employee Disclosures: Monitoring and oversight programs provide assurance that policy expectations are being met and procedures are functioning as intended. Once policy, governance, and reporting adjustments have been considered and implemented, management should develop monitoring programs to evaluate the completeness and accuracy of employee submissions. Where possible, separately (e.g., employee evaluation data or VA Statements of Economic Interests) and/or publicly available (e.g., IRS data) documents should be compared to self-reported employee disclosures to further support the completeness and accuracy of data provided.	Institutional Compliance, with assistance from individual units, will continue to monitor employee disclosure completion (i.e., that they are submitted) and review the substance of submissions when circumstances warrant. Once policy and other changes have been implemented, a more robust monitoring program to evaluate the completeness and accuracy of employee submissions, including both reviews of internal and publicly available information, will be developed and implemented.	11/30/21	6/30/22
14	Report Name: Employee Disclosures and Evaluation of Personal Interests Report Date: 12/13/19 Management: Vincent Lacovara, Associate Vice President for Institutional Compliance	Evaluate Requiring New Hires to Disclose Interests and Commitments as Part of the Onboarding Process: Management (i.e., deans, center directors, and administrative unit leaders) should evaluate requiring new hires to disclose financial interests and outside commitments as a part of the onboarding process. Management should consider providing training to new hires on the subject during the onboarding process.	Institutional Compliance and Office of Research Integrity and Assurance (ORIA) will consult with Human Resources (HR) and evaluate requiring disclosure and training for new hires to the university as part of the onboarding process.	11/30/21	6/30/22
15	Report Name: Gift Acceptance Policy Implementation Report Date: 6/22/20 Management: Trishana Bowden, Vice President, Office of University Advancement and Alumni Relations	Clarify Gift Acceptance Policy to Allow for Consistent Treatment and Transparency: University Policy (UP) 1123, Gift Acceptance Policy, describes the types of gifts which may only be accepted by Mason after approval by the University's Gift Acceptance Committee (GAC). Certain of these criteria are unclear or overly broad, and would benefit from greater definition.	Due to the transition of both the President and the Provost of the university, evaluation of the Gift Acceptance Policy will occur after new leadership is in place and has sufficient time to consider the gift acceptance environment of the university. This timing will align with the internal review committee's expectation for such an evaluation within three years of policy revisions being implemented. At such time, the Provost, the Vice President of University Advancement and Alumni Relations, and members of the Gift Acceptance Committee will evaluate the need for clarifications and revisions of the Gift Acceptance Policy.	6/30/22	6/30/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
16	Report Name: Student Financial Aid Report Date: 11/10/21 Management: David Burge, Vice President for Enrollment Management, Office of the Provost	Evaluate Staffing Needs and Opportunities to Increase Efficiencies in Award Processing and Monitoring: The Office of Student Financial Aid (OSFA) and Enrollment Management Leadership should determine the critical financial aid activities that could benefit from additional staff. Additionally, evaluate opportunities to automate manual processes to provide current staff the capacity to take on other critical tasks.	The Office has automated several processes over the years, however, there will always be a need for human effort to review and perform oversight. The Office is in process of implementing TD Client which will automate the movement of files to and from the Department of Education, and Campus Logic Student Forms to help automate and streamline the verification process. As of August 2021, senior level administration has agreed to add four new positions to the financial aid office.	6/30/22	6/30/22
17	Report Name: Student Financial Aid Report Date: 11/10/21 Management: David Burge, Vice President for Enrollment Management, Office of the Provost	Coordinate with Academic and Functional Areas to Confirm Eligibility of Awards: Functional areas who award scholarships should consistently provide award description and eligibility criteria to allow the OSFA to spot check the student's eligibility to receive the scholarship and address any questions. Further, the OSFA should conduct a cost-benefit analysis to determine the feasibility of consolidating award descriptions and eligibility information within a centralized system (e.g., Blackbaud).	The OSFA will take the following actions to confirm scholarships and award eligibility: <ul style="list-style-type: none"> • Improve documentation of Foundation awards in Banner. • Coordinate with the Athletic Department when posting athletic awards. • Create a separate file to easily identify and store information related to Admission awards. • Work with appropriate staff for workflow awards to incorporate a statement that by submitting the award to the OSFA for processing, the department is certifying that the recipient meets all criteria for the awards. • Spot check selected awards each year to confirm eligibility. • Create a shared folder on MESA to store all awards (including descriptions and criteria). 	6/30/22	6/30/22
18	Report Name: Student Financial Aid Report Date: 11/10/21 Management: David Burge, Vice President for Enrollment Management, Office of the Provost	Coordinate with Academic and Functional Areas to Reconcile Awards. The OSFA should provide departments with a confirmation listing of all award postings that originated from that department. The department should then be responsible for reconciling the confirmation listing with their original listing, and following up on any discrepancies. Management should consider leveraging a centralized system to facilitate this process.	OSFA will develop a process to reconcile department awards and confirm with academic units and functional areas after posting the aid to student accounts. Current reports used for reconciliation will be reviewed for updates as needed and sent to units.	6/30/22	6/30/22
19	Report Name: Student Financial Aid	Document All Financial Aid Policies, Processes and Procedures:	OSFA is updating the Policy and Procedures Manual to include: definition of roles and	6/30/22	6/30/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	Report Date: 11/10/21 Management: David Burge, Vice President for Enrollment Management, Office of the Provost	The OSFA should document all key processes and procedures. The documents should define the roles and responsibilities of each employee and detail the procedures and processes performed. The OSFA should prioritize creating the following policies and procedures: •Return to Title IV calculations •Applicant information verification •Exception reporting The documents should be reviewed periodically to keep the documentation current	responsibilities and procedures and processes to be performed; the source of information, changes to data needed to perform the review, significant items to review, and critical exceptions to monitor. The Policy and Procedures Manual will be reviewed annually. One of four new staff to be hired this fiscal year will be a Business Analyst position whose responsibility will include documenting each role in the financial aid staff.		
20	Report Name: Student Financial Aid Report Date: 11/10/21 Management: David Burge, Vice President for Enrollment Management, Office of the Provost	Identify Opportunities to Better Utilize Technology and Automate Processes: The OSFA should assess opportunities to modify SQL scripts to create reports that minimize manual manipulation in order to obtain the desired datasets needed for review. SQL scripts should be reviewed periodically (e.g., semi-annually or when regulations change) to ensure they are accurate, and that reporting remains automated. Individuals who regularly run reports should work with the Associate Director, IT and Scholarships, to identify the exact data needed in order to create the optimal data set to minimize manual manipulation. The OSFA should also create a schedule that outlines the frequency and timeline for running reports. Reports that are run on set frequencies should be automatically pushed to individuals based on the timeline, as opposed to having to run the reports manually.	OSFA will work to identify the exact data needed to create the optimal data set that provides the reports needed to minimize manual manipulation. The OSFA has set up a series of bimonthly meetings for Fall 2021 to review complicated scripts for accuracy, ease of use and to determine the optimal schedule for running and reviewing the scripts.	6/30/22	6/30/22
21	Report Name: Student Financial Aid Report Date: 11/10/21 Management: David Burge, Vice President for Enrollment Management, Office of the Provost	Identify Gramm-Leach-Bliley Act (GLBA) Process Owner within the OSFA: The OSFA should formally identify a member of their team to be responsible for GLBA compliance. The individual should have the appropriate skills, knowledge and expertise to identify the risks relevant to consumer nonpublic personal information (e.g., banking and financial data from students/parents/guardians applying for financial aid). The individual should also be able to coordinate with ITS for the implementation of the appropriate technical, administrative, and physical safeguards to address the identified risks. Further, this	The Director of Financial Aid has charged the OSFA Associate Director of IT and the Information Systems Coordinator as the individuals responsible for GLBA compliance. They will work with the Director of ITS Security to ensure compliance with GLBA requirements.	6/30/22	6/30/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
		individual should provide training to the OSFA team so that all OSFA staff are aware of and can be held accountable for GLBA compliance.			
22	<p>Report Name: Clearing Accounts</p> <p>Report Date: 9/3/21</p> <p>Management: Sharon Heinle, Associate Vice President and Controller, Fiscal Services</p>	<p>Establish Centralized Oversight, Guidance and Monitoring Over Clearing Accounts: The Controller's Office should assume oversight and develop guidance for clearing accounts to include roles and responsibilities, reconciliation frequency (which can vary depending on the account), and aging reports for clearing account items. The Controller's Office should also provide training and monitor compliance.</p> <p>As part of its Chart of Accounts (COA) Redesign project, the Controller's Office should inventory clearing accounts and evaluate them for continued use; identify departments responsible for account management and reconciliation; and consider standardizing the naming convention for better account identification.</p>	<p>The criteria for the establishment and use of clearing accounts will be reviewed as part of the COA Redesign project. To prepare for the conversion to the new COA in FY23 and provide improved oversight to clearing accounts in the interim, Financial Reporting will be taking the following actions to address the issues identified:</p> <ul style="list-style-type: none"> • Review the activity in the current population of clearing accounts to determine which can be closed due to inactivity, which can be eliminated with the implementation of the new COA, and which will continue in the new COA. For those that continue into the new COA, a standard naming convention or some other indicator will be considered to facilitate future monitoring. • Identify the most appropriate person/department to reconcile these accounts and provide any necessary training for the clearing accounts that do not have a responsible person/department assigned. • Establish written procedures on reconciling clearing accounts and make it available on the Fiscal Services website. The procedures will provide guidance for reconciling clearing accounts and include roles, responsibilities and reconciliation frequency. • Monitor clearing accounts to ensure that the reconciliations are prepared, reviewed and any reconciling items clear 	7/1/22	7/1/22
23	<p>Report Name: Office of Admissions</p> <p>Report Date: 11/4/21</p> <p>Management: David Burge, Vice President</p>	<p>Evaluate the Undergraduate Transfer Admissions Review Process and Structure: Management should consider the efficacy of the following potential enhancements: •Assigning case load for each transfer application reader based on the applicant's prior institution rather than the applicant's last name. Such assignment might generate</p>	<p>The Office of Admissions restructured its staff to better support transfer recruitment operations and application processing effective October 1, 2021. All of the staff in the Office of Transfer Services (OTS) and ADVANCE reports directly to the Chief Transfer Officer. The Office of Admissions is expanding the OTS by two</p>	7/1/22	7/1/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	for Enrollment Management, Office of the Provost	<p>more familiarity with the programs of the prior institution (such as Northern Virginia Community College, other Virginia institutions, etc.) and provide for greater efficiency. Case volumes could be monitored and redistributed among application readers as needed.</p> <ul style="list-style-type: none"> •Admitting applicants meeting certain criteria (e.g., certain GPA, credit load, etc.) without a holistic review. <p>Technology, such as artificial intelligence routines, could be leveraged to speed decision-making and free reviewers for evaluating other applicants.</p> <ul style="list-style-type: none"> •Cross-training other admissions team members to supplement the transfer application readers during peak times. 	positions to enhance outreach and engagement for prospective transfer students; this will also increase the number of admission staff trained to review and evaluate transfer applications. The Chief Transfer Officer (in conjunction with the Director of Undergraduate Admissions) is charged with implementing an effective recruitment strategy to generate transfer inquiries and applications as well as maximize enrollment yield. The transfer processing and credit evaluation teams will continue to report to the Director of Operations, who is charged with leading efforts to streamline the transfer application review process and to make the process more efficient with the implementation of the Application Review Tool (ART). Phase 1 of the ART is expected to be fully implemented in summer 2022. The enhancement of this process will also include identifying transfer populations that can be admitted automatically without a holistic review. Management is also exploring the implementation of caseload assignments for transfer application readers to increase efficiencies.		
24	<p>Report Name: Office of Admissions</p> <p>Report Date: 11/4/21</p> <p>Management: David Burge, Vice President for Enrollment Management, Office of the Provost</p>	<p>Evaluate and Leverage Salesforce Functionalities:</p> <p>The Office of Admissions should work with Integrated Enrollment Marketing (IEM) to understand data available for monitoring prospective student engagement (e.g., email open rate, event attendance), and determine if it would be advantageous to further design and target communications to specific groups of students. All individuals who communicate with applicants via email should be required to participate in Salesforce onboarding and training, to understand use and functionality of the system.</p>	The Office of Admissions will work closer with Integrated Enrollment Management to make better use of data analytics and student engagement metrics to inform our recruitment strategy and communication efforts. The Enrollment Management Salesforce Team will be engaged to route all general email accounts in Admissions through the Salesforce case management system to enhance tracking and data analytic capabilities. This will enable better monitoring and tracking of response times and diversify our communication flow for different student populations. These efforts will also include additional training to improve our understanding and usage of Salesforce. Salesforce training will be included on the	7/1/22	7/1/22

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
			professional development agenda for Summer 2022.		
25	Report Name: Student Financial Aid Report Date: 11/10/21 Management: David Burge, Vice President for Enrollment Management, Office of the Provost	Expand Training and Communications to Increase the Awareness of and Use of Blackbaud: OSFA should provide training on Blackbaud to the academic units and enhance communications. All academic units should be encouraged to attend training, as the training is designed to promote consistent use of the Blackbaud application as a designated, secure location to maintain scholarship and award data. OSFA should make training materials (e.g., presentation, webinar recording) available to reference as needed.	The Financial Aid Director presented the need to start using Blackbaud to the Academic Enrollment Planning Team (AEPT) in mid-July 2021. The Financial Aid Director will continue to advocate for the use of this product, and to get support from the Provost's Office as the ultimate oversight over academic departments. Negotiations are underway with the Law School and Alumni Relations to bring them on board by the end of FY22. In cases where departmental scholarships are not suited for the Blackbaud application, departments must justify the reason for not using the application	6/30/23	6/30/23



Office of University Audit

**Office of University Audit:
Review of Audit Planning - Risk Assessment**

**Report to Audit Committee
December 2, 2021**

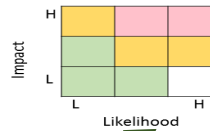
Audit priorities are determined in a dynamic, flexible, risk-based manner using a frequently re-freshed audit risk assessment. Planning is governed by an Audit Policy originally endorsed by the Committee in 2016; essential elements are:

Top-Down Analysis

- University-level risk brainstorming and monitoring
- Cross-cutting / programmatic risks
- Governance focused
- Environmental scanning basis
- Collaborative, yet independent and objective

Bottom-Up Analysis

- Audit Universe
- Assess risk to determine frequency
 - Impact/Likelihood
- Factors aligned w/ERM
 - Strategic
 - Regulatory compliance
 - Financial and Financial Reporting
 - Operations
 - Hazards



Monitoring

- Environmental Scanning
- Relationships; Management Call Program
- Benchmarking
- Adjust risk assessments and audit plans based on changes in risk

Key Stakeholder Input

- Executives
- University risk leaders
- Audit, Risk and Compliance Committee

Proposed 3+6 Audit Plan

Evaluate Resources

- Resource levels
- Skill needs

Seek Review

- Chairman review
- Committee review

- Engagement risk assessment determines depth (nature, extent and timing) at time of audit
- Use work of others (2LOD) where relevant and appropriate
- Hour budgets are estimates; adjust at time of audit based on engagement risk assessment
- Seek to design audit work across organizations where possible to increase value

Ongoing community engagement in successfully mitigating the public health and financial impacts of the COVID-19 pandemic remain paramount to the achievement of Mason's instructional, research, and public missions. Additional university-level risk areas include:

<p>ENROLLMENT CHANGES: Student enrollment processes drive the quality and diversity of the university community while sourcing > 50% of revenues through tuition, fee, room, and board revenues. Success is dependent on achieving an appropriate student size, mix, diversity, and financial capability while managing to limit the impacts of potential (gradual or sharp) changes in enrollment due to competitiveness, relevance, demographics, economics, or other reasons.</p> <ul style="list-style-type: none"> • Evaluate student enrollment management processes, including admissions. • Evaluate university registrar processes. • Monitor ADVANCE program with NOVA and other community colleges. • Monitor pricing/competition as other universities expand offerings in Northern Virginia. 	<p>RESEARCH ENTERPRISE GROWTH: The university plans to continue growing research substantially to sustain a Carnegie Very High Research Activity (R1) classification. Growth in research faculty and scalable support, including infrastructure capabilities (people, facilities, funding, and processes), need to support planned growth.</p> <ul style="list-style-type: none"> • Monitor project to strengthen research administration. • Evaluate processes for managing research data. • Monitor cyber security assessment of research computing environments.
<p>FINANCIAL STEWARDSHIP: Mason is strengthening its financial planning, analysis, reporting, and governance processes to better align resource and investment allocation with achieving strategic goals and the university's instructional and research mission of access to excellence while protecting the university's creditworthiness and restoring reserves depleted during the pandemic. Significant changes in related processes and technology are likely to enhance financial decision-making.</p> <ul style="list-style-type: none"> • Monitor Tier 3 authority implementation plans. • Monitor actions to strengthen budgeting and forecasting capabilities. • Monitor project to align chart of accounts. 	<p>OPERATING INFRASTRUCTURE ROBUSTNESS: Important core processes, and supporting technology and facilities, are aged and are likely to require improvement to appropriately support scalable growth and innovation while ensuring core processing is effective and efficient.</p> <ul style="list-style-type: none"> • Evaluate identity and access management processes. • Evaluate student financial aid processes • Audit Construction Payment Processes – Robinson Hall Renovation • Monitor actions to improve IT governance and process infrastructure projects. • Monitor project to strengthen research administration. • Audit Pre-Construction Processes – Life Sciences and Engineering building addition project. • Monitor Master Plan implementation.
<p>TECH TALENT INVESTMENT PROGRAM COMMITMENTS: Meeting TTIP commitments, and redevelopment of the Arlington campus (in terms of services, programming, and facilities) is central to the Commonwealth delivering on contracted economic development commitments. Planning and execution involves heightened levels of complexity, large financial resources, and strong management of risks.</p> <ul style="list-style-type: none"> • Monitor Master Plan development and plans to develop Arlington campus area. • Monitor actions to establish School of Computing. • Monitor compliance with Tech Talent Investment Program agreements. 	<p>INFORMATION PROTECTION (CYBER THREATS): The university holds large volumes of protected (personally identifiable, classified, and controlled unclassified) information in a globally connected, decentralized technology environment.</p> <ul style="list-style-type: none"> • Evaluate security of highly privileged Banner accounts. • Evaluate identity and access management processes. • Evaluate Mason's Information Security Program. • Monitor implementation of IT process infrastructure projects. • Monitor IT vulnerability and patch management processes. • Monitor cyber security assessment of research computing environments.

Potential indicative Work: **Bold** = recently completed; **Red** = included in 3+6 audit plan

Summary Bottom-Up Risk Assessment Results

Risk assessment results highlight areas with potentially high impact.

RISK FACTOR	DESCRIPTION	DISTRIBUTION OF AUDITABLE UNITS																
STRATEGIC	The risk of this auditable unit to GMU’s people, reputation, or financial position, and to the achievement of GMU’s Mission, Values, and Strategic Plan objectives arising from ineffective business strategies and tactics; adverse business decisions; insufficient resources, funding, or management focus; ineffective implementation of decisions; or lack of responsiveness to changes in business environment.	<div><div>Impact</div><table><tr><td>H</td><td>12</td><td>9</td><td>0</td></tr><tr><td>M</td><td>24</td><td>15</td><td>0</td></tr><tr><td>L</td><td>17</td><td>1</td><td>0</td></tr><tr><td></td><td>L</td><td>M</td><td>H</td></tr></table><div>Likelihood</div></div>	H	12	9	0	M	24	15	0	L	17	1	0		L	M	H
H	12	9	0															
M	24	15	0															
L	17	1	0															
	L	M	H															
FINANCIAL and FINANCIAL REPORTING	The risk of this auditable unit to GMU’s people, reputation, or financial position arising from inadequate or ineffective management of financial-related processes and reporting or external events, including processes upstream from those normally associated with financial aspects of the university. Among other things, this includes risks associated with credit, investments, financings, currencies, financial models, markets, and related transaction processing, accounting, and reporting activities.	<div><div>Impact</div><table><tr><td>H</td><td>3</td><td>3</td><td>1</td></tr><tr><td>M</td><td>7</td><td>11</td><td>0</td></tr><tr><td>L</td><td>45</td><td>8</td><td>0</td></tr><tr><td></td><td>L</td><td>M</td><td>H</td></tr></table><div>Likelihood</div></div>	H	3	3	1	M	7	11	0	L	45	8	0		L	M	H
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M	7	11	0															
L	45	8	0															
	L	M	H															
REGULATORY COMPLIANCE	The risk of this auditable unit to GMU’s people, reputation, or financial position arising from violations of, or non-compliance with, current and changing laws, regulations, supervisory guidance, or regulatory expectations.	<div><div>Impact</div><table><tr><td>H</td><td>7</td><td>9</td><td>0</td></tr><tr><td>M</td><td>9</td><td>17</td><td>0</td></tr><tr><td>L</td><td>35</td><td>1</td><td>0</td></tr><tr><td></td><td>L</td><td>M</td><td>H</td></tr></table><div>Likelihood</div></div>	H	7	9	0	M	9	17	0	L	35	1	0		L	M	H
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M	9	17	0															
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OPERATIONS	The risk of this auditable unit to GMU’s people, reputation, or financial position arising from inadequate or failed internal processes, people, and systems or from external events. This includes the following types of risk: technology-related risk, which is the risk arising from the University’s overall use of technology (whether centralized or decentralized) and includes, among other things, its governance, processes, infrastructure, applications, security, and reliability; and legal risk, which is the risk arising from defective transactions, litigation or claims made, or the failure to protect university assets.	<div><div>Impact</div><table><tr><td>H</td><td>3</td><td>6</td><td>1</td></tr><tr><td>M</td><td>6</td><td>36</td><td>2</td></tr><tr><td>L</td><td>15</td><td>8</td><td>1</td></tr><tr><td></td><td>L</td><td>M</td><td>H</td></tr></table><div>Likelihood</div></div>	H	3	6	1	M	6	36	2	L	15	8	1		L	M	H
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L	15	8	1															
	L	M	H															
HAZARD	The risk of this auditable unit to GMU’s people, reputation, or financial position arising from inadequate or failed internal processes, people, and systems or from external events. This includes the following types of risk: (i) health, safety, and environmental risks, which is the risk arising from processes or events that potentially cause damage, harm, or adverse effects to someone (e.g., health) or something (e.g., property).	<div><div>Impact</div><table><tr><td>H</td><td>0</td><td>1</td><td>0</td></tr><tr><td>M</td><td>7</td><td>9</td><td>0</td></tr><tr><td>L</td><td>60</td><td>1</td><td>0</td></tr><tr><td></td><td>L</td><td>M</td><td>H</td></tr></table><div>Likelihood</div></div>	H	0	1	0	M	7	9	0	L	60	1	0		L	M	H
H	0	1	0															
M	7	9	0															
L	60	1	0															
	L	M	H															

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2017 (7/1/16) to Present
1	Provost	Antonin Scalia School of Law		High	Low	Mod	Mod	Low	
2	Provost	College of Education & Human Development (CEHD)		Mod	Low	Mod	Mod	Low	10/1/20 - Confucius Institute Financial Review; 02/12/19 – Validation of IT Security Self-Assessment CEHD Results; 11/19/18 – CEHD Selected Processes; 5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units; 3/30/17 - Confucius Institute
3	Provost	College of Health & Human Services (CHHS)		Mod	Low	Mod	Mod	Low	5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units; 5/11/17 - College of Health & Human Services
4	Provost	College of Humanities & Social Sciences (CHSS)		High	Low	Mod	Mod	Low	5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units
5	Provost	College of Science (CoS)		High	Low	High	Mod	High	2/27/20 – IT Security Self Assessment; 12/16/19 – Validation of IT Security Self-Assessment Results; 10/30/18 – DHS CINA Cooperative Agreement; 5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units
6	Provost	College of Visual & Performing Arts (CVPA)		Low	Low	Mod	Mod	Low	10/26/20 – CVPA Wage Employee Charges; 6/17/20 - Assessment of Interest and Other Matters; 11/25/19 - Computer Game Design Scholarship Program; 8/7/19 – Validation of IT Security Self-Assessment Results; 5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units
7	Provost	Honors College		Low	Low	Mod	Low	Low	5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units
8	Provost	Schar School of Policy & Government		Mod	Low	Mod	Mod	Low	5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units
9	Provost	Jimmy and Rosalynn Carter School of Peace and Conflict Resolution		Low	Low	Mod	Low	Low	5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units
10	Provost	School of Business		Mod	Low	Mod	Mod	Low	5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units
11	Provost	College of Engineering & Computing		High	Low	High	Mod	Low	2/11/19 – VSE Selected Processes; 1/23/19 - Validation of IT Security Self-Assessment Results; 5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2017 (7/1/16) to Present
12	Provost	Research & Innovation Initiatives	Research Development and Computing	Mod	Low	Low	Low	Low	
13	Provost	Research & Innovation Initiatives	University Institutes and Centers	Mod	Low	Low	Low	Low	
14	Provost	Research Services	Research Services - Integrity & Assurance	Mod	Low	High	Mod	Low	4/9/18 – Conflict of Interests in Research Process
15	Provost	Research Services	Research Services - Sponsored Programs Administration	Mod	High	Mod	High	Low	5/1/20 - Continuanace Audit of Federally Sponsored Fund Reconciliations; 10/30/18 - DHS CINA Cooperative Agreement 7/12/18 - Federally Sponsored Reconciliations; 4/9/18 - Conflict of interests in research process; 10/11/17- Administrative Management of Sponsored Programs
16	Provost	Mason Enterprise		Mod	Low	Low	Low	Low	
17	Provost	University Libraries		Low	Low	Low	Low	Low	8/7/19 – Validation of IT Security Self-Assessment Results; 5/17/18 - Data and IT Security Risk Self-Assessment – Academic Units
18	Provost	Academic Administrations		Low	Low	Low	Low	Low	
19	Provost	Enrollment Management	Admissions and Enrollment Planning	High	Low	Low	Mod	Low	11/4/21 - Office of Admissions
20	Provost	Enrollment Management	Student Financial Aid	Low	Mod	Mod	Low	Low	11/10/21 - Student Financial Aid; 1/25/21 - Use and Distribution of GEERF; 12/18/20 - Use and Distribution of CARES Act Funding
21	Provost	Institutional Effectiveness and Planning		Mod	Low	Low	Mod	Low	
22	Provost	Academic Affairs	Registrar	Low	Low	High	Mod	Low	3/7/18 - Office of the University Registrar; 10/16/17 – Use of Third Party Employees to Process Registration Transactions
23	Provost	Academic Affairs	Graduate and Undergraduate Education	Low	Low	Low	Mod	Low	
24	Provost	Academic Affairs	Accreditation	Mod	Low	High	Mod	Low	
25	Provost	Academic Affairs	Global Education Office	Low	Low	Low	Low	Mod	
26	Provost	Academic Affairs	INTO Mason	Low	Low	Low	Low	Low	
27	Provost	Academic Affairs	Mason Continuing and Professional Education	Low	Low	Low	Low	Low	
28	Provost	Academic Affairs	ADVANCE and Other Community College Partnerships	Low	Low	Low	Low	Low	

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2017 (7/1/16) to Present
29	Provost	Academic Affairs	Provost Activities (incl Mercatus Center)	Mod	Low	Low	Mod	Low	4/18/19 – Faculty Study Leave Programs
30	Provost	Faculty Affairs		Low	Low	Low	Low	Low	8/26/2020 - Online Graduate Learning Arrangement Wiley
31	Provost	Mason Korea		Mod	Low	Low	Low	Low	
32	Provost	Smithsonian Mason School of Conservation		Low	Low	Low	Low	Low	
33	Provost	University Life	Access and Holistic Student Support Services	Low	Low	Mod	Mod	Mod	12/18/20 - Use and Distribution of CARES Act Funding; 12/16/19 - Drug and Alcohol Prevention Program
34	Provost	University Life - Student Engagement	Housing and Residential Life	Mod	Low	Low	Mod	Mod	7/20/16 - Housing Facilities Housekeeping and Operations Unit
35	Provost	University Life - Student Engagement	Recreations	Low	Low	Low	Low	Low	2/10/17 - Review of Freedom Aquatic and Fitness Center Membership Dues
36	Provost	University Life - Student Engagement	Student Organizations	Low	Low	Low	Low	Mod	
37	Administration	Strategic Planning and Budget		High	Mod	Mod	Mod	Low	
38	Administration	Fiscal Services	Accounts Payable	Low	Mod	Mod	Mod	Low	
39	Administration	Fiscal Services	General Accounting (and Financial Reporting & ARMICS)	Low	High	Mod	Mod	Low	9/3/21 - Clearing Accounts; 6/17/21 - Bank Accounts; 4/15/21 - Foreign Gifts and Contracts; 2/5/21 - Enhanced ARMICS IT Assurance Control Assessment; 3/11/17 - Internal Control Certification and Supporting ARMICS Related Activities
40	Administration	Fiscal Services	Debt Management	Mod	Mod	Mod	Mod	Low	
41	Administration	Fiscal Services	Purchasing and Central Receiving	Low	Mod	Mod	Low	Low	
42	Administration	Fiscal Services	Student Fiscal Services	Low	Mod	Mod	Mod	Low	7/19/19 – Student Fiscal Services
43	Administration	Human Resources and Payroll	Human Resources	Mod	Low	Mod	Mod	Low	7/23/19 – Recruiting Processes
44	Administration	Human Resources and Payroll	Payroll & Benefits	Mod	Mod	Mod	Mod	Low	4/23/20- Wage Employee Time Entry and Annual Leave Usage for Administrative Faculty
45	Administration	Information Technology Services	Enterprise Applications / Banner Support	Low	Mod	Low	High	Low	4/9/21 - IAM Identity Management; 6/11/21 - IAM Access Management; 10/5/20 - Security Over Highly Privileged Banner Account; 06/07/22/19 - Assessment of Banner 9 Upgrade System Testing

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2017 (7/1/16) to Present
46	Administration	Information Technology Services	Enterprise Applications / Banner Development, Change Management, and Operations (SDLC)	Low	Low	Low	Mod	Low	
47	Administration	Information Technology Services	Enterprise Applications / Database, Middleware, and ERP Support	Low	Mod	Low	High	Low	
48	Administration	Information Technology Services	Cloud Computing and Storage	Low	Mod	Low	High	Low	10/30/18 – Monitoring Server Configuration Benchmarks and Implementations; 2/2/16 - Enterprise Servers and Messaging: Operating Systems Security
49	Administration	Information Technology Services	Enterprise Service Delivery / Technology Support Services	Low	Low	Low	Low	Low	
50	Administration	Information Technology Services	IT Security	Mod	Low	Mod	High	Low	9/17/21 - Compare Mason's IT Security Program with NIST Controls Framework; 9/15/21 - Remediation of 3rd Party Service Provider Oversight; 3/25/20 - Validation of Management's Remediation of APA's Firewall security issues; 12/16/19 – Enterprise CUI Environment Assessment of Certain Control Requirements & CUI Project Intake Process Design; 12/18/18 – IT Vulnerability and Patch Management; 7/30/18 – Draft IT Security Roadmap; 7/10/18 – Proposed CUI Business Process Plans; 6/27/18 – Proposed Mapping of NIST 800-53 to NIST 800-171 Alignment of Controls 6/26/18 – Proposed CUI Umbrella Policy 2/15/18 – Proposed Policies for CUI Environment; 2/8/17 - Information Security Program
51	Administration	Information Technology Services	Learning Support Services / Online Learning Resources	Mod	Low	Low	Mod	Low	
52	Administration	Information Technology Services	Network IT Infrastructure	Mod	Mod	Low	High	Low	
53	Administration	Information Technology Services	Physical IT Infrastructure (+ physical server management)	Low	High	Low	Low	Low	
54	Administration	Information Technology Services	Enterprise Service Delivery / Business Continuity & Recovery	Mod	Low	Low	Mod	Low	
55	Administration	Information Technology Services	Strategic Business Operations / Process and Planning	Mod	Low	Low	High	Low	9/17/20 - IT Portfolio Management; 8/7/17 - IT Governance and Project Prioritization
56	Administration	Capital Strategy and Planning		High	Low	Low	Low	Low	

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2017 (7/1/16) to Present
57	Administration	Facilities	Planning, Design and Construction	High	High	High	Mod	Mod	5/8/20 - Construction Contract Payment Processing - Robinson Hall Replacement Project; 7/2/19 - Construction Contract Payment Processing - Core Campus Project; 6/20/17 - Construction Payments and Change Orders Process; Academic VII Building; 7/22/16 - Construction Procurement Process: Robinson Hall Demolition / Construction and Utility Distribution Infrastructure Project
58	Administration	Facilities	Facilities Management Maintenance & Utilities	Low	Low	Low	Mod	Low	
59	Administration	Operations & Business Services	Campus Police	Low	Low	Low	Mod	Mod	9/19/19 - Separation of Purchasing and Inventory Responsibilities
60	Administration	Operations & Business Services	Parking, Shuttles, and Transportation	Low	Low	Low	Mod	Low	
61	Audit, Risk, and Compliance	Audit, Risk, and Compliance	Enterprise Risk Management	High	Low	Low	Mod	Low	
62	Audit, Risk, and Compliance	Audit, Risk, and Compliance	Institutional Compliance Program	Low	Low	Mod	Mod	Low	
63	Administration	Operations & Business Services	Safety and Emergency Services	Low	Low	Mod	Low	Mod	
64	Administration	Operations & Business Services	Risk Management (Insurance)	Low	Low	Low	Low	Low	
65	Administration	Operations & Business Services	Eagle Bank Arena	Low	Low	Low	Mod	Low	
66	Administration	Operations & Business Services	Food-Related Services; including related facilities and maintenance (& Independent Food)	Low	Low	Low	Mod	Mod	
67	Administration	Operations & Business Services	Mason Card	Low	Low	Low	Low	Low	
68	Administration	Operations & Business Services	Print and Mail Services	Low	Low	Low	Low	Low	
69	Administration	Operations & Business Services	Retail-Related Services (& Independent Retail)	Low	Low	Low	Mod	Low	
70	Administration	Real Estate		Low	Mod	Low	Low	Low	
71	Athletics	Intercollegiate Athletics	External Affairs, Fund Raising and Funds Management	Low	Mod	Low	Mod	Low	2/10/20 - Intercollegiate Audit: reopening of audit issues; 1/14/2018 - Intercollegiate Audit
72	Athletics	Intercollegiate Athletics	Student-Athlete Processes	Low	Mod	High	Mod	Mod	2/10/20 - Intercollegiate Audit: reopening of audit issues; 1/14/2018 - Intercollegiate Audit

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2017 (7/1/16) to Present
73	Comm & Market	Strategic Communications and Marketing		Mod	Low	Low	Mod	Low	
74	Diversity	Diversity, Equity and Inclusion		Mod	Low	High	Mod	Low	12/14/20 - Handling Investigations of Allegations of Discrimination; 6/11/20 - Possible conflict of personal interest and misuse of Mason resources for private business; 12/13/19 - Employee Disclosures and evaluation of Personal Interest; 11/19/19 - Possible misuse of 3D Printer
75	Development	University Advancement and Alumni Relations	University Advancement	Mod	Low	Low	Low	Low	6/22/20 - Gift Acceptance Policy Implementation
76	Govt & Comm Relations	Government and Community Relations		Mod	Low	Mod	Low	Low	
77	President	University Counsel	University Counsel	Low	Low	High	Mod	Low	
78	President	President's Office		Mod	Low	Low	Low	Low	1/21/20 - Noticing of December 2019 Presidential Search Committee Meeting



Office of Institutional Compliance

**Report to the Audit, Risk, and Compliance Committee
of the Board of Visitors**

December 2, 2021

EXECUTIVE SUMMARY

- Compliance assessment activity:
 - The inventory of laws and regulations applicable to Mason was completed.
 - One new regulation was identified - a total of 418 laws and regulations being tracked.
 - Risk-owners were identified for an additional 14 of the 418 laws and regulations for a total of 358, up from 344.
 - Risk ownership was confirmed for an additional 85 laws and regulations for a total of 262, up from 177.
 - Identification and confirmation work continues.
 - A preliminary assessment of regulatory risks facing large, public research universities, in progress as of the last report, was completed in coordination with the Office of University Counsel and is being reviewed with senior leadership.
 - Guided self-assessments of distributed, risk-specific compliance programs at Mason are underway:
 - Conflict of Interest program – previously in progress, now pending report.
 - Export Control program – previously in progress, now pending report.
 - Equal Opportunity and Title IX program – planning.
 - HR Equal Opportunity and Non-Discrimination program – planning.
- Status of external reviews:
 - Since the last report, one external review was completed, and three that were announced are in progress. None of the reviews appear to be significant to Mason.
- Status of reported compliance matters:
 - Whistleblower reporting capabilities continue to be identified.
 - Institutional Compliance or University Audit completed three investigations of reported compliance matters since the last report; none were significant to Mason. Three investigations are in progress, and do not appear to be significant to Mason.
- Program build-out and planning continues.
 - Frameworks and tools for completing guided regulatory risk assessments and self-assessments of the maturity of distributed, risk-specific compliance programs have been developed and piloted.
 - Conflict of interest management processes and procedures were analyzed for potential enhancements and a work plan was developed.
 - Investigative protocols and guidelines for Institutional Compliance have been developed and are being utilized.

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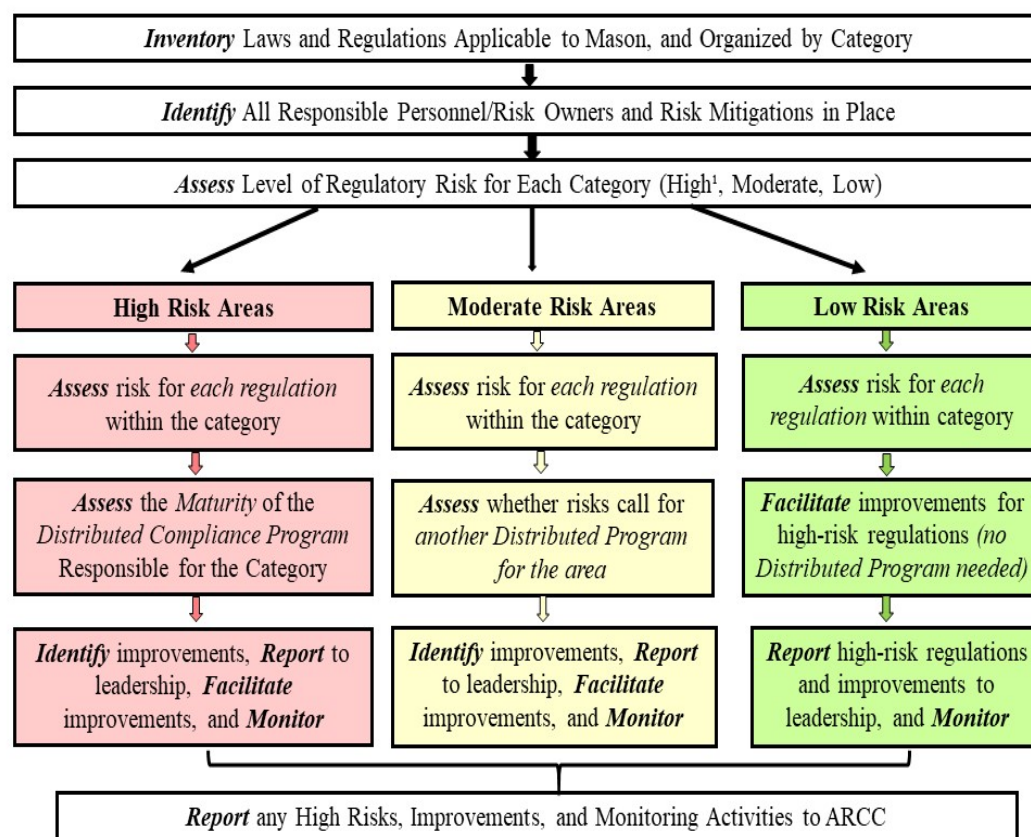
Topic

- 1 SUMMARY OF COMPLIANCE ASSESSMENT ACTIVITY
- 2 SUMMARY STATUS OF EXTERNAL REVIEWS
- 3 SUMMARY STATUS OF REPORTED COMPLIANCE MATTERS
- 4 INSTITUTIONAL COMPLIANCE PROGRAM PLANNING
- 5 INSTITUTIONAL COMPLIANCE STAFFING

SUMMARY OF COMPLIANCE ASSESSMENT ACTIVITY

The Audit, Risk, and Compliance Committee of the Board has a Charter responsibility to oversee the effectiveness of institutional compliance processes for monitoring compliance with laws and regulations, including policies and processes related to ethics and conflicts of interest. Institutional Compliance supports the Committee's accomplishment of this responsibility through planning, facilitating, and overseeing regular university-wide assessments of compliance risks; ensuring management ownership for monitoring and managing compliance risks; evaluating the effectiveness of risk-owner programs to monitor and manage compliance risks; and ensuring communication to leadership and the Committee.

Institutional Compliance has designed and piloted processes to inventory the regulatory requirements applicable to Mason; identify management ownership for monitoring and managing compliance risks; and evaluate distributed, risk-owner programs. These processes, which will evolve over time to be better tailored to Mason's obligations, activities, and environment, are depicted in the chart below:



¹ Factors considered in assessing the level of regulatory risk include the potential for adverse regulatory action or critical interest by legislative or investigative entities which could result in governmental penalties, disruption or suspension of operations, programs, accreditation, or licensure, loss or reduction of funding, or sustained adverse public attention.

The assessment of the level of regulatory risk indicates the expected robustness of the associated mitigation activities, including the formality and maturity of the related distributed risk-area compliance program.

Status of Assessment Activity:

Institutional Compliance has been conducting assessment activities using the approach described above; these are summarized below:

(Legend: DONE=completed; IP=in progress; NS=not started.)

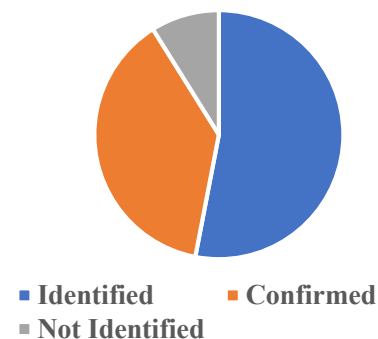
Summary of Assessment Activity	As of 8/30/21	As of 11/15/21
Inventory of Applicable Laws and Regulations	DONE	DONE
Inventory of Accountable Personnel and Risk Mitigations	IP	IP
Preliminary Inventory of Distributed Compliance Programs at Mason	IP	IP
Preliminary Assessment of Regulatory Risks Facing Large, Public Research Universities	IP	DONE
Preliminary Assessment for Institutional Compliance Planning	IP	DONE
Preliminary Conflict of Interest and Commitment Program Maturity Self-Assessment	IP	DONE
Research-Export Control Program Maturity Guided Self-Assessment	IP	DONE
Diversity, Equity, and Inclusion – Equal Opportunity and Title IX Program Maturity Guided Self-Assessment	NS	IP
Human Resources – Equal Opportunity and Non-Discrimination Program Maturity Guided Self-Assessment	NS	NS

Inventory of Laws and Regulations and Accountable Personnel

As of November 15, 2021, an inventory of 418 laws and regulations applicable to Mason has been compiled, and was reviewed with the Office of University Counsel for completeness and applicability.

Concurrently, personnel likely to be responsible for managing and monitoring compliance with these laws and regulations (“risk-owners”), as well as risk mitigation activities in place, are being identified. One new regulation was identified for a total of 418 laws and regulations being tracked. Risk ownership has been identified for an additional 14 of the 418 laws and

Regulatory Risk Ownership



regulations for a total of 358, up from 344. Risk ownership has been confirmed for an additional 85 laws and regulations for a total of 262, up from 177. Risk ownership confirmations are summarized below:

	Regulatory Category	Number of Regulatory Requirements	Number of Requirements for which Ownership Confirmed
1	Compliance and Ethics Program	2	2
2	Copyright and Intellectual Property	9	–
3	Employment	94	94
4	Environmental Health and Safety	22	22
5	Facilities, Construction, and Renovation	4	1
6	Finance and Tax	41	–
7	Information Management and Security	34	27
8	Occupational Health and Safety	30	30
9	Privacy	12	10
10	Procurement and Contracting	21	5
11	Research	57	57
12	Students and Academic Policy	90	14
13	Miscellaneous	2	–
Totals		418	262

The inventory also has been provided to the applicable personnel in the following units, who are in the process of confirming that the persons listed as responsible personnel are the accountable risk owners:

Regulatory Category	Number of Laws and Regulations
Office of the Vice President for Finance	41

Identification and confirmation of ownership for the remaining laws and regulations, and the identification of risk mitigations in place, continues. We continue to work with management and the Office of University Counsel in that regard, and we will provide updates in future meetings.

Preliminary Assessment of Regulatory Risks Facing Large, Public Research Universities

Institutional Compliance, in coordination with University Counsel, completed a preliminary assessment of regulatory risks facing large, public research universities such as Mason. The assessment was completed using the inventory of 418 laws and regulations by category and subcategory. It is intended to provide a basis for identifying and prioritizing future Mason-specific assessments. The preliminary assessment, summarized below, is being shared with senior leadership and their input and feedback are being incorporated.

EMPLOYEE	Risk Ranking	# Regs	HEALTH & SAFETY	Risk Ranking	# Regs	RESEARCH	Risk Ranking	# Regs
Equal Opportunity & Non-Discrimination	High	21	Hazards/Hazardous Substances	High	14	Award Management & Costing	High	18
Hiring, Administration, & Termination	Moderate	46	Occupational Health & Safety	High	23	Conducting Research	High	9
Benefits	Low	21	Emergency Planning	Low	7	Export Control	High	4
Reporting, Notices/Disclosures	Low	6	Pollution Control & Sustainability	Low	8	Ethics & Integrity	Mod-High	6
						FAR/DFARS	Mod-High	15
						Reporting, Notices, & Disclosures	Low	5
BUSINESS PRACTICES	Risk Ranking	# Regs	INFORMATION & PRIVACY	Risk Ranking	# Regs	STUDENTS	Risk Ranking	# Regs
Anti-Corruption	High	9	Information Security	High	17	Equal Opportunity & Non-Discrimination	High	5
Procurement: Equal Opportunity	Mod-High	3	Privacy Reporting/Notices/Disclosures	Moderate	10	Health & Safety	High	13
Procurement: Ethics & Integrity	Mod-High	6	Information Management Practices	Low-Mod	10	Visiting Students & Scholars	Low-Mod	2
Compliance and Ethics Program	Moderate	2	Copyright, Patent, & Trademark	Low	9	Education Policy	Low	15
Financial Accounting/Management	Moderate	16	Electronic Communication Privacy	Low	2	Grants, Aid, & HEA	Low	31
Procurement: Contracting	Low-Mod	6	Telecomm	Low	7	Reporting, Notices, & Disclosures	Low	18
Facilities, Construction, Renovation	Low	4				Veterans & Servicemembers	Low	6
Procurement: Purchasing	Low	6						
Financial Reporting/Notices/Disclosures	Low	9						
Tax	Low	7	MISC.	Low	2			

Preliminary Program Maturity Assessments at Mason

Institutional Compliance plans and guides granular risk assessments of each law and regulation in each category and subcategory of the inventory of 418 laws, and then plans and guides self-assessments of the maturity of distributed compliance programs responsible for each category and subcategory. Assessments are designed to identify and prioritize potential risk mitigations

and enhancements to programs. The maturity self-assessments are grounded in the elements of effective compliance programs described in the U.S. Federal Sentencing Guidelines for Organizations. These elements include:

1. Standards, procedures, and controls;
2. Organizational leadership, oversight, accountability, and culture;
3. Training and communication;
4. Monitoring, auditing, risk assessment, and program evaluation;
5. Performance incentives and disciplinary measures;
6. Anonymous reporting mechanisms and appropriate remedial measures; and
7. Reasonable efforts to exclude bad actors.

Guided program maturity self-assessments were piloted for two areas: conflict of interest management and export control compliance. A preliminary institutional compliance maturity self-assessment for planning purposes also was completed. We have shared all three assessments with the Office of University Counsel, and shortly will report to the senior leaders.

A guided regulatory risk assessment of each of the laws and regulations pertaining to equal opportunity and Title IX was completed with the Office of Diversity, Equity, and Inclusion (DEI). With that first assessment completed, a guided self-assessment of the maturity of the overall Equal Opportunity and Title IX Program has been scheduled. Planning is underway for a guided regulatory risk assessment and accompanying maturity self-assessment for the equal opportunity and non-discrimination area administered by Human Resources.

SUMMARY STATUS OF EXTERNAL REVIEWS

The Committee has a Charter responsibility to “review and discuss with management the results of significant reviews by regulatory agencies or other external entities, or summaries thereof, and management’s responses.”

In July 2021, Mason established a new university policy requiring that all notices of any external review be reported to the Institutional Compliance Leader for tracking, reporting, and follow-up.

Institutional Compliance did not receive notice of any additional external reviews since the last Committee meeting. The table below shows the status of the reviews reported at the last meeting, which are summarized in the Appendix:

External Review Status	#
Completed	1
In Progress	3
Announced, not started	0
	4

SUMMARY STATUS OF REPORTED COMPLIANCE MATTERS

Institutional Compliance conducts, oversees, coordinates, and monitors investigations of allegations of non-compliance or ethical misconduct, and has developed a process for tracking the disposition of reported compliance matters.

Institutional Compliance received reports of 45 allegations of non-compliance or ethical misconduct since February 2021. None of these matters are considered significant to Mason.

The table below shows the status of matters reported to Institutional Compliance, whether referred to other units for handling or handled directly by Institutional Compliance. We will be developing processes for monitoring the disposition of significant matters handled by other units.

Status	As of 8/30/21	As of 11/15/21	Total
Matters Reported to Institutional Compliance	32	13	45
Matters Referred to Other Units for Handling	21	9	30
Matters Handled by Institutional Compliance or University Audit	11	4	15
In Progress	2	1	3
Closed – Not Substantiated	7	3	10
Closed – Substantiated Non-Compliance	2	-	2
Significant Non-Compliance	-	-	-

The table below lists the number of reported matters by topic area.

Topic Area	#
Academic Matters	3
Conflict of Interest	6
Credentials Misrepresentation	1
Data Privacy	1
Discrimination or Harassment	26
Employee Relations	3
Ethics	3
Other Compliance or Policy Matters	1
Standards of Conduct	1

Total 45

INSTITUTIONAL COMPLIANCE PROGRAM PLANNING

The tables below describe the status of the actions planned or underway for building out Mason's Institutional Compliance Program. Actions highlighted in yellow are additional action planned since the last Committee meeting.

(Legend: DONE=completed; IP=in progress; NS=not started.)

AREA: Socialize Institutional Compliance Program.

Workstream	Planned Actions	As of 8/30/21	As of 11/15/21
Initiate relationships and collaboration opportunities.	• Initiate relationships with senior and other leaders.	IP	IP
	• Initiate relationships with distributed program leads.	IP	IP
	• Initiate relationships with specific risk owners.	NS	IP
	• Identify and plan for potential collaboration opportunities, including committees or networks.	NS	IP
	• Support senior leaders in developing more formalized processes for promoting ethics and integrity.	NS	NS

AREA: Review effectiveness of institutional compliance processes.

Workstream	Planned Actions	As of 8/30/21	As of 11/15/21
Inventory compliance areas, related laws and regulations, and ownership responsibilities.	• Update inventory of laws and regulations and seek input from Counsel.	DONE	DONE
	• Identify Distributed Compliance Programs, program leads, and specific risk owners.	IP	IP
	• Socialize and seek input from Distributed Compliance Programs and specific risk owners regarding inventory completeness and potential risk impacts.	IP	IP
	• Develop preliminary prioritization assessment based on current, perceived level of risk.	IP	DONE
	• Socialize and seek input from senior leaders. Evaluate and incorporate.	NS	IP
	• Update existing, public-facing inventory of laws and regulations, and risk-owners.	IP	IP
Develop program maturity framework for identifying potential improvements.	• Develop framework for assessing maturity of Institutional Compliance Program and Distributed Compliance Programs based on U.S. Sentencing Guidelines elements and Department of Justice	DONE	DONE

	<p>criteria for evaluating effectiveness of compliance programs.</p> <ul style="list-style-type: none"> • Pilot framework with Ethics Officer, seek input, and evaluate and incorporate. • Pilot framework with Research Distributed Compliance Program, seek input, and evaluate and incorporate. • Facilitate program maturity self-assessments for Human Resources-Equal Opportunity, and Diversity, Equity, and Inclusion – Equal Opportunity and Title IX. • Identify and facilitate 3 additional program maturity self-assessments in coordination with University Counsel and senior leaders. 	IP	DONE
		IP	DONE
		IP	IP
		NS	IP
Strengthen conflict of interest-related programs.	<ul style="list-style-type: none"> • Evaluate current policy for clarity and completeness. Develop potential revisions as necessary. • Evaluate assessment and management process against comparable institutions and best practices. Develop potential revisions as necessary. • Benchmark Mason's questionnaire against comparable institutions and best practices. Develop revisions as necessary. • Evaluate and benchmark conflict of commitment policies and questionnaires against comparable institutions and best practices, and implement policy provisions. • Identify potential methods for improved automation, central tracking and monitoring, and communication with managers. 	DONE	DONE
		DONE	DONE
		DONE	DONE
		DONE	DONE
		NS	NS
Evaluate key institutional policies.	<ul style="list-style-type: none"> • Analyze policies on University Policy website for existence and sufficiency of key compliance standards (e.g. codes of ethics and conduct, conflicts of interest, reporting fraud and other misconduct, non-retaliation, etc.) Identify potential improvements. Develop potential revisions as necessary. • Socialize and seek support for stand-alone Reporting Misconduct and Non-Retaliation Policy. • Benchmark Institutional Compliance Policies to communicate to campus community roles and expectations. • Review Code of Ethics and identify potential improvements; socialize and seek support for revisions if needed. • Support Policy Manager in implementing more formal process for regular review of university policies. 	IP	IP
		IP	IP
		IP	DONE
		NS	IP
		NS	NS

Evaluate university-wide communication protocols and cadence.	<ul style="list-style-type: none"> • Develop an Institutional Compliance Program website that: identifies program role and framework; includes resources and information for the campus community (e.g. links to reporting mechanisms, policies, and training); links to distributed program information; and includes a university-wide compliance accountability matrix. 	IP	DONE
	<ul style="list-style-type: none"> • Develop a brief compliance overview for use at orientation and onboarding sessions for staff, faculty, and third parties. 	NS	IP
	<ul style="list-style-type: none"> • Evaluate the processes for regular communication of new and revised policies, and for periodic reminders about compliance in areas with significant compliance risk (e.g. ethics and conflicts of interest, non-discrimination, reporting and non-retaliation, safety and security, Title IX, others). Coordinate communication improvements as necessary. 	NS	IP
	<ul style="list-style-type: none"> • Evaluate current methods for communicating existence of mechanisms for reporting compliance or ethical concerns (e.g. brochures, posters, flyers, other methods). Coordinate improvements as necessary. 	IP	IP
	<ul style="list-style-type: none"> • Identify mechanisms for measuring campus awareness of compliance risks and requirements, culture of ethics, and willingness to report suspected misconduct. Evaluate and revise communication plans and program materials as necessary. 	NS	NS
	<ul style="list-style-type: none"> • Implement regular communication cadence to the senior leadership and the Committee. 	NS	IP
	<ul style="list-style-type: none"> • Implement regular communication cadence to campus community about Compliance and Ethics Program 	NS	NS
	<ul style="list-style-type: none"> • Review existing ethics and conflict of interest training modules, and identify potential improvements and more Mason-specific content. 	NS	IP

AREA: Review status of actions to monitor and control significant compliance risks.

Workstream	Planned Actions	As of 8/30/21	As of 11/15/21
Develop process for tracking compliance matters.	<ul style="list-style-type: none"> • Establish framework for defining compliance risks that are “significant,” and evaluating such risks based on Mason’s specific operations and strategic goals. 	DONE	DONE
	<ul style="list-style-type: none"> • Seek input from senior and other leaders, and from program leads, regarding framework. Evaluate and revise. 	NS	IP

	<ul style="list-style-type: none"> • Establish a schedule for regular and coordinated assessment and reassessment of risks at the institutional and distributed program levels. • Evaluate and harmonize, as much as practical, assessment and review frameworks with University Audit and Enterprise Risk Management functions. • Evaluate processes for general, university-wide communication of compliance risks, mitigation resources, and sources for reporting and guidance. • Establish process for monitoring disposition of significant compliance matters handled by other units. • Evaluate the existence of, and potential need for, further automated compliance systems (e.g. training reminders; investigative workflow, tracking, and metrics; case management; monitoring for debarred/sanctioned individuals and export control restrictions; and others.) 	NS	NS
		IP	IP
		NS	NS
		NS	NS
		NS	NS
Establish communication protocols and cadence with senior leaders and Board.	<ul style="list-style-type: none"> • Develop a framework for regular communication and reporting to senior leaders and the Committee regarding institutional compliance risks, mitigation plans, and program status. • Plan support, collaboration, and reporting via executive-level network and/or communication. • Develop a process for escalation of significant compliance matters to the senior leaders and, as necessary, the Committee. 	IP	DONE
		NS	NS
		IP	IP

AREA: Review results of external reviews.

Workstream	Planned Actions	As of 8/30/21	As of 11/15/21
Initiate tracking of reviews (audits, investigations, etc.) by regulatory agencies or other external entities with responsibility to supervise or oversee Mason.	<ul style="list-style-type: none"> • Define and describe external reviews subject to tracking. • Design a process for tracking reviews, including potential policy. • Socialize and seek input from individuals likely to interact with regulatory agencies or external entities, and evaluate and incorporate input. • Implement tracking process supported by policy. • Communicate to broader audience about policy requirements and tracking mechanism. 	DONE	DONE
		DONE	DONE
		DONE	DONE
		DONE	DONE
		NS	NS

AREA: Build Institutional Compliance organization.

Workstream	Planned Actions	Status	
Assimilate Institutional Compliance Leader and Ethics Officer.	• Institutional Compliance Leader started February 1, 2021.	DONE	DONE
	• Ethics Officer transitioned effective March 10, 2021.	DONE	DONE
	• Ongoing orientation activities and relationship building.	IP	IP
Plan for FY23 budget.	• Evaluate resource adequacy during build-out of program for FY23 budget submission process.	IP	IP
Develop internal processes and procedures.	• Develop a process to prioritize areas within the Regulatory Risk Assessment process (e.g. employment, environmental financial, information security, occupational, research, others), and establish regular assessment schedule.	IP	IP
	• Develop a regular schedule for distributed program maturity assessments.	IP	IP
	• Develop process and protocol for conducting targeted compliance reviews for specific, high risk areas and coordinate process and framework with University Audit, Enterprise Risk, and Counsel.	NS	IP
	• Establish protocols and guidelines for promptly and consistently investigating reports of non-compliance and ethical misconduct, and for oversight of and support for investigations by distributed programs.	DONE	DONE
	• Establish tracking mechanism for reports of non-compliance or ethical misconduct, and for inquiries or requests for guidance.	IP	DONE
	• Identify potential Institutional Compliance Program metrics to measure program effectiveness (e.g. reported compliance concerns, requests for guidance, policy usage, trends across distributed programs, required training completion, and others.)	IP	IP
Plan future workstreams.	To be determined.		

INSTITUTIONAL COMPLIANCE STAFFING

Below are professional biographies for the Institutional Compliance team. Both team members have law degrees and are (or are pursuing) certification as a Certified Compliance and Ethics Professional[®], the professional certification established by the Society of Corporate Compliance and Ethics (SCCE). Together, the team has more than 33 years of legal and compliance-related professional experience.

Vin Lacovara, Associate Vice President for Compliance and Ethics (Institutional Compliance Leader)

Vin Lacovara joined the Office of Audit, Risk, and Compliance (OARC) in February 2021. His responsibilities are to implement and manage an effective, institution-wide compliance and ethics program for Mason; oversee and coordinate the efforts of numerous distributed, area-specific compliance programs across campus; and provide senior leadership and the Committee with information to fulfill their oversight of compliance processes.

Prior to joining Mason, Vin implemented and managed the compliance and ethics program for Catholic University for ten years. For seven years prior to joining Catholic, he worked alongside George Washington University's compliance officer in managing all aspects of its compliance and ethics program, and was in the private practice of law for seven years prior to becoming a compliance professional. Vin earned a Bachelor of English and Political Science from Duke University, and his law degree from Catholic University. He is also a Certified Compliance and Ethics Professional[®], and has presented at national industry conferences on the topics of program implementation and compliance investigations.

Elizabeth Woodley, University Ethics Officer and Outside Interests Manager

Elizabeth Woodley joined OARC in March 2021. Her responsibilities are to assist in developing a robust ethics program for Mason; to oversee Mason's Conflict of Interest policies, disclosures, and waiver processes; investigate complaints related to ethical conduct; and develop and track ongoing communications, training, and education activities.

Prior to joining OARC, Elizabeth was part of the Compliance, Diversity, and Ethics office at Mason. She served first as a Robert F. Kennedy Public Service Fellow with the George Mason University Counsel's Office before being hired as the University Policy Manager in 2013, then received the added responsibilities of FOIA Compliance Officer in 2014 and Ethics Officer in 2016. Elizabeth earned a Bachelor of Arts with Distinction in History and Art History from the University of Virginia, and her law degree from the University of Virginia School of Law. Elizabeth is preparing to sit for the Certified Compliance and Ethics Professional[®] examination in FY22.

APPENDIX: SCHEDULE OF EXTERNAL REVIEWS

External Reviews are the procedures employed by a regulatory or other authorized external entity to examine, evaluate, or inspect Mason. Such reviews may be referred to by a variety of terms, including regulatory audit, examination, compliance review, risk review, desk review, financial statement audit, assessment, accreditation review for the University or for a specific unit, inspection, investigation, and others.

Per the policy implemented in July 2021, notice of reviews are required to be reported to the Institutional Compliance Leader for tracking, reporting, and follow-up. The Schedule below lists the external reviews that were announced or in progress since the last report.

Reviewing Entity	As of 8/30/21	As of 11/15/21	Remarks
Fairfax County	In Progress	Completed	Site visit for review of invoices per a Fairfax County PO and pertaining to a Department of Justice (DOJ) prime award to Mason. Review completed with no findings.
U.S. Small Business Administration (SBA), Office of Entrepreneurial Development, Financial Examination Unit	Announced, Not Yet Started	In Progress	Desk financial examination of Mason's Virginia Small Business Development Center Network, focused on reviewing the SBDC's federal Financial Report package and SBDC Network's CORE PY 2020 funds. Requested documentation provided.
Commonwealth of Virginia Office of the State Inspector General (OSIG)	Announced, Not Yet Started	In Progress	Performance audit of processes and procedures related to the Clery Act for calendar years 2017-2019.
Auditor of Public Accounts (APA)	Announced, Not Yet Started	In Progress	Audit of annual financial statements for year ended June 30, 2021.

Board of Visitors Development Committee Meeting for December 2, 2021

George Mason University Board of Visitors

I. Call to Order

A. BOV Development Committee Agenda for December 2, 2021

II. Approval of Development Committee Meeting Minutes from September 30, 2021 (ACTION ITEM)

A. BOV Development Committee Meeting Minutes from 9-30-21 - FOR COMMITTEE REVIEW

III. New Business

A. GMUF Chair Update – Terri Cofer Beirne

B. University Advancement and Alumni Relations Update – Trishana Bowden

C. Arlington Campus - Mason Square Initiative Update – Liza Wilson Durant

1. Arlington Innovation Initiative - December 2021

D. Faculty Partnership Spotlight – Duminda Wijesekera

IV. Old Business

V. Adjournment

**George Mason University
Board of Visitors**

**Development Committee Meeting
December 2, 2021
Merten Hall**

A G E N D A

I. Call to Order

**II. Approval of Development Committee Meeting Minutes from September 30, 2021
(ACTION ITEM)**

III. New Business

- A. GMUF Chair Update – Terri Cofer Beirne
- B. University Advancement and Alumni Relations Update – Trishana Bowden
- C. Arlington Campus - Mason Square Initiative Update – Liza Wilson Durant
- D. Faculty Partnership Spotlight – Duminda Wijesekera

IV. Old Business

V. Adjournment

**George Mason University
Board of Visitors**

**Development Committee Meeting
September 30, 2021
Merten Hall**

Meeting Minutes Draft

Attendees: Chairman Anjan Chimaladinne, Vice-Chair Simmi Bhuller, Visitor Mehmood Kazmi, Visitor Paul Reagan, Visitor Dolly Oberoi, Visitor Jon Peterson

Absent: None

Guests: Vice President Trishana Bowden, Faculty Senate Chair Melissa Broeckelman-Post, Staff Senate Chair Erin Iacangelo Rogers, Faculty Representative Alan Abramson, Faculty Representative Lisa Gring-Pemble, Student Representative Natalia Kanos, Student Representative Steven Zhou, Anne Gentry (Legal Counsel), and guest speakers Terri Cofer Beirne, Chair of the George Mason University Foundation; Suzanne Terrillion, Campaign Director, and Christina Spring, Director of Development, School of Business; and Dr. JK Aier, Professor of Accounting.

I. Call to Order

The meeting was called to order by Chairman Anjan Chimaladinne at 12:30 p.m.
The Chairman read out instructions and procedures for conducting the meeting.

II. Approval of the Development Committee Meeting Minutes from May 6, 2021 (ACTION ITEM)

Chairman Chimaladinne confirmed the committee meeting had reached quorum. The Chairman called for any changes or edits to the meeting minutes from May 6, 2021. There were none. There being none, the minutes from May 6, 2021 were **APPROVED AS WRITTEN**.

Chairman Chimaladinne called for new business. There were four topics of new business.

Chairman Chimaladinne introduced Terri Cofer Beirne, Chair of the George Mason University Foundation, who delivered an update regarding recent foundation and Board of Trustees activities over the past three months.

III. New Business

A. GMUF Chair Update – Terri Cofer Beirne

Chair Beirne stated the George Mason University Foundation Board of Trustees is currently in the midst of their fall board cycle.

The foundation welcomed eight new trustees, a new Dean Representative and a new Faculty Representative to the board this year. New additions also include an Alumni Association Representative and a G.O.L.D Representative (graduate of the last decade). These additional community representatives are intended to enhance alumni engagement, build on the relationship with the Alumni Association board, create a pipeline for future trustees, and enhance the diversity of the board.

