

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

BOARD OF VISITORS MEETING

May 2, 2019

Merten Hall, Fairfax Campus

AGENDA

- 8:00 a.m. – 8:30 a.m.**
(Room 1205) **Continental Breakfast**
- 8:30 a.m. – 8:55 a.m.**
(Room 1201) **Executive Committee**
- 9:00 a.m. – 9:50 a.m.**
(Room 1202) **Audit Committee**
- 9:55 a.m. – 10:50 a.m.**
(Room 1201) **Academic Programs, Diversity and University Community Committee**
- 10:55 a.m. – 11:45 a.m.**
(Room 1202) **Development Committee**
- 10:55 a.m. – 11:45 a.m.**
(Room 1204) **Research Committee**
- 11:50 a.m. – 12:45 p.m.**
(Room 1201) **Finance and Land Use Committee**
- 12:45 p.m. – 1:35 p.m.**
(Buffet in Room 1203; Seating in Rooms 1203 & 1204) **Lunch**

BOARD OF VISITORS MEETING AGENDA

Merten Hall, Room 1201

- 1:45 p.m.** **I. Call to Order**
- 1:45 p.m. – 2:25 p.m.** **II. Recognitions**
- A. Recognition of Truman and Udall Scholars
 - B. Recognition of Early Identification Program (EIP) Graduating Students
 - C. Appreciation Plaque Presentation to Outgoing Student Representatives
 - D. Appreciation Plaque Presentation to Outgoing Faculty Representative
 - E. Jack Wood Awards Presentation
- 2:25 p.m.** **III. Approval of the Minutes (ACTION ITEMS)**
- A. Executive Committee Meeting Minutes for February 27, 2019
 - B. Meeting Minutes for February 27, 2019
 - C. Public Comment Session Minutes for April 3, 2019
- 2:25 p.m. – 2:30 p.m.** **IV. Rector's Report**
- A. Proposed Board of Visitors Meeting Schedule 2019-2020 (**ACTION ITEM**)

- 2:30 p.m. – 2:40 p.m. V. **President’s Report**
- 2:40 p.m. – 2:50 p.m. VI. **Provost’s Report**
- VII. **Committee Reports**
- 2:50 p.m. – 2:55 p.m. A. **Audit Committee**
- 2:55 p.m. – 3:00 p.m. B. **Academic Programs, Diversity and University Community Committee**
1. Faculty Actions
 - a. Promotion and/or Tenure (**ACTION ITEM**)
 - b. Conferral of Emeritus/Emerita Status (**ACTION ITEM**)
 - c. Elections of New Tenured Hires (**ACTION ITEM**)
 2. New Program Approvals (**ACTION ITEMS**)
 - a. MS – Cyber Security
 - b. BSEd – Early Childhood Education for Diverse Learners
 - c. BSEd – Elementary Education
 - d. BSEd – Special Education
 3. Program Name Changes (**ACTION ITEMS**)
 - a. Name change from Graduate School of Education to the School of Education
 - b. Name change from School of Recreation, Health and Tourism to the School of Kinesiology and the School of Sport, Recreation and Tourism
- 3:00 p.m. – 3:05 p.m. C. **Development Committee**
- 3:05 p.m. – 3:10 p.m. D. **Research Committee**
- 3:10 p.m. – 3:15 p.m. E. **Finance and Land Use Committee**
1. FY 2020 University Operating Budget, Tuition and Fees (**ACTION ITEM**)
 2. Six-Year Capital Plan (**ACTION ITEM**)
 3. Operational Issues – Joint Legislative Audit and Review Commission (JLARC) Span of Control (**ACTION ITEM**)
- 3:15 p.m. – 4:00 p.m. VIII. **Closed Session**
- A. Public Contract (Code of VA: §2.2-3711.A.29)
 - B. Gifts, Bequests, and Fundraising Activities (Code of VA: §2.2-3711.A.9)
 - C. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
 - D. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)
 - E. Personnel Matter (Code of VA: §2.2-3711.A.1)
- 4:00 p.m. IX. **Adjournment**

No public comment will be taken at this meeting.

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Meeting of the
Executive Committee
May 2, 2019
8:30 – 8:55 a.m.**

**Merten Hall, Fairfax Campus
Room 1201**

AGENDA

- I. Call to Order**
- II. President's Comments**
- III. Closed Session**
 - A.** Public Contract (Code of VA: §2.2-3711.A.29)
 - B.** Gifts, Bequests, and Fundraising Activities (Code of VA: §2.2-3711.A.9)
 - C.** Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
 - D.** Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)
 - E.** Personnel Matter (Code of VA: §2.2-3711.A.1)
- IV. Adjournment**

No public comment will be taken at this meeting.

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Audit Committee
May 2, 2019
Merten Hall, Fairfax Campus**

A G E N D A

- I. Call to Order**
- II. Approval of Audit Committee Minutes**
 - A. Approval of Committee Minutes for February 27, 2019 Meeting (**ACTION**)
 - B. Approval of Committee Minutes for April 3, 2019 Meeting (**ACTION**)
- III. Old Business**
 - A. Compliance Update
- IV. New Business**
 - A. Closed Session - Critical Infrastructure Vulnerability Assessment Information (Code of VA: 2.2-3705.2.4)
- V. Reports**
 - A. Office of University Audit Summary Report
- VI. Adjournment**

**AUDIT COMMITTEE
OF THE BOARD OF VISITORS**

**February 27, 2019
Merten Hall**

MINUTES

PRESENT: Chair Rice; Vice Chair Moreno; Visitors Blackman, Hazel, Petersen, and Purvis.

Rector Davis; Interim Senior Vice President Calhoun; Interim Controller and Associate Controller McGinnis; Vice President and Chief Information Officer Smith; University Counsel Walther; Vice President for Compliance, Diversity and Ethics Williams; Chief Ethics Officer Woodley; Financial Reporting Director Wurmfeld; Assistant Vice President-Safety, Emergency, and Enterprise Risk Management Zobel; Student Representative Pettine; University Auditor Dittmeier; and Associate University Auditor Watkins.

I. Chair Rice called the meeting to order at 9:04 a.m.

II. Approval of Minutes

Chair Rice called for a motion to approve the minutes of the December 12, 2018 Audit Committee meeting. The motion was **MOVED** by Visitor Hazel and **SECONDED** by Visitor Blackman.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.

III. New Business

A. Auditor of Public Accounts Examination Update

Ms. McGinnis provided an update on the status of the FY18 audit of the financial statements being performed by the Auditor of Public Accounts.

She stated that most work by the Auditor has been completed, and they are on track to complete fieldwork by March 8 and provide a final report by the April 3 Board meeting. The Auditor has not made Ms. McGinnis aware of any potential material weaknesses or significant deficiencies; a few potential minor areas for further improvement are being discussed with the Auditor and management is taking actions to address these areas. Ms. McGinnis reported there are likely to be repeat issues related to information technology controls as a result of the original timelines to complete the planned remediation extending beyond 2018; the Committee discussed the status of these activities and noted that they were reported to be on track with their commitments.

AUDIT COMMITTEE

February 27, 2019

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Ms. McGinnis also reported that Karen Helderman, who had been Project Manager for the audit, has left the Auditor of Public Accounts; her role is being filled by Zach Borgerding, who has filled this role in prior audits.

B. Compliance Update

Mr. Williams reviewed with the Committee the university's process for monitoring compliance with laws and regulations, including programs related to ethics.

Mr. Williams reaffirmed that, in an environment of complex and steadily evolving obligations, a compliance program should be designed to help employees accomplish their responsibilities while acting with ethics and integrity and in compliance with relevant laws and regulations. He discussed the importance of a solid compliance foundation to enable the continued growth in Mason's size and stature, and stated that work remains for Mason's compliance processes to be fully appropriate for the university's size and complexity. He discussed with the Committee several challenges, including: the distributed and variable nature of accountability for compliance activities across the university; the need to balance proactive approaches to compliance with reactive approaches; the overreliance on individual 'heroes' to accomplish compliance requirements; the difficulty in leveraging existing technology and data structures to monitor compliance; and the level of financial and human capital resources applied to compliance activities.

Mr. Williams discussed with the Committee the US Federal Sentencing Guidelines effective compliance program elements - standards and procedures; organizational leadership and culture; training and communication; risk assessment, monitoring, auditing, and program evaluation; performance incentives and discipline; appropriate remedial measures; and efforts to exclude bad actors from authority positions. He reviewed the model he and Mr. Dittmeier prepared to describe Mason's maturity in relation to these elements. In its discussion of the assessment results, the Committee discussed (i) the importance of management establishing an accountability structure for Mason's institutional compliance program maturity and effectiveness, including potential organization structure changes; (ii) the potential need for increased institutional investment by management to mature further Mason's compliance processes; and (iii) the importance of ensuring the compliance-related risk areas with the highest potential adverse impact are addressed appropriately. The Committee requested Mr. Williams to provide the Committee with an update regarding management's actions related to this discussion.

AUDIT COMMITTEE

February 27, 2019

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IV. Reports

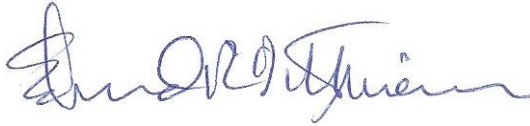
A. Office of University Audit Summary Report

Mr. Dittmeier reviewed with the Committee the Office of University Audit Summary Report. He described the audit report and memos issued since the last meeting and reviewed the status of in-progress and planned audit and investigative projects.

V. Adjournment

Chair Rice declared the meeting adjourned at 9:41 a.m.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Edward R. Dittmeier". The signature is fluid and cursive, with a large initial "E" and "R".

Edward R. Dittmeier
Secretary pro tem

**AUDIT COMMITTEE
OF THE BOARD OF VISITORS**

**April 3, 2019
Merten Hall**

MINUTES

PRESENT: Chair Rice; Vice Chair Moreno; Visitors Blackman and Hazel.

Rector Davis; Visitors Cumbie, Reagan, and Witeck; Faculty Representative Renshaw; Student Representative Pettine; President Cabrera; Senior Vice President Kissal; Interim Controller McGinnis; University Counsel Walther; Auditor of Public Accounts Representatives Borgerding; University Auditor Dittmeier; and Associate University Auditor Watkins.

ABSENT: Visitors Petersen and Purvis.

I. Visitor Blackman called the joint meeting to order at 8:30 a.m.

II. New Business

A. Review of Financial Statements for Year Ended June 30, 2018

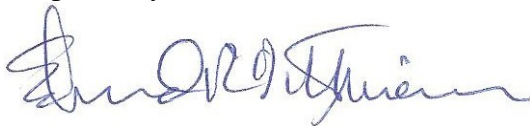
This agenda topic was reviewed during a joint session with the Finance and Land Use Committee. Minutes of the Committee's review are included in the minutes of the Finance and Land Use Committee's April 3, 2019 meeting.

B. Auditor of Public Accounts Examination Report

This agenda topic was reviewed during a joint session with the Finance and Land Use Committee. Minutes of the Committee's review are included in the minutes of the Finance and Land Use Committee's April 3, 2019 meeting.

III. Visitor Blackman moved to the next meeting topic at 8:48 a.m.

Respectfully submitted,



Edward R. Dittmeier
Secretary pro tem

ITEM NUMBER: III.A.

Compliance Update

PURPOSE OF ITEM:

Brief the Audit Committee regarding the university's process for monitoring compliance with laws and regulations

NARRATIVE:

Julian Williams, Vice President, Compliance, Diversity, and Ethics, will provide an update following the Committee's prior discussion regarding the university's process for monitoring compliance with laws and regulations.

ACTION:

Receive briefing and discuss.



Office of University Audit

Report to the Audit Committee of the Board of Visitors

May 2, 2019

EXECUTIVE SUMMARY

- Two audit reports were issued since the last meeting.
- Remediation of 26 audit issues is in progress as of April 2019:
 - Most of these issues have current target remediation dates in the next three months (through July 2019).
- Audit Plan status:
 - Substantially on track with 3+6 Audit Plan reviewed at the prior meeting.
- Status of fraud, waste, and abuse investigations:
 - No investigations were completed since the prior meeting; two investigations are in progress.
- Audit staffing:
 - The audit team remains stable with no changes since the prior Committee meeting. Co-sourced resources are being used to provide supplemental skilled expertise when needed.

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Topic

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 - Spending of Funding Budgeted for Institutional Reserves and Strategic Initiatives
 - Faculty Study Leaves Programs
- 2 SUMMARY STATUS OF AUDIT ISSUES
- 3 STATUS OF AUDIT PLAN
- 4 STATUS OF INVESTIGATIONS
- 5 STAFFING
- 6 APPENDIX:
 - Audit Issue Details

SUMMARY OF AUDIT REPORTS

- Spending of Funding Budgeted for Institutional Reserves and Strategic Initiatives
- Faculty Study Leaves Programs



INTERNAL AUDIT REPORT

Report Title:	Spending of Funding Budgeted for Institutional Reserves and Strategic Initiatives	Report Date:	April 15, 2019
Responsible Manager:	Carol Kissal Senior Vice President for Administration and Finance		

EXECUTIVE SUMMARY:

Background:

George Mason University allocates operating budget resources to support strategic plan initiatives and unforeseen institutional needs. Within the university’s \$1.0 billion FY19 operating budget, \$4.0 million was allocated for strategic plan initiatives and \$4.0 million was allocated for institutional reserves. The strategic plan initiatives budget allocation was designated for initiatives that may include, but not be limited to, support for the student experience redesign initiative and other strategic plan initiatives. The allocation for institutional reserves has not been allocated for specific needs, but is available for unplanned contingency requirements.

The Office of Budget & Planning provides overall oversight of Mason’s financial resources, and tracks the allocation and use of budgeted resources for strategic plan initiatives and institutional reserves. Through December 31, 2018, \$2,923,878 of the FY19 strategic plan initiative budget and none of the FY19 institutional reserves have been distributed for use.

Audit Conclusion:

In our view, increased management oversight is required to ensure appropriate distribution and tracking of actual spending of Mason’s resources budgeted for strategic plan initiatives and institutional reserves. Resources from the strategic plan initiatives budget were transferred prior to receiving written authorization, and a process has not been established to track actual spending of distributed budgeted resources to ensure the funds are used as intended. Management is committed to obtaining and documenting proper authorization prior to future transfers of budgeted resources; and is evaluating methods to track actual spending of distributed budgeted funds. This is expected to be completed by June 1, 2019.



INTERNAL AUDIT REPORT

Report Title:	Faculty Study Leave Programs	Report Date:	April 18, 2019
Responsible Manager:	Renate Guilford Associate Provost – Academic Administration	Report Number:	FY19-20

EXECUTIVE SUMMARY:

Background:

George Mason University’s Faculty Handbook describes two leave programs: one for tenured instructional faculty and one for tenure-track instructional faculty. The purpose of these leave programs is to support professional development initiatives which advance scholarly research, teaching, and/or creative activity, including development of innovative teaching methods.

Tenured Faculty Study Leave: Tenured faculty are eligible to participate in the leave program if they have completed six years of service at Mason, and have completed six years of service since a previous study leave. Participants agree to remain a full-time employee for at least one academic year after the leave ends. Leave may be taken for one semester at full pay and benefits, or two semesters at half pay and full benefits. Academic unit deans make final decisions to award these leaves based on a faculty application process, which includes a project proposal, letters of support, and other information. In FY19, the Provost’s Office allocated \$387,540 to fund 45 tenured faculty study leaves; units can fund additional leaves at their discretion as long as the requirements are met.

Tenure-Track Study Leave: Tenure-track faculty are eligible to take one semester of leave during the first five years of their appointment. The Faculty Handbook defines this leave. In FY19, the Provost’s Office allocated \$172,240 to partially fund 40 tenure-track study leaves; partial funding for 11 tenure-track leaves was provided in FY18.

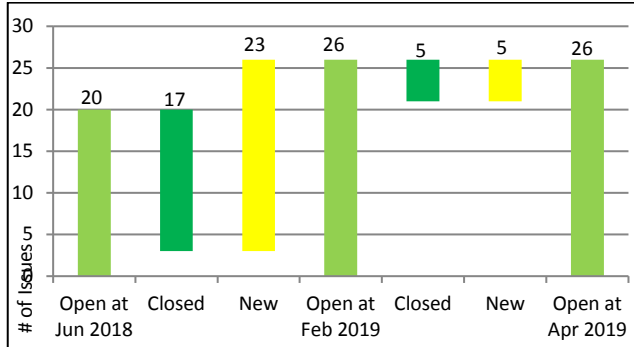
Audit Conclusion:

The Provost’s Office should consider re-evaluating roles and responsibilities for the overall management of both study leave programs. This includes potentially distributing to academic units the responsibilities of ensuring proper documentation is received following the normal transaction routing process, study leaves are accurately recorded in Banner for payroll and benefit purposes, and reported to Fiscal Services for fringe benefit calculations; while reserving to the Provost’s Office responsibilities for setting overall leave program standards and procedures and monitoring academic unit adherence to such standards and procedures. As part of this evaluation, the Provost’s Office should determine the best use of the centrally allocated study leave budget, including a permanent allocation to the academic units or for another purpose considered more impactful to Mason’s mission. In addition, current leave program administration is primarily manual and dependent on paper forms and MS Excel spreadsheets to execute and monitor the process; we believe there are opportunities to improve operational effectiveness and efficiency, including leveraging the Banner system and workflow.