The Investment Committee reviewed the fiscal year 2021 year-end investment results. The endowment closed the fiscal year with a return of 23.27 percent, though behind our benchmark of 27.59 percent. The endowment at year-end totaled \$189.2 million with 100 percent of endowment accounts above water. The endowment paid out just under \$4.9 million in support of university students, faculty, and programs. Fiscal year 2022 brings a change to the endowment's external investment advisor. The continued growth of the endowment provides greater access to investment advisors and fund managers that were not available to the foundation in recent years. After a comprehensive search process, the Board of Trustees has selected CornerStone Partners as its new outsourced chief investment officer. The transition has proceeded smoothly and we look forward to working with our new partner.

The Real Estate Committee conducted its meeting on the Arlington Campus and toured the new IDIA Innovation Pilot Space in Vernon Smith Hall. Committee members were introduced to Mason Innovation Partners (MIP), Mason's P3 development partner for the IDIA building. Committee members were excited to learn about preliminary design plans and tenant opportunities for the new building and look forward to what the future brings for the Arlington Campus.

The Finance Committee will review the fiscal year 2021 year-end budget results and the reserve framework. Foundation operations reflects positive results due to a successful year for investment earnings and lower than expected expenses due to Covid-19 restrictions. We estimate the foundation will be able to fund approximately \$3 million in additional reserves to ensure technology and capital needs are planned for and funded.

The Audit Committee will meet mid-month to review the fiscal year 2021 audited financial statements with the audit firm. As of June 30, 2021, the foundation has approximately \$512 million in total assets, \$176 million in total liabilities and net assets of \$377 million. This was our second virtual audit with the Cherry Bekaert firm; the process was seamless.

The Nominating and Governance Committee will meet next week to start the new board year. This year the committee will focus on a comprehensive board assessment. There are a number of major initiatives on the horizon and underway. This is the perfect time for the foundation to embark on its board assessment journey. The committee continues to work towards its goals to increase diversity, skillsets, and alumni members, as well as broaden representation across Mason's colleges and schools.

Chairman Chimaladinne asked for questions from the Visitors. Rector Jimmy Hazel asked a question as to the current number of board members. Chair Beirne confirmed the board was currently at 45 members and could go up to 50, according to their bylaws. Rector Hazel asked the committee if there were any more questions. There were none.

Chairman Chimaladinne introduced Trishana Bowden, Vice President of University Advancement and Alumni Relations. Ms. Bowden provided an update on the recent activities of the Office of Advancement and Alumni Relations and shared several highlights from the past two months.

B. University Advancement and Alumni Relations Update – Trishana Bowden

The Office of Advancement and Alumni Relations welcomed James T. Parrish, Jr. as Assistant Vice President for Corporate and Foundation Relations, effective June 25, 2021. Mr. Parrish comes to Mason from Virginia Commonwealth University where he most recently served as the Director of Foundation Relations.

As of this week (thru Sept. 27), Mason's fundraising total for the fiscal year is \$10.5 million. Of that, \$8 million was given towards research.

The Arlington Advancement team has continued to build strong relationships with industry partners throughout Northern Virginia by engaging in conversations centered around the major role Mason will play in transforming digital innovation and building a strong, diverse workforce that will meet the needs of the region. We held our September 22, 2021, Presidential Innovation Advisory Council meeting within the Innovation Pilot Space on the Arlington Campus.

The Arlington Advancement team has also worked closely with Paula Sorrell, Associate Vice President for Innovation and Economic Development, to launch Accelerate 2022. Accelerate 2022, presented at the May 6th Board of Visitors Development Committee meeting, is an investor conference and startup business competition that showcases Northern Virginia as a powerhouse for innovation and business opportunities. The event will be hosted on our Arlington Campus and will feature the Innovation Pilot Space to the public.

The Office of Alumni Relations hosted a Patriots Block Party Bash to welcome back Mason students on September 21. There were 395 students in attendance.

On Sunday, October 17, the Center for the Arts welcomes Mason Artist-in-Residence Sphinx Virtuosi, the Detroit-based chamber orchestra dedicated to increasing racial and ethnic diversity in classical music.

The George Mason University Alumni Association is accepting nominations for its five awards: Alumnus/a of the Year, Alumni Service Award, Faculty Member of the Year, Student of the Year, and Graduate of the Last Decade (G.O.L.D.) Award. Submit your nominations by Monday, November 1, 2021, for full consideration.

Work is underway on the implementation of a new constituent relationship management system (CRM) for Advancement and Alumni Relations on the Salesforce platform. The new CRM, once completely built out, will provide a 360-degree view of constituent engagement across the Advancement systems.

Chairman Chimaladinne asked the Visitors if they had any questions. There were none.

Ms. Bowden introduced Advancement colleagues Suzanne Terrillion, Campaign Director, and Christina Spring, Associate Director of Development, for the School of

Business. Ms. Terrillion and Ms. Spring delivered a report on the school's "Leading the Way" fundraising campaign and building plans for the new home of the School of Business.

C. School of Business – Leading the Way Capital Campaign – Suzanne Terrillion and Christina Spring

The School of Business, the largest business school in Virginia, develops career-ready business graduates through rigorous, stimulating business programs based on a global perspective, industry demands, and leadership. The "Leading the Way" capital campaign, led by volunteer Co-Chairs Anne Altman and Sumeet Shrivastava, launched to provide a landmark home on the Fairfax Campus and an expanded presence on the Arlington Campus. The campaign is entering the lead gift phase and is seeking the support and partnership of the Board of Visitors.

Ms. Terrillion shared informative and educational statistics regarding the incredible growth of the School of Business: enrollment growing by 50 percent over the past five years, 5,000 students in their programs, and over 1,000 business graduates each year. To meet increased demand, Mason must be prepared for exponential growth on the horizon as the region is expected to need 55,000 additional business graduates over the next ten years. Our alumni graduates go on to become influential C-suite level innovators and contributors to the economic health of this region.

Ms. Terrillion shared the names, associated companies and industry backgrounds of members of the "Leading the Way" campaign steering committee and thanked them for their tireless work extending the network of the School of Business; and also, for challenging them to think more broadly on how they serve the region and can better connect Mason with the area's business community at the enterprise level. These partnerships and relationships are the foundational building blocks for engaging with area CEOs, having strategic conversations around university priorities, and play a critical role in meeting high-level prospects. University president, Dr. Washington, has been a true partner with the School of Business and has demonstrated through his words and actions his support and understanding of the campaign's significance. We thank him for his support.

Ms. Spring stated that every business school at this post-pandemic moment is asking itself important questions. What does our constituency base look like? What can we do to ensure a more diverse workforce? How do we support diversity in our school? Mason's School of Business is partnering with our business community to help answer those questions. The school has done well at improving enrollment rates for non-white students, better than our competitors. But to answer the region's need for a diverse workforce pipeline, it is about more than just numbers at Mason. We truly wish to fold all voices and perspectives into our collective community. Our students will be the drivers for change as we build a more inclusive community, envisioning within the School of Business, and its building needs, a desire for fully collaborative spaces along with state-of-the-art technology.

Ms. Terrillion shared that as the school comes out of the pandemic, as well as a forced transition to shift to a completely virtual operation, it has been suggested that this is an odd time to talk about "bricks and mortar." We have learned that while some individuals have thrived in the virtual environment, others have struggled. Provost Ginsberg advises

that while demand for virtual classes is incredibly high, so is the demand to be on campus as part of a community. At Mason we strive to meet individuals where they are in life, creating a place of opportunity for all types of learners. The School of Business seeks to create a building environment that offers the best in virtual and face-to-face collaboration; one that will facilitate interaction and engagement in purpose-built spaces where the technology is embedded in the functional design of the building space, bringing the world to our learners and our learners to the world.

Ms. Terrillion asked Visitors to imagine a variety of different student learning scenarios in which the future, technologically-advanced new School of Business building would make instruction possible. Ms. Spring advised how the school would achieve its \$40 million goal. She outlined the overall campaign goal, spoke to the success of early fundraising efforts, and laid out the need to secure gifts at the \$3 million, \$5 million, and \$10 million levels, visually represented on a gift chart. In addition to the \$40 million campaign goal, there are also three high-dollar naming opportunities: naming the school at \$50 million, naming the building at \$30 million, and naming the forum (atrium) at \$15 million.

Ms. Spring introduced Dr. JK Aier, Professor of Accounting for the School of Business, who discussed his overwhelmingly positive faculty partnership experience with the Office of Advancement and Alumni Relations. Professor Aier spoke to his excitement as a faculty member about the long-awaited plans for the new home for the School of Business coming to fruition. He communicated the mission-critical need to invest in Mason, its students and the community at this precise moment; it will not only improve our rankings and reputation, but will act as a beacon of excellence, which will attract appreciation from our stakeholders. Professor Aier discussed specific accounts of individuals, business community members and companies, in particular the Accounting Advisory Council, making significant investments in Mason through their engagement and/or monetary contributions. He outlined scholarship and educational programs that directly benefitted from philanthropic partnerships and the incredible achievements and strides they have made with engagement in the region's business community. Professor Aier expressed his excitement and enthusiasm as we move forward with the campaign.

Ms. Spring concluded the presentation by saying the School of Business Advancement team hoped to have provided Visitors with more insight around the benefits and possibilities of the campaign, and the need for a continued coordinated approach. The campaign will open the door to increased philanthropic conversations and inspire enterprise-level connections that will broaden the university's support for the next campaign. Ms. Spring asked if the Visitors had any questions.

Rector Hazel asked why the top three naming opportunity dollar figures were not part of the overall campaign. Ms. Spring advised it was a matter of timing. Securing transformational gifts is all about the right timing, and the school did not want to push the matter if it wasn't the right time for the potential donor/s. The school wants to have a successful campaign, and hope the top three named gifts will be a part of the campaign. We hope to follow up on this conversation in time.

Rector Hazel asked about the time frame of the campaign. Ms. Terrillion advised the School of Business is in the "lead gift" phase. Next year the school celebrates its 45th anniversary and hopes to have a new dean installed. The School hopes to celebrate and kick-off all three together and launch the public phase of the campaign. It is a lot to hope

for, we have had a lot of ups and downs recently, but Mason and its people were built on that same type of optimism.

Chairman Chimaladinne asked if there were any additional questions from the Visitors. There were none.

D. Faculty Partnership Spotlight – JK Aier

See Professor JK Aier's presentation in Section C.

IV. Old Business

Chairman Chimaladinne called for old business. No old business was discussed.

V. Adjournment

There being no further business, the meeting was adjourned by Chairman Chimaladinne at 1:09 p.m.

Liza Wilson Durant, PhD

Associate Provost, Strategic Initiatives and Community Engagement
Professor and Associate Dean, College of Engineering and Computing

Duminda Wijesekera, PhD

Professor and Chair, Department of Cybersecurity Engineering
College of Engineering and Computing

George Mason University Board of Visitors
December 2, 2021



South View Rendering

Arlington Innovation Initiative



corporate
engagement

attract & prepare
talent

quality
streetscape
& pedestrian
experiences

social &
economic
inclusion

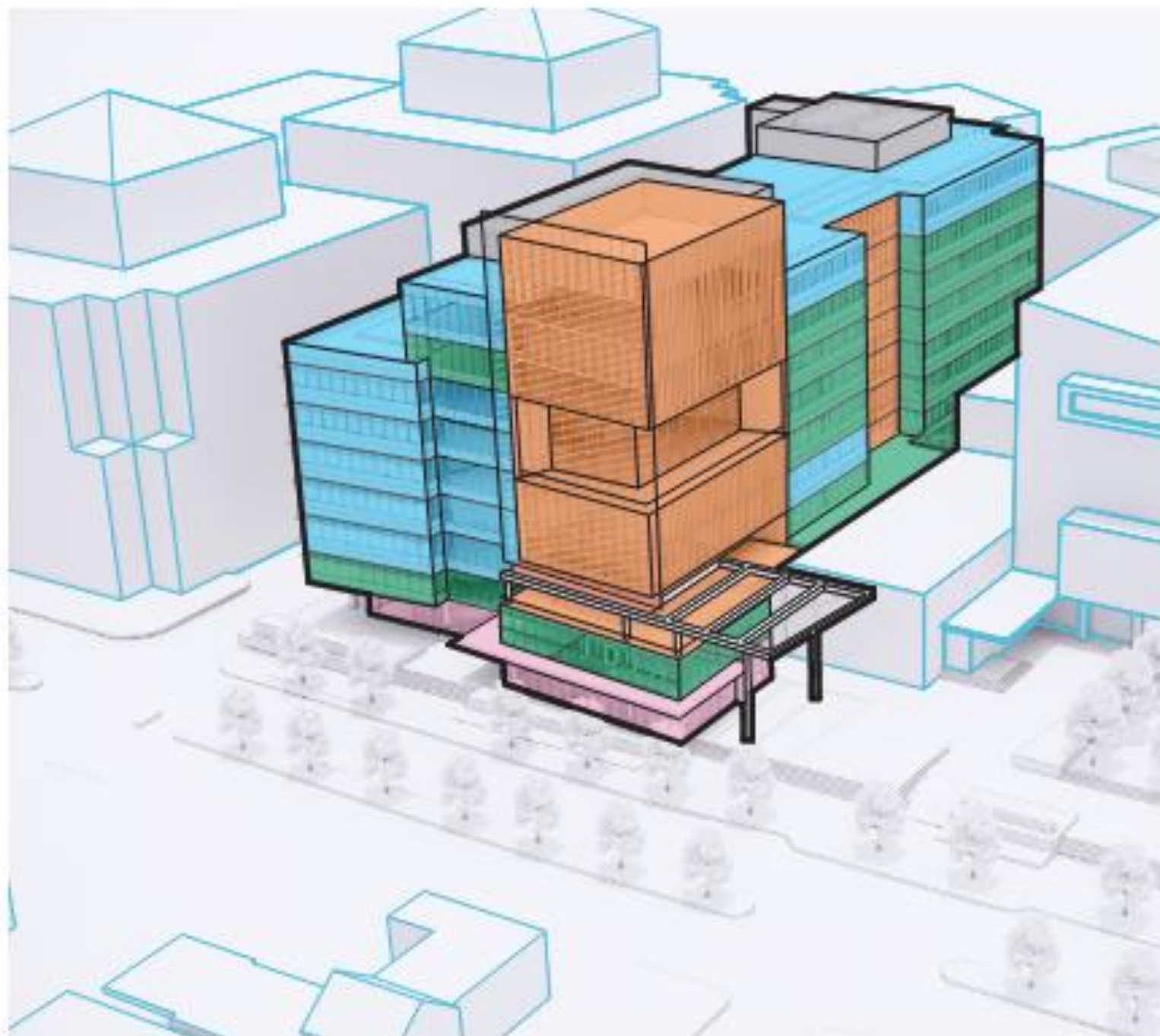
congregation &
collaboration

placemaking &
programming

university
research &
innovation
platform

Diversity
Of Perspectives
Fuels Innovation

South View Rendering



ENHANCE CAMPUS PLACEMAKING

- **DEVELOPER TENANT**
views along Fairfax
- **COLLABORATION MIXING BOWL**
innovation on display
- **MASON ACADEMIC**
van metre hall connection
- **PUBLIC RETAIL**
pedestrian community outreach

Total GSF: 356,288

Total RSF: 329,788

Main Floor - Exchange



3rd Floor Collaboration and café area





Arlington Innovation Initiative

Innovation Pilot Space

FOCUS AREAS:

- 5G + Secure MEC Testbed
- Autonomous Vehicles
- Building Automation
- mmWave Applications
- Wireless Security
- Manufacturing and IIOT Testbed



+ Industry Partners



Pro-bono
Innovation
Law Clinic



Office of
Tech
Transfer





Next G Security



MITRE



Commonwealth
Cyber Initiative
NORTHERN VIRGINIA

Security of Manufacturing
and Supply Chain



Building Automation
Systems Security

SIEMENS

Digital Innovation Pilot - Vernon Smith Hall



Digital Innovation Pilot - Vernon Smith Hall



Digital Innovation Pilot - Vernon Smith Hall



Digital Innovation Pilot - Vernon Smith Hall

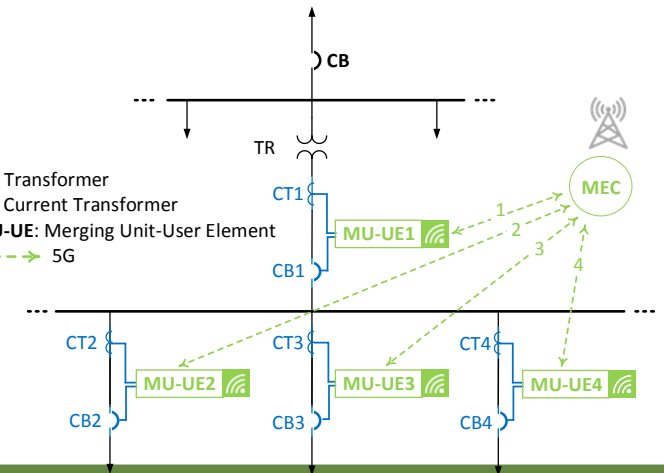
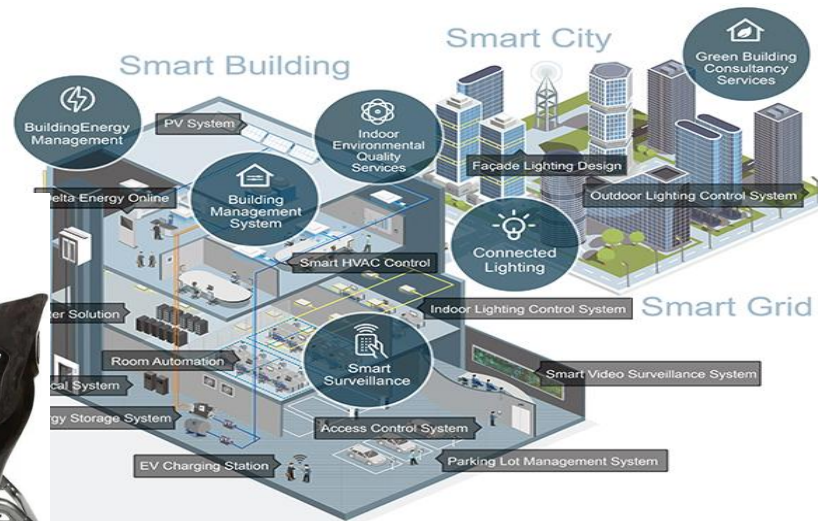
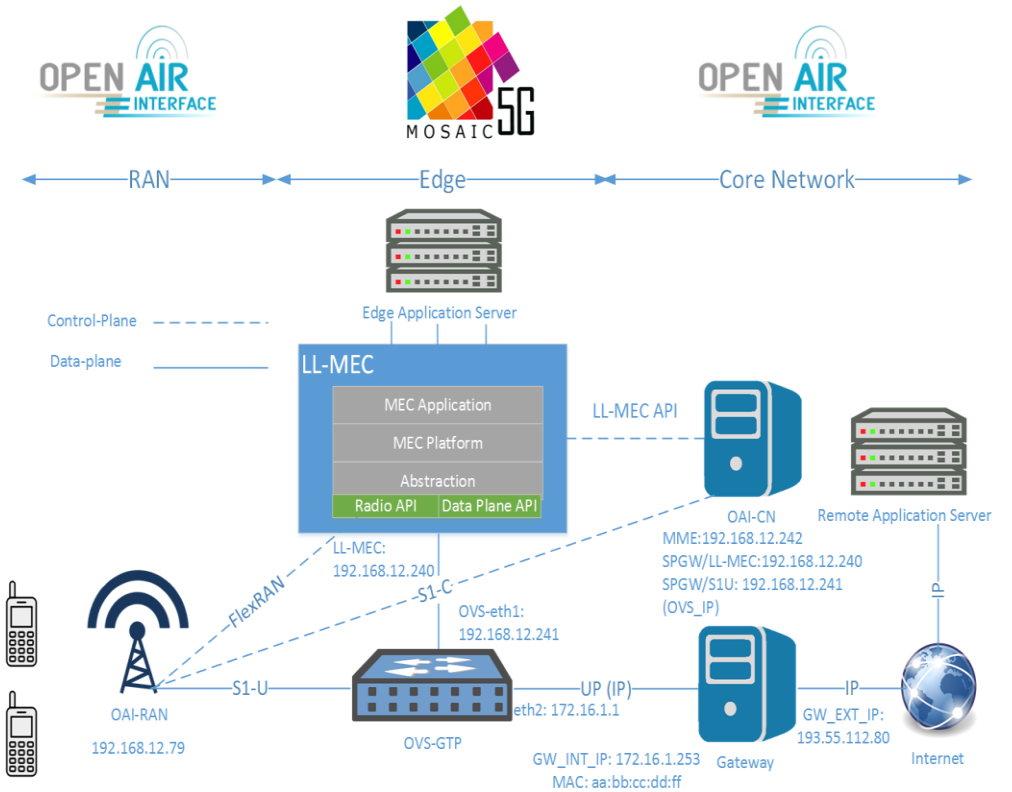


Digital Innovation Pilot - Vernon Smith Hall



Testbed Equipment

- 25 USRPS with various daughter boards
- 12x12x10 Anechoic Radio Chamber
- Two 3x2x1.5 Anechoic Radio Chambers
- Amtrol Sorter
- Corolla, Prius, Civic vehicles
- Four Quanser Robotic Arms
- Four Quanser Moving robots
- Three Driver Simulation Stations
- OPAL-RT Smart Grid Simulator
- Three Lidar (Sick, Velodyne)
- Traffic Controller Box (Intelight)
- Five Traffic Lights (Intelight)
- 2x2x2 Battery Explosion Chamber
- Two OctoClocks (NI)
- One Master Radio Clock
- Two Combined Color IR Cameras (Flier)
- Two COMSovereign 5G Radios
- Two mmWave 5G Radios
- Intel Multi-access Edge Server (MEC)
- OPNT Clock

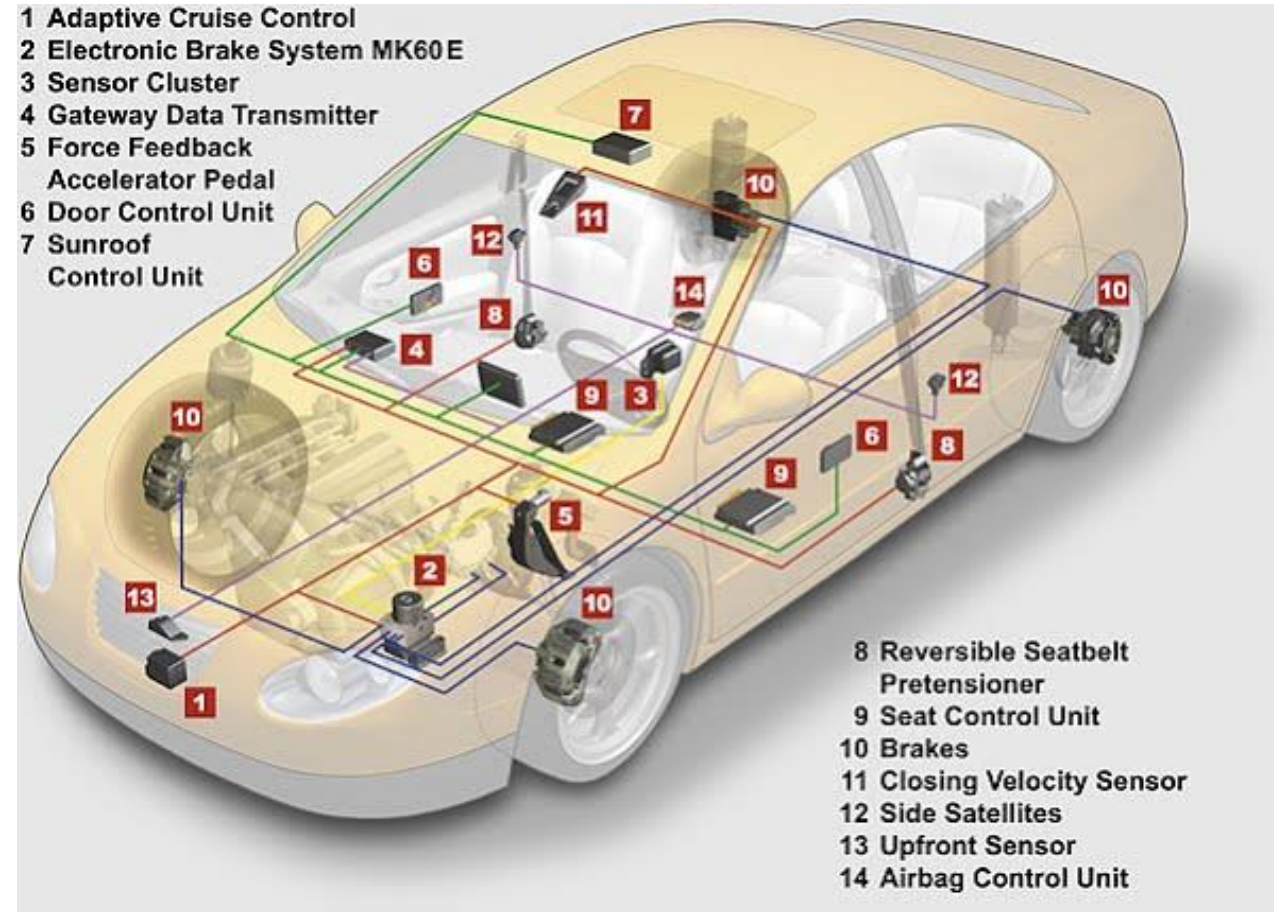


Research Spotlight: NextG based Connected Automated Vehicle Management



Internal Communication & Control of Vehicles

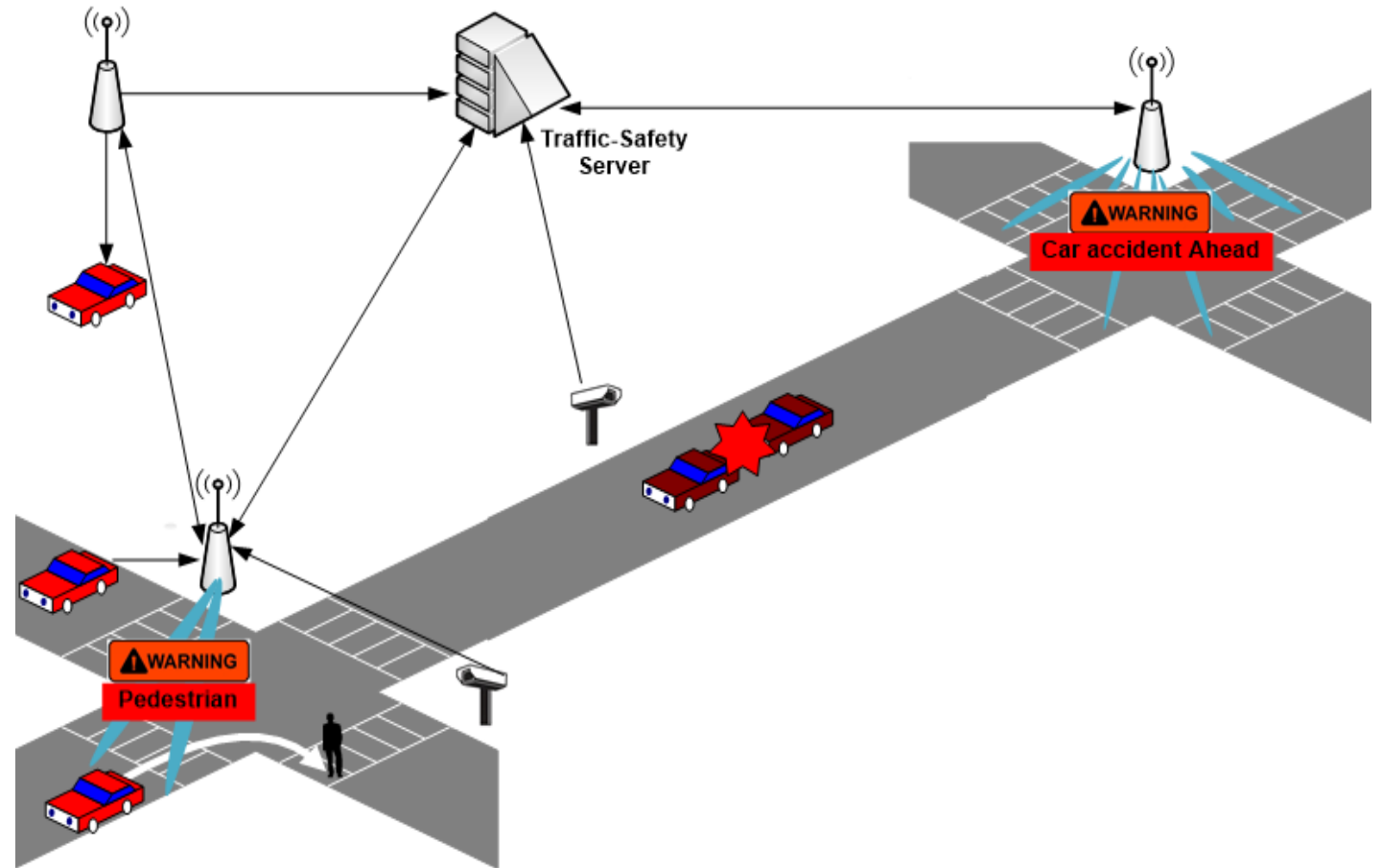
- ~30 – 40 Electrical Control Units (ECUs) in today's vehicles
- Monitoring, Sensing, Diagnostic and Control Functions
- Increased safety due to automatic control interventions
- ECUs have near real time access to information regarding the state of vehicle and actuation inputs from driver
- e.g. ABS can modulate pressure at 400Hz



Connected Vehicles and CV2X

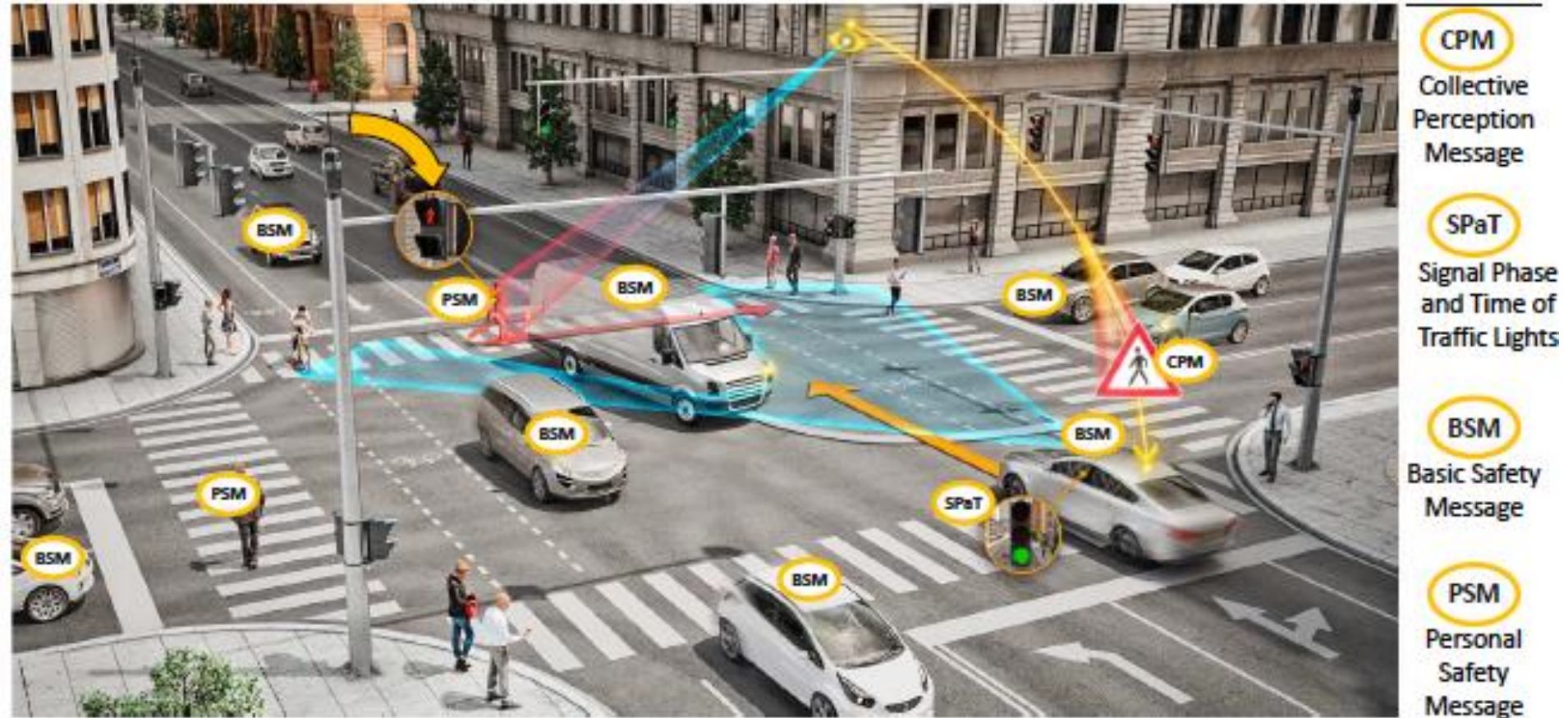
Proposal: Use MEC to Ensure Reliable and Rapid Communications

- Vehicles receive/broadcast Basic Safety Messages (BMS)
- SAE J2735 (engineering std) outlines the message stds for vehicles
- Now, there is a proposal to use 5G
- 5G promises to provide Ultra Reliable Low Latency (uRLLC) communication
- Very reliable, very rapid



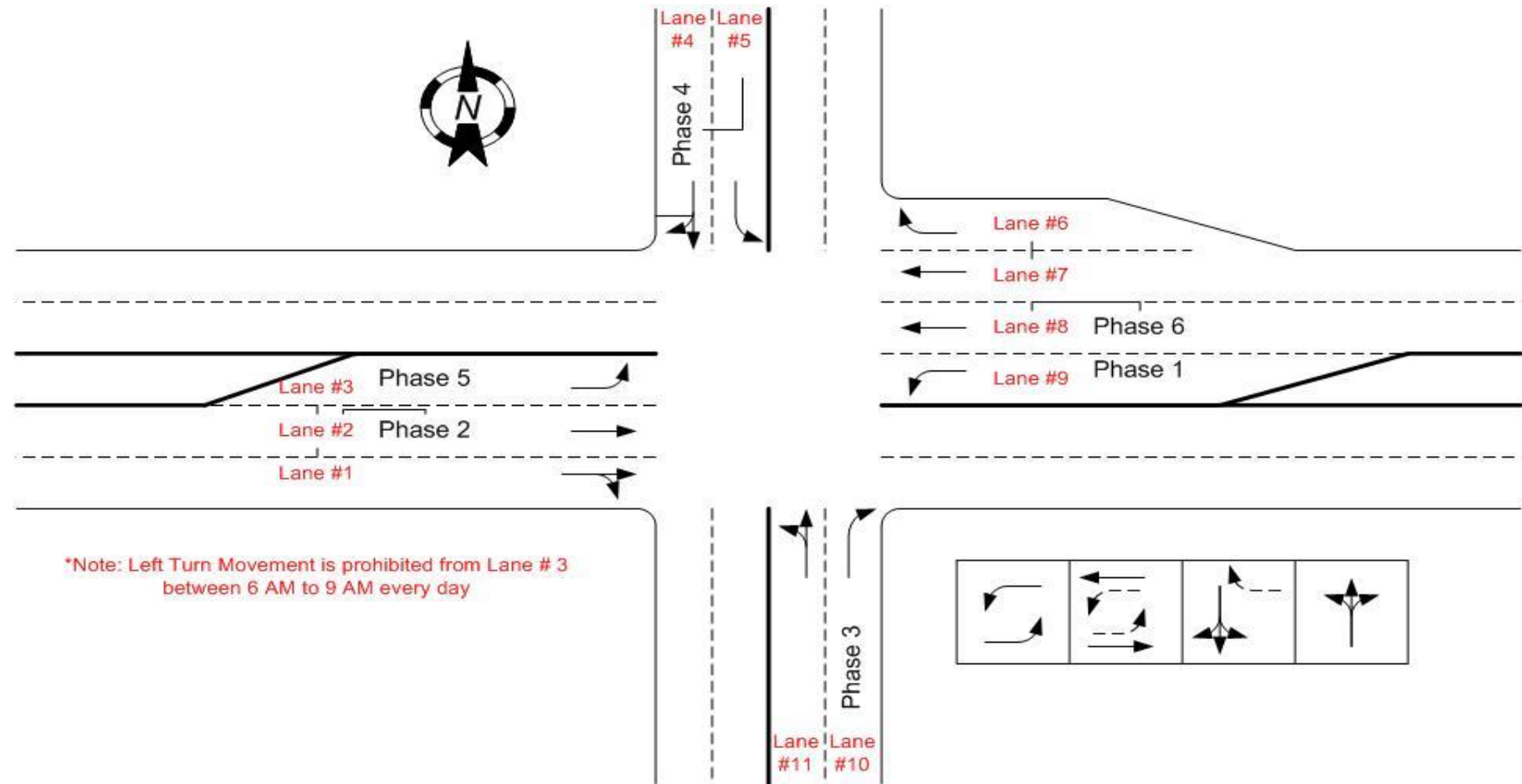
The Message Set (SAE J2735+)

- BSM: Basic Safety messages
 - Mostly emitted by vehicles
- SPaT: Emitted by traffic lights
- PSM/PBSM: Emitted by pedestrians
- CPM: Collective Perception Message
- CAM: Cooperative Awareness Messages
- MAP: Accurate maps



MAP Messages

- Encode the map details
- Includes lanes and possible ways to move from each lane for all approaches within an intersection
- Includes bike lanes, sidewalks
- Broadcasts to vehicles approaching the intersection continually at the rate of **once per second**.



The Challenge: Security of V2X



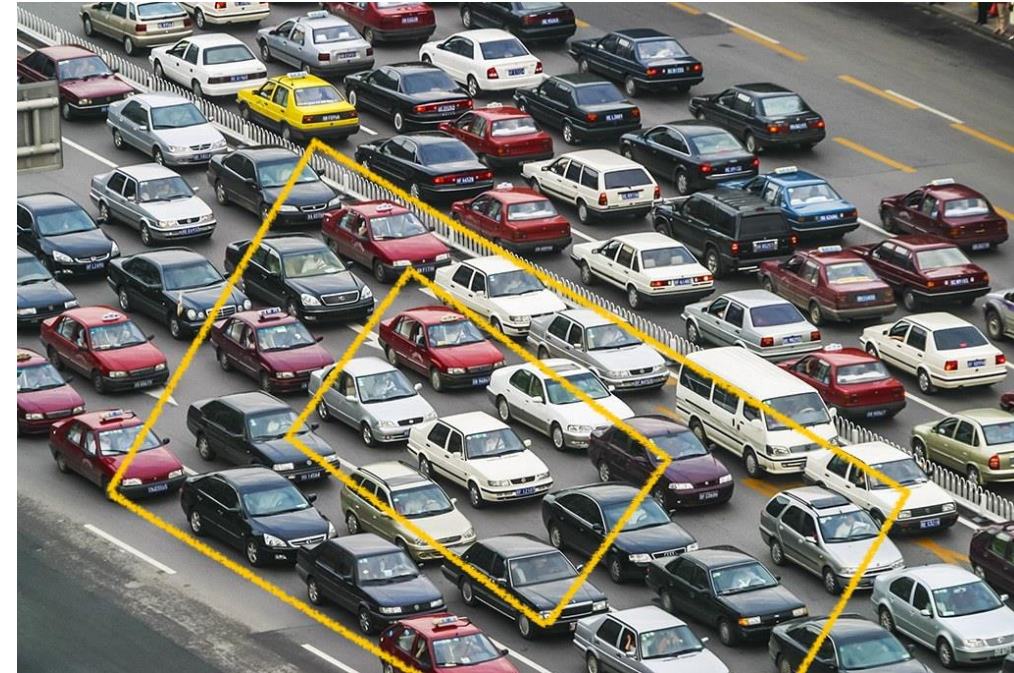
- Need: integrity, privacy and un-linkability
- What Trust management system can we use?
- NHTSA claims that no system exists today that is broad enough to validate RAPIDLY and SECURELY
- Reason for this admission:
 - Most of public systems e.g. military, or aviation communication involves trusted parties and use of private data network and certificate authorities
 - Private companies using internet rely on certificate authorities (e.g. browser validates)
- Question: How do we provide these capabilities at 10Hz (10x/sec)?
- Can a car process this much data?
 - Urban traffic ~ 1000 vehicles within range
 - Highway ~ 500 vehicles
- Existing network can't process and understand rapidly and securely

Vehicle Processing Algorithms

Prioritize the Messages to the Neighborhood and on the MEC

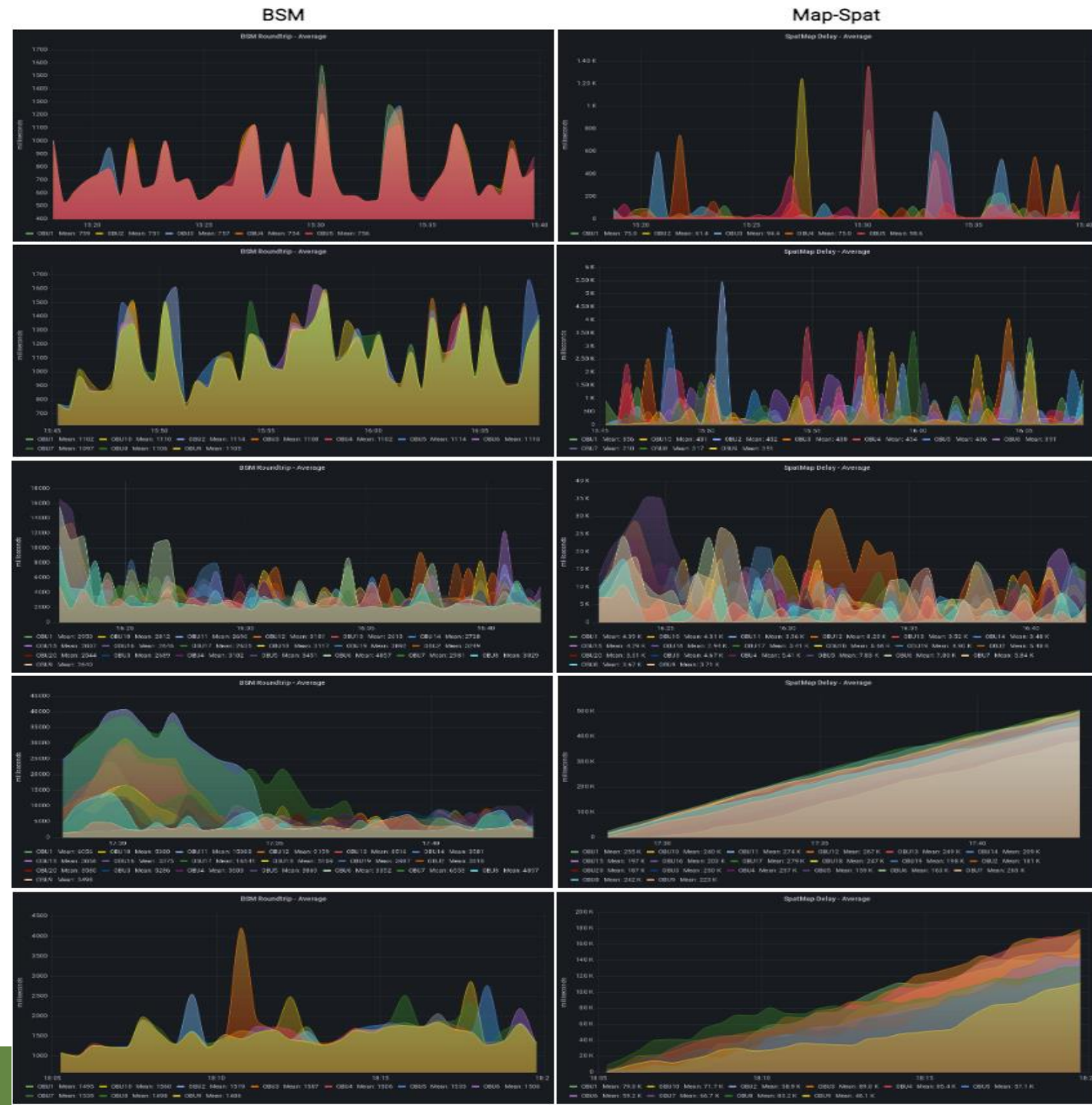
1. Primary (called Nearest Neighborhood)
 2. Secondary (called secondary Neighborhood)
 3. Tertiary (Every other vehicle in the same travelling direction)
- Do not verify messages from vehicles traveling in opposite direction on a divided highway (assumption: not safety critical)
 - Research uses a highway scenario (21 miles of bi-directional multilane I 95)
 - Increasing Vehicular Density

Methodology reduces the number of messages processed and validated by a single vehicle enabling rapid and more secure result



BSM (Vehicle) and MAP-SPaT (Traffic Signals) Messaging Combined

1. 5 Vehicles, 1 BSM every 2 seconds and 1 MAP-SPaT every second
2. 10 Vehicles, 1 BSM every 2 seconds and 1 MAP-SPaT every second
3. 20 Vehicles, 1 BSM every 2 seconds and 1 MAP-SPaT every second
4. 20 Vehicles, 1 BSM every second and 2 Map-Spats every second
5. 10 Vehicles, 1 BSM every second and 2 MAP-SPaTs every second



Solutions



- A true broadcasting capability is not supported by 5G now
 - Fortunately, 3GPP Release 17 calls for such a capability and we will implement and demonstrate how it will impact problem
- Employ multiple channels and bandwidths for the different messages.
- Employ multiple MEC systems within one traffic control area
- Employ inter-MEC communication and coordination protocols to meet the security and timing deadlines (use AI and enable SMART intersections)
- Employ appropriate cryptography to meet the integrity and un-linkability of the applications to protect privacy and identity

THANK YOU AND QUESTIONS?



GEORGE MASON UNIVERSITY

BOARD OF VISITORS

Academic Programs, Diversity, and University Community Committee Meeting

Thursday, December 2, 2021

AGENDA

I. Call to Order

II. Approval of Academic Programs, Diversity and University Community Committee Minutes from September 30, 2021 (Action Item)

III. New Business

A. Provost's Update (M. Ginsberg)

B. College Spotlight: Schar School of Policy and Government (M. Rozell)

C. Tech Talent Investment Program (TTIP) Update (K. Ball & L. Durant)

D. Program Actions (**Action Item**)

1. New Degree Program

a. Master of Computing

2. Degree Program Name Change

a. "BS Community Health" to "BS Public Health"

E. Faculty Actions (**Action Item**)

1. Elections of New Tenured Faculty

F. Announcements

1. Appointment of Faculty

2. Appointment of Administrative and Professional Faculty

3. Appointments/Reappointments of Deans/Directors and Department
Chairs/School Directors

4. Renewals and Reappointments

5. Separations

6. Other Announcements

7. Summary of Faculty Actions and Announcements

IV. Adjournment

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Academic Programs, Diversity & University Community Committee**

MINUTES

Thursday, September 30, 2021
1:20– 2:10 PM

PRESENT: Chair: Simmi Bhuller Vice Chair: Carolyn Moss; Visitors: Horace Blackman, Juan Carlos Iturregui, Wendy Martinez, Nancy Prowitt, Paul Reagan and Bob Witeck; Faculty Senate Chair: Melissa Brockelman-Post; Staff Senate Chair, Erin Iacangelo Rogers; Staff Representatives: Provost Mark Ginsberg, Rose Pascarell and Sharnnia Artis; Student Representative: Natalia Kanos

ABSENT: Visitor: Anjan Chimaladinne; Faculty Representative: Christy Pichichero

I. The meeting was called to order by Chair Simmi Bhuller at 1:20 PM.

II. Approval of Minutes (Action Item)

It was **MOVED** by Visitor Bhuller and **SECONDED** by Visitor Witeck that the minutes from the May 6, 2021, meeting be approved. **MOTION CARRIED UNANIMOUSLY.**

III. New Business

A. Provost's Update

Mark R. Ginsberg – Provost and Executive Vice President

Rose Pascarell – Vice President, University Life

Provost Mark Ginsberg provided an update on the Fall 2021 semester, shared data on fall semester classes, student enrollment, study abroad programs and other issues pertinent to academic programs including a review of recent university rankings. He also highlighted the recently refreshed Office of the Provost Structure, formulation of Inclusive Excellence Plans by academic and administrative units and recent honors received by members of the faculty.

Rose Pascarell, Vice President for University Life, provided an overview of fall student move-in and current university life programs including several ongoing student programs that promote student's mental health including the *Patriots Thriving Together* and *Mason Chooses Kindness* initiatives.

B. Enrollment Update

David Burge – Vice President, Enrollment Management

Alan Byrd – Dean, Admissions

David Burge, Vice President and Enrollment Management, and Alan Byrd, Dean of Admissions, provided an update on enrollment and registration for Fall 2021. In Fall 2021, Mason welcomed the university's largest incoming class to date with much of this growth coming from graduate enrollment. While headcount is increasing, there is a drop in the credit hours that students are taking. Mason's student body remains diverse with 57% of the incoming freshman class being from underrepresented groups.

C. TTIP and IDIA

Due to time constraints this agenda topic was postponed until the December 2 APDUC meeting.

D. Program Actions

Chairperson Bhuller called for a **MOTION** to approve the actions; Visitor Moss **MOVED**; and Visitor Witeck **SECONDED** the following program actions:

1. Program Name Change
 - a. “MA International Commerce and Policy” to “MA Global Commerce and Policy”
2. Program Closures
 - a. MS, Physical Education
 - b. BS Ed Health Education

E. Faculty Announcements

Faculty announcements were acknowledged for the Committee’s benefit. No further discussion was held.

IV. Adjournment

Chairperson Bhuller adjourned the meeting at 1:20 PM.

Respectfully submitted,

Sarah Parnell
Secretary Pro Tem

**Board of Visitors:
Academic Programs,
Diversity and University
Community Committee**



Thursday, December 2, 2021

Agenda

- I. Call to Order
- II. Approval of Minutes (Action Item)
- III. New Business
 - A. Provost's Update
 - B. College Spotlight: Schar School of Policy and Government
 - C. Tech Talent Investment Program (TTIP) Update
 - D. Program Actions (Action Item)
 - E. Faculty Actions (Action Item)
 - F. Announcements
- IV. Adjournment

II. Approval of Minutes

Approval of Minutes

(Action Item)

September 30, 2021

III. New Business

Provost's Update

Mark R. Ginsberg, Ph.D.

Provost and Executive Vice President

Changes in Fall 2021



Thanksgiving and Winter Break Guidance

Exit Testing

ALL students encouraged to test 1 – 2 days prior to leaving campus

Residential Students

REQUIRED to get a COVID test within 1- 2 days of returning to campus

Non-Residential Students

ENCOURAGED to get a COVID test within 1- 2 days of returning to campus

Those with approved medical exemptions or not fully vaccinated must test twice with at least 48 hours between their first and second test.

December Graduation Options



Graduation Ceremony

- Thursday, Dec. 16: Ceremonies at 10 am and 2 pm
- Thursday, Dec. 16: Doctoral ceremony at 4 pm
- Formal faculty procession, keynote speaker, music, etc.
- Families and guests invited to attend
- Regalia required

FALL 2021	Graduation Numbers
89	Doctoral Candidates
870	Graduate Students
1,544	Undergraduate Students

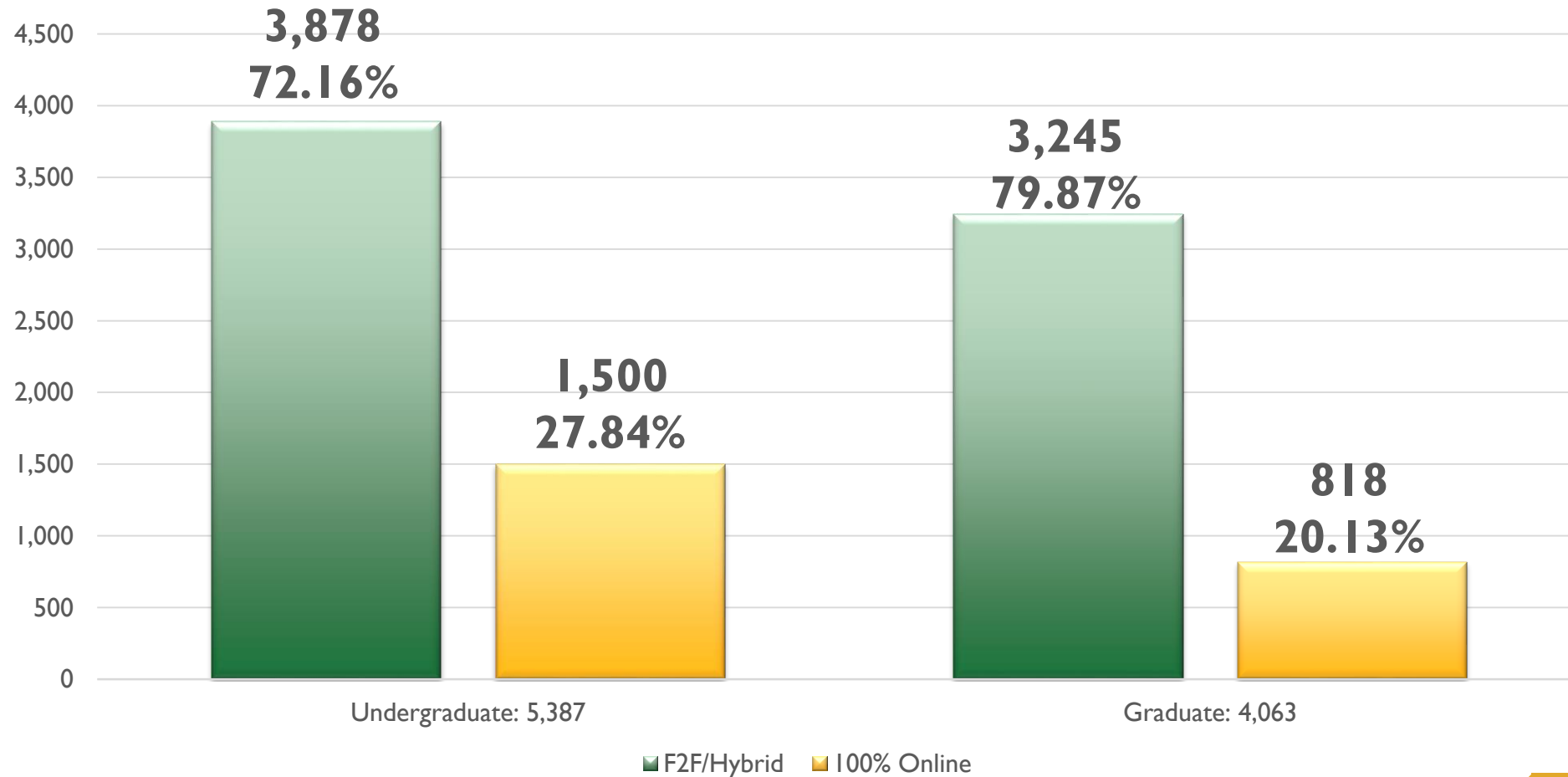
Patriot Procession

- Tuesday, Dec. 14, 12 – 7 pm & Wed., Dec. 15, 10 am – 4 pm
- Graduates' names called, cross stage and photographed
- Families and guests invited to attend
- Regalia recommended but not required

Spring Semester Schedule

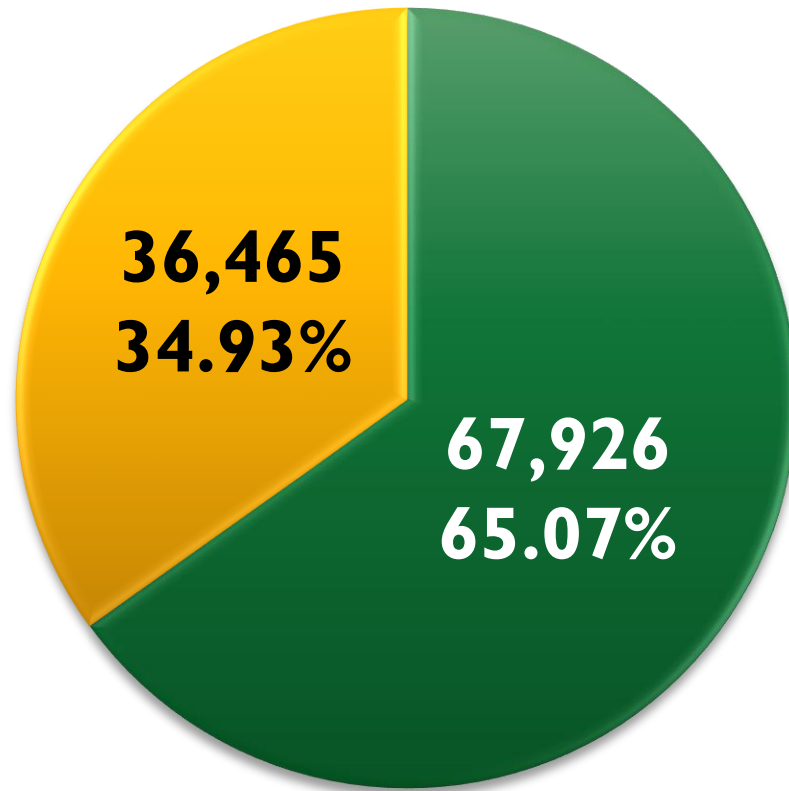
- Spring semester begins Monday, January 24
- Continuing focus on COVID-19 prevention
- Spring Break (March 14 – 18)
- Spring Commencement: Friday, May 20

Spring Sections by Modality



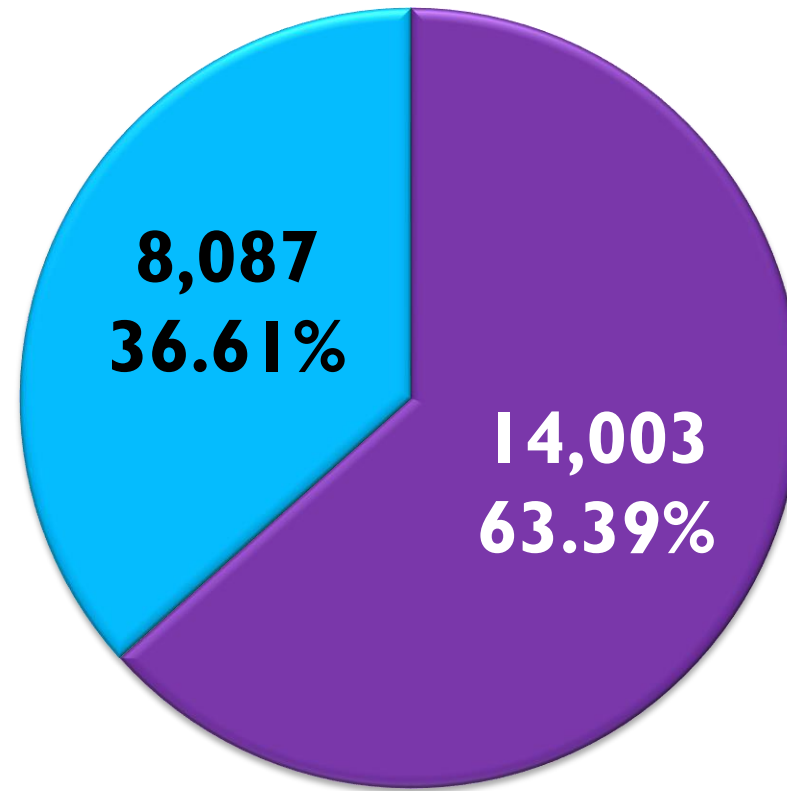
Spring Registrations*

Total UN Registrations: 104,391



■ Face-to-Face ■ Entirely Online

Total GR Registrations: 22,090



■ Face-to-Face ■ Entirely Online








***As of November 29**

College & School Leadership Transitions



Study Abroad Update

Faculty-Led Winter Break 2022 108 Students in 7 Countries

	France 29
	Germany 11
	Ireland 10
	Italy 23
	Morocco 29
	Nepal 8
	Switzerland 10

Spring 2022 Semester 321 Students in 22 Countries

China	Malta
Costa Rica	Netherlands
Cyprus	Russia
Ecuador	South Africa
France	South Korea
Germany	Spain
Greece	Sweden
Hong Kong	Switzerland
Ireland	Taiwan
Italy	Thailand
Japan	UK

College of Public Health



Final Steps in Becoming a College of Public Health

- Submit revised PhD degree program to Council on Education for Public Health (CEPH) for accreditation; approval by March 1, 2022
- Submit Initial Application Submission to CEPH by April 1, 2022
- BOV request to approve college of public health name change at May 5, 2022 meeting conditional on CEPH approval (decision expected by June 30, 2022)
- Submit formal name change request to SCHEV by July 1, 2022
- Expect SCHEV approval between August 15, 2022 and September 12, 2022

Celebrating Service at Mason

40 Forty-Year Service Recipients



R. Christian Jones
Environmental Science and Policy



Linda Miller
School of Dance

45 Forty-Five-Year Service Recipients



James Bennett
Economics



Stuart Malawer
Schar School of Policy and Government

50 Fifty-Year Service Recipient



James Trefil
Physics, Robinson Professors

Other Employee Milestones of Service

Five Years: 242

Fifteen Years: 138

Twenty-Five Years: 35

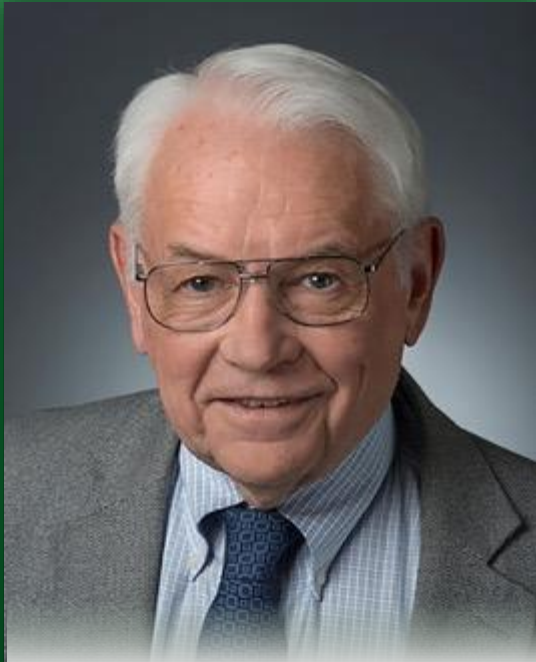
Thirty-Five Years: 13

Ten Years: 143

Twenty Years: 79

Thirty Years: 38

Faculty Honors



Peter Stearns

**Scholarly Distinction Award
to Senior Historians for
Lifetime Achievement**
*American Historical
Association*



Allison Redlich

Fellow
*American Psychological
Association*
Mentor Award
*American Society of
Criminology*



Michael Bloom

Fellow
*American College of
Epidemiology*

Faculty Honors



Sam Salem

**National 2021 Educator
of the Year Award**
*Construction Management
Association of America*



Linda Seligmann

Member
*Virginia Humanities
Board of Directors*



Nathan Kathir

Chair
*American Society of Civil Engineers
Committee on Accreditation*
Member
*Engineering Accreditation
Commission Executive Committee*



Transforming the Schar School

Dean Mark J. Rozell

December 2, 2021

FY'21 Financial Performance

In-State Tuition	\$10.5M	Up 15%
Out-of-State Tuition	\$10.6M	Up 6%
Total Expenditures	\$17.2M	\$400k below authorization
Net Profit	\$1.6M	Highest in school's history
Reserves	\$3.5M	Highest in school's history
Reserves/Budget	20%	Well above 10% minimum recommended by Budget Office

A selection of grants awarded to Schar School faculty since June 1, 2021.

\$1.7 million from NSF for Naoru Koizumi's work on the optimal desensitization protocol for kidney paired donation

\$1.2 million from NSF for Maurice Kugler's work on how artificial intelligence can support workers with ADHD in the construction industry

\$850,000 from the Carnegie Corporation of New York for Bassam Haddad's work on enhancing publicly engaged scholarship in the Arab region

\$499,000 from the Breakthrough Energy Foundation for David Hart's work on the promising economics of "green" manufacturing jobs

\$250,000 from the Robert Wood Johnson Foundation for John Earle's work estimating the impact of the Community Reinvestment Act on entrepreneurship, employment, and income by race and ethnicity

\$180,000 (supplemental funding) from NSF for Louise Shelley's work disrupting counterfeit supply chains

\$150,000 from the Henry Luce Foundation for Peter Mandaville's work on new approaches to engaging religion in U.S. foreign policy

*Zoltan Acs is the
second most-cited
professor at Mason*



Zoltan Acs
h-index 103
66,262 citations



Ken Button



John Earle



James Olds

Most University Professors at Mason



Louise Shelley



Faye Taxman



Janine Wedel

Shaping Public Opinion

Media Coverage From November 1 – 14:

- Seven op-eds by Schar School faculty in *The Washington Post*
- Faculty cited in the press: *The Washington Post* (21 times), *The Hill* (5), *Politico* (3), *Los Angeles Times*, *Popular Mechanics*, *USA Today*, *The Wall Street Journal*
- Appeared on ABC News, CNN, NPR



Washington Post-Schar School Poll valued
at **\$114M** in earned media for the Schar
School since June '20.



The Steven S. Fuller Institute

Director Jeannette Chapman:

- *Virginia Business's* '100 People to Meet in 2021'
- *Washington Business Journal's* '40 Under 40' List

Stephen S. Fuller

for Research o

Three New Undergraduate Learning Communities



President Washington speaking at Democracy Lab.



General Michael V. Hayden



Ellen Laipson



Andrew McCabe



Michael Morell

Distinguished Public Servants

THE SOUTH AND THE **TRANSFORMATION** OF U.S. POLITICS



CHARLES S. BULLOCK III
SUSAN A. MACMANUS
JEREMY D. MAYER
MARK J. ROZELL



AFRICAN AMERICAN STATEWIDE CANDIDATES IN THE NEW SOUTH

Charles S. Bullock, III, Susan A. MacManus,
Jeremy D. Mayer, and Mark J. Rozell

TTIP Update

Ken Ball, Dean, College of Engineering and Computing
Liza Wilson Durant, Associate Provost, Strategic
Initiatives and Community Engagement

VIRGINIA'S TTIP VISION

- A tech talent pipeline in partnership with 11 Virginia public universities to produce 31,000 technology graduates across the entire Commonwealth of Virginia from 2019-2039
- Meet the employment demands of tech companies across the Commonwealth, including Amazon
- Commonwealth is providing \$961.5 to Virginia's public universities over next 20 years, contingent upon university enrollment and matching fundraising targets
- Resources include both capital and operational funds
- George Mason will receive \$235M from Virginia. An additional \$125M Philanthropic Match is required.

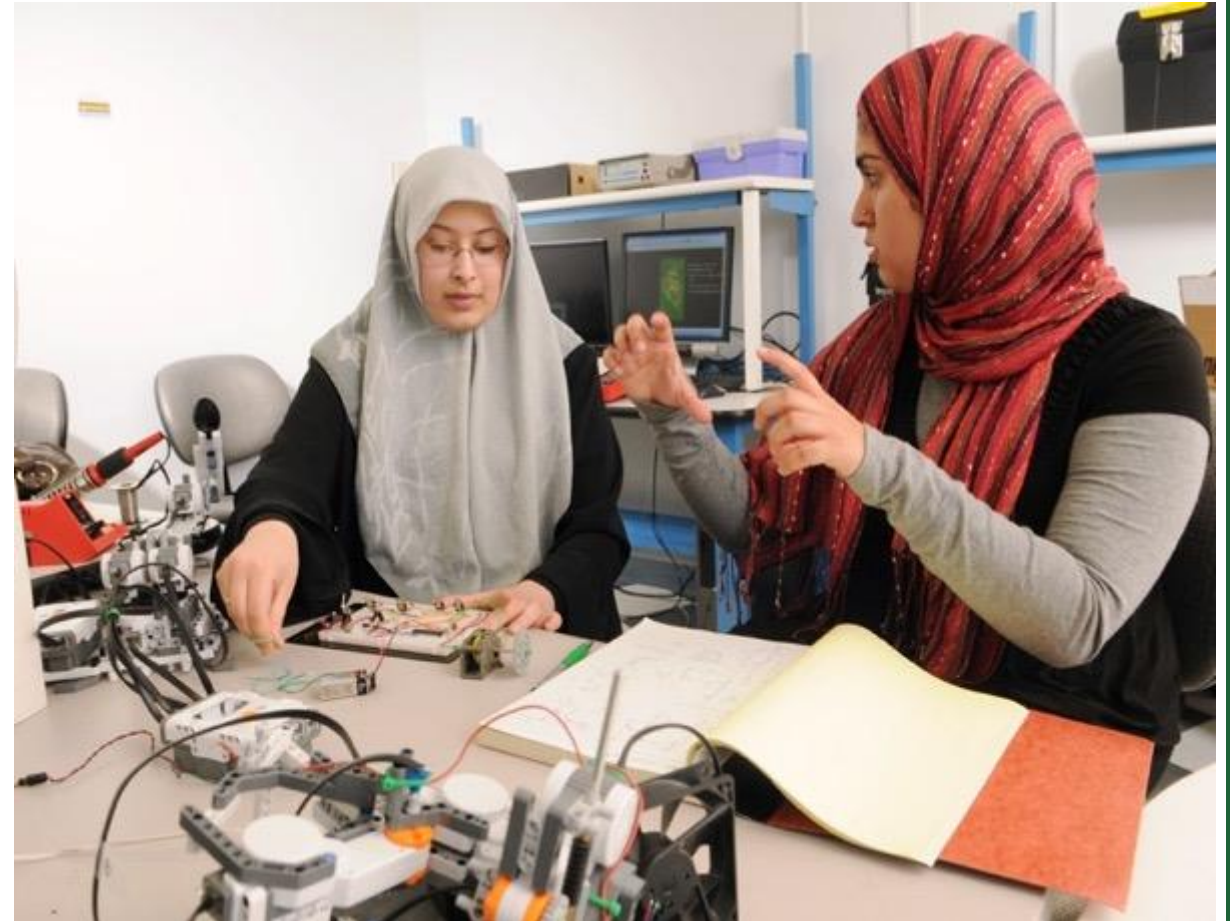
TTIP ELIGIBLE PROGRAMS

BACHELOR'S PROGRAMS

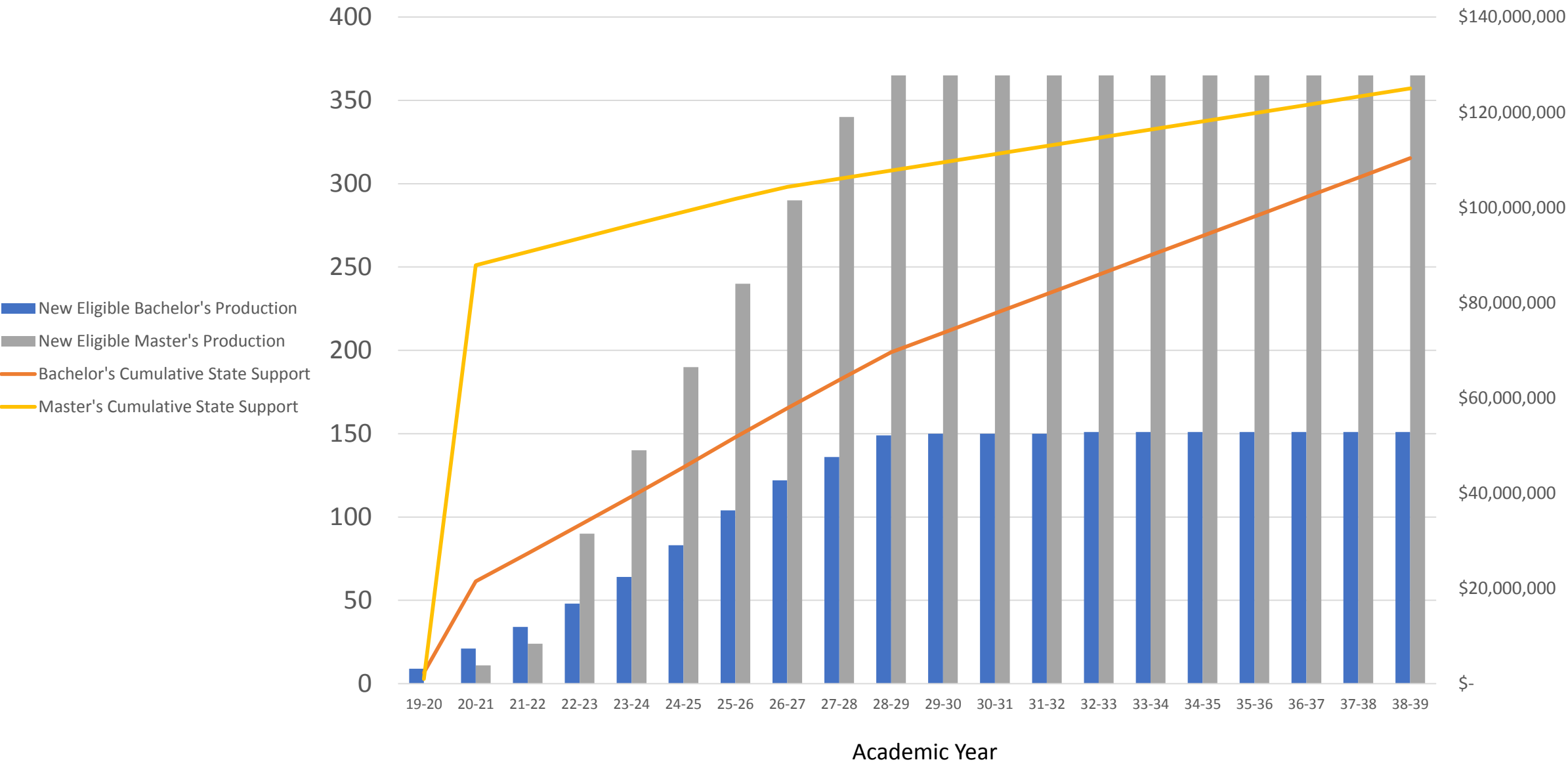
- **Applied Computer Science (ACS) – 11.0701**
- **Computer Engineering (CpE) – 14.0901**
- **Computer Science (CS) – 11.0101**

MASTER'S PROGRAMS

- **Computer Engineering (CpE) – 14.0901**
- **Computer Science (CS) – 11.0101**
- **Computer Software Engineering (SWE) – 14.0903**

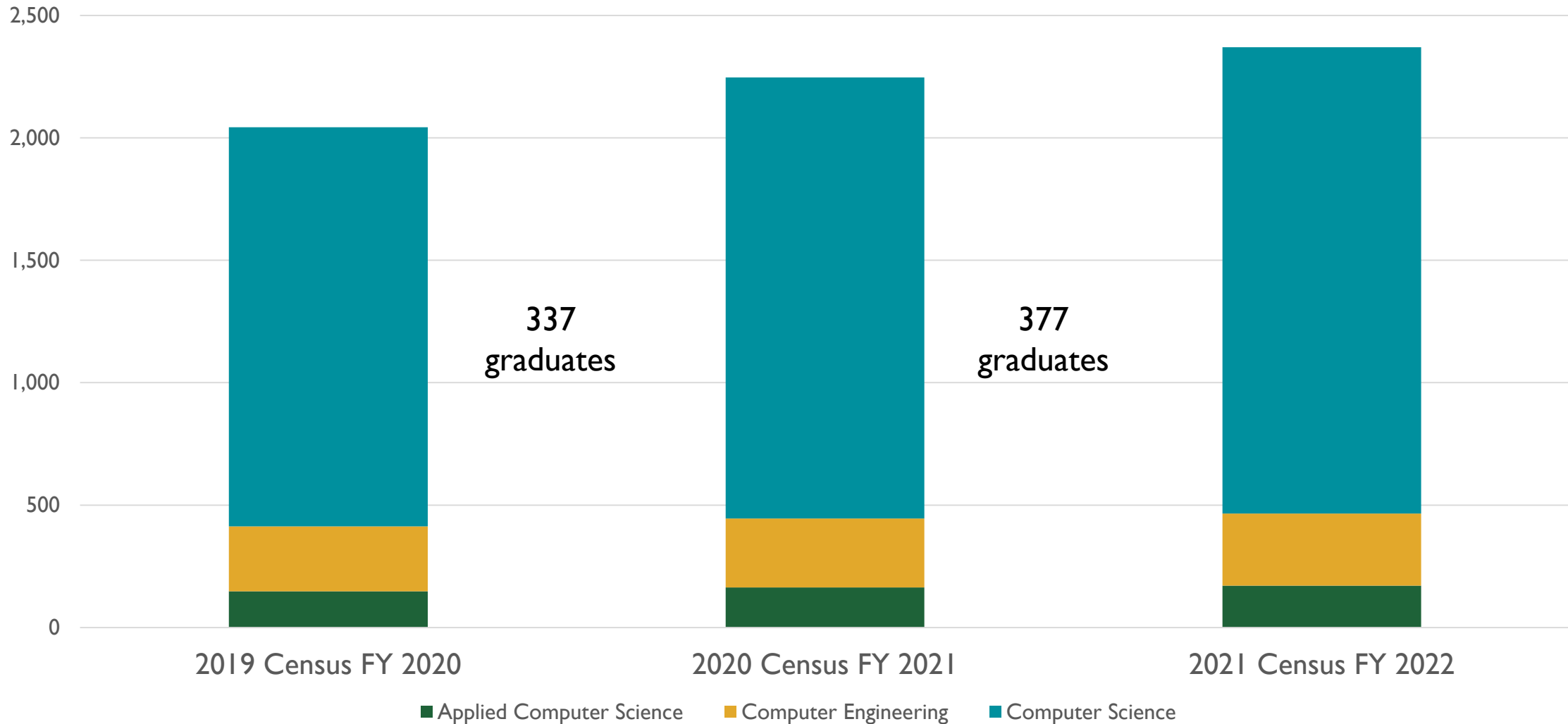


TTIP PRODUCTION GOALS & CUMULATIVE STATE SUPPORT



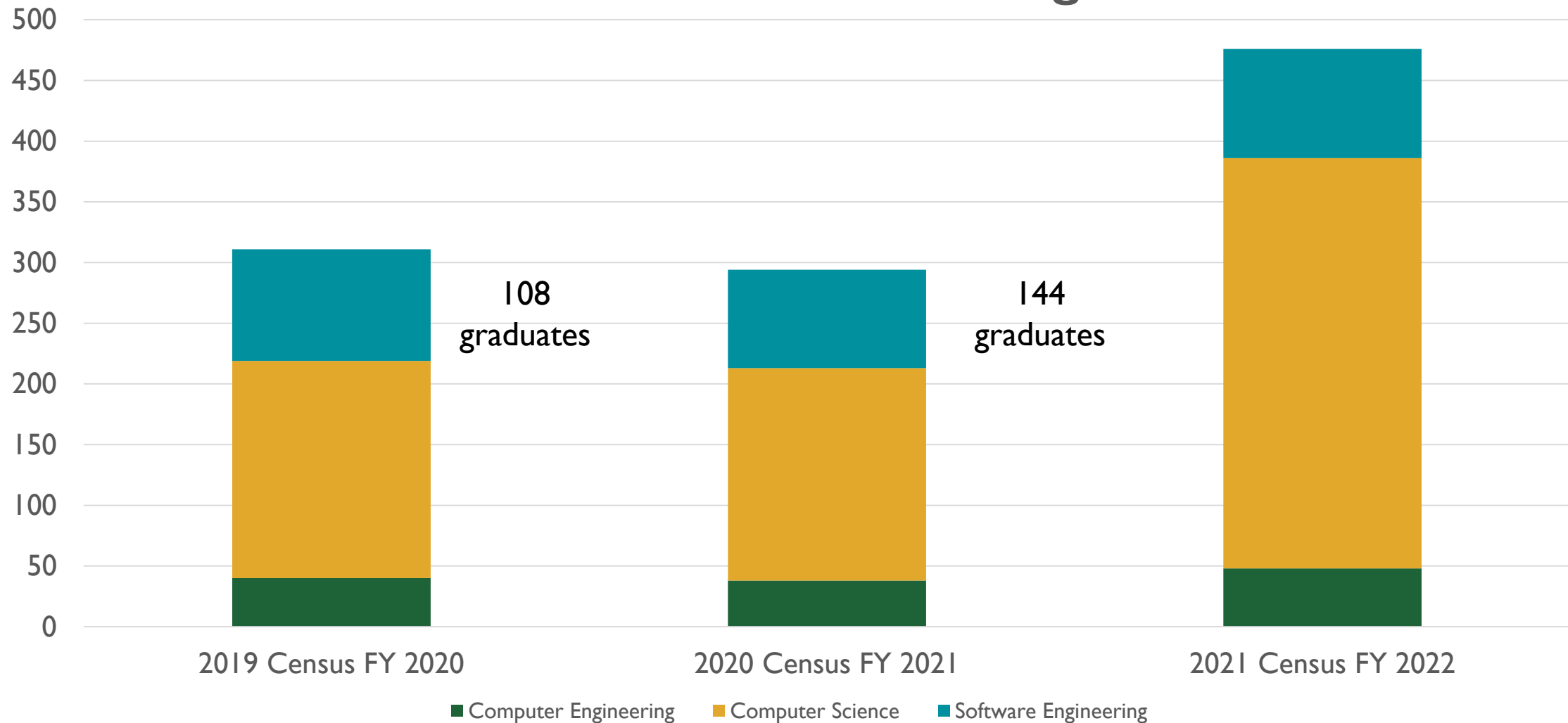
BS TTIP PROGRAM ENROLLMENT (HC)

Enrollment in TTIP BS Programs



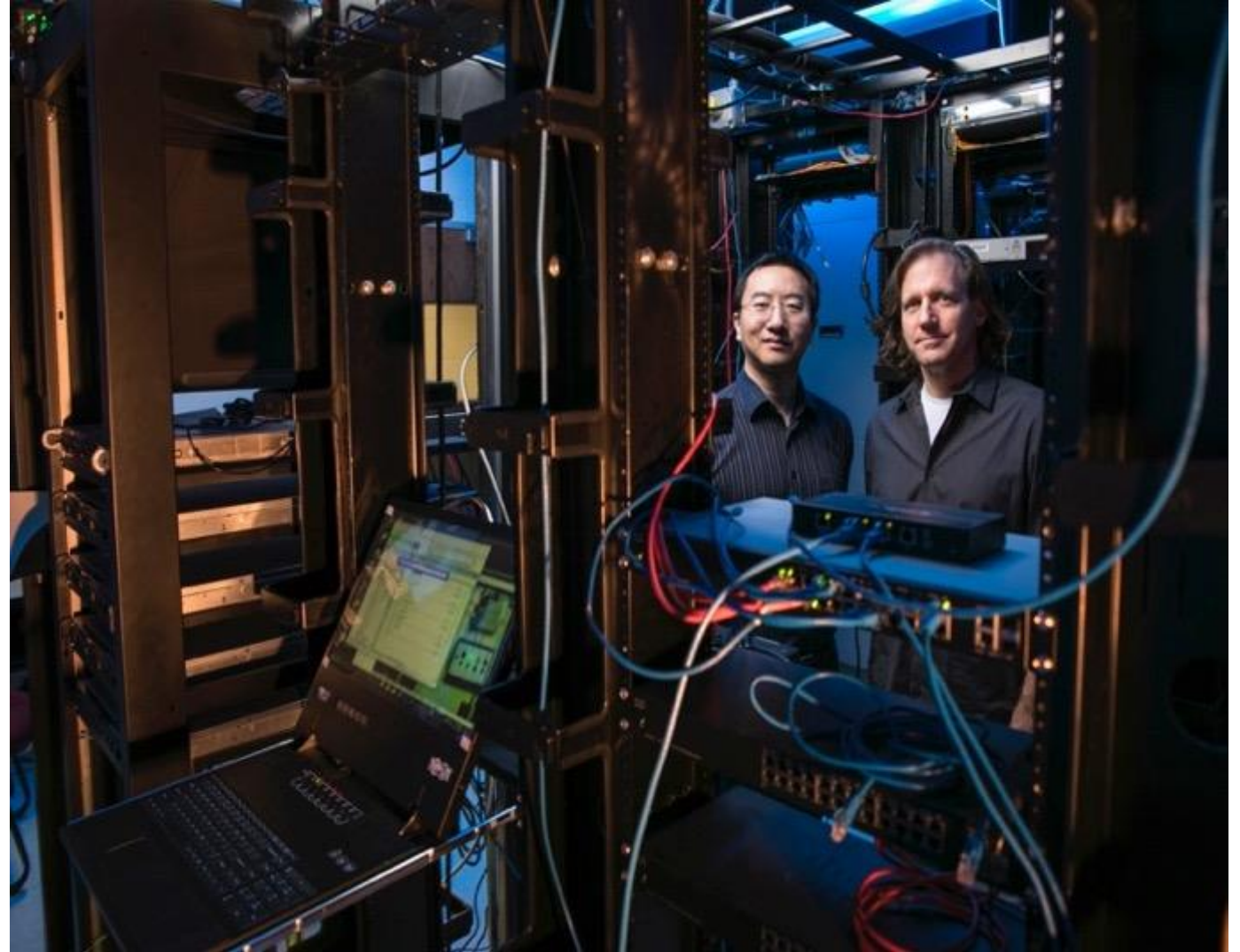
MS TTIP PROGRAM ENROLLMENT (HC)

Enrollment in TTIP MS Programs



OPERATIONAL INVESTMENTS

- Faculty Hires
- Marketing & Recruitment
- Student Retention



TTIP FACULTY HIRING

23 TTIP Hires to Date

20 Tenure Track

3 Term

Departments

Computer Science

Cyber Security Engineering

Electrical and Computer
Engineering

Information Sciences and Technology

Mathematical Sciences

2 Thematic Hire Clusters

AI, Social Justice, and Public Policy

Computational Systems Biomedicine



MARKETING & RECRUITMENT

Search Engine Marketing, Paid Social Media ads (Facebook, Instagram), Digital Banner Ads

Goals

- Attract more prospective students
- Build brand awareness

Campaigns

- Pilot March – May 2021
- Expanded Oct 21 – May 2022



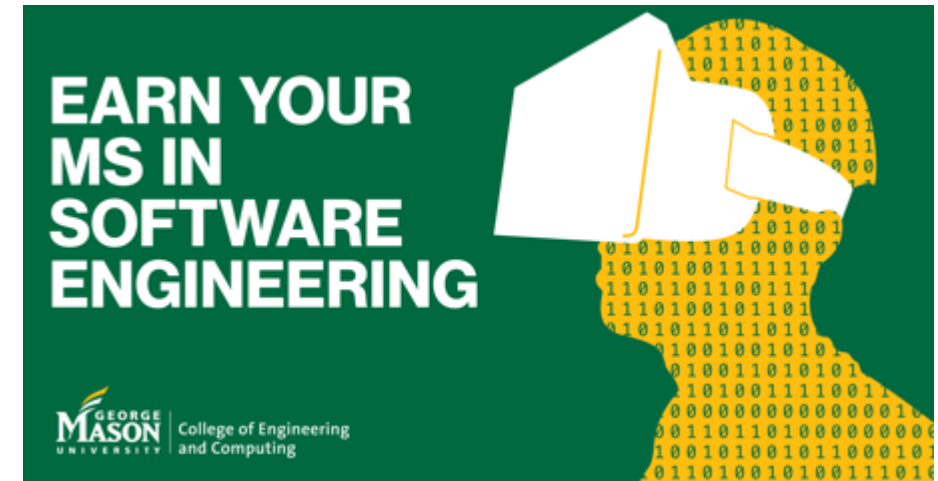
MARKETING & RECRUITMENT

MS International Student Recruitment

Increased engagement with INTO
External Vendor - GenNext to recruit
students in India

Increased outreach and marketing of BAM programs Breakthrough Tech

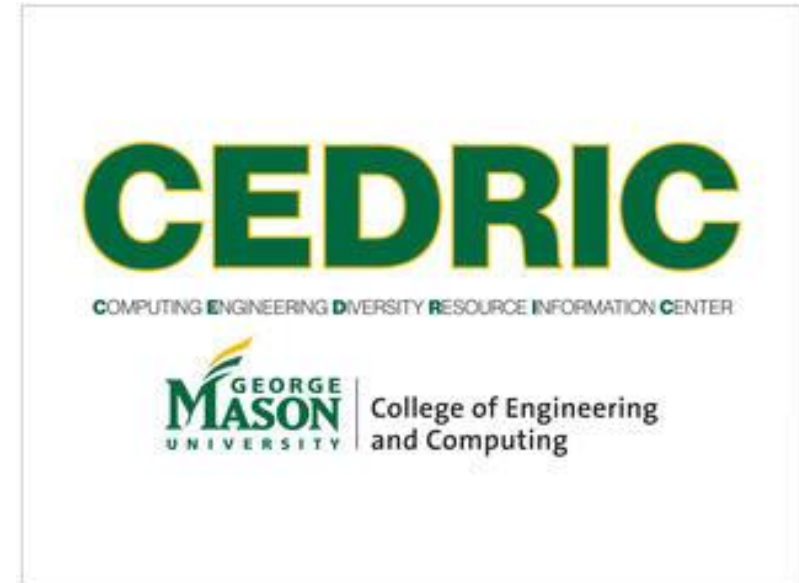
Undergraduate female student focused
Increase in proportion of women in
incoming class
(24% up from 19% two years ago)



STUDENT RETENTION

Community Building

- Computing & Engineering Diversity Resource Information Center (CEDRIC) launched October 2021
- Increased engagement with student groups
- Peer mentorship and cohort models for undergraduate students supported by faculty and staff advisors



STUDENT RETENTION

Curriculum Reform

Optimization of introductory courses (“CS 0” and “CS 1”) to be welcoming regardless of prior CS exposure

Data Analysis

- Hiring 2 data analysts (CEC and OIEP)
- Support data collection and analysis related to student performance and retention



III. New Business

Program Action (Action Item)

Motion: I move to approve, en bloc, the following program actions as outlined in the meeting materials.

- New Degree Program
 - Master of Computing
- Degree Program Name Change
 - “BS Community Health” to “BS Public Health”

III. New Business

Faculty Action

(Action Item)

Motion: I move to approve, the following faculty actions as outlined in the meeting materials.

- Elections of New Tenured Faculty

III. New Business

Announcements

- Appointment of Faculty
- Appointment of Administrative and Professional Faculty
- Appointments/Reappointments of Deans/Directors and Department Chairs/School Directors
- Renewals and Reappointments
- Separations
- Other Announcements
- Summary of Faculty Actions and Announcements

IV. Adjournment

Adjournment

ITEM NUMBER:

Masters in Computing Degree Proposal

PURPOSE OF ITEM:

The Master of Computing Degree Proposal is in development for submission to the State Council of Higher Education for Virginia (SCHEV) for Fall 2023. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

The purpose of the proposed Master of Computing degree program is to prepare students from non-computing undergraduate backgrounds to use and apply computing techniques and knowledge. This innovative program will prepare students to contribute to the software industry in the many and varied high-demand, lucrative positions (such as user interface-user experience (UI-UX) design, software project management, computing security policy and practice, systems analyst, and software quality assurance) that require interdisciplinary knowledge of computing coupled with other fields. The program as a whole will ensure graduates are well-versed in all the key components of computational thinking, including decomposition, pattern recognition, abstraction, organization and analysis of data, and algorithm design, with the perspective of how to apply computational thinking to all types of problems.

The proposed program will serve industry needs by supplying graduates with master's level computing knowledge, skills, and abilities for employment in jobs such as user experience designer, computing project manager, machine learning engineer, and security systems administrator. Because of its innovative ability to attract students from non-computer science and non-STEM backgrounds, the proposed program will also broaden participation in computing by under-represented groups

REVENUE IMPLICATIONS:

George Mason University and the College of Engineering and Computing have the resources needed to initiate and sustain the proposed degree program. No additional resources will be required to initiate or sustain the proposed program.

STAFF RECOMMENDATION:

Staff recommends Board approval.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Announcement Form

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Computing (MComp)
Degree Program Name	Computing
CIP code	11.0701
Anticipated Initiation Date	Spring 2023
Governing Board Approval Date (actual or anticipated)	Anticipated December 2, 2021

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

New courses are indicated with an asterisk.

Core Courses: 15 credits

COMP 500: Fundamentals of Mathematics and Computing (3 credits)

COMP 501: Computer Programming Foundations I (3 credits)

COMP 502: Mathematical Foundations of Computing I (3 credits)

COMP 503: Computer Systems Foundations I (3 credits)

COMP 505: Ethical and Legal Challenges in Computing (3 credits)*

Concentration Areas: 15 credits

All students select a concentration area.

Computing Project Management

Required Course (3 credits)

AIT 655: Applied Project Management for IT Professional (3 credits)

Restricted Electives (12 credits)

Students choose four courses from the following.

AIT 665: Managing Information Technology Programs in the Federal Sector (3 credits)

COMP 690: Computing Capstone Project (3 credits)

GBUS 653: Organizational Behavior (3 credits)

MBA 712: Project Management (3 credits)

MBA 715: Advanced Project and Program Management (3 credits)

SWE 625: Software Project Management (3 credits)

Cyber Security Policy and Practice

Required Courses (9 credits)

COMP 511: Computer Programming Foundations II (3 credits)
AIT 660: Cybersecurity Fundamentals (3 credits)
 or ISA 562: Information Systems Security and Practice (3 credits)
ISA 650: Security Policy (3 credits)

Restricted Electives (6 credits)

Students choose two courses from the following.

AIT 670: Cloud Computing Security (3 credits)
AIT 702: Incident Handling and Penetration Testing (3 credits)
COMP 521: Usable Security (3 credits)
COMP 690: Computing Capstone Project (3 credits)
ECE 646: Applied Cryptography (3 credits)
ISA 652: Security Audit and Compliance Testing (3 credits)
SWE 681: Secure Software Design and Programming (3 credits)

Machine Learning in Practice

Required Courses (9 credits)

COMP 511: Computer Programming Foundations II (3 credits)
AIT 636: Interpretable Machine Learning (3 credits)
CS 584: Theory and Applications of Data Mining (3 credits)

Restricted Electives (6 credits)

Students choose two courses from the following.

AIT 664: Information: Representation, Processing and Visualization (3 credits)
AIT 736: Applied Machine Learning (3 credits)
AIT 746: Advanced Applied Machine Learning (3 credits)
CS 504: Principles of Data Management and Mining (3 credits)
COMP 690: Computing Capstone Project (3 credits)
ECE 527: Learning from Data (3 credits)
ECE 552: Big Data Technologies (3 credits)

User Experience Design

Required Courses (6 credits)

COMP 511: Computer Programming Foundations II (3 credits)
SWE 632: User Interface Design and Development (3 credits)

Restricted Electives (9 credits)

Students choose three courses from the following.

AIT 684: Interactive Visualization and Data Analytics (3 credits)
AIT 716: Human Computer Interaction (3 credits)
COMP 521: Usable Security (3 credits)*
COMP 522: Accessibility and Assistive Technologies (3 credits)
COMP 690: Computing Capstone Project (3 credits)*
EDIT 802: Cognition and Technology: A Multidisciplinary Approach (3 credits)
PSYC 530: Cognitive Engineering: Cognitive Science Applied to Human Factors (3 credits)
PSYC 645: Research Methods in Human Factors and Applied Cognition (3 credits)

PSYC 734: Seminar in Human Factors and Applied Cognition (3 credits)
PSYC 768: Advanced Topics in Cognitive Science (3 credits)
SOC 634: Qualitative Research Methods (3 credits)

Total: 30 Graduate Credit Hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

Students will be able to:

- Analyze real-world problems to determine viability for computing solutions and to determine appropriate approaches.
- Apply fundamental theoretical and conceptual ideas in computing to real-world problems.
- Inspect and critique how computer systems work, in particular the intersection of the hardware and software levels.
- Create computing solutions to at least one specific area that is not fundamentally computing-related.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed Master of Computing degree program will be able to:

- Solve challenging problems in their original specialization using computational methods.
- Design, develop, and evaluate computational solutions to real-life problems.
- Apply computational thinking and coding to one or more interdisciplinary fields of their choice and interest.
- Develop computational solutions that are properly placed in a human context, considering the ethical, moral, and social issues around the problem domain and the solution developed.
- Successfully apply skills, including technologies and process, that are appropriate for the problem domain.
- Analyze and then solve problems using the hallmarks of computational thinking, including decomposition, pattern identification, abstraction, data manipulation, and algorithmic procedures.
- Bridge abstract theoretical concepts in computing to practical real-world applications.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
College of William and Mary	Master of Science (MS), Computer Science, CIP code: 11.0101	19
James Madison University	Master of Science (MS), Computer Science, CIP code: 11.0101	8
Norfolk State University	Master of Science (MS), Computer Science, CIP code: 11.0101	8
Old Dominion University	Master of Science (MS), Computer Science, CIP code: 11.0101	38

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
University of Virginia	Master of Computer Science (MCS)/ Master of Science (MS), Computer Science, CIP code: 11.0101	52
Virginia Commonwealth University	Master of Science (MS), Computer Science, CIP code: 11.0701	9
Virginia Polytechnic Institute and State University	Master of Science (MS)/Master of Engineering (MEng), Computer Science and Application, CIP code: 11.0101	58
Virginia State University	Master of Science (MS), Computer Science, CIP code: 11.0701	7

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Web Developers and Digital designers	199,400	224,900	13% 25,500	Bachelor's degree
Computer and Information Systems Managers	482,000	534,600	11% 52,700	Bachelor's degree
Software Developers, Quality Assurance Analysts, and Testers	1,847,900	2,257,400	22% 409,500	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer and Information Systems Managers	13,980	15,988	14.36% 2,008	201	Bachelor's degree

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Software Developers, Applications	39,400	51,569	30.88% 12,169	1,217	Bachelor's degree
Software Developers, Systems Software	28,891	34,489	19.37% 5,598	560	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2023 - 2024	Program Full Enrollment Year ¹ 2027-2028
1	Projected Enrollment (Headcount)	20	149
2	Projected Enrollment (FTE)	11	78
3	Estimated Tuition and E&G Fees	\$16,977 (in-state); \$38,715 (out-state)	\$18,376 (in-state); \$41,906 (out-state)
4	Projected Revenue from Tuition and E&G Fees	\$ 269,558	\$2,173,017
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed program provides a pathway for students with undergraduate degrees in non-computing fields to obtain a graduate degree that will enable them to obtain employment in the high tech sector where there is a large “jobs gap” between the number of available jobs and the number of graduates produced. By providing a pathway for graduates of other fields to obtain a degree in computing, the proposed program will tap a large, unutilized pool of talent.

There is ample evidence that students with degrees in non-computing fields, and workers in non-computing sectors, are interested in employment in the high tech industry. A thriving “coding bootcamp” industry has emerged to train people to transition to high tech careers. Several universities have created “bridge programs” that enable students with non-computing undergraduate majors to enter an MS program in Computer Science or Software Engineering. The proposed program is aimed between these efforts to provide a solid foundation in computing that can be completed in three semesters.

¹ For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

The majority of tech jobs that go unfilled every year do not require all the knowledge gained from a Computer Science or Software Engineering program, but require significant knowledge of computing fundamentals combined with knowledge from other fields such as psychology, management, statistics, or cyber security. The proposed program will educate students in essential computing concepts and skills, coupled with a specialty area to prepare students for positions such as user interface-user experience (UI-UX) design, software project management, computing security policy and practice, and software quality assurance.

ITEM NUMBER:

BS in Community Health Degree Program Name Change to BS in Public Health

PURPOSE OF ITEM:

A technical change proposal to change the name of the Bachelor of Science (BS) degree program in Community Health to the Bachelor of Science (BS) in Public Health has been prepared for the State Council of Higher Education for Virginia (SCHEV). Board action is required prior to SCHEV submission.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity, and University Community Committee

BRIEF NARRATIVE:

The proposed name change is needed to reflect the program's relevance in an evolving discipline, to ensure prospective student identification with the program focus and intent, and to maintain the program's visibility by aligning with currently used terminology.

When the BS in Community Health degree program was first approved in 2008, community health was considered the umbrella term for work that focuses on the prevention of diseases in populations. As the field has evolved, the terminology has become more precise. Community health is now considered a sub-discipline of public health. Based on guidance provided by the Council on Education for Public Health (CEPH), the BS in Community Health program has evolved to encompass the broader field of public health. Renaming the program will more accurately describe the focus of the program, the skills and abilities of its graduates, and the types of employment they can pursue.

Since the COVID-19 pandemic, there is a great deal of awareness of public health, but students are less familiar with community health and do not connect the two. Changing the name of the degree program to BS in Public Health will help to accurately identify the degree program to prospective students. Renaming the degree program will allow the Department of Global and Community Health to capitalize on anticipated growth because of increased student recognition.

REVENUE IMPLICATIONS:

The proposed name change should incur no new expense to the Department of Global and Community Health beyond those associated with website and printed materials.

STAFF RECOMMENDATION:

Staff recommends Board approval.

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

December 2, 2021

ELECTIONS OF NEW TENURED FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Jung	Jeah	1/10/2022

Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Health Administration and Policy (CHHS)

Matthews	Gerald	12/2/2021
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Psychology (CHSS)



Office of the Provost
4400 University Drive, MSN 3A2
Fairfax, Virginia 22030
Phone: 703.993.8770; Fax: 703.993.8871

**Procedural Checklist for New Faculty
Being appointed to Tenured (Without Term) Positions**

This form must be submitted, in hard copy, to the Provost Office by the Dean/Director immediately upon receipt of a signed offer letter.

Faculty Member's Name and Title

Local Academic Unit

___ Reference checks have been conducted.

___ Sexual harassment prevention training has been scheduled for _____.
Date

One-half page justification for appointment, to include a description of the benefit of this hire for the department, school, etc., as well as the rationale for selecting this candidate over others.

Germaine Louis

Dean/Director

Date



Office of the Provost
4400 University Drive, MSN 3A2
Fairfax, Virginia 22030
Phone: 703.993.8770; Fax: 703.993.8871

**Procedural Checklist for New Faculty
Being appointed to Tenured (Without Term) Positions**

This form must be submitted, in hard copy, to the Provost Office by the Dean/Director immediately upon receipt of a signed offer letter.

Gerald Matthews, Professor

Faculty Member's Name and Title

Department of Psychology

Local Academic Unit

☒ Reference checks have been conducted.

☒ Sexual harassment prevention training has been scheduled for completed.
Date

One-half page justification for appointment, to include a description of the benefit of this hire for the department, school, etc., as well as the rationale for selecting this candidate over others.

Within the Department, the Human Factors and Applied Cognition program is generally recognized as one of the top three graduate human factors programs in the nation. The program has had a series of high profile departures in recent years (Boehm-Davis became Dean in 2013, then left Mason; Parasuraman passed away in 2015; Baldwin departed in 2019 for family reasons). Although the program still remains extremely well-regarded, there has been a decline in graduate applications over the past few years. Gerry Matthews is arguably the leading human factors researcher active in the world today. With 21 books, 200+ publications, 200+ conference proceedings, and an h-index of 99, he has greater productivity than any other faculty member in our department. He joins only 5 other faculty in the department - and 87 at Mason - in a recent listing of the 100,000 most-cited scientists ever (Ioannadis et al., 2020).

Dean/Director

11/08/2021

Date

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Aviles Lopez	Carlos Javier	8/25/2021	1 year

Title: Term Assistant Professor of Spanish

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Bondok	Doaa Hussien Mohammed Hussien	8/25/2021	3 years
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Brooks	Amanda	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Nursing (CHHS)

Bryan	Amanda L.	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Dassanyake	Isuru Dilan	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Statistics (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Dobryднеva	Yuliya	8/25/2021	1 year

Title: Term Associate Professor

Classification: Term - Instructional

Local Academic Unit: Systems Biology (COS)

Gao	Lei	8/25/2021	3 years
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Title: Associate Professor

Classification: Tenure Track - Instructional

Local Academic Unit: School of Business

Han	Soo H.	8/10/2021	3 years
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Title: Associate Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Music (CVPA)

Note(s): Additional Title: Director of Orchestral Studies

Helsing	Jeffrey W.	10/1/2021	3 years
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Title: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Note(s): Additional Title: Better Evidence Project Executive Director

Hu	Inchi	8/25/2021	3 years
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Title: Term Professor

Classification: Term - Instructional

Local Academic Unit: Statistics (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Jiang	Weiwen	8/25/2021	1 year

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): This record supersedes previous appointment reported in the May 2021 Board Book.

Ko	Hansoo	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CHHS)

Landis	Andrea M.	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Nursing (CHHS)

Liagusha	Anton	8/25/2021	1 year
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Title: Visiting Research Associate Professor

Classification: Term - Research

Local Academic Unit: Schar School of Policy and Government

Liu	Bo	1/10/2022	3.5 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Computer Science (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Manski	Sarah	8/25/2021	1 year

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Global Affairs Program (CHSS)

Margam	Ashok	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: School of Business

Mazzini Bruschi	Simone	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Mathematical Science (COS)

McQuaid	Goldie A.	9/25/2021	1 year
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Psychology (CHSS)

Oluseyi	Hakeem M.	8/25/2021	1 year
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Title: Visiting Clarence J. Robinson Professor

Classification: Term - Instructional

Local Academic Unit: Office of the Provost

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Pasiah	Kenneth	8/25/2021	1 year

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Statistics (CEC)

Robinson	Larnce L.	8/25/2021	1 year
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Title: Term Instructor

Classification: Term - Instructional

Local Academic Unit: Biomedical Sciences Program (COS)

Sharma	Divyansh	8/25/2021	1 year
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Title: Term Instructor

Classification: Term - Instructional

Local Academic Unit: Biomedical Sciences Program (COS)

Soares Chafran	Liana	8/25/2021	3 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Chemistry and Biochemistry (COS)

Umamaheswar	Janani	8/25/2021	3 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Criminology, Law and Society (CHSS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Uriyo	Maria	8/25/2021	1 year

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CHHS)

Note(s): Additional Title: MHA On-Line Coordinator

Walter	Heather L.	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Baez-Powell	Natalia	9/25/2021

Title: Psychologist, Diversity and Inclusion Focus

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

Blackburn	Heidi M.	11/1/2021
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Title: Computing Librarian

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Boccumini	Tessa	10/22/2021
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Title: Certified Athletic Trainer

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Cardoza	Martha L.	12/1/2021
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Title: Senior Campus Planner

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Senior Vice President

Coombes	Crystal C.	7/26/2021
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Title: ADA Coordinator

Classification: At will - Admin/Professional

Local Academic Unit: Diversity, Equity, and Inclusion

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Everett	Jenny	9/20/2021

Title: Senior Associate Athletic Director, Chief Financial Officer

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Fulton	Erin P.	9/10/2021
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Title: Lead Teacher, Pre-K Classroom

Classification: At will - Admin/Professional

Local Academic Unit: Child Development Center

Hawkins	Amber	9/13/2021
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Title: Certified Athletic Trainer

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Ighofose	Samone	9/27/2021
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Title: Nurse Practitioner

Classification: At will - Admin/Professional

Local Academic Unit: Student Health Services (UL)

Iwanski	Matthew	8/1/2021
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Title: Assistant Athletic Director, Compliance

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Kaplan	Lauren M.	9/25/2021

Title: Assistant Director of Student Involvement
Classification: At will - Admin/Professional
Local Academic Unit: Student Involvement (UL)

Lee	Adam	10/25/2021
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Title: Assistant Director for JD Admissions
Classification: At will - Admin/Professional
Local Academic Unit: Antonin Scalia Law School

Ogisi	Amanda	10/10/2021
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Title: Assistant Dean of Undergraduate Academic Affairs
Classification: At will - Admin/Professional
Local Academic Unit: College of Humanities and Social Sciences

O'Neal	Tiffany D.	9/10/2021
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Title: AIM-VA Training and Technical Assistance Specialist
Classification: At will - Admin/Professional
Local Academic Unit: College of Education and Human Development

Punzalan	Gabriel R.	9/29/2021
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Title: Academic Coordinator
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Tyson	Jacelyn L.	9/25/2021

Title: Director, Human Resources

Classification: At will - Admin/Professional

Local Academic Unit: College of Humanities and Social Sciences

Wilcox	Christi	7/1/2021
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Title: Diversity Associate

Classification: At will - Admin/Professional

Local Academic Unit: College of Engineering and Computing (CEC)

Williams	Sara L.	1/4/2021
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Title: Initiatives Manager

Classification: At will - Admin/Professional

Local Academic Unit: School of Business

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

APPOINTMENT/REAPPOINTMENT OF DEANS/DIRECTORS AND DEPARTMENT CHAIRS/SCHOOL DIRECTORS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Baker	Robert E.	6/10/2021	1 year

Title: Interim Dean

Local Academic Unit: College of Education and Human Development

Houser	Daniel E.	8/25/2021	4 years
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Title: Department Chair

Local Academic Unit: Economics (CHSS)

McCue-Weil	Leigh	8/25/2021	1 year
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Title: Interim Chair

Local Academic Unit: Mechanical Engineering (CEC)

Nicotera	Anne Maydan	8/25/2021	2 years
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Title: Department Chair

Local Academic Unit: Communication (CHSS)

Note(s):

Renshaw	Keith D.	8/25/2021	4 years
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Title: Department Chair

Local Academic Unit: Psychology (CHSS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Andrea	Kevin M.	8/25/2021	3 years

Title: Term Instructor

Classification: Instructional

Local Academic Unit: Computer Science (CEC)

Bashatah	Ahmed	9/4/2021	1 year
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Title: Research Associate (Instructor)

Classification: Research

Local Academic Unit: Bioengineering (CEC)

Berlin	F. Brett	8/25/2021	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: College of Engineering and Computing (CEC)

Binning	David	8/25/2021	5 years
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Note(s): Additional Title: VSE Director of Assessment and Accreditation

Birerdine	Aybike	10/10/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Systems Biology (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Birsa	Laura M.	7/14/2021	1 year

Title: Research Associate (Instructor)

Classification: Research

Local Academic Unit: Environmental Science and Policy (COS)

Brown	Daniel L.	8/25/2021	1 year
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Title: Research Associate (Instructor)

Classification: Research

Local Academic Unit: Collision Safety and Analysis (COS)

Buckley	Martha	10/20/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Center for Ocean-Land-Atmosphere Studies (COS)

de Janasz	Suzanne C.	8/25/2021	1 year
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Title: Term Professor

Classification: Instructional

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Deng	Ping	8/25/2021	3 years
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Computer Science (CEC)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Dimitriadis	Socrates	8/25/2021	3 years

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Computer Science (CEC)

Driscoll	David R.	8/25/2021	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: INTO Mason (Provost)

Elder	Robert J.	7/2/2021	1 year
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Title: Research Professor

Classification: Research

Local Academic Unit: Electrical and Computer Engineering (CEC)

Guo	Liying	8/1/2021	1 year
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Title: Research Associate Professor

Classification: Research

Local Academic Unit: Center for Spatial Information Science and Systems (COS)

Horak	Anne K.	8/25/2021	1 year
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Title: Project Director

Classification: Research

Local Academic Unit: College of Education and Human Development

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Kim	Esther H.	8/25/2021	1 year

Title: Term Instructor

Classification: Instructional

Local Academic Unit: INTO Mason (Provost)

Kirsch	Jane C.	8/25/2021	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: INTO Mason (Provost)

Kosoglu	Laura	8/25/2021	5 years
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Kozumplik	Thomas	8/25/2021	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: INTO Mason (Provost)

Lilley	Timothy Patrick	8/25/2021	1 year
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Title: Term Instructor, English Language

Classification: Instructional

Local Academic Unit: INTO Mason (Provost)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Liu	Zhong	6/10/2021	1 year

Title: Research Professor

Classification: Research

Local Academic Unit: Center for Spatial Information Science and Systems (COS)

Lorie	Craig A.	8/25/2021	3 years
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: Electrical and Computer Engineering (CEC)

Lyons	Michael X.	8/25/2021	3 years
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Manzo	Gino J.	8/25/2021	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: College of Engineering and Computing (CEC)

Marx	Lawrence	11/25/2021	1 year
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Title: Research Associate (Instructor)

Classification: Research

Local Academic Unit: Center for Ocean-Land-Atmosphere Studies (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Miller	David J.	6/25/2021	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: School of Business

Morikawa	Riki Y.	8/25/2021	3 years
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Previous title: Term Assistant Professor

Mut	Fernando	1/25/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Bioengineering (CEC)

Namubiru	Esther R.	8/25/2021	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: INTO Mason (Provost)

Park	Chung-Kyu	9/25/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Collision Safety and Analysis (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Pearlstein	Steven	8/25/2022	5 years

Title: Clarence J. Robinson Professor

Classification: Instructional

Local Academic Unit: Office of the Provost

Ramezani	Niloofar	8/25/2021	3 years
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Statistics (CEC)

Reichert	Rudolf	9/15/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Collision Safety and Analysis (COS)

Russell	Katherine E.	8/25/2021	3 years
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Computer Science (CEC)

Rytikova	Ioulia	8/25/2021	5 years
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Title: Term Professor

Classification: Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Previous Title: Term Associate Professor

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Shen	Suhung	6/10/2021	1 year

Title: Research Professor

Classification: Research

Local Academic Unit: Center for Spatial Information Science and Systems (COS)

Shin	Chul-Su	10/25/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Center for Ocean-Land-Atmosphere Studies (COS)

Stoehr	Ana M.	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Nursing (CHHS)

Strazzeri	Kenneth	8/25/2021	3 years
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: Statistics (CEC)

Note(s): Previous title: Term Assistant Professor

Sun	Ziheng	10/10/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Center for Spatial Information Science and Systems (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Tahan	Fadi	9/15/2021	1 year

Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Collision Safety and Analysis (COS)

Tomaszewski	Evelyn	6/25/2021	3 years
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Social Work (CHHS)

Note(s): Additional Title: MSW Program Director

Wang	Leyu	9/25/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Collision Safety and Analysis (COS)

Wang	Ye D.	8/25/2021	5 years
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Title: Term Professor

Classification: Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Previous title: Term Associate Professor

Weinstein	Aimee L.	8/25/2021	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: INTO Mason (Provost)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Wheeler	Diek W.	4/25/2021	1 year

Title: Research Associate Professor

Classification: Research

Local Academic Unit: Bioengineering (CEC)

Note(s): Previous Title: Research Assistant Professor

Yu	Bo	8/10/2021	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Center for Excellence in Command, Control, Communications, Computing, Intelligence and Cyber (CEC)

Zaidi	Syed Abbas K	8/25/2021	5 years
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Title: Term Professor

Classification: Instructional

Local Academic Unit: Systems Engineering and Operations Research (CEC)

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Abaunza-Mathes	Margarita M.	Resignation	10/15/2021

Title: Associate Registrar

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Appel	Robert D.	Contract expiration	11/25/2021
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Title: Director, Marketing and Communications

Classification: At will - Admin/Professional

Local Academic Unit: School of Business

Berardo	Anthony	Resignation	10/01/2021
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Title: Assistant Director for Off-Campus Student Service

Classification: At will - Admin/Professional

Local Academic Unit: Housing and Residence Life (UL)

Calcagno	Theresa	Retirement	12/24/2021
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Title: Engineering and Computing Librarian

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Carmack	Suzanne	Resignation	01/09/2022
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Global and Community Health (CHHS)

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Carren	Meagan E.	Resignation	10/15/2021

Title: Director of Marketing

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Note(s): Ms. Carren has accepted a position with George Washington Athletics.

Di Nino	Nicola	Resignation	05/24/2021
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Fraser	Erica	Resignation	09/03/2021
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Title: Assistant Director, Communications, Social Media and Marketing

Classification: At will - Admin/Professional

Local Academic Unit: Housing and Residence Life (UL)

Henson	JoAnn	Retirement	11/24/2021
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Title: Business and Economics Librarian

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Jafari	Sheherazade R.	Resignation	10/24/2021
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Title: Director of Point of View

Classification: At will - Admin/Professional

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Johnson	Emily R.	Resignation	10/09/2021

Title: Student Advisor

Classification: At will - Admin/Professional

Local Academic Unit: College of Health and Human Services

Krishnamurthy	Venkataram	Retirement	10/09/2021
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Title: Research Professor

Classification: Term - Research

Local Academic Unit: Center for Ocean-Land-Atmosphere Studies (COS)

Lambert	Gillian	Resignation	10/08/2021
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Title: Director of Finance and Human Resources

Classification: At will - Admin/Professional

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Lattanzi	Elisabeth K.	Resignation	01/09/2022
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Title: Term Instructor

Classification: Term - Instructional

Local Academic Unit: Mechanical Engineering (CEC)

Lauren	Jaime	Resignation	09/13/2021
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Title: Coordinator, Multicultural Outreach and Prevention

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Mackenzie	Stu	Resignation	11/09/2021

Title: CINA Deputy Director

Classification: At will - Admin/Professional

Local Academic Unit: CINA Center for Excellence (Provost)

Major	Travis	Resignation	11/02/2021
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Title: Director of Graduate Admissions

Classification: At will - Admin/Professional

Local Academic Unit: Schar School of Policy and Government

Nastase	Angela	Resignation	08/26/2021
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Title: Title IX Coordinator

Classification: At will - Admin/Professional

Local Academic Unit: Diversity, Equity, and Inclusion

Nelson	George	Resignation	11/19/2021
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Title: Research Associate (Instructor)

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Note(s): Mr. Nelson has accepted a position with the US Government Accountability.

Newmark	Lisa	Retirement	01/09/2022
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Title: Term Professor

Classification: Term - Instructional

Local Academic Unit: Criminology, Law and Society (CHSS)

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
O'Brien	Ellen E.	Retirement	01/09/2022

Title: Term Instructor

Classification: Term - Instructional

Local Academic Unit: Mathematical Science (COS)

Prescott	David W.	Retirement	09/03/2021
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Price III	James R.	Retirement	09/24/2021
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Title: Research Professor

Classification: Term - Research

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Reagan (Kin)	Jennifer	Resignation	10/22/2021
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Title: Lead Teacher

Classification: At will - Admin/Professional

Local Academic Unit: Child Development Center

Sanders	Janatry	Resignation	11/09/2021
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Title: Assistant University Auditor

Classification: At will - Admin/Professional

Local Academic Unit: Office of University Audit

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Sasan	Avesta	Resignation	08/24/2021

Title: Associate Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Electrical and Computer Engineering (CEC)

Sawyer	Craig	Resignation	10/15/2021
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Title: Director of the Corley Institute for Diversity and Inclusion Education

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Sedlock	Lisa M.	Resignation	08/27/2021
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Title: Assistant Director of Operations

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

Small	Brian E.	Resignation	11/03/2021
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Title: Assistant Coach, Lacrosse

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Staulcup	Joy	Resignation	10/15/2021
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Title: Associate Director, Space Management

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Senior Vice President

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Stoy	Kevin	Resignation	09/24/2021

Title: Associate Director of Development for Major Gifts

Classification: At will - Admin/Professional

Local Academic Unit: College of Humanities and Social Sciences

Taggart	Daniel	Resignation	08/09/2021
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Title: Director of Human Resources and Employee Relations

Classification: At will - Admin/Professional

Local Academic Unit: College of Science

Note(s): Mr. Taggart has accepted a position with Virginia Tech.

Talbot	Lee M.	Deceased	04/27/2021
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Title: Term Professor

Classification: Term - Instructional

Local Academic Unit: Environmental Science and Policy (COS)

Tatum	Nicholas	Resignation	05/24/2021
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Communication (CHSS)

Toophanic	Sasha	Resignation	06/04/2021
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Title: Community Director

Classification: At will - Admin/Professional

Local Academic Unit: Housing and Residence Life (UL)

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Torres	Hannah	Resignation	08/06/2021

Title: Assistant Director for Research Operations, Center for Resilient and Sustainable Communities

Classification: At will - Admin/Professional

Local Academic Unit: Office of Research, Innovation and Economic Impact

Townsend	Ruth J.	Retirement	04/24/2021
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Title: Associate Director

Classification: At will - Admin/Professional

Local Academic Unit: Diversity, Equity, and Inclusion

Tryfona	Nektaria	Resignation	08/09/2021
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Title: Scientific Director for Data Innovation and Strategy

Classification: At will - Admin/Professional

Local Academic Unit: College of Science

Turcotte	Catherine H.	Contract expiration	07/29/2021
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Title: Deputy Vice President, Advancement and Alumni Relations

Classification: At will - Admin/Professional

Local Academic Unit: Advancement and Alumni Relations

Valenzuela-Yu	Ivette	Resignation	03/31/2021
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Nursing (CHHS)

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
van Schaik	Matthys K.	Retirement	08/24/2021

Title: Associate Dean for Academic Affairs

Classification: At will - Admin/Professional

Local Academic Unit: Schar School of Policy and Government

Von Bredow	Maureen H.	Retirement	05/24/2021
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Title: Nurse Practitioner

Classification: At will - Admin/Professional

Local Academic Unit: Student Health Services (UL)

Wagner	Tammy Lynn	Resignation	08/09/2021
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Title: MS-RDN Program Director

Classification: At will - Admin/Professional

Local Academic Unit: Nutrition and Food Studies (CHHS)

Walsh	John C.	Retirement	10/24/2021
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Title: Associate University Librarian, Learning, Research, and Engagement

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Williams	David	Resignation	03/24/2021
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Title: Distinguished Visiting Professor

Classification: Term - Instructional

Local Academic Unit: Schar School of Policy and Government

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Winston	Thomas G.	Contract expiration	05/24/2021

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Cyber Security Engineering (CEC)

Wolfe	Susan M.	Resignation	01/09/2022
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Title: Executive Director, Strategic Budgeting & Planning

Classification: At will - Admin/Professional

Local Academic Unit: Office of Budgeting and Planning

Wright	Brian D.	Resignation	08/04/2021
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Title: Athletic Trainer

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Wu	Xiaoyun	Resignation	08/08/2021
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Title: Research Associate (Instructor)

Classification: Term - Research

Local Academic Unit: Criminology, Law and Society (CHSS)

Xisto	Andrea	Resignation	06/11/2021
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Title: Staff Psychologist

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Yang	Wenli	Retirement	07/16/2021

Title: Research Professor

Classification: Term - Research

Local Academic Unit: Center for Spatial Information Science and Systems (COS)

Zhang	Feitian	Resignation	05/24/2021
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Title: Assistant Professor

Classification: Tenure track - Instructional

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Dr. Zhang has accepted a position with Peking University.

Zhang	Zhicheng	Retirement	04/24/2021
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Title: Associate Director

Classification: At will - Admin/Professional

Local Academic Unit: Office of Institutional Assessment

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Adams II

Robert Wayne

Conversion

Title: Director of Academic Administration

Local Academic Unit: College of Health and Human Services

Note(s): Previous Title: Senior Academic Affairs Coordinator

Mr. Adams is converting from a Classified Staff to an Administrative/Professional Faculty position.

Aier

Jagadison K.

Title Change

Title: Kearney & Company Faculty Fellow of Accounting

Local Academic Unit: School of Business

Note(s): Retained Title-Associate Professor without Term

Amiri Darehbidi

Mehdi

Tenure Track Contract
Extension

Title: Assistant Professor

Local Academic Unit: Mechanical Engineering (CEC)

Anand

Priyanka

Tenure Track Contract
Extension

Title: Associate Professor

Local Academic Unit: Health Administration and Policy (CHHS)

Baily

Supriya

Title Change

Title: Director of Faculty Development

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Baker

Pamela H.

Title Change

Title: Director of the Division of Special Education and DisAbility Research

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Associate Professor without Term

Barber

Christian J.

Title Change

Title: Director of Residence Life

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:Associate Director of Residential Communities

Barnes

Steven A.

Title Change

Title: Director, Russian and Eurasian Studies Program

Local Academic Unit: History and Art History (CHSS)

Note(s): Retained Title-Associate Professor without Term

Bellos

Ioannis

Title Change

Title: Distinguished Faculty Mentor for Faculty Affairs and Development

Local Academic Unit: Office of the Provost

Note(s): Retained Title-Associate Professor without Term

Berger

LaNitra

Title Change

Title: Associate Director of the African and African American Studies Program

Local Academic Unit: College of Humanities and Social Sciences

Note(s): Retained Title-Senior Director, Office of Fellowships

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Berkeley

Sheri L.

Title Change

Title: PhD Research Mentor

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

Bernstein

David E.

Title Change

Title: Executive Director, Liberty & Law Center

Local Academic Unit: Antonin Scalia Law School

Note(s): Retained Title-University Professor

Blackwell

Kim L.

Leave with Pay

Title: Professor without Term

Local Academic Unit: Bioengineering (CEC)

Note(s): Professor Blackwell has been awarded a Faculty Study Leave for Fall Semester 2021.

Caswell

Amanda M.

Title Change

Title: Head of School of Kinesiology

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Term Professor

Clower

Terry L.

Leave with Pay

Title: Professor without Term

Local Academic Unit: School of Policy, Government and International Affairs

Note(s): Professor Clower has been awarded a Faculty Study Leave for Fall Semester 2021.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Cooper

Emily

Conversion

Title: Associate Director of Development

Local Academic Unit: College of Health and Human Services

Note(s): Previous Title: Senior Assistant Director of Development

Ms. Cooper is converting from a Classified Staff to an Administrative/Professional Faculty position.

Dabbagh

Nada

Title Change

Title: Director of the Division of Learning Technologies

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

Daigle

Delton T.

Title Change

Title: Director of Online Learning

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Term Associate Professor

Dale

John G.

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Sociology and Anthropology (CHSS)

Note(s): Professor Dale has been awarded a Faculty Study Leave for Fall Semester 2021.

Debuque

Rachel Marie

Title Change

Title: Distinguished Faculty Mentor for Faculty Affairs and Development

Local Academic Unit: Office of the Provost

Note(s): Retained Title-Associate Professor without Term

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Dong	Pei	Tenure Track Contract Extension

Title: Assistant Professor

Local Academic Unit: Mechanical Engineering (CEC)

Driscoll	David R.	Title Change
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Title: Course Coordinator

Local Academic Unit: INTO Mason (Provost)

Note(s): Retained Title-Term Instructor

Druehl	Cheryl T.	Title Change
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Title: Associate Dean for Faculty

Local Academic Unit: School of Business

Note(s): Retained Title-Associate Professor without Term

Dunne	Kelly B.	Title Change
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Title: Interim Director, Human Development and Family Science Program

Local Academic Unit: Integrative Studies (CHSS)

Note(s): Retained Title-Term Instructor

Earle	John	Title Change
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Title: Director of Public Policy PhD Program

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-University Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Eckenwiler

Lisa

Leave with Pay

Title: Professor without Term

Local Academic Unit: Philosophy (CHSS)

Note(s): Professor Eckenwiler has been awarded a Faculty Study Leave for Fall Semester 2021.

Fox

Rebecca K.

Title Change

Title: Director of the Division of Advanced Professional Teacher Development and International Education

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

Gest

Justin D.

Title Change

Title: Director of the Master of Public Program

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Associate Professor without Term

Goldstone

Jack A.

Leave with Partial Pay

Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s):

Professor Goldstone has been awarded a Faculty Study Leave for the academic year 2021-2022.

Graham

Robert L.

Title Change

Title: Course Coordinator

Local Academic Unit: INTO Mason (Provost)

Note(s): Retained Title-Term Assistant Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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FIRST NAME

TYPE

Hutchison

Amy C.

Title Change

Title: Faculty Research Mentor

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

Johnson

Elena

Title Change

Title: Director, Admissions Outreach and Partnerships

Local Academic Unit: Office of Admissions

Note(s): Previous Title: Director, Washington Scholars Program

Josephson

Brett W.

Title Change

Title: Associate Dean for Executive Development

Local Academic Unit: School of Business

Note(s): Retained Title-Associate Professor without Term

Kelly

Theodore M.

Title Change

Title: Director of the Roy Rosenzweig Center for History and New Media

Local Academic Unit: History and Art History (CHSS)

Note(s): Retained Title-Professor without Term

Kidd

Julie K.

Title Change

Title: Director of the Division of Child, Family and Community Engagement

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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LAST NAME

FIRST NAME

TYPE

Kim

Esther H.

Title Change

Title: Course Coordinator

Local Academic Unit: INTO Mason (Provost)

Note(s): Retained Title-Term Instructor

Kinter

James L.

Leave with Pay

Title: Professor without Term

Local Academic Unit: Atmospheric, Oceanic and Earth Sciences (COS)

Note(s): Professor Kinter has been awarded a Faculty Study Leave for Spring Semester 2022.

Kirsch

Jane C.

Title Change

Title: Senior Course Coordinator, Academic English

Local Academic Unit: INTO Mason (Provost)

Note(s): Retained Title-Term Instructor

Kitching

Karen T.

Title Change

Title: GMU Accounting Advisory Council Faculty Fellow of Accounting

Local Academic Unit: School of Business

Note(s): Retained Title-Associate Professor without Term

Kitsantas

Anastasia

Title Change

Title: Director of the PhD in Education Program

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Koblentz

Gregory

Title Change

Title: Director, Biodefense Program

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Associate Professor without Term

Laipson

Ellen B.

Title Change

Title: Director, International Security Program

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Term Professor

Lazaroff

Kurt C.

Title Change

Title: Interim Business Development Manager

Local Academic Unit: Office of the Provost

Note(s): Retained Title-Term Assistant Professor

Li

Fei

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Computer Science (CEC)

Note(s): Professor Li has been awarded a Faculty Study Leave for Fall Semester 2021.

Lilley

Timothy Patrick

Title Change

Title: Course Coordinator

Local Academic Unit: INTO Mason (Provost)

Note(s): Retained Title-Term Instructor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Lindley	Lisa L.	Title Change
Title: Adjunct Faculty Coordinator Local Academic Unit: Global and Community Health (CHHS) Note(s): Retained Title-Associate Professor without Term		
Lopez-Santana	Mariely	Title Change
Title: Director, Political Science Doctoral Program Local Academic Unit: Schar School of Policy and Government Note(s): Retained Title-Associate Professor without Term		
Maggioni	Viviana	Title Change
Title: Distinguished Faculty Mentor for Faculty Affairs and Development Local Academic Unit: Office of the Provost Note(s): Retained Title-Associate Professor without Term		
Mainkar	Avinash V.	Title Change
Title: BUS 498 Coordinator Local Academic Unit: School of Business Note(s): Retained Title-Term Assistant Professor		
Mandaville	Peter	Title Change
Title: Director, Living Learning Community Local Academic Unit: Schar School of Policy and Government Note(s): Retained Title-Professor without Term		

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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LAST NAME

FIRST NAME

TYPE

McGlinchey

Eric M.

Title Change

Title: Director, International Relations concentration

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Associate Professor without Term

Meamber

Laurie A.

Title Change

Title: IRB Chair

Local Academic Unit: Office of Research, Innovation and Economic Impact

Note(s): Retained Title-Associate Professor without Term

Miller

Laura L.

Title Change

Title: Course Coordinator

Local Academic Unit: INTO Mason (Provost)

Note(s): Retained Title-Term Instructor

Mishra

Saurabh

Title Change

Title: Area Chair, Marketing

Local Academic Unit: School of Business

Note(s): Retained Title-Professor without Term

Moller Ferreira

Celso

Title Change

Title: Distinguished Faculty Mentor for Faculty Affairs and Development

Local Academic Unit: Office of the Provost

Note(s): Retained Title-Associate Professor without Term

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Paige

Mikell

Title Change

Title: Distinguished Faculty Mentor for Faculty Affairs and Development

Local Academic Unit: Office of the Provost

Note(s): Retained Title-Associate Professor without Term

Pamas

Roberto A.

Title Change

Title: Director of TEACHERtrack

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Term Associate Professor

Qu

John J.

Leave with Pay

Title: Professor without Term

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): Professor Qu has been awarded a Faculty Study Leave for Spring Semester 2022.

Reinert

Kenneth A.

Title Change

Title: Director, International Commerce and Policy Program

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Professor without Term

Repinecz

Jonathon

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Modern and Classical Languages (CHSS)

Note(s): Professor Repinecz has been awarded a Faculty Study Leave for Fall Semester 2021.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Richardson

Mary C.

Title Change

Title: Course Coordinator

Local Academic Unit: INTO Mason (Provost)

Note(s): Retained Title-Term Instructor

Root

Hilton L.

Leave with Pay

Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Root has been awarded a Faculty Study Leave for Fall Semester 2021.

Rubin

Philip D.

Leave with Pay

Title: Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): Professor Rubin has been awarded a Faculty Study Leave for Fall Semester 2021.

Rudes

Danielle S.

Title Change

Title: Distinguished Faculty Mentor for Faculty Affairs and Development

Local Academic Unit: Office of the Provost

Note(s): Retained Title-Associate Professor without Term

Rzengota

Christopher L.

Title Change

Title: Associate Director of Behavioral Health Services

Local Academic Unit: Student Health Services (UL)

Note(s): Previous Title:SBIRT Clinician

This record supersedes previous entry reported in the September 2021 Board Book.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Scherer

Matthew

Leave with Pay

Title: Assistant Professor

Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Scherer has been awarded a Faculty Study Leave for Fall Semester 2021.

Serafini

Ellen

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Modern and Classical Languages (CHSS)

Note(s): Professor Serafini has been awarded a Faculty Study Leave for Fall Semester 2021.

Shahrokhi

Farnoosh

Title Change

Title: Director of the Division of Education Leadership

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Outreach and Administrative Coordinator, Education Leadership Program

Singh

Jatinder P.