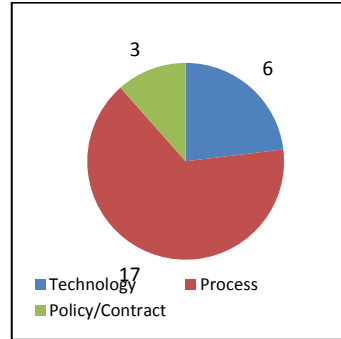
SUMMARY STATUS OF AUDIT ISSUES AS OF APRIL 20, 2019

There were 26 open audit issues as of April 20, 2019. Remediation of five audit issues was completed by management since February 2019.

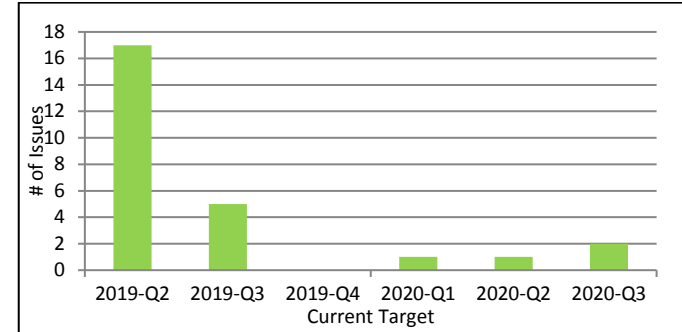
Audit Issue Inventory Movement



Audit Issues by Type



Audit Issues by Current Target



Audit Report

Audit Report	Report Date	Open at Jun 2018	New	Closed	Open at Feb 2019	New	Closed	Open at Apr 2019
Faculty Study Leave Programs	4/18/19	-	-	-	0	3	-	3
Spending of Funding Budgeted for Institutional Reserves and Strategic Initiatives	4/15/19	-	-	-	0	2	(1)	1
Volgenau School of Engineering: Selected Processes	2/11/19	-	3	-	3	-	-	3
Monitor Employee Card Access Security	12/13/18	-	1	-	1	-	-	1
Hylton Performing Arts Center Ticketing	12/10/18	-	2	(2)	0	-	-	0
College of Education and Human Development: Selected Processes	11/19/18	-	2	(1)	1	-	(1)	0
Intercollegiate Athletics	11/14/18	-	6	(3)	3	-	(2)	1
DHS CINA Cooperative Agreement	10/30/18	-	3	(1)	2	-	-	2
Supplemental Payroll Payments	9/5/18	-	4	(2)	2	-	-	2
Employee Remote Work Agreements	8/29/18	-	1	-	1	-	-	1
Employee Time Recordkeeping at INTO Mason	6/29/18	-	1	(1)	0	-	-	0
Conflict of Interest in Research Process	4/9/18	1	-	(1)	0	-	-	0
Office of the University Registrar	3/7/18	6	-	(1)	5	-	(1)	4
Athletics Travel Expenditure Documentation	2/10/17	1	-	(1)	0	-	-	0
Use of Wiley edu Employees to Process Certain Registration Transactions	10/16/17	1	-	-	1	-	-	1
Administrative Management of Sponsored Programs	10/11/17	1	-	-	1	-	-	1
IT Governance and Project Prioritization	8/7/17	3	-	-	3	-	-	3
College of Health and Human Services	5/11/17	3	-	(3)	0	-	-	0
Decentralized IT Management and Security: Office of the Provost	10/23/15	2	-	(1)	1	-	-	1
Information Security Management: Boundary Protection	9/9/13	1	-	-	1	-	-	1
Enterprise Project Management Framework and System	3/28/13	1	-	-	1	-	-	1
		20	23	(17)	26	5	(5)	26

STATUS OF AUDIT PLAN AS OF APRIL 20, 2019

The 3+6 Audit Plan as of April 15, 2019 (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	12/31	3/31	6/30	9/30
Aligned with University-Level Risk Areas					
Controlled Unclassified Information (CUI) Data and Security Environment	<ul style="list-style-type: none"> Monitor management's project to establish IT environment for handling CUI data and ensure compliance with federal regulations. Validate selected areas once established. 				
Information Security Program	<ul style="list-style-type: none"> Monitor projects to further strengthen security of Mason's technology environment and co-develop regular updates to the Audit Committee. 				
Recruiting Processes	<ul style="list-style-type: none"> Assess effectiveness and efficiency of processes for acquiring, recruiting, and hiring faculty and staff. 				
Data and Security Risk Assessment: Colleges – Validation Procedures	<ul style="list-style-type: none"> Validate selected management assertions regarding information security risks in college-managed technology environments. 				
Academic Innovation and New Ventures Initiatives	<ul style="list-style-type: none"> Monitor development and implementation of major academic innovation and ventures initiatives. 				
Faculty Workload Guideline Implementation	<ul style="list-style-type: none"> Assess implementation of faculty workload guidelines across various colleges, including management's oversight processes. 				
Banner Improvement Upgrade Projects	<ul style="list-style-type: none"> Monitor management's multi-year project to study and enhance Banner and suite applications. Assess potential project and process risks; communication. 				
Construction Payments and Change Orders	<ul style="list-style-type: none"> Monitor and assess payments related to in-progress Robinson Hall and Utility Distribution Infrastructure construction projects. 				
Additional Areas					
Student Financial Accounts	<ul style="list-style-type: none"> Assess business and compliance processes relevant to student financial billing and collections activities. 				
Spending of Funding for Reserves and Strategic Initiatives	<ul style="list-style-type: none"> Monitor and validate spending of FY19 budgets for institutional reserves (\$4 million) and strategic initiatives (\$4 million). 				
Travel Advances	<ul style="list-style-type: none"> Assess travel advance settlement processes and controls. 				
Faculty Study Leave Programs	<ul style="list-style-type: none"> Assess faculty study leave administrative processes and controls. 				
Issue Validation Procedures	<ul style="list-style-type: none"> Validate management has remediated audit issues in a comprehensive and sustainable manner. 				
Hotline Investigations Referred by OSIG	<ul style="list-style-type: none"> Investigate allegations of fraud, waste, or abuse received from the Commonwealth's Office of the State Inspector General. 				

STATUS OF INVESTIGATIONS AS OF APRIL 20, 2019

No investigations were completed since the prior Committee meeting. Two investigations are in progress.

Nature of Allegation	Type	Status	Remarks
Potential personal use of university credit card and other matters	Fraud	In Progress	
Weak control of student scholarship monies	Waste	In Progress	

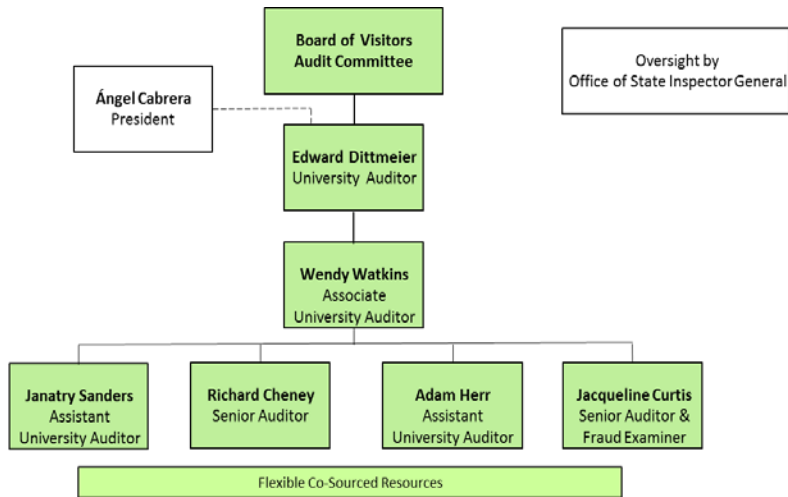
Summary of Types:

- 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

Audit staffing remains stable with no changes since the prior Committee meeting. Co-sourced resources remain available to provide supplemental skilled expertise when needed.

Organization



Staffing

	Plan	Actual	
		a/o July 2018	a/o Apr 2019
Core Audit Team			
Audit Leadership	2	2	2
Auditors by Expertise:			
Operational Audit	2	2	2
IT Audit	1	1	1
Fraud Audit	1	1	1
Total Audit Professional Employees	6	6	6
Cosourced FTE* Supported by Permanent Budget	0.8		0.2
Total Audit Professionals Supported by Permanent Budget	6.8	6.0	6.2
Cosourced FTE* Supported by FY19 Temporary Budget	0.5		
Audit Professionals Supported by FY19 Budget	7.3	6.0	6.2