Leave with Pay

Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Singh has been awarded a Faculty Study Leave for Fall Semester 2021.

Slagle

Jamie T.

Title Change

Title: COVID Nurse Practitioner

Local Academic Unit: Student Health Services (UL)

Note(s): Previous Title:Nurse Practitioner

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Smith

Robert M.

Title Change

Title: Associate Director for Federal, State and Athletics

Local Academic Unit: Office of Student Financial Aid

Note(s): Previous Title: Associate Director of Compliance

Smith

Michael P.

Title Change

Title: Internationalization Liaison

Local Academic Unit: INTO Mason (Provost)

Note(s): Retained Title-Term Instructor

Thatchenkery

Tojo

Title Change

Title: Director, Organization Development and Knowledge Management Program

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Professor without Term

Tong

Daniel Q.

Title Change

Title: Associate Director, CSISS

Local Academic Unit: Center for Spatial Information Science and Systems (COS)

Note(s): Retained Title-Associate Professor

Weatherspoon

Gerald

Title Change

Title: Chief Diversity Officer, Faculty

Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): Retained Title-Associate Professor without Term

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 2, 2021

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Yang

Ruixin

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): Professor Yang has been awarded a Faculty Study Leave for Spring Semester 2022.

Yi

Robert C.

Title Change

Title: Interim Director of Drawing & Painting for the School of Art

Local Academic Unit: Art (CVPA)

Note(s): Retained Title-Assistant Director of the School of Art

Yigit

Erdal

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): Professor Yigit has been awarded a Faculty Study Leave for Fall Semester 2021.

Yuckenberg

Ashley K.

Title Change

Title: Writing Intensive Coordinator

Local Academic Unit: School of Business

Note(s): Retained Title-Term Instructor

Zeng

Kai

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Professor Zeng has been awarded a Faculty Study Leave for Fall Semester 2021.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Zenkov

Kristien G.

Title Change

Title: Director of the Division of Elementary, Literacy, Multicultural, and Secondary Education

Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

Faculty and Academic Standards Committee						
December 2, 2021						
SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
APPOINTMENT OF FACULTY						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor	2	0	0	0	0	0
Assistant Professor	11	4	3	0	1	1
Associate Professor	1	2	1	1	2	1
Professor	2	0	0	0	0	0
Administrative/Professional	0	18	0	0	0	1
Totals	16	24	4	1	3	3
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor	9	6	0	0		15
Assistant Professor	6	13	0	0		19
Associate Professor	4	2	0	0		6
Professor	5	3	0	0		8
Administrative/Professional	0	0	0	0		0
Totals	24	24	0	0		48
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased		Total
	36	13	3	1		53
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	17	0	59	2	3	81

*Summary Excludes Postdoctoral Research Fellows and Research Staff

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Finance and Land Use Committee Meeting
December 2, 2021**

AGENDA

- I.** Call to Order
- II.** Approval of Minutes for September 30, 2021 (**ACTION**)
- III.** Financial Matters
 - A. FY 2021 Unaudited Financial Statements
 - B. FY 2022 Q1 Financial Report & Forecast
 - C. FY 2023 Planning Assumptions
- IV.** Operational Matters
 - A. SWaM Contracting Update
 - B. Succession Planning Update
 - C. Retirement Plan Investment Policy Update (**ACTION**)
- V.** Capital Matters
 - A. Schematic Design for Life Science and Engineering Building (**ACTION**)
- VI.** Adjournment

APPENDIX Capital Projects Review (Stoplight)

**GEORGE MASON UNIVERSITY
FINANCE & LAND USE COMMITTEE
BOARD OF VISITORS**

**MINUTES
September 30, 2021
8:45 a.m. – 9:35 a.m.**

PRESENT: Rector Hazel; Committee Chair Roth; Committee Vice Chairman Reagan; Vice Rector Blackman; Visitors Moss and Rice; President Washington; Senior Vice President Kissal; Faculty Chair Broeckelman-Post; Faculty Representative Venigalla; Secretary pro tem Lagos

ABSENT: Visitor Iturregui

I. Call to Order

Committee Chair Roth convened the meeting at 8:45 a.m.

II. Approval of Minutes (ACTION)

Committee Chair Roth called for any corrections to the minutes for the May 6, 2021, meeting of the Finance and Land Use Committee that were provided to with the materials. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN**.

III. Financial Matters

Committee Chair Roth turned the meeting over to Carol Kissal, Senior Vice President for Administration and Finance, who provided an overview of the agenda.

A. FY 2021 Preliminary Year-end Close

Deb Dickenson, Vice President for Finance, provided an update on the FY 21 Year-end Close. FY 21 results reflect a strong year for Mason with a positive margin of \$83 million, which is a \$51.8 million increase over FY 20. This margin is driven primarily by \$49.5 million in COVID relief funds that we have received this year, of which, \$15.5 million of that was distributed student aid, and \$34 million was for institutional funds and lost revenue replacement for auxiliary units. Our expenses have continued to be lower due to continued impacts of COVID, with reductions in contract services, travel and other expense items, resulting in \$30 million of increased unit reserves for use in FY 22.

There are increased expenses in scholarships and fellowships, which are \$21 million higher, due to the COVID relief award funded by the Higher Education Emergency Relief Fund (HEERF) and the Governor's Emergency Education Relief Fund (GEERF). That

relief funding is going to continue into FY 22, with anticipated funding in year three of \$64 million, \$32 million of which is earmarked for student aid. In Fall 2021, Mason has issued 12,783 awards, totaling over \$14 million and will have additional emergency funds available to students throughout the year, with the remainder to be issued in the Spring.

Rene Stewart O'Neal, Associate Vice President for Strategic Planning & Budgeting, continued with an overview of Mason's forecasting challenges. The volatility and uncertainty in the pandemic has made Mason's trend-based forecasting less reliable. Also, Mason reports on a cash basis, which can compound forecasting and reporting challenges due to issues associated with timing. Reliance on manual processes is a further challenge. Unit level, detailed budgeting is relatively new at Mason and is in the early stages of implementation, which we are working to leverage.

There are a number of ways we are working to address these challenges. The Chart of Accounts (COA) redesign and the new Revenue and Cost Allocation Model (RCAM) projects will transform financial operations once they are implemented. The COA will be implemented in FY 23 and will lay the groundwork for RCAM, as well as for future budget and planning tools. We will also move to accrual-based reporting and improve our unit level forecasting, based on collaborative monitoring with the units. Finally, we will integrate budget and forecasting across all funds, including capital and sponsored projects. Given the significance of these projects, the committee will receive updates on them in the future.

B. FY 2022 Amended Budget (ACTION)

Ms. O'Neal gave an overview FY 22 amended budget and the major adjustments from when the original budget was approved by Board of Visitors in May. The FY 22 amended budget includes an increase of \$51.4 million. Key changes include two major revenue adjustments, two major expense adjustments, and two formatting changes to improve transparency and monitoring.

Mason has a significant increase in relief funding and will be receiving \$71.5 million in Federal and State relief funding. Mason received over \$120 million in this funding since FY 20 for direct aid to students and to cover COVID-related costs. The \$15.3 decline in tuition revenues is not due to an enrollment decline, but to a change of the mix of in-state and out-of-state students, and changes in enrollment patterns because of COVID. Mason has a record-setting number of students in fall 2021, but fewer actual credit hours are being taken. We are continuing to monitor our enrollment carefully during a comprehensive assessment and implementing targeted recruitment and retention strategies.

The largest expense adjustment was the distribution of supplemental relief funding, with \$31 million of the \$71.5 million allocated to scholarships and fellowships was aid to students as mandated by HEERF, and the \$40 million balance has been distributed in additional compensation for COVID staff for testing, vaccinations and monitoring, as well as for contractual services and supplies. The second largest adjustment of \$62.1 million is for budget commitments for which decisions had not been finalized in May, which have now been allocated: \$25 million for FY 22 unit allocations and strategic initiatives, \$10 million for schools based on FY 21 net enrollment growth, and \$19 million in debt restructuring savings was redistributed to auxiliary units based on FY21 revenue losses. Finally, \$21 million for unallocated strategic priorities, unexpected expenses, and risk mitigation represents, which represents approximately a 1.6% contingency, consistent with best practices.

Committee Chair Roth and Visitor Peterson asked questions about credit hour patterns, on which more information was to be provided at the Academic Programs, Diversity, and University Community Committee meeting.

C. State Six-Year Operating (ACTION)

Ms. O'Neal provided information about Mason's six-year operating plan, as submitted to the Commonwealth, as well as some recent institutional progress. Not only did Mason survive this past year, but we thrived after more than a year of remote operations. Our enrollment grew by about 2% and our rankings improved. Mason continues to be the largest and most diverse four-year institution in Virginia. We were able to end last year with few staff furloughs and layoffs. We had our best research expenditures ever and managed the budget and were able to restore our reserves, instead of drawing against them.

Mason undergraduate and graduate enrollments still show growth, even in fiscal year 2020, which is very different from national trends, while our graduation rates are very high. Across all racial and ethnic categories, Mason is significantly above the average, especially when it comes to African-American students, which are 30% above the national average. Our research performance continues to be very strong. We made significant gains in our funding, buoyed by our programs in social science and computer international sciences. Total research funding for Mason in FY 2019 was \$186 million, up from \$149 million in 2018, and 86th among public universities, putting us well on pace to meet our goal of \$225 million in FY 25.

Mason's six-year biennium operating plan is provided to the Commonwealth every two years, with plan modifications in alternate years. It provides Mason's plan to fund expense

increases with rate and enrollment changes across graduate, undergraduate and professional programs. It also includes a high-level overview of Mason's planned capital projects for the first two years of the biennium. Mason has defined eight operation plan strategies: Student Success: Affordable Access & New Accessible Pathways, Graduate Education, Addressing Faculty & Staff Inequities, Develop Infrastructure, Practices & Policies to Support Anti-Racism & Inclusive Excellence, Elevate Research, Enrollment: Funding Disparity, Expand Economic Development, and Digital Innovation: Efficient Instructional, Operational & Service Models.

These strategies require total resources of \$65 and \$66 million respectively for fiscal years 2023 and 2024. Mason will need to invest \$23 million of tuition revenues each year to implement these revenues, with a requested cost share with the state of \$43 and \$44 million annually. Additional state support is critical to achieve strategic goals.

Mason has core operating needs that it must invest in, regardless of state support. Mason is committed to investing in our people and has assumed a 3% salary increase for full-time employees, as well as 40 new hires. We have critical infrastructure needs that require sustained support. Mason aims to be the University of choice for every resident of the Commonwealth who seeks a degree or plans to own a business; that is the Mason Virginia Promise. We have a new strategic financial aid policy to meet 100% of the need for our neediest students, with planned expansion of NOVA-Mason Advance and our early identification programs.

IV. Operational Matters

A. Joint Legislative Audit and Review Commission Span of Control

Lester Arnold, Vice President of Human Resources & Payroll, provided the annual update on Mason's span of control. In 2018 actually developed University Policy 2233, which outlined a minimum of two direct reports for each supervisor and identified Mason's goal of a median span of control of four direct reports by 2024. This reporting applies to 25% of Mason's workforce, for which the average span of control of 3.46, and the median at about three direct reports. When the scope is broadened to include the entire workforce, the true average is approximately four direct reports. Mason's classification and compensation organization does annual analysis and continues working towards our goal.

V. Capital Matters

A. Six-Year Capital Plan (ACTION)

Ms. Kissal presented Mason's six-year capital plan submission and gave an overview of our capital program, which currently has 30 major projects. 13 of those are active projects, representing about \$670 million, including the core campus project, Horizon Hall; the Arlington expansion project; and the Life Sciences and Engineering Building, as well as various renovations and conditions. Our funding plan includes \$262 million of Mason funds: \$49 million in debt, \$126 million from margins, reserves, or P3s, and \$87 million from gifts.

There are seven capital projects that have identified funding that have not been initiated yet in terms of construction, which includes the projects that are submitted to the Commonwealth: planning studies for Interdisciplinary Science & Engineering Building 1, Improve Telecom/Network Infrastructure Phase 3, Engineering and Science Sector Study, and the Student Innovation Factory Building.

There are also capital needs with funding that is not identified, which are projects coming out of the master plan process that are just starting to think about. These are major projects that include the business school, Eagle Bank Arena additions, and renovations to concert hall, total about \$800 million, but that is just the beginning. Taken holistically, these 30 projects are almost \$2 billion, of which we have \$900 million in funding already, and we will develop a financing plan to determine how fund the balance.

B. Land Use Certification (ACTION)

Virginia Code requires agencies and institutions to submit a Land Use Plan annually to the Department of General Services showing present and planned uses of each property owned. This is primarily for the purpose of identifying whether the Commonwealth should declare any such property surplus. The included spreadsheet accurately reflects current land use for the university-owned properties. The only change from last year's report was one Board-approved easement on the Main Campus in Fairfax related to public roadways and the utilities within that area.

C. Office of the University Building Official (ACTION)

David Kidd, University Building Official (UBO), presented an overview of his organization, the structure of it, some of the benefits. The creation of the UBO is a result of Mason having achieved Tier 3 autonomy. The UBO's mission was established to align with the University's goal to expedite the project review and the permitting process, which in turn, saves money. The establishment of the office is on track, with expectations to meet, if not beat, the last two project milestones for staffing and the full establishment of the office. The UBO may have permitting starting as early as January, several months

ahead of schedule. Mr. Kidd outlined the organizational structure and proposed project lifecycle.

Ms. Kissal also briefly updated the committee, in response to some of the Visitors' questions about recent power outages. Since 2016, there have been 26 power outages, 22 of which were due to Dominion Power. Four issues were related to the core campus project in 2017. Overall, the Fairfax campus is in good shape due to core campus redundancy feeds that have been put in place, but we continue look for ways we can improve the reliability of power on our Arlington campus and are working with Dominion Power.

Committee Chair Roth **MOVED** that the Board of Visitors approve the following six action items as detailed in the Board Book: 1) FY 2022 Amended Budget, 2) State Six-Year Operating Plan, 3) Joint Legislative Audit and Review Commission Span of Control, 4) Six-Year Capital Plan, 5) Land Use Certification, 6) University Building Official Office.

It was **SECONDED** by Visitor Peterson. **MOTION CARRIED UNANIMOUSLY.**

Committee Chair Roth requested that staff look at Mason's contracting, specifically related to minority and women-owned businesses.

VI. Adjournment

There being no further business, Committee Chair Roth declared the meeting adjourned. Meeting adjourned at 9:35 a.m.

Prepared by:

Matt Kelly
Operations & Initiatives Manager
Office of the Senior Vice President.

ITEM NUMBER IV.C.:

**RETIREMENT PLAN INVESTMENT POLICY
UPDATE (ACTION)**

PURPOSE OF ITEM:

To change the delegation of authority to the senior university official, to expand the scope of the Investment Policy Statement (IPS), and to implement an Investment Policy Committee Charter to reflect best practices.

APPROPRIATE COMMITTEE: FINANCE AND LAND USE

BRIEF NARRATIVE:

The Investment Policy Statement (“IPS”) applies to the Defined Contribution Retirement (referred to as the ORP), the Cash Match Plan, and the Supplemental Defined Contribution Plan. The IPS was reviewed by internal and external counsel and updated to reflect best practices. External counsel recommends formalizing the roles, responsibilities and workings of the Investment Policy Committee by implementing an Investment Policy Committee Charter.

STAFF RECOMMENDATION:

Staff recommends Board approval to delegate authority of the plans to the Senior Vice President.

**RESOLUTION OF THE BOARD OF VISITORS OF
GEORGE MASON UNIVERSITY
DELEGATION OF AUTHORITY REGARDING UNIVERSITY RETIREMENT PLANS**

WHEREAS George Mason University (the “University”) sponsors and maintains the following retirement plans (collectively “Plans”) for eligible employees of the University

- (i) Defined Contribution Retirement Plan for Faculty of George Mason University ("Defined Contribution Plan"), a qualified defined contribution plan under Section 401(a) of the Internal Revenue Code ("Code"), most recently amended and restated on October 25, 2021;
- (ii) George Mason University Cash Match Plan (“Cash Match Plan”) a qualified defined contribution plan under Section 401(a) of the Internal Revenue Code ("Code"), most recently amended and restated on October 25, 2021;
- (iii) Supplemental Defined Contribution Benefit Plan for Employees of George Mason University (“Supplemental Plan”) a qualified defined contribution plan under Section 401(a) of the Internal Revenue Code ("Code"), most recently amended and restated on October 25, 2021;
- (iv) George Mason University Tax Deferred Savings Plan, (“Tax Deferred Plan”) a tax-sheltered account plan under Code Section 403(b), most recently amended and restated effective January 1, 2021;
- (v) George Mason University Employer 403(b) Plan ("403(b) Plan"), a tax-sheltered account plan under Code Section 403(b), most recently amended and restated on October 25, 2021; and
- (vi) Qualified Governmental Excess Benefit Arrangement for Employees of George Mason University ("415m Plan"), a qualified excess benefit arrangement under Code Section 415(m), most recently amended and restated effective January 1, 2015;

(collectively, the “Plans”).

WHEREAS, the University has certain administrative and investment duties and authority as administrator of the Plans, and in performing such duties, must act for the exclusive benefit of Plan participants and their beneficiaries;

WHEREAS, the Board of Visitors ("Board") recognizes that the University acts as a fiduciary in insofar as it exercises discretion in administering a Plan or exercises discretionary authority or control over the assets held under a Plan;

WHEREAS, the Board desires to delegate all administrative and investment responsibilities for the Plans to the Senior Vice President for Administration and Finance (“Senior Vice President”).

RESOLVED THAT, the Board (i) designates the Senior Vice President as the Plan Administrator under the Plans, and (ii) delegates to Senior Vice President the authority to amend the Plans provided, however, that unless an amendment is legally required under federal or state law, any amendment that materially increases the cost of the Plan or significantly changes employee eligibility or employer contributions under the Plan shall be subject to the approval of the Board;

RESOLVED FURTHER THAT, the Board may revoke or change such delegation of authority and responsibilities under one or more of the Plans at any time;

RESOLVED FURTHER THAT, the Senior Vice President is hereby authorized to take such actions that he or she deems necessary or advisable, in his or her sole discretion, to perform the administrative and investment duties and authority delegated to him or her pursuant to these resolutions;

RESOLVED FURTHER THAT, the Senior Vice President is hereby specifically authorized to (i) delegate some or all of his or her administrative and investment duties and authority related to the Plans to one or more persons, (ii) establish a retirement plan committee by written charter, and delegate some or all of his or her administrative and investment duties and authority related to the Plans to that retirement plan committee, (iii) engage, or authorize the retirement plan committee to engage, an investment advisor or advisors to render investment advice related to the Plans, (iv) take any additional actions that he or she, in his or her discretion, deems necessary or advisable to effect the purposes and intents of the foregoing resolutions.

RESOLVED FURTHER THAT, the Senior Vice President shall report to the Board regarding the Plans at least annually; and

RESOLVED FURTHER THAT, any actions previously taken by the officers or employees of the University that would have been authorized by the foregoing resolutions, if taken after their adoption, are hereby ratified and confirmed.

Adopted by the Board of Visitors on December 2, 2021

Simmi Bhuller

Secretary of the Board of Visitors

ITEM NUMBER: **Schematic Design for Life Science and Engineering Building (ACTION)**

PURPOSE OF ITEM: This item seeks Board of Visitors (BOV) approval of Schematic Design for the project.

BRIEF NARRATIVE: Under delegated capital authority procedures adopted by the BOV, staff shall present all capital projects to the Board at conclusion of the Schematic Design phase. At this stage, the Board will assure themselves that each project remains on track to deliver the project previously authorized.

This project had a previous approval of schematic during the July 2020 BOV meeting. That previous approval was for a new 100,000 GSF, three story building to be located within 2.81 acres immediately north of the Institute for Advanced Biomedical Research (IABR) with an additional 5,000 ASF of backfill at Katherine G. Johnson Hall at a total project cost of \$68,634,000.

The current scope retains the same focus on sciences and engineering, but expanded from approximately 100K Gross Square Feet (GSF) to approximately 133K GSF through the addition of a 4th floor to the original 3-story stand-alone building, in addition to the planned backfill renovation in Bull Run Hall (renamed to Katherine G. Johnson Hall). This addition includes laboratory and academic support space to provide a more comprehensive educational experience for faculty, students and staff. Expansion of the space program accommodates existing space needs, those of newly emerging programs, and growth for primarily graduate student population. The program also includes program elements that were deferred from the original project as part of value engineering and consolidates nearby academic lease space. The current target for the total project budget is \$98,634,000.

The project has been approved at Schematic Design level by Department of Engineering and Buildings and is currently in the Preliminary Design Phase. The project has also received approval from the Commonwealth of Virginia Art and Architecture Review Board.

Exterior materials on the building will include a combination of brick, glass curtain wall, and metal panels. The building is targeting a sustainability goal of LEED Silver.

The schedule for this project includes start of construction on site work starting in April of 2022. Design will be fully

complete by summer of 2022. The building is currently targeting an occupancy in Fall of 2024.

STAFF RECOMMENDATION:

After reviewing the respective Schematic Design, staff recommends Board approval of the above listed project to proceed through design and into construction.

APPENDIX

Capital Projects Review

This section provides the regular report on the status of capital construction projects on all three university campuses. The project “stoplight” chart provides a summary review. For purposes of black and white printing, all stoplights are “Green” unless otherwise noted. Scoring definitions:

- “Red”: Likely to exceed approved budget, schedule, or scope
- “Yellow”: At risk to exceed approved budget, schedule, or scope, but can still recover
- “Green”: Within approved budget, schedule, or scope
- “White”: on-hold

Changes/updates since the April 2021 report include:

- Horizon Hall - Construct/Renovate Robinson Hall, New Academic and Research Facility and Harris Theater - Phase 3, which includes demolition of Robinson B, site work and renovation of Harris Theater started on January 4, 2021. Robinson B demolition was complete in May 2021 and site work has been underway since that time. Sitework is currently projected to be complete in mid-November to early December before the end of planting season. Renovations are currently occurring in all areas of Harris Theater, good progress is underway on the lobby addition which includes new box office and rest rooms for Harris Theater. Aquia Creek Lane is being fully repaved and restored as site work completes on the overall Core Campus Project as well. Construction work in this final phase is planned to be complete by January 1, 2022. Move in of furniture, fixtures and equipment will occur during the first two weeks of January except for a few items delayed by the global supply chain issue. The building will however be re-opened for full use by start of Spring 2022 semester.
- Improve Utility Distribution Infrastructure Fairfax - Phase 8 (Aquia Creek Lane north) is now complete except for a few materials delayed by the global supply chain issues. The remaining work is phase 8 is punch list work and installation of security cameras which are being installed on the full length of the new Wilkins Plaza. Final phase work includes restoration of the WT laydown area. This work has started and will complete over the next month or so. Full project completion remains on schedule and is projected for late Fall 2021.
- PPEA Discovery Hall Ph. II & Fit-out/Clean Room – The Certificate of Occupancy for the Fit-out project was received May 2018. Construction on the Clean Room is substantially complete and approved for occupancy in September 2021. Pricing has been received for installation of initial clean room tools and the associated utility modifications which can proceed upon authorization from the units funding the work.
- Hylton Performing Arts Center HVAC Repairs – Construction is nearly completed. The facility is occupied and opened for performances as Covid requirements allow. Final testing and balancing under way.
- Arlington Original Building Demolition and Culvert Relocation – A/E, Gordon Associates, and CM at Risk, Manhattan Construction, have been selected and are under contract. Relocation of

the Storm Water Infrastructure has been moved to the IDIA HQ project. Demolition of the Original Building has approved by DEB and AARB. Project was substantially completed on August 31, 2021.

- Telecom Infrastructure Phase 1 – The code of Preliminary design by DEB is complete. Working drawings anticipate being sent to DEB and DEQ by 11/19/21. Start of work targeted for April 2022 with completion March 2023.
- Life Sciences Bull Run Hall IIIB – Programming, Schematic, and Preliminary Design were completed in fall 2020. Preliminary documents were approved by DEB. Project received the Preliminary Design Funding Report with a funding approval of \$68.9M. Project also received preliminary approval from the Commonwealth's Art and Architecture Review Board (AARB). Construction Manager at Risk selected for the Project is Skanska. Due to the requested program validation related to the campus master planning, the project was placed on temporary hold in December 2020. In February 2021, Mason received notice of approval from the Commonwealth to add \$30M for an additional floor to the three-story building design, and make programmatic changes that better align the new building with the current campus master plan vision for the SciTech Campus. Based on the notice, the building reprogramming and the revised schematic design have been completed, and the preliminary design is scheduled to be submitted to DEB in mid-November. The AARB reviewed and approved the Preliminary Design at the November 5, 2021 meeting. The revised construction start date is April 2022 with the new building substantial completion date scheduled for August 2024, and the backfill substantial completion scheduled for December 2024.
- Johnson Center HVAC Repairs – Final working drawings have been submitted to DEB for review. Funding constraints due to COVID postponed design completion and construction award, which is now postponed indefinitely.
- Central Heating and Cooling Plant Capacity Expansion – RMF Engineering was selected for A/E services. The design is currently in the preliminary design phase.
- IDIA HQ – In September 2021 Dept of Engineering and Buildings (DEB) fully approved the schematic design (SD) for IDIA HQ. BOV SD approval is scheduled for a special November 2021 meeting. The project also received Art and Architecture Review Board preliminary design approval in October of 2021. Preliminary design is currently in review at DEB with approval anticipated in February of 2022. The design team has moved on to the Working Drawing phase and plans to submit for early package construction approval by Mason in the next 90 days. A separate construction documentation package has been approved by DEB for construction of the box culvert and supportive excavation for the full building. We are working with Arlington County on vacation of 3 easements on Mason land that currently contain abandoned infrastructure – approval of those easement vacations is anticipated at the December Arlington County Board Meeting. In partnership with MIP have finalized and submitted an interim agreement to P3 commission and anticipate BOV approval in a November meeting which will allow us to start construction of the box culvert while we continue on with design in advance of executing a full comprehensive agreement and financial close which is now planned for April/May of 2022. The schedule to finish and have beneficial occupancy of the building remains on target for Summer of 2025.

- Telecom Infrastructure Phase 2 – A/E team has been selected. Once funding is in place the contract will be issued for A/E services.
- Aquatic & Fitness Center Capital Renewal – Authority was received to proceed on the project in July of 2021. RRMM Lukmire has been selected as the A/E of record. Once funding is in place the contract will be issued for A/E services.
- Academic VIII – Project approved for planning only and contingent upon Mason providing seed funding. Project awaiting internal authorization and Master Plan completion to proceed.
- Virtual Online Campus – Project approved for planning only and contingent upon Mason providing seed funding. Project will be coordinated with Master Planning efforts.
- Point of View Cottages – Commonwealth has approved \$4M of funding for this project to match a target of \$4M of fundraising. Project awaiting internal authorization and Master Plan completion to proceed.
- Construct Student Housing Fairfax PPEA – Commonwealth has approved project for PPEA solicitation. Project awaiting internal authorization and Master Plan completion to proceed.
- Construct Fairfax Mixed Use Development PPEA – Commonwealth has approved project for PPEA solicitation. Project awaiting internal authorization and Master Plan completion to proceed.
- Construct Basketball Training, Wrestling, and Athlete Academic Support (RAC Addition) – Commonwealth has approved project for \$15.5M of fundraising. Project awaiting internal authorization and Master Plan completion to proceed.
- Renovations Concert Hall – Higher Education Capital Outlay (HECO) authority approved to proceed on a \$25M renovation to the Concert Hall on the Fairfax Campus. The funding is based upon donations. Project is awaiting funding to proceed.
- Business School Building – HECO authority approved to proceed on a \$165M and 200K GSF building for the School of Business on the Fairfax Campus. The funding is based upon donations. Project is awaiting funding and Master Plan completion to proceed.
- Activities Building – HECO authority approved to proceed on a \$3.75M and 15K GSF building for activities on the Fairfax Campus. Project is awaiting funding and Master Plan completion to proceed.

STAFF RECOMMENDATION:

For Board Information Only

Facilities Projects Listing

Project #	Project Name	Scope(sf) New	Scope(sf) Reno	Total Budget	Budget Status	Schedule	Scope	Construction Start Date	Occupancy Date	Construction % Complete
Construction										
1	18207-000 Horizon Hall - Core Campus (Renovate Robinson Hall and Harris Theater)	217,726	23,161	\$ 119,631,000	●	●	●	7/1/2018	12/31/2021	98.0%
2	18208-000 Improve Utility Distribution Infrastructure Fairfax - Core Campus *	0	0	\$ 51,539,000	●	●	●	8/1/2018	12/31/2021	98.0%
3	17848-000 PPEA Discovery Hall Ph II & Fitout/Clean Room	0	18,000	\$ 6,561,287	●	●	●	6/17/2019	5/7/2021	99.0%
4	A8247-024 Hylton Center HVAC Repairs	0	112,352	\$ 3,820,598	●	●	●	5/18/2020	12/31/2020	99.0%
5	18423-000 Arlington Original Building Demolition and Culvert Relocation	0	0	\$ 4,300,000	●	●	●	11/9/2020	8/31/2021	100.0%
Design										
6	18339-000 Telecom Infrastructure Phase 1*	576	0	\$ 10,525,000	●	●	●	4/1/2022	3/31/2023	N/A
7	18000-000 Life Sciences & Engineering Building - Bull Run Add*	133,300	5,000	\$ 98,993,000	●	●	●	4/1/2022	8/15/2024	N/A
8	A8247-027 Johnson Center HVAC Repairs	0	348,447	\$ 3,049,500	●	●	●	TBD	TBD	N/A
9	18509-000 Central Heating & Cooling Plant Boiler & Chiller Addition*	0	0	\$ 5,000,000	●	●	●	10/3/2022	10/2/2023	N/A
10	18482-000 Institute for Digital InnovAtion (IDIA HQ)	505,520	0	\$ 245,700,000	●	●	●	9/15/2022	12/16/2025	N/A
Design Procurement										
11	18487-000 Telecom Infrastructure Phase 2	0	0	\$ 23,250,000	●	●	●	3/1/2023	9/1/2023	N/A
12	18529-000 Aquatic & Fitness Center Capital Renewal	0	90,736	\$ 10,000,000	●	●	●	3/1/2023	9/1/2023	N/A
Pending Master Plan Alignment										
13	18498-000 Academic VIII*	200,000	0	\$ 185,675,000				TBD	TBD	N/A
14	18471-000 Virtual Online Campus*	0	45,000	\$ 11,000,000				TBD	TBD	N/A
15	18497-000 SCAR Point of View Cottages	TBD	0	\$ 8,000,000				TBD	TBD	N/A
16	17955-000 Construct Student Housing Fairfax PPEA	TBD	0	TBD				TBD	TBD	N/A
17	18117-000 Construct Fairfax Mixed Use Development PPEA	TBD	0	TBD				TBD	TBD	N/A
18	18253-000 Construct Basketball Training, Wrestling, and Athlete Academic Support (RAC Addition)	TBD	TBD	\$ 15,500,000				TBD	TBD	N/A
19	TBD Renovations Concert Hall	0	120,750	\$ 25,000,000				TBD	TBD	N/A
20	TBD Business School Building	200,000	0	\$ 165,000,000				TBD	TBD	N/A
21	TBD Activities Building	15,000	0	\$ 3,750,000				TBD	TBD	N/A
Grand Total This Report		1,272,122	763,446	996,294,385						

Data as of November 2021

* Pool Funded Project; will require DPB/DEB approval for release of funds after Preliminary Design

STOPLIGHT KEY	
●	Red: Likely to exceed approved budget/schedule/scope
●	Yellow: At risk to exceed approved budget/schedule/scope
●	Green: Within approved budget/schedule/scope

A wide-angle photograph of a busy university campus. A large, diverse crowd of students is walking along a paved path that leads towards a modern, multi-story building with glass windows. The path is lined with trees and greenery. Several banners are visible, including one that says "WELCOME MASO" and another that says "MASON PANHELLENIC". A clock is mounted on a pole in the background. The overall atmosphere is lively and academic.

BOARD OF VISITORS

Finance & Land Use Committee

Office of the Senior Vice President | December 2, 2021

Agenda

Financial Matters

- A. FY 2021 Unaudited Financial Statements
- B. FY 2022 Q1 Financial Report & Forecast
- C. FY 2023 Planning Assumptions

Operational Matters

- A. SWaM Contracting Update
- B. Succession Planning Update
- C. Retirement Plan Investment Policy Update (ACTION)

Capital Matters

- A. Schematic Design for Life Science and Engineering Building (ACTION)

Appendix – Capital Projects Review (Stoplight)



FY 2021 Unaudited Financial Statements

Financial Matters

FY 2021 Unaudited Financial Statements

- ❖ To provide the Board information regarding the University's annual financial statements
- ❖ The University's unaudited financial statements have been submitted to the Commonwealth's Auditor of Public Accounts (APA) and are posted at:

<http://fiscal.gmu.edu/wp-content/uploads/247-GMU-Unaudited-Financial-Statements-FY21.pdf>

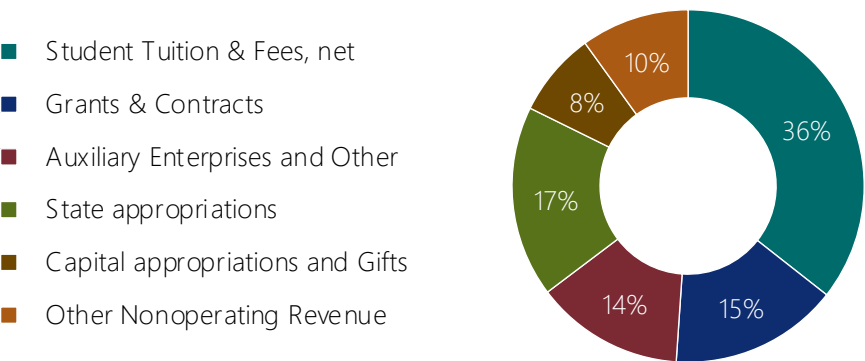
- ❖ The APA audit is underway, accelerated due to Mason's accreditation, with the audit report expected in February 2022
- ❖ APA conducted the opening meeting with Audit, Risk & Compliance Committee at the September 30th BOV meeting

FY 2020/2021 Financial Reporting

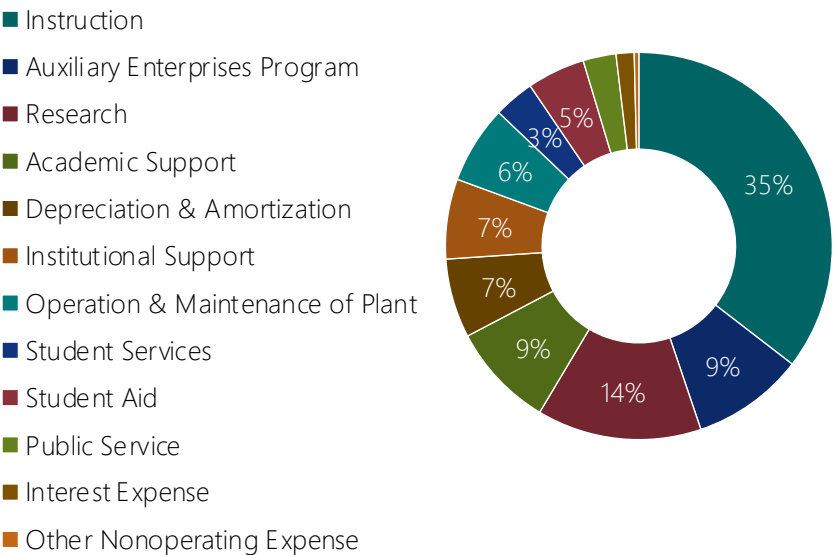
George Mason University
FY 2020 and FY 2021 Revenues & Expenses - Accrual Basis
(\$ in millions)

	FY 2020 Audited	FY 2021 Unaudited	% Inc/(Decr)
<u>Operating Revenues</u>			
Student Tuition & Fees, net	\$ 392.7	\$ 406.1	3.4%
Grants & Contracts	155.9	176.7	13.3%
Auxiliary Enterprises and Other	203.1	155.7	(23.4%)
Total Operating Revenues	\$ 751.8	\$ 738.5	(1.8%)
<u>Nonoperating Revenues</u>			
State appropriations	\$ 184.5	\$ 200.4	8.6%
Capital appropriations and Gifts	75.2	88.6	17.9%
Other Nonoperating Revenue	65.1	113.5	74.4%
Total Revenues	\$ 1,076.6	\$ 1,141.0	6.0%
<u>Operating Expenses</u>			
Education and General	\$ 752.4	\$ 816.1	8.5%
Auxiliary Enterprises	136.2	93.1	(31.7%)
Depreciation	65.6	65.7	0.1%
Total Operating Expenses	\$ 954.2	\$ 974.9	2.2%
<u>Nonoperating Expenses</u>			
Interest Expense	\$ 18.0	\$ 15.0	(16.7%)
Other Nonoperating Expenses	3.2	3.8	19.1%
Total Expenses	\$ 975.4	\$ 993.7	1.9%
 Increase in Net Position	 \$ 101.2	 \$ 147.3	 45.6%

REVENUES \$1,141.0 MILLION



EXPENSES \$993.7 MILLION



Source: Unaudited 2021 and Audited 2020 Financial Statements

FY 2021 Financial Highlights

- Overall, \$147.3M (46%) increase in net position, compared to \$101.2M in FY 2020.
- Operating revenues declined \$13M (1.8%):
 - Revenues from grants and contracts increased by \$21M (13%) as a result of new federal grants
 - Auxiliary Revenues declined \$47.4M (23%) due to decreased density on campus due to COVID pandemic
- Non-operating items contributed positively to the bottom line, including \$45M of COVID relief funding and a \$16M increase in state appropriations
- Capital appropriations and gifts increased \$13M (17.9%), primarily due to state appropriations for Horizon Hall and the Utilities Distribution Infrastructure project
- Operating expenses increased \$21M (2.2%), primarily for compensation and student aid (including emergency grants), partially offset by reductions in auxiliary enterprise contracts and cost saving efforts by units
- The Statement of Cash Flows reflects \$106M net increase in cash for FY2021, compared to \$38M in FY2020
- Accounts Receivable write-off reported annually:
 - Write-offs during FY21 (of outstanding FY20 balances) were \$3.3M (~0.53% of FY20 Billings); write-offs during FY20 were ~0.41% of FY19 Billings.
 - As of June 30, 2021, 96.4% of FY21 Billings were collected, up from 95.2% as of June 30, 2020



FY 2022 Q1 Financial Report & Forecast

Financial Matters

FY 2022 Q1 Financial Report & Forecast

<i>Cash basis, in 000's</i>	FY 2021 Actual	FY 2022 Budget	FY 2022 1Q Forecast	var to Budget
Net Tuition and Fees	\$459,289	\$457,609	\$466,990	\$9,381
State Appropriations	185,059	234,068	234,068	0
Grants & Contracts	210,682	235,660	235,660	0
Auxiliary Enterprises	192,505	236,112	236,112	0
Other Operating Revenue	17,984	14,988	14,988	0
Non-Operating Revenue:				
Relief Funding	49,499	71,520	71,520	0
Capital Grants	71,895	50,000	50,000	0
Total Revenue	\$1,186,914	\$1,299,957	\$1,309,338	\$9,381
Salaries and Wages	\$477,833	\$540,419	\$521,486	\$18,933
Fringe Benefits	134,768	152,254	147,029	5,225
Contractual Services	143,765	206,325	202,303	4,022
Travel	5,128	7,634	9,260	(1,627)
Supplies	23,158	24,000	21,098	2,902
Equipment	17,779	20,355	28,238	(7,883)
Capital Outlay	72,892	100,280	108,011	(7,731)
Debt Service	35,728	14,118	14,118	0
Scholarships & Fellowships	139,981	167,562	170,575	(3,013)
Occupancy	52,765	46,223	46,365	(141)
Other	179	(0)	0	(0)
Strategic Initiatives/Contingency	0	20,785	0	20,785
Total Expenses	\$1,103,976	\$1,299,957	\$1,268,485	\$31,472
Margin	\$82,938	\$0	\$40,853	\$40,853



FY 2023 Planning Assumptions

Financial Matters

FY23 & FY24 Commonwealth Funding Priorities

Biennium Submissions & Recommendations

<i>\$ in millions</i>	SCHEV	VBHEC	VA Higher Ed Submissions	Mason
Talent Pathways: Degrees & Internships	\$ 261.4	\$ 300.0		\$ 20.3
Affordability & Financial Aid	\$ 204.6	\$ 225.0		\$ 23.1
Operations	\$ 163.5	\$ 280.0		\$ 23.2
Equity	\$ 67.1	\$ 75.0		\$ 18.2
Total	\$ 696.5	\$ 880.0	\$ 730.0	\$ 84.8

- SCHEV funding input into State budget system as \$503M (first time this has occurred) but later increased to \$697M to account for impact of out-of-state students on financial aid and operations
- VBHEC will not have details on how to distribute by school; VBHEC tuition moderation is included in Operations
- CSSBO meeting Dec 8 to determine unified VA Higher Ed Submissions
- Mason submissions for FY23 & FY24

Oversight & Coordinating Bodies:

- Council of Presidents (COP)
- Council of State Senior Business Officers (CSSBO)
- State Council of Higher Education for Virginia (SCHEV)
- Virginia Business Higher Education Center (VBHEC)

Commonwealth Funding Guidelines

Current VA Higher Education Funding Guidelines:

- Determine an institution's base funding level to meet its mission and allocate "adequate" funds in a rational and equitable way.
- Produce a minimum amount of base funding.
- Institutions usually seek additional resources to provide a higher level of service and to meet strategic priorities.

State Funding Goals:

- Provide 67% of calculated funding need
- Provide support for faculty salaries at 60th percentile of selected peer group

Current Funding Methodology & Variables:

- Student enrollment by discipline
- Student-faculty ratio
- Blended faculty salary
- Add-ons for support service programs by institution type based on national norms.

Commonwealth Funding Guidelines

Challenges of Current Funding Guidelines:

- Current cost model is over 20 years old
- State has reduced GF appropriations during the two recessions
- While the State has calculated that all public HE institutions are at or above their base funding needs, inputs are flawed as is methodology
- Institutions have experienced changes in student demographics, instructional delivery modes and program offerings
- New cost and funding model needed with fresh perspective taking into account differential missions of the 15 VA public institutions

SCHEV Cost & Funding Needs Study

- General Assembly directed SCHEV to study higher education costs, funding needs, and efficiencies to determine a new cost model for allocating State appropriations.
- Working with a consultant and representatives from institutions to design a new funding model.
- Deliverables:
 - Review of each institution's historical data
 - Review of institutional effectiveness and efficiency
 - Review of trends and costs
 - New funding model for VA institutions of higher education (July 2022)



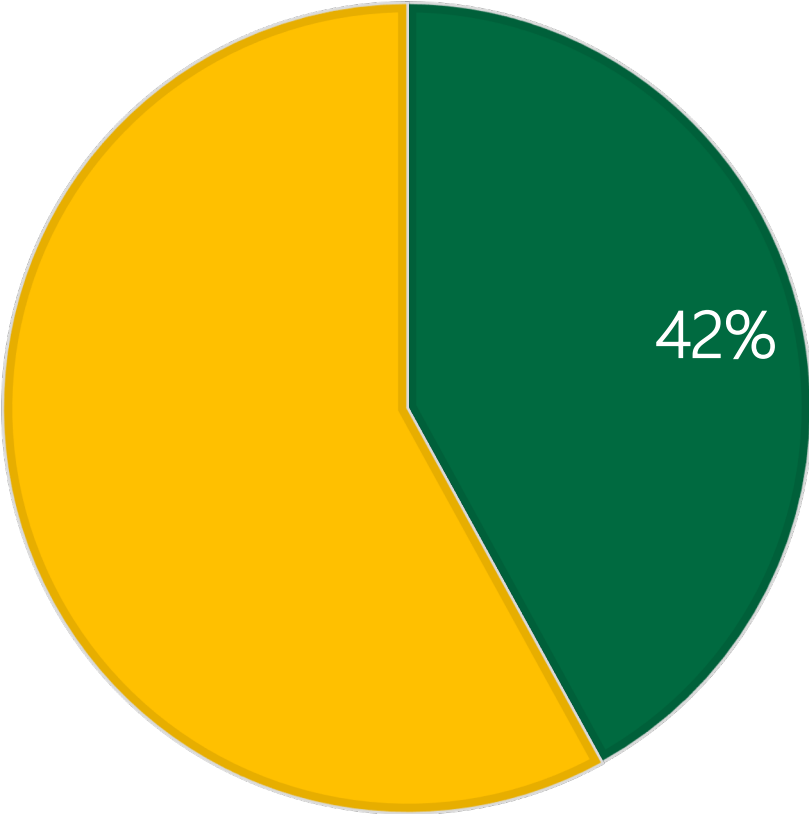
SWaM Overview

Financial Matters

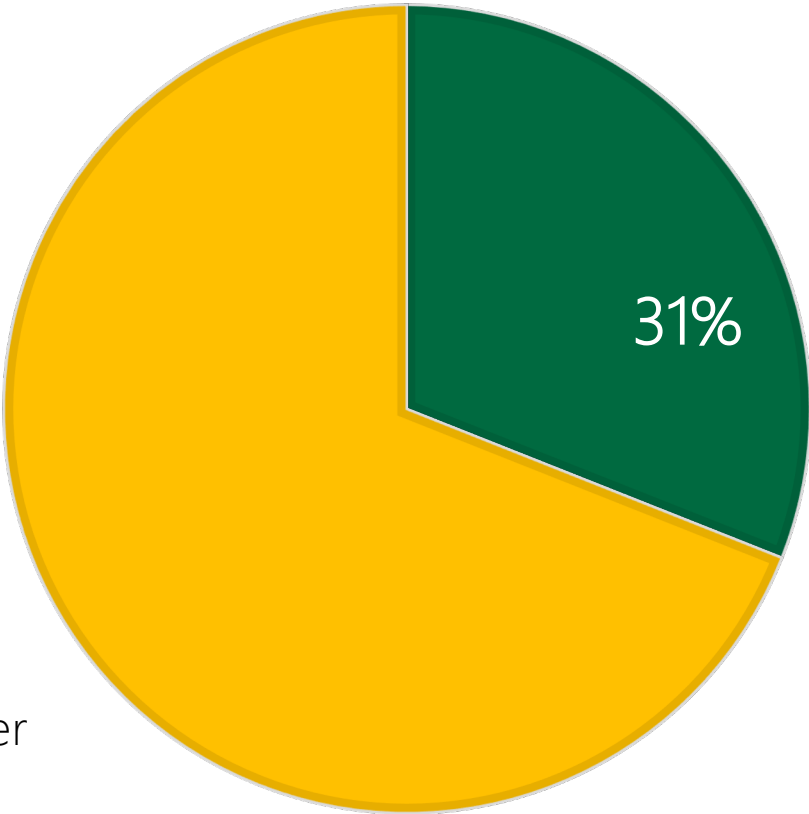
SWaM Certification Program & Goals

Created in 2006 by the Commonwealth, the SWaM Procurement Initiative was established to enhance business opportunities for small, women- and minority-owned businesses

DISCRETIONARY SPEND GOAL



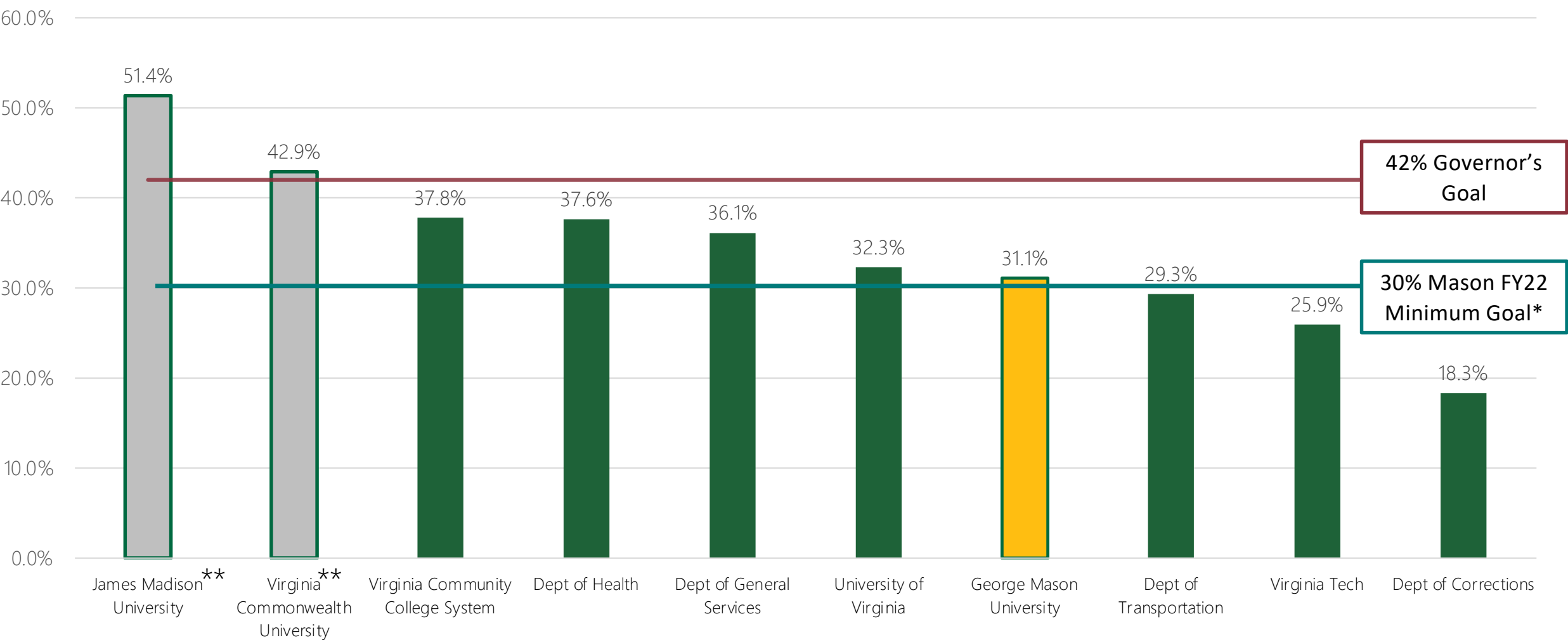
COMMONWEALTH AVERAGE (FY21)



■ SWaM ■ Other

Largest Agencies Performance (FY21)

SWaM Percentage of Total Spend



*Each state agency submits a minimum goal each year
**JMU & VCU surpass VA goal primarily due to SWaM General Contractors in their area

Performance with Minority, Women & Micro Businesses

\$ in millions

\$ Second highest percentage with Minority-Owned Businesses

Agency	Minority	SWaM Total	% of Minority Spend
Radford University	\$6.6	\$14.6	45%
George Mason University	\$15.3	\$44.6	34%
Old Dominion University	\$7.3	\$41.4	18%
University of Virginia	\$20.2	\$162.9	12%
Virginia Commonwealth University	\$8.5	\$84.3	10%
Virginia Military Institute	\$2.1	\$28.4	7%
Virginia Tech	\$5.0	\$87.8	6%
Longwood University	\$0.5	\$8.8	5%
William & Mary	\$1.6	\$43.7	4%
James Madison University	\$1.7	\$62.4	3%
University of Mary Washington	\$0.4	\$29.0	1%

\$ Second highest percentage with Women-Owned Businesses

Agency	WB	SWaM Total	% of Women Spend
Old Dominion University	\$8.8	\$41.3	21%
George Mason University	\$7.5	\$44.6	17%
University of Virginia	\$24.4	\$162.9	15%
Virginia Tech	\$10.7	\$87.8	12%
Longwood University	\$1.1	\$8.8	12%
James Madison University	\$7.2	\$62.4	12%
Radford University	\$1.6	\$16.6	10%
William & Mary	\$3.8	\$43.7	9%
University of Mary Washington	\$2.2	\$29.0	8%
Virginia Commonwealth University	\$6.1	\$84.3	7%
Virginia Military Institute	\$1.9	\$28.4	7%

\$ Highest percentage with Micro-Businesses

Agency	Micro	SWaM Total	% of Micro Spend
George Mason University	\$4.4	\$44.6	10%
William & Mary	\$4.1	\$43.7	9%
Virginia Tech	\$6.1	\$87.8	7%
Radford University	\$1.0	\$16.6	6%
James Madison University	\$3.3	\$62.4	5%
University of Mary Washington	\$1.4	\$29.0	5%
Virginia Military Institute	\$1.3	\$28.4	5%
Longwood University	\$0.4	\$8.8	5%
Virginia Commonwealth University	\$3.3	\$84.3	4%
Old Dominion University	\$1.4	\$41.3	3%
University of Virginia	\$2.1	\$162.9	1%

Small Business has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years

Micro Business has 25 or fewer employees and average annual gross receipts of \$3 million or less averaged over the previous three years

Performance with Small Businesses

\$ in millions

Small Business Spend

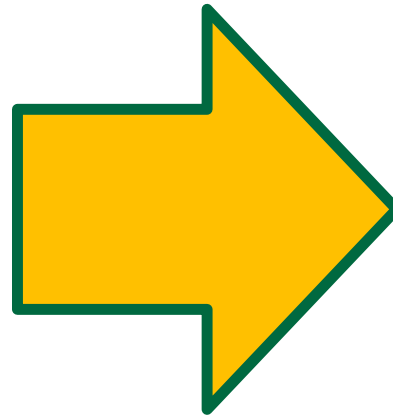
Agency	Small	SWaM Total	% of Small Spend
University of Mary Washington	\$25.0	\$29.0	86%
Virginia Military Institute	\$23.0	\$28.4	81%
James Madison University	\$50.2	\$62.4	80%
Virginia Commonwealth University	\$66.3	\$84.3	79%
William & Mary	\$34.2	\$43.7	78%
Virginia Tech	\$65.7	\$87.8	75%
Longwood University	\$5.7	\$8.8	65%
Old Dominion University	\$23.9	\$41.4	58%
University of Virginia	\$90.4	\$162.9	55%
George Mason University	\$16.7	\$44.6	37%
Radford University	\$5.1	\$14.6	35%

- Factors that influence SWaM vendor makeup are geographic location, targeted outreach, and business relationships

SWaM Challenges & Opportunities

Current Challenges

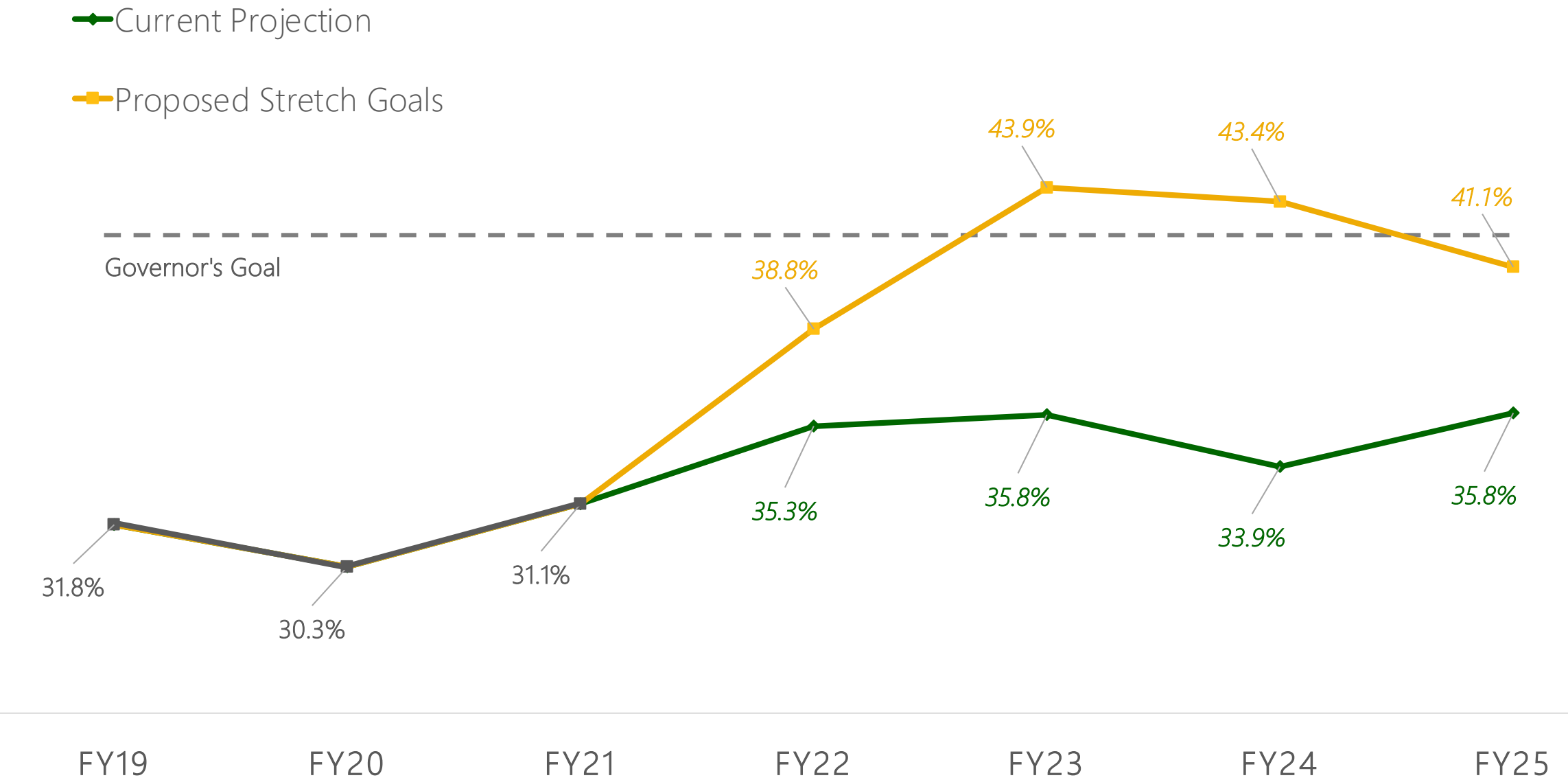
- Reciprocity
 - Prevents Mason from counting any local Washington, D.C. vendors
 - Prevents counting of vendors from three largest states: Texas, Florida or California, plus eight additional states
- Lack of Certified Vendors
 - Less than 15,000 available vendors in Virginia SWaM database
 - 25% less vendors than 5 years ago
 - Complicated enrollment process
- Construction
 - Financial considerations
 - Limited supply of SWaM G/C's for construction projects



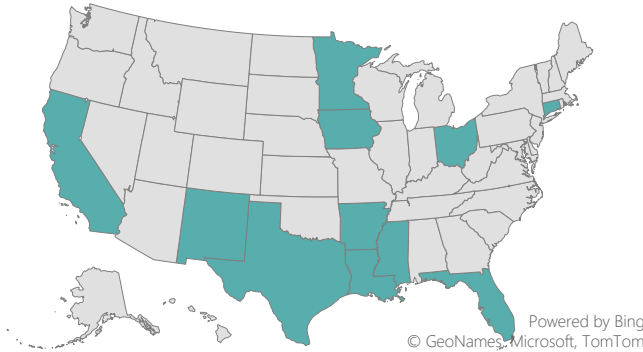
Where We Are Headed

- Dedicated SWaM Resource
 - Hiring Director Supplier Diversity by Jan 2022
 - Greater outreach to all potential vendors
- General Contractors
 - Greater communication on expectations during proposal stage
 - Increased weighting of SWaM scoring component
- Increased advocacy with Commonwealth reciprocity impact & vendor certification process

Projected SWaM Spending

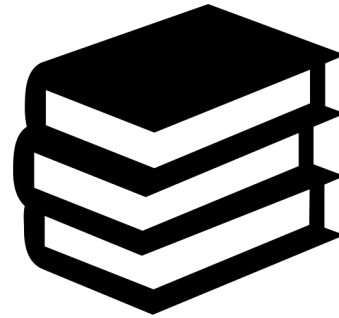


Areas For Assistance



#1-Reciprocity

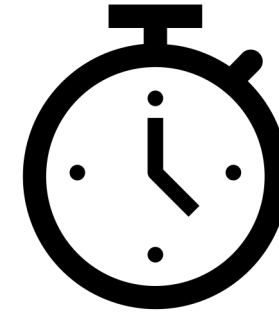
- Amend Code of Virginia Section 2.2-1606 (8)
- Denies 12 states or districts participation as a result of their programs or procurement preferences



#2-Paperwork

- Reduce administrative requirements for vendor certification
- Current process requires up to 13 documents

<https://www.sbsd.virginia.gov/wp-content/uploads/2018/08/SWaM-Documents-Required.pdf>



#3-Certification

- Amend SBSD Procedures to automatically certify sole proprietors as SWaM



Succession Planning Update

Operational Matters

Overview

- Human Resources & Payroll must plan for continuous changes in our workforce by:
 - Tracking specific workforce metrics: Retention/Turnover Rates & Retirement Eligibility
 - Identifying essential employees in key roles at university and having a strategy for their potential succession
- Update on previously reported risk factors, workforce metrics, and next steps to mitigate identified risks and develop robust succession plans
- Mason is required to provide succession plan annually to DHRM & Board of Visitors
 - Requirement has been waived this year due to COVID
 - This update provides key planning observations around our workforce

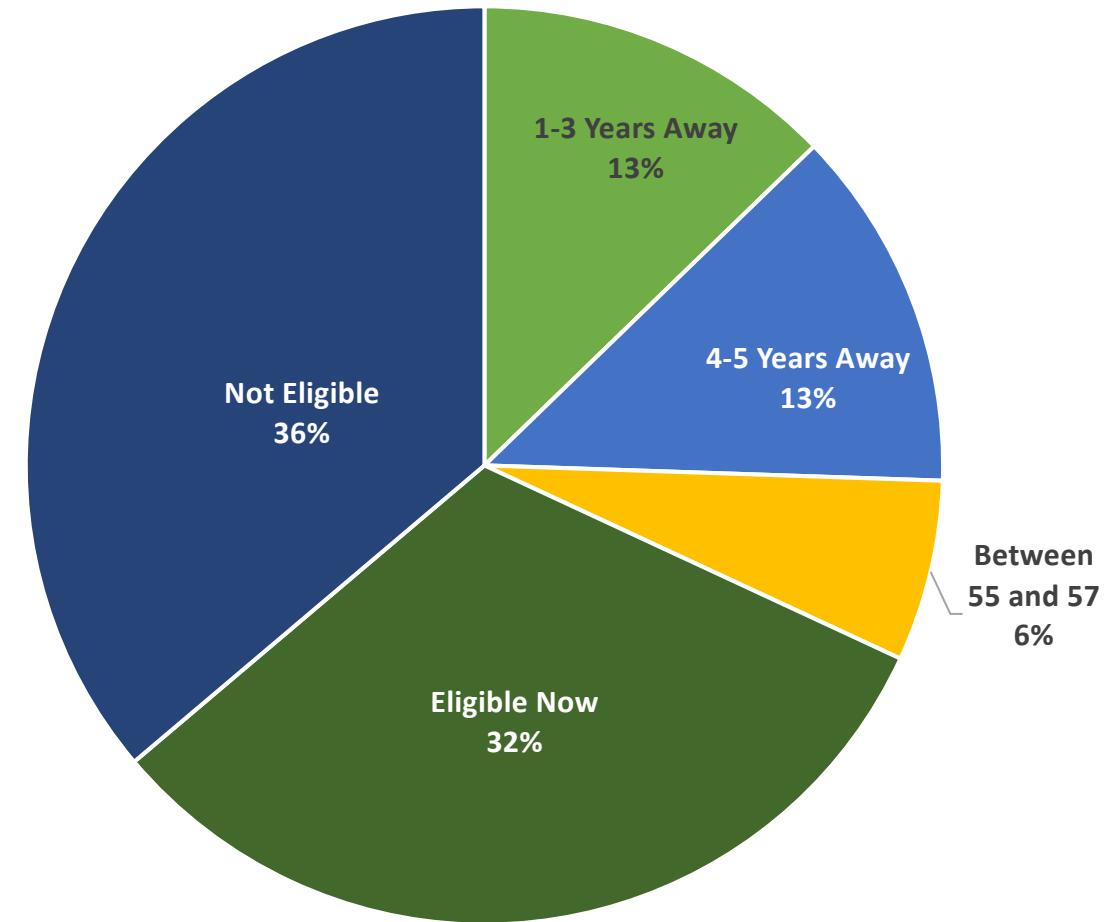
Risk Factors

- Retirement
 - Aging workforce will retire and leave gaps in institutional knowledge which next generation must be prepared to fill
- Competition
 - Location presents unique challenges in attracting and retaining talent
 - Pandemic and required shifts in both the work to be done and new skills required create a need for re-skilling and upskilling of our workforce.
- Mason highlighted key personnel in critical positions that impact our mission, operations, and student experience.
- If unfilled, these positions may have significant negative impact on executing our mission.