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 APRIL 20, 2019

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
1	<p>Report Name: Office of the Provost: Decentralized IT Management and Security</p> <p>Report Date: 10/23/15</p> <p>Management: Thomas Shifflett, Director, Information Technology Services Enterprise Applications</p>	<p>Design and Document Development Methodologies and Procedures:</p> <p>The Provost IT Team has only recently begun to develop a framework of activities, documentation, and project management for system or software acquisition or development on behalf of Provost area units requesting their services. Project development life cycle or project management techniques have been executed <i>ad hoc</i> using informally communicated expectations of standards. While there are numerous development methodologies and none are one size fits all, good development and project management standards is the strongest control to help avoid primary causes of project failures.</p>	<p>The Provost IT Team’s original intent was to leverage Information Technology Services’ design documentation and methodology. The Provost IT assets and operations were merged with ITS in July 2016. As part of this transition, management is finalizing documentation and implementation steps for using the agile methodology and, for the Banner team, the waterfall methodology.</p> <p>Enterprise Applications is starting the process of developing a standard set of artifacts, processes and procedures. Mature processes and procedures are expected to be documented in April 2019, with implementation to be scheduled subsequently.</p>	4/30/16	4/30/19
2	<p>Report Name: DHS CINA Cooperative Agreement</p> <p>Report Date: 10/30/18</p> <p>Management: Deborah Crawford, Vice President of Research, Office of the Provost</p>	<p>Develop Infrastructure and Support Needs for Significant Research Programs:</p> <p>The DHS CINA Center of Excellence was established by a ten year, \$38.5 million cooperative agreement. Successfully pursuing and executing large scale, complex, multidisciplinary research efforts such as CINA are critical to Mason’s strategic goals related to research. However, when initiating program management to execute on the cooperative agreement, several extensive delays occurred including: staffing turnover and recruiting delays; dedicated workspace delays; project management regimen and tool delays, which need to be developed prior to implementation; and delayed administrative approvals through the Office of the Provost (rather than typically through Dean’s Offices).</p> <p>Based on retrospective reviews of newly-established large scale research programs, management should develop repeatable practices to streamline the stand-up and establishment of future, large scale, complex,</p>	<p>Large scale research efforts, both in terms of dollar value and complexity, are becoming a larger part of the university’s research portfolio. Such programs will have certain operational and/or administrative similarities, but they will also have their differences. In an effort to learn from past experiences in establishing large or complex research programs at Mason, a best practices guide is being developed to provide direction to administrators and faculty for future research programs. The guide will be periodically reviewed, at least annually, for insights gained from the establishment of new research programs and updated, as necessary.</p>	1/31/19	4/30/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
		multidisciplinary research efforts.			
3	<p>Report Name: Volgenau School of Engineering: Selected Processes</p> <p>Report Date: 2/11/19</p> <p>Management: Kenneth Ball, Dean, Volgenau School of Engineering</p>	<p>Formalize Oversight of Unit Organization and Fund Reconciliations: Dean's Office review of non-sponsored research reconciliations delegated to departments is not formally documented.</p>	Management will enhance the reconciliation process to include having the Director of Finance or their delegate review each department's reconciliations quarterly. The review process will include documentation that the review was conducted and documentation of any open issues or concerns related to the department's reconciliations.	4/30/19	4/30/19
4	<p>Report Name: Volgenau School of Engineering: Selected Processes</p> <p>Report Date: 2/11/19</p> <p>Management: Kenneth Ball, Dean, Volgenau School of Engineering</p>	<p>Assess Purchase Card Assignments: Eight faculty and staff purchase card limits exceeded \$10,000 per month; and nine had average monthly procurement activity less than 20% of the monthly credit limit.</p>	Management will review purchase card limits and reduce limits where not required for reasonable business need.	4/30/19	4/30/19
5	<p>Report Name: Use of Wiley edu LLP Employees to Process Certain Registration Transactions</p> <p>Report Date: 10/6/17</p> <p>Management: Marilyn Smith, Vice President & Chief Information Officer, Information Technology Services</p>	<p>Develop Comprehensive Plan to Strengthen Technology Environment: Management recognizes that Mason's existing technology environment presents certain risks to the accomplishment of strategic objectives and to robustly controlling transaction processing.</p> <p>Management should develop and review with executive management a comprehensive plan, with timelines and resource needs, to improve the capability of the existing technology environment to respond flexibly to changes in business models, products and services, processes, and operations while robustly addressing the risks presented.</p>	<p>Management has initiated a number of projects to strengthen Mason's overall technology environment. These projects are in various stages of study, planning, execution, or implementation. They are designed to position ITS to support Smart Growth and are included in ITS' FY19 operational goals. Major projects include the Banner 9 upgrade; Banner Cloud planning; WiFi assessment and planning; IT Security assessment and roadmap; implementation of a data integration platform; development of a robust, secure computing environment to support research; and new IT security policies and controls.</p> <p>ITS is seeking proposals from external consultants to assist in developing strategies for</p>	7/15/18	5/15/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
			the university to best use technology to achieve its strategic goals and support future growth, and multi-year implementation plans. Proposals are expected to be evaluated during April and May 2019.		
6	<p>Report Name: Employee Leave Reporting and Remote Work Agreement</p> <p>Report Date: 8/29/18</p> <p>Management: Sue Tinsman, Assistant Vice President, Payroll, Human Resources/Payroll</p>	<p>Clarify Standard Remote Work Agreement on Allowable Reimbursable Expenses: University Policy #2202, "Flexible Work" and University Policy #2113 "Payment of Telework and Remote Work Expenses" govern the administration of telework and remote work programs offered by the university. Any financial arrangements associated with these agreements are at the discretion of the employee's work unit and do not require review and/or approval by Human Resources. University Policies #2202 and #2213 should be reviewed to determine if there are any provisions requiring additional guidance and clarification regarding allowable reimbursable expenses.</p>	Human Resources/Payroll is working with Fiscal Services to review and clarify these policies.	3/31/19	5/15/19
7	<p>Report Name: Supplemental Payroll Payments</p> <p>Report Date: 9/5/18</p> <p>Management: Renate Guilford, Associate Provost, Academic Administration, Office of the Provost</p>	<p>Clarify Supplemental Pay Guidelines for Contract Courses: Supplemental Pay Procedures are not interpreted to cover contract course arrangements. Contract course arrangements are often informally documented (i.e., limited to certain Banner data and course budget information). Formal contractual arrangements are not made with course instructors, even though contract course arrangements fall outside the typically faculty contract. Lack of clarity or misinterpretation of Mason policy may result in irregularities or unjustified faculty workloads (i.e., where faculty or staff are over-extending with contract course work, to the detriment of other primary or secondary job roles) and inequitable or inappropriate pay practices.</p>	The Provost's Office will revise and strengthen the language in the Supplemental Pay Procedures related to compensation for the various types of offerings associated with contract courses. In addition, the Provost's Office will update and standardize employment contracts for the activities that are associated with contract courses.	1/31/19	5/31/19
8	<p>Report Name: Spending of Funding Budgeted for Strategic Initiatives and Institutional Reserves</p> <p>Report Date: 4/15/19</p>	<p>Develop an Effective Process to Track Actual Spending of Distributed Budgeted Funds: The Office of Budget & Planning should establish a process to track actual spending of resources budgeted for strategic initiatives or institutional reserves to ensure funds are used as intended.</p>	A process will be established to require recipients of funds budgeted for strategic initiatives or institutional reserves to provide the Office of Budget & Planning with an accounting of spending.	6/1/19	6/1/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	<p>Management: Carol Kissal, Senior Vice President for Administration and Finance</p>				
9	<p>Report Name: Intercollegiate Athletics</p> <p>Report Date: 11/14/18</p> <p>Management: Brad Edwards, Assistant Vice President and Director of Intercollegiate Athletics</p>	<p>Streamline Travel Expense Procurement and Processing:</p> <p>The Athletics Business Office had travel expenses of over \$2.2 million in fiscal year 2017. Processing of reimbursements and cash advances is highly manual, potentially prone to error, and requires significant amounts of administrative review to help ensure accuracy and compliance with complex Commonwealth travel requirements.</p> <p>Management has been working with Mason's Procurement Office to enhance processes to strengthen compliance with policies and Commonwealth requirements. This work is underway and continues. In our view, management should consider additional methods of potentially streamlining travel expense procurement and processing, including use of prepaid cards as opposed to cash, and a checklist of documentation that is required for each trip to ensure accuracy and completeness.</p>	<p>New checklists have been implemented for use before and after travel. An additional fiscal analyst was hired in February 2018 to support athletics travel expense processing activities. Training for coaches and staff supporting Spring sports was provided in February 2018. Athletics Management continues to work on an ongoing basis with Fiscal Services Purchasing to evaluate additional methods of streamlining travel expense procurement and processing; appropriate improvements will be implemented.</p>	3/15/19	6/15/19
10	<p>Report Name: Enterprise Project Management Framework and System</p> <p>Report Date: 3/28/13</p> <p>Management: Charles Spann, Executive Director, Information Technology Services</p>	<p>Metrics Based Project Management:</p> <p>A cost estimation and tracking mechanism is not in place to determine and track time and costs to complete IT projects. Such a mechanism can support improved comparative analysis, decision making about future projects, and project monitoring and control.</p>	<p>Through a project, Information Technology Services management continues to re-assess the appropriate process for making decisions regarding sizing and undertaking IT projects, including the appropriate level of consideration for time and cost, and tracking and reporting actual performance; expected completion remains June 30, 2019.</p>	9/30/13	6/30/19
11	<p>Report Name: Information Security</p>	<p>Review Firewall Configurations:</p>	<p>After several attempts to appropriately structure and remediate firewall configuration management</p>	1/31/14	6/30/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	<p>Management: Boundary Protection</p> <p>Report Date: 9/09/13</p> <p>Management: Marilyn Smith Vice President/Chief Information Officer, Information Technology Services</p>	<p>Firewall configurations are currently not being reviewed and re-authorized on a cyclic basis. Without a formal process to periodically review and re-authorize firewall configurations, the university cannot ensure that rule bases are adequate and/or still required.</p>	<p>processes, including reviews and authorizations, ITS management completed development of a new expanded policy and associated procedures to define baseline configuration standards, minimum password strength parameters, code upgrade schedules, and vulnerability scanning requirements. A plan to implement and manage the firewall policies was established in December 2018; implementation of the first phase is expected to be completed in June 2019. Once completed, management expects to schedule the remaining phases.</p>		
12	<p>Report Name: Office of the University Registrar</p> <p>Report Date: 3/7/18</p> <p>Management: Michelle Marks, Vice President for Academic Innovation and New Ventures, Office of the Provost</p>	<p>Align Mason Administration of Degree Programs with State Council of Higher Education for Virginia Administrative Requirements:</p> <p>Mason has degree and certificate programs that have not been established to conform to State Council of Higher Education for Virginia (SCHEV) requirements. SCHEV requirements limit one degree or certificate program at each level (certificate, bachelors, etc.) per classification of instructional programs (CIP) code. The purpose of the CIP code is to provide SCHEV with a classification scheme to track, assess, and report fields of study and program completion activities at the state and federal level. Prior to our audit, management in the Office of University Registrar and the Office of the Provost had identified this issue; they are working to identify impacted programs and developing solutions to align all programs appropriately.</p>	<p>The Office of Accreditation and Program Integrity (OAPI) has made substantial progress in resolving discrepancies in certificate program inventories. Resolution depends on actions by SCHEV subsequent to analyses provided by Mason. Such analyses have been provided to support 61 certificate programs; analyses for a further 26 certificate programs and 49 undergraduate or graduate degree programs are in progress.</p> <p>SCHEV is in the process of evaluating and refining the certificate and program approval processes. While OAPI moves forward under the current state, SCHEV approval processes are anticipated to change during Summer 2019.</p> <p>OAPI is overseeing future changes in program inventory. Going forward, the Office of the University Registrar will not activate or inactivate any certificate or degree program without the express written consent of the OAPI.</p>	9/30/18	6/30/19
13	<p>Report Name: IT Governance and Project Prioritization</p> <p>Report Date: 8/7/17</p>	<p>Update IT Project Management Policies and Procedures:</p> <p>Mason's university policies address the procurement, development, implementation, and management of IT projects. These policies need to be reviewed for</p>	<p>The Director-ITS Process and Planning has been affixed the responsibility for ensuring that all IT-related policies are reviewed annually, and updated as necessary. Non-substantive revisions have been made and more substantial changes are being processes through the university's standard</p>	12/31/18	6/30/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	<p>Management: Marilyn Smith, Vice President/Chief Information Officer, Information Technology Services</p>	<p>potential revision as none of the three policies has been reviewed since 2014. Such a review should consider:</p> <ul style="list-style-type: none"> • Distinguishing IT projects requiring technical solutions from projects that do not. • Identifying the SDLC methodologies to be used when developing technical solutions. • Aligning with the most current (2015) ISO 9000 Quality Management Principles standard rather than the 2000 version referenced in policy. • Developing approaches to manage and deliver projects relating to instructional programs, and research projects and initiatives. 	<p>policy update process. The updated IT Project Management Policy was approved in March 2019; standards and artifacts are expected to be completed by June 2019.</p>		
14	<p>Report Name: Monitor Employee Card Access Security</p> <p>Report Date: 12/13/18</p> <p>Management: Patrick McCavitt, Director, Auxiliary Enterprises</p>	<p>Monitor Employee Card Access Security: The process for deactivating card access is dependent upon an employee's supervisor submitting an Electronic Access Request Form or email requesting deactivation to Card Access Security and Operations (CASO). If the supervisor does not request the card deactivation, CASO would not know to deactivate the employee's card access. There is no process to monitor or reconcile terminations and transfers to ensure employee card access is promptly deactivated. The Director, Technology, Auxiliary Enterprises should work with Information Technology Services (ITS) and Human Resources (HR) to develop a regular report or feed of terminated and transferred employees to enable CASO to ensure timely deactivation of card access.</p>	<p>The Director of Technology Services, Auxiliary Enterprises will work with ITS and HR to develop a weekly report (or receive an existing report) of employee terminations so that the CASO staff can manually deactivate credentials as appropriate. Expected completion date is April 30, 2019.</p> <p>Working with ITS and HR, a nightly feed of employee terminations will be developed. This feed would be integrated with the existing Card Access system and would deactivate credentials as appropriate on a nightly basis. This would require an automated transfer of this file from ITS and then write commands on the Card Access system to deactivate the credentials. Expected completion date is June 30, 2019.</p> <p>The Director of Technology Services, Auxiliary Enterprises will also evaluate and develop an effective process to manage card access for employees that transfer between departments. Expected completion date is April 30, 2019.</p>	3/31/19	6/30/19
15	<p>Report Name: IT Governance and Project Prioritization</p>	<p>Improve Governance of University IT Projects: The university has several processes for evaluating and prioritizing IT projects for development.</p>	<p>As part of ITS continuing to enhance, and strengthen compliance with, the Project Management Framework and the IT governance process, standard methods for ITS to track project</p>	6/30/19	6/30/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	<p>Report Date: 8/7/17</p> <p>Management: Marilyn Smith, Vice President/Chief Information Officer, Information Technology Services</p>	<ul style="list-style-type: none"> • Prioritization of Strategic and Capital projects that support strategic objectives, improve service capabilities, enhance customer satisfaction, or support new building construction or renovations should consider the capacity of development resources to support the timing and scheduling of the work effort in addition to the already-considered project impact and effort levels. • Prioritization of Maintenance and Mandate projects which are required by federal, state, or local governments, or university management, or are needed to continue daily operations should be formally documented. Portfolio Owners prioritize these projects within their respective portfolios and do not always document their prioritization decisions. • Management should evaluate the process for prioritizing IT projects that do not impact or involve ITS (i.e., Distributed IT projects); these are prioritized by individual departments. <p>These gaps may result in a scarcity of resources that do not fully consider personnel and scheduling requirements, or the alignment of project resources with university strategic goals. Decentralized IT project spending and activities may not be approved, governed, and appropriately implemented by university management.</p>	<p>resource usage will be implemented. Formal procedures to document Maintenance and Mandate prioritization efforts were implemented in March 2018.</p> <p>While IT Governance processes have been developed with an initial focus on projects that directly involve ITS, the processes can be broadly applied to other administrative and academic groups while also acknowledging that project control needs may vary depending on category and scale, and educating the university community will all be critical factors in the success of this effort; this effort is expected to be completed by June 2019.</p>		
16	<p>Report Name: IT Governance and Project Prioritization</p> <p>Report Date: 8/7/17</p> <p>Management: Marilyn Smith, Vice President/Chief Information Officer, Information Technology Services</p>	<p>Complete Streamline of IT Project Management Framework:</p> <p>The ITS Portfolio and Project Management Office (PPMO) is updating its methodology (last updated in May 2010) for managing IT projects to streamline project management and system development activities. Although not yet documented, the updated methodology is practiced when PPMO staff act as, or provide guidance to, functional project managers. Many aspects of well-recognized strong methodologies are included in the updated methodology; however, there remain further opportunities to strengthen controls to reduce areas of inconsistency in how projects are planned, managed, and</p>	<p>The PPMO began a project to formalize the refresh of the project management framework in September 2017. The Project Management Framework Refresh project was initiated in January 2018. The new framework is targeted for implementation within ITS by June 2019, and communicated and extended to the broader Mason community over the next year.</p>	6/30/19	6/30/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
		<p>executed which may result in scope creep, planning enhancement, and insufficient support from the project sponsor or manager, among other things.</p> <p>Also, distributed IT projects are not subject to PPMO oversight which may result in projects being developed that do not adhere to the university's IT project management methodology.</p>			
17	<p>Report Name: Supplemental Payroll Payments</p> <p>Report Date: 9/5/18</p> <p>Management: Renate Guilford, Associate Provost, Academic Administration, Office of the Provost</p>	<p>Evaluate Methods to Improve Unit Timeliness of Faculty Contractual Agreements and Banner Approvals:</p> <p>Seventeen individual faculty members had contractual agreements where the unit and/or Office of the Provost's approval of the overload letter was delayed. 106 out of 186 (57%) of job assignments reviewed had Banner approvals (the last required approval) which occurred after the job assignment began (based on the job start date entered in Banner). Approvals should be in place prior to faculty or staff beginning their assignment. If approvals are significantly overdue, compensation may be delayed where work has been performed.</p>	<p>The Provost's Office will remind units three months prior to the start of the semester to submit requests for overloads and work with individual HR representatives in the academic units to provide guidance on the process.</p> <p>The Provost's Office is developing an electronic workflow system that should provide access to create these assignments and approvals done in a timely manner.</p>	6/30/19	6/30/19
18	<p>Report Name: Administrative Management of Sponsored Programs</p> <p>Report Date: 10/11/17</p> <p>Management: Deborah Crawford, Vice President of Research, Office of the Provost</p>	<p>Plan for Scalable Research Administration to Enable Future Growth in Research:</p> <p>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 while enabling faculty and researchers to remain focused</p>	<p>Management continues to work to develop a comprehensive, scalable plan for research administration to accrue efficiencies offered by contemporary enterprise systems that support research, to adequately support the administrative needs of Mason researchers, and to provide research administrative support best delivered centrally. This plan is being developed in concert with the update of Mason's Strategic Plan and by a working group of stakeholders that includes representatives from Mason's Information Technology Services (ITS), Office of Sponsored Programs (OSP), Research Development, Integrity, and Assurance (RDIA), the Research Council, and the OSP Advisory Group.</p>	7/1/18	7/1/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
		<p>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. 			
19	<p>Report Name: Office of the University Registrar</p> <p>Report Date: 3/7/18</p> <p>Management: Michelle Marks, Vice President for Academic Innovation and New Ventures, Office of the Provost</p>	<p>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 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.</p>	<p>OUR management evaluated several internal and external, cost-effective solutions offering better approval workflow and automation. Management has been unable to find a single solution to address all concerns. ITS has purchased an Ellucian (Banner) application which OUR may be able to use. OUR management continues to develop and run MicroStrategy reports to assist in the manual quality-control review of Banner transactions. A monitoring log was implemented in September 2018. Funding for further automation improvements remains to be determined and balanced with the relevant risks.</p>	8/31/18	7/15/19
20	<p>Report Name: Office of the University Registrar</p> <p>Report Date: 3/7/18</p>	<p>Implement Banner Transactional and Activity Logging: Mason's ability to monitor transactional data and log activity of staff and third party vendors at various levels within Banner is limited. OUR management identified areas where limited or no monitoring exists due to a lack of transactional and activity history, including: student</p>	<p>The OUR documented critical monitoring requirements for discussion and implementation with ITS. Prior to ITS software being provided, the Registrar has dedicated staff to quality control check and monitor select Banner transactions. A monitoring log was implemented in September 2018.</p>	10/31/18	7/15/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	<p>Management: Michelle Marks, Vice President for Academic Innovation and New Ventures, Office of the Provost</p>	<p>attributes; registration permits and overrides; student holds; academic standing; visa status; segregation of duties or unauthorized transactions; grading activity; and the Banner tables that control the majority of student data where an erroneous or unapproved change can have a significant impact.</p>	<p>ITS has implemented Banner logging capabilities at the database level. The OUR developed a plan to determine which database tables and records should be logged, as well as events to trigger alerts, in ITSO's Splunk tool. Funding for further automation improvements at the application level remains to be determined and balanced with the relevant risks.</p>		
21	<p>Report Name: DHS CINA Cooperative Agreement</p> <p>Report Date: 10/30/18</p> <p>Management: Marilyn Smith, Vice President/Chief Information Officer, Information Technology Services</p>	<p>Develop Effective Reporting Capabilities for Multidisciplinary Efforts: CINA is a multidisciplinary agreement with program and project financial data recorded in multiple fund accounts housed in multiple colleges and schools. Administrative personnel access financial data through the university's main reporting tool, MicroStrategy. However, MicroStrategy's security architecture is based on unit-level access. As a result, compiling reporting to oversee financial data on multidisciplinary projects requires program administrative personnel to rely on central Office of Sponsored Programs personnel to provide individual fund-level data manually each time it is needed, prior to exercising oversight analysis. While this may be manageable for the current level of multidisciplinary projects, it is inefficient and is likely not scalable at higher levels of volume or complexity.</p> <p>For several years, the Office of Sponsored Programs has had an outstanding ITS Project request to develop and implement a solution for this enterprise-wide issue; this project has been on hold since at least December 2017. In our view, this project should be re-evaluated.</p>	<p>Information Technology Services (ITS) engaged the vendor, Ellucian, to perform an assessment of Banner, focusing on sponsored research reporting. Ellucian provided a report based on their assessment, along with recommendations for improvements. ITS and OSP management have completed a pilot with users from three academic units to test broader security access and open reporting on multidisciplinary projects. The pilot identified additional reporting requirements that require data integration. ITS is working on determining these requirements in order to design the reports.</p>	12/31/18	7/15/19
22	<p>Report Name: Volgenau School of Engineering: Selected Processes</p> <p>Report Date: 2/11/19</p>	<p>Enhance Oversight of Faculty Workloads: University Policy 3008, Faculty Teaching Loads, provides that Deans must oversee compliance with university and unit workload policies. While workload releases were not excessive or inconsistent with practices of other units, management should implement a process to provide centralized unit oversight.</p>	<p>Management will implement procedures for documenting and tracking faculty workloads to ensure compliance with the VSE Workload policy. The procedures will include standard documentation to ensure consistency between departments. Management will also review the current VSE workload policy and update it to</p>	7/30/19	7/30/19

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	Management: Kenneth Ball, Dean, Volgenau School of Engineering		provide full clarification to policy language and expectations.		
23	<p>Report Name: Faculty Study Leave Programs</p> <p>Report Date: 4/18/19</p> <p>Management: Renate Guilford, Associate Provost, Academic Administration, Office of the Provost</p>	<p>Re-evaluate the Roles and Responsibilities of the Provost's Office and the Academic Units in the Leave Process:</p> <p>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.</p>	The Provost's Office, with support of the Vice President of Research, will evaluate the funding model for study leaves in conjunction with the new budget model for Indirects and determine if centrally supported 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 for FY2021 implementation	3/31/20	3/31/20
24	<p>Report Name: Office of the University Registrar</p> <p>Report Date: 3/7/18</p> <p>Management: Frank Strike, Vice President, Facilities</p>	<p>Evaluate Classroom Capacity and Constraints to Meet Future Growth Requirements:</p> <p>Mason course sections (and use of Mason classrooms) are not distributed across timeslots and days of the week to efficiently and effectively utilize campus resources. Fall 2017 course section data shows significant classroom underutilization on multiple days of the week and at certain times of day. Scheduling decisions are often made by individual colleges and departments in regards to their reserved classrooms and lacks transparency when university classrooms are requested. This approach may lead to future difficulties as campus resources are strained further with current and planned renovations, strategic initiatives are pursued.</p>	In June 2018, management engaged a consultant to benchmark the University's space allocations, identify and outline space utilization, and make recommendations. The consultant's report has been completed and the proposed charging model is being socialized with the SVP Finance and the Budget Officer for review and approval, and distributed to the academic units for feedback. Rollout of the model is tentative for Spring 2020 for the 2021 budget year.	4/30/18	6/30/20
25	Report Name: Faculty Study Leave Programs	Utilize the Banner System and Banner Workflows to Improve Process Efficiencies:	The Provost's Office will work with Human Resources and Information Technology Services to develop a workflow process to enter and track	7/15/20	7/15/20

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	<p>Report Date: 4/18/19</p> <p>Management: Renate Guilford, Associate Provost, Academic Administration, Office of the Provost</p>	<p>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.</p>	<p>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.</p>		
26	<p>Report Name: Faculty Study Leave Programs</p> <p>Report Date: 4/18/19</p> <p>Management: Renate Guilford, Associate Provost, Academic Administration, Office of the Provost</p>	<p>Enhance Faculty Study Leave Processes and Procedures: 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.</p>	<p>The Provost's Office will have each academic unit document their internal selection process for 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.</p>	7/15/20	7/15/20

Academic Programs, Diversity and University Community Committee – May 2, 2019

George Mason University Board of Visitors

I. Call to Order

- A. 2019-MAY-2 APDUC Agenda.docx

II. Approval of Minutes

- A. 2617_001.pdf

III. New Business

A. Provost's Update

D. Wu

B. Student Experience Redesign

D. Burge & M.
Marks

C. Term Faculty Task Force

K. Eby

D. Sexual and Interpersonal Violence Prevention

R. Pascarell

E. Program Actions

1. New Program Approvals

- a. BOV Justification Page 050219 MS CYSE.pdf
- b. MS Cyber 041219 BOV.pdf
- c. BOV Justification Page 050219.pdf
- d. BOV CEHD BSED Proposal .pdf

2. Program Name Change

- a. BOV Justification CEHD Name 041519.pdf
- b. CEHD Org Change Divide School BOV.docx
- c. BOV Justification CEHD Divide 041519.pdf
- d. CEHD Org Change Name BOV.pdf

F. Faculty Actions

1. Promotion and/or Tenure

- a. Promotion and Tenure Cases 2018-2019 Memo.pdf
- b. 1 - Promotion and_or Tenure - May 2019.pdf

2. Elections of New Tenured Faculty

- a. 3 - Elections of New Tenured Faculty May 2019.pdf

3. Conferral of Emeritus/Emerita Status

- a. 2 - Conferral of Emeritus_Emerita Status May 2019.pdf

G. Faculty Announcements

1. Appointment of Faculty

- a. 4 - Appointment of Faculty - May 2019.pdf

2. Appointment of Administrative and Professional Faculty

- a. 5 - Appointment of Administrative and Professional Faculty May 2019.pdf

3. Appointment/Reappointment of Deans/Directors and Department Chairs/School Directors

- a. 6 - Appointment-Reappointment of Deans-Directors and Department Chairs-School Directors May 2019.pdf

4. Renewals and Reappointments

- a. 7 - Renewals and Reappointments May 2019.pdf

5. Separations

- a. 8 - Separations May 2019.pdf

6. Other Announcements

- a. 9 - Other Announcements May 2019.pdf

7. Summary of Faculty Actions and Announcements

- a. BOV Summary Sheet May 2019.pdf

8. Annual Summary of Faculty Actions and Announcements

- a. Annual Summary Sheet July 2018-May 2019.pdf

IV. Adjournment

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Academic Programs, Diversity, and University Community Committee Meeting
Thursday, May 2, 2019
AGENDA

- I. Call to Order**

- II. Approval of Academic Programs, Diversity and University Community Committee Minutes from February 27, 2019 (Action Item)**

- III. New Business**
 - A. Provost's Update (D. Wu)
 - B. Student Experience Redesign (D. Burge & M. Marks)
 - C. Term Faculty Task Force (K. Eby)
 - D. Sexual and Interpersonal Violence Prevention (R. Pascarell)
 - E. Program Actions (**Action Item**)
 - 1. New Program Approvals
 - 1. MS – Cyber Security
 - 2. BSEd – Early Childhood Education for Diverse Learners
 - 3. BSEd – Elementary Education
 - 4. BSEd – Special Education
 - 2. Program Name Change
 - 1. Name change from Graduate School of Education to the School of Education
 - 2. Name Change from School of Recreation, Health and Tourism to the School of Kinesiology and the School of Sport, Recreation and Tourism Management
 - F. Faculty Actions (**Action Item**)
 - 1. Promotion and/or Tenure
 - 2. Elections of New Tenured Faculty
 - 3. Conferral of Emeritus/Emerita Status
 - G. Faculty Announcements
 - 1. Appointment of Faculty
 - 2. Appointment of Administrative and Professional Faculty
 - 3. Appointment/Reappointment of Deans/Directors and Department Chairs/School Directors
 - 4. Renewals and Reappointments
 - 5. Separations
 - 6. Other Announcements
 - 7. Summary of Faculty Actions and Announcements
 - 8. Annual Summary of Faculty Actions and Announcements

- IV. Adjournment**

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

MINUTES

Wednesday, February 27, 2019

10:00 AM – 10:55 AM

Merten Hall, Fairfax Campus

PRESENT: Rector: Tom Davis; Chair: Karen Alcalde; Vice Chair: Bob Witeck; Visitors: Horace Blackman, Anjan Chimaldadinne, Claire Dwoskin, Dave Peterson, Nancy Prowitt, Paul Reagan, Edward Rice, Denise Turner Roth, and Lisa Zuccari; Faculty Senate Chair: Keith Renshaw; Student Representatives Becca Keatinge and Bekah Pettine; Faculty Representatives: Reeshad Dalal and Christy Pichichero; Staff Representatives: Provost S. David Wu, Rose Pascarell and Julian Williams.

ABSENT: no one

I. The meeting was called to order by Chair Karen Alcalde at 10:01 AM.

II. Approval of Minutes (Action Item)

It was **MOVED** by Paul Regan and **SECONDED** by Visitor Lisa Zuccari that the minutes from the December 12 meeting be approved. **MOTION CARRIED UNANIMOUSLY.**

III. New Business

A. Provost's Update

S. David Wu – Provost and Executive Vice President

The Provost provided updates on key issues and framed the conversation for the meeting. He highlighted Mason's work to expand access and increase academic excellence through innovative research, programs and initiatives, and noted the university's commitment to deliver against the regional and national demand for an educated workforce to support the growing economy. He presented strategies for projected Smart Growth and Amazon growth to more than 45,000 students through existing pipelines by 2024, and the opportunity to reach an additional 12,000 students through an ambitious online capacity-building strategy. The Provost mentioned that as a research university, we have a responsibility to shape the innovation landscape and be the engine of innovation in terms of producing the workforce and high impact research.

B. Wiley Online Partnership Update

Michelle Marks – Vice President, Academic Innovation and New Ventures

There are trends in higher education that online master's programs are becoming more prevalent than in-person programs. For the first year of our Wiley partnership our starting goal was 15 master's programs offered each year, this year we provided 16. Master's programs were declining before 2014, and then we moved into a 2% overall growth period. The colleges with Wiley programs show the most significant growth. Companies are coming out with certificates for skillsets to help people be job-ready. Mason needs to consider the demand for working professional programs for master degrees or micro credentials. There is a need for education across the lifespan of the individual. Mason is pursuing aggressive growth initiatives for online learning.

C. Global Education Programs

Brian Gibson – Executive Director, Global Education Office

Growth of Mason's study abroad enrollments annually are normally around 1000 – but then new programs were added in 2016; the last academic year Mason reached nearly 1600 students in global programs. Mason's goal to reach 3,000 participants should be reached by 2022 and would put us in the Top 5 of universities with strong study abroad programs in the nation. Mason is very close at having our campus make-up, in terms of diversity, reflected in the percentage of global experiences by participants. Program development grants were dispersed last year. These grants are available to faculty through their units. The plan is to sustain and grow the grants to appeal to student body that would ordinarily not go abroad.

D. Faculty Actions (Action Item)

Chairperson Alcalde called for a **MOTION** to approve the actions; Visitor Peterson **MOVED**; and Visitor Rice **SECONDED** the following faculty actions:

1. Elections of New Tenured Faculty
2. Conferral of Emeritus/Emerita Status

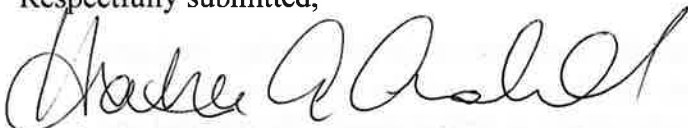
E. Faculty Announcements

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

IV. Adjournment

Chairperson Alcalde called for a **MOTION** to adjourn the meeting; Vice Chair Witek **MOVED**; and Visitor Prowitt **SECONDED**. The meeting adjourned at 10:52 AM.

Respectfully submitted,



Heather A. Arold
Secretary Pro Tem

ITEM NUMBER:

Master of Science (MS), Cyber Security Engineering

PURPOSE OF ITEM:

A proposal to establish a new Master of Science (MS) in Cyber Security Engineering has been prepared for submission to the State Council of Higher Education for Virginia (SCHEV). Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

The purpose of the proposed MS in Cyber Security Engineering is to provide students with the critical combination of highly technical knowledge and skills, cyber security expertise, and a holistic systems engineering perspective. The proposed program, the first of its kind in the Commonwealth, will provide students with the technical foundations of cyber security in the form of software, hardware, networking, and cryptography, as well as systems engineering tools and methods to design and secure complex cyber physical systems. Students will learn homeland security policy, critical infrastructure policy, information security, matrix vulnerability assessment, threat assessment, physical security, personnel security, operational security, contingency planning, case analyses of specific industries and systems, redundancy planning, emergency and disaster planning, security systems, and intelligence operations. Graduates will be prepared to design and implement secure complex and cyber-physical systems consisting of software, hardware, and networking components; respond to, investigate, and remediate incidents involving these systems; and develop offensive and defensive tools and techniques to attack and secure these systems.

REVENUE IMPLICATIONS:

The program will be revenue-neutral at launch. The program will not require the hiring of new faculty, new equipment, or new space to operate.

STAFF RECOMMENDATION:

Staff recommends Board approval.

Description of the Proposed Program

Program Background

George Mason University requests approval to initiate a Master of Science (MS) degree program in Cyber Security Engineering. The proposed program will be administered at the school level by the Volgenau School of Engineering and is to be initiated in Fall 2020.

The field of cyber security engineering is concerned with the development of cyber-resilient systems that include the protection of physical as well as computer and network systems. It requires a proactive approach in engineering the design of systems, with cybersecurity incorporated from the beginning of system development. The purpose of the proposed MS in Cyber Security Engineering is to provide students with the currently rare combination of highly technical knowledge and skills, cyber security expertise, and a holistic systems engineering perspective. The proposed program will provide instruction on the design, planning, and management of systems and procedures for protecting critical physical and cyber infrastructure from external threats, including terrorism. The proposed program will provide students with the deep technical foundations of cyber security in the form of software, hardware, networking, and cryptography, as well as systems engineering tools and methods to design and secure complex cyber physical systems. Students will learn homeland security policy, critical infrastructure policy, information security, matrix vulnerability assessment, threat assessment, physical security, personnel security, operational security, contingency planning, case analyses of specific industries and systems, redundancy planning, emergency and disaster planning, security systems, and intelligence operations. Graduates will be prepared to design and implement secure complex and cyber-physical systems consisting of software, hardware, and networking components; respond to, investigate, and remediate incidents involving these systems; and develop offensive and defensive tools and techniques to attack and secure these systems.

The proposed program responds to the nation's critical shortage of professionals equipped with the technical foundation, cyber security expertise, and systems engineering perspective. Graduates of the proposed program will be qualified to fill positions as senior security/cyber security engineers, senior design engineers, senior incident response and forensic analysts, and cyber exploitation engineers/officers.

Existing master's engineering degree programs in cyber security use multiple courses to emphasize the security aspect of the domain at the expense of understanding the underlying technical domains. In contrast, George Mason University's proposed program introduces the security and systems approach up front, then emphasizes the underlying technical domains and weaves the security and systems threads throughout the full scope of the program. In the proposed program, these underlying domains are hardware, software, networks, and cryptography. No existing master's programs in the Commonwealth include the combination of attention to, and depth in, hardware, cyber physical systems, software and operating systems, networks, and cryptography that create the signature of the proposed program. The proposed program's emphasis on underlying technical excellence and the connective threads of security and systems will graduate professionals capable of addressing the complex and novel challenges

facing industry and government as cyber technology continues to evolve and pervade all aspects of our virtual and physical world.

Mission

The mission of George Mason University states, “A public, comprehensive research university established by the Commonwealth of Virginia in the National Capital region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.”¹

The proposed degree aligns with the mission of the university as a “public, *comprehensive* research university” by expanding the range of areas in which knowledge is disseminated for immediate, practical application. The proposed degree, the first of its kind in Virginia, is *innovative* by preparing graduates to design and operate new cyber-resilient systems to help organizations mitigate security threats. In doing so, the proposed program supports creation of a more *prosperous* world.

Admission Criteria

For full consideration for graduate admission to the proposed program in Cyber Security Engineering, students must submit:

- Completed online graduate application and nonrefundable application fee.
- Evidence of an earned baccalaureate degree from a regionally accredited institution of higher education, or international equivalent (verified from official transcripts) in baccalaureate study foundational to the MS degree, including engineering, computer science, or a closely related discipline.
- The applicant must have achieved a minimum 3.00 GPA on a 4.00 scale in that foundational degree.
- In addition, applicants must demonstrate through their academic transcripts that they have completed the engineering math sequence, as well as courses in probability and statistics, and computer science. The engineering math sequence consists of calculus I, II, and III, plus differential equations and linear algebra. Probability and statistics coursework should include basic concepts of probability, random variables and expectation, Poisson process, bivariate distributions, sums of independent random variables, central limit theorem, sampling distributions, maximum likelihood and unbiased estimators, confidence interval construction, and hypothesis testing. Computer science coursework should include two programming language courses, an operating systems course, and a networking course.

Students will not be required to submit GRE scores.

Students who have not earned a degree in the U.S. must also submit:

¹ George Mason University, “Mission Statement,” *2014-2024 Strategic Plan*, 4. Retrieved from http://strategicplan.gmu.edu/wp-content/uploads/2013/07/GMU_Strategic_Plan_Web.pdf

- Official English translations of all diplomas, certificates, and transcripts that are not already in English. Also, documents from foreign institutions must meet the university's guidelines for international transcript submission.
- Proof of English proficiency: either TOEFL, IELTS academic exam, or Pearson Test of English meeting the minimum requirements:
 - TOEFL: 80 points total and a minimum of 20 points in each section (IBT) or 570 (PBT)
 - IELTS: 6.5 total band score
 - Pearson: 59 overall score

Transfer credit for previous academic studies may be accepted into the proposed program.

Target Population

The target population includes students who have completed an undergraduate degree in engineering, computer science, or a closely related discipline who seek to expand their knowledge of cyber security engineering systems in order to obtain professional advancement.

Curriculum

The proposed Master of Science in Cyber Security Engineering is a 30 credit hour degree program. No thesis option will be offered. The plan of study includes a 21-credit core component including a mandatory capstone course and 9 credits of electives.

The curriculum will provide students with the knowledge and skills necessary to design, implement, operate, assess, and defend complex cyber physical systems. The core curriculum focuses on cyber security concepts, systems engineering, and the technical foundations of cyber physical systems. Through the core curriculum, students will learn cyber security and systems engineering principles and gain technical foundations in hardware, software, networks, and cryptography.

The core curriculum includes a mandatory capstone course. This course focuses on the design and implementation of a secure and complex cyber physical system. Through the capstone course, students will learn to bring to bear systems engineering, cyber security principles, and their technical knowledge to solve a complex design problem.

Elective coursework focuses on sub areas of cyber security such as cryptography, digital forensics, cloud computing, policy issues, and data analytics. Through the elective coursework students will develop deeper knowledge and skills in one or more cyber security sub areas.

All new courses are denoted with an asterisk.

Program Requirements

Core Courses: 21 credits

AIT 660 Cybersecurity Fundamentals (3 credits)
CS 571 Operating Systems (3 credits) or CYSE 570: Fundamentals of Operating Systems (3 credits)*
CYSE 580 Hardware and Cyber Physical Systems (3 credits)*
CYSE 610 Networks and Cybersecurity (3 credits)*
ECE 646 Applied Cryptography and Computer Network Security (3 credits)
SYST 687/SYST 787 Cybersecurity Systems Engineering (3 credits)*
CYSE 690 Cybersecurity Engineering Capstone Project (3 credits)*

Restricted Electives: 9 credits

Students choose three of the following.

AIT 670 Cloud Computing Security (3 credits)
BIOD 760 National Security Technology and Policy (3 credits)
CFRS 761 Malware Reverse Engineering (3 credits)
CFRS 767 Penetration Testing in Computer Forensics (3 credits)
CFRS 775 Kernel Forensics and Analysis (3 credits)
GBUS 540 Analysis of Financial Decisions (3 credits)
ECE 527/DAEN 527 Learning from Data (3 credits)
ECE 746 Advanced Applied Cryptography (3 credits)
INFS 622 Information Systems Analysis and Design (3 credits)
INFS 774 Enterprise Architecture (3 credits)
ISA 673 Operating Systems' Security (3 credits)
ISA 681/SWE 681 Secure Software Design and Programming (3 credits)
STAT 515 Applied Statistics and Visualization for Analytics (3 credits)
SYST 514 Systems Thinking (3 credits)
SYST 520 Systems Engineering Design (3 credits)

Total: 30 credit hours

A sample plan of study is provided in Appendix A.
Course descriptions are provided in Appendix B.

Student Retention and Continuation Plan

The Volgenau School of Engineering is committed to supporting the academic experience of every student admitted to the proposed program. Students will be expected to meet with a faculty advisor during their initial semester to create their academic plans of study, and then as necessary to discuss academic progress and to update plans of study. Faculty in the proposed program will meet together to discuss student performance and expectations; to adjust the program, including curriculum changes, to enhance student success and experience; and to evaluate the program's effectiveness in achieving its education goals.