Key Observations

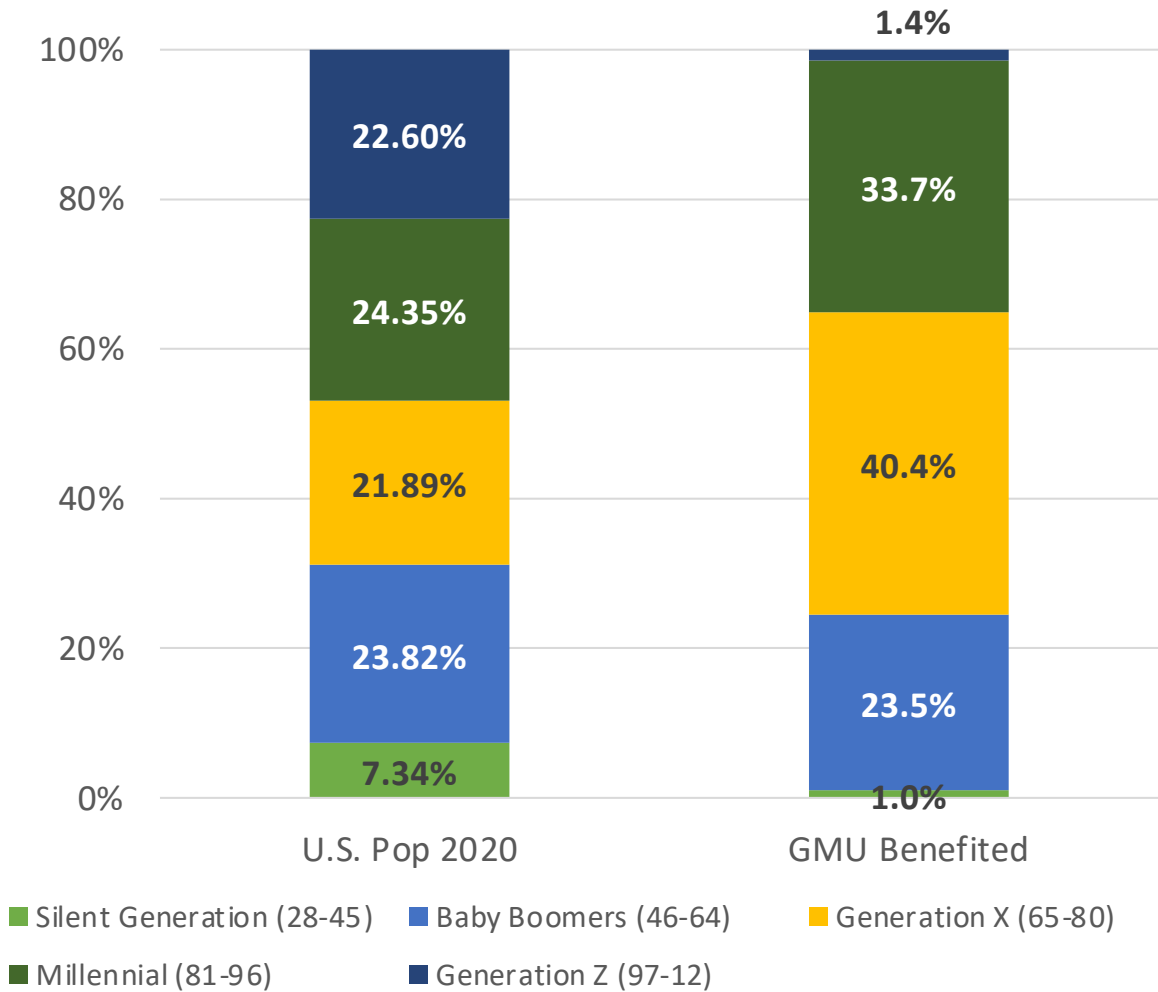
- Mason's 47 most essential employees include vice presidents, deans, and other senior leadership positions.
 - 36% are not eligible for retirement
 - 26% could retire within the next 5 years
 - 32% currently eligible to retire
- 24% of all GMU benefited employees are eligible within 5 years



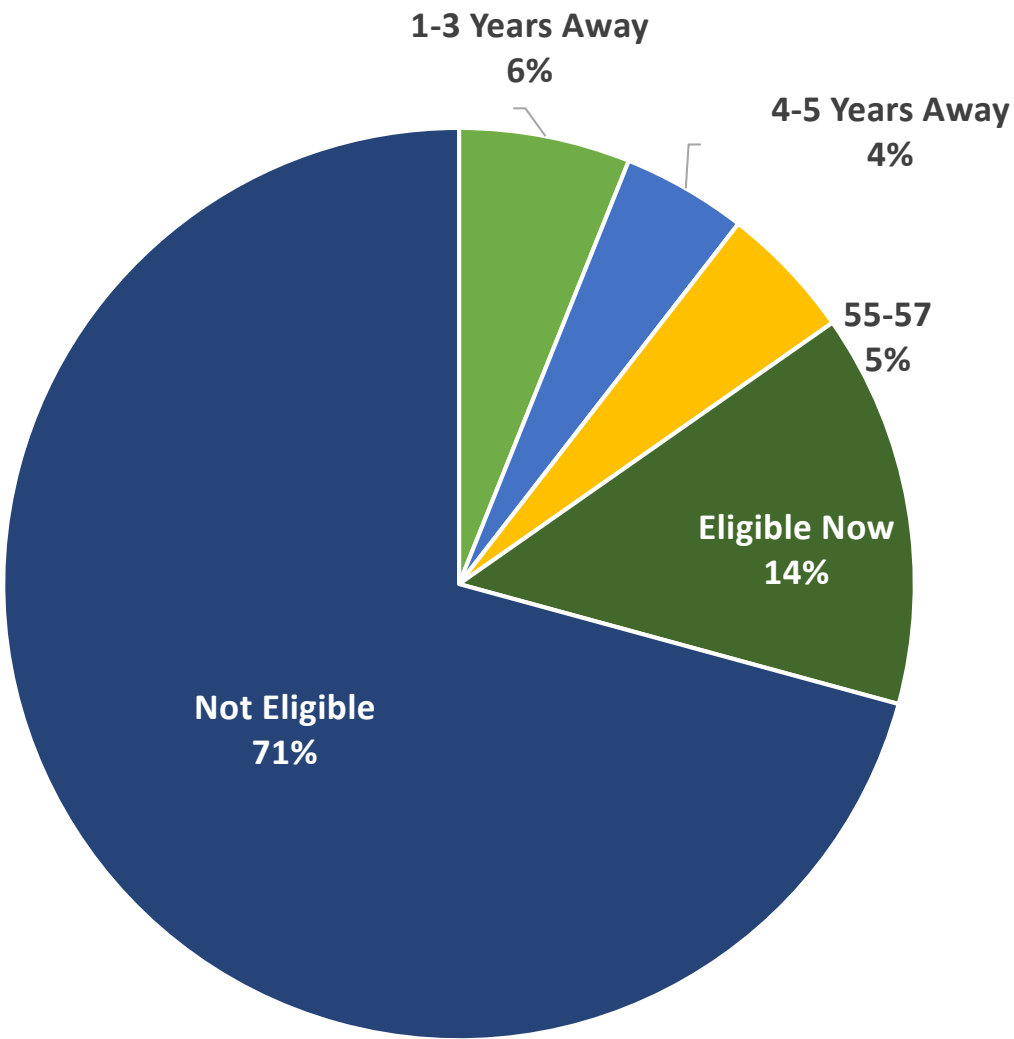
Essential Employees (n=47)

Key Observations

National vs Mason
Generational Makeup of Workforce



All Mason Benefited Employees
(n=4494)



Action Plans

Short Term:

- Hire a position dedicated to Performance Management & Succession Planning responsible for designing a succession plan strategy for Mason
- Design and implement the Succession Planning module from Cornerstone for which we have already contracted

Middle Term:

- Develop 3-5 year plan, defining metrics, assisting unit leadership, aligning growth

Succession Planning Module Specifications:

- Develop multiple succession scenarios for any position
- Anticipate and plan for staffing changes and talent gaps
- Align employees with best-fit roles
- Easily assess the risk and impact of loss of each employee



Retirement Plan Investment Policy Update

Operational Matters

ORP Investment Overview



Total Assets: \$734.6M	
TIAA Optional Retirement Plan (ORP)	\$489.9M
TIAA Cash Match	\$21.2M
Fidelity ORP	\$209.6M
Fidelity Cash Match	\$13.9M

Hardship/Loan Information	
Active Loans	50
Hardships	3
Active Loan Balance	\$1.3M
Active Hardship Balance	\$29k

All data pulled as of 11/02/2021, subject to change thereafter

ORP Fee & Fund Change

Key items accomplished during the past year (ORP and Cash Match only)

- Investment Policy Statement revisions
- Fee re-negotiations with TIAA and Fidelity
- Migration to a more transparent fee structure

Pending items

- Investment Policy Statement approval
- Committee Charter
- Payout of small balances for terminated participants (<\$5,000)
- Bringing the 403b plan under the purview of the Committee

Mason Investment Policy Statement



Investment Policy Statement (IPS) applies to the:

- University's Defined Contribution Retirement Plan (ORP)*;
- Cash Match Plan; and the
- 401(a) Supplemental Plan*.

BOV established the IPS to evaluate & recommend investment options for retirement plans. Investment Policy Committee (IPC) reports to BOV any IPS changes in investment options that are available to faculty & staff.

Investment Policy Statement Highlights:

- Outlines the investment program structure, IPC duties, responsibilities and the policies and procedures under which the IPC operates.
- Establishes guidelines and procedures used for selection of investment options.
- Defines criteria and procedures used to report investment option performance and evaluation of the respective investment options.

* For faculty including administrative/professional faculty

Proposed Changes & Background

- University Counsel reviewed the University's Plans and a prior recommendation to bring the 403(b) under the control of the IPC.
 - Engaged outside counsel and consulted peer institutions for best practices
- Recommended three changes for compliance and ease of plan operations
 - Add the 403(b) to the IPS & consolidate plans
 - Create an Investment Policy Committee charter
 - Delegate plan authority to senior university official

Recommended Investment Policy Changes

1. Add the 403(b) to the IPS and Consolidate Plans:

- Allow for economies of scale for plan administration and when amending the plan is required
- Consider restating the plans into an IRS pre-approved plan document with TIAA or Fidelity

2. Create an Investment Policy Committee Charter:

- Outlines the investment program structure, IPC duties, responsibilities and the policies and procedures under which the IPC operates.
- Establishes guidelines & procedures for selection of investment options.
- Defines criteria & procedures used to report investment option performance and evaluation of the respective investment options.

Recommended Investment Policy Changes

3. Approve changes to IPS delegating authority to senior university official:
 - Transfers oversight of the plan from the Board of Visitors to the Senior Vice President
 - Provides increased accountability to the Plan Administrator
 - Streamlines plan processes and board meetings
 - Streamlines litigation if University faces legal action regarding the IPS
 - Requires BOV approval

Staff Recommendation to Board

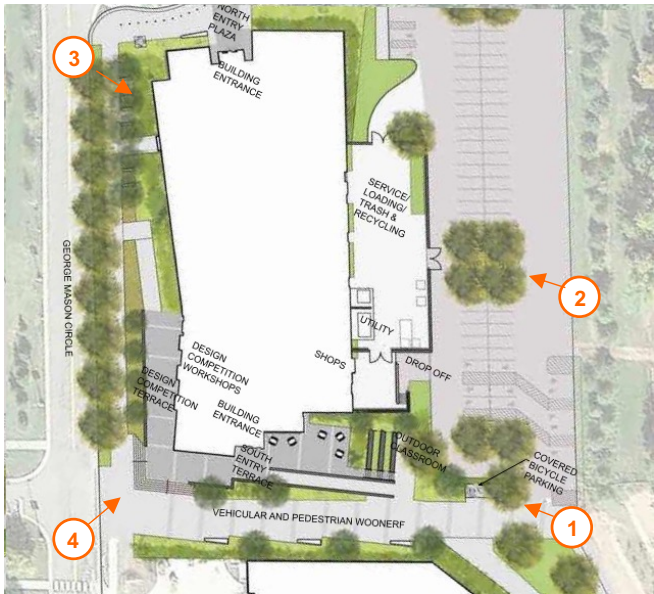
The Finance & Land Use Committee recommends approval by the Board of Visitors to delegate authority of the plans to the Senior Vice President.



Schematic Design for LSEB

Operational Matters

2021 Schematic Design



KEY PLAN



1 - VIEW FROM SOUTHEAST



2 - VIEW (ARIAL) FROM EAST



3 - VIEW FROM NORTHWEST



4 - VIEW FROM SOUTHWEST

Revised Site Plan

Previous 2020 Schematic Design



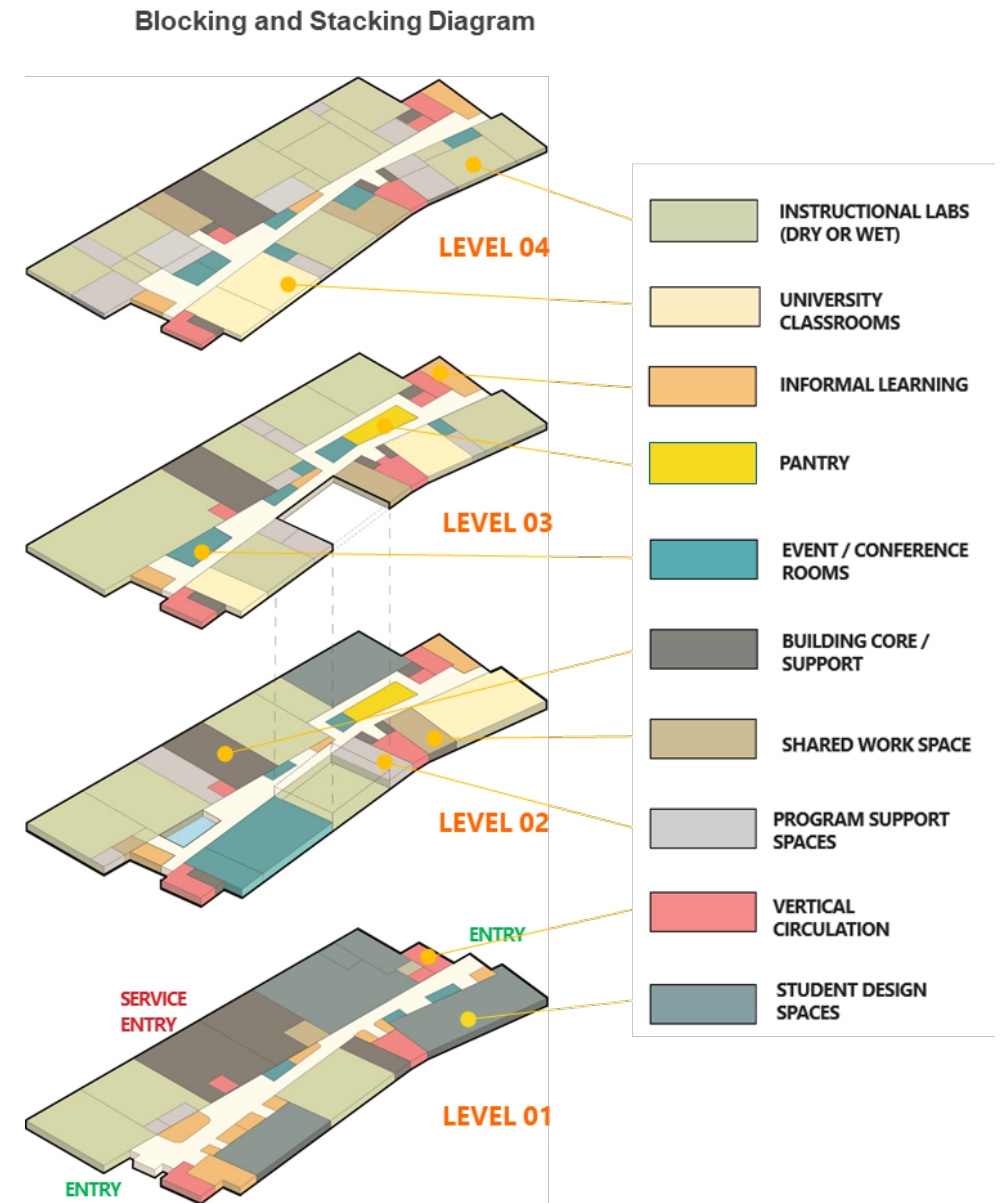
2021 Schematic Design

Revised to Align with Master Plan



Project Program

- ☐ **133,000 GSF** (previously 100,000 GSF) **new building** + 5,000 ASF of backfill at Katherine G. Johnson Hall – **Approved Commonwealth funding for additional building level**
- ☐ **4 equal stories** (previously 3 stories)
- ☐ New facility model to GMU - all instructional labs and classrooms are for multi-disciplinary instruction, primarily at the **graduate** level
- ☐ Primary colleges/schools sharing the building:
 - College of Science (COS)
 - College of Education and Human Development (CEHD)
 - College of Engineering and Computing (CEC) – formerly VSE
 - College of Visual and Performing Arts (CPVA)
- ☐ Construction scheduled to start **spring 2022** (previously spring 2021)
- ☐ Occupancy scheduled for **fall 2024** (previously fall 2023)
- ☐ Total Targeted Budget = **\$98,634,000** (previously \$68,634,000)
- ☐ Construction Targeted Budget = **\$68,500,000** (previously \$53,778,000)



Program Comparison

LIFE SCIENCES AND ENGINEERING BUILDING SF

Building Assignable Area Summary				
SPACE CATEGORY	2020 (PREVIOUS) DESIGN AREA		2021 (CURRENT) DESIGN AREA	
Dry Lab	26,949	NSF	32,253	NSF
Wet Lab	14,650	NSF	24,922	NSF
Inst. Support	4,900	NSF	6,022	NSF
Univ. Classroom/ Informal Learning	9,586	NSF	12,370	NSF
Conf/ Meeting	5,511	NSF	5,420	NSF
Shared Workspace	3,079	NSF	4,436	NSF
Spec. Building Support	239	NSF	731	NSF
BUILDING TOTAL - ASSIGNABLE AREA		64,914 NSF	86,154 NSF	
Building Gross Area Summary				
FLOOR LEVEL	GSF PER FLOOR		GSF PER FLOOR	
First Floor	32,517	GSF	33,042	GSF
Second Floor	32,736	GSF	33,365	GSF
Third Floor	32,537	GSF	31,291	GSF
Fourth Floor	0	GSF	33,371	GSF
Penthouse	1,152	GSF	695	GSF
Exterior Covered Areas	0	GSF	193	GSF
BUILDING TOTAL GROSS SQUARE FOOTAGE		98,942 GSF	131,957 GSF	
EFFICIENCY		65.6%	65.3%	

BACKFILL/RENOVATION SF

Backfill			
EXISTING BUILDING	2020 (PREVIOUS) DESIGN AREA		2021 (CURRENT) DESIGN AREA
Katherine G. Johnson Hall (formerly Bull Run Hall) - 1st Floor	3,333	NSF	3,333 NSF
Katherine G. Johnson Hall (formerly Bull Run Hall) - 3rd Floor	2,210	NSF	0 NSF
Discovery Hall - 2nd Floor	0	NSF	2,978 NSF
BACKFILL TOTAL - ASSIGNABLE AREA	5,543 NSF		6,311 NSF

- ❑ Entire building footprint the same (only grew 1.6%)
- ❑ Additional 4th floor
- ❑ Increased assignable area across most program spaces
- ❑ Overall total assignable area grew by 21,240 SF or 32.7%
- ❑ Overall GSF grew by 33,015 GSF or 33.3%
- ❑ Largest SF increases in Wet Labs (over 10,200 SF or 70%) and their Specialized Support Spaces (over 490 SF or 200%)
- ❑ Reduced 3rd floor gross SF due to required double height lab
- ❑ Backfill redistributed from only Katherine G. Johnson Hall to Katherine G. Johnson Hall and Discovery Hall
- ❑ Backfill program increased by 700 SF or 13.8%
- ❑ Total project SF within the targeted 133,000 GSF new building and 5,000 SF backfill

Staff Recommendation to Board

The Finance & Land Use Committee recommends approval by the Board of Visitors of the Schematic Design of the Life Science and Engineering Building and authorize the project to proceed through design into construction.

Action Items

Motion: I move to approve the following items, en bloc, as they are outlined in the meeting materials:

- Retirement Plan Investment Policy Update
- Schematic Design for Life Science and Engineering Building



Appendix

Capital Projects Stoplight Chart

	Project #	Project Name	Scope(sf) New	Scope(sf) Reno	Total Budget	Budget Status	Schedule	Scope	Construction Start Date	Occupancy Date	Construction % Complete
		Construction									
1	18207-000	Horizon Hall - Core Campus (Renovate Robinson Hall and Harris Theater)	217,726	23,161	\$ 119,631,000				7/1/18	12/31/21	98.0%
2	18208-000	Improve Utility Distribution Infrastructure Fairfax - Core Campus*	0	0	\$ 51,539,000				8/1/18	12/31/21	98.0%
3	17848-000	PPEA Discovery Hall Ph II & Fitout/Clean Room	0	18,000	\$ 6,561,287				6/17/19	5/7/21	99.0%
4	A8247-024	Hylton Center HVAC Repairs	0	112,352	\$ 3,820,598				5/18/20	12/31/20	99.0%
5	18423-000	Arlington Original Building Demolition and Culvert Relocation	0	0	\$ 4,300,000				11/9/20	8/31/21	100.0%
		Design									
6	18339-000	Telecom Infrastructure Phase 1*	576	0	\$ 10,525,000				4/1/22	3/31/23	N/A
7	18000-000	Life Sciences & Engineering Building - Bull Run Add*	133,300	5,000	\$ 98,993,000				4/1/22	8/15/24	N/A
8	A8247-027	Johnson Center HVAC Repairs	0	348,447	\$ 3,049,500				TBD	TBD	N/A
9	18509-000	Central Heating & Cooling Plant Boiler & Chiller Addition*	0	0	\$ 5,000,000				10/3/22	10/2/23	N/A
10	18482-000	Institute for Digital InnovAtion (IDIA HQ)	505,520	0	\$ 245,700,000				9/15/22	12/16/25	N/A
		Design Procurement									
11	18487-000	Telecom Infrastructure Phase 2	0	0	\$ 23,250,000				3/1/23	9/1/23	N/A
12	18529-000	Aquatic & Fitness Center Capital Renewal	0	90,736	\$ 10,000,000				3/1/23	9/1/23	N/A
		Pending Master Plan Alignment									
13	18498-000	Academic VIII*	200,000	0	\$ 185,675,000				TBD	TBD	N/A
14	18471-000	Virtual Online Campus*	0	45,000	\$ 11,000,000				TBD	TBD	N/A
15	18497-000	SCAR Point of View Cottages	TBD	0	\$ 8,000,000				TBD	TBD	N/A
16	17955-000	Construct Student Housing Fairfax PPEA	TBD	0	TBD				TBD	TBD	N/A
17	18117-000	Construct Fairfax Mixed Use Development PPEA	TBD	0	TBD				TBD	TBD	N/A
18	18253-000	Construct Basketball Training, Wrestling, and Athlete Academic Support (RAC Addition)	TBD	TBD	\$ 15,500,000				TBD	TBD	N/A
19	TBD	Renovations Concert Hall	0	120,750	\$ 25,000,000				TBD	TBD	N/A
20	TBD	Business School Building	200,000	0	\$ 165,000,000				TBD	TBD	N/A
21	TBD	Activities Building	15,000	0	\$ 3,750,000				TBD	TBD	N/A
		Grand Total This Report	1,272,122	763,446	996,294,385						

* Pool Funded Project; will require DPB/DEB approval for release of funds after Preliminary Design

Data as of November 2021

STOPLIGHT KEY	
	Red: Likely to exceed approved budget/schedule/scope
	Yellow: At risk to exceed approved budget/schedule/scope
	Green: Within approved budget/schedule/scope

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Meeting of
September 30, 2021
MINUTES**

PRESENT: Rector James Hazel, Vice Rector Horace Blackman, Secretary Simmi Bhuller, Visitors Anjan Chimaladinne, Mehmood Kazmi, Ignacia Moreno, Carolyn Moss, Dolly Oberoi, Edward Rice, Denise Turner Roth, and Robert Witeck.

ABSENT: Visitors Juan Carlos Iturregui, Wendy Marquez, Jon Peterson, Nancy Prowitt, Paul Reagan

ALSO, PRESENT: Erin Rogers, Staff Representative; Melissa A. Broeckelman-Post, Faculty Representative; Steven Zhou, Student Representative; Natalia Kanos, Student Representative; Gregory Washington, President; Ken Walsh, Vice President for Strategic Initiatives and Chief of Staff; Mark Ginsberg, Provost and Executive Vice President; Carol Kissal, Senior Vice President for Administration and Finance; Matt Smith, Director of Accreditation; Brian Walther, University Counsel; and Sarah Hanbury, Secretary pro tem.

I. Call to Order

Rector Hazel called the meeting to order at 2:25 p.m.

II. Approval of the Minutes

- A. Planning Conference Minutes for July 29, 2021 (**ACTION ITEM**)
- B. Annual Meeting Minutes for July 30, 2021 (**ACTION ITEM**)

Rector Hazel called for any corrections to the meeting minutes for the July 29, 2021 Planning Conference and the July 30, 2021 Annual Meeting that were provided in the board meeting materials. Hearing no corrections, the **MINUTES STOOD APPROVED AS WRITTEN**.

III. Rector's Report

Rector Hazel reminded the board of several upcoming events and deadlines including:

- SCHEV Boards of Visitors Orientation on October 19.
- The Board of Visitors, Board of Trustees, and Alumni Association Recognition Reception on October 6.
- The Presidential Investiture of Dr. Gregory Washington on October 21.
- Opportunities for board members to tour the Arlington and SciTech campuses.

He noted a conversation at the previous board meeting regarding Classified Information Access, and remarked that following a request for additional information, a memo had been provided in the meeting materials by Melissa Perez, Associate Director of Export Compliance & Secure Research. Given the additional information provided in the memo, Rector Hazel stated he did not believe there was a need to change the processes regarding board clearance.

Rector Hazel concluded by offering, on behalf of the Board, an additional expression of gratitude to the staff working every day to make Mason's students successful.

IV. President's Report

Dr. Washington provided an update noting several highlights including:

- In the face of great uncertainty with the COVID-19 pandemic, Mason has been successful in its response.
- Members of the Mason community supported Afghan refugees upon their arrival in the United States.

- As Mason's status with the coronavirus improves, restrictions will be eased, with the first being reduced frequency for required surveillance testing.
- Displayed a list of major initiatives being undertaken at Mason, highlighting:
 - Mason Virginia Promise: pathway towards an advanced degree or their own business for every Virginian who wants it.
 - A plan to meet 100% of student financial need.
 - Plans for growth in students, faculty, staff populations, and infrastructure.
 - Master planning effort for campus transformation.
 - A focus on enhancing specific metrics in order to improve Mason's ranking with *U.S. News & World Report*.
 - Recent efforts in the current branding campaign.

V. SACSCOC Update (Matt Smith)

Rector Hazel emphasized the significance and scope of the SACSCOC compliance certification ("self-study") report. He called on Matt Smith, Director of Accreditation, to provide an update. Dr. Smith provided a briefing on the most recent submission to SACSCOC, as well as the timeline for the future elements of the reaffirmation of accreditation process.

VI. Committee Reports

A. Finance and Land Use Committee

Visitor Roth stated that the Finance and Land Use Committee had approved six items to bring before the full board for full approval. She **MOVED** to approve the following items en bloc, as they are outline in the meeting materials:

1. FY 2022 Amended Budget (**ACTION ITEM**)
2. State Six-Year Operating Plan (**ACTION ITEM**)
3. Joint Legislative Audit and Review Commission Span of Control (**ACTION ITEM**)
4. Six-Year Capital Plan (**ACTION ITEM**)
5. Land Use Certification (**ACTION ITEM**)
6. University Building Official Office (**ACTION ITEM**)

The motion was **SECONDED** by Visitor Moss. Rector Hazel opened the floor for discussion; there was none. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

B. Research Committee

Vice Rector Blackman highlighted the topics discussed during the Research Committee meeting, which included a presentation by Andre Marshall, Mason's new Vice President for Research, Innovation, and Economic Impact. This presentation provided updates on the inclusive excellence plan, research innovation initiatives, research services, and Mason Enterprise. There were no action items from the committee to bring before the full board.

C. Audit, Risk, & Compliance Committee

Visitor Rice briefed the board on the topics presented and discussed during the Audit, Risk, & Compliance Committee meeting, which included:

- Discussion with staff from the office of the Auditor of Public Accounts (APA), regarding the audit of Mason's financial statements for FY21. The APA will provide a separate report on internal controls and compliance.
- Campus health update from Julie Zobel, Associate Vice President for Safety, Emergency, and Enterprise Risk Management.

There were no action items from the committee to bring before the full board.

D. Development Committee

Visitor Chimaladinne briefed the board on items discussed during the Development Committee meeting, including:

- Update on George Mason University Foundation (GMUF) activities by Chairperson Terri Cofer Beirne.
- Update on activities by the Office of Advancement and Alumni Relations by Trishana Bowden, Vice President for Advancement and Alumni Relations at Mason, and President of GMUF.
- Report on the “Leading the Way” Campaign in the School of Business.

There were no action items from the committee to bring before the full board.

E. Academic Programs, Diversity, and University Community Committee

Secretary Bhuller noted items discussed in the Academic Programs, Diversity, and University Community Committee meeting, which included:

- An academic update on the fall 2021 semester by Provost Mark Ginsberg.
- An overview on fall student move-in and current University Life programs by Rose Pascarell, Vice President for University Life.
- A report on enrollment and registration by David Burge, Vice President for Enrollment Management, and Alan Byrd, Dean of Admissions.

Secretary Bhuller advised that the presentation regarding the Tech Talent Investment Program (TTIP), the Arlington campus expansion, and the Institute for Digital InnovAtion (IDIA) was tabled until the next meeting of the committee. Secretary Bhuller then **MOVED** that the board approve the following action items, en bloc, as they are provided in the meeting materials:

1. Degree Program Name Change
 - a. MA International Commerce and Policy to MA Global Commerce and Policy (**ACTION ITEM**)
2. Program Closure
 - a. MS Physical Education (**ACTION ITEM**)
 - b. BS Ed Health Education (**ACTION ITEM**)

The motion was **SECONDED** by Visitor Roth. Rector Hazel opened the floor for discussion; there was none. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

Rector Hazel offered the floor to the student, faculty, and staff board representatives, in the event they wished to make any comments. Melissa Broeckelman-Post, faculty representative to the Board and Faculty Senate Chair, noted current priorities of the Faculty Senate:

- A new student evaluation of teaching form, that aims to more accurately assess student learning and reduce the impact of biases (race, gender, and others) on the evaluation process.
- Established a task force to reimagine faculty roles and rewards, with the goal of evaluating and rewarding excellence in teaching and research.

VII. Closed Session

Vice Rector Blackman **MOVED** that the Board go into Closed Session under the provisions of Section 2.2-3711.A.11, for Honorary Degrees and Special Awards to discuss the potential awarding of honorary degrees; Section 2.2-3711.A.29, for a Public Contract; Section 2.2-

3711.A.7, for Consultation with legal counsel pertaining to actual or probable litigation including briefings on:

Kashdan v. GMU
Agrawal v. GMU
Ganley and Surber v. GMU et al.
Morrison v. GMU
Morrison v. GMU et al.
Morris v. GMU
Inko-Tariah v. GMU
Alemu v. GMU
Zywicki v. Washington et al.

and Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned items.. The motion was **SECONDED** by Visitor Kazmi. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE**

Following closed session, Vice Rector Blackman **MOVED** that the board go back into public session and further moved that by roll call vote the Board certify that only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the meeting by the Board. Any member of the Board who believes that there was a departure from the requirements as stated above, shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. **ALL PRESENT BOARD MEMBERS RESPONDED IN THE AFFIRMATIVE BY ROLL CALL.**

Rector Hazel then **MOVED** that the board approve the awarding of Honorary degrees at a future date to the individuals discussed in closed session for that purpose. The motion was **SECONDED** by Vice Rector Blackman. Rector Hazel opened the floor for discussion; there was none. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

VIII. Adjournment

Rector Hazel called for any additional business to come before the board. Hearing none, he adjourned the meeting at 4:12 p.m.

Prepared by:

Scott Nichols
Project Coordinator
Office of the President

**President's Report Prepared for the
Dec. 2, 2021 Board of Visitors Meeting**

Selected Highlights

Student and Alumni Highlights:

- Four College of Science students – Jenna Cann, Natasha Latouf, Kathryn Fernández and Carly Solis – founded SPECTRUM (the Society for the Promotion of Equal Chances To Represent Underserved Minorities), a student organization promoting inclusiveness and offering additional support for underserved minorities.
- Sport management major Hunter Kelly interned with the Washington Nationals baseball team, screening individuals for COVID-19 symptoms, helping to establish COVID-19 safety protocols, and assisting with contact tracing for all home and away games.
- Mason alumnus Alexander Kruszewski was chosen as a 2021 WW Pennsylvania Teaching Fellow. He will teach for three years in high-need Pennsylvania public schools while completing a master's degree at the University of Pennsylvania.

Faculty Highlights:

- Eleven Mason faculty members, across various schools and departments, received 4-VA @ Mason grants for the 2021-22 academic year. The awards encourage partnerships and collaborations with faculty at the seven other schools in the 4-VA system.
- A. Alonso Aguirre, chair of the Department of Environmental Science and Policy, and Ed Maibach, University Professor and director of Mason's Center for Climate Change Communication, attended the United Nations Climate Change Conference last month in Glasgow, Scotland, as did Lia Zakiyyah, a PhD student in climate change communication.
- Mason researchers Robin Couch and Allyson Dailey are working in partnership with Sentara Healthcare to create a noninvasive COVID test using their work on volatile organic compounds (VOCs) for infectious disease detection.
- Allison Redlich, a professor in the Department of Criminology, Law and Society, has been elected a Fellow of the American Psychological Association (APA) and also was honored with the 2021 American Society of Criminology Mentor Award.
- Linda Seligmann, a Professor Emerita in the Department of Sociology and Anthropology, has been named to the Virginia Humanities Board of Directors and will help oversee organizational policy and programming.

- Bweikia Foster Steen, associate professor of education, has been awarded \$80,000 by the Washington Center for Equitable Growth to study home-based childcare providers in Virginia.
- Elizabeth Freeman, associate professor in the School of Integrative Studies, is co-principal investigator of a group of rhino expert scientists who have created the American Institute of Rhinoceros Science (AIRS), thanks to a grant from the Institute of Museum and Library Services. Freeman is one of five Mason alumni on the AIRS team.
- Mirae Kim, an associate professor in the Schar School, was among scholars who conducted a report from the Urban Institute that details national findings on donation trends from 2015-19 and in 2020, examining diversity and representation within the nonprofit sector and the impact of COVID-19 on nonprofits.
- Ryan Barnett, a former Marine and assistant director of Mason's Office of Military Services, is one of 19 people nationwide selected as a G.I. Jobs 2021 Veteran Champion of the Year in Higher Ed in recognition of advocating for veterans and military students in higher education.
- Peter Stearns, University Professor of History and provost emeritus, is a recipient of the American Historical Association Award for Scholarly Distinction, which recognizes "senior historians of the highest distinction."
- Karen Kitching, an associate professor of accounting and Accounting Advisory Council Fellow, is teaching webinars on research innovation and education innovation to accounting educators around the world as part of a new American Accounting Association webinar series.

Rankings/Accolades Highlights:

- Mason students voted at a higher rate than the national student average in the 2020 elections, and also outperformed the average voting rates of public institutions, according to the National Study of Learning, Voting, and Engagement by the Jonathan M. Tisch College of Civic Life at Tufts University.
- Washington Monthly named Mason as a "best college for student voting."

Reposition the campus:

- The Online Virginia Network, a collection of public institutions committed to making it easier for Virginians to complete their degrees online, has been awarded an additional \$10 million over two years in ARPA funds from the state. Signed into federal law on March 11, 2021, The American Rescue Plan Act of 2021 (ARPA) provides additional funding for state and local governments working to

expand resources through the COVID-19 pandemic. The Network will leverage the additional funding to provide coaching to help Virginians develop affordable academic plans, create more targeted outreach and web-based platforms, provide career tools to link the value of a bachelor's degree, and highlight internship opportunities throughout the state.

- On October 12, ADVANCE held its fourth annual ADVANCE Academic Summit. More than 180 NOVA and Mason faculty and staff met to discuss the ADVANCE pathways and other cross-institutional collaborations. Program highlights also included welcome remarks from NOVA and Mason leaders, a presentation on the progress of ADVANCE students, and guest speaker Patricia Parker, Project Director for the Transfer VA initiative.
- The Graduate Reimagine Task Force has completed its work and by the end of the semester will submit the final report to the President and Provost. Multiple presentations and town hall meetings have engaged the university community and the task force is ready to provide its final recommendations to create a Graduate Division for stronger infrastructure alignment.

Reinvent the campus:

- The Institute for Digital InnovAtion (IDIA) and the School of Computing (SoC) hosted the first Interdisciplinary Computing Research Symposium on October 8, convening IDIA-affiliated faculty from across the university to share their research ideas and activity. More than 80 participants attended the symposium and 50+ lightning talks were presented followed by birds-of-a-feather sessions during this catalytic event intended to foster connection, ideation, and future research activity development.
- The Office of Research, Innovation, and Economic Impact (ORIEI) partnered with the Visiting Filmmakers series on November 4 to present a special screening of the Netflix documentary, "Picture a Scientist," followed by a discussion with the film's directors. "Picture a Scientist" chronicles the groundswell of researchers who are writing a new chapter for women scientists informed by deeply personal struggles against discrimination and a bold vision for science that is more diverse, equitable, and open to all. This activity is part of a semi-annual meeting series outlined in the ORIEI Inclusive Excellence Plan.
- The Institute for a Sustainable Earth (ISE) and Mason's Business for a Better World Center worked with the Brookings Institution to pilot their 17 Rooms protocol here at Mason on October 1. Each "Room" represents one of the 17 United Nations Sustainable Development Goals, which include grand challenges such as food

insecurity, gender equality, and responsible consumption. The 17 Rooms pilot brought together more than 180 Mason faculty, staff and students, along with community members, stakeholders, and other external partners, in a virtual format to share ideas, plan, and commit to actionable solutions.

- The Accelerate 2022 investor conference and startup business competition hosted by Mason on October 19-20 was a huge success. We had more than 300 attendees, 70 company applications, 26 company on-site pitches, 36 student team pitches, and more than 50 judges participating. Five cash prizes were awarded from Mason alumni donors. The conference hosted four panels and five keynotes for a total of 33 speakers, including two VIP cyber-security lunches. With continued support from local sponsors, next year's event, Accelerate 2023, will be even bigger and better.
- The Provost has begun hosting the Vision Series once again, highlighting pioneering scholarship at Mason. So far, Dr. Jagadish Shukla and Dr. Louise Shelley have presented their research in the areas of climate change and transnational crime, respectively. We commend each of the researchers highlighted in this important series and for bringing awareness to the community about the consequential research coming out of Mason.

Development:

- In collaboration with Paula Sorrell, Associate Vice President for Innovation and Economic Development, Mason successfully launched Accelerate 2022:
 - Over 300 attendees
 - 70 companies applied for the pitch competition with 26 companies advancing to on-site pitches
 - 22 student teams applied for the competition with 14 students advancing to on-site pitches
 - 50 volunteer judges assisted in the pre-screening and evaluation of companies
 - 5 cash prizes were given out to company pitch winners thanks to our generous donors
 - \$330,000 raised in cash, with an additional \$25,000 in prizes, and approximately \$45,000 in in-kind support from 24 sponsors
- As of November 11, 2021, attainment was \$19.1 million and we are anticipating \$22M total attainment before the end of November.
- Advancement held a half-day planning retreat on October 22, 2021, with all Deans, Vice Presidents, and Directors of Development.

- To date, the following people have agreed to be a part of the Smithsonian Mason School of Conservation Advisory Council:
 - Jeanine Abrams McLean, Ph.D., President, Fair Count
 - Jennifer Volgenau Wiley, Executive Director, The Volgenau Foundation
 - Jimmy Hazel, Rector, George Mason Board of Visitors & Partner, Holland & Knight LLP
 - Beatrice Busch Von Godard, The Oxbow Center
 - Ignacia Moreno, The iMoreno Group
 - Kelvin Alie, Senior Vice President, Field Partnerships, Conservation International

The first Advisory Council meeting will be held in March 2022 in Front Royal.

- 50th Anniversary Celebrations: A working committee led by the Alumni Association and University Events is pulling together a plan to celebrate Mason's 50th anniversary as an independent university. Celebrations will last throughout 2022 and will both honor our first half-century and look forward to the second. "Mason at 50" will be a university-wide commemoration effort.
- Essential and Frontline Workers Night: GMUAA was a sponsor for Essential and Frontline Workers Night at the men's basketball home opener. We offered complimentary tickets to more than 100 alumni first responders and their families.
- Hosted the Alumni Investiture Ceremony in honor of Dr. Washington.
- Hosted a virtual 50-year reunion for the class of 1971, and welcomed them as the newest class of Golden Patriots.
- The Office of Alumni Relations welcomed graduating students into the Alumni Association during GradFair.

Mason Brand Initiatives:

Brand refresh initiative – Significant work is under way with the Virginia Beach creative and branding firm Sunshine & Bourbon to map perceptions, beliefs and emotions of Mason's many stakeholders.

Seventy-five in-depth stakeholder interviews and more than a dozen focus groups have been conducted, and a broad quantitative survey of stakeholders is due to be initiated by the end of November. Initial insights on the current state of Mason's perceptions and refinements to make to our brand presentation in the future are due to the Office of Communications and Marketing before holiday break.

The project is on track for an early spring internal rollout of an updated Mason brand narrative, to be shared within Mason in preparation for the narrative rollout in conjunction with the April public kickoff of **Mason at 50**, the celebration of Mason's 50 years as a university.

"Secret's Out" brand campaign – The test campaign was an unqualified success, qualitatively and quantitatively speaking. Qualitatively, the out-of-home community and on-campus advertising of top qualities of Mason generated considerable and sustained excitement among Mason's faculty, staff, students, alumni, and donors, and the common messaging is being adopted around the university.

Quantitatively, the digital advertising in The Washington Post and various news platforms outperformed industry benchmarks for reader engagement. As a result, we are scaling efforts up in airport, bus, on-campus, and digital advertising and social media content.

Mason en español – The telling of the "best-kept secret in Northern Virginia" is about to happen in two languages, as we initiate basic brand advertising in Spanish in targeted communities in Northern Virginia and the District of Columbia.

The initial goal is to build awareness in Latin American communities of Mason's offerings, which already attract the largest Latin American student and graduate communities in Virginia, Maryland and DC. The long-term goal is to build on our leadership status within these communities. We are selecting a multicultural public relations and creative firm to assist us in initiating a brand campaign that will be effective and culturally competent.

50th anniversary preparations – A coordinating committee headed by representatives from Advancement and the Office of Communications and Marketing is organizing university-wide efforts to celebrate Mason's 50 years as a university while looking to the 50 years ahead and preparing for the university we will become. A website with a calendar of events, stories, and information about the 50th is forthcoming in January. With it will come more information about events the week of our anniversary (the week of April 4) and beyond.

Arlington expansion branding – At the encouragement of developers and Arlington economic development representatives, Mason is planning to rebrand the Arlington campus Mason Square in its efforts to maximize its competitiveness to attract commercial partners and tenants to the expansion project planned for that campus. It will accomplish urban place-making goals for the campus as well as give Mason a

competitive advantage for support and tenancy over regional competitors by incorporating all academic units and amenities of the campus into the identity, not just the constituent entities for the planned building. We are partnering with Mason Innovation Partners and the Boston creative specialists Neoscape to frame out the branding essentials that will work for all entities on that campus.

Enrollment:

Fall Census Enrollment Figures	Headcount		Student FTE		Credit Hours	
	2020	2021	2020	2021	2020	2021
Total University Enrollment	39032	39143	30083.4	29769.7	434026	428969.5
VA	31379	31027	24169.9	23526.4	351127.5	341974
OOS	7653	8116	5913.4	6243.3	82898.5	86995.5
	Headcount		Student FTE		Credit Hours	
	2020	2021	2020	2021	2020	2021
Total Undergraduate Enrollment	27595	27395	23839.3	23274.5	357589	349117.5
VA	23675	23528	20171.6	19649.7	302574	294746
OOS	3920	3867	3667.7	3624.8	55015	54371.5
	Headcount		Student FTE		Credit Hours	
	2020	2021	2020	2021	2020	2021
Total Graduate Enrollment	10823	10987	5741.5	5858.7	68898	70304
VA	7465	7212	3807.2	3640.8	45686.5	43690
OOS	3358	3775	1934.3	2217.8	23211.5	26614
	Headcount		Student FTE		Credit Hours	
	2020	2021	2020	2021	2020	2021
Total Law	614	761	502.6	636.5	7539	9548
VA	239	287	191.1	235.9	2867	3538
OOS	375	474	311.5	400.7	4672	6010

Federal Government Relations Update:

President Washington signed a letter to the Virginia Congressional delegation in support of doubling the maximum Pell Grant award. The six other presidents of Virginia's research universities, including William and Mary, Virginia Tech, Virginia Commonwealth, University of Virginia, Old Dominion University, and Virginia State

University, joined him. These institutions account for 75% of Pell students in Virginia. According to the letter, "Pell grants are the foundation of the federal student aid programs, critical to helping the lowest income students afford higher education... However, the value of the Pell grant has greatly diminished over time. Fifty years ago, the maximum Pell grant equaled about 75 percent of the average cost of tuition at a four-year public college; today it covers less than one-third of the cost... As Congress makes tough decisions about what to preserve in a final social spending package, we urge you to include, at a minimum, a \$1,475 increase of the maximum Pell award, as proposed by President Biden, with an end goal of doubling the Pell."

Mason Provides Briefing for Commonwealth Cyber Initiative to Congressional Staff: Mason, in collaboration with Virginia Tech, briefed staff in the offices of Representatives Don Beyer, and Gerry Connolly on the Commonwealth Cyber Initiative (CCI). Liza Wilson Durant (Mason College of Engineering and Computing), Director of CCI's Northern Virginia Regional Node, explained that CCI is a multi-million-dollar investment by the Commonwealth that brings together higher education and industry leaders in Virginia to focus on world class cyber security research, workforce development, technology commercialization, and entrepreneurship. She discussed Mason's role in research and workforce development. Dr. Luiz DaSilva, Executive Director of CCI, discussed the larger picture of the Virginia CCI effort and the work of the other regional nodes. He explained that there are currently 21 universities, 16 community colleges, and 87 companies affiliated with the CCI network. The expectation is that Mason will work with the Congressional offices to explore opportunities for CCI in the recently passed Infrastructure bill.

Two of Mason's Earmark Requests Advance in the Senate: The Senate Appropriations Committee has released a list of earmarks that are included in the funding bills. Two of Mason's proposals were approved: 1) \$1,483,000 to train law enforcement officers in productive handling of incidents involving individuals with mental health disorders by Sue Ming Yang and Cynthia Lum, College of Humanities and Social Sciences, and submitted by Sen. Kaine; 2) \$1,830,000 for a Center for Literacy, a state-wide project to build literacy skills in K-12 students led by Allison Ward Parsons, College of Education and Human Development and submitted by Sen. Warner. The appropriations bills containing these two earmarks - Commerce, Justice, Science and Labor, Health and Human Services, Education respectively - must be passed and signed into law for the funding to be released. Combined with what was included in the House Appropriations bills, Mason is on track to receive five earmarks for \$7.1 million.

Mason Letter to Rep. Luria in Support of H.R. 5545: Mason sent a letter to Rep. Elaine Luria (VA-2) in support of H.R. 5545, legislation that would make critical technical corrections to address unintended consequences stemming from the Isakson Roe Act and the THRIVE Act. The letter addressed the most immediate areas of concern for Mason. One is to ensure the Veterans Administration's incentive compensation provision is parallel to the incentive compensation provision in the Higher Education Act. Also important is the language allowing the secretary to waive the second certification requirement for institutions with a flat rate tuition and fee structure. Without these changes Mason, and other institutions could face penalties. Rep. Luria is Virginia's only Member of Congress on the Veterans Affairs Committee. She herself is a Veteran and understands the needs of our service members.

State Government Relations Update:

November 2021 Elections:

The Commonwealth of Virginia held a number of important elections on November 2, including elections for Governor, Lieutenant Governor, Attorney General, and all 100 members of the Virginia House of Delegates. Members of the Senate of Virginia are not up for re-election until 2023. Currently, all three statewide offices and both chambers of the General Assembly are controlled by Democrats.

After these elections, Republicans have taken over all three statewide offices and have regained a slim majority (52 to 48) in the House of Delegates, marking a significant shift in political power for the next few years. This is the first time since 2009 that a Republican has won a statewide election.

My team is working closely with the transition teams for Governor-Elect Youngkin, Lieutenant Governor-Elect Sears and Attorney General-Elect Miyares.

The Republican Caucus has selected Delegate Todd Gilbert (R-Shenandoah) as Speaker-designee and Delegate Terry Kilgore (R-Gate City) as Majority Leader-designee. The Democratic Caucus have selected Delegate Eileen Filler-Corn (D-Fairfax) as the Minority Leader and Delegate Charniele Herring (D-Alexandria) as the Caucus Chair.

My team is working closely to build and strengthen relationships with the new House chairs to the standing committee.

Legislative Meetings:

In October, I continued my commitment to meet with legislators in their home districts to share Mason's top priorities. There were 11 meetings with key legislators covering

more than 700 miles: Chesterfield, Suffolk, Mappsville (Eastern Shore), Hampton, Chesapeake, Portsmouth, Norfolk, Virginia Beach, and Williamsburg. I conducted nearly 30 legislative visits in September and October.

Last month, Nicole and I hosted two intimate dinners at the Mathy House for members of the Northern Virginia delegation to thank them for their continued support and share with them our priorities for the upcoming General Assembly session.

Council of Presidents:

The Council of Presidents has met regularly to discuss the higher education response to the COVID-19 pandemic and our legislative strategy ahead of the upcoming General Assembly session. These discussion items include legislative priorities, in-person and online learning, testing, vaccinations, and COVID-19 responses.

In addition, the state government relations team has been fully engaged with several other legislative-related events, to include:

- Growth4VA Meetings
- House Appropriations Committee Meetings and Annual Retreat
- Senate Finance Committee Meetings and Annual Retreat
- The Hunt Institute's 2021 Virginia Education Summit
- SCHEV Council Meetings
- SCHEV Financial Advisory Committee Meetings
- SCHEV Instructional Programs Advisory Committee Meetings
- Freedom of Information Advisory Council Meetings
- Joint Legislative Audit & Review Commission
- Joint Commission on Technology and Science Committee Meetings

Looking Forward

- December 16: Governor releases budget proposal
- January 12: General Assembly convenes
- February 2: Mason Alumni Reception in Richmond
- February 3: Mason Lobbies (Virtual)
- February 8: Crossover
- March 12: Adjournment

President's Other External Activities & Speaking Engagements:

- Joined the Virginia Council of Presidents meetings (including General Professional Advisory Committee and SCHEV sessions).
- Participated in sessions of Leadership Greater Washington, as a member of the Class of 2022.
- Participated in meetings of the Atlantic 10 President's Council.
- Provided welcome and introductory remarks for Bobby Franklin, CEO of National Venture Capital Association, at the *Accelerate 2022* event, where Mason leadership engaged with entrepreneurial and innovation leaders from the region. Paul Misener, Vice President of Global Innovation Policy and Communications at Amazon, was featured as the keynote.
- Shared the Mason story with community leaders at the annual National Leadership Council.
- Discussed Mason's role in fostering achievement in STEM fields within Black and Brown communities on the podcast *Let's Talk STEM*, hosted by Calvin Mackie.
- Joined the Council of Presidents of the Association of Public and Land-Grant Universities (APLU) fall presidents' meeting.

Select President's Internal/Campus-Related Activities & Speaking Engagements:

- Kicked off the next phase of the strategic planning process with the Strategic Plan Steering Committee and Working Group.
- Participated in the Equity in Action Workgroup with the Virginia Council of Presidents.
- Celebrated the contributions of Mason's Board of Visitors, Board of Trustees, and Alumni Association at the annual recognition event.
- In collaboration with WGMU Studios, recorded an episode of the podcast *Access to Excellence*, where the topics of the Business for a Better World Center and the Honey Bee Initiative were discussed with Dr. Lisa Gring-Pemle, Mason Associate Professor and Co-Executive Director of the Business for a Better World Center. Also recorded an episode of the podcast where the topics of astronomy and astrophysics were discussed with Dr. Hakeem Oluseyi, renowned astrophysicist and Visiting Robinson Professor at Mason. Before the Thanksgiving break, recorded an episode of the podcast where the history of the first Thanksgiving was discussed with Dr. John Turner, professor of religious studies at Mason.

- Provided university updates and spoke on topics of relevance with Mason staff and faculty during visits with Mason's academic units.
- Welcomed new faculty to Mason during receptions at the Mathy House.
- Took part in faculty panels, enjoyed captivating discussions with distinguished guest speakers, and celebrated with Patriots across all Mason campuses as part of the Investiture activities.
- Marked the beginning of Mason's basketball season at the Mason Madness event.
- Celebrated Mason's Clarence J. Robinson Professors and University Professors at a reception with Provost Mark Ginsberg.
- Recognized Mason's Employees of the Month for October, November, and December: Matthew Berlejung, Dorothy Hayden, and Ryan Barnett, respectively.
- Discussed leadership skills at multiple sessions of the President's Leadership Seminar.
- Recognized the achievements and contributions of Mason's staff who have served the university for 5, 10, 15, and 20 or more years at University Day.
- Hosted students from Mason's Minorities in Computing, Society of Hispanic Professional Engineers, and Women of Color in STEM programs at the Mathy House to engage in conversation about topics of significance to them and their peers.
- Provided introductory remarks at the *Mason Chooses Kindness* (MCK) Ambassadors Reception. MCK maintains the vision that Mason Patriots can change the world one small act of kindness at a time.
- Served as honorary team captain and presented with the game ball at the Men's basketball home opener against Stony Brook.
- Served as an honorary assistant coach for the women's basketball team in their home opener game against Virginia Tech.
- Discussed topics of importance to Mason's students with the President's Student Advisory Group.
- Cheered on the men's and women's basketball teams at several subsequent home games, as well as a game hosted at University of Maryland, College Park.

Investiture:

- At a hybrid virtual/in-person event, celebrated investiture with faculty, staff, and students at Mason Korea.
- Received tours and engaged with faculty and students from programs based on the SciTech and Arlington campuses.
- As part of the Investiture Day of Service, experienced firsthand the incredible volunteer efforts being performed by the *Mason Families Give Back* program, and the

work they do supporting the *Choice. Respect. independence.* organization and the *Patriot Pantry*.

- Enjoyed music, food, and activities with members of the Mason Fairfax campus at the President's Lunch on the Lawn.
- Joined Mason faculty members Tom Lovejoy, Guadalupe Correa-Cabrera, and Virginia Espina for the *Grand Challenges* faculty panel.
- Engaged with Mason faculty members Spencer Crew, Hakeem Oluseyi, and Steven Pearlstein for the *Issues of our Time* faculty panel.
- Celebrated Mason's accomplishments and looked towards the future at a reception with Mason alumni.
- Provided welcoming remarks for distinguished guest speaker, Dr. Calvin Mackie, who shared his insights with Mason's faculty, staff, and students.
- Joined Patriots from all corners of the Mason community to celebrate the official investiture ceremony.

President's External Board Service:

- Northern Virginia Technology Council
- Consortium of Universities of the Washington Metropolitan Area
- NOVA Chamber of Commerce
- Octane
- HBCU-UP Advisory Board
- S&P Global
- Internet2

Select Upcoming Events:

- Thanksgiving Break, University closed – November 24-26
- Mathy House Holiday Reception – December 10
- Holiday Break, University closed – December 20-31
- Next BOV Meeting – February 24



Fall 2021 BOV Update



Gregory Washington, PhD
President

Continuing Our Mission

Major Outcomes

- Grew enrollment 2.1%
- Graduated our largest, most diverse class
- Grew research 8%
- Offered 10k course sections (online/hybrid)
- Best COVID performance for a large university
- Modest fund balance
- 3rd-best fundraising year

Campus Outcomes

- Fast Grant system (Mercatus)
- Best-in-class COVID testing (CoS/CHHS)
- Delivered more than 110k vaccines (CHHS)
- Thought leadership (Schar/Carter/CEC)
- Conducted >300 events (CVPA)
- Best-in-class Inclusive Excellence protocols (All)
- Master Plan Phase 1 complete
- Supported more than 10k companies with 27k hours of 1:1 counseling (\$1B)

Keeping Mason safe to learn, live, and work

COVID-19 Management

- **406 total** since 8/23/2021 reopening
- 106 in residence halls
- 72 faculty/staff, 2 contractor

Campus Fully Reopened 8/16



COVID Performance

Population	Fall 2020 (8/17-1/24)	Spring 2021 (1/25-5/17)	Fall 2021 (8/23-11/30)	Current Active* Cases (11/16-11/30)
Residential Students	131	127	106	13
Non-Residential Students	273	179	221	15
Faculty & Staff	91	51	72	14
Contractors	44	5	2	0
TOTAL**	539	362	406	42

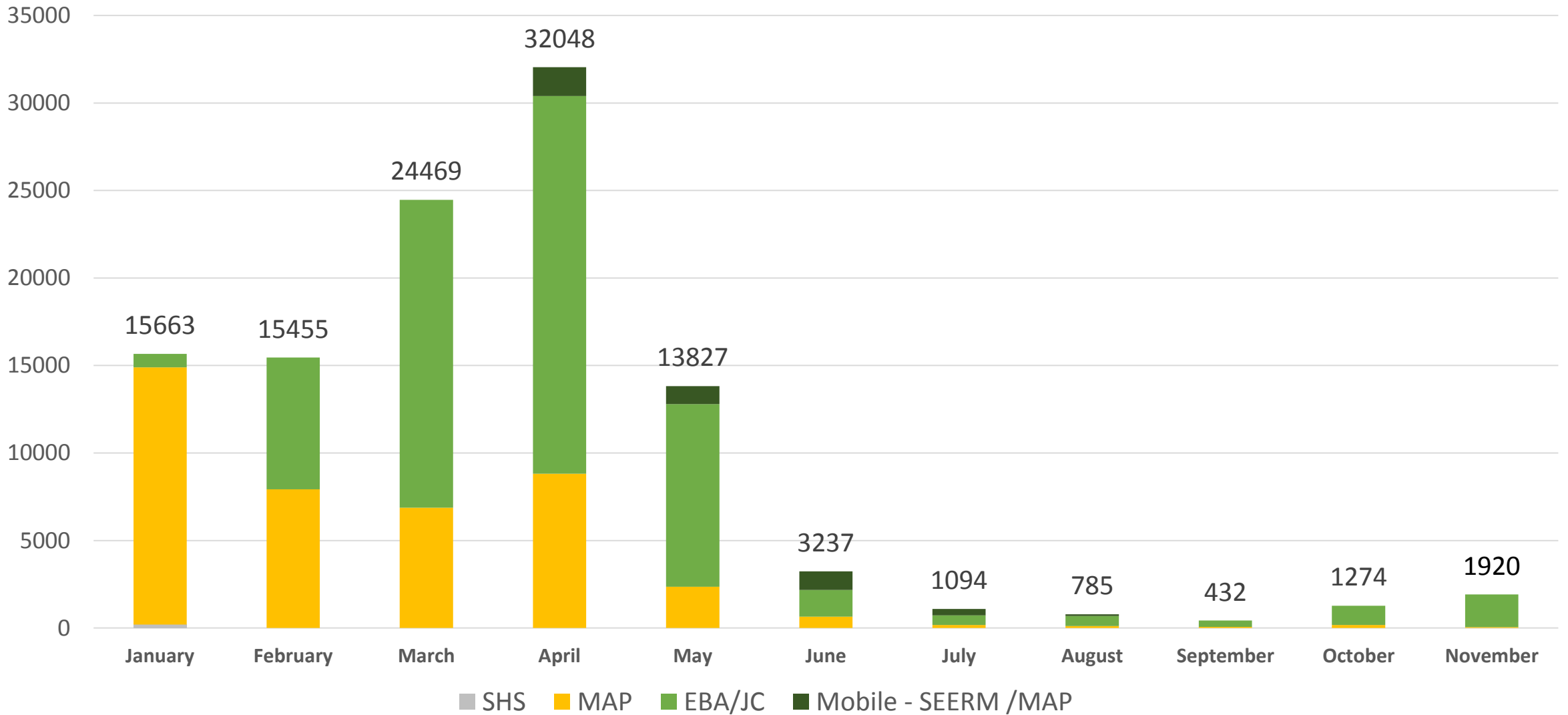
*A case is considered active if a positive test was resulted in the last 14 calendar days

**Total includes anonymous reports from the FCHD

COVID Performance (cont.)

Time Period	# Class Sections with Positive Case	Total In-Person Course Sections (University-wide)	% of Class Sections with Positive Case	% Courses with >1 Case in a One-Week Period
09/21/2021-10/18/2021 (UMD timeframe)	80	8,342	0.96%	0.01%
08/23/2021-10/20/2021 (Mason Fall Semester - Partial)	284	8,342	3.40%	0.18%
08/23/2021-11/30/2021 (Mason Fall Semester to Date)	375	8,342	4.50%	0.30%

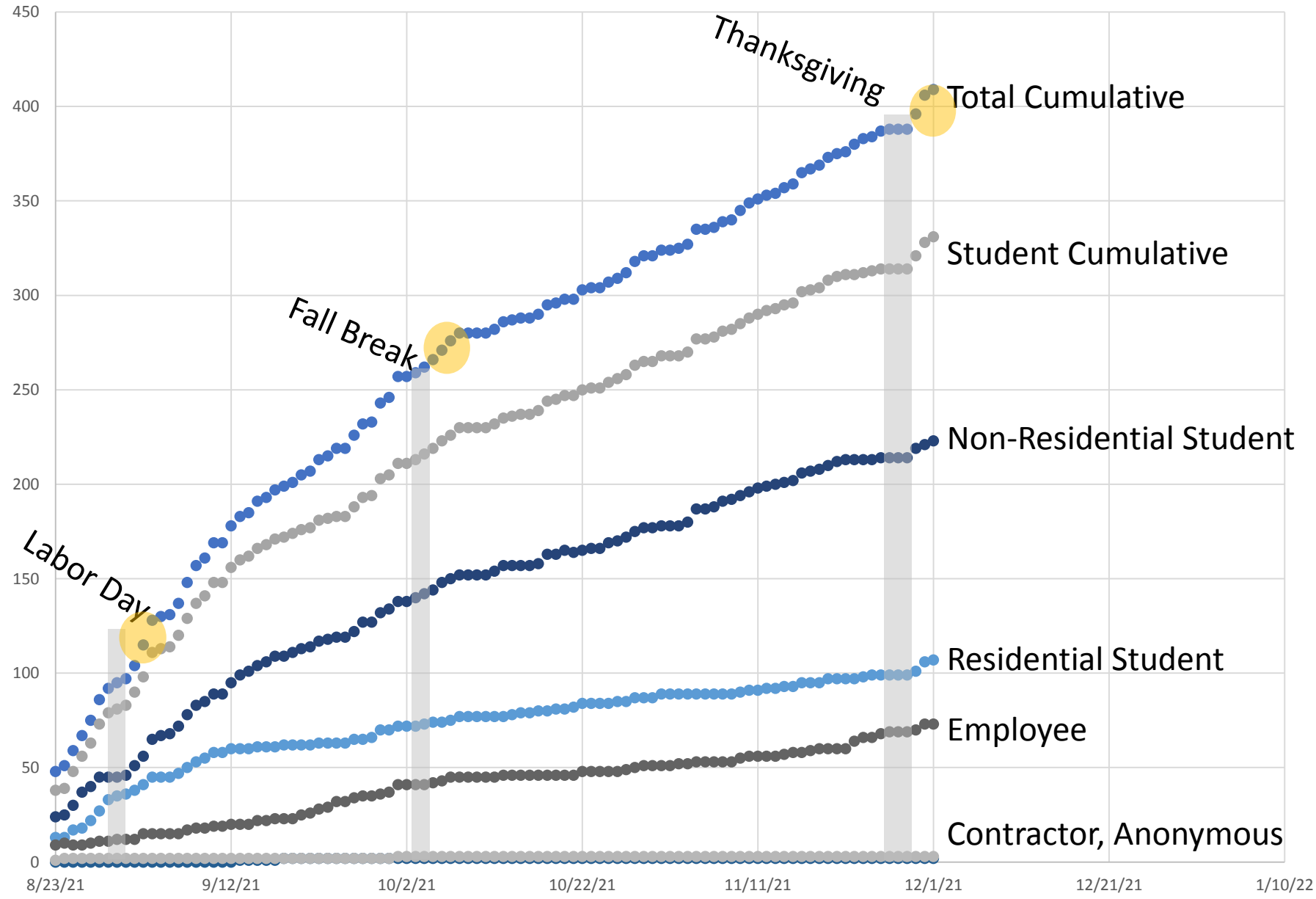
Vaccines Administered



Total Vaccines Administered for 12+: 110,184

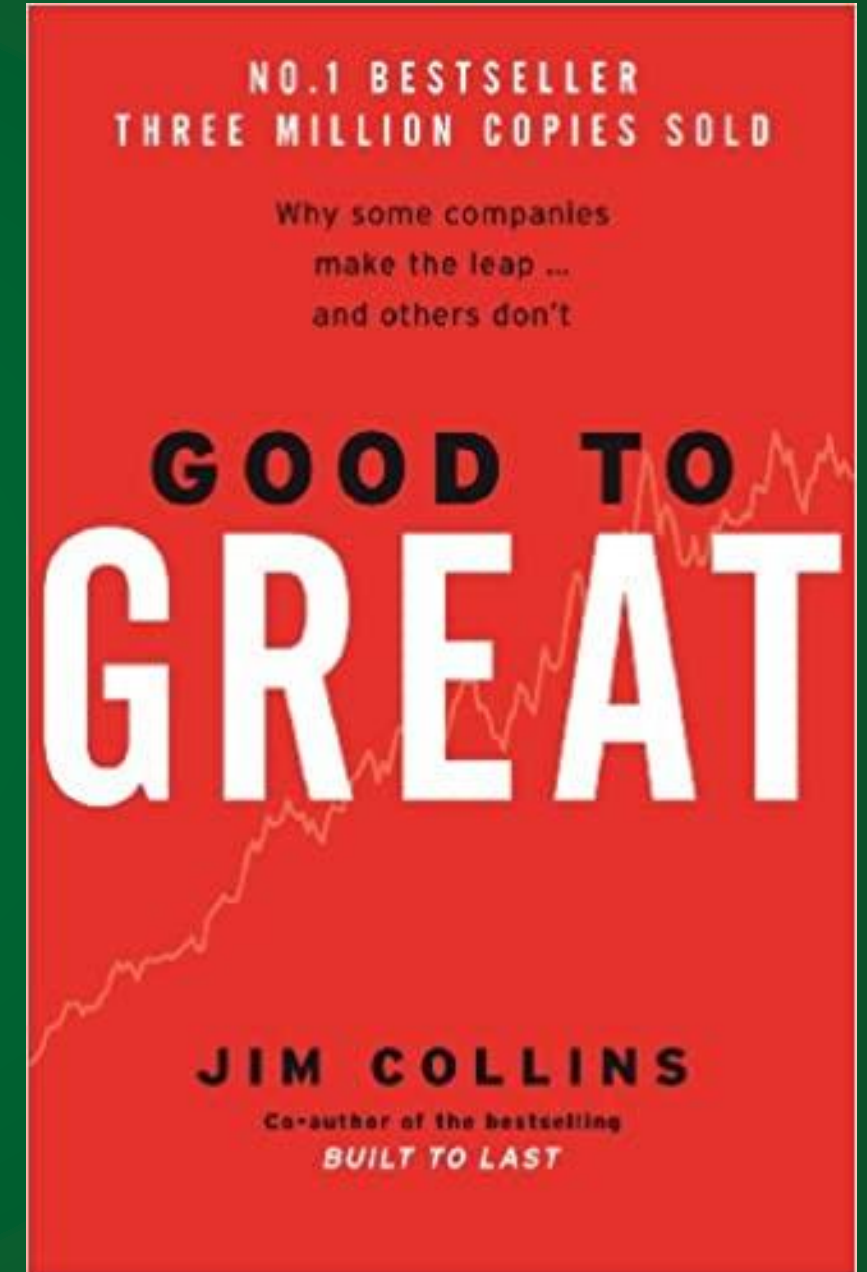
Total Vaccines Administered for 5-11 year olds (MAP Clinic Only): 20

21-22 Cumulative Counts



Major Initiatives – 2021-2022

- Safe Return to Campus
- Launch Major Initiatives (Good to Great)
 - Mason Virginia Promise
 - Branding Campaign
 - Strategic Plan
 - Collaborative Industry Partnerships
 - **Faculty and Staff Success**
 - Rankings Initiative
 - Campus Transformation
 - Capital Campaign



Faculty and Staff Success

- **Faculty and Staff compensation**
- **Establish Ombudsman Office**
- **Dependent tuition coverage**
- Post-COVID flexible work-from-home schedule
- Establish campus-wide mental wellness initiative
- Staff matching fund for professional development
- **Expanded faculty awards program**



Thank You!