All students are expected to progress through the proposed program with a minimum cumulative GPA requirement of 3.0 and with successful completion of at least one course per academic year. Students not meeting those expectations will be contacted, urged to address deficiencies, and invited to meet with a faculty advisor. The University policies, as interpreted by the Volgenau Office of Graduate Programs, will be implemented, including for academic warning, and for termination from the program, if necessary.

Faculty

The proposed MS in Cyber Security Engineering is specifically designed as a multidisciplinary degree, bringing together experts from engineering areas concerned with the development, operation, and protection of cyber-resilient systems from inception through implementation and deployment. Protecting hybrid physical, computer, and network systems requires a proactive approach in engineering design, with cybersecurity strategically incorporated from the early stages of system development. Faculty with this distinct expertise have collaborated to develop the proposed program. These professionals have the necessary combination of highly technical knowledge and skills, cyber security expertise, and a holistic systems engineering perspective.

Core courses will be taught by eight full-time, tenure track faculty members from the following departments within the Volgenau School of Engineering: Information Sciences and Technology, Computer Science, Electrical and Computer Engineering, and Systems Engineering. These faculty members are leaders in the field: they publish regularly in the cyber research area; they belong to labs and research groups in cyber research; and they participate on executive committees that facilitate the research and education of cyber-physical systems. This includes the Cyber-Physical security lab, the UAV (drone) Lab, the Industrial Control Systems (ICS) lab, the Hardware Crypto Lab, and the Virginia Cyber Range Executive Committee. All full-time faculty teaching in the program will hold a doctorate in related disciplines such as Computer Science and Electrical and Computer Engineering.

Faculty from the Departments of Computer Science, Electrical and Computer Engineering, Graduate School of Business, Information Sciences and Technology, SCHAR School of Policy and Government, Systems Engineering and Operations Research, and Statistics, will teach restricted elective courses in the proposed program.

The faculty is ultimately the driver for any program, since they are responsible for the curriculum and for the courses. Faculty members will stay informed through their interactions with students, alumni, graduate students, and employers, as well as by their ongoing research leadership. Faculty interaction with students will occur through regular classes and through advising.

See Appendix C for abbreviated faculty CVs.

Program Administration

The proposed MS in Cyber Security Engineering will have a program director. The program director will devote 50% of their time to managing the program. The program director's

responsibilities will include curriculum coordination (in consultation with departmental faculty), course schedules and staffing, student advising coordination, student advising, application review coordination, student progress oversight, program assessment, and interactions with the proposed program's advisory board. In addition to the administrative duties of a director, the program director will also teach in the program, constituting an additional commitment of 25% of time.

Administrative assistants currently employed by the Volgenau School of Engineering will support the program. The administrative support will help with application processing, course scheduling, and registration issues.

Advisory Board

The Volgenau School of Engineering is fortunate to have the guidance and knowledge of a distinguished group of executives serving on the Volgenau School of Engineering Advisory Board. A sub-committee of this board was formed to advise on the development and implementation of the proposed program. That sub-committee and its successor members will be kept apprised of the program status and act as a resource to the program's director and its faculty to provide an industry perspective on program focus and direction, and to advise students on employment opportunities.

See Appendix D for a listing of Advisory Board membership.

Student Assessment

The proposed degree program will teach students to apply foundational technical and domain knowledge to identify cyber security problems and requirements, as well as evaluate, develop, and implement solutions to those problems in a comprehensive, systems-oriented manner. The foundation for that knowledge and the associated skills lies in the eight core courses, which include the Cyber Security Engineering Capstone course. Students will be assessed in each core course through various mechanisms that include: (1) projects; (2) case studies and problem-solving exercises; (3) homework assignments; (4) term papers; (5) presentations; and (6) exams. The Cyber Security Engineering Capstone Project is the culminating application of the students' comprehensive knowledge and skills acquired from the proposed program. The three electives, which form the balance of the program, will build on those core courses and will use similar assessment mechanisms.

The learning outcomes for the proposed program are specific to graduate-level knowledge, skills, and abilities that students should acquire in the proposed degree program. Faculty worked with staff members in Mason's Office of Institutional Research and Effectiveness to develop learning outcomes and appropriate measures in four key areas: (1) Technical Foundations; (2) Problem and Requirements Identification; (3) Solution Evaluation; and (4) Solution Development and Implementation.

Learning Outcomes

In relation to each of these four key areas, students will be able to:

Technical Foundations

Demonstrate and apply knowledge in core technical areas.

- Demonstrate knowledge of software and operating systems, hardware, telecommunications networks, and cryptography theory and operation.
- Apply knowledge to the design, testing, exploitation, and security of devices, systems, and connecting networks.

Problem and Requirements Identification

Identify contemporary cybersecurity threats to cyber resilient systems.

- Examine vulnerabilities in information technology, hardware systems, and software systems to gain experience in engineering cyber resilient systems to mitigate cybersecurity threats. Integrate relevant research findings to improve cybersecurity engineering practices.

Solution Evaluation

Apply risk frameworks in the analysis of cybersecurity threats to system and mission design objectives.

- Conduct qualitative and quantitative vulnerability, threat, and cybersecurity risk assessments to Information Technology (IT) and Operational Technology (OT) systems, components, and processes.
- Analyze cyber-physical systems and identify their interdependencies on each other.

Conduct economic analyses in the development of cybersecurity engineering recommendations.

- Demonstrate knowledge of the regulatory and standards landscape required to design, protect, and evaluate cyber resilient systems.
- Apply engineering economic analysis in the assessment of costs/benefits of alternative cybersecurity engineering solutions.

Solution Development and Implementation

Apply Cybersecurity Engineering principles in each phase of the systems development life cycle.

- Demonstrate critical thinking in the application of cybersecurity engineering principles to identify, formulate, and engineer cybersecurity solutions.
- Apply commonly-used cybersecurity software and tools to identify and mitigate security risks in the systems development life cycle.

Design, synthesize, and apply Cybersecurity Engineering solutions within an Enterprise Security Architecture.

- Demonstrate knowledge of the Enterprise Security Architecture process.
- Identify and evaluate cybersecurity engineering alternatives within the Enterprise Security Architecture.

Student Assessment across the Curriculum

The assessment of student learning outcomes in the Research Practicum in Policy and Practice will occur annually beginning in the first semester the proposed program is offered. The assessment will be led by the program director, and conducted with assistance from faculty of the

proposed degree program. The program director will invite input from the proposed program's Advisory Board as well as from external experts as deemed useful by the director. Student learning outcomes will be assessed on the following scale:

Level	Description
5	Greatly Exceeds Expectations
4	Exceeds Expectations
3	Meets Expectations
2	Needs Improvement
1	Fails to Meet Expectations

Learning Outcome Area 1: Technical Foundations

Measure: The department will assess MS students' abilities to demonstrate and apply knowledge in each of the four core technical foundation areas: software/OS, hardware, networks, and cryptography. Selected questions from the final exams of the technical foundation courses (CS 571 Operating Systems and CYSE 570 Fundamentals of Operating Systems, CYSE 580 Hardware and Cyber Physical Systems, CYSE 610 Networks and Cybersecurity, and ECE 646 Applied Cryptography and Computer Network Security) will be used to assess this outcome. Target expectations are that 80% of students will achieve a rating at or above Level 3: Meets Expectations.

Learning Outcome Area 2: Problem and Requirements Identification

Measure: The department will assess students' abilities to identify security problems and establish system requirements. This outcome will be assessed in the capstone class, beginning the first time it is offered. One component of the capstone project is to identify and document the vulnerabilities and requirements of a proposed system. A two-person faculty committee, along with external evaluators with security engineering roles in industry and government organizations, will use a rubric to evaluate the students' ability to identify security problems in an existing or proposed system, as well as students' ability to identify and communicate system requirements. The rubric will focus on the students' ability to identify and document vulnerabilities as well as their ability to integrate relevant research findings to improve cyber security engineering practices. Target expectations are that 80% of students will achieve a rating at or above Level 3: Meets Expectations.

Learning Outcome Area 3: Solution Evaluation

Measure: The department will assess MS students' abilities to evaluate alternative solutions to cyber security problems and system requirements. This outcome will be assessed in the capstone class, beginning the first time it is offered. One component of the capstone project is to evaluate different solutions in a proposed system. A two-person faculty committee, along with external evaluators with security engineering roles in industry and government organizations, will use a rubric to evaluate the students' ability to evaluate alternative solutions in a proposed system. The rubric will focus on the students' ability to conduct risk assessments, analyze cyber-physical systems, their knowledge of regulatory standards, and their ability to apply engineering analysis in the assessment of alternative cyber security engineering solutions. Target expectations are that 80% of students will achieve a rating at or above Level 3: Meets Expectations.

Learning Outcome Area 4: Solution Development and Implementation

Measure: The department will assess MS students’ ability to develop solutions and design implementation strategies for these solutions. This outcome will be assessed in the capstone class, beginning the first time it is offered. One component of the capstone project is to develop and propose security solutions to meet the requirements of a proposed system. A two-person faculty committee, along with external evaluators with security engineering roles in industry and government organizations, will use a rubric to evaluate the students’ ability to develop and propose a comprehensive security solution for a proposed system. The rubric will focus on the students’ ability to apply cyber security engineering principals, software and tools, their knowledge of the ESA process and their ability to evaluate cyber security engineering alternatives within the ESA. Target expectations are that 80% of students will achieve a rating at or above Level 3: Meets Expectations.

The following Curriculum Map shows the extent to which these student learning outcomes occur in courses and in which courses outcomes are assessed.

Key: I = concept related to learning outcome introduced; R = concept related to learning outcome reinforced; M = mastery at the exit level; A = assessment evidence collected

PROGRAM-LEVEL LEARNING OUTCOMES Upon graduations students will be able to:	PROGRAM COURSES							
	AIT 660	CYSE 570 or CS 571	CYSE 580	CYSE 610	ECE 646	SYST 687	CYSE 690	Elec-tives
Area 1: Technical Foundations								
Demonstrate knowledge of software and operating systems, hardware, telecommunications networks, and cryptography theory and operation.	I	M/A	M/A	M/A	M/A			R
Apply knowledge to the design, testing, exploitation, and security of devices, systems, and connecting networks.	I	M/A	M/A	M/A	M/A			R

	PROGRAM COURSES							
PROGRAM-LEVEL LEARNING OUTCOMES Upon graduations students will be able to:	AIT 660	CYSE 570 or CS 571	CYSE 580	CYSE 610	ECE 646	SYST 687	CYSE 690	Elec-tives
Area 2: Problem and Requirements Identification								
Examine vulnerabilities in information technology, hardware systems, and software systems to gain experience in engineering cyber resilient systems to mitigate cybersecurity threats.	I	R	R	R	R	R	M/A	
Integrate relevant research findings to improve cybersecurity engineering practices.	I	R	R	R	R	R	M/A	
Area 3: Solution Evaluation								
Conduct qualitative and quantitative vulnerability, threat, and cybersecurity risk assessments to Information Technology (IT) and Operational Technology (OT) systems, components, and processes.	I	R	R	R	R	R	M/A	
Analyze cyber-physical systems and identify their interdependencies on each other.	I	R	R	R	R	R	M/A	
Demonstrate knowledge of the regulatory and standards landscape required to design, protect, and evaluate cyber resilient systems.	I					R	M/A	
Apply engineering economic analysis in the assessment of costs/benefits of alternative cybersecurity engineering solutions.	I					R	M/A	

	PROGRAM COURSES							
PROGRAM-LEVEL LEARNING OUTCOMES Upon graduations students will be able to:	AIT 660	CYSE 570 or CS 571	CYSE 580	CYSE 610	ECE 646	SYST 687	CYSE 690	Elec-tives
Area 4: Solution Development and Implementation								
Demonstrate critical thinking in the application of cybersecurity engineering principles to identify, formulate, and engineer cybersecurity solutions.	I					R	M/A	R
Apply commonly-used cyber-security software and tools to identify and mitigate security risks in the systems development life cycle.	I					R	M/A	R
Demonstrate knowledge of the Enterprise Security Architecture process.	I					R	M/A	
Identify and evaluate cybersecurity engineering alternatives within the Enterprise Security Architecture.	I					R	M/A	

Employment Skills/Workplace Competencies

Graduates of the proposed program will be able to:

- Analyze large data sets to identify trends and anomalies indicative of malicious activity.
- Troubleshoot, diagnose and fix production hardware and software issues.
- Develop technical data in accordance with systems security engineering processes.
- Participate in network and system design to ensure implementation of appropriate systems security policy.
- Write and present technical security assessment briefings.
- Perform risk assessments including vulnerability scans and penetration testing.
- Work collaboratively with infrastructure, help desk and internal information security response teams.
- Develop and deliver security awareness training on information security standards, policies and best practices.

Program Assessment

The director of the proposed program will conduct an annual assessment of the proposed program beginning after the first year of operation in accordance with the Office of Institutional Research and Effectiveness's university-wide reporting requirements. A more extensive review of the program's mission, goals, and learning outcomes will occur on a seven-year cycle typical of non-accredited programs within the Volgenau School of Engineering. Academic program review is conducted under the guidance of the Office of Institutional Assessment and Effectiveness and requires four semesters to complete. The outcomes of the process are a series of deliverables—a self-study report and academic plan written by program faculty, and a report by a review team external to the program—and associated planned changes to enhance the program.

Benchmarks of Success

The following benchmarks will be applied on an annual basis and help determine the success of the proposed program:

- 33% of the proposed program's students will graduate within 2 years.
- 75% of graduates will find employment within the field within 1 year of graduation.
- 10% of graduates of the program will be accepted into doctoral programs within two years of graduation.
- 75% of graduates will indicate satisfaction with the degree program.

If these benchmarks are not met, the program director, in consultation with program faculty, will determine which benchmarks were unsuccessful and why, and then determine and implement appropriate changes.

Expansion of Existing Programs

The proposed MS in Cyber Security Engineering is not an expansion of an existing concentration, focus area, emphasis area, major, minor or track.

Relationship to Existing George Mason University Degree Programs

The proposed MS in Cyber Security Engineering is distinctly cross-cutting and is not similar to existing degree programs at George Mason University. The degree program can be initiated without compromising or negatively impacting any existing degree program in the Volgenau School of Engineering.

The proposed MS in Cyber Security Engineering will complement the school's existing Master of Science programs in Computer Engineering, Computer Science, and Computer Forensics (Digital Forensics and Cyber Analysis) which are administered by different departments. The proposed program differs from the existing MS degrees by providing a broader technical foundation tied together with cyber security and systems engineering.

The proposed program will also provide a graduate degree path for students in existing bachelor's programs in Cyber Security Engineering, Computer Engineering, Electrical Engineering, and Computer Science who wish to pursue this cyber security engineering path. The proposed program will prepare students for complementary Volgenau School doctoral programs, including the existing PhD in Information Technology, especially for the Information Assurance and Digital Forensics concentrations.

Compromising Existing Degree Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Industry, government, and academia increasingly seek individuals who can use their engineering expertise to solve problems in cyber security.² As an example, the U.S. government increased its annual cyber security budget by 35%, from \$14 billion in 2016 to \$19 billion in 2017.³ According to the IT research and advisory firm, Gartner, as organizations worldwide become more aware of the risks posed by inadequate protection against cyber threats, information security spending will continue to increase; Gartner reported that global IT security spending reached \$75 billion in 2015. An article in Forbes magazine⁴ reinforced this, predicting that IT security spending would soar to \$101 billion in 2018, and reach \$170 billion by 2020.

Cyber attacks impact virtually every nation and every aspect of the world economy—from national security to manufacturing and supply chain logistics to online retail commerce, health care, and intellectual property theft. Today, approximately two billion users rely on the Internet

² Virginia's Innovation Ecosystem: The Trusted Leader in Growing Cyber Security Solutions, Office of Virginia's Secretary of Technology, <https://www.cyberva.virginia.gov/media/governorviriniagov/cyber-va/documents/cyberreport.pdf>

³ Steve Morgan, "2018 Cybersecurity Market Report," *Cybersecurity Ventures*, May 31, 2017, <http://cybersecurityventures.com/cybersecurity-market-report/>

⁴ Steve Morgan, "Worldwide Cybersecurity Spending Increasing To \$170 Billion By 2020," *Forbes*, <https://www.forbes.com/sites/stevemorgan/2016/03/09/worldwide-cybersecurity-spending-increasing-to-170-billion-by-2020/#5d540f5a6832>

globally. When this is combined with the ever-increasing ubiquity of mobile technology and the Internet-of-Things (IoT), the challenge of cyber attacks is severe and requires new expertise. According to the Business Insider Intelligence Survey conducted in the last quarter of 2014, 39% of the respondents said that security is the biggest concern in adopting IoT technology.⁵ In particular, as IoT spreads widely, cyber attacks are likely to become an increasingly physical (rather than simply virtual) threat.⁶ Well-prepared cyber engineers play a major role in developing preventive and protective technologies to combat these threats.

Need for a Proactive Approach to Cyber Security

Historically, industry has focused on responding to cyber attacks, electing to address cyber terrorism from a post-development posture. Both government and industry are moving toward the realization that this approach to cyber threats and attacks is insufficient. The U.S. Defense Department's chief information officer in March 2016, Terry Halvorsen, stated, "The total 2017 IT budget request is \$38.2 billion, which includes \$6.8 billion for DoD cyber operations. The FY2017 cyberspace request represents a \$900 million increase from the FY2016 enacted cyberspace budget, and represents increases for our cyber mission forces and other defensive and offensive cyberspace activities." The investment, he said, "will further network defenses, build more training ranges for DoD cyber warriors, and develop the cyber tools and infrastructure needed to provide the full range of cyber options for managing conflict escalation."⁷

In a 2013 interview, outgoing U.S. Defense Secretary Leon Panetta warned that the U.S. was facing a threat that amounted to a "cyber Pearl Harbor," and raised the specter of intentionally derailed trains, contaminated water, and widespread blackouts. "This is a pre-9/11 moment," Panetta told business executives in New York. "The attackers are plotting."⁸ Statements such as this link the call for crisis readiness to the need for cyber security engineering at the application level. Students must therefore be educated to become the professionals prepared to respond to these growing global, national, and state cyber security needs.

The proposed MS in Cyber Security Engineering responds to these cyber security needs by preparing professionals to address cyber-security issues at the *beginning* of the application development stage. "A View From the Top," the 2013 whitepaper produced by the (ISC)² Global Information Security Workforce, acknowledges that cyber security has been "an after-the-fact consideration in application development." In fact, 72% of the security executives that participated in the study considered "application vulnerabilities as the greatest security threat." Despite this recognized vulnerability, software development received only 7% of their attention. This was consistent with the results found with the rank and file citing that "time spent on secure

⁵ Cale Guthrie Weissman, "We Asked Executives About The Internet Of Things And Their Answers Reveal That Security Remains A Huge Concern," *Business Insider*, January 21, 2015, <https://www.businessinsider.in/We-Asked-Executives-About-The-Internet-Of-Things-And-Their-Answers-Reveal-That-Security-Remains-A-Huge-Concern/articleshow/45959921.cms>

⁶ Christopher Clearfield, "Rethinking Security for the Internet of Things," *Harvard Business Review*, June 26, 2013, <https://hbr.org/2013/06/rethinking-security-for-the-in>

⁷ U.S. Dept. of Defense <https://www.defense.gov/News-Article-View/Article/702488/cio-priorities-include-cybersecurity-innovation-retaining-it-workforce>

⁸ Pam Benson, CNN Security Clearance, October 12, 2012, <https://security.blogs.cnn.com/2012/10/12/panetta-cyber-threat-is-pre-911-moment/>

software development is a low priority activity.”⁹ This disparity is an indication of a need within the industry to effectively meet the challenges of software and systems development. The proposed MS in Cyber Security Engineering curriculum is designed to explicitly meet this critical application-level security awareness.

The skills and knowledge that graduates of the proposed program will possess are an answer to the national security issues that derive from cyber attacks. On May 11, 2017, President Trump signed an Executive Order “Strengthening the Cybersecurity of Federal Networks and Critical Infrastructure.”¹⁰ The Order states, “Known but unmitigated vulnerabilities are among the highest cybersecurity risks faced by executive departments and agencies (agencies). Known vulnerabilities include using operating systems or hardware beyond the vendor's support lifecycle, declining to implement a vendor's security patch, or failing to execute security-specific configuration guidance.” The Order further states, “Agency heads will be held accountable by the President for implementing risk management measures commensurate with the risk and magnitude of the harm that would result from unauthorized access, use, disclosure, disruption, modification, or destruction of IT and data. They will also be held accountable by the President for ensuring that cybersecurity risk management processes are aligned with strategic, operational, and budgetary planning processes, in accordance with chapter 35, subchapter II of title 44, United States Code.”

It is important to note that the administration’s goal is to “protect” digital infrastructure, rather than adopting a reactive response. It is therefore necessary to be proactive. The Executive Order requires each agency to use the Framework for Improving Critical Infrastructure Cybersecurity (the Framework) developed by the National Institute of Standards and Technology (NIST) to manage their risk. In addition to the Framework, NIST developed the National Initiative for Cybersecurity Education (NICE) framework to address cyber security education and workforce development.¹¹ The curriculum of the proposed program has been mapped to the Framework to educate future cyber security engineering professionals to effectively meet the nation’s cybersecurity risk management needs.

The need for a proactive approach to cyber security is not only relevant on a national level, but also specifically within the Commonwealth of Virginia. VirginiaBusiness.com cites cyber security as the most-in demand IT skill set. A September 2016 report in VirginiaBusiness.com states that “despite the number of cybersecurity firms in the state, or perhaps because of it, Virginia has an immediate need for about 17,000 more cybersecurity professionals, with each job paying an average of \$88,000 per year, according to a Virginia government-sponsored study by Burning Glass Technologies.”¹²

⁹ (ISC)² Global Information Security Workforce Whitepaper, <https://www.isc2cares.org/uploadedFiles/wwwisc2caresorg/Content/GISWS/CXO-and-Security-Executive-Brief-ISC2-frost.pdf>, p. 2.

¹⁰ The White House Office of the Press Secretary, May 11, 2017, “Presidential Executive Order on Strengthening the Cybersecurity of Federal Networks and Critical Infrastructure,” <https://www.whitehouse.gov/the-press-office/2017/05/11/presidential-executive-order-strengthening-cybersecurity-federal>

¹¹ National Initiative for Cybersecurity Education (NICE) <https://www.nist.gov/itl/applied-cybersecurity/nice>

¹² Richard Foster, “Fighting Back: Virginia Wants to Train a Workforce to Tackle Cyber Threats,” *Virginia Business*, September 30, 2016, <http://www.virginiabusiness.com/news/article/fighting-back>

Insufficient Qualified Cyber Security Professionals, both Nationally and in Virginia

The Wall Street Journal reported, "The demand is making it harder for chief information security officers to attract and retain seasoned engineers who can detect and neutralize threats."¹³, and the demand for Cyber Security Engineer professionals outnumbers the supply. Burning Glass, for example, reported that "Job postings for cybersecurity openings have grown three times as fast as openings for IT jobs overall and it takes companies longer to fill cybersecurity positions than other IT jobs. That's bad for employers but good news for cybersecurity workers... (And furthermore) (t)his suggests that the shortage of cybersecurity workers is likely to persist, at least until the education and training system catches up. . . .Because of the high education and experience requirements for these roles, skills gaps cannot easily be resolved through short-term solutions. Employers and training providers must work together to cultivate a talent pipeline for these critical roles. Geographically, cybersecurity jobs are concentrated in government and defense hubs, but are growing most quickly in secondary markets. On a per capita basis, the leading states are Washington D.C., Virginia, Maryland, and Colorado; all have high concentrations of jobs in the federal government and related contractors."¹⁴

With Washington, DC, Maryland, and Virginia (DMV) requiring a large number of these cyber specialized employees for the federal government and defense sectors alone, the ability to find graduates locally would be advantageous for employers in the DMV region. This competition for cyber security skilled employees is outlined in a report by the National Institute of Standards & Technology (NIST) in which the need to "grow the pool of applicants," "play the game" to attract and retain employees, and work with the Centers for Academic Excellence for Scholarship and Service were identified as tools managers must utilize both to secure additional cyber security staff and to limit attrition of this valuable group.¹⁵ The proposed MS program would create an invaluable and reliable source of cyber security talent, that would help regional business and the government fill this backlog of cyber security professionals. The Global Information Security Workforce Study (GISWS) is carried out every two years by the Center for Cyber Safety and Education. In the 2017 GISWS, 68% of professionals believe there are too few cybersecurity workers in their department, and a majority believes that it is a result of a lack of qualified personnel.¹⁶

With existing shortages of cyber security professionals and an insufficient pipeline of new graduates to fill current workforce demands, the need to create additional sources of qualified cyber security personnel is clearly justified. Graduates of the proposed program would be positioned not only to fill cyber engineering positions, but also many unfilled positions in traditional cyber network, information security, and information assurance. In addition, graduates of the proposed program would be in the unique position—due to the focus of the degree being on integrating cyber security into the engineering and design process—to become leaders in

¹³ <https://blogs.wsj.com/cio/2015/01/28/cisos-too-struggle-to-attract-and-retain-security-talent/>

¹⁴ <https://www.burning-glass.com/research-project/cybersecurity/>

¹⁵ Scott J. Cameron, "Hiring and Managing a Cyber Security Workforce: What Federal Managers Need to Know," NIST website, March 19, 2013, http://csrc.nist.gov/organizations/fissea/2013-conference/presentations/fissea_conf_2013_cameron.pdf, p. 8-10.

¹⁶ Center for Cyber Safety and Education 2017 Global Information Security Workforce Study, <https://iamcybersafe.org/gisws/>

integrating cyber security into the early stages of product development, thereby creating cyber-resilient systems.

Need for Cyber Security Professionals with Engineering Backgrounds

Cyber Security Engineers are experts in the design, implementation, operation, and defense of cyber-resilient systems that include complex and integrated digital and physical components. Cyber Security Engineers formulate, model, and simulate potential security threats; assess, document, quantify, and mitigate risks; propose appropriate solutions that improve systems resilience; and provide leadership in the design of systems to mitigate security threats and manage cybersecurity risks. They support creation of, and ensure approval for, risk management and security standards appropriate to the system and the consequences of failure, ensuring that systems meet the expectations of non-technical customers, government officials, and users, in both their effectiveness and their ease of use and interpretation.

Cyber Security Engineers conduct independent assessment of the management, operations, and technical and non-technical security controls and control enhancements employed within, or inherited by, an IT (Information Technology) or OT (Operational Technology) system to determine the overall effectiveness of these controls. They analyze constantly changing threat information from multiple sources, disciplines, and agencies across different communities. They analyze and respond to potential and realized threats, attacks, and other adverse events.

Cyber Security Engineers are distinct from other cybersecurity professionals—who may be operators or security managers or forensic computer specialists—because they apply holistic systems engineering approaches anchored by deep technical knowledge. Their foundational engineering or computer science background, with technical knowledge of software, hardware, cyber physical systems, networks, and cryptography, ensures that they can apply principles, theories, and concepts to the development, implementation, operation, and evaluation of cyber security systems design, standards, procedures, and guidelines. This positions Cyber Security Engineers to integrate the contributions of teams of cybersecurity technical, operational, and policy specialists to develop far more comprehensive and effective cyber-resilient systems, and to manage and defend these systems throughout their lifecycles, including their adaptation to changing environments and an ever-evolving landscape of threats.

Why George Mason University?

George Mason University possesses the full range of institutional resources central for offering the proposed MS in Cyber Security Engineering. The Volgenau School of Engineering has existing research and laboratory facilities that directly support the courses and content of the proposed program. Selected facilities are noted below.

Cyber Physical Lab

In 2016, the National Security Agency awarded the Director of Cyber Security Engineering, Systems Engineering and Operations Research a \$303,976 grant to buy equipment for a cyber physical lab. The award is helping to build Mason's research and education efforts in cyber security and to promote U.S. Army Reserve education. Specifically, the cyber physical lab

supports cyber security team projects to help students collaborate with cyber experts working in their field. Students in the lab design security solutions utilizing cryptography, privacy and cyber defense methodologies for networks, operating systems, databases and software applications. The Cyber Physical Lab consists of the Unmanned Aerial Vehicle (Drone) Lab and the Industrial Control Systems (ICS) Lab, described below.

- **Unmanned Aerial Vehicle (Drone) Lab**
To facilitate the research and education of cyber-physical security, a remote accessible Unmanned Aerial Vehicle (UAV) cyber-physical security and forensic lab was developed. The lab positions the U.S. Army Reserve and Mason in the frontier of UAV cyber-physical security and forensics education. The drone lab directly supports the networking and cryptography aspects of the proposed degree program, as well as the software, hardware, and systems components.
- **ICS (Industrial Control Systems) Lab**
A remotely accessible lab for attack, defense, and forensics of industrial control systems based on actual devices is currently operational with two servers for virtual machine (VM) hosting and monitoring, multiple Windows and Linux workstation VMs, other network workstation VMs (to simulate a real Information Technology / Operational Technology (IT/OT) network), attack VM images, 12 TB of local online storage, and seven physical Programmable Logic Controller (PLC) devices and associated input and output components. The lab also has a dedicated firewall and two physical switches with virtual Local Area Network (VLAN) support. The ICS lab directly supports the hardware, software, and systems components of the proposed degree program.

Hardware Crypto Lab

The Cryptographic Engineering Research Group (CERG) is deeply involved in CAESAR: Competition for Authenticated Encryption: Security, Applicability, and Robustness. The hardware crypto lab directly supports the cryptography aspect of the proposed degree program.

Virginia Cyber Range

George Mason University serves on the Executive Committee of the Virginia Cyber Range, an initiative to enhance cybersecurity education for students in the Commonwealth's public high schools, colleges, and universities. George Mason University is designated a NSA/DHS Cybersecurity Center of Academic Excellence (CAE) in Cyber Defense Education and Research. The proposed degree program will leverage the Virginia Cyber Range for laboratory exercises and course content.

Employment Demand

Employment demand is evidenced by 1) analysis of federal and Virginia employment projections; 2) a sampling of advertisements for jobs requiring advanced training in cyber security engineering; and 3) letters of demand from potential employers.

Employment projections in the Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook show the achievability of employment for graduates of the proposed MS in Cyber Security Engineering. Currently, the BLS does not offer labor market statistics for the specific title of cyber security engineer. The most similar job title is information security analyst. The Handbook states that an information security analyst will “plan and carry out security measures to protect an organization’s computer network and systems” and adds that the responsibilities of information security analysts “are continually expanding as the number of cyberattacks increase.”¹⁷ According to the BLS, employment prospects for information security analysts is expected to grow 28% from 2016-2026, which is “much faster than average” growth for all occupations.¹⁸

According to the Virginia Employment Commission (VEC), employment growth for information security analysts from 2016-2026 is projected at 41.51%, with an annual projected growth of 3.53%.¹⁹

See Appendix F for job advertisements.

See Appendix G for letters of support for employment demand.

Student Demand

Evidence of student demand comes from two sources: 1) a survey of George Mason University juniors and seniors enrolled in the BS in Cyber Security, BS in Electrical Engineering, or BS in Systems Engineering programs; and 2) a survey of George Mason University juniors and seniors enrolled in the BS in Applied Computer Science or BS in Computer Science programs.

Survey 1

The Volgenau School of Engineering Dean’s Office used an online survey tool (Qualtrics) to survey 525 George Mason University juniors and seniors enrolled in the BS in Cyber Security, BS in Electrical Engineering, or BS in Systems Engineering programs. The survey was sent to students via e-mail on October 30, 2018. The final sample included 51 respondents. Respondents reported a significant interest in pursuing a graduate degree. 20 (39%) reported that they were “definitely interested” in pursuing a graduate degree, 16 (31%) reported that they were “very interested” in pursuing a graduate degree and 9 (18%) reported that they were “interested” in pursuing a graduate degree. 15 (29%) reported that they were “extremely likely” to enroll in the proposed program and 12 (24%) reported that they were “very likely” to enroll in the proposed program.

¹⁷ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, <https://www.bls.gov/ooh/home.htm>

¹⁸ Bureau of Labor Statistics, U.S. Department of Labor, “Information Security Analysts,” *Occupational Outlook Handbook*. Retrieved on January 22, 2019 from <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>.

¹⁹ Virginia Employment Commission, Industry and Occupational Projections. *Occupational Projections (Long-term) for Multiple Occupations in Virginia in 2016-2026. Occupational Predictions Table*. Retrieved on January 23, 2019 from: <https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj>

Survey 2

Volgenau School of Engineering Dean’s Office used an online survey tool (Qualtrics) to survey 967 George Mason University juniors and seniors enrolled in the BS in Applied Computer Science or BS in Computer Science programs. The survey was sent to students via e-mail on October 30, 2018. The final sample included 42 respondents. Respondents reported a significant interest in pursuing a graduate degree. 13 (31%) reported that they were “definitely interested” in pursuing a graduate degree, 12 (29%) reported that they were “very interested” in pursuing a graduate degree and 9 (21%) reported that they were “interested” in pursuing a graduate degree. 7 (17%) reported that they were “extremely likely” to enroll in the proposed program and 8 (19%) reported that they were “very likely” to enroll in the proposed program.

See Appendix H for the original survey 1.

See Appendix I for the original survey 2. Results are included as a separate document behind the surveys.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024			2024 - 2025		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>20</u>	<u>15</u>	<u>49</u>	<u>37</u>	<u>84</u>	<u>63</u>	<u>138</u>	<u>104</u>		<u>192</u>	<u>144</u>	<u>17</u>

Assumptions:

Retention percentage: 85%

Percentage of full-time students: 50%

Percentage of part-time students: 50%

Full-Time Students credit hours per semester: 9

Part-Time Students credit hours per semester: 4.5

Full-Time Students graduate in 2 years

Part-Time Students graduate in 4 years

Duplication

George Mason University will be the first institution in Virginia to offer a Master of Science in Cyber Security Engineering that trains cyber security professionals to design, build, operate, and defend cyber-resilient systems through involvement from inception through deployment and operation. Program graduates will be prepared to protect hybrid physical, computer, and network systems, with cybersecurity integrated from the earliest stages of system development.

Universities in the Commonwealth currently offering MS degrees in Cybersecurity are listed below. In each instance, their degree offerings are distinctly different from the proposed program.