Merci Bien!

Vielen Dank!

感謝!

Obrigado!

Ευχαριστώ!

დიდი მადლობა!

СПАСИБО!

Grazie!

Tak!

谢谢!

Asante Sana!

¡Muchas Gracias!



Summary of Findings following SACSCOC Review of the Self-Study

George Mason University Board of Visitors

December 2, 2021

SACSCOC's review of Mason's Self-Study Report was conducted 11/2/21-11/3/21. Their report was quite positive, as only a few very modest issues were raised. Mason was found to be in compliance with the vast majority of the 72 standards, including all of the standards relating to the governing board, institutional planning and effectiveness, student achievement, educational program structure/content, and transparency/institutional representation.

The review identified only eight (8) standards where the committee was unable to determine that the university was in compliance with the standard. This number of findings is considerably fewer than the typical number of findings at this stage (15-17 non-compliant standards). And, the specific issues that SACSCOC noted were fairly minor in scope.

A summary of the eight findings follows.

Standard 5.2.b – Control of Intercollegiate Athletics

An error in the narrative's text was noted regarding the reporting line of the Assistant Vice President & Director of Athletics. Thus, SACSCOC could not find the University compliant with this standard.

Standard 5.5 – Personnel Appointment and Evaluation (non-faculty)

Mason Korea employees are also governed by policies and regulations established by the Korean Minister for Employment and Labor. Mason Korea publishes these requirements in their *Rules of Employment: Faculty and Staff*. Because the document did not have a date, SACSCOC did not find the University compliant with this standard.

Standard 6.2.a – Faculty Qualifications

Mason provided information on each of its 3,200+ instructors for Fall 2020/Spring 2021. SACSCOC sampling of these faculty identified only nine (9) faculty for whom they request additional justification of qualification. A finding of Compliance cannot be reached until SACSCOC identifies no such faculty. In comparison to other institutions and also to our previous accreditation reports, this is a very small number of questions raised.

Standard 6.2.b – Program Faculty

While SACSCOC found that Mason employs adequate numbers of full-time (FT) faculty to meet the university's mission (Standard 6.1), they noted that a significant number of programs were heavily staffed by part-time faculty without appropriate justification. In order to achieve Compliance with this standard, we must be able to demonstrate that each program has numbers of FT faculty

sufficient enough to ensure program quality, integrity, and review. While there is sensitivity about these sorts of issues in general, we are confident that Mason's part-time faculty represent an important, and value-added, resource for our students and academic programs.

Standard 10.9 – Cooperative Academic Arrangements

Mason participates in ten cooperative academic arrangements. SACSCOC requires that the University ensure quality and integrity of coursework offered under these arrangements. SACSCOC raised questions with respect to our participation in the Consortium of Universities of the Metropolitan Washington Area (CUMWA).

Standard 11.2 – Library and Learning/Information Staff

SACSCOC requires that we demonstrate we employ an adequate number of professional and other staff with appropriate education/experience in library and learning/information resources. Similar requirements exist in other standards for other areas of the institution. In all areas, we provided position descriptions and qualifications for administrators and unit leaders, but not for all employees. The SACSCOC committee appears to have expected this information for each of the Libraries' 142 permanent employees. This information is available and will be provided in order to address this finding.

Standard 12.4 – Student Complaints

Mason is required to publish appropriate and clear procedures for addressing written student complaints, follow those procedures, and maintain a record of such complaints. SACSCOC is requesting additional information regarding what information is maintained in our records and whether the information is consistent across the university.

Standard 13.2 – Financial Documents

This standard requires submission of an institutional audit for the most recently completed fiscal year. For us, that year is FY21. Because the audit for FY21 could clearly not be completed in advance of the self-study's submission on September 1st, a finding of non-compliance was fully expected here. The Virginia Auditor of Public Accounts will have completed the audit in advance of the on-site review.

STATUS UPDATE: SACSCOC REAFFIRMATION OF ACCREDITATION

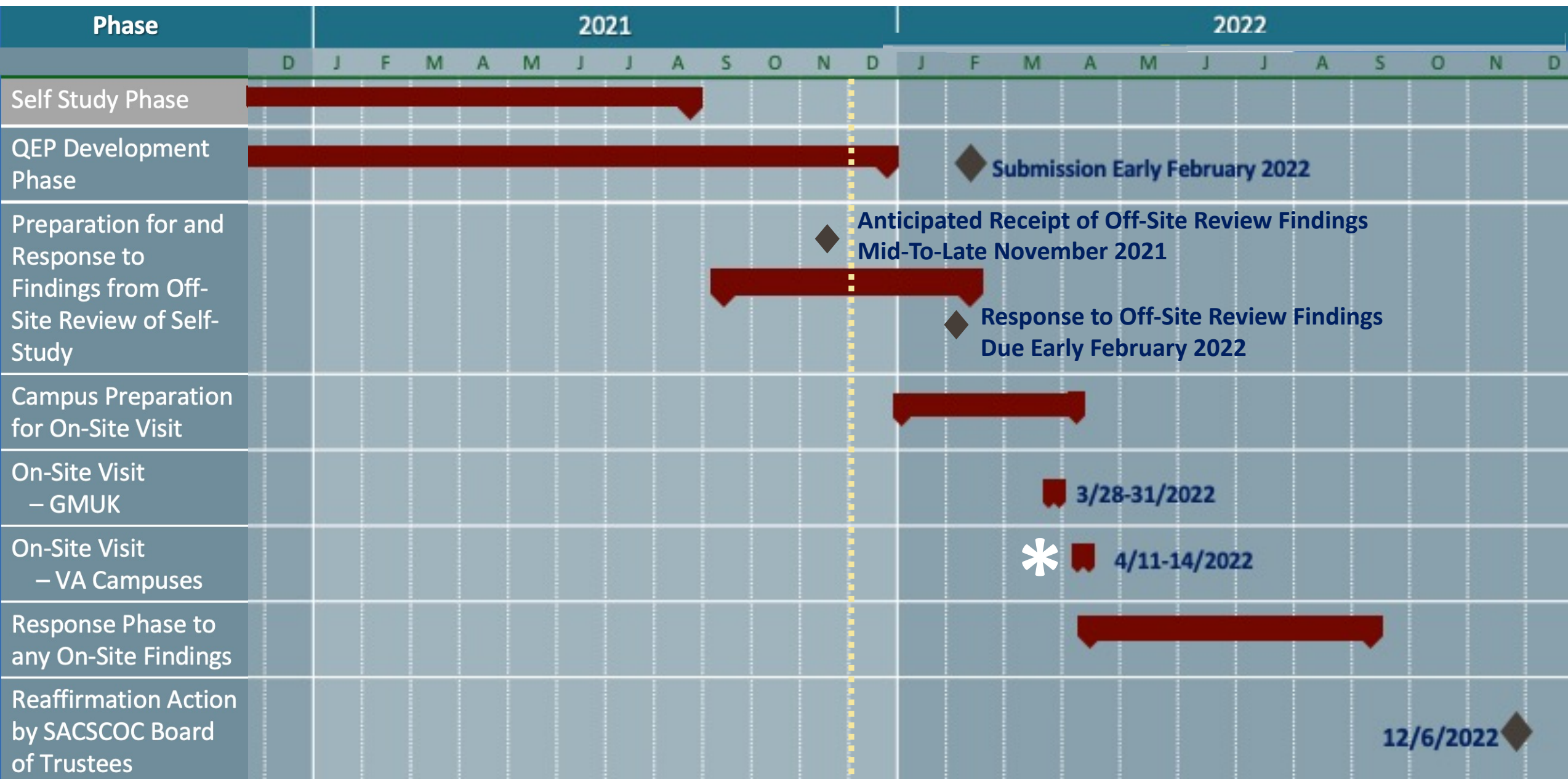


Matt Smith, Director of Accreditation

December 2, 2021



REAFFIRMATION OF ACCREDITATION TIMELINE



2022 REAFFIRMATION OF ACCREDITATION: STATUS UPDATE

- **Off-Site Review of Self-Study**

- Average number of findings of non-compliance at this stage: 15-17
- Mason's results: Eight (8) standards not clearly "in compliance"
 - Most of these findings were very minor items that are easily addressed

- **What's Next?**

- Mason's Response ("Focused Report"): Early February 2022
- QEP Submission: Early February 2022
- On-Site Reviews
 - Mason Korea campus: week of 3/28/22
 - Virginia campuses: week of 4/11/22



Community Engagement & Civic Learning

Transformative Education through Anti-Racist Community Engagement

**George Mason University
Quality Enhancement Plan**

2022 Reaffirmation of Accreditation with the
Southern Association of Colleges and Schools Commission on Colleges

On-Site Review
April 12-14, 2022

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I. Executive Summary

George Mason University identified “Transformative Education through Anti-Racist Community Engagement” as the topic of our Quality Enhancement Plan (QEP). After a thorough review of student data and a collaborative process with the university community, the Topic Selection Committee agreed that embedding community engagement and anti-racism in student learning and engaged experiences is most aligned with Mason’s mission, strategic plan, and vision for our graduates.

As our Mason community imagined the role of the QEP in transforming student learning and campus culture, it was clear that our vision for community and civic engagement had to be deeply rooted in anti-racist principles. Through the *Transformative Education through Anti-Racist Community Engagement* QEP, we can connect students and faculty to learning experiences that are grounded in community-identified needs and ethical engagement. The vision of our QEP is that **by embedding community and civic engagement into academic and co-curricular experiences, we will equip students with the knowledge, skills, and attitudes to understand themselves as agents of change, identify and disrupt racist practices, and work collaboratively towards positive social change.** The three overarching goals of the *Transformative Education* QEP are to 1) build Mason’s infrastructure to support community engagement and civic learning, 2) expand students’ understanding of racism and anti-racism through community and civic engagement, and 3) increase the opportunities for students to participate in community engaged courses and research experiences by investing in faculty training and curriculum development. Our data indicates that although students who do participate in community engagement and civic learning experience enhanced learning outcomes, Mason students are participating at lower rates than expected and through this QEP we will improve those participation rates.

The *Transformative Education through Anti-Racist Community Engagement* QEP student learning outcomes are organized to introduce students to civic knowledge, civic identity, and civic actions and are scaffolded with increasing levels of engagement beginning with exploring (one-time experiences), developing commitment (a semester of engagement), and finally transforming (multi-semester or multi-year engagement). Students will be introduced to community engagement and anti-racism as separate concepts at the exploring level. At the developing commitment level, students will begin to see the connection between community engagement and anti-racism and the benefits of engagement grounded in ethics and reciprocity. Finally, at the transforming level, students will understand anti-racist community engagement as a synthesized concept, and their identity as change agents will be grounded in community voice and collaboration. In addition to impacting student learning, Mason anticipates a number of other QEP outcomes as a result of our implementation of the plan. These outcomes are connected to the prevalence of community engaged experiences for students, the degree with which anti-racist community engagement is embedded into curriculum and programs, and available funding for community engaged research and teaching initiatives. Both the student learning outcomes and the QEP outcomes will be evaluated using formative and summative assessment. Our QEP Leadership Implementation Team will review

results throughout the implementation of our plan so that we can make adjustments to our QEP initiatives as necessary.

The *Transformative Education* QEP has substantial support from the Mason community. The University has established funding and budgeted resources to support each activity associated with the plan. The new Office of Community Engagement and Civic Learning will coordinate the QEP and collaborate with campus stakeholders on the assessment and implementation of the plan. As a result of robust engagement with the university community in our topic selection and plan development, the *Transformative Education* QEP has been designed to ensure that upon graduation, Mason students will be equipped with the knowledge, skills, and attitudes to work collaboratively towards positive social change.

Glossary of QEP Terms

Anti-Racism

Anti-Racism - Anti-racism is the active process of recognizing, changing, disrupting and/or dismantling systems, organizational structures, policies, practices, and attitudes that perpetuate racism, so that power is redistributed and shared equitably.

-Anti-Racism and Inclusive Excellence Task Force, George Mason University

Anti-Racist Community Engagement

Active and intentional collaboration between institutions of higher education and their larger communities to identify and dismantle systems, structures, policies and attitudes that perpetuate racism. Collaboration acknowledges history, centers power redistribution, and prioritizes the mutually beneficial exchange of knowledge and resources in the context of authentic partnership and reciprocity.

-QEP Development Committee, George Mason University

Civic Engagement

Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

-Civic Responsibility in Higher Education (2000)

Community Engagement

Collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

-Carnegie Foundation

Critical Service-Learning

Critical service-learning pedagogy fosters a critical consciousness, allowing students to combine action and reflection in classroom and community to examine both the historical precedents of the social problems addressed in their service placements and the impact of their personal action/inaction in maintaining and transforming those problems.

-Tania Mitchell (2008)

Inclusive Excellence

The active commitment to intentionally and perpetually engage with diversity in ways that systematically leverages learning and resources while effectively re-imagining organizational structure and innovatively increasing awareness, content and cognitive knowledge, and compassionate understanding for one another.

-Anti-Racism and Inclusive Excellence Task Force, George Mason University

Racism

The systemic subordination of members of targeted racial groups who have little social power in society (e.g., Blacks, Latino/as, Native Americans, and Asians in the United States), by the members of the agent racial group who have more social power (e.g., Whites in the United States). This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.

-Center for Culture, Equity, and Empowerment, George Mason University

Service-Learning

A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

-Carnegie Foundation

II. Topic Selection, Development, and Alignment with Institutional Planning

A. QEP Topic Selection Process

In August 2019, the Reaffirmation Leadership Team (RLT) initiated a university-wide process to solicit QEP proposals from a wide range of university constituents. The membership of the RLT is provided in Appendix I. The call for QEP topic proposals from the campus community included a series of emails, news articles, presentations and information published on the QEP website. Presentations included information about the role of the QEP in the reaffirmation process; the structure, scope and purpose of the QEP, and the procedure for submitting short topic proposals. The campus community was provided with the SACSCOC QEP Evaluative Framework rubric and anyone interested in submitting a proposal was asked to form a team of champions from across campus to show the proposals broad range of institutional support (Appendix II).

Fourteen proposals were received in December 2019 and included several worthy and aspirational topics for consideration. Proposals were evaluated by the RLT and scored using a rubric that included applicability to the university's mission, basis in and response to campus assessment data, current support and potential investment needed, and breadth of impact on the student body (Appendix II). The top four proposals were selected for further exploration, and finalists were notified in January 2020.

In mid-March 2020, the COVID-19 pandemic forced Mason to make a sudden shift to virtual teaching and work. All work on the selection and development of the QEP continued virtually. Amidst the challenges, we were able to maintain campus engagement throughout the topic selection process. Representatives from each of the four proposals gave virtual presentations to the university community in late March 2020 and were asked to discuss the following in their presentations:

- Overview of the topic
- Clear connection to the University's institutional planning processes and strategic plan
- How the topic will be beneficial to Mason students
- Existing data in support of the topic and data needed for assessment
- Assessment process for attainment of the QEP outcomes
- Resources and feasibility of implementing the proposed topic and sustainability of the initiative.

During March and April, the university community had the opportunity to review the recorded presentations and slide decks and to provide input on the final topic selection through an open feedback survey.

In May 2020, after a thorough evaluation of final four proposals and weighing university community input, the RLT identified community engagement as the topic for the next QEP. The community engagement proposal was created by a team of 18 faculty and staff representing a

variety of campus units and stakeholders and was primarily focused on enhancing community engaged and civic learning at Mason. This team reviewed institutional data related to student participation in civic engagement and considered the results in the context of Mason's vision, strategic plan, education requirements, and student population. However, due to the impending start of a new president of the university, a formal announcement on the selected topic was delayed until the new president's tenure began.

In July 2020, Dr. Gregory Washington joined the university as its new President and quickly announced the formation of the *Anti-Racism and Inclusive Excellence* (ARIE) task force. ARIE was established to ensure that the University creates an inclusive and equitable campus environment in which every member of our community, without exception, is valued, supported and experiences a sense of belonging.

The uneven impact of the pandemic on different populations, conversations about racism following George Floyd's murder in 2020, and the initial work of the ARIE task force signaled a clear need for the university to invest in equipping students with the knowledge, skills, and attitudes to participate in meaningful community engagement that centers anti-racism. Focusing the Community Engagement QEP on anti-racism was the natural, and necessary, evolution of the proposal. As a result, George Mason University adopted "Transformative Education through Anti-Racist Community Engagement" as its QEP topic. Combining the university community's notable interests in community engagement and in anti-racist initiatives helped to galvanize the Mason community around the chosen topic.

B. Brief Summary of the Identified Topic

Ultimately, through this QEP, Mason seeks to promote and enhance the self-recognition of its students as change agents capable of identifying and disrupting racist practices. Key to Mason's identity is the idea of community, and the QEP strives to encourage students to work collaboratively in pursuit of racial justice. Our university has developed a plan to engage faculty, staff, students and community to prepare our students to be civically minded citizens.

Through strategic investments in curriculum and pedagogy, staff and faculty development, high impact student experiences and partnership with communities, this QEP will cultivate students, faculty, and staff with the skill and commitment needed to contribute to justice and equity across contexts. This topic was chosen because its strong focus on social impact and community engagement aligned best with university initiatives around diversity, equity, inclusion and anti-racism. Its overarching goals include:

1. Build Mason's infrastructure to support anti-racist community engagement and civic learning
2. Expand students' understanding of racism and anti-racism through community and civic engagement
3. Increase the opportunities for students to participate in anti-racist community engaged courses and research experiences by investing in faculty training and curriculum development

This QEP will fuel and direct George Mason's University's efforts to serve as a model anti-racist institution committed to meaningful community engagement, equity, and inclusion. It focuses on four areas, many of which are directly connected to ARIE, the university's anti-racism initiative.

The QEP's four areas of focus are:

- **Curriculum and Pedagogy**, which includes incorporating community-based learning, civic learning, and anti-racism into curriculum
- **Staff and Faculty Development**, which includes the creation of faculty and staff training as well as funding for faculty development related to anti-racist community engaged teaching and research
- **Critically Responsive Student Experiences**, which includes investment in graduate and undergraduate community engaged experiences that are paid or credit-bearing
- **Community Engagement**, which includes expanding K-12 engagement and hosting symposia on anti-racist community engagement

C. Alignment of QEP with Campus Initiatives

The *Transformative Education QEP* aligns with several strategic efforts at Mason. Our implementation of the QEP will promote the University's achievement of the strategic plan and fulfill the vision of Mason Impact, align with the work of the Anti-Racist and Inclusive Excellence Task Force, enhance the Mason Core general education requirement, build collaboratively on existing strengths of community engagement at Mason, and align with university initiatives in one of the six core competencies identified by the State Council for Higher Education in Virginia (SCHEV).

1. Mission and Strategic Plan

Mason's *Transformative Education QEP* will enhance elements of our university strategic plan. The first goal outlined in the strategic plan is to "deliver a transformative Mason learning experience that is experiential, global, and technology rich." Among the goals of the QEP is increasing the number of Mason students who participate in anti-racist community engaged experiences and have the opportunity to apply their academic learning in real world settings.

Similarly, Mason seeks to be a "Community Builder" in goal six of the strategic plan, wherein Mason will contribute to the cultural vitality of the community through a variety of methods, including community engagement. The QEP will engage students and faculty in community led efforts to contribute to positive social change in our region. As a large research institution with multiple campuses in the DC metro region and internationally, a plan to collaboratively and thoughtfully enhance our partnering with community organizations through anti-racist community engagement has far reaching potential to contribute to cultural vitality.

Finally, in goals nine and eleven of the strategic plan, Mason aims to support teaching and faculty excellence and to conduct research of consequence. The intentional involvement of faculty in not only the design of the *Transformative Education QEP*, but also through faculty development in both anti-racist community engaged teaching and research, has direct

connection to these goals. By investing in faculty development and training through the QEP we will build a community of faculty invested in transformative teaching as well as research that contributes to addressing our region's most pressing challenges.

2. Anti-Racism and Inclusive Excellence (ARIE) Task Force

In the summer of 2020, President Washington announced the establishment of the ARIE Task Force to make Mason a model of anti-racism and inclusivity. This Task Force began a campus wide process focused on the following efforts:

- Developing and implementing effective systems, practices, and traditions that eradicate racism and bigotry at Mason
- Preventing racist practices from regenerating through the establishment
- Establishing Mason as a community, commonwealth, regional, and national resource for the advancement of anti-racism, reconciliation, and healing

In this moment in Mason's history, the QEP seeks to contribute to, and build upon, the institutional change outlined by the ARIE Task Force by leveraging the strengths of community engaged pedagogies to equip students with the knowledge, skills, and attitudes to identify and disrupt racist practices and work collaboratively towards positive social change.

3. Mason Core and the Mason Graduate

The Mason Graduate is defined as an "Engaged citizen and a well-rounded scholar who is prepared to act." The Mason Core is our general education requirement that builds the foundation for the Mason Graduate and provides students with a liberal arts education that complements the knowledge acquired in their major and minor. The *Transformative Education* QEP Committee has worked closely with the Associate Provost for Undergraduate Education and other members of the Mason Core Committee to connect the learning outcomes of the QEP with those of the Mason Core and to identify opportunities within the Mason Core to embed anti-racist community engaged learning and civic learning opportunities.

4. Existing Strengths in Community Engagement

Prior to the selection of *Transformative Education* as Mason's QEP, Mason had intentionally begun developing a network of engaged faculty and campus offices dedicated to community engagement. This QEP will build on existing connections with campus stakeholders that are already invested in community engagement. The QEP will formalize and centralize these initiatives and leverage the partnerships to expand programming and opportunities for students and faculty. During the process of identifying the topic, it became clear that the selected topic aligned with initiatives already being implemented in the following areas:

1. Social Action and Integrative Learning
2. Leadership Education and Development
3. Center for Culture, Equity, and Empowerment
4. Early Identification Program
5. Institute for a Sustainable Earth

6. Center for Adaptive Systems of Brain-Body Interactions (CASBBI)
7. Honors College
8. Engaged Faculty across Departments
9. The Carter School for Peace and Conflict Resolution

5. SCHEV Core Competency Alignment

The *Anti-Racist Community Engagement* QEP also meets an explicit need based on required State Council of Higher Education for Virginia (SCHEV) reporting related to civic engagement. During the 2018-19 academic year, SCHEV issued a call to action that named civic engagement as a core competency in order to “encourage institutions to think in a more focused and deliberate manner about how they are preparing students to become better citizens.” Mason defines civic engagement as the collaboration between Mason faculty, staff, students, alumni, and the community for the mutually beneficial exchange of knowledge, resources and service in the context of partnership and reciprocity.

D. Assessment Data

In addition to being selected for its connection to major university initiatives, the *Transformative Education* QEP was also selected based on the careful consideration of institutional data. Data from the National Survey of Student Engagement (NSSE) and the Graduating Senior Survey (GSS) demonstrated both a need for increased investment in civic and community engagement as well as an opportunity given Mason’s institutional strengths and positive trends demonstrated through the data.

1. National Survey of Student Engagement (NSSE)

The selection of *Transformative Education* as the QEP was informed by data from the 2015 and 2018 NSSE results. In reviewing data from the NSSE’s Civic Engagement module, several substantial trends were noted.

Students engaged in community and civic engagement reported incredibly positive experiences such as enhanced learning connected to reflective learning, collaborative learning, discussions across difference, and the quality of student-faculty interactions. In fact, over one-half of the students in both 2015 and 2018 that participated in community engaged learning reported that a learning experience at Mason contributed to their growth as informed and active citizens. Similarly, the findings from the survey revealed that students engaged in civic or community engagement were also more likely to report satisfaction with their experience at Mason, preparedness for career and post-baccalaureate study and increased satisfaction with quality of instruction in courses. Yet even with the overwhelmingly positive outcomes for students engaged in community and civic learning, two distinct and less positive trends emerged: declining student community engagement and low self-reported ability to make a difference.

Student engagement declined between 2015 and 2018, with Mason students participating in community engagement at rates significantly lower than that of students at our peer institutions. In 2018, Mason students participated in local or campus-related activities at a significantly lower rate than those at peer institutions (33-36% for Mason vs. 42-43% for peers

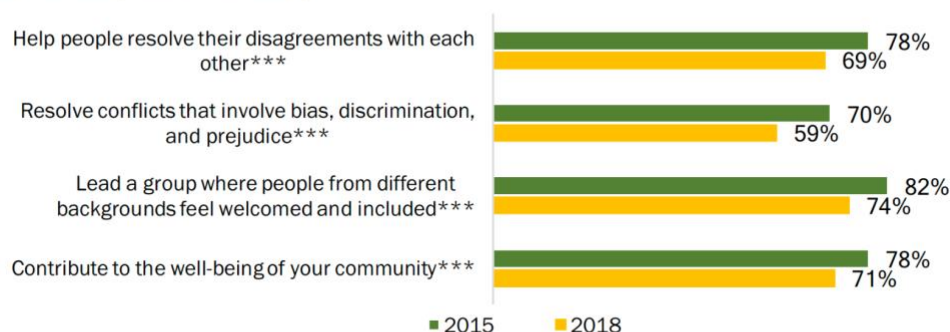
at the FY level). Similarly, Mason Senior (SR) students also trailed significantly behind their counterparts at peer institutions in 2018 in self-reported ability to help people resolve disagreements with each other, lead a group where people are from different backgrounds, feel welcome and included and contribute to the well-being of their community.

The following exhibit conveys the noticeable decrease since 2015 in areas that further support the intersection of anti-racism and community engagement as the topic of our QEP.

Exhibit 1. National Survey of Student Engagement 2015 and 2018 Mason Comparison

Figure 7. Ability to Make a Difference for SR: 2015 vs. 2018

Indicate Your Ability to Do the Following:



Based on n=967-974 in 2015 and n=893-897 in 2018. Percentages are for '5' or above combined on a 7-point scale from 1='poor' to 7='excellent'.

The *Transformative Education* QEP seeks to address these gaps in participation as well as reported ability to make a difference, and to do so in a way that makes community engaged learning accessible to all student populations. George Mason University has a large percentage of students who work, have families, or have other financial barriers that make engaging in co-curricular or unpaid experiences very challenging. The *Transformative Education* QEP seeks to address those barriers through curricular engagement and paid opportunities for students to gain experience with community organizations.

Therefore, the QEP seeks to address existing barriers to student participation in community engagement and to implement more accessible opportunities such as embedded coursework, paid student experiences, and summer opportunities. The Transformative Education through Anti-Racism and Community Engagement topic was informed by the aforementioned data as well as the demographic trends in our student population in terms of both diversity and overall enrollment numbers. Therefore, it is crucial that this QEP built upon the success of the prior QEP ten years ago while specifically responding to our drastic enrollment growth and demographic shift in the student population. Our collective narrative continues to be written.

E. About George Mason University

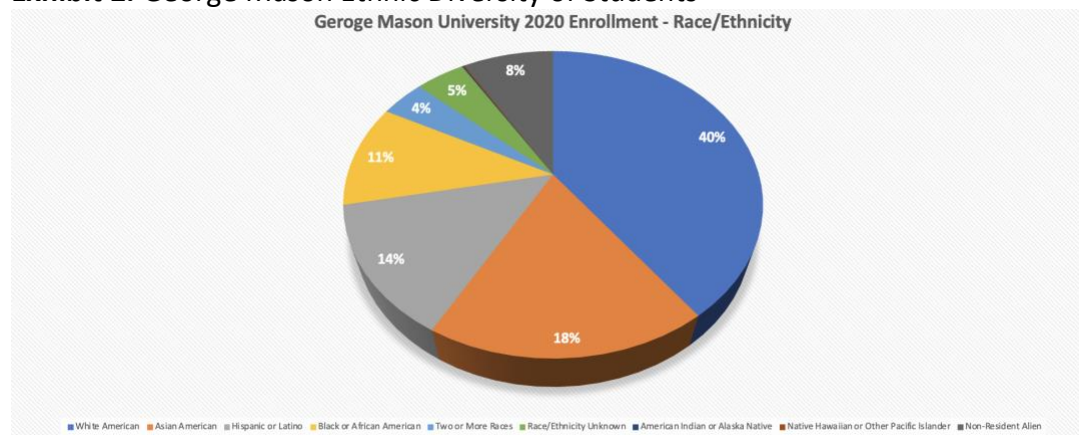
Established in 1972, George Mason University is now Virginia's largest public research university. In 2016, George Mason was designated as an R1 institution and has grown while

maintaining its innovative and entrepreneurial roots. The pursuit of creating civic minded community leaders is demonstrated in our motto "Freedom and Learning", as well as in our mission to be a "...innovative and inclusive academic community committed to creating a more just, free and prosperous world". Building upon Mason's long-held commitment to graduating engaged citizens, in 2014, Mason introduced its current strategic plan which emphasizes innovative learning, community building, and a diverse academic community, all of which are core to the *Transformative Education* QEP vision and goals.

1. Diversity

Diversity is one of Mason's core values and recently Mason was named as the most diverse university in the state of Virginia (U.S. News and World Report, 2021). U.S. News considered the proportion of minority students and the mix of groups in the overall student body. As an institution we encourage our faculty, staff, students and community to offer and engage different perspectives, and advance an inclusive learning environment. Mason's commitment to diversity and the goals of the strategic plan continues to strengthen our community and as of 2020, Mason identifies as a majority minority institution. International student enrollment saw a 25% increase between 2015 and 2019. In the state of Virginia, Mason ranked 3rd among seven universities in diversity of full-time instructional faculty. Moreover, a little more than half of Mason students are female (52.4%) and almost half classify themselves as minority (47.1%). Mason strives to create an environment that supports faculty while encouraging innovation among its faculty.

Exhibit 2. George Mason Ethnic Diversity of Students



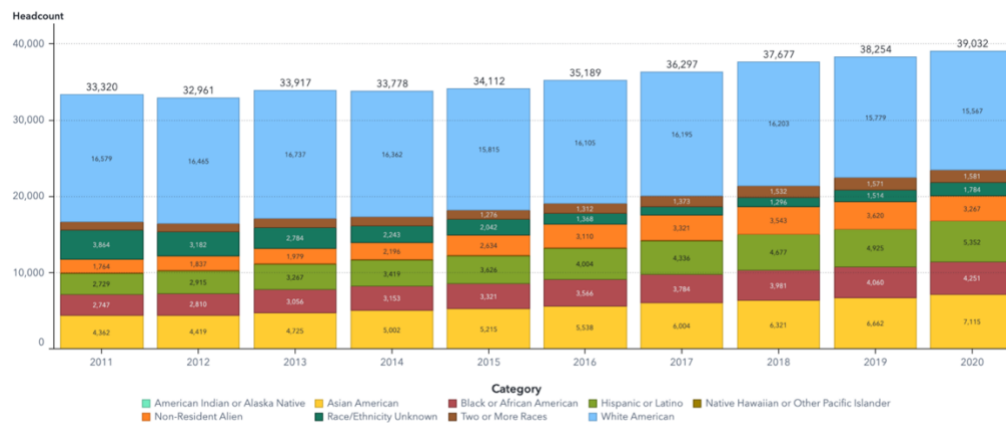
2. Student Access and Mason ADVANCE

In addition to our commitment to diversity, Mason has a long-established commitment to college access and inclusion. The *Transformative Education* QEP seeks to support the mission, vision, and values of George Mason University by prioritizing inclusive excellence and accessibility in the implementation of the QEP. In 2017 Mason announced a new partnership with Northern Virginia Community College called ADVANCE. The goal of ADVANCE is to assist the roughly 3,000 students that transfer from NOVA to Mason each year in completing their undergraduate degree in four years.

3. Enrollment

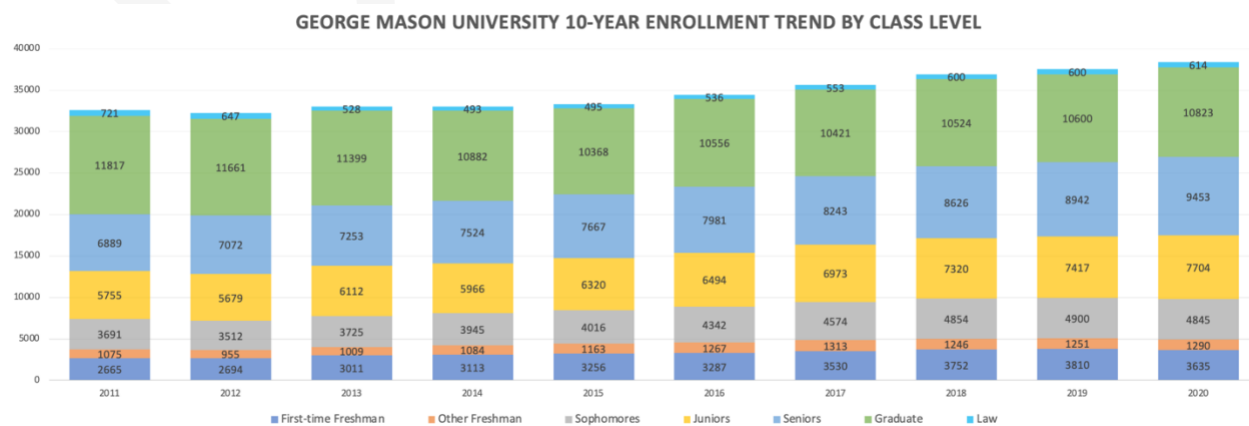
George Mason University capitalizes on its location in the National Capital region. It distinguishes itself not only as an inclusive academic community, but one committed to producing engaged citizens. George Mason seeks to provide a transformative learning experience and view diversity as a strength that the institution cultivates. Therefore, the topic of the QEP leverages the access afforded by being positioned in the D.C. Metropolitan area as well as a demographic composition that is consistent with and representative of the student population at George Mason University.

Exhibit 3. George Mason University Enrollment Trends by Ethnicity



Between 2016 and 2020, enrollment has risen consistently, from 35,189 to 39,032, including an increase of 778 students in Fall 2020 during a global pandemic. Exhibit 2 shows the undergraduate enrollment trends, reflecting growth in freshman and sophomore enrollments in particular. Of the total student enrollment in Fall 2020, undergraduate students comprise 69.1% (25,489), graduate students comprise 29.2% (10,797), and law students comprise 1.6% (601). In-state students make up 81.3% of the population.

Exhibit 4. George Mason University Enrollment Trends by Class Level



Of the overall undergraduate population, 67.8 (26,486) were enrolled full-time in the fall of 2020. A little more than 10% (4,183) students are first-generation. In March 2021, Mason received National Honor for commitment to First-Generation Student Success, as an initiative of NASPA's Student Affairs Administrators in Higher Education and the Suder Foundation.

The *Transformative Education* QEP aligns with and responds to our unique standing as an emerging research university in a thriving metropolitan area that continues to become increasingly diverse. As our student population continues to grow, it is imperative that opportunities for community and civic engagement are provided and supported so Mason can fulfill its mission to be a leader in the region. Furthermore, it is imperative that students of all backgrounds are grounded through anti-racist courses to empower their work in the community as change agents.

F. QEP Development Committee Process

As previously stated, the entirety of our QEP topic selection and development process occurred during a time of political discord and racial tension amid a world-wide pandemic. Our community continues to reckon with the consequences of the violent 2017 clashes in Charlottesville, VA, and we continue to engage in ongoing discourse about Confederate statues. Further, in Fall 2020, our country was embroiled in a contentious presidential election that further illuminated racial inequalities in voting practices. And, on January 6th, 2021, in our own backyard, the United States Capitol building was violently breached by protestors. These incidents serve to reaffirm our institutional resolve and commitment to the *Transformative Education* QEP and to the important work it will support.

Amidst all the socio-political challenges, we also continued to work almost entirely online during the 2020-2021 academic year due to health concerns about COVID-19. While the development of the QEP in this context was not without challenges, the advancement of virtual platforms enhanced our capacity for large-scale meetings and coordination. In a fortuitous way, this yielded a significant degree of participation and engagement throughout the process wherein a wider swath of stakeholders could be effectively represented and participate in the development of the QEP. The meetings were very well attended, and the members were highly engaged, which further exemplifies their alignment with the topic.

1. Development Timeline

The following section provides a timeline for the QEP Development, from the summer of 2019 up to submission.

The QEP Development Committee was co-chaired by Kristen Wright, the Director of Civic Engagement, and Dr. Justin Sutters, SACSCOC Faculty Fellow. Deans from each of Mason's schools and colleges recommended individuals to represent their school/college on the QEP Development Committee. We also identified representatives from across other campus units to join the Development Committee. These units included offices such as University Life, Social Action and Integrative Learning (SAIL), Institutional Effectiveness and Planning, and our graduate and undergraduate student populations. The committee selection process resulted in

a 32-member QEP Development Committee that was both diverse as well as representative of stakeholders across the university (Appendix IV). The Co-Chairs and the Reaffirmation Leadership Team were intentional in ensuring the diversity of the committee, varying position levels/roles, and the inclusion of both undergraduate and graduate students.

In early October 2020, the QEP Development Committee began its work by soliciting input from the university community, exploring the range of activities that could be included within the QEP, researching best practices for implementation of the topic and considering unique institutional contexts in order to adapt best practices to align with the strengths and needs of the university and community. During this time, the committee members met to become familiar with each other, to understand more clearly how the QEP relates to SACSCOC accreditation, and to begin general discussions on the topic. Committee members assisted in identifying critical stakeholders and campus feedback opportunities, which informed an outreach plan for the remainder of the academic year. Monthly QEP Committee meetings occurred in the fall to augment this agenda while simultaneously informing committee members of updates related to overlaps and collaborations with other university committees and initiatives as they become more developed and formalized, including the ARIE Task Force.

In January 2021, a contingency of the larger committee that were experienced with writing learning outcomes met for an intensive deep dive to frame expectations and prepare for forthcoming subcommittee work. During the spring 2021 semester, four subcommittees were identified and populated from the larger committee to address the following topics: Faculty Development, Student Experiences, Community Engagement, and Assessment. Each subcommittee was comprised of four to six members depending on need and related expertise and was coordinated by the QEP Co-Chairs (Appendix I).

Between October 2020 and April 2021, QEP Committee members conducted more than 30 information sessions with campus departments and stakeholders (Appendix III). This included focus groups with undergraduate and graduate students and presentations at key campus forums such as Academic Council and Graduate Council. The Co-Chairs presented a campus-wide Town Hall to update the community on QEP developments. This was a recorded event that, along with other presentations, was posted on the QEP website for public viewing. Continued efforts were made to disseminate updates through university channels including the Provost's newsletter and other venues. The four subcommittees met regularly during the Spring 2021 semester to implement initiatives, garner information pertaining to each topic, and coordinate external visits with peer institutions and meetings with the Office of Institutional Effectiveness and Planning (OIEP). This was all centrally coordinated by the QEP Co-Chairs, with a focus on generating content for the QEP writing phase in Summer 2021.

In May 2021, a summer writing group was formed, consisting of four faculty members and three administrative faculty, including the two QEP Co-Chairs (Appendix I). They were tasked with incorporating the accrued feedback into a workable plan in conjunction with the content provided by the four subcommittees. This was informed by best practices observed during the 2020 SACSCOC Annual Conference, virtual visits with peer institutions, and related online

research. The summer intensive writing concluded in August 2021 with a deliverable draft for feedback from the members of the QEP Development Committee. The QEP Development Committee, along with all collaborators named in the plan, provided feedback in early August. Their comments and suggestions were incorporated, and a revised draft was then presented to the RLT for additional feedback.

The revised draft of the QEP was completed by the end of September 2021. To ensure access to and receive feedback from the university at-large, the revised draft was posted on the QEP website and formally announced through the Provost Newsletter on October 1st. The draft was accessible for viewing until November 1st and feedback was elicited through an online survey tool. The survey yielded a range of responses, from offering support for the initiative to asking questions about implementation and even suggestions like including additional information about history of racism. The feedback was aggregated and incorporated into the draft by a subgroup of the QEP Development Committee and the Co-Chairs during the first week of November. The entire QEP Development Committee had access to the updated draft and were encouraged to provide feedback during this period as well. This was occurring simultaneously with feedback culled from continued meetings with individual departments and units and other initiatives, as evidenced in the *Campus Planning Activities and Meetings* table in Appendix III.

During the Fall 2021 semester, the QEP Development Committee continued to meet on a monthly basis and conducted numerous outreach initiatives such as online presentations to multiples units and programs, listening sessions with students, and utilized kiosks in the Johnson Center to distribute materials and answer any questions about the QEP. Regular updates continued to be posted on the QEP website through coordination with the Provost's office to expand communication to a broader base of constituents. A detailed accounting of these events is listed in the *QEP Marketing and Publicity Efforts* table in Appendix III.

The Co-Chairs also continued to consult with the Office of Institutional Effectiveness and Planning (OIEP) for current data from recent surveys, such as the Graduating Senior Survey and Academic Advising, as well as other current data such as enrollment numbers and diversity indicators. Due to the continued growth and shifting demographics both within our institution as well as the surrounding region, we will continue to be data-driven in our planning and implementation of the QEP program outcomes.

III. Desired Outcomes

At the same time as the Mason community was providing feedback on the QEP, our institution launched the President's Task Force for Anti-Racism and Inclusive Excellence. As discussions of how this QEP, focused on community and civic engagement, should be implemented during both the COVID-19 pandemic and our institutional commitment to equity and racial justice, it became evident that connecting community engagement to anti-racism and inclusive excellence needed to be a core component of our vision and strategy.

As we grow Mason's infrastructure and engage increasing numbers of students and faculty in this high impact experience, the QEP Development Committee committed to aligning our philosophy of community engagement with Mason's anti-racism and inclusive excellence plans. This intentional alignment led to the vision of "anti-racist community engagement" which is a developmental and active process grounded in civic knowledge, civic identity, and civic actions.

A. Vision and Goals of the QEP

The QEP Development Committee spent significant time working through a vision of what "anti-racist community engagement" can and should look like at Mason by conducting listening sessions with students and faculty, as well as engaging in lively and important discussions as a committee. In the end, the committee developed the following definition of anti-racist community engagement:

Active and intentional collaboration between institutions of higher education and their larger communities to identify and dismantle systems, structures, policies and attitudes that perpetuate racism. Collaboration acknowledges history, centers power redistribution, and prioritizes the mutually beneficial exchange of knowledge and resources in the context of authentic partnership and reciprocity.

In the midst of both a global movement for social justice and during our own institutional process, the QEP aims at establishing community engagement as a core value and developing experiences and curriculum that, in alignment with the Mason Impact initiative, will develop *engaged citizens, and well-rounded scholars, who are prepared to act.*

The vision for Mason's "Transformative Education through Anti-Racist Community Engagement" QEP is:

By embedding community and civic engagement into academic and co-curricular experiences, we will equip students with the knowledge, skills, and attitudes to understand themselves as agents of change, identify and disrupt racist practices, and work collaboratively towards positive social change.

In order to achieve the vision and mission for this Transformative Education QEP, the QEP Development Committee set the following three goals.

QEP Goals

1. Build Mason's infrastructure to support anti-racist community engagement and civic learning
2. Expand students' understanding of racism and anti-racism through community and civic engagement
3. Increase the opportunities for students to participate in anti-racist community engaged courses and research experiences by investing in faculty training and curriculum development

B. Desired QEP Outcomes

The QEP Outcomes were identified by the Development Committee as core metrics that will demonstrate the institutional change at Mason resulting from the successful implementation of the *Transformative Education through Anti-Racist Community Engagement* QEP. Each of the following outcomes are mapped into the NSSE Civic Engagement Module, metrics in Mason's Graduating Senior Survey, or will be tracked by counts of engaged programs and courses. In the assessment section of this QEP we will provide a detailed overview of outcomes and our assessment strategy.

QEP Outcomes

1. Opportunities for civic and community engaged learning are prevalent on campus
2. Anti-racist community engagement and civic learning is embedded into undergraduate curriculum
3. Faculty support undergraduate and graduate students in community engaged research and teaching
4. Students who engage in community and civic learning are prepared for career and post baccalaureate study

C. Desired Student Learning Outcomes

The *Transformative Education* QEP Student Learning Outcomes were developed by the Assessment subcommittee of the QEP Development Committee with feedback and editing from the entire QEP Development Committee. As the focus of this QEP is the creation of a new concept of "anti-racist community engagement", we pulled from several theoretical frameworks and established rubrics to create a working pathway for learning anti-racist community engagement.

1. Theoretical Grounding

The three theoretical frameworks that ground the *Transformative Education* student learning outcomes are the Civic Identity Model, Harro's Cycle of Liberation, and the Social Change Model of Leadership Development. The Civic Identity Model is a well-known model in civic engagement scholarship that depicts the developmental process of civic identity formation (Johnson, 2017). While this model does not explicitly engage race, or anti-racism, its overall progression from awareness to integration was foundational for the QEP learning outcome framework.

Harro's Cycle of Liberation is a model that combines theory, analysis, and practical experience (Harro, 2000). The Cycle of Liberation describes a "cyclical process that seems to occur in most social change efforts, leading to some degree of liberation from oppression for those involved, regardless of their roles." This model begins with a "waking up" phase that may be a critical incident that creates cognitive dissonance. We modeled the QEP learning outcomes with a similar process of moving forward from a critical incident of learning to initiating change.

Finally, the Social Change Model (SCM) establishes leadership as a purposeful, collaborative, and values-based process that results in social change (Komives & Wagner, 2009). The Social Change Model emphasizes "8 C's" as the values for this model of leadership development, and those values exist at the individual, group, and societal domains with the final value being change. The framework for our QEP student learning outcomes also emphasizes individual, group, and community values and learning, in alignment with the SCM.

2. Existing Rubrics

The Assessment Committee spent the majority of the Spring 2021 semester reviewing existing community engagement measures and modifying these tools to fit our vision for anti-racist community engagement. The AAC&U VALUE Rubric for Civic Engagement and the IUPUI Civic Minded Graduate Rubric were foundational in establishing the civic knowledge, civic identity, and civic action domains for our learning outcomes.

3. Student Learning Outcome Framework

The model below scaffolds civic knowledge, civic identity, and civic action at three different levels based on the duration of an engaged experience. Outcomes connected to the Exploring level are those related to short-term or one time engagement. The Developing Commitment domain is connected to semester-long engaged experiences, and the Transforming level is connected to multi-semester or multi-year opportunities for engaged learning.

At the Exploring level students will be introduced to community engagement and anti-racism as separate ideas and will have the opportunity to explore knowledge, identity, and actions connected to each concept and to their own lived experience. At the Developing Commitment level students will begin to see connections between community engagement and anti-racism and also make connections to their academic study. At the Transforming level students will see anti-racist community engagement as a synthesized idea and apply that learning through an anti-racist community engaged experience.

Exhibit 5. Student Learning Outcomes for *Transformative Education*

Student Learning Outcomes

SLO 1: Civic Knowledge

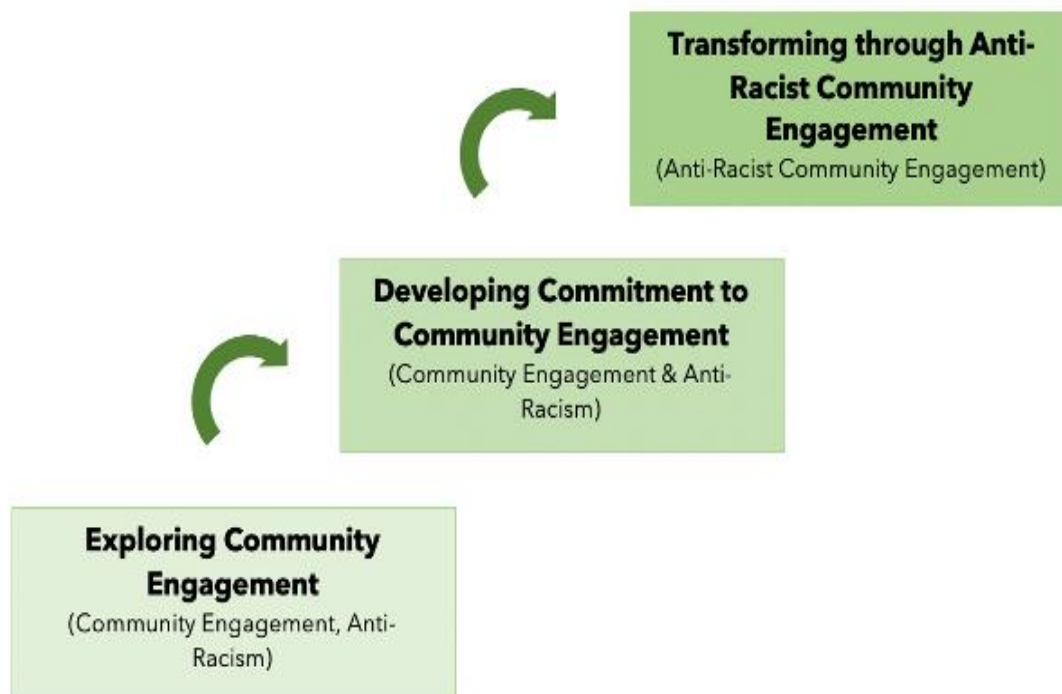
Students will connect discipline and course learning to community engagement and anti-racism.

SLO 2: Civic Identity

Students will commit to community engagement and anti-racism; commitment is derived from a sense of social responsibility and connection to community.

SLO 3: Civic Action

Students will work collectively to address a community issue and promote the public good.



Scaffolded Student Learning Outcomes

Exploring Anti-Racist Community Engagement

At the exploring level, students will:

- Recognize theories and approaches to community engagement and anti-racism (Civic Knowledge)
- Develop awareness of personal values and intersecting identities and how they shape perspectives (Civic Identity)
- Explore a wide variety of ways of working towards social change (Civic Action)

Developing Commitment to Anti-Racist Community Engagement

At the developing commitment level, students will:

- Connect theories and approaches to community engagement and anti-racism to personal and academic experiences (Civic Knowledge)
- Critically reflect on values and intersecting identities and how they connect to community engagement and anti-racism (Civic Identity)
- Enact personal and collective actions that positively impact a community issue or the public good (Civic Action)

Transforming through Anti-Racist Community Engagement

At the transforming level, students will:

- Apply knowledge of a particular community and/or issue through an engaged project or experience (Civic Knowledge)
- Establish commitment to community engagement and anti-racism that reflects an integrated sense of social responsibility and connection to community (Civic Identity)
- Collaborate with the community to analyze and take sustainable action to address injustices (Civic Action)

IV. Literature Review and Best Practices

Cultivating civically engaged and anti-racist leaders who are prepared to tackle our world's most pressing challenges has never been a more important mission for higher education than it is today. In addition to equipping students with knowledge pertaining to their field of interest and career goals, George Mason University aims to graduate “engaged citizens and well-rounded scholars who are prepared to act.”

In alignment with Mason's commitment to both the public purposes of higher education and graduating career-ready students, the *Transformative Education through Anti-Racist Community Engagement* QEP will allow Mason to leverage the strengths of critical community-based learning and integrate focus on anti-racism in order to prepare students to be agents of positive social change in an increasingly complex society.

A. Why Community Engagement and Civic Learning?

In “A Crucible Moment” published in 2012, authors issued a call to action for institutions of higher education to reprioritize the public purposes of higher education citing the pivotal role that education plays in building civic vitality (National Task Force, 2012, p. 2). In this report, a clear case is made that a robust civic learning agenda in higher education does not just benefit students. Authors suggest “the more civic-oriented that colleges and universities become, the greater their overall capacity to spur local and global economic vitality, social and political well-being, and collective action to address public problems (National Task Force, 2012, p. 2). The report further situates the importance of embedding civic learning into curricular experiences in order to engage all students in intentional civic learning that is connected to their academic study (National Task Force, 2012, p. 10).

Curricular community engagement, also known as community-based learning or service-learning, provides higher education institutions with a way to live out this public purpose and also graduate students that are prepared to interact with their community and environment (Johnson, 2015). Beyond its connection to the development of democratic values and practices, participation in service-learning and community engagement is connected to improvements in students' current and future civic commitment, grade point average, retention, leadership skills, self-confidence, critical thinking, and interpersonal skills (Astin & Sax, 1998).

Student involvement in community engagement during higher education also contributes to their sense of civic identity, capacity for socially responsible leadership, and their development of a lifelong commitment to civic engagement (Dugan & Komives, 2010; Johnson, 2017). Student participation in service-learning and community engagement opportunities across and beyond the curriculum increases the likelihood that students will be adequately prepared not only for their chosen careers but also for contributing meaningfully as responsible citizens.

B. Limits of Traditional Models of Community-Based Learning

While the research on the benefits of community-based learning demonstrates the many ways students grow through service participation, a significant body of literature critiques traditional

models of community engagement and articulates concerns that it amounts to “forced volunteerism,” or, in worst cases, a perverse experiment in “weekend volunteer warriors” being exposed to “the unknowing underprivileged” (Forbes, Garber, Kensinger, & Slagter, 1999, pp. 162, 165).

Traditional models of community-based learning are often seen as “distressing” (Forbes, Garber, Kensinger, & Slagter, 1999, p. 162) because they are typically problem-driven, “equating difference with deficiency” (Forbes, Garber, Kensinger, & Slagter, 1999, p. 163) rather than examining problematic systems and structures for root causes of social inequities (Ginwright & Cammarota, 2002). These traditional models “obscure our understanding” of social injustice, leading those who participate in service-learning to blame individuals and communities “rather than the oppressive environments...social and economic patterns” that support and sustain structurally oppressive forces (Ginwright & Cammarota, 2002, p. 85).

Overall, traditional models are often seen as paternalistic and as reinforcing and reproducing status quo systems of inequity (Levinson, 1990; McBride, Brav, Menon, & Sherraden, 2006; Pompa, 2002; Sleeter, 2000). Mitchell (2008) concludes poignantly, “Without the exercise of care and consciousness, drawing attention to root causes of social problems, and involving students in actions and initiatives addressing root causes, service-learning may have no impact beyond students’ good feelings” (p. 51).

C. Critical Service-Learning

The *Transformative Education through Anti-Racist Community Engagement* will leverage the strengths of critical service-learning pedagogy in the implementation of our plan to move beyond the limits of traditional service experiences and avoid perpetuating stereotypes or harms in the community. Critical service-learning (CSL) asks higher education institutions to abandon traditional models of community engagement that prioritize the student experience over community need and that run the risk of entrenching privileged students in systems of privilege (Brown, 2001), preserving systems and structures of inequity.

CSL prioritizes redistribution of power, developing authentic relationships with community, and working from a social change perspective (Mitchell, 2008). The CSL framework equips individuals with the ability to become aware of and question social systems, reflect and analyze their experiences, to inspire action and change (Ginwright & Cammarota, 2002). A main goal of CSL is deep analysis of power, privilege, and oppression, supporting sustained questioning of the status quo (Mitchell, 2008). CSL reorients participants to move beyond individual change and work toward a transformation of inequitable structures and systems (Rosenberger, 2000).

In critical models of service-learning, institutions of higher education and their surrounding communities are not separate entities. They are a whole system working together in a mutually beneficial interaction that allows for improvement and advancement for both (Mitchell, 2008). CSL seeks to create authentic relationships between and among students, the institution, and the communities with and in which it operates. CSL asks educators and community organizations to engage in a substantial and sustained dialogue about ways to work together to

identify and address issues that their communities face and to employ educational activities in that process for more effective service-learning (Brown, 2001). It works to cultivate civically engaged leaders who are prepared to tackle their communities', and the world's, most pressing challenges (Mitchell, 2008). Indeed, Wang and Rodgers' (2006) study shows that a critical approach to service learning facilitates the growth of more complex thinking and reasoning skills than traditional approaches. Without a critical framework, community engagement can lead to the reinforcement of stereotypes, and entrenchment into known privileges, and unintended harm.

D. Anti-Racism and Community Engagement

In the summer of 2020, the President of George Mason University announced the establishment of the Anti-Racism and Inclusive Excellence (ARIE) Task Force. The vision of ARIE is to make Mason a model of anti-racism and inclusivity and to "implement effective systems, practices, and traditions that eradicate racism and bigotry at Mason." As the QEP Development Committee reviewed the best practices of our peer institutions and the benefits of critical service-learning approaches, we determined that a focus on critical service-learning alone was not enough, and that community engagement at Mason must also prioritize anti-racism.

Critical approaches to service-learning and community engagement encourage student participants to identify as active agents of change, and incorporate assignments that allow participants to challenge stereotypes and cultural deficiency notions. Through critical approaches, students are in a position to better understand their civic identity and sense of self as well as where they stand in relation to others and their environment. Incorporating explicit goals and values of anti-racism into service-learning, then, has the potential to move community engagement into a critical space of questioning and disrupting status quo systems and structures of injustice. George Mason University is particularly well-poised to move in this direction.

Civic engagement and service-learning can be powerful tools to engage students in experiential education, critical reflection, and meaningful dialogue around issues of racism and how to be anti-racist. Experiences can be designed intentionally to move students through a modified civic identity model framework through exploration, developing commitment, and transformation. Marullo (1999) references the "revolutionary potential" of service-learning and community engagement if "implemented properly," suggesting that these pedagogies can lead campuses to institutionalize justice-oriented, anti-racist change (p. 22).

As discussed above, traditional models of service-learning are deficient, can cause harm in many ways, and will not lead to the revolution Marullo (1999) references, and yet, critical approaches have not, to date, taken on an explicitly anti-racist stance in their social justice orientation. Now is the time to harness the nation's energy around, and dedication to, anti-racism.

E. Benefits of Anti-Racist Community Engagement

At George Mason University we are defining anti-racist community engagement as, “Active and intentional collaboration between institutions of higher education and their larger communities characterized by (1) a focus on recognizing and dismantling systems, structures, policies and attitudes that perpetuate racism; and (2) authentic partnership that acknowledges history, centers power redistribution, and prioritizes the mutually beneficial exchange of knowledge and resources.” This definition provides a framework for partnership, engagement, and education for our students and faculty that attends to anti-racism even when racial justice is not an explicit focus.

1. Benefits for Students

Students engaged in critical community engagement experience outcomes including increased academic achievement, civic responsibility, greater self-esteem, enhanced empathy, better problem-solving skills, and deepened political efficacy (Wade, 2001). Mason students may learn to better appreciate diversity or find more opportunities for future careers. Mason students will also benefit by developing their critical consciousness (Mitchell, 2008).

Yet, above all these, an anti-racist service-learning and community engagement agenda will allow Mason students to be agents of change, capable of taking meaningful, political action alongside communities. Mason students will find themselves immersed in understanding structural problems and creatively and collaboratively finding systemic solutions (Wade, 2001). Engaging in this work may move Mason students to develop the “skills, knowledge, and attitudes they need to participate in improving the larger society” (Wade, 2001, p. 2).

In alignment with best practices for engaged learning, the *Transformative Education through Anti-Racist Community Engagement* QEP will focus on expanding opportunities for anti-racist community engaged learning that is either embedded in course curriculum or offered as a paid experience. Implementing experiences that allow students to either earn credit or earn an income as part of their engagement removes financial barriers to participation for students and aligns with our values as an institution. High impact student learning experiences should not just be available for students without financial need; they should be accessible to all student populations.

2. Benefits for Faculty

There is significant research that demonstrates benefit for faculty who participate in community engaged teaching and research. In a 2005 study, Pribbenow found six primary impacts of service-learning pedagogy for faculty. Those six positive impacts include: more meaningful engagement and commitment to teaching, deeper connection and relationships with students, enhanced knowledge of student learning processes, increased use of constructivist teaching and learning, improved communication of theories, and greater involvement in a community of teachers and learners (Pribbenow, 2005). This literature suggests that Mason faculty will learn new ways to support students in their growing understanding of equity and justice as well as in their desire to realize possibilities for change.

Mason faculty may find new opportunities to extend their research in and with communities and may have new access points for developing their research agendas in explicitly anti-racist, decolonizing ways, toward goals of “eradication of the cycles of dependence and oppression” (Mitchell, 2008, p. 54) that traditional research often reproduces.

Research on participation of faculty in community engagement demonstrates the importance of centralized institutional support through training, funding, and administrative assistance (Russell-Stamp, 2015). This institutional support is critical for removing barriers to participation and for demonstrating to faculty that community engagement is valued by the institution.

3. Benefits for the Community

To date, most research on community engagement has focused on the impacts on undergraduate students (Astin, Vogelgesang, Ikeda & Yee, 2000). The limited body of literature that has focused on the community partner experience emphasizes the tenets of critical service-learning (Mitchell, 2008) such as co-creation of knowledge, reciprocity and the centering of community voice (George-Paschal, Hawkins & Graybeal, 2019). As one of the main aims of the *Transformative Education QEP* is to prioritize community voice and mutual benefit at the center of engaged experiences, we believe that Mason community partners will benefit from this framework and the rejection of deficit models of engagement. Through an anti-racist approach to community engagement, structures and systems are examined to better understand and address injustice. Mason community partners and their stakeholders will be full partners in social justice action, capable of contributing valuable expertise and knowledge, rather than impediments who are only needed to sign waivers or timecards. Community organizations will have a voice in the vision of community engagement at Mason and a role as co-educators for students. University-based research and resources will be harnessed and leveraged to prioritize the needs identified by communities and constituents.

F. Best Practices

Since the late 1990’s many colleges and universities have begun centralizing community engaged experiences. There are many models of successful initiatives that inform the development and design of our QEP. Wade (2001) identifies eight characteristics of successful service-learning programs that are explicit in their social justice orientation: student-centered, collaborative, experiential, intellectual, analytical, multicultural, value-based, and activist. An explicitly anti-racist service-learning and civic engagement system must engage all of these characteristics in every aspect, including curriculum, practices, and policies. Anti-racist community and civic engagement must be anchored in an eagerness to question the status quo, and, in equitable partnership with communities, take concrete steps – even politically unpopular ones – against it (Wade 2001).

Wade (2001) delineates between high-quality service-learning and service-learning that is oriented toward social (and, by extension, racial) justice by clarifying that the latter “emphasizes student initiative and choice, community voice and multiple perspectives” as well as “examining larger structural issues and the role they play in creating local needs and problems” (Wade, 2001 p. 6). These practices may require a greater investment of time and

resources on the part of an institution, as well as more patience in assessing whether efforts are making a difference. They may require that institutions redefine success to include perspectives of community members and organizations, rather than only considering from the perspective of bottom lines and academic outcomes.

Anti-racist service-learning and civic engagement programs must create the conditions through which authentic relationships that “neither ignore the realities of social inequality...nor attempt to artificially homogenize” (Mitchell, 2008, p. 58) are developed and maintained. Such relationships will demand that program policies and practices encourage educators and students to analyze and reconfigure power in the context of service-learning.

G. Peer Research

In addition to reviewing the literature for best practices, the QEP Development Committee conducted an extensive review of the programs, policies, and practices of our peer institutions to better understand successful models of campus community engagement. Research conducted by the members of the QEP Development Committee during Spring 2021 ranged from website reviews to virtual site visits with specific institutions. Appendix VI includes a list of the institutions we reviewed, highlighted best practices that informed our QEP, and the method of contact with each school. The insights and expertise regarding both successes and opportunities were valuable in the development of our QEP.

As a result, the QEP Development Committee identified a handful of best practices that are in alignment with many of the elements in Welch and Saltmarsh’s 2013 review of university community engagement centers. Those elements include:

- Budgeted institutional funds
- Administrative support
- Programming staff
- Faculty development
- Faculty/leadership buy in
- Student leadership/decision making
- Assessment mechanism/procedures
- Full-time administrator
- Academic affairs reporting line
- Database/tracking system
- Adequate office space
- Define/designate courses
- Fund-raising mechanisms
- Communication/outreach
- Transportation coordination
- Cross-campus collaboration
- Course development grants

In addition to the best practices noted above, we took note of the way in which our peer institutions implemented specific student programs and faculty development and highlighted the importance of paid student experience, curricular integration, faculty involvement in training, intentional community engagement through an advisory board or regular community conversations, and holding an annual engagement event.

The QEP Development Committee moved forward with a plan for the *Transformative Education* QEP that is informed by the literature and best practices and that is also in alignment with Mason's unique institutional context and needs.

DRAFT

V. Actions to be Implemented

Providing students with transformative education through anti-racist community engagement and civic learning experiences is the mission of George Mason University's QEP. We will collaborate with campus and community partners to enhance existing programs and launch new opportunities. The three overarching goals for this plan are to:

1. Build Mason's infrastructure to support anti-racist community engagement and civic learning
2. Expand students' understanding of racism and anti-racism through community and civic engagement
3. Increase the opportunities for students to participate in anti-racist community engaged experiences by investing in faculty training, research, and curriculum development.

The actions outlined in the following section are connected to our overall QEP goals and grounded in best practices from the literature and examples from peer institutions. Themes identified from the research and conversations with peer institutions include the importance of:

1. Connecting student experiences to academic study in order to promote reflection and learning
2. The significance of implementing paid opportunities to ensure access across student populations
3. The need for staff and infrastructure capacity to facilitate meaningful engagement

A. QEP Goal 1: Build Mason's infrastructure to support anti-racist community engagement and civic learning

George Mason University, the largest public research university in Virginia with multiple campuses across our region, will create a centralized home for community engagement that can facilitate internal and external collaboration. The newly launched Office of Community Engagement and Civic Learning (CECiL) will centralize academic support and resources, build staff capacity, elevate the visibility of community engagement at Mason and in our surrounding communities, and maintain a focus on anti-racism in those efforts.

To provide students with transformative learning experiences connected to anti-racist community engagement, it is critical for Mason to build the infrastructure to support engaged learning and connections amongst faculty, community partners, and students (Welch & Saltmarsh, 2013). Through research and conversations with peer institutions, the importance of having an office with a Director and a sufficient number of staff to coordinate and manage university-community partnerships was evident. Eighty percent of four-year public institutions in Virginia already have a dedicated center for community or civic engagement. Students, faculty, and community partners need clear pathways for engagement, communication, and support throughout the process to maximize learning and avoid causing harm in the community. By positioning the Office of Community Engagement and Civic Learning in

academic affairs, we can maximize connection to all stakeholders to streamline communication and coordinate efforts across campus.

1- Establish the Office of Community Engagement and Civic Learning

As early as 1998, literature on institutional support for community engagement points to a community engagement unit, center, or office as the key organizational feature of a highly engaged campus (Etienne, 2012; Hollander, Saltmarsh, & Zlotkowski, 2002; Walshok, 1999; Zlotkowski, 1998).

In a 2013 review of university community engagement centers, Welch & Saltmarsh identified a “top list” of essential components of these centers based on national survey responses.

1. Budgeted institutional funds
2. Administrative support
3. Programming staff
4. Faculty development
5. Faculty leadership/buy in
6. Student leadership/decision making
7. Assessment mechanism/procedures
8. Full-time administrator
9. Academic affairs reporting line
10. Database/tracking system
11. Adequate office space
12. Define/designate courses
13. Fund-raising mechanism
14. Communication/outreach
15. Transportation coordination
16. Cross-campus collaboration
17. Course development grants

As we establish CECiL and its functions on campus, this list helps to inform priorities for successful institutionalization of community engagement at Mason.

i. Hire Full Time Administrative and Programming Staff

Funding, administrative support, and programming staff are the first priority for establishing the Office of Community Engagement and Civic Learning. As we conducted conversations with our peer institutions, we found that most of our peers have more than one staff member, and staff sizes range from one to sixteen. CECiL currently has a single Director, hired in 2019, who oversees all faculty development, course management, student programs, and has led the QEP development process. To provide the necessary support for students, faculty, and community and to meet the goals established in this QEP, we will add two full time staff and a faculty fellow to the CECiL Office. These positions will grow the capacity for the office and expand our student programs and engaged course support. The Associate Director for CECiL will focus on student programs and campus wide events, and the Manager for Engaged Learning will assist

with faculty course support, tracking and reporting, and community partner relationship development. The CECiL Faculty Fellow will have a particular focus on engaged scholarship and faculty development.

ii. Launch CECiL Website as a Centralized Web Presence

The Office of Community Engagement and Civic Learning will launch a website to serve as a central hub of information for students, faculty and staff, and community partners about community and civic engagement opportunities on campus. The plans for the CECiL website include specific tabs for each of our audiences, information about courses and programs, links to sites and resources for our campus partners, and access to an engagement tracking database. The CECiL website will be a space to continually update the Mason community about the Transformative Education QEP and opportunities for involvement. Developed during the summer of 2021, the pilot CECiL website launched during the Fall 2021 semester and is expected to be fully operational by March 2022. The newly hired Program Manager for Engaged Learning will work closely with operational staff in Undergraduate Education to maintain the website.

iii. Implement an Engagement Database

An engagement tracking database will be accessible through the CECiL website. In 2013, Welch & Saltmarsh found that close to 80% of campus community engagement centers maintain a database on faculty involvement in community engagement and more than 50% utilized a purchased software to manage the tracking and data connected to community engagement. Since that time, the field of community engagement in higher education has placed increased value on assessment and evaluation making a database crucial for reporting and tracking engagement.

In our “Year 0” planning year, we are researching and soliciting recommendations for an appropriate software or database strategy that meets Mason’s needs with plans to begin implementing the tool at the end of the 2021-2022 academic year for launch in the Fall of 2022. The goal of this software is not to duplicate any existing tracking or reporting efforts at Mason, but to add capacity to our assessment plan and to be used by multiple campus offices such as Social Action and Integrative Learning (SAIL), Leadership Education and Development (LEAD), academic departments, and other campus entities managing community partnerships or involved in QEP activities.

iv. Convene Mason Community Engagement Consortium

Mason will convene a Community Engagement Consortium consisting of Mason's key community engaged stakeholders, to coordinate engagement activities and better serve our partner organizations. As a large public research institution, Mason has a significant level of decentralization in community engagement efforts. This decentralization is in some ways necessary as there are research centers, clinics, and faculty that partner with community organizations. However, this decentralization often leads to confusion for community organizations who may have to navigate multiple campus points of contact.

Primary goals of the Mason Community Engagement Consortium include:

- Coordinate institution-wide community engagement efforts
- Enhance collaboration among Mason departments and units
- Elevate visibility of community engaged programs and experiences

This group will have representation from across Mason's community engaged stakeholders and will be chaired by the CECiL office. The Consortium will begin by meeting quarterly to strengthen communication and coordination across engagement efforts. The Consortium will be formed in the Fall of 2021 with a general call for participation and membership, and begin meeting in January of 2022. Exhibit 6 below includes a list of Mason stakeholders that will join the Consortium.

Exhibit 6. Mason Community Engagement Consortium proposed membership

Director, Office of Community Engagement and Civic Learning
 Associate Director, Office of Community Engagement and Civic Learning
 Director, Social Action and Integrative Learning
 Assistant Director, LEAD Office
 Representative, Government and Community Affairs
 Representative, Graduate Education Office
 Representative, Center for Adaptive Systems of Brain-Body Interaction
 Representative, Center for Social Science Research
 Representative, Center for Mason Legacies
 Representative, Institute for a Sustainable Earth
 Representative, University Life Central
 Representative, Truth, Racial Healing, and Transformation Center
 Representative, Antonin Scalia Law School
 Representative, College of Education and Human Development
 Representative, College of Engineering and Computing
 Representative, College of Health and Human Services
 Representative, College of Humanities and Social Science
 Representative, College of Science
 Representative, College of Visual and Performing Arts
 Representative, Carter School for Peace and Conflict Resolution
 Representative, Honors College
 Representative, Schar School of Policy and Government
 Representative, School of Business

2- Elevate the Visibility of Anti-Racist Community Engagement and Civic Learning at Mason and in the Community

We will establish an advisory board for CECiL and expand the current annual community engagement event into a larger symposium in order to bring community partner voice into programs, and showcase the work taking place at Mason. As Mason looks to increase the

participation of students in civically engaged learning, it is crucial that we also build connections on and off campus to elevate the visibility of community engagement and highlight the important work of our community partners, students, and faculty.

i. Establish an External Advisory Board for CECiL with Representation from Community Partners, Students, Faculty, Staff, and Alumni

We will create a diverse and representative advisory board for CECiL to invite community partners, students, alumni, and faculty and staff, to participate in the design and process of anti-racist community engaged work at Mason. The framework of critical service-learning establishes community partner voice, collaboration, and reciprocity at the center of the partnership and engagement (Mitchell, 2008). Establishing an advisory board that has a direct role in governing and decision-making allows us to strengthen relationships with partners and provide space for community voice in decision-making processes.

The role of the advisory board will be distinct from that of the Mason Community Engagement Consortium and will have a particular focus on the operations of CECiL, including goal setting, program design, and content curation for faculty development and student learning modules. The advisory board will be pivotal in bringing the vision for anti-racist community engagement to the forefront of the policies, programs, and procedures of CECiL.

The CECiL advisory board will be formed over the course of the 2021-2022 academic year. The exhibit below contains a draft composition of the advisory board.

Exhibit 7. Office of Community Engagement and Civic Learning Advisory Board

Community Partner Representatives (5)
Undergraduate Student Representative (3)
Graduate Student Representative (3)
Mason Faculty and Staff Representatives (7)
Mason Alumni Representatives (2)

ii. Create Community Engagement Symposium

We will establish an annual Community Engagement Symposium to showcase best practices in anti-racist community engagement and civic learning. Building off the previous success of SAIL's Engage Mason event, we will look to structure the program with a keynote speaker, a chance to showcase student projects, breakout sessions, and training opportunities, for faculty, students, and community partners. As this event will fall in the portfolio for the Associate Director for CECiL, we will launch the symposium during the 2022-2023 academic year after hiring for the position.

In alignment with our peer institution research, this annual event will serve as a resource and training opportunity for faculty and community partners to initiate community engaged work, as well as an opportunity to showcase models of meaningful and reciprocal engagement.

Students engaged in community-based learning will have the opportunity to demonstrate their learning during this annual event.

B. QEP Goal 2: Expand students' understanding of racism and anti-racism through community and civic engagement

We will leverage community and civic learning pedagogies to expand students' understanding of racism and anti-racism. By introducing community and civic engagement early in the Mason experience, building high impact paid and for credit experiences, and investing in student training and preparation, we will graduate students with knowledge of community engagement and anti-racism and a synthesized understanding of the power of the connection between the two.

1- Introduce students to community and civic engagement, as well as anti-racism, early in their Mason experience

We will leverage campus-wide partnerships to establish community engagement, civic learning, and anti-racism as core values of a student's experience at Mason by introducing students to these concepts during their first year at Mason (whether as a first year or transfer student). We will draw on the best practices of critical engagement and asset-based approaches to promote community engagement from the beginning of a student's time at Mason (Bauer, Kniffin, Priest, 2015; Ferguson, 2015).

i. Incorporate programming into orientation and first year transition by partnering with key stakeholders (NSFP, LEAD, SAIL)

We plan to embed engaged experiences and conversations in first-year and transfer orientation. For example, a visit to the Enslaved People of George Mason Memorial with a conversation around what that means for our institution will serve as an introduction to racism, anti-racism, and community engagement as part of the traditional experience for students.

At Mason, orientation serves as one of the primary shared experiences for both first year and transfer students. While slightly different in their structure, these two orientation experiences are an introduction to Mason, and what it means to be a part of the Mason community. For years, the Office of New Student and Family Programs (NSFP) has incorporated small group dialogue and critical conversations about difference and community into the student experience. As the QEP Development Committee mapped out opportunities for foundational knowledge connected to community engagement and anti-racism, it was clear that partnering with New Student and Family Programs would be an enormous asset.

CECiL and members of the QEP Implementation team will partner with NSFP during the 2021-2022 academic year on the additions and assessment of anti-racist and community engaged programming during orientation and the first-year transition.

ii. Incorporate community engagement and anti-racism into University Transition Course

As part of the *Transformative Education* QEP we will partner with UNIV 100 instructors to design and deliver a standard lesson plan connected to anti-racist community engagement and civic identity.

Roughly 900 students enroll in the UNIV 100 first year transition course each fall. The purpose of this course is to provide a holistic student development experience for students that focuses on their personal, interpersonal, and academic success as they transition into Mason.

The Director and Associate Director of CECiL will partner with staff from the UNIV program to include curriculum with space for students to learn about asset-based approaches to community engagement, consider how racism and anti-racism show up in community and civically engaged experiences, and begin to see themselves as agents of change.

As both CECiL and the UNIV 100 program are in the midst of staffing and infrastructure changes, planning for the standard lesson plan will begin in the spring of 2022 for implementation during the fall of 2022.

iii. Build community engagement exploration into Residential Curriculum

As part of our plans to introduce students to community engagement and anti-racism early in their Mason experience, we are partnering with Residence Life on the incorporation and assessment of lesson plans connected to community and civic engagement, as well as anti-racism and identity exploration. These lesson plans will be a shared experience for all residential students and will connect directly to the Exploring level in our learning outcomes by providing students an opportunity to learn about themselves, others, and the various ways they can contribute to positive social change at Mason.

The Office of Housing and Residence Life will pilot a module on exploring community engagement and exploring identity during the 2021-2022 academic year. We will review the data connected to the pilot implementation and make necessary modifications for the 2022-2023 academic year.

iv. Partner with Mason Core to explicitly integrate community engaged and anti-racist learning outcomes into curriculum

This QEP will work closely with the Mason Core Committee to integrate anti-racist community engaged and civic learning into the undergraduate curriculum. Both community engagement and anti-racism are reflected in the Mason Core themes of Civic Engagement and Diversity, Inclusion, and Globalization.

We will also partner with faculty that teach core courses outside of the Civic Engagement and Diversity, Inclusion, and Globalization areas to embed and assess community engaged and anti-racist outcomes across the core curriculum. Two examples of this partnership are COMM 101 (Fundamentals of Communication) and ENGH 302 (Advanced Composition). Both COMM 101

and ENGH 302 are required courses as part of the Mason Core curriculum and contain learning outcomes that are in direct alignment with the student learning outcomes in the QEP.

COMM 101 introduces students to basic communication principles with a particular focus on understanding self, identity, and values. These elements of the course map onto the Exploring level Civic Identity domain and provide a space for the majority of Mason undergraduate students to explore and develop awareness around identity and values.

ENGH 302 engages students in the intensive practice of inquiry-based research and writing with a particular focus and connection to a student's particular major or field. The faculty leadership of ENGH 302 have already developed a public writing, community-engaged focus for some specific assignments connected to the course. These assignments map neatly onto the Developing Commitment level of the QEP student learning outcomes, specifically the Civic Knowledge and Civic Action domains.

The Director of CECiL will work closely with the Associate Provost for Undergraduate Education and the Mason Core Committee to integrate this learning into the Mason Core.

v. Partner with Honors College on curriculum design, assessment, and curricular integration of civic learning, community engagement, and anti-racist learning

The Honors College has served as an example of incorporating civic learning and anti-racist learning into the undergraduate curriculum. Beginning with its curriculum redesign in 2019, civic engagement became a more explicit element of the Honors curriculum. The Honors College intentionally articulated the scaffolding of civic engagement throughout the curriculum, beginning in HNRS 110: Principles of Research and Inquiry, with special emphasis in HNRS 130: Identity, Community, and Difference and HNRS 260/61: Society and Community Engagement. All of these required courses now have civic engagement related learning objectives. HNRS 260 is inquiry-based and situated in a traditional classroom environment, while HNRS 261 is conducted in an experiential, problem-based learning setting where students work collaboratively to answer a question about civic engagement, pursue service-based learning, and/or conduct community-based research.

HNRS 260: Society and Community Engagement Topics (Topics Vary): Students pursue focused questions about a problem facing our community, society, or government or explore a contemporary societal, community, or political issue in context. Students assess what is at stake in specific debates, consider how narratives are constructed and contested and/or apply multiple perspectives to analyze pressing social issues.

HNRS 261: Community Connection Practicum (Topics Vary): Students will identify and address a challenge or question in response to the needs of the community. These conversations frequently include stakeholders from the community. Students learn to account for their own and for other points of view, and to adapt communication practices to reach those who do not share their backgrounds or expectations. As a

result, they integrate new directions & approaches as well as alternate, divergent or contradictory perspectives or ideas.

The QEP Implementation Team will collaborate with faculty, staff, and students from Mason's Honors College to showcase successful models of civic learning and anti-racist learning curricular integration and pilot assessment strategies (more details in Appendix VII).

2- Create Civic Fellows and Engaged Summer Programs for Students

A signature component of the *Transformative Education* QEP, will be the launch of two paid community engaged experiences for Mason students. As we considered the structure and format for new anti-racist community engaged programs, we decided that building paid opportunities that were multi-semester or over the summer was the best fit for the QEP for several reasons. Allowing students to earn an income through these programs removes financial barriers to engagement for students and ensures that participation in community engaged experiences is not just an option for students without financial need. In addition to the benefits for access and inclusion, by providing opportunities for sustained engagement over an entire semester or multiple semesters, we are creating pathways to high impact and transformative learning that are central to this QEP.

i. Civic Fellows Program

The Civic Fellows will be a signature program of the *Transformative Education* QEP. Civic Fellows is a year-long engaged experience and will be open to both graduate and undergraduate students. In this program, community partners will submit proposals for student projects to be completed over the course of an academic year, with the possibility of extending the project into the summer. Students will be paid for their 8-10 hours per week with the partner.

Student participants will go through the Civic Fellows Program in a cohort model and participate in pre-service training as well as reflection throughout the experience. Curriculum for this cohort experience will introduce anti-racism and civic learning and move students through an understanding of anti-racist community engagement as an integrated concept.

Specific outcomes connected to the Civic Fellows Program include those at the Transforming level of the QEP student learning outcomes.

- Civic Knowledge: Apply knowledge of a particular community and/or issue through an engaged project or experience
- Civic Identity: Establish commitment to community engagement and anti-racism that reflects an integrated sense of social responsibility and connection to community
- Civic Actions: Collaborate with the community to analyze and take sustainable action to address injustices

At this time, we have a framework for the Civic Fellows Program in place, and we plan to have a newly hired Associate Director for CECiL to develop the program during the 2021 - 2022

academic year for a launch in Fall of 2022. The Associate Director will oversee student recruitment, selection, placement, and mentoring throughout the program and will also lead outreach to community partners for project submissions. In order to ensure quality in program creation and delivery for both students and community partners we will gradually scale the program in years one and two with the goal of full capacity by year three.

ii. Engaged Summer Program

In addition to the Civic Fellows Program, we will create the Engaged Summer Program. The QEP Development Committee solicited feedback from our community partners to inform the design and delivery of programs connected to the QEP. Over the course of these conversations, partners surfaced their frustration with the university calendar and difficulty in finding students to continue work over the summer. This frustration is not unique to Mason or Mason partners, but is a national trend in university community engagement; a frequent barrier for partners is the abrupt nature with which the semester ends and both students and faculty are sometimes unavailable (Stoecker, 2008).

The Engaged Summer will provide an avenue for sustained engagement over the entire year, not just the fall and spring semesters, and will follow a similar model to the Civic Fellows Program but with an increase in weekly student hours in alignment with a reduced academic course load. During the Engaged Summer students will be able to work up to 30 hours per week.

The Associate Director of CECiL will solicit proposals from community partners for either a new project, or the continuation of an existing project, and manage the process of identifying and matching students with partner organizations. This program will include training, reflection and curriculum in anti-racist community engagement delivered for students as a cohort. All students and community partners will receive a stipend for the summer.

This summer experience will fall into the new Associate Director for CECiL's portfolio and will launch at the end of Year one of the QEP during Summer 2023, so that the newly hired Associate Director has an opportunity to plan and conduct appropriate outreach to ensure the success of the program. Similar to the Civic Fellows Program, we will begin with a smaller cohort of students and grow to full capacity by the Year three of the QEP.

3- Enhance Funding for Existing Programs: Bonner Leader Program and K-12 Outreach

Through this QEP we will enhance funding for three existing efforts at Mason; the Bonner Leader Program, the LEAD partnership with a regional middle school, and the Early Identification Program Leadership Conference. Each of these programs are aligned with the *Transformative Education* QEP vision and outcomes, and are opportunities to build a sustainable capacity for community and civic engagement at Mason through intentional partnerships and scaling up successful models of engagement. Members of the SAIL and LEAD teams have served on the QEP Development Committee, provided vision into the creation of this plan and will be core members of the implementation team. Leadership for the Early

Identification Program have served as a contributing partner throughout the development of the plan.

i. Bonner Leader Program

In 2020, Mason welcomed its first cohort of Bonner Leader students through the SAIL Office in partnership with Undergraduate Education. Created by The Bonner Foundation with the motto “access to education and opportunity to serve”, the Bonner Leader Program is a four-year service program in which students are paid to serve 8-10 hours per week with a community partner organization and participate in leadership and professional development. The Bonner Foundation is known as a national best practice in community engaged experiences, learning outcome design, and developmental experiences for students.

In order to bring the Bonner program to its full capacity and to meet the program values of access and opportunity, we will strategically invest in the program through the partnership between SAIL and CECiL as a component of the QEP. Specific enhancements in funding include:

- Summer grant funding to continue working on capacity building projects with community partners
- Mini grants for seniors to complete their capstone research projects
- Travel grants to assist students with access to public transportation, ride sharing, or parking to complete their service hours

The Director of CECiL will work closely with the Director of SAIL to implement new program initiatives, assess student learning, and bring the program to scale at Mason.

ii- K-12 Outreach and Engagement with LEAD and EIP

CECiL will partner with the Early Identification Program (EIP) to develop curriculum for their Leadership Conference, coordinate an experiential opportunity, engage Mason students in the design and delivery of the conference, and assess learning. EIP at Mason has the mission of “improving students’ access to higher education and quality of life by providing academic enrichment, personal development, and community engagement programs that produce global citizens.” EIP is a college preparatory program at George Mason that collaborates with regional middle and high school students who will be the first in their family to attend a college or university. The Leadership Development Conference will begin in 2022 with the goal of engaging EIP students, as well as current Mason students, in learning connected to civic engagement, community engagement, and anti-racism.

The LEAD office has a longstanding partnership with a regional middle school focused on mentoring, leadership development, and college access. CECiL will partner with the LEAD office on the recruitment and supervision of Mason students to serve as mentors, as well as the facilitation and funding of a leadership experience at Mason run by Mason undergraduate students.

4- Develop Anti-Racist Community Engagement Training and Modules for Students

i- Develop Pre-Service Modules

An important part of our QEP will be the development of training materials and modules for students to complete before they participate in a community engaged experience either through a course, a student group, or another program on campus. Preparation (or education), action (or service), and reflection are the core components of a quality service-learning experience (Honnet & Paulsen, 1989) and the framework of critical service-learning further situates the importance of education and reflection to examine power and privilege in the engaged experience (Mitchell, 2008).

Curriculum for the modules will focus on understanding community engagement and the history of racism, exploring privilege and identity, centering community voice and reciprocity, ethical engagement, and moving towards anti-racism. These modules will be developed in collaboration with Mason's Center for Culture, Equity, and Empowerment, and the Center for Mason Legacies. Students, faculty, and community partners will also be engaged in the development of training materials during the 2021-2022 academic year so that they can be implemented beginning in year one of the QEP (Fall 2022). The Program Manager for CECiL will work with the Director of CECiL to develop the modules and track module completion.

ii- Support Development of GTA Training and Graduate Student Engagement

The Director of CECiL will work with the Office of Graduate Education and Graduate Student Life to develop a series of trainings and a professional community for graduate students interested in community engagement.

Research in the last decade suggests that an increasing number of graduate students are arriving to campuses with an interest in connecting their scholarly work to efforts that advocate for social change and a more just society (Doberneck, Bargerstock, McMall, Van Egeren, Zientek, 2017). In alignment with trends in graduate education, and feedback from our graduate student population at Mason, this QEP aims to engage graduate students in anti-racist community engagement through the establishment of training and a community of practice for Graduate Teaching Assistants.

Michigan State University has established a set of community engagement competencies for graduate and professional students that includes the following dimensions:

- Foundations
- Community partnerships
- Criticality in community engagement
- Community-engaged scholarship and practice
- Approaches and perspectives
- Evaluation and assessment
- Communication and scholarly skills
- Successful community engagement careers

*From Community Engagement Competencies for Graduate and Professional Students:
Michigan State University's Approach to Professional Development*

The set of competencies developed by Michigan State will inform the content of Mason designed training connected to the QEP with the addition of learning connected to “Identity and Power in Community Engagement” in order to ground anti-racism in the learning and community experience.

QEP Goal 3: Increase the opportunities for students to participate in anti-racist community engaged experiences by investing in faculty training, research, curriculum development, and course support

This QEP goal is focused on building faculty capacity to incorporate anti-racist community engagement and civic learning into their courses and research agendas. In order to increase the availability of courses with community learning, civic learning, and anti-racist learning we will need to support the faculty who teach courses with both pedagogical training and administrative resources. Research on faculty development and community-based learning suggests that many faculty are motivated to incorporate community engaged pedagogies into their course, but lack of institutional support and funding are significant barriers (Abes, Jackson & Jones, 2002).

The following actions connected with QEP Goal 3 will focus on institutional support and funding to build capacity among our faculty and lead to increased opportunities for student participation and learning.

1- Faculty and Community Partner Training and Development

Central to QEP Goal 3 is the intentional development of both faculty and community partners to build capacity for community engaged experiences at Mason, to center community expertise and knowledge, and to develop community engaged experiences grounded in anti-racist principles.

Research on factors that motivate faculty to adopt community engaged pedagogies points to institutional support as the largest contributor to whether or not faculty incorporate these pedagogies into their courses (Abes, Jackson & Jones, 2002) (Pribbenow, 2005). More recent research and best practices on community-engaged pedagogies highlight the importance of involving community partner organizations to be co-creators of knowledge in the educational experience so that the assets and voices of community can be central to the experience (Mitchell, 2008).

i. Launch Faculty and Community Fellows Program

We will launch a Faculty and Community Fellows Program to both support curricular integration of civic learning and anti-racist community engagement and also to provide development and training for faculty and community partners. This program will fall under the Director of CECIL's

portfolio and will leverage the forms of faculty development and support that are identified as most helpful, including mentoring, advice sharing, and specific pedagogical development (Abes, Jackson, Jones, 2002).

The Faculty and Community Fellows Program will be a cohort model ranging between 10-15 members in each annual cohort. During years one to three of the QEP implementation timeline, faculty will be selected from each school or college to assist in strategic planning for the curricular integration of anti-racist community engagement and civic learning into degree programs. Following year three of the QEP we will open applications for the Fellows more broadly based on individual faculty interest.

Each member of the program will receive an annual stipend. For faculty, the stipend is to support the development of a civic learning and or community engaged component of their course or curriculum. For community partners, the stipend is a mini-grant for a project connected to their organization. Faculty and community fellows will learn alongside one another and be able to practice the co-creation of engaged experiences, engage in challenging conversation about the role of George Mason University in the community, and model a critical approach to engaged teaching.

Specific goals connected to this program include:

- Training and development for both faculty and community partners engaged in community-based learning and anti-racist approaches to teaching and learning
- Creation and development of new civic learning and anti-racist community engaged courses and programs
- Strengthen relationships with community organizations in and around Mason's campuses
- Establishment of a network of Mason faculty who use community engaged pedagogy in their courses
- Establish a network of community leaders involved with Mason
- Train future faculty mentors and community leaders to assist with future projects

We plan to solicit interest in the first cohort of Faculty and Community Fellows during the 2021-2022 academic year and launch the program during Summer 2022 beginning with a seminar and opportunities to get to know one another before the start of the academic year. We will look to have representation from a diversity of Mason departments and community organizations with different issue focuses and populations served.

ii. Partner with Stearns Center for Trainings and Faculty Development

In addition to the Faculty and Community Fellows Program, we intend to partner with the Stearns Center for Teaching and Learning on other pedagogical and interpersonal trainings for faculty. The Stearns Center for Teaching and Learning has long been Mason's home for faculty development and is an ideal partner for the *Transformative Education* QEP. The Director of CECiL will work closely with members of the Stearns Center team to further develop resources

that equip faculty with the tools to build community engaged pedagogy into their teaching and curriculum.

The workshop list will be adapted based on feedback during the pilot process as well as demand during our rollout of the series. Below is a draft list of topics that will be covered in both live trainings as well as web-based resources:

- Anti-Racist Community Engagement Introductory Series
 - History of George Mason and George Mason University (in partnership with the Center for Mason Legacies)
 - Overview of Anti-Racist Community Engagement
 - Examining Bias and Facilitating Dialogue in Community Contexts
 - Reciprocity and Partnerships: Connecting Student Learning to Community Identified Needs
- Designing Reflection for Academic Purposes
- Assessment Strategies for Community Engaged Courses
- Towards Critical Consciousness: Strategies for Maximizing Student Learning through Community Engagement
- College of Education and Human Development Workshop Series: How to be an anti-racist researcher

We will develop web-based resources and modules during the 2021-2022 academic year. We also plan to pilot a handful of workshops during this “Year 0” to be able to make adjustments to workshop offerings before the full series of offerings. During the years one and two of implementation we will offer faculty an incentive to modify an existing course or create a new course with some community, civic, or anti-racist learning outcomes.

iii. Partner with Carter School and Center for Mason Legacies on Curriculum Development

The Jimmy and Rosalynn Carter School for Peace and Conflict Resolution has long been a leader in community engagement and anti-racist work at Mason. Courses throughout the Carter school curriculum center community voice and dialogue across difference with faculty leading these efforts at the institution, state, and both national and international levels. As the QEP Development Committee identified existing courses and programs to highlight as best practices, a few specific courses stand out:

CONF 101: *Conflict and Our World*

CONF 325: *Dialogue and Difference*

CONF 329: *Community Engagement and Collaborative Problem Solving*

CONF 330: *Community, Group, and Organizational Conflict Analysis and Resolution*

In addition to the Carter School, the Center for Mason Legacies will be a key collaborator in the curriculum development process related to the *Transformative Education* QEP. The Center for Mason Legacies is an interdisciplinary center dedicated to preserving and examining the legacy of George Mason IV, his ancestors and heirs, and the people he enslaved. The Center for Mason Legacies has been an institutional leader in community engaged research and public history and

will be a key stakeholder in the implementation of the QEP. There is more information on the Carter School and the Center for Mason Legacies listed in appendix VII.

2- Embed anti-racist community engagement and civic learning outcomes into course offerings

Embedding community engaged learning and anti-racist learning into academic experiences at Mason allows us to connect the learning to specific disciplines and academic majors providing important contextualization and connection to both students as humans, as well as to students as scholars. Research on community engaged learning shows that student growth from service is greatest when learning is connected to a student's academic interests or career aspirations. We will embed these experiences into academic programs and study, allowing students to see applications to their career and personal lives.

The Director of CECIL will work closely with academic units to identify opportunities in current academic course offerings where community engagement, civic engagement, and anti-racism fit intentionally and align with existing learning outcomes.

i. Encourage community engaged and anti-racist curriculum and research through course and research development grants

In order to encourage faculty to incorporate community engagement and anti-racism into their course content, we will establish course development and research development grants. The research on faculty motivations for community engagement shows the importance of providing both infrastructure and resources for faculty (Pribbenow, 2005). Through the establishment of the Office of Community Engagement and Civic Learning and the creation of the Faculty and Community Fellows program, we establish infrastructure and support for engaged faculty. The course and research development grants provide resources to incentivize faculty. Funding will be most significant during years one to three of the QEP so that we can see a greater increase in course-based learning early in the plan.

ii. Incorporate anti-racist community engagement or civic learning (CL, CBL, MI+CE) course into each department through course designation process

As part of the establishment of OSCAR, Mason's most recent QEP, an RS course designation was developed to promote research intensive courses as part of the curriculum. Civic Engagement, like Undergraduate Research, is a focus area for the Mason Graduate which led to the creation of a "CE" course designation. This designation allows faculty to classify a course as a community and civic learning course, while also making it easy for students to identify these courses during registration.

In conversations with faculty, it was clear that the "CE" course designation on its own was not inclusive of all of the ways faculty incorporate both civic learning and community engagement into their teaching. This limitation may contribute to the fact that as of Summer 2021 there were only two "CE" course designations which is not reflective of the level of curricular connection currently taking place at Mason.

To address this issue, CECiL is creating three distinct levels for course designation that are more reflective of the types of courses taking place at Mason and that also align with the *Transformative Education* student learning outcomes.

- **CL (Civic Learning):** Courses that do not have a service component with a community partner, but that incorporate civic learning into readings or assignments throughout the course
- **CBL (Community-Based Learning):** Courses that have a community-based learning or service-learning component where students engage in meaningful service connected to their course learning objectives and that respond to community identified needs
- **MI+CE (Mason Impact Civic Engagement):** Courses that engage students in the process of asking and answering an original question in partnership with a community organization

Through the scaling up of our faculty outreach and development we will incorporate at least one CL, CBL, or MI+CE course into every academic department. The intention behind this goal is to make sure that every Mason student has the opportunity to participate in an engaged learning experience that is connected to their academic discipline and interests. The newly hired Program Manager for Engaged Learning will work with the Director of CECiL on the course designation process.

iii- Support the implementation of the Foundations for Building a Just Society Mason Core Category

An important component of the context surrounding Mason's *Transformative Education* QEP is that our institution also launched the Anti-Racism and Inclusive Excellence (ARIE) Task Force. One of the primary goals of the ARIE Task Force is that anti-racism and inclusive excellence are foundational in every program, process, and procedure at Mason. As the ARIE Task Force and QEP Development Committee began their work with anti-racism as a core value, it was clear that there were a handful of initiatives that were mutually beneficial and therefore should be collaborative in nature. One of those initiatives updating the Mason Core to include a category titled *Foundations for Building a Just Society*.

The vision for the *Foundations for Building a Just Society* category is that it will provide foundational knowledge in diversity, identity, and anti-racism for all Mason undergraduate students. This course supports the *Transformative Education* QEP by exposing all undergraduates to the foundations of diversity, equity, and inclusion. That foundational learning provides the framework for connecting community engagement to anti-racism and ultimately an integrated understanding of anti-racist community engagement.

In order to bring this vision to fruition and thoughtfully synergize the outcomes of the *Transformative Education* QEP with the *Foundations for Building a Just Society* category, we hired a PhD student who served on both the QEP Development Committee and the ARIE Task Force and will assist in piloting the course in the Fall of 2021 and Spring of 2022. This doctoral student will work closely with the QEP Co-Chair and faculty implementation team on the

curriculum, implementation, and assessment of the courses in the category. The CECiL office will provide support for both courses in the Foundations for Building a Just Society category and courses designated as capstone or culminating experiences.

DRAFT

VI. Timeline

George Mason University is excited to launch our *Transformative Education through Anti-Racist Community Engagement* QEP activities and officially open the Office of Community Engagement and Civic Learning. During Year 0 we planned a number of visibility and feedback events to continue involving the Mason community in the process of developing the QEP. We also began the research and hiring processes to establish our CECiL infrastructure and lay the foundation to achieve our QEP goals and outcomes. During Year 1 we will fully launch most QEP programs and initiatives.

Exhibit 8 illustrates our five-year plan for QEP activities organized by goal. The dark green indicates the initial launch and development phase and the light green indicates maintenance of newly created and established programs.

Exhibit 8. Five Year QEP Timeline by Goal

QEP Goal 1	Action to be Implemented	Year 0 2021 - 2022	Year 1 2022 - 2023	Year 2 2023 - 2024	Year 3 2024 - 2025	Year 4 2025 - 2026	Year 5 2026 - 2027	Responsibility and Partners
Build Mason's infrastructure to support community engagement and civic learning	Establish the Office of Community Engagement and Civic Learning (CECiL)							
	Hire full time Associate Director and Program Manager, Faculty Fellow							CECiL and UGE (Director)
	Launch and maintain CECiL website as a centralized web presence							CECiL and UGE (Program Manager)
	Research and implement an engagement tracking database							CECiL and UGE (Program Manager)
	Identify and convene Mason Community Engagement Consortium							CECiL and Campus Partners (Director)
	Elevate the Visibility of Community Engagement, Civic Learning, and Anti-Racism at Mason and in the Community							
	Launch and manage advisory board for CECiL							CECiL (Director, QEP I-Team)
	Establish annual community engagement event							CECiL (Associate Director, QEP I-Team)

Exhibit 8. Five Year QEP Timeline by Goal

QEP Goal 2	Action to be Implemented	Year 0 2021 - 2022	Year 1 2022 - 2023	Year 2 2023 - 2024	Year 3 2024 - 2025	Year 4 2025 - 2026	Year 5 2026 - 2027	Responsibility and Partners
Expand students' understanding of anti-racism through community and civic engagement	Introduce Students to Community Engagement and Anti-Racism Early in the Student Experience							
	Build an incorporate programming into orientation and first year transition							CECIL and NSFP (Associate Director)
	Develop and integrate CE and AR curriculum into University transition course							CECIL and UNIV (Associate Director)
	Build CE and AR exploration into Residential Curriculum							CECIL and Residence Life (Associate Director)
	Partner with COMM 101 and ENGH 302 to add CE and AR content							CECIL and ENGH 302/COMM 101 (Director)
	Create Civic Fellows and Engaged Summer Programs							
	Research and establish Civic Fellows Program							CECIL and QEP I-Team (Associate Director)
	Research and establish Engaged Summer Program							CECIL and QEP I-Team (Associate Director)
	Enhance Funding for Bonner Leader Program and K-12 Outreach							
	Enhance Funding for Bonner Leader Program							CECIL and SAIL (Director)
	K-12 Engagement with LEAD and EIP							CECIL, LEAD, and EIP (Program Manager)
	Develop Anti-Racist Community Engagement Training and Modules for Students							
	Develop, launch, and assess pre-service modules							CECIL, SAIL, QEP I-Team (Program Manager, Director)
	Support the development of GTA Training and Graduate Student Engagement							CECIL, Graduate Education, Graduate Student Life (Director)

Exhibit 8. Five Year QEP Timeline by Goal

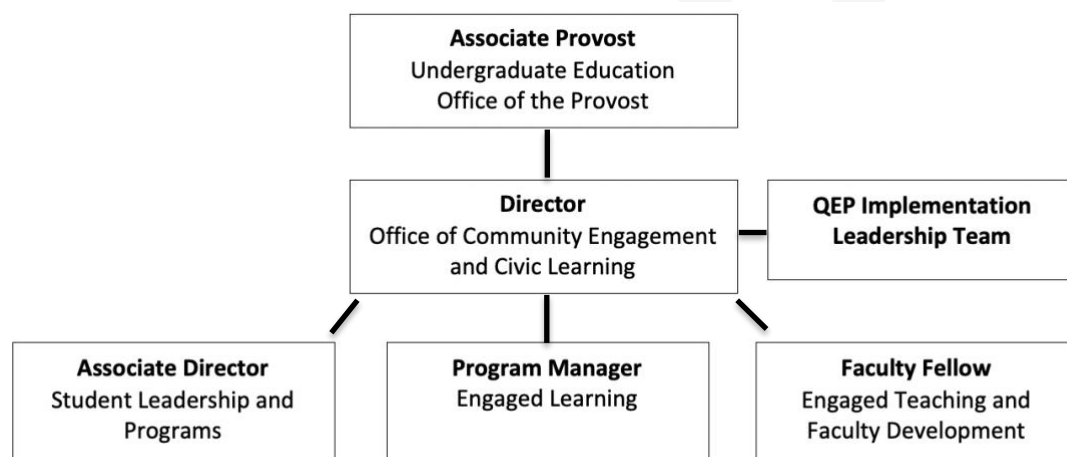
QEP Goal 3	Action to be Implemented	Year 0 2021 - 2022	Year 1 2022 - 2023	Year 2 2023 - 2024	Year 3 2024 - 2025	Year 4 2025 - 2026	Year 5 2026 - 2027	Responsibility and Partners
Increase the opportunities for students to participate in community engaged courses and research by investing in faculty training and curriculum development	Faculty and Community Partner Training and Development							
	Develop and launch Faculty and Community Fellows Program							CECiL, Stearns Center, UGE (Director, Faculty Fellow)
	Partner with Stearns Center to build and facilitate trainings and faculty development							CECiL, Stearns Center, QEP I-Team (Director, Faculty Fellow)
	Embed Community Engagement and Anti-Racism into Course Offerings							
	Encourage curriculum and research opportunities through course and research development grants							CECiL, UGE (Director)
	Incorporate MI and MI+CE course into each department							CECiL, UGE (Director, Program Manager)
	Support the implementation of Foundations fo Building a Just Society Course							CECiL, ARIE Task Force, UGE (Director)

VII. Organizational Structure

Mason established the Office of Community Engagement and Civic Learning (CECiL) to support the *Transformative Education through Anti-Racist Community Engagement* QEP. CECiL will fall under the Office of the Provost in Undergraduate Education.

Kristen Wright, Director of Civic Engagement and current co-chair for the QEP Development Committee, will serve as the Director of CECiL and will report to Dr. Bethany Usher, Associate Provost for Undergraduate Education. CECiL will hire an Associate Director to oversee student programs and events, a Program Manager to focus on community engaged courses and partnership development, and a Faculty Fellow to assist with engaged teaching and faculty development initiatives. CECiL will also have administrative support from the Office of Undergraduate Education.

Exhibit 9. CECiL's Placement within Mason's Organizational Structure



CECiL is currently within the Undergraduate Education structure and physical space in order to co-locate many of Mason's high impact student experiences. The organizational structure will remain the same throughout the QEP life cycle, but CECiL will outgrow its current space as staff are hired. The Office of the Provost has committed to finding space for CECiL staff and programs either in its current location in the Johnson Center, or another location that is accessible to students, faculty/staff, and community partners.

The QEP Development Committee has been critical to the successful design of the *Transformative Education* QEP. The Development Committee will transition to an Implementation Leadership Team over the course of the 2021-2022 academic year with a full transition in place by the start of the fall 2022 semester. The Implementation Leadership Team will be composed of 26 members and be chaired by the Director of CECiL (Exhibit 10).

Exhibit 10. QEP Implementation Leadership Team Membership

Director, Office of Community Engagement and Civic Learning (CECiL)
Associate Director, Office of Community Engagement and Civic Learning (CECiL)
Faculty Fellow, Engaged Teaching and Faculty Development
Undergraduate and Graduate Student Representatives (5)
Representative, Stearns Center for Teaching and Learning
Representative, Office of Institutional Effectiveness and Planning
Representative, Mason Core Committee
Representative, New Student and Family Programs
Representative, Social Action & Integrative Learning
Representative, Leadership Education and Development
Representative, Housing and Residence Life
Representative, Honors College
Representative, Graduate Education
Representative, School of Integrative Studies
Representative, University Life
Faculty Representative, Antonin Scalia Law School
Faculty Representative, College of Education and Human Development
Faculty Representative, College of Health and Human Services
Faculty Representative, College of Humanities and Social Science
Faculty Representative, College of Science
Faculty Representative, College of Visual and Performing Arts
Faculty Representative, Carter School for Peace and Conflict Resolution
Faculty Representative, Schar School of Policy and Government
Faculty Representative, School of Business
Faculty Representative, College of Engineering and Computing

The Implementation Leadership Team will be divided into subcommittees. These subcommittees will likely include Student Engagement, Faculty and Community Partner Development, and Assessment. We anticipate the possibility of reorganizing subcommittees based on feedback from the Leadership Team and needs during the implementation of the QEP.

In addition to the Implementation Leadership Team, there has been significant interest from the Mason community in formally collaborating on the *Transformative Education* QEP. Many of these collaborators have already been active in the plan development.

Exhibit 11. CECiL Collaborators from the Mason Community

CECiL Collaborators	Role
Stearns Center for Teaching and Learning	Collaborate on faculty development and support for CECiL
Mason Core Committee	Develop Mason Core courses supporting anti-racist community engaged learning
Honors College	Pilot rubrics and assist in the development of anti-racist community engaged learning in the Honors curriculum
Center for Mason Legacies	Partner in the development of student learning materials connected to the history of racism, of George Mason (the man) and the history of George Mason University
The Carter School	Pilot rubrics and assist in the development of anti-racist community engaged learning in the Carter School curriculum
Information Technology Services	Provide support for the development of an engagement tracking database including implementation
Office of Institutional Effectiveness and Planning	Collaborate on assessment, data collection, rubric design, and learning outcome creation
Academic Advising	Provide support in informing advisors about engaged courses and experiences
UNIV Courses and Programs	Collaborate on the development of a standard anti-racist community engagement lesson plan for students
OSCAR	Support community engaged research experiences in OSCAR programs

University Career Services	Collaborate on professional development for students engaging with nonprofit organizations
University Life	Collaborate on assessment and student module design and implementation
Social Action and Integrative Learning	Serve as members of the Community Engagement Consortium, collaborate on development of student modules, collaborate on Bonner Leader Program assessment
New Student and Family Programs	Partnership on facilitation of anti-racist community engaged experiences during orientation and transition programs, collaborate on assessment of those efforts
Leadership Education and Development	Lead partner for K-12 outreach and engagement, collaborator for assessment efforts and program design
Early Identification Program	Lead partner for K-12 outreach and Leadership Conference
Graduate Education	Collaborate on the creation of Graduate Teaching Assistant trainings
Center for Culture, Equity, and Empowerment	Collaborate on the development and facilitation of undergraduate student trainings
Graduate Student Life	Partner for addition of graduate student community engagement programs and networking events

VIII. Resources

George Mason University is dedicated to the success of the *Transformative Education* QEP and has committed resources to support the associated student learning and QEP outcomes. In December 2021 the George Mason University Board of Visitors voted to affirm the QEP topic, including the proposed budget and expenditures.

A. Infrastructure for CECiL

The first goal of the *Transformative Education* QEP is to build the infrastructure to support community engagement and civic learning at Mason. An important step in building this infrastructure is to support the Office of Community Engagement and Civic Learning and hire staff to support student experiences, curriculum and faculty development, and community partner outreach and relationship development. A full-time Associate Director will be hired to oversee the development of co-curricular student engagement and a full-time Program Manager will be hired to assist with curricular engagement, website management, and community partner development. The final addition to the CECiL team will be a part-time Faculty Fellow to work closely with the Director of CECiL on faculty development and curriculum.

The budget associated with building infrastructure for community engagement also includes the on-going expenses related to managing the CECiL website and purchasing and maintaining an engagement software. The final expense in this area is funding for an annual Community Engagement Symposium where students, faculty, and community will come together to learn, share best practices, and highlight student work.

B. Student Experience Support

The second goal of the *Transformative Education* QEP is to expand student's understanding of anti-racism through community and civic engagement. The funds connected to this goal are in direct support of student learning and the implementation of high-quality student experiences. Mason is committing significant resources to create paid student experiences like Civic Fellows and the Engaged Summer Program and will dedicate additional resources to bring the Bonner Leader Program to capacity. Other funding connected to this goal will be used to create modules and training opportunities for both graduate and undergraduate students to learn more about community engagement, civic learning, and anti-racism.

C. Faculty and Curriculum Development

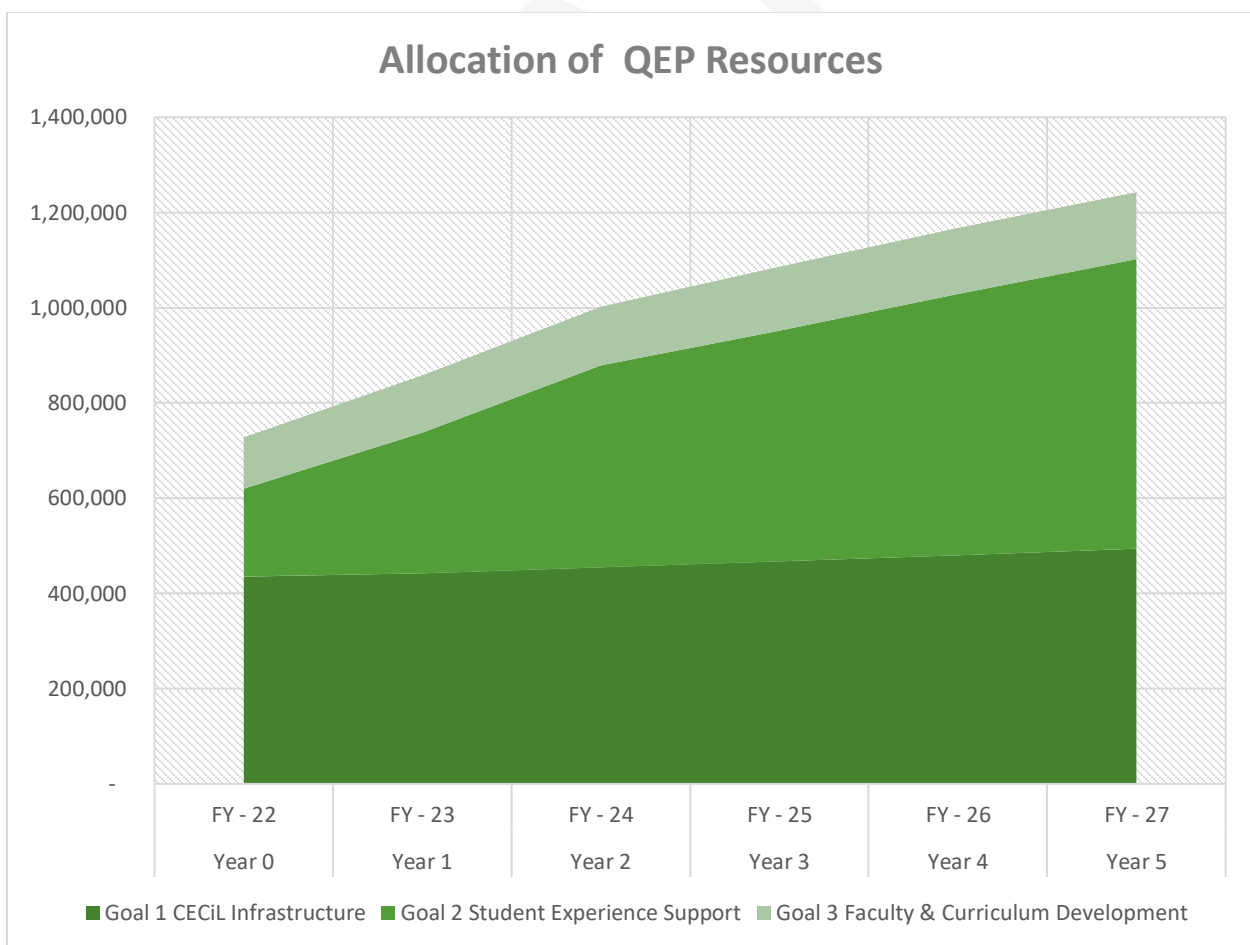
The third goal of the QEP is to increase the opportunities for students to participate in community engaged courses and research experiences by investing in faculty training and curriculum development. This goal and the budget items associated with it recognizes that in order to make curricular shifts we need to invest in both faculty training development and training, and course development. The majority of funds in this area will therefore go towards instructional and curriculum support. The funding dedicated towards this goal will allow the QEP to reach a significant number of students through academic courses. Funding will be allocated towards faculty training in the form of both a year-long Fellows program and also the

creation of one-time training and development opportunities. Additional funding will go towards one time curriculum grants to incorporate community engagement into each academic department.

Exhibit 12. Budgeted Support for the Transformative Education QEP

At the beginning of Year 0, Mason invested \$728,000 of new permanent funding. The new investment needed line represents the requests we will make as part of our budget cycle annually to meet any gaps in budget and expenses.

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total Planned
		FY - 22	FY - 23	FY - 24	FY - 25	FY - 26	FY - 27	Expend
Goal 1	CECIL Infrastructure	435,492	442,668	454,924	467,546	480,543	493,928	2,775,102
Goal 2	Student Experience Support	184,744	294,702	423,939	483,809	548,192	608,057	2,543,441
Goal 3	Faculty & Curriculum Development	107,450	120,746	123,911	134,520	138,374	140,599	765,599
	Total New & Mason in-kind support	727,686	858,116	1,002,774	1,085,874	1,167,108	1,242,584	6,084,143
	Total projected new investment	29,461	150,019	294,380	377,175	458,095	533,247	1,842,377



IX. Assessment

The selection of Anti-Racist Community Engagement as the QEP topic was informed by data from the 2015 and 2018 iterations of the National Survey of Student Engagement (NSSE) which suggested that, while George Mason students outperformed their peers on most NSSE indicators, Mason students are engaged in civic learning and community engagement at rates significantly lower than we desire and less than students at peer institutions. We are eager to move this needle on this indicator and to measure the success and implementation progress of our plan.

At the institutional level, we desire to see specific increases in community participation from students and faculty, and staff, as well as a growth in the availability of programs and opportunities incorporating anti-racist community engagement as measures of success. We aspire to answer questions such as:

- To what degree is anti-racist community engagement institutionalized at our university?
- Which students are participating?
- Is anti-racist community engagement connected to retention, sense of belonging, and graduation?

At the institutional level, we will make use of course and program evaluations, along with campus wide indirect measures like NSSE and the graduating senior survey as tools for answering questions such as how are students' knowledge, identities, and actions related to anti-racist community engagement affected by their participation? How do participating students describe the quality of their learning?

At the student level, our student learning outcomes are focused on measuring the change in knowledge, skills, and attitudes connected to community engagement and anti-racism. This will require a broader and more diverse approach in our assessment plan including the use of rubrics, course evaluations, and evaluations of specific artifacts of student learning. The Director of the Office of Community Engagement and Civic Learning, in collaboration with members of the Office of Institutional Effectiveness and Planning (OIEP) will guide the assessment process.

A. QEP Outcomes and Student Learning Outcomes

The student learning and overall QEP outcomes to assess change in Anti-Racist Community Engagement were drafted by the QEP assessment subcommittee and reviewed by the entire QEP Development Committee, along with additional key stakeholders. The outcomes were refined to ensure they were as inclusive as possible without sacrificing clarity and measurability. The table below showcases the intended QEP outcomes at the institutional level.

Exhibit 13. Table of QEP Outcomes

QEP Outcome	Indicators	2021 Baseline	2027 Goal	QEP Goal
Opportunities for community and civically engaged learning are prevalent on campus	Annual number of undergraduate students who have completed pre and post service student training modules	0 annually	2,500 annually	Goal 2
	NSSE Question 14(i): How much does your institution emphasize attending events that address important social, economic, or political issues?	2018 Data 47% "quite a bit or very much"	2018 Data 51% "quite a bit or very much"	Goal 2
	NSSE Question 14 (d): How much does your institution emphasize encouraging contact among students from different backgrounds?	2018 Data 69% "quite a bit or very much"	2018 Data 74% "quite a bit or very much"	Goal 2
	NSSE High Impact Practice Question: About how many of your courses at this institution have included a community-based project?	2018 Data 39% "some, most or all"	51% "some, most, or all"	Goal 2
Anti-racist community engagement experiences and civic learning are embedded into undergraduate degree programs and curriculum	Registrar Data: Every Mason department will have at least one Mason Impact or Mason Impact + CE undergraduate course	2	All academic departments (LAU's)	Goal 2
	Registrar Data: Number of Mason Impact course designations will increase	2	100	Goal 2
	Registrar Data: Number of Mason Impact + CE course designations will increase	2	50	Goal 2
	Office of Institutional Effectiveness and Planning Data: Academic departments will have a measurable civic engagement learning outcome	Less than 10%	75% of academic departments (LAU's)	Goal 2
	Registrar Data: Number of bachelor's graduates who have participated in a QEP experience (Registered a CE Mason Impact project on their transcript)	2020 - 2021 (preliminary): 27	500	Goal 2
	Annual undergraduate enrollment in academic courses designed to address diversity, equity, and anti-racism (ex. Foundations for Building a Just Society Course)	2020 - 2021: 40	3,000	Goal 2
	Number of community engagement activities (i.e. occurrences) in Mason community engagement database	0 (new data point)	1,000	Goals 1 and 3
Anti-Racist community engagement is supported and funded at the graduate and undergraduate levels	Number of course and research development grants distributed by CECIL during years 1-5 of the QEP	0	50	Goals 1 and 3
	Number of students who participate in courses that are institution funded and community engaged	100	1000	Goals 1 and 3
	Number of students who participate in programs that are institution funded and community engaged	*not currently measuring	3,000	Goals 1 and 3
	NSSE Civic Engagement Module Question 3: How much do you feel encouraged addressing important social, economic, or political issues in: course assignments, course discussions, outside of class?	*New NSSE measure	*New NSSE measure	Goal 3
Undergraduate students who engage in community and civic learning are prepared for career and post baccalaureate study	GMU Career Plans Survey: Which of the following describes your post graduation status?	*Not currently mapping with CE	CE correlates with employment, education, volunteer service	Goal 2
	GMU Career Plans Survey: Experiences at Mason (Experiential Learning)	*New survey measure	*New survey measure	Goal 2
	NSSE Question 18(j): How much has your experience at this institution contributed to your knowledge, skills, and personal development as being an informed and active citizen?	2018 Data 53% "quite a bit or very much"	65% "quite a bit or very much"	Goal 2
	NSSE Civic Engagement Module 1a: Select the response that indicates your ability to do the following: Contribute to the well-being of your community.	2018 Data 68% answered "5 to excellent"	75% "5 to excellent"	Goal 2
	NSSE Civic Engagement Module 1c: Select the response that indicates your ability to do the following: Lead a group in which people from different backgrounds feel welcomed and included.	2018 Data 71% "5 to excellent"	75% "5 to excellent"	Goal 2
	NSSE Civic Engagement Module 1d: Select the response that indicates your ability to do the following: Resolve conflicts that involve bias, discrimination, and prejudice.	2018 Data 57% "5 to excellent"	65% "5 to excellent"	Goal 2

Each of the institutional level QEP outcomes are mapped to more than one metric in either NSSE, the Graduating Student Survey, or counts we will obtain through the University Registrar and CECiL as a result of the creation of new programs and initiatives. NSSE results are based on percent of senior undergraduate respondents and will be administered at Mason in 2021, 2024, and 2027. 2027 goal metrics were selected after a review of where some of our peer institutions measured in the 2018 NSSE Civic Engagement Module.

In addition to measuring growth in the total number of students engaged in community-based learning experiences, we will work with the Office of Institutional Effectiveness and Planning to evaluate the accessibility of programs across student demographics. The goal is that these engaged experiences are available to all students and our annual Graduating Senior Survey will serve as a midpoint check-in between NSSE survey years to help us identify any course corrections or improvements needed for access and inclusive excellence.

1. Student Learning Outcomes

Definitions for learning outcomes related to civic knowledge, civic identity, and civic action were crafted after consulting national resources such as the Association of American Colleges and University's VALUE: Valid Assessment of Learning in Undergraduate Education Civic Engagement Rubric (Association of American Colleges & Universities, 2010), the Carnegie Elective Classification for Engaged Campuses, and published outcomes scholarship (Keen & Hall, 2009; Welch & Saltmarsh, 2013).

Student learning outcomes were scaffolded to indicate levels of initial exploration and engagement, developing commitment, and student and community transformation, as indicated in Exhibit 5 of the earlier Desired Learning Outcomes chapter. These outcomes are designed to quantify the campus change and transformation that is at the heart of Mason's QEP. Community engagement and anti-racism are treated as distinct concepts at the exploration stage, as related ideas at the developing commitment stage, and as integrated concepts at the transformation stage.

A subcommittee of the QEP Development Committee created the draft rubric shown in Exhibit 14 during Summer 2021 to be piloted in Spring 2022 with more extensive implementation in Fall 2022. As the assessment plan has both formative and summative as well as direct and indirect measures, the rubric can function in several ways. The *Transformative Education* QEP Student Learning Outcomes Rubric may be used to: guide program development at the institutional as well as degree program levels; measure student achievement of learning outcomes across learning experiences; and contribute to the improvement of teaching and learning through faculty development activities. The *Transformative Education* QEP encourages faculty to adapt the rubric to use in ways that are relevant to courses and educational programs in their unique academic and professional fields. The rubric can be used to guide course and curriculum development by determining the level of student development as they enter a course, and the goals for students as they complete a course or set of courses. Faculty can design learning activities that align with the student learning outcomes. The rubric also can be adapted for evaluation of individual student research activities and products.

Exhibit 14. Transformative Education through Anti-Racist Community Engagement Student Learning Outcomes Rubric

<p style="text-align: center;">Level of Development</p> <p style="text-align: center;">←</p>			
ARCE Student Learning Outcomes & Definitions ↓	Transforming (Proficient)	Developing Commitment (Emerging)	Exploring (Novice)
Civic Knowledge: Ability to connect discipline and course learning to community engagement and anti-racism.	<u>Apply</u> knowledge of a particular community and/or <i>issue through an engaged project or experience.</i>	<u>Connect</u> theories and approaches to community engagement and anti-racism to <i>personal and academic experiences.</i>	<u>Recognize</u> theories and approaches to community engagement and anti-racism.
Civic Identity: Commitment to community engagement and anti-racism is derived from a sense of social responsibility and connection to community.	<u>Develop commitment</u> to community engagement and anti-racism that reflects an <i>integrated</i> sense of social responsibility and connection to community	<u>Critically reflect</u> on values and intersecting identities and how they <i>connect</i> to a sense of social responsibility (to community)	<u>Develop awareness</u> of personal values and intersecting identities and how they shape perspectives.
Civic Action: Ability to work collectively to address a community issue and promote the public good.	<u>Collaborate</u> with the community to analyze and <i>take sustainable action</i> to address injustices.	<u>Enact</u> personal and collective actions that <i>positively impact</i> a community issue or the public good.	<u>Explore</u> a wide variety of ways of working towards social change.

B. Assessment Strategies for Student Learning Outcomes

The *Transformative Education* QEP student learning outcomes (SLOs) outline the most important knowledge, attitudes, and abilities expected of our students at different levels of engagement with QEP activities. At the same time, the SLOs were written to be inclusive of the many disciplines that have students involved in civic and community engagement, as well as diversity, equity, and inclusion programs. These outcomes were written to help us envision our larger goals through quantifiable metrics. For each SLO and QEP outcome, we focus on assessing the outcome to discover the value of our programs. The SLOs assessment plan is focused on both formative and summative assessment, with the expectation that a master rubric will be used to measure progress toward meeting the outcomes and to guide faculty's design of learning activities to meet the course goals. The assessment of the overall QEP outcomes concentrates more on summative assessment, with the goal of determining the overall value of the Transformative Education QEP.

1. Review of Student Work Using Rubrics

As a core part of the *Transformative Education* assessment plan, we intend to partner with faculty across Mason to assess specific student artifacts. Many courses with where students produce artifacts connected to the student learning outcomes have already been identified and will begin piloting use of the rubrics during the Spring 2022 semester. As we move forward with our faculty development and curricular integration plans, we will continue to add select courses for student artifact review using the *Transformative Education* rubric.

2. Course Evaluations

An important action of the *Transformative Education* QEP is the creation and implementation of standard questions for all courses with community engagement, civic learning, or anti-racist community engagement embedded into the course. These course evaluations will serve as both an indirect measure of student learning as well as a program evaluation for the quality of each engaged course. The course evaluations will be used to make improvements to our student and faculty support for engaged teaching and identify trends in satisfaction during our implementation phase.

3. Community Partner Engagement in Evaluation

Involving community partners in the assessment of student learning as well as in evaluating the quality of partnership and interaction with Mason is crucial to our plan. We will invite community partners to play a role in evaluating students in courses as well as high impact experiences like Bonner, Civic Fellows, and the Engaged Summer Program. Community partner involvement situates the partner as a co-educator and provides valuable feedback to faculty and the CECiL office about how we can best support and facilitate engagement with partners. We also look forward to working with partners to assess student career preparedness and specifically the learning outcomes connected to Civic Action as much of that work centers on ability to collaborate with stakeholders.

Exhibit 16a. Assessment Strategies for Transformative Education QEP

Assessment Strategies		QEP Outcomes				Student Learning Outcomes										Data Collection
		Opportunities for community and civically engaged learning are prevalent on campus	Anti-racist community engagement experiences and civic learning are embedded into undergraduate degree	Anti-racist community engagement is supported and funded at the graduate and undergraduate levels	Undergraduate students who engage in community and civic learning are prepared for career and post	Recognize theories and approaches to community engagement and anti-racism	Develop awareness of personal values and intersecting identities and how they shape perspectives	Explore a wide variety of ways of working towards social change	Connect theories and approaches to community engagement and anti-racism to personal and academic	Critically reflect on values and intersecting identities and how they connect to community engagement and	Enact personal and collective actions that positively impact a community issue or the public good	Apply knowledge of a particular community and/or issue through an engaged project or experience	Establish commitment to community engagement and anti-racism that reflects an integrated sense of social	Collaborate with the community to analyze and take sustainable action to address injustices		
Review of student work using rubrics	COMM 101														Fall and Spring Years 1 - 5	
	ENGH 101														Fall and Spring Years 1 - 5	
	ENGH 302														Fall and Spring Years 1 - 5	
	HNRS 260														Fall and Spring Years 1 - 5	
	HNRS 261														Fall and Spring Years 1 - 5	
	UNIV 100														Fall and Spring Years 1 - 5	
	Foundations for Building a Just Society Category Courses														Fall and Spring Years 1 - 5	
	Bonner Leader Course														Fall Years 1 - 5	
	Select Mason Impact CBL courses														Fall and Spring Years 1 - 5	
	Select Mason Impact + CE courses														Fall and Spring Years 1 - 5	
	INTS 435 (Leading Change)														Fall and Spring Years 1 - 5	
Course Evaluations	Bonner Leader Program														Fall Years 1 - 5	
	All Mason Impact (CBL)														Fall and Spring Years 1 - 5	
	All Mason Impact (+CE)														Fall and Spring Years 1 - 5	
	UNIV 381 (Foundations for Building a Just Society)														Fall and Spring Years 1 - 5	
Community Partner Evaluations	Course Evaluation for Community Partners														Fall and Spring Years 1 - 5	
	Student Evaluation for Bonner														Spring Years 1 - 5	
	Student Evaluation for Civic Fellows														Spring Years 1 - 5	
	Student Evaluation for Engaged Summer														Summer Years 1 - 5	

Indirect Assessment

Direct and Indirect Assessment

Direct Assessment

Assessment Strategies		QEP Outcomes					Student Learning Outcomes										Data Collection
		Opportunities for community and civically engaged learning are prevalent on campus	Anti-racist community engagement experiences and civic learning are embedded into undergraduate degree	Anti-racist community engagement is supported and funded at the graduate and undergraduate levels	Undergraduate students who engage in community and civic learning are prepared for career and post	Recognize theories and approaches to community engagement and anti-racism	Develop awareness of personal values and intersecting identities and how they shape perspectives	Explore a wide variety of ways of working towards social change	Connect theories and approaches to community engagement and anti-racism to personal and academic	Critically reflect on values and intersecting identities and how they connect to community engagement and	Enact personal and collective actions that positively impact a community issue or the public good	Apply knowledge of a particular community and/or issue through an engaged project or experience	Establish commitment to community engagement and anti-racism that reflects an integrated sense of social	Collaborate with the community to analyze and take sustainable action to address injustices			
Pre and Post Program Evaluations: Long-Term Engagement	Bonner Leader Program														Fall and Spring Years 1 - 5		
	Civic Fellows Program														Fall and Spring Years 1 - 5		
	Engaged Summer														Summer Years 1 - 5		
	Leadership and Community Engagement Living Learning Community														Fall and Spring Years 1 - 5		
	Foundations for Building a Just Society Category Courses														Fall and Spring Years 1 - 5		
Program Evaluations: Short Term Engagement	Orientation														Summer Years 1 - 5		
	Quill Camp Pre-Orientation														Summer Years 1 - 5		
	Leadership Mason Conference														Fall Years 1 - 5		
	Housing and Residence Life Standard CE Experience														Fall and Spring Years 1 - 5		
Surveys	National Survey of Student Engagement														Year 0, Year 3, Year 6		
	Graduating Student Survey														Years 1 - 5		
	Career Survey														Years 1 - 5		

Indirect Assessment

Direct and Indirect Assessment

Direct Assessment

4. Pre and Post Program Evaluations

We plan to include pre and post evaluations for a number of student experiences. For the purposes of assessment, we have divided those experiences by long-term and short-term engagement. For student experiences that are classified as long-term engagement, which is classified as at least a semester of engagement, we will ask pre and post questions that align with the Developing Commitment and Transforming learning outcomes. For each of the experiences characterized as short-term, meaning less than a semester of engagement, we will be assessing at the Exploring and Developing Commitment levels of the *Transformative Education* learning outcomes. To achieve these assessment strategies the QEP Implementation Team and CECiL office will work closely with program staff in each of the identified areas.