Norfolk State University

Norfolk State University currently offers an MS in Cybersecurity. This degree was established by the Department in Computer Science. Its purpose is “. . . to produce professionals who will manage, maintain and integrate cybersecurity in organization settings. . . [it] is designed to focus on computer security and to increase the pool of well-educated security professionals.”²⁰

Applicants to this program are required to have a four-year undergraduate degree (any discipline), and graduates of this program would be expected to operate cyber security systems. By contrast, George Mason University’s proposed program is focused not on increasing the general pool of well-educated security professionals, but rather offering cyber security engineering expertise to produce leaders who can apply holistic systems engineering approaches anchored by deep technical knowledge. This difference is apparent in both the admission requirements and the curriculum. The proposed program requires students to have completed specific undergraduate engineering or computer science degrees, with technical knowledge of software, hardware, cyber physical systems, networks and cryptography. The curriculum of the proposed program builds on that background to graduate students prepared to create comprehensive, effective, and resilient cyber security components throughout the system lifecycle.

Old Dominion University (ODU)

Old Dominion University (ODU) currently offers an MS in Cybersecurity. ODU’s degree program requires 30 credit hours, with established core coursework and a required capstone. The ODU program states that students “will develop skills and competencies in technical aspects of cyber security. . .”²¹ In contrast to applicants to George Mason University’s proposed program, ODU program applicants are required to have a four-year undergraduate degree in any discipline. Graduates of ODU’s program will be prepared for the “... management of cybersecurity projects and coordination of cyber operation teams.” Rather than require students to acquire a technical background through core coursework as the proposed program does, ODU’s program offers cyber security technical courses as electives.

²⁰ <https://www.nsu.edu/Academics/Academic-Resources/NSU-Catalog/files/graduate/Graduate-Catalog-2018-2020.aspx>

²¹ <https://www.odu.edu/academics/programs/masters/cybersecurity>

Enrollments and degrees awarded at comparable programs in the Commonwealth

Enrollments²²	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Norfolk State University	0	0	14	49	69	71
Old Dominion University	86	96	93	85	100	102
Degrees Awarded²³	2013-2014	2014-15	2015-16	2016-17	2017-18	2018-19
Norfolk State University	0	0	0	4	22	(unavailable)
Old Dominion University	38	31	41	38	38	(unavailable)

Projected Resource Needs for the Proposed Program

Resource Needs

George Mason University and the Volgenau School of Engineering have the resources needed to initiate and operate the proposed degree program. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the spring 2020 semester through the target year 2024 – 2025. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 20 FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 1.0 FTE to launch increasing to 5.2 FTE by the target year of 2024 – 2025.

One faculty member will serve as the program director (50% time), and will also teach in the program and dedicate 25% of his/her time to teaching in the proposed program.

Full-time Faculty – No faculty will be assigned 50% or more of their teaching time to the core and required courses in the proposed program.

Part-time Faculty – At initiation of the proposed program, eight full-time tenure/tenure-track faculty members in the Volgenau School of Engineering (VSE) will teach core courses in the proposed program. These faculty have primary appointments in various Volgenau School departments: two in the Computer Science Department; four in the Department of Electrical and Computer Engineering; one in the Department of Information Sciences and Technology; and one in the Department of Systems Engineering and Operations Research. The proposed program's electives will be offered by these same departments as part of their existing schedule, in addition to elective courses offered by the Graduate School of Business and the Schar School of Policy and Government.

²² State Council of Higher Education for Virginia (SCHEV). *Fall Headcount Enrollment by Race/Ethnicity, Gender and Program Detail*. http://research.schev.edu/enrollment/E16_Report.asp. (Accessed February, 2019).

²³ State Council of Higher Education for Virginia (SCHEV). *Completion, Program Detail C1.2*. http://research.schev.edu/Completions/C1Level2_Report.asp. (Accessed February, 2019).

Adjunct Faculty – Adjunct faculty from the departments of Computer Science, Electrical and Computer Engineering, Information Sciences and Technology, Systems Engineering and Operations Research, Biodefense and the Graduate School of Business will teach in the proposed program. It is anticipated that eight adjunct faculty will teach elective courses. Volgenau School of Engineering adjunct faculty are paid according to an established matrix based on Instructor level and experience (\$1500-\$2800 per credit hour).

Graduate Assistants – There are no Graduate Assistants specifically assigned to this program.

Classified Positions – An administrative assistant currently employed by Volgenau will provide administrative support to the proposed program. The program will require 0.25 FTE of classified support to initiate and sustain the proposed program through the target year 2024-2025. Salary for the 25% administrative assistant will be \$12,000 and benefits \$5,472.

Targeted Financial Aid – No targeted financial aid is required or designated to initiate and sustain the proposed program.

Equipment (including computers) – No new equipment (including computers) is required to launch or sustain the proposed program.

Library – No new library resources are needed to launch or sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include journals and publications. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available.

Telecommunications – The proposed program requires no new telecommunications to launch or sustain the proposed program.

Space – The proposed program will not require additional space to launch or sustain the proposed program.

Other Resources (specify) – No additional resources will be required. Existing resources will be sufficient to launch and sustain the proposed program.

ITEM NUMBER:

B.S. in Education (BSEd) in Early Childhood Education for Diverse Learners, Elementary Education, and Special Education Degree Proposal

PURPOSE OF ITEM:

The BSEd Degree Proposal has been submitted to the State Council of Higher Education for Virginia (SCHEV) for Fall 2019. Board action was indicated as pending per special guidance from SCHEV.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

To address the teacher shortage crisis in the areas of early childhood education, elementary education and special education, George Mason University is proposing pathways to teacher licensure in these fields at the undergraduate level. Teacher shortages are particularly acute in Virginia and the entire mid-Atlantic region as well as across the nation. Graduates of these programs will be prepared to begin their teaching careers with a strong foundation based on recognized competencies and proficiencies as established by the Commonwealth of Virginia and the Council for the Accreditation of Educator Preparation (CAEP). The programs will build upon the academic and professional qualifications and strengths of existing faculty in the College of Education and Human Development. This proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of undergraduate education degree programs for teacher preparation.

REVENUE IMPLICATIONS:

The program at launch will be revenue-neutral. Its required core courses overlap with those offered for the certificate and master's program, and the program does not require new laboratory or other facilities. We expect the program to be revenue enhancing as it reaches maturity.

STAFF RECOMMENDATION:

Staff recommends Board approval.

Description of the Proposed Program

Program Background

George Mason University requests approval to initiate three Bachelor of Science in Education (BSEd) degree programs in Early Childhood Education for Diverse Learners (13.1210), Elementary Education (13.1202), and Special Education (13.1001). The proposed programs will be administered by the College of Education and Human Development and are to be implemented for the Fall 2019 semester. This proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of undergraduate education degree programs for teacher preparation.

To address the teacher shortage crisis in the areas of early childhood education, elementary education and special education, George Mason University is proposing pathways to teacher licensure in these fields at the undergraduate level. Teacher shortages are particularly acute in Virginia and the entire mid-Atlantic region as well as across the nation. Graduates of these programs will be prepared to begin their teaching careers with a strong foundation based on recognized competencies and proficiencies as established by the Commonwealth of Virginia and the Council for the Accreditation of Educator Preparation (CAEP).

Admission Criteria

The following factors are considered holistically when reviewing freshman applications for admission at George Mason University:

- Cumulative high school grade point average (GPA) for coursework completed in grades 9 through 12 along with level of difficulty of courses selected, particularly in core academic courses. An official transcript is required.
- Scores from SAT Reasoning Test or American College Test (ACT), but there is no minimum score requirement.
- Alternatively, students may apply Score Optional if they meet the guidelines.
- Personal statement.
- Teacher and guidance counselor recommendations.
- For all non-native English speakers, scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. All non-native English speakers are required to submit official results of the TOEFL with a minimum IBT score of 88 or the IELTS with a minimum academic score of 6.5. Completion of at least two English composition courses with grades of C or better in each course may be submitted in lieu of the TOEFL or IELTS exams.

Transfer Requirements:

For all three proposed programs, transfer credits will be allowed and may count toward core requirements. Transfer students must complete at least 30 credits at Mason to be eligible for graduation.

Additional program-specific admission requirements:

BSEd in Early Childhood Education for Diverse Learners

Admission requirements for the degree program are the same as those for the university. Students entering with an interest in majoring in Early Childhood Education for Diverse Learners will initially be accepted into the program with no concentration. To declare a concentration, students must successfully complete 45 credits and attain a cumulative GPA of 2.50.

To declare a concentration in Early Childhood Special Education (Licensure), Early/Primary Education PreK-3 (Licensure) or Early Childhood Special Education and Early/Primary Education PreK-3 (Dual Licensure), students must submit passing scores for Commonwealth of Virginia mandated tests for the licensure area and must be within nine credits of completing all coursework that satisfies competencies and requirements for endorsement. Students may complete the *Reading for Virginia Educators* test after admission to the concentration with successful completion of ECED 412.

BSEd in Elementary Education

Admission requirements for the degree program are the same as those for the university. Students entering with an interest in majoring in elementary education will initially be accepted into BPRE in Elementary Education status (Pre-Bachelor in Elementary Education). Students must successfully complete a minimum of 30 credits at Mason to apply to the BSEd in Elementary Education Program and meet the following requirements:

- Minimum GPA: 2.75
- Praxis Core Academic Skills for Educators official passing test scores or qualifying substitute (recommended: Virginia Communication and Literacy Assessment and Core Math)
- Successful completion (B- or higher) of the following courses:
 - EDUC 200 Introduction to Teaching
 - EDUC 301 Introduction to Diverse Learners
 - ECED 404 Engaging Families of Diverse Young Learners
 - ELED 342 Foundations in Elementary Education
 - ELED 358 Children's Literature for Teaching in Diverse Settings
 - ELED 357 Integrating Technology for Teaching in Diverse Settings

BSEd in Special Education

Admission requirements for the degree program are the same as those for the university. Students entering with an interest in majoring in Special Education will initially be accepted into the program with no concentration. To declare a concentration in General K-12 Licensure, Adapted K-12 Licensure, or Blindness and Visual Impairments PK-12 Licensure, students must submit passing scores for the following:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitutes)
- Virginia Communication and Literacy Assessment (VCLA)

Curriculum

The curriculum for each of the proposed programs is mapped to meet the Mason Core requirements, Virginia Department of Education (VDOE) content area endorsement requirements, Council for the Accreditation of Educator Preparation (CAEP) requirements, and the teacher education pedagogical courses and field experiences necessary for becoming a highly effective educator. The proposed programs will offer both two-year and four-year routes with and without summer course options.

BSEd in Early Childhood Education for Diverse Learners

The proposed program in Early Childhood Education for Diverse Learners (ECDL) is a 120-credit program that provides undergraduate students with the opportunity to develop a strong cross-disciplinary foundation as well as specialized knowledge to work with culturally, linguistically, ability, and socioeconomically diverse young children, families, and other professionals. The Mason Core requires students to engage with knowledge across a range of disciplines. The core courses in the major provide coursework necessary for all students planning careers in early childhood education. Pending completion of prerequisite requirements, students choosing the degree program in ECDL may select one of the following optional licensure concentrations:

- Early Childhood Special Education (Licensure)
- Early/Primary Education PreK-3 (Licensure)
- Early Childhood Special Education and Early/Primary Education PreK-3 (Dual Licensure)

In addition, students will have elective choices that enable them to complete a minor in a complementary area of study or select coursework that will meet their individual goals.

The Mason Core provides both a broad base of knowledge and opportunities for students to meet 8VAC20-543-80 of the Virginia Administrative Code: Competencies and Requirements for Endorsement Areas. The core courses in the major are comprised of courses in child development, language and literacy development, and family science. Students obtain a solid foundation in planning and implementing inclusive curriculum and instruction, and guiding and supporting young children's positive behavior. It is essential that all students, whether or not they are seeking licensure, have sustained and supervised experiences in the field in order to apply content and pedagogical knowledge in real-life contexts. Students in all majors will complete ECED 490 Internship in Early Childhood Education as their capstone course.

Mason Core Requirements (38 credits)

Written Communication (3 credits)

Oral Communication (3 credits)

Quantitative Reasoning (3 credits)

- MATH 106 Quantitative Reasoning (recommended course)

Information Technology and Computing (3 credits)

Arts (3 credits)

Global Understanding (3 credits)

- GGS 101 Major World Regions (recommended course)

Literature (3 credits)

Natural Science (8 credits)

- Two lab science courses in different disciplines

Social and Behavioral Sciences (3 credits)

Western Civilization/World History (3 credits)

Written Communication (3 credits)

Major Core Requirements (33 credits)

ECED 201 Introduction to Early Childhood Education for Diverse Learners (3 credits)

ECED 401 Developmental Pathways of Diverse Learners, Birth-Adolescence (3 credits)

ECED 402 Foundations of Language and Literacy for Diverse Pre-Kindergarten and Kindergarten Learners (3 credits)

ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance (3 credits)

ECED 404 Engaging Families of Diverse Learners, Birth-Grade 6 (3 credits)

ECED 411 Assessment of Diverse Young Learners (Writing Intensive) (3 credits)

ECED 490 Internship in Early Childhood Education (Capstone) (12 credits)

ECED 491 Seminar in Early Childhood Education for Diverse Learners (3 credits)

Electives in the Major (12 credits)

Students select 12 credits from the following:

ECED 405 Introduction to Early Childhood Special Education (3 credits)

ECED 406 Medical and Developmental Aspects of Disabilities of Diverse Young Learners (3 credits)

ECED 412 Language and Literacy Assessment and Instruction for Diverse Primary Learners (3 credits)

ECED 413 Integrating Social Studies Across the Content Areas for Diverse Young Learners (3 credits)

ECED 415 Mathematics for Diverse Young Learners (3 credits)

ECED 416 Science for Diverse Young Learners (3 credits)

ECED 422 Developing Language, Literacy, and Communication of Infants and Toddlers (3 credits)

ECED 423 Early Intervention for Infants and Toddlers with Disabilities: Collaborative and Consultative Approaches (3 credits)

Optional Concentrations in the Major

Early Childhood Education for Diverse Learners students have the option of adding a concentration by completing their major elective credits within one of the following areas:

- Early Childhood Special Education (Licensure)
- Early/Primary Education PreK-3 (Licensure)
- Early Childhood Special Education and Early/Primary Education PreK-3 (Dual Licensure)

To declare a concentration in Early Childhood Special Education (Licensure), students must submit passing scores for all Commonwealth of Virginia mandated tests for the licensure area.

To declare a concentration in Early/Primary Education PreK-3 (Licensure) or Early Childhood Special Education and Early/Primary Education PreK-3 (Dual Licensure), students must submit passing scores for Commonwealth of Virginia mandated tests for the licensure area and must complete coursework that satisfies competencies and requirements for endorsement. Students may complete the *Reading for Virginia Educators* test after admission to the concentration with successful completion of ECED 412. Note: All licensure coursework requires a grade of B- or better.

Early Childhood Special Education (Licensure) (12 credits)

ECED 405 Introduction to Early Childhood Special Education (3 credits)

ECED 406 Medical and Developmental Aspects of Disabilities of Diverse Young Learners (3 credits)

ECED 422 Developing Language, Literacy, and Communication of Infants and Toddlers (3 credits)

ECED 423 Early Intervention for Infants and Toddlers with Disabilities: Collaborative and Consultative Approaches (3 credits)

Early/Primary Education PreK-3 (Licensure) (15 credits)

MATH (3 credits)

- MATH 110 Probability or MATH 271 Mathematics for Elementary Teachers (recommended course)

ECED 412 Language and Literacy Assessment and Instruction for Diverse Primary Learners (3 credits)

ECED 413 Integrating Social Studies Across the Content Areas for Diverse Young Learners (3 credits)

ECED 415 Mathematics for Diverse Young Learners (3 credits)

ECED 416 Science for Diverse Young Learners (3 credits)

Early Childhood Special Education and Early/Primary Education PreK-3 (Dual) (27 credits)

MATH (3 credits)

- MATH 110 Probability or MATH 271 Mathematics for Elementary Teachers (recommended course)

ECED 405 Introduction to Early Childhood Special Education (3 credits)

ECED 406 Medical and Developmental Aspects of Disabilities of Diverse Young Learners (3 credits)

ECED 412 Language and Literacy Assessment and Instruction for Diverse Primary Learners (3 credits)

ECED 413 Integrating Social Studies Across the Content Areas for Diverse Young Learners (3 credits)

ECED 415 Mathematics for Diverse Young Learners (3 credits)

ECED 416 Science for Diverse Young Learners (3 credits)

ECED 422 Developing Language, Literacy, and Communication of Infants and Toddlers (3 credits)

ECED 423 Early Intervention for Infants and Toddlers with Disabilities: Collaborative and Consultative Approaches (3 credits)

Additional Electives

Electives may be taken in order to bring the degree total to 120.

BSEd in Elementary Education

The proposed program in Elementary Education is a 120-credit program that will prepare teacher candidates for elementary teaching positions in grades pre-kindergarten through six. Through robust clinical experiences, the program will provide undergraduate teacher candidates with the knowledge, skills, and abilities necessary for becoming exemplary new teachers in accordance with the Interstate Teacher Assessment and Support Consortium (INTASC) standards. Upon successful completion of the program, teacher candidates will be eligible for licensure in Elementary Education in the Commonwealth of Virginia. The proposed program in Elementary Education will utilize these standards to design and integrate university-based and school-based practical experiences to prepare graduates to work with diverse learners in PreK-6 classrooms. The structure of the proposed program provides teacher candidates with a rich, integrated program of study that includes course and field work in curriculum methods and management, special education and English language acquisition, as well as extensive content methods courses in literacy, arts, and STEM education.