5. Surveys

Finally, we will utilize a number of institutional surveys as indirect measures of student learning and achievement of our overall *Transformative Education* QEP outcomes. NSSE will be used to evaluate progress towards all of the overall QEP outcomes and will be administered in Year 0 of our QEP providing us with baseline data beginning in the Fall of 2022. The Graduating Student Survey is administered annually by the Office of Institutional Effectiveness and Planning. There are a series of civic and community engagement questions that align with our QEP outcomes and will provide an update on our progress each year in between NSSE. The Career Survey is distributed annually in a partnership between Career Services and Institutional Effectiveness and Planning and will help us better understand the relationship between anti-racist community engagement and civic learning, and job or graduate school preparedness.

C. Assessment Timeline and Personnel

The Director of CECiL, in conjunction with the QEP Implementation Leadership team and the Office of Institutional Effectiveness and Planning, will put into place a set of protocols to track progress toward project goals. The Director's time to focus on assessment will be offset by the creation of two new positions designed to take on some of the functions currently under the portfolio of the director.

In year one of the QEP process, assessment methods include counts and demographic analysis of student participants, tracking of sustainable anti-racist community engagement opportunities generated by the program, number and type of community partners, analysis of the number and type of courses infused with sustainable community engagement content, and analysis of formative feedback obtained from QEP participants (e.g., training workshop attendees, students engaged in QEP awareness activities, etc.).

In year three of the QEP process, the Director of CECiL, in conjunction with the QEP implementation leadership team and the Office of Institutional Effectiveness and Planning, will produce a benchmark report, disseminated to the George Mason campus community, that details QEP activities, progress made in implementing the various programming elements of the QEP, achievement of articulated numerical targets, results of assessment activities, improvements made as a result of assessment activities, and future expectations. The report will document the ways in which the QEP is being enacted and will identify and analyze any

gaps between design and implementation. Some deviations from the plan will be intentional and beneficial, while others may not be. The report will serve as a key communication tool to campus constituencies as well as an opportunity for QEP stakeholders to reflect on project activities, goals, and formative assessment feedback.

The assessment timeline also includes regular check-ins with community partners to assess the effects of anti-racist community engagement efforts on shared public issues. These check-ins will take the form of surveys and focus groups embedded into existing community partner programming through the Social Action and Integrative Learning (SAIL) office.

D. Assessment Partners

Reciprocal partnerships are essential elements in both anti-racist education and community engagement. As such, the Transformative Education QEP necessitates collaborative relationships with a host of campus and community stakeholders. We aim to be responsive to community-identified needs, engage in clear and timely communication, and to develop sustainable partnerships. Below is a list of some of the many partners who are essential to the QEP assessment process.

Institutional Partners

- Office of Institutional Effectiveness & Planning (OIEP)
- Office of Student Scholarship, Creative Activities, and Research (OSCAR)
- Office of Undergraduate Education
- Social Action & Integrative Learning (SAIL)
- Stearns Center for Teaching and Learning

Academic Units and Courses

- COMM 101
- ENG 301
- Foundations for Building a Just Society Category of Courses
- Honors College
- School of Integrative Studies (SIS)
- Carter School
- UNIV 100

University Life Units

- Housing and Residence Life
- Leadership Education and Development
- New Student and Family Programs

Community Partners

- Mason Impact and Community Based Learning Course Partners
- Bonner Leader Program Supervisors
- Civic Fellows Program Supervisors

- Engaged Summer Program Supervisors

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APPENDICES

Appendix I. Committee Memberships**Reaffirmation Leadership Team and QEP Topic Selection Committee**

(Fall 2019 - Spring 2021)

Name	Title	Academic Unit
Matthew Smith	Director of Accreditation	Office of the Provost
Gesele Durham	Associate Provost	Institutional Effectiveness and Planning
Kim Eby	Associate Provost for Faculty Affairs and Development	Office of the Provost
Doug McKenna	University Registrar	Office of the Provost
Janette Muir	Associate Provost for Academic Initiatives and Services	Office of the Provost
Justin Sutters	Director, Master of Arts in Teaching, Associate Professor, Faculty Fellow 2020 - 2022	College of Visual and Performing Arts
Bethany Usher	Associate Provost for Undergraduate Education	Office of the Provost
Oscar Barton	Professor and Department Chair and SACSCOC Faculty Fellow 2019 - 2020	College of Engineering and Computing

QEP Development Committee

(All Members October 2020 – Present)

Member	Title	Academic Unit
Justin Sutters (Co-Chair)	Director, Master of Arts in Teaching, Associate Professor	College of Visual and Performing Arts
Kristen Wright (Co-Chair)	Director of Civic Engagement	Office of the Provost, Undergraduate Education
Susan Allen	Associate Professor	Carter School
Crystal Anderson	Assistant Director	Stearns Center
Tiwana Barnes	Equal Opportunity and Diversity Specialist	Compliance, Diversity, and Ethics
LaNitra Berger	Senior Director	Office of Fellowships
Meagan Call-Cummings	Assistant Professor	College of Education and Human Development
Lauren Cattaneo	Associate Professor	College of Humanities and Social Science
Vanessa Correa	Associate Director for Advising	Honors College
Guadalupe Correa-Cabrera	Associate Professor	Schar School of Policy and Government
Amy Fowler	Assistant Professor	College of Science
Rick Gray	Director	New Student and Family Programs
Malerie Gamblin	Academic Advisor	School of Business
Pallavi Rai Gullo	Director	Graduate Academic and Student Affairs

Lisa Hitt	Web Content Strategist	Digital Communications and Marketing
Kimberly Holmes	Associate Dean for Student Affairs	College of Health and Human Services
Creston Lynch	Assistant Vice President	University Life
Noah Mack	Undergraduate Student	Government & International Politics
Yorgun Marcel	Associate Dean of University Life	Mason Korea
Patty Mathison	Director	Social Action & Integrative Learning
Leigh McCue	Associate Professor	Volgenau School of Engineering
Sherrice Mojgani	Assistant Professor	College of Visual and Performing Arts
Julie Owen	Associate Professor	School of Integrative Studies
Sarah Osman	Undergraduate Student	Community Health
Rachelle Perkins	Associate Dean for Academic Affairs, Associate Professor	Antonin Scalia Law School
Shauna Rigaud	PhD Candidate	Cultural Studies
Arthur Romano	Assistant Professor	Mason Korea
Shobita Satyapal	Professor	College of Science
Sheena Serslev	Associate Director	Institutional Effectiveness and Planning
Lisa Snyder	Associate Director	Leadership Education and Development
Caroline Sutter	Associate Professor	College of Health and Human Services
Gabrielle Tayac	Associate Professor	College of Humanities and Social Sciences
Martin Trompeta	Undergraduate Student	Film and Video Studies
Fardousa Wardere	PhD Student	College of Education and Human Development
Aliscia Warren	Undergraduate Student	Psychology

QEP Development Subcommittees
(Spring 2021)

Student Experience

Rick Gray, New Student & Family Programs
Lisa Snyder, Leadership Education and Development
Patty Mathison, Social Action and Integrative Learning
Malerie Gamblin, School of Business
Pallavi Rai Gullo, Graduate Education
Fardousa Wardere, PhD Student, CEHD
Martin Trompeta, Undergraduate Student

Community Engagement

Shauna Rigaud, PhD Candidate, Cultural Studies
Gabrielle Tayac, College of Humanities and Social Sciences
Meagan Call-Cummings, College of Education and Human Development
Susan Allen, Carter School

Assessment and Student Learning Outcomes

Sheena Serslev, Institutional Effectiveness and Planning
Sherrice Mojgani, College of Visual and Performing Arts
Vanessa Correa, Honors College
Julie Owen, School of Integrative Studies
Aliscia Warren, Undergraduate Student

Faculty & Staff Development

Crystal Anderson, Stearns Center
Lisa Hitt, Digital Communications & Marketing
Leigh Mccue-Weil, Engineering
LaNitra Berger, Office of Fellowships
Richard Craig, Faculty Senate, College of Humanities and Social Sciences
Tiwana Barnes, Compliance, Diversity & Ethics

Summer Development Team
(Summer 2021)

Crystal Anderson, Stearns Center
Meagan Call-Cummings, College of Education and Human Development
Vanessa Correa, Honors College
Richard Craig, Faculty Senate, College of Humanities and Social Sciences
Julie Owen, School of Integrative Studies
Justin Sutters, School of Art
Fardousa Wardere, PhD Student, College of Education and Human Development
Kristen Wright, Office of Community Engagement and Civic Learning

Appendix II. Topic Selection Process

Proposal Rubric

Performance Indicator	Unacceptable 1	Weak 2	Acceptable 3	Exceptional 4	Raw Score	Indicator Weight	Weighted Score (40 maximum)
A clearly well-defined topic tied to Mason's strategic plan	The topic is not well-defined and proposal makes no reference to Mason's strategic initiatives and/or plan	The topic defined is too broad formed not from Mason's strategic initiatives and/or plan but administrative input	A clearly defined topic that identified through Mason's strategic initiatives and planning	A clearly and <i>well-defined</i> topic that identified through Mason's strategic initiatives and planning	✓	3	0
Focuses on student and outcomes and/or student success	The topic does not focus on student outcomes and/or student success	The topic weakly focuses on student outcomes and/or student success, with primary focus and impact in other areas.	The topic is focused on student outcomes and/or student success.	The topic clearly focuses on student outcomes and/or student success and has the potential to significantly impact this area over the course of a five-year QEP initiative.	✓	2	0
Identifies a broad coalition of stakeholders from across a diverse university population. Impact of topic implementation affects a large sector of Mason's community.	Very few stakeholders involved in topic development. Limited community impact.	Several stakeholders involved in topic development. Limited community impact.	The community of stakeholders involved in the topic developed is a cross-section of Mason's community, and demonstrates commitment to its implementation.	The community of most <i>important</i> stakeholders involved in the topic developed is a cross-section of Mason's community, and demonstrates <i>full</i> commitment to its implementation.	✓	2	0
Resource-appropriate	Resources that would likely be necessary to implement this topic are either inappropriately low or excessively high and unsustainable	-	-	Resources that would likely be necessary to implement this QEP are appropriate.	✓	2	0
Identifies appropriate sources of information for implementation	The topic proposal does not identify any data sources for implementation.	The topic proposal identifies data sources but does not include any institutional data for implementation.	The topic proposal makes use of use of institutional data for implementation.	The topic proposal makes use of multiple layers of institutional data for implementation.	✓	1	0
						TOTAL SCORE	0

Topic Selection Ranking Form

Below are PDF files containing the slide decks for the QEP Topic Proposal Presentation on 3/26/20. Also, a brief abstract of each proposal is provided. A recording of the presentation is available on the QEP website at <https://provost.gmu.edu/qep>. Based on your review of the proposals and the SACSCOC QEP Evaluative Framework, please rank the proposals (1 = best choice to serve as Mason's QEP; 2 = second best choice to serve as Mason's QEP; etc.) You can also provide feedback and/or comments on the proposals in the textbox provided for each. Your feedback will be forwarded to the Reaffirmation Leadership Team for review to inform the selection of the final QEP topic.

QEP Topic Proposal 1

- "Undergraduate Learning Assistants as Leaders for Active Learning"
- Synopsis
This plan supports training, funding, and oversight to expand the use of undergraduate learning assistants (LAs) to enhance educational experiences across Mason through in-class and out-of class peer consultation. Introductory STEM courses, large courses in new active learning classrooms, and high-impact Mason Core classes would be prioritized for support from LAs, with others to follow. Nationwide and locally, LA programs demonstrably increase student retention and engagement, provide undergraduate leadership opportunities, and improve faculty satisfaction in teaching.
- **Rank this Proposal** (1 = best choice as Mason's QEP; 2 = second best choice to serve as Mason's QEP; etc.)
- **Comments/Feedback on Proposal:**

QEP Topic Proposal 2

- “Strategic Skill Building: A Necessity for Graduate Student Professional Development and Career Readiness”
- Synopsis
In order to be career-ready in today’s job market, Mason graduate students need relevant professional development support to cultivate strategic skills that complement their subject-area expertise. This QEP proposes to develop a university-wide initiative to prepare graduate students across disciplines for long-term academic and non-academic career success. Through an integrated approach, we will provide our students with tools and training to advance their professional growth and ensure their personal well-being.
- **Rank this Proposal** (1 = best choice as Mason’s QEP; 2 = second best choice to serve as Mason’s QEP; etc.)
- **Comments/Feedback on Proposal 2:**

QEP Topic Proposal 3

- “From Campus to Community: Cultivating Civically-Engaged Leaders”
- Synopsis
Cultivating civically engaged leaders aims to foster a culture of engagement at Mason where students and faculty make connections between multi-disciplinary knowledge and community change to understand their role as citizens of the world and act to address challenging global problems, all in partnership with community. This aim will be accomplished by embedding civic engagement into the curriculum and student experience, increasing funding for community engaged research and teaching, and building an infrastructure to support sustained engagement.
- **Rank this Proposal** (1 = best choice as Mason’s QEP; 2 = second best choice to serve as Mason’s QEP; etc.)
- **Comments/Feedback on Proposal 3:**

QEP Topic Proposal 4

- “Closing the Gap”
- Synopsis
The university’s mission falls short when students perceive a gap between classroom learning and their post-graduation aspirations. This QEP resources faculty to more fully integrate career readiness throughout the curriculum through high impact, meaning-making methods. This intentional and accessible plan places emphasis on strengthening students’ ability to articulate their learning in terms of skills and maximize existing experiential learning opportunities. Success will result in greater student engagement in the academic experience, satisfaction and career outcomes.
- **Rank this Proposal** (1 = best choice as Mason’s QEP; 2 = second best choice to serve as Mason’s QEP; etc.)
- **Comments/Feedback on Proposal 4:**

Topic Selection Announcement

Mason's Next Quality Enhancement Plan (QEP) Topic Selected!

As you know, Mason is preparing for our 2022 reaffirmation of accreditation by the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC). One of the most important components of the reaffirmation includes the development of a quality enhancement plan (QEP) specifically focused on improving student learning and/or student success. Today, I am pleased to announce that we have selected, with input from the Mason community, the *Transformative Education through Equity and Justice: Anti- Racist Community Engagement* QEP proposal!

The first step in determining Mason's QEP was to identify the topic for our plan through a process that solicited input and feedback from across the university community. Executing this first step was the responsibility of the Reaffirmation Leadership Team (RLT), who was fortunate to have received a number of excellent proposals, with strong campus involvement throughout the process. The selected QEP topic reflects the strengths of the original Civic Engagement proposal, addresses opportunities for qualitative improvement in student success, engages academic and co-curricular communities across Mason, and positions our students and faculty to respond to current social issues.

What remains now is developing the specifics of a comprehensive five-year plan, which will be completed by the members of the soon-to-be appointed QEP Development Committee. This committee will be co-chaired by Kristen Wright and Dr. Justin Sutters. Ms. Wright is Mason's Director of Civic Engagement, and Dr. Sutters serves as SACSCOC Faculty Fellow and Director of Mason's Master of Arts in Teaching (MAT) in Art Education program.

The five-year QEP will be rooted in our mission, driven by our institutional assessments, and connected to our Anti-Racism and Inclusive Excellence initiative. Because the success of our QEP hinges on the engagement of the entire Mason community – faculty, students, staff, and administrators – I hope that you will all contribute as involved partners as we move forward.

Appendix III. Involvement of the Mason Community**Campus Planning Activities and Meetings**

Meeting or Event	Department	Date
Academic Council		September 24, 2020
Office of Institutional Effectiveness and Planning Data Planning	Faculty and Staff	October 7, 2020
MASC Meeting		November 12, 2020
New Student and Family Programs Meeting	New Student and Family Programs	November 13, 2020
University Life Diversity, Equity, and Inclusion Cluster Meeting	University Life	December 4, 2020
Anti-Racism and Inclusive Excellence Task Force	Faculty, Staff, Students	December 4, 2020
College of Humanities and Social Science Faculty Meeting	CHSS Faculty	December 9, 2020
Carter School Faculty Board Discussion	Carter School Faculty and Staff	December 9, 2020
Mason Academic Advisors Network Steering Committee Meeting	Academic Advisors	December 11, 2020
Graduate Student Focus Group	Graduate Students	December 11, 2020
Undergraduate Student Focus Group	Undergraduate Students	December 11, 2020
School of Business Academic Advisors Meeting	School of Business Advisors	December 16, 2020
Stearns Center for Teaching and Learning Planning Meeting	Stearns Center Staff	December 18, 2020
Contemporary Student Services Staff Meeting	Mason Staff	January 11, 2021
Mason Korea Faculty Member Meeting	Faculty	January 12, 2021
QEP Learning Outcomes Mini Retreat 1	Faculty, Staff, Students	January 15, 2021
QEP Learning Outcomes Mini Retreat 2	Faculty, Staff, Students	January 19, 2021
School of Business Faculty Meeting	School of Business Faculty	January 19, 2021
Institute for a Sustainable Earth Meeting	Staff	January 21, 2021
Academic Council Meeting	Faculty and Staff	January 28, 2021
University Life I-Team	University Life Staff	February 10, 2021
Graduate Academic Council	Graduate Faculty, Staff, and Students	February 24, 2021
University Life Assessment Staff Meeting	Staff	March 1, 2021
University Life Cabinet Meeting	University Life Leadership	March 3, 2021
Office of Institutional Effectiveness and Planning	Staff	April 1, 2021
Graduate Student Life	Graduate Student Life Staff	April 6, 2021

Undergraduate Education Staff Meeting	Staff, Graduate Students	April 6, 2021
Graduate and Professional Student Association	Graduate Students	April 13, 2021
Patriot Leaders Class	Undergraduate Students	April 23, 2021
QEP Town Hall	Students, Faculty, Staff	April 28, 2021
College of Health and Human Services Information Session	Faculty, Staff, Students	April 28, 2021
Academic Council	Faculty and Staff	April 29, 2021
Residence Life	Residence Life Staff	April 29, 2021
Mason Libraries All Staff Meeting	Mason Library Staff	May 11, 2021
Residence Life Curriculum Planning	Residence Life Staff	June 3, 2021
Early Identification Program Planning Meeting	Staff	July 8, 2021
College of Humanities and Social Science Diversity, Equity, Inclusion Leads	CHSS Faculty	July 15, 2021
Center for Culture, Equity, and Empowerment Strategic Conversation	Faculty and Staff	August 23, 2021
Stearns Center for Teaching and Learning Strategic Conversation	Faculty and Staff	August 25, 2021
Institute for a Sustainable Earth Strategic Conversation	Faculty and Staff	August 31, 2021
English Composition (Multilingual Students) Strategic Conversation	Faculty	September 13, 2021
ARIE and QEP Strategic Conversation	Faculty	September 17, 2021
Innovations in Teaching and Learning Presentation	Faculty and Staff	September 23, 2021
Academic Council Presentation	Faculty and Staff	September 23, 2021
University Communicators Meeting- Briefing	Faculty and Staff	September 28, 2021
Honors College Leadership Team Briefing	Faculty and Staff	September 28, 2021
School of Business Advisors Briefing	Faculty and Staff	September 29, 2021
QEP and College of Engineering and Computing Planning	College of Engineering and Computing Faculty	September 30, 2021
Graduate Student Life Planning	Faculty, Staff, Students	October 5, 2021
QEP and College of Education and Human Development	Faculty, Staff	October 5, 2021
QEP and Mason Core	Faculty	October 6, 2021
University Life I-Team Planning	University Life Staff	October 6, 2021
CVPA QEP Presentation	Faculty	October 6, 2021
Carter School Faculty Board Discussion	Carter School Faculty and Staff	October 6, 2021
QEP and College of Humanities and Social Sciences Planning	Faculty	October 7, 2021

Student Government Presentation	Students	October 7, 2021
QEP and Schar School of Policy and Government Discussion	Faculty	October 8, 2021
Faculty Resource Panel- College of Engineering and Computing	Faculty	October 12, 2021
QEP and Mason Korea	Faculty	October 13, 2021
School of Art QEP Presentation	Faculty	October 13, 2021
QEP and College of Science Planning Meeting	Faculty	October 13, 2021
QEP and College of Health and Human Services Planning	Faculty	October 14, 2021
QEP and School of Business Planning	Faculty	October 14, 2021
QEP and Honors College Planning	Faculty	October 15, 2021
QEP and Residence Life Planning- Residential Curriculum	Staff and Students	October 15, 2021
QEP and College of Visual and Performing Arts Planning	Faculty	October 18, 2021
Innovation Team Business Meeting- Planning	University Life Staff	October 19, 2021
Student Government Discussion and Planning	Students	October 21, 2021
School of Integrative Studies Planning Meeting	Faculty and Staff	October 25, 2021
QEP and Engineering Department Presentation	Faculty and Staff	October 29, 2021
Academic Council Presentation	Faculty and Staff	November 4, 2021
Leadership Education and Development Planning	Students	November 10, 2021

QEP Marketing and Publicity Efforts

Activity	Method	Date
Inform Student Government Association about QEP Topic Proposal Process	Email ("Email about SACSCOC and the QEP")	November 4, 2019
Inform faculty about the start of the QEP Topic Proposal Process	Email from Office of the Provost to all Faculty	November 5, 2019
Inform Staff Senate about the start of the QEP Topic Proposal Process	Email from Staff Senate Chair	November 11, 2019
Office of the Provost Newsletter- Inform Mason Community about QEP Topic Proposal Process	Email from Office of the Provost	November 20, 2019
Reminder about QEP Proposal Deadline	Email from Office of the Provost	December 4, 2019
Update to Campus on QEP Submissions	Email from Provost to Faculty Listserv	December 19, 2019
Inform Campus of QEP Topic Finalists	Email from Office of the Provost	January 30, 2020

Announcement to Campus of Presentation Dates for Four QEP Proposal Finalists	Email from Provost	March 9, 2020
QEP Campus Presentation	Virtual Session	March 26, 2020
Solicit Feedback from students, faculty, staff, and alumni through online survey	QEP Website and Qualtrics	
Announcement of QEP Topic from Office of the President	Email from Office of the President	September 2, 2020
Announcement of QEP Topic from Provost's Newsletter	Provost Newsletter	September 16, 2020
Inform campus community of QEP committee members and updates	QEP Website	November 9, 2020
Inform campus community of QEP committee members	Provost Newsletter	November 18, 2020
Inform campus community of fall semester progress	QEP Website	February 3, 2021
Inform campus community of spring semester progress	QEP Website	April 12, 2021
Invite campus community to QEP Spring Town Hall	Provost's Newsletter	April 14, 2021
Update to campus community and Town Hall Reminder	Provost's Newsletter	April 21, 2021
QEP Campus Wide Town Hall	Virtual Session	April 28, 2021
QEP and Anti-Racism and Inclusive Excellence Graphic for Marketing	QEP Website	Friday, September 24, 2021
Social Media Outreach: QEP and ARIE	Twitter	Monday, September 27, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Johnson Center	Monday, September 27, 2021
Social Media Outreach: Distinguishing between QEP and ARIE	Twitter	Tuesday, September 28, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	The Hub	Wednesday, September 29, 2021
Social Media Outreach: Distinguishing between QEP and ARIE	Twitter	Wednesday, September 29, 2021
Social Media Outreach: Distinguishing between QEP and ARIE	Twitter	Thursday, September 30, 2021
Full draft of QEP available on website	QEP Website	Friday, October 1, 2021
Feedback and collaboration form added to QEP website	QEP Website	Friday, October 1, 2021
Social Media Outreach: Introduction to the QEP	Twitter	Friday, October 1, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Student Union Building 1	Tuesday, October 5, 2021
Update on the QEP: Announcing campus wide open feedback period	The George	Tuesday, October 5, 2021
Social Media Outreach: Invitation to provide feedback on QEP	Twitter	Tuesday, October 5, 2021

Update on the QEP: Announcing campus wide feedback period	Provost's Newsletter	Wednesday, October 6, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Johnson Center	Friday, October 8, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	The Hub	Wednesday, October 13, 2021
Mason Korea: Update on the QEP	Mason Korea Newsletter	Friday, October 15, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Johnson Center	Wednesday, October 20, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Student Union Building 1	Friday, October 22, 2021
Update on the QEP: Reminder about campus wide feedback period	Provost's Newsletter	Thursday, October 21, 2021

Campus Feedback- Transformative Education through Anti-Racist Community Engagement

Thank you for taking time to offer feedback on "Transformative Education through Anti-Racist Community Engagement", Mason's Quality Enhancement Plan. Please use the space below to provide us with your questions, comments, and thoughts on the QEP. For more information on the QEP please visit qep.gmu.edu.

1. Mason Affiliation: I am a Mason...

- ☐ Faculty (1)
- ☐ Staff (2)
- ☐ Student (3)
- ☐ Community Member (4)
- ☐ Other (5)

2. What questions do you have about Mason's Quality Enhancement Plan?

3. What comments or suggestions do you have for Mason's Quality Enhancement Plan?

4. What excites you about Mason's Quality Enhancement Plan?

5. Does Mason's Quality Enhancement Plan connect with any of your course teaching or research?

- ☐ Yes (4)
- ☐ No (5)

6. Please describe the course or research that the QEP connects with:

7. Please share your name below so we can follow up about course and research connections, as well as QEP opportunities

8. If you are interested in learning more about the QEP or providing additional feedback this fall, please include your name and email address below:

Appendix IV. Rubrics

AAC&U Civic Engagement VALUE Rubric

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact valuel@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy; in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to operating up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact valuel@aacu.org

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experienced with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

IUPUI Civic-Minded Graduate Rubric 2.0

Civic-Minded Graduate Rubric 2.0



Background

The Civic-Minded Graduate (CMG) rubric was originally created by staff from the Center for Service and Learning (CSL) at Indiana University Purdue University-Indianapolis (IUPUI) (see Steinberg, Hatcher, & Bringle, 2011). This rubric was originally created to use alongside an interview protocol or narrative prompt - additional information about the construct and other assessment tools can be found [here](#). CMG 2.0 was developed in order to travel across multiple artifacts of and experiences in learning and service. The goal of this validation project was to create an updated and practical tool for faculty and staff to use when assessing either a large, broad civic learning goal related to tertiary learning experiences- being a civic minded graduate- or assessing a certain aspect of being civic-minded (empathy, curiosity, depth of community engagement, etc.) as it relates to a specific experience, initiative, pedagogy or program.

In order to achieve these goals, the authors of this updated tool embarked upon two research projects that assessed the degree to which the original rubric accurately operationalized its construct (civic-mindedness). Through these exercises, the authors realized that validation methods needed to be taken to enhance and strengthen the tool. Throughout this method, steps were taken to engage practitioners, scholars, and leading experts in civic-mindedness from various institutions of higher education. All of this was undertaken through a collaboration between three entities hosted by IUPUI: Office of Community Engagement, Center for Service and Learning, Indiana Campus Compact. If you have questions about this process please contact haweiss@iupui.edu, one of the authors of this tool.

Framing

Civic-mindedness is defined as “a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community” (Bringle, & Steinberg, 2010, p. 429). A civic-minded graduate is “a person who has completed a course of study (e.g., bachelor’s degree) and has the capacity and desire to work with others to achieve the common good” (Steinberg, Hatcher, & Bringle, 2011, p. 20).

Glossary

Definitions of some terms and concepts used in this rubric, which are proposed to clarify their use here, in this rubric, only.

Social issues: the assets, topics or problems faced by a particular population or a particular location (i.e., geographically bound). Some typical social issues that communities are facing in the 21st century could be, but are not limited to: opioid epidemic, homeless youth and families, access to educational institutions (i.e., college pipelines for minoritized identities, cultures, or ethnicities), identity politics (e.g., marriage or gender equality), religious freedom, economic challenges (i.e., poverty, affordable housing).

Community: a collectivity defined by a mutually beneficial relationship and bound by a shared experience or compact.

Systems: economic and political aspects of the U.S. democracy and its capitalistic society.

Community engagement: utilizing institutional resources (e.g., people, places, money, time) to meaningfully serve and learn with community partners, organizations, or members in order to address the most pressing social issues in our community.

Power structures: physical, embodied, or rhetorical aspects of authority, exploitation, and/or rule that allot those in or seeking power (as a group or individual) certain privileges, which others are excluded from and/or oppressed within neoliberal, paternalistic systems.

Notes about the Use of this Rubric

CMG Rubric 2.0 is intended for use by faculty, staff, and administrators who are interested in assessing evidence of students’ civic learning and development, whether that is the construct of civic-mindedness or a specific domain of civic-mindedness (See Figure 1). The value of CMG Rubric 2.0 to outcomes assessment in higher education is in how it makes the characteristics of a particular civic learning goal more explicit and therefore, it enhances the ability to assess a variety of students’ civic learning across a variety of highly engaged learning experiences. The tool- or parts of it- can be applied to artifacts of learning, but it can also guide the creation of prompts for generating artifacts of learning (forming reflection prompts, guiding group discussions, informing interview protocols, etc.). Users will notice that within/across a row of the CMG 2.0 Rubric (aka, characteristic) the verbs are scaled along Bloom’s (1956) *Taxonomy of Educational Objectives*. The authors believe it to be more important that the movement within a characteristic be easily observable, rather than tied to a certain “level” of performance (e.g. all “Beginners” are within the knowledge level of Bloom’s taxonomy).

© Weiss, H.A., Hahn, T., and Norris, K. (2017). *Civic-Minded Graduate 2.0: Assessment Toolbox*

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Figure 1: Overview of Goal, Construct, and Outcomes



Civic-Minded Graduate Rubric 2.0



DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Capacity to be a civic agent	<i>Level or Depth of community engagement</i>	Community engagement is occasional or episodic .	Community engagement is a routine commitment.	Community engagement is a routine commitment and done frequently .	Community engagement is a routine commitment, done frequently , and sustained over time.
	<i>Breadth of community engagement</i> (e.g., direct, indirect, advocacy, research, fundraising/philanthropy, in-kind contributions)	Little or no mention (0-1) of the types of community engaged activities in which the student has participated.	Limited number (2) of the types of community engaged activities in which the student has participated.	Multiple (3) types of community engaged activities in which the student has participated.	Numerous (4+) types of community engaged activities in which the student has participated.
	<i>Role in addressing social issues</i>	Others prompt their involvement in the community or service	Actively seeks opportunities to be involved in the community or service.	Recruits others to be involved in the community or service or assumes a responsibility (e.g., takes the initiative) in addressing a social issue through involvement in the community or service.	Assembles or leads others in addressing social issues or in participating in group activities or starts and maintains organization, club, or nonprofit to address a social issue.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Understanding how social issues are addressed in society	<i>Knowledge of a social issue.</i>	Lists some social issues or states basic details of a social issue.	Interprets social problem(s) or issue(s), based on research and personal experience with a social issue.	Compares and contrasts a specific perspective or lens (e.g., disciplinary, ideological, political, religious, theoretical) as it/they apply to that social issue.	Synthesizes multiple perspectives to form a complex and critical understanding of a social issue.
	<i>Knowledge of agencies/ organizations that address social issues.</i>	Limited to no awareness of agencies/ organizations focused on addressing the social issue.	Lists agencies/organizations responsible for addressing the social issues.	Recognizes relevant agencies/organizations and explains how they address a social issue.	Recognizes the interrelationship among agencies/organizations and can assess the effectiveness and legitimacy of various methods to address a social issue.
	<i>Awareness of power structures and systems when trying to address a social issue(s).</i>	Describes a few actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues with little to no mention of the role of power or systems (e.g., economic, administrative, social).	Compare and contrast the multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues within current power structures and systems (e.g., economic, administrative, social).	Create a plan that involves multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues within current or different power structures and systems (e.g., economic, administrative, social).	Analyze how the action(s) or role(s) taken to address social issues (e.g., voting vs. testifying in front of elected official) can be altered within current or different power structures and systems (e.g., economic, administrative, social).

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Orientation towards social change	<i>Recognizes systems, power, and privilege.</i>	Little to no awareness of sources of one's privilege(s), and/or systems of oppression(s).	Identifies sources of one's privilege(s), and/or systems of oppression(s).	Compares sources of one's privilege(s), and/or systems of oppression(s) within certain groups.	Assesses sources of one's privilege(s), and/or systems of oppression(s), across various groups.
	<i>Actions against systems, power, and privilege.</i>	Little to no awareness of actions that directly support the oppression of or restricts opportunities for marginalized groups.	Recognizes the harmfulness of oppressive and privileged behaviors, but is uncertain of steps to take to modify one's behavior.	Modifies one's own behavior and interrupts harmful, oppressive, or privileged behaviors.	Consistently interrupts harmful, oppressive, or privileged behaviors and challenges or educates others on issues of oppression and privilege.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Working with Others¹	<i>Empathy</i>	States the experience of others through one's own worldview.	Identifies components of other perspectives and experiences within one's own worldview while acknowledging others' feelings and experiences.	Analyzes the intellectual and emotional components of others' perspectives and experiences within more than one worldview while sympathizing with others feelings and experiences.	Values the intellectual and emotional components of other perspectives and experiences within more than one worldview while accepting the feelings and experiences of others.
	<i>Perspective-taking</i>	States own perspectives (e.g., cultural, disciplinary, ethical).	Explains own perspectives and identifies perspectives of others.	Analyzes multiple perspectives for points of commonalities and differences.	Evaluates diverse perspectives (e.g., cultural, disciplinary, ethical) in the face of multiple and even conflicting positions.
	<i>Values collaboration</i>	States that collaboration is important with little or no mention of collaborating with others.	Describes why collaboration is important and gives examples of collaborating with others.	Articulates (in)effective qualities of collaboration (e.g., communication, coordination, setting goals) and details own role in an (in)effective collaboration.	Analyzes collaborations in order to choose effective strategies to maximize benefits; distinguishes between (in)effective qualities of collaborations and provides personal examples.
	<i>Openness</i>	Expresses willingness to interact with diverse others, while maintaining preferences for own norms and perspectives.	Demonstrates a willingness to initiate interactions with diverse others and compare and contrast various norms and biases and recognize the complexities of different perspectives.	Seeks out interactions with diverse others and expresses how evaluating others' perspectives have influenced their own norms and biases.	Regularly participates in interactions with diverse others and encourages self-awareness of one's own norms and biases.
	<i>Curiosity & Questioning</i>	Asks few questions and demonstrates minimal interest in learning more about others.	Asks simple or surface questions that do little to further mutual learning and respect.	Asks deeper questions that illustrate both what the student knows and does not know, while encouraging others to contribute to an ongoing dialogue toward mutual learning and respect.	Asks complex questions that illustrate both what the student knows and does not know while valuing dialogue and debate often necessary to elevate mutual learning and respect.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Sense of civic identity	<i>Source(s) of responsibility or commitment to community engagement</i>	Little to no sense of responsibility to commit time, talent or resources to ways that make a difference in the community.	Source of responsibility is derived from external norms, authority, or expectations of others (e.g., parents, instructor, advisor, clubs, religious organizations).	Source of responsibility is derived from internal motivations (i.e., personal experience, values and beliefs, and/or self-identified passions and interests).	Responsibility and commitment is derived from a connection to and compassion for community (i.e., no expectation of reward or recognition; not about personal accomplishment(s)).
	<i>Reflection on values, attitudes and/or beliefs.</i>	Little to no reflection on personal values, attitudes, and beliefs.	Aware of their personal values, attitudes, and beliefs in relation to others.	Critically examines their personal values, attitudes and beliefs in relation to others.	Demonstrates evidence of adjusting their own personal values, attitudes, and beliefs in relation to others, while constructively challenging the attitudes, values, and beliefs of others.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Valuing one's role as a social trustee of knowledge	<i>Valuing the knowledge, skills and abilities gained through obtaining degree through higher education.</i>	Little to no mention of knowledge, skills or abilities (KSAs) gained through curricular and/or co-curricular experiences.	Describes relevant curricular and/or co-curricular experiences and expresses how those experiences have contributed to their KSAs.	Distinguishes relevant curricular and/or co-curricular experiences and how those have contributed to their knowledge, skills or abilities, and interprets how those KSAs relate to addressing a social issue.	Values relevant curricular and/or co-curricular experiences in contributing to their knowledge, skills or abilities, and also constructs a plan to apply KSAs to address a social issue.
	<i>Valuing the connections between community engagement experiences and the purpose of obtaining a degree through higher education.</i>	Describes the <i>personal benefit</i> of higher education (e.g., able to make more money, learn how to learn, be competitive in the workforce).	Questions own motivations or the purpose of major or concentration in higher education (e.g., community engagement experiences lead to questioning the major area of study).	Connects major or concentration in higher education to improving society or serving others.	Values how the intended profession or career or discipline improves society or serves others (i.e., education has both a personal and a public good benefit).

Bonner Leader Program Rubric

BONNER PROGRAM LEARNING OUTCOMES RUBRIC *

Drawing on rubrics developed and piloted by AAC&U and the Massachusetts Department of Higher Education while adapted to fit the four-year developmental structure of the Bonner Program (Draft)*



Over the past decade, the Bonner Foundation and colleges and universities in its network have begun to formalize a set of learning outcomes connected to the co-curricular, curricular, and integrative experiences associated with its four-year civic engagement program. This rubric draws on rubrics developed as part of the VALUE initiative of the Association of American Colleges and Universities and the Massachusetts Department of Higher Education, including the Civic Engagement, Civic Values, Civic Knowledge, and Integrative Learning Rubrics. Foundation staff were part of the development of three of these rubrics, which involve experts from colleges, universities, and organizations across the United States. The rubrics articulate learning outcomes, with performance descriptors that describe progressively more sophisticated levels of their attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, such as in conjunction with a Capstone, Senior Presentation of Learning or portfolio of work.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. This definition is compatible with the Bonner Program, which involves a developmental progression of service and civic involvement, including exposure to multiple forms of engagement. Additionally, the Bonner Common Commitments – civic engagement, community building, diversity, international perspective, social justice, and spiritual exploration – affirm the holistic educational approach of the Bonner Program, which seeks to support the success of students and their clarification of core values. The learning outcomes in this rubric relate to these core programmatic values and purposes, while also connecting with the mission and purpose of many of the institutions in the Bonner network. Additionally, they have been adapted to fit with the developmental frameworks and principles of the Bonner Program, which prioritize both an assets-based approach to community partnerships that value place and issue-based knowledge, as well as the significance of student voice and leadership.

Thus, the learning outcomes below are drawn from and adapted from the Civic Engagement, Civic Knowledge, Civic Values, Integrative Learning, and Global Learning rubrics. They include ten indicators:

- Civic Agency
- Civic Identity
- Critical Thinking and Perspective
- Communication Skills
- Diversity and Intercultural Competence
- Empathy
- Integrative Learning
- Leadership
- Issue- and Issue-Based Knowledge
- Social Justice

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and leaders in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For Bonner Scholars and Leaders, students often engage in service, site-based capacity building, community-based learning, relevant coursework, and community-based research. Thus, multiple types of work samples or collections of work may be assessed including:

- The Bonner Scholar/Leader creates and manages a service program or site that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The Bonner Scholar/Leader researches, organizes, and carries out public education on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The Bonner Scholar/Leader works on and takes a leadership role in a campaign or public education strategy to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The Bonner Scholar/Leader integrates their academic work with civic or community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

BONNER PROGRAM LEARNING OUTCOMES RUBRIC * (Draft)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Civic Agency <i>Ability to take action to address an issue or promote the public good</i>	Acts as an agent of change working collaboratively with the community to build upon assets that positively impact a social issue or the public good.	Educates others about how to take multiple actions to positively impact a social issue the public good.	Makes changes in a personal action to positively impact a social issue or the public good.	Demonstrates awareness of how personal actions influence a social issue or the public good.
Civic Identity <i>Sense of commitment and responsibility as a member of a community and society</i>	Provides evidence of experience in civic-engagement activities and connects it with what she/he has learned about her or himself in ways that suggest a reinforced and clarified sense of civic identity and sustained commitment to civic involvement.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and sustained commitment to civic involvement.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Critical Thinking and Perspective Taking <i>Ability to analyze and synthesize diverse perspectives</i>	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Communication Skills <i>Ability to effectively communicate in diverse formats and forums</i>	Effectively tailors communication strategies to effectively <i>express oneself, listen to, and adapt</i> to others to establish relationships to further constructive action.	Communicates in community contexts, showing ability to do <i>all of the following</i> : express, listen, and respond to others' ideas or perspectives.	Communicates in community contexts, showing ability to do <i>more than one of the following</i> : express, listen, and respond to others' ideas or perspectives.	Communicates in community contexts, showing ability to do <i>one of the following</i> : express, listen, and adapt ideas and respond to others' ideas or perspectives.

	Capstone 4	Milestones 3	2	Benchmark 1
Diversity and Intercultural Competence <i>Understanding and capacity to learn from and with diverse others</i>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Empathy <i>Ability to relate to and share feelings of diverse others</i>	Compassionately draws connections between self and the feelings, perspectives, or life experiences of others across multiple dimensions of difference.	Demonstrates appreciation of the feelings, perspectives, or life experiences of <i>different</i> others.	Asks questions about and demonstrates interest in the feelings, perspectives, or life experiences of <i>different</i> others.	Demonstrates appreciation of the feelings, perspectives, or life experiences of <i>similar</i> others.
Integrative Learning <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Leadership <i>Capacity to collaborate with and lead others to achieve a goal or common purpose</i>	Demonstrates independent experience and <i>shows initiative in leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the purposes and accomplishments of one's actions.	Demonstrates independent experience and <i>leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Place- and Issue-Knowledge <i>Understanding of facets of a specific community or issue</i>	Demonstrates and applies knowledge of a particular community and/or issue as evidenced in a culminating project or role.	Seeks to deepen and advance one's knowledge of a particular community and/or issue through initiative or leadership.	Identifies interests in a particular community and/or issue through a sustained role and learning opportunities.	Explores one or more particular communities, localities, or issues through experiential and/or academic engagement.
Social Justice <i>Abilities to examine and act to promote fairness and equity</i>	Collaborates with relevant stakeholders to analyze and take action to effectively address injustices.	Identifies personal and collective actions that could be taken to effectively address injustices.	Examines the systemic issues that contribute to injustices.	Articulates an awareness that injustices happen.

Appendix V. NSSE Civic Engagement Module

National Survey of Student Engagement Civic Engagement Topical Module (2020)

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Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills, and examines perceptions of support for activism and how often students have engaged with campus, local, state, national, or global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen.

1. Select the response that best represents your ability to do the following:

Response options: Poor (1) to Excellent (5)

- a. Help people resolve their disagreements with each other
- b. Resolve conflicts that involve bias, discrimination, and prejudice
- c. Lead a group in which people from different backgrounds feel welcomed and included
- d. Participate in a constructive dialogue with someone who disagrees with you
- e. Contribute to the well-being of your community

2. How much does your institution emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

- a. Discussing important social, economic, or political issues with others
- b. Organizing activities focused on important social, economic, or political issues
- c. Being an informed and active citizen
- d. Being involved in an organization or group focused on important social, economic, or political issues
- e. Voting in campus, local, state, or national elections
- f. Encouraging free speech and expression

3. How much do you feel encouraged addressing important social, economic, or political issues in the following?

Response options: Very much, Quite a bit, Some, Very little

- a. In course assignments
- b. In course discussions
- c. Outside of class

4. During the current school year, whether course-related or not, about how often have you done the following?

Response options: Very often, Often, Sometimes, Never

- a. Informed yourself about campus or local issues
- b. Informed yourself about state, national, or global issues
- c. Discussed campus or local issues with others
- d. Discussed state, national, or global issues with others
- e. Raised awareness about campus or local issues
- f. Raised awareness about state, national, or global issues
- g. Asked others to address campus or local issues
- h. Asked others to address state, national, or global issues
- i. Organized others to work on campus or local issues
- j. Organized others to work on state, national, or global issues

5. Think about the experiences you may have had with campus, local, state, national, or global issues. What about these experiences has been most meaningful to you? [text box]

Appendix VI. Site Visits with Peer Institutions

Institution	Office	Host Title	Site Visit Date	QEP Members in Attendance	Best Practices
Rutgers University, Camden	Office of Civic Engagement	Vice Chancellor for Diversity, Inclusion, and Civic Engagement	April 27th, 2021	Lisa Hitt, Leigh McCue-Weil, Justin Sutters, Kristen Wright	Faculty Fellows, Connecting Community Engagement and Diversity, K-12 Engagement, Bonner Leader Program, Faculty for Engaged Scholarship, Paid Student Experiences
University of Kansas	Center for Service-Learning	Director, Center for Service-Learning	May 6th, 2021	Crystal Anderson, Richard Craig, Lisa Hitt, Justin Sutters, Kristen Wright	Community Engagement Consortium, Faculty Development, Course Designations
University of Washington	Community Engagement and Leadership Education Center	Director of Community Engagement	May 10th, 2021	Shauna Rigaud, Kristen Wright	Faculty Development partnership with Teaching & Learning, Paid Student Experiences, Summer and Academic Year Programs
Florida State University	Center for Leadership and Social Change	Director, Community Engagement Coordinator, Assistant Director	May 11th, 2021	Shauna Rigaud, Kristen Wright, LaNitra Berger	Connecting Community Engagement and Diversity, Student Pre-Service Training, Faculty Development, Syllabus Support, Community Partner Training, Graduate Student Engagement, First Year Engagement, Cohort Based Student Program, Paid Summer Experience

Appendix VII. Academic Partnerships and Courses

Honors College Civic Learning and Anti-Racist Learning

The Honors College has served as an example of incorporating civic learning and anti-racist learning into the undergraduate curriculum. Beginning with its curriculum redesign in 2019, civic engagement became a more explicit element of the Honors curriculum. The Honors College intentionally articulated the scaffolding of civic engagement throughout the curriculum, beginning in HNRS 110: Principles of Research and Inquiry, with special emphasis in HNRS 130: Identity, Community, and Difference and HNRS 260/61: Society and Community Engagement. All of these required courses now have civic engagement related learning objectives.

Drawing together expertise in and commitments to Civic Engagement that already exist throughout the University, the development of these courses opened and preserved a multidisciplinary space for faculty and students to teach, learn, serve, and lead alongside their colleagues and peers. It also makes explicit the Honors College's commitment to teaching methods of community-based research and offering service-based learning opportunities that are intentionally designed to empower students to be engaged citizens. Each of these courses is required of all Honors College students, ensuring that every Honors College graduate has a thoughtfully scaffolded civic engagement experience.

HNRS 260: *Society and Community Engagement Topics (Topics Vary)*: Students pursue focused questions about a problem facing our community, society, or government or explore a contemporary societal, community, or political issue in context. Students assess what is at stake in specific debates, consider how narratives are constructed and contested and/or apply multiple perspectives to analyze pressing social issues.

HNRS 261: *Community Connection Practicum (Topics Vary)*: Students will identify and address a challenge or question in response to the needs of the community. These conversations frequently include stakeholders from the community. Students learn to account for their own and for other points of view, and to adapt communication practices to reach those who do not share their backgrounds or expectations. As a result, they integrate new directions & approaches as well as alternate, divergent or contradictory perspectives or ideas.

An additional opportunity available to Honors college students blends civic engagement with anti-racism work. In response to the murder of George Floyd and resulting national reckoning on racism and social justice, The Honoring Our Community: Cultivating an Anti-Racist Culture program was established. It is designed to connect students with a range of experiences, perspectives, and identities and discuss issues of racism and anti-racism. A year long program, participants meet biweekly online or in person with up to eight students and two facilitators per group. In addition to attending the small group meetings, participants are also asked to do brief readings, watch videos, or engage in activities outside of the biweekly meetings.

Honors College students also have the opportunity to engage with members of their community in this work through the collaboration between the Honors College and the Early Identification

Program (EIP) on various programs to provide support to its students. One such program is the College Applications Program. Through this program, Honors College students mentor 11th grade Early Identification Program students while they navigate the college application process. In the Pre-Honors Seminar offered for the Early Identification Program's Summer Academy, Honors College instructors offer a research-focused course to 10th grade EIP students to help them envision themselves in the Honors College. Honors College students take a special section of HNRS 361 to assist with this seminar.

DRAFT

Carter School Highlighted Programs and Curriculum

The Jimmy and Rosalynn Carter School for Peace and Conflict Resolution has long been a leader at Mason in anti-racism and community engagement. In 1990, graduate students at the then Institute for Conflict Analysis and Resolution (ICAR, now the Carter School) founded the Northern Virginia Mediation Service (NVMS), involving over the years faculty, staff, students, alumni, and community members in engaging constructively in conflicts in the Northern Virginia Community. The Carter School's John Mitchell Jr. Program for History, Justice, and Race engages students, faculty, and staff in community antiracist social transformation initiatives. The Transitioning Justice Peace Lab involves faculty, staff, and students in multiple community engagement initiatives guided by anti-racist principles, including: Collaboration with Restorative Arlington, a multi-faceted training and research project supporting implementation of restorative justice in Arlington's schools, legal system, and community; and Peace and Conflict Resolution Education in Carceral Spaces: an initiative that builds Carter School capacity to involve incarcerated persons and returning citizens in our educational mission. The Carter School curriculum also offers multiple student learning opportunities in formal courses that highlight anti-racist community engagement, including those listed below.

CONF 101: *Conflict and Our World*. 3 credits.

Brief history of field, survey of key conflict resolution themes and theories, and intervention methods. Overview includes general factors of conflict and its resolution; and nature of conflict in interpersonal, group, organizational, and international situations. Offered by [Conflict Analysis & Resolution](#). Limited to three attempts.

CONF 325: *Dialogue and Difference*. 3 credits.

Covers challenges of communicating across differences of age, gender, language, culture, political orientation, and contextual situations. Students will engage in preparing and analyzing communication strategies in conflict situations and will participate in a dialogue over the term that explores the meaning and experience of difference on the Mason campus. Offered by [Conflict Analysis & Resolution](#). Limited to three attempts.

CONF 329: *Community Engagement and Collaborative Problem Solving*. 3 credits.

This course will explore how organizations and leaders across sectors can use community engagement techniques and collaborative [problem solving](#) tools to achieve their goals and reach consensus-based and mutually-beneficial solutions. The course will be hands-on and experiential-based. Students will be introduced to different problem-solving techniques and will be given opportunities to experience and facilitate activities in-class. Offered by [Conflict Analysis & Resolution](#). Limited to three attempts.

CONF 330: *Community, Group, and Organizational Conflict Analysis and Resolution*. 3 credits.

Covers conflict in communities, groups and organizations. Introduces theories of social harmony and conflict, drawing on sociology, social psychology, community psychology, organizational psychology, administration of justice, philosophy, and conflict resolution. Uses case studies, class presentations, and group projects to develop ability to analyze conflict and make recommendations for change. Offered by [Conflict Analysis & Resolution](#). Limited to three attempts.

Transformative Education through Anti-Racist Community Engagement

George Mason University's Quality Enhancement Plan



CECIL

Community Engagement & Civic Learning

Why CECiL and Anti-Racist Community Engagement?

Improving Student Learning

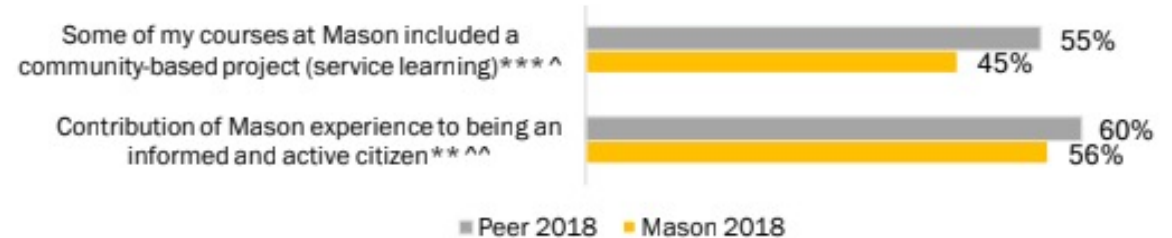
- Mason students were engaged in civic learning and community engagement at rates significantly **lower than peers**
- Students that **WERE** engaged in civic learning outperformed peers on most NSSE indicators
- Civic learning experiences are connected to student success, personal development, social responsibility, career readiness

Building on the Success of OSCAR

- Mason's last QEP lead to the creation of OSCAR
- CECiL will also focus on establishing paid and credit bearing opportunities for high impact student learning

Data from 2018 National Survey of Student Engagement- Seniors

Figure 20. Service Learning and Contribution of College Experience to Growth in Civic Engagement for SR: Mason vs. Peers



Vision Statement

By embedding community and civic engagement into academic and co-curricular experiences, we will equip students with the knowledge, skills, and attitudes to:

- Understand themselves as agents of change
- Identify and disrupt racist practices
- Work collaboratively towards positive social change.



ARIE

ANTI-RACISM and INCLUSIVE EXCELLENCE

To create **social change** and build systems of equality in Mason's culture

Mason will become a **national exemplar** of anti-racism and inclusive excellence



Develop and implement effective systems, practices and traditions that **eradicate racism** and bigotry at Mason

ARIE will be foundational in **every** program, process, policy, and procedure at Mason!



QEP

QUALITY ENHANCEMENT PLAN

"Transformative Education through Anti-Racist Community Engagement"

Specifically focuses on improving **student learning/student success**



Expand **students' understanding** of anti-racism through community and civic engagement

Increase **opportunities for students** to participate in anti-racist community engaged courses and research

Civic engaged learning will be a part of **every** undergraduate degree program no matter the major or career interest!

CECIL

Community Engagement & Civic Learning

Mason's Commitment to Inclusive Excellence

Visual available at
qep.gmu.edu



QUALITY ENHANCEMENT PLAN

Transformative Education Goals



Build Mason's **infrastructure** to support community engagement and civic learning



Expand student understanding of racism and anti-racism through community and civic engagement



Increase the opportunities for students to participate in community engaged courses and research by **investing in faculty training and curriculum development**



Achieving the Transformative Education Goals



- **Launch the Office of Community Engagement and Civic Learning**
- Establish Community Engagement Consortium
- Host Annual Engagement Symposium

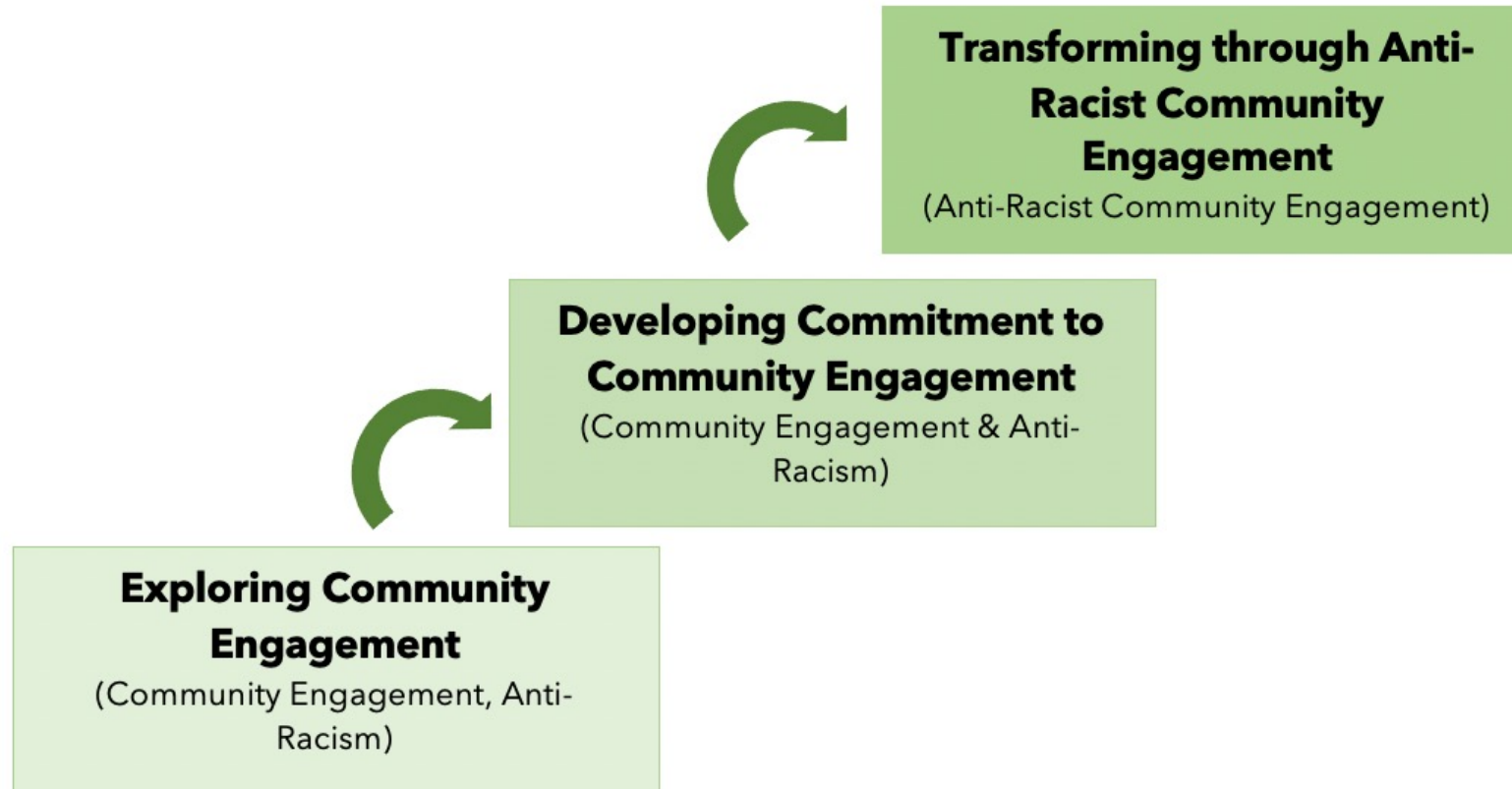


- **Invest in signature student programs: Civic Fellows, Engaged Summer, Bonner Leader Program**
- Build and implement trainings and modules
- Enhance K-12 programs and partnerships



- **Embed community engagement and civic learning course into each department**
- Launch Faculty and Community Fellows Program
- Provide grant funding
- Implement faculty/staff trainings

Student Learning Framework



Exploring: One time engagement

Development: At least a semester of engagement

Transforming: Multi-semester or multi-year engagement

Implementation Timeline



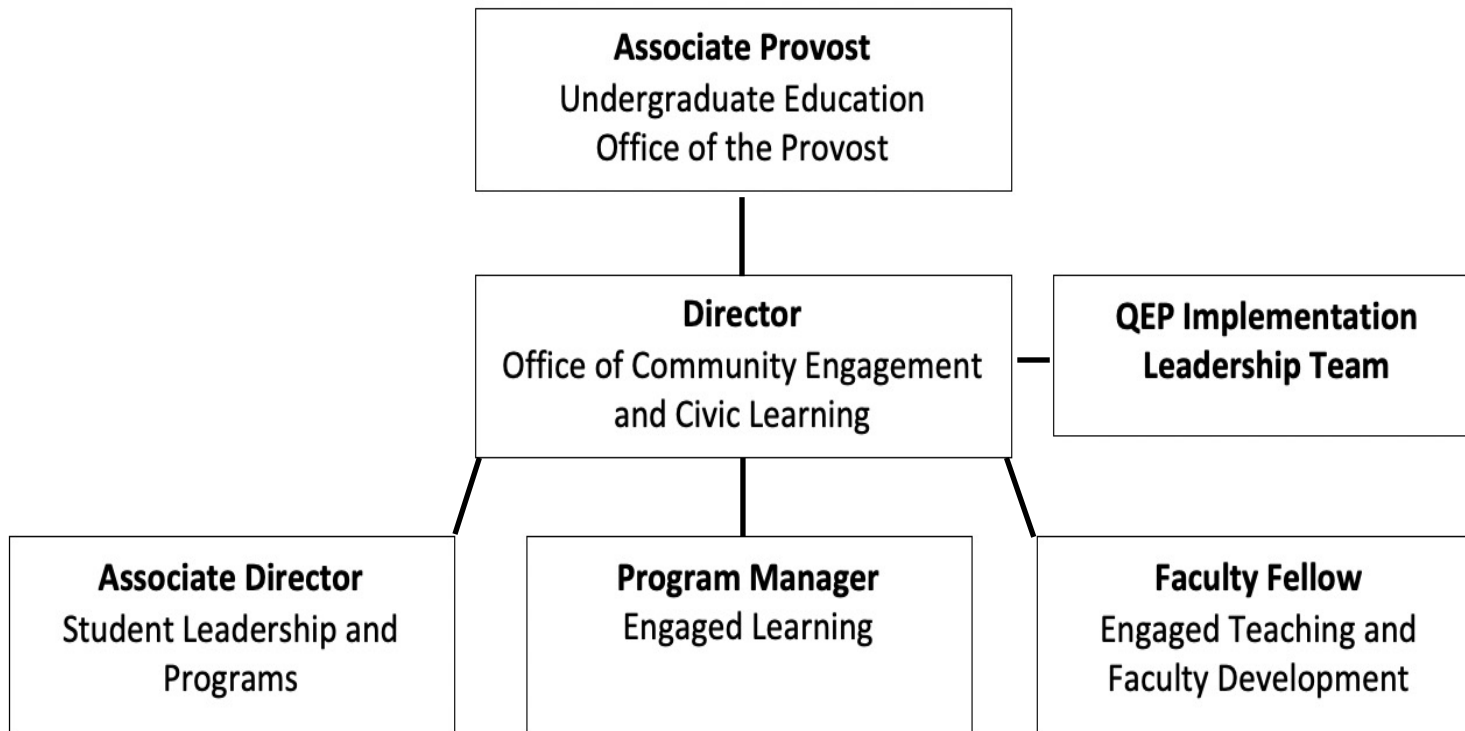
QEP Outcomes: Mason in Five Years

1. Opportunities for community and civically engaged learning are prevalent on campus
2. Anti-racist community engagement and civic learning are embedded into undergraduate degree programs and curriculum
3. Community engaged research is supported and funded at the graduate and undergraduate levels
4. Students who engage in community and civic learning are prepared for career and post baccalaureate study

Questions?



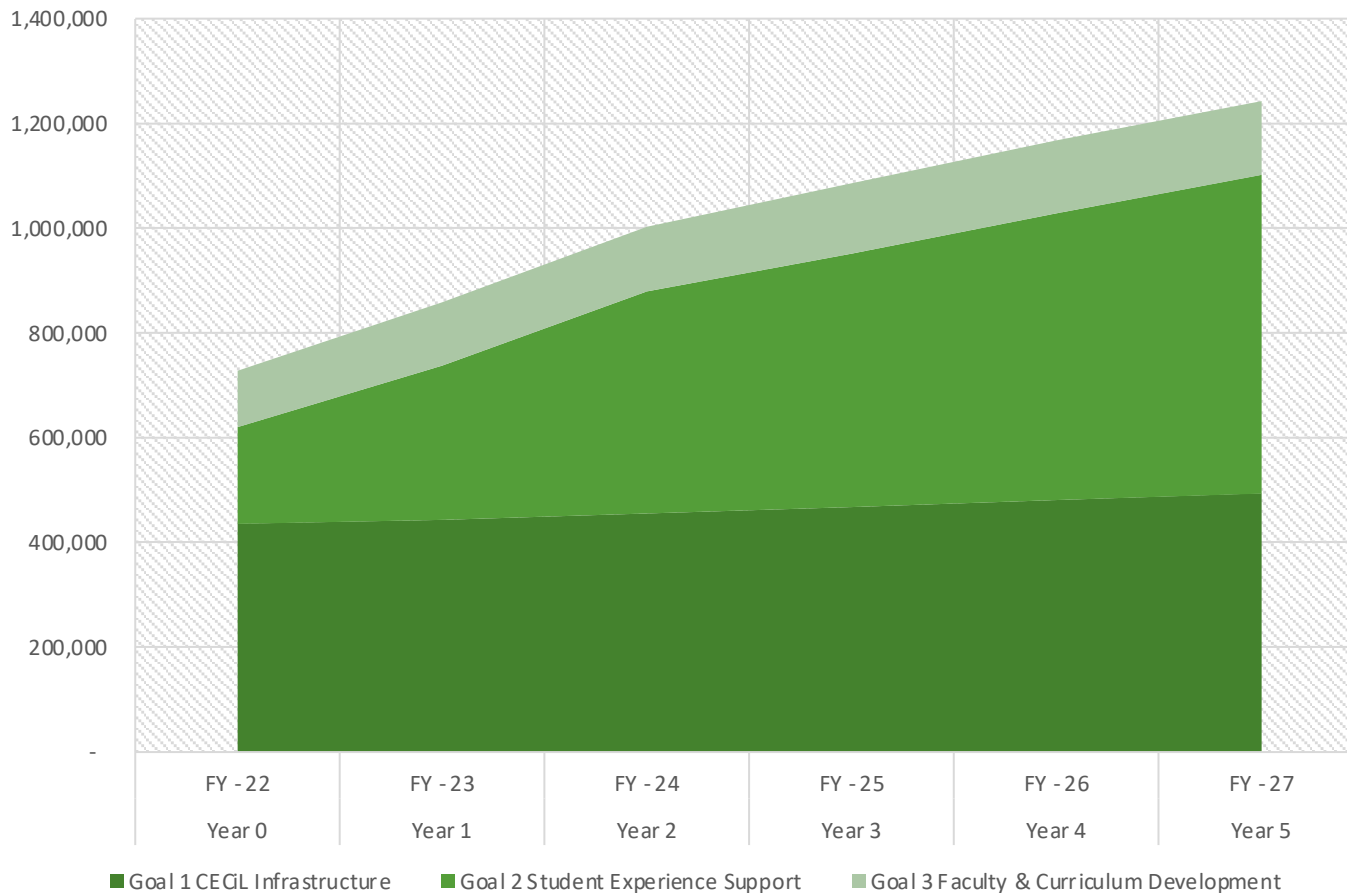
Office of Community Engagement and Civic Learning (CECiL)



Budget and Allocation of Resources

Budget Notes

Allocation of QEP Resources



- Majority of funds dedicated to Student Experience Support
- Significant initial investment in infrastructure that flattens
- Growing investment in students and faculty over each year of the QEP as we bring programs to scale
- Mason already made \$728,000 QEP budget investment, new budget requests will be made each year

Implementation Process

Office of Community Engagement and Civic Learning

Oversight and accountability for implementation and assessment of all QEP activities informed by QEP Implementation Leadership Team

QEP Implementation Leadership Team

Representative team with leadership from all schools/colleges and QEP partners to provide ideas, accountability, and voice to campus stakeholders

CECiL Advisory Board

Faculty, staff, student, community partner, and alumni board for additional accountability, community voice, and intentionality during implementation

QEP Partners and Campus Stakeholders

Stakeholders across campus who have committed to partnership on programs, learning outcome assessment, and thought leadership