In addition, the proposed program in Elementary Education creates opportunities for expansion of the College of Education and Human Development's clinical, field-based approach to teacher education in partnership with the 28 elementary schools in its Professional Development Schools (PDS) network. This clinical approach is built upon a mutually beneficial school and program partnership that impacts teacher preparation, PK-6 student learning, and teacher and university faculty professional development.

The proposed program consists of the Mason Core (38 credits), 18 credits to be completed in BPRE status, 62 core credits, and 2 elective credits.

BPRE Courses Required for Full Acceptance into Elementary Program (18 credits)

EDUC 200 Introduction to Education: Teaching, Learning and Schools (3 credits)

EDUC 301 Educating Diverse and Exceptional Learners (3 credits)

ECED 404 Engaging Families of Diverse Young Learners (3 credits)

ELED 342 Foundations in Elementary Education (3 credits)

ELED 358 Children's Literature for Teaching in Diverse Settings (3 credits)

ELED 357 Integrating Technology for Teaching in Diverse Settings (3 credits)

Mason Core Requirements (38 credits)

Written Communication (3 credits)

- ENGH 101 Composition (recommended course)

Oral Communication (3 credits)

- COMM 100 Public Speaking (recommended course)

Quantitative Reasoning (3 credits)

- MATH 106 Quantitative Reasoning (recommended course)

Information Technology and Computing (3 credits)

Arts (3 credits)

- ARTS 101 Introduction to the Visual Arts (recommended course)

Global Understanding (3 credits)

- GGS 101 Major World Regions (recommended course)

Literature (one approved course from list) (3 credits)

Natural Science (8 credits)

- Two lab science courses in different disciplines (recommended)

Social and Behavioral Science (one approved course from list) (3 credits)

Western Civilization/World History (3 credits)

- HIST 101 Formation of the American Republic or HIST 102 Development of Modern America

Written Communication (3 credits)

- ENGH 302 Advanced Composition

Major Core (62 credits)

ELED 305 Foundations of Elementary Methods and Management (3 credits)

ELED 390 Clinical Practice: Theory to Practice Integration (1 credit repeated for 3 credits)

ELED 401 Classroom Management and Instructional Strategies for Diverse Learners (3 credits)

ELED 402 Differentiating Elementary Methods and Management (3 credits)

ELED 410 Emergent and Early Literacy (3 credits)

ELED 411 Reading Development, Processes, Assessment, & Pedagogy (3 credits)

ELED 412 Writing Development, Processes, & Pedagogy (3 credits)

ELED 420 Arts Integration for Elementary Educators (2 credits)

ELED 421 STEM in the Elementary Classrooms (3 credits)

ELED 422 Collaboration in PK-6 Inclusive Classroom (3 credits)

EDCI 423 Methods for Teaching PK-6 English Learners in Inclusive Classrooms (3 credits)

EDSE 428 Elementary Reading and Curriculum Strategies for Students Who Access the General Education Curriculum (3 credits)

ELED 443 Children, Families, Culture and Schools (4-12) (3 credits)

ELED 452 Mathematics Methods for the Elementary Classroom (3 credits)

ELED 453 Science Methods for the Elementary Classroom (3 credits)

ELED 454 Methods for Teaching Social Studies (3 credits)

ELED 459 Research and Assessment in Elementary Education (3 credits)

ELED 480 Practicum in Elementary Education (3 credits)

ELED 490 Internship in Elementary Education (9 credits)

ELED 491 Internship Seminar in Elementary Education (1 credit)

Electives (2 credits)

Free electives

BSEd in Special Education (EDSE)

The proposed program in Special Education is a 120-credit program that will prepare educators to work with and on behalf of individuals with disabilities across a variety of settings. The proposed program will provide students with a strong foundation of knowledge, skills, and dispositions as established by the Commonwealth of Virginia, the Council for the Accreditation of Educator Preparation (CAEP), and the Council for Exceptional Children (CEC). Successfully navigating the program will prepare students to seek a Commonwealth of Virginia teaching license in Teaching Students with Disabilities who Access the General Curriculum, or Teaching

Students with Disabilities who Access the Adapted Curriculum, or Teaching Students with Blindness and Visually Impairments. The proposed program in EDSE will also prepare educators to work in settings that do not require a teaching license (e.g., agencies, associations, recreation centers, assistive technology centers, supported employment settings, group homes, or adult services settings).

Mason Core Requirements (37 credits)

Written Communication (3 credits)

Oral Communication (3 credits)

Quantitative Reasoning (3 credits)

Information Technology and Computing (3 credits)

Arts (3 credits)

Global Understanding (3 credits)

Literature (3 credits)

Natural Science (7 credits)

- Two lab science courses in different disciplines (recommended)

Social and Behavioral Sciences (3 credits)

Western Civilization/World History (3 credits)

Written Communication (3 credits)

Major Core (45 credits)

EDUC 200 Teaching as a Profession (3 credits)

PSYC 211 or EDUC 302 Human Growth and Development (3 credits)

EDSE 201 Introduction to Special Education (3 credits)

EDSE 251 Classroom Management and Positive Behavior Supports (3 credits)

EDSE 351 Technology Integration for Specialized Instruction (3 credits)

EDSE 352 Assessment (3 credits)

EDSE 353 Individualized Behavior Supports (3 credits)

EDSE 354 Consultation and Collaboration (3 credits)

EDSE 381 Exploratory Field Experience in Special Education (3 credits)

EDSE 451 Transition and Self-Determination (3 credits)

EDSE 452 Intersectionality and Disability (Writing Intensive) (3 credits)

EDSE 482-484 Internship in Special Education (concentration area-specific) (12 credits)

Special Education General K-12 Licensure Concentration (16 credits)

EDSE 241 Characteristics of Students with Disabilities: High-incidence (3 credits)

EDSE 341 Language Acquisition and Reading Development (3 credits)

EDSE 441 Instructional Strategies for Reading and Writing (3 credits)

EDSE 443 Instructional Strategies for Math (3 credits)

EDSE 445 Clinical Practice and Seminar 1: General (2 credits)

EDSE 446 Clinical Practice and Seminar 2: General (2 credits)

EDSE 482 Internship: General (12 credits included in Major Core requirements)

Special Education Adapted K-12 Licensure Concentration (19 credits)

EDSE 361 Characteristics of Students with Severe Disabilities (3 credits)

EDSE 362 Communication with Severe Disabilities (3 credits)

EDSE 463 Curriculum and Methods in Severe Disabilities (3 credits)
EDSE 465 Clinical Practice and Seminar 1: Adapted (Severe Disabilities) (2 credits)
EDSE 466 Clinical Practice and Seminar 2: Adapted (Severe Disabilities) (2 credits)
EDSE 467 Foundations of Language and Literacy for Individuals with Severe Disabilities (3 credits)
EDSE 469 Interdisciplinary Approach for Children with Sensory and Motor Disabilities (3 credits)
EDSE 483 Internship: Adapted (Severe Disabilities) (12 credits included in Major Core requirements)

Special Education Blindness and Visual Impairments Pk-12 Licensure Concentration (26 credits)

EDSE 311 Characteristics of Students with Blindness and Visual Impairments (3 credits)
EDSE 341 Language Acquisition and Reading Development (3 credits)
EDSE 412 Braille Code (3 credits)
EDSE 413 Medical and Educational Implications of Blindness and Visual Impairments (3 credits)
EDSE 414 Orientation and Mobility for Students with Blindness and Visual Impairments (2 credits)
EDSE 417 Teaching Methods for Students with Blindness and Visual Impairments (3 credits)
EDSE 418 Curriculum and Assessment of Students with Blindness and Visual Impairments (3 credits)
EDSE 419 Braille Reading and Writing (3 credits)
EDAT 422 Assistive Technology for Individuals with Sensory Impairments (3 credits)
EDSE 484 Internship: Blindness and Visual Impairments (12 credits included in Major Core requirements)

Electives

Students who major in Special Education (without concentration) must complete an additional 15 credits of EDSE coursework. Any remaining credits may be completed with elective courses to bring the degree total to 120 credits.

Student Retention and Continuation Plan

The College of Education and Human Development takes pride in recruiting talented students, providing them with an exceptional educational experience and producing successful graduates who are well-prepared and qualified for entry into their professions. An array of programs, resources, and services are available to students to support their growth, matriculation, and success. University Life offers services that include housing, recreation, clubs and organizations, health and wellness and career services. To reach their full potential, students are encouraged to take advantage of academic support, career readiness, civic engagement, global, and well-being opportunities.

Students are encouraged to know university policies and procedures, participate in research opportunities with faculty, join professional clubs and honor societies, build a professional

relationship with their advisors, and take full advantage of the academic success resources available through the College of Education and Human Development and the university.

Academic progress can be monitored on Patriot Web. The self-service website offers George Mason University students the opportunity to see their weekly schedule in calendar form; view their academic transcript; and monitor a degree evaluation that shows them what courses they still need to satisfy general education and program requirements.

Each of the proposed programs will have academic advisors who will be key in helping students navigate the university, work toward completion of degree requirements, and explore opportunities to prepare them for their careers. Students will be expected to meet with their academic advisor once each semester to discuss academic progress and to update their plan of study. Closely monitoring academic progress in meeting core and testing requirements is critical for student retention and success. The Academic Advisor is also able to recommend support services and develop individual assistance plans for students as needed.

Students in the proposed programs will also benefit from the professional experience of faculty members. Each faculty member welcomes the opportunity to talk with students about their career choice, and the application of learning gathered during coursework, internship, and field experiences. The diverse background and current applications of faculty can help students to learn about numerous real-world settings, and about potential volunteer and career opportunities. The proposed BSEd programs are designed to provide students with highly developed skills and knowledge which will result in high quality instruction to their future students.

Faculty

All faculty members in each of the proposed programs are active in their professional organizations, present at conferences, maintain ongoing research programs, pursue grant funding, and publish in peer-reviewed journals. Academic Program Coordinators in the College of Education and Human Development are instructional faculty designated to serve as academic leaders, representing their individual programs of study in curricular design and development; student, alumni, and professional interactions; and day-to-day operations (e.g., preparation of the semester schedule of classes and selection/assignment of instructors; program assessment; outreach; academic advising; chair/serve on faculty and staff search committees). This position is accompanied by a stipend. The programs will be initiated with no new full-time faculty. However, in order to sustain these new offerings and respond to projected growth patterns, there will be a potential need to add new faculty by the target year.

BSEd in Early Childhood Education for Diverse Learners

The nine primary Early Childhood Education faculty members have extensive experience working with diverse young children and their families. Faculty members have worked in birth through third-grade settings as prekindergarten through third-grade teachers, early childhood special education teachers, early intervention specialists, and reading specialists. The Early Childhood Education faculty possesses the proper academic training, teaching experience,

experience with families, and professional expertise to provide competent instruction, supervision, and mentoring in early childhood education courses.

Faculty teach courses in early childhood education. Three currently supervise interns. Their positions are as follows:

- One tenured professor serving as Academic Program Coordinator
- One tenured associate professor, who is also affiliated with the Human Development and Family Science program
- One term associate professor who is also serving as Internship Coordinator
- Three tenure-line assistant professors
- Three term assistant professors

The Academic Program Coordinator for Early Childhood Education has eight years of experience coordinating the Early Childhood Education program. Additionally, a full-time faculty member is designated as the Internship Coordinator and coordinates partnerships with schools and works with the clinical practice office on specific placements of field hours and internship experiences for all students. This position is provided one course release each academic year.

The Early Childhood Education for Diverse Learners program is also supported by a cadre of adjunct faculty members who provide course instruction and field supervision. These include part-time instructional faculty, veteran teachers, retired administrators, doctoral candidates, and recent PhD graduates. Adjunct supervisors are an integral part of our clinical practice efforts and collaborate with university faculty coordinators in all licensure areas through regular meetings and correspondence related to supervision each semester. Similarly, adjunct course instructors work with faculty course leads to ensure programmatic consistency.

BSEd in Elementary Education (13.1202)

The nine primary Elementary Education faculty members have extensive experience in elementary classrooms, as teachers and teacher educators. In addition to their preparation at top graduate programs in the country, they have taught in pre-K-6 classrooms and maintain currency in the field through their engagement with elementary schools in the Mason Elementary Professional Development Schools (PDS) network as boundary-spanning teacher educators. The foundation of the PDS network is a belief in the power of mutually beneficial partnerships between schools and universities. The partnership efforts center on a shared mission of PK-6 teacher preparation, ongoing teacher/university faculty member professional development, PK-6 student learning, and shared inquiry. The schools in the Mason Elementary PDS Network have clear roles and governance structures and the PDS Network is at the heart of the programmatic work in elementary education at Mason. As boundary-spanning teacher educators view clinical teacher preparation in PDS contexts as vital to teacher education, they spend dedicated time in roles and activities that cross school-university contexts.

The Elementary Education faculty possess the proper academic training, teaching experience, and professional expertise to provide competent instruction, supervision, and mentoring in elementary education courses. All are full time faculty and teach courses in elementary

education. Four currently supervise interns and seven are engaged in collaborative partnerships with schools in the PDS Network. Their positions are as follows:

- One term assistant professor who is also serving as PDS Liaison
- Two term associate professors
- One tenure track associate professor
- Four tenured associate professors, one serves as Academic Program Coordinator
- One tenured professor

The Academic Program Coordinator for the Elementary Education has experience coordinating elementary education programs at both George Mason University and at the University of South Florida. Additionally, a full-time faculty member is designated as the Professional Development School (PDS) Liaison and coordinates the partnership network of schools broadly, and the specific placements of field hours and internship experiences for all students.

The Elementary Education program is also supported by a cadre of adjunct faculty members who support course instruction and field supervision. These include retired administrators and nationally board-certified educators, former instructional coaches, doctoral candidates and recent PhD graduates. Adjunct supervisors are an integral part of the PDS partnership efforts and collaborate with university faculty supervisors through regular meetings related to supervision each semester. Similarly, adjunct course instructors work with faculty member course leads to ensure support and programmatic consistency.

BSEd in Special Education

Faculty members in the Division of Special Education and disAbility Research possess the proper academic training, teaching experience, and professional expertise to provide competent instruction in special education courses and to serve as mentors to students preparing to work in the field of special education and disability services.

The Director of the Division of Special Education and disAbility Research provides administrative support for the program. Individual full-time faculty members oversee advising and program delivery for each concentration. These instructional faculty serve as academic leaders, representing their individual programs of study in curricular design and development; student, alumni, and professional interactions; and day-to-day operations (e.g., preparation of the semester schedule of classes and selection/assignment of instructors; program assessment; outreach; academic advising; chair/serve on faculty and staff search committees). Additionally, a full-time faculty member is the designated Internship Coordinator responsible for placing student-interns in appropriate sites and maintain supporting documentation for each site.

Twenty-three faculty will support the undergraduate program with varying teaching loads. In the Blindness and Visual Impairments Pk-12 Licensure Concentration and Adapted K-12 Licensure Concentration, courses are designed to be cross-listed with graduate sections of the same courses. This means that no additional faculty are needed in those concentrations. The General K-12 Licensure Concentration and Major Core courses will need standalone sections from the beginning.

Adjunct faculty will be incorporated as needed once the courses have been established. The full-time faculty who developed the course will teach it the first time the course is offered in order to conduct a quality assurance assessment prior to bringing adjuncts on board. Therefore, no adjuncts will be utilized in year one, with the expectation that adjuncts will be included to support program delivery in subsequent years.

Student Assessment

Student progress is assessed in specific courses through a variety of evaluative measures. Some of these evaluative measures include but are not limited to quizzes, tests, exams, papers, practical examinations, presentations, projects, and demonstration of clinical skills. Of particular note is the capstone experience, which is the culmination of a sequence of courses providing scaffolded clinical experiences in a variety of classroom settings. Students learn the roles and responsibilities of an educator by taking over all aspects of instruction and the provision of services under the supervision of a qualified, school-based mentor teacher and a university-based internship supervisor. These capstones are specialized by desired licensure area or alternative setting. The capstone, which is taken during the last semester in the program, is designed for students to integrate learning across all coursework and apply it within education settings. As such, students have opportunities to use critical thinking and problem-solving skills in actual classroom settings to prepare them for successful careers in education. During their internship experiences, students are required to complete weekly reports accounting for the hours they complete as well as to reflect on their experiences and observations regarding their site.

Each of the program assessment structures differs based on their need to address both college-wide and program specific standards and accrediting agencies. The specific assessments germane to each program are detailed below.

BSEd in Early Childhood Education for Diverse Learners

Student progress is assessed in specific courses through a variety of evaluative measures. In the classroom-based portion of the program, students are evaluated by a variety of means, including written in-class examinations, research papers, in-class activities, reflective assignments, performance-based assessments, and presentations. In the field component of the program, students are frequently expected to complete reflective reports and demonstrate their competence at specific skills in practical application of university coursework. During their capstone internship, students are required to complete reflective activities, document teaching hours, engage in observations, co-teach, and successfully complete four weeks of independent teaching.

Program evaluation measures align with standards established by the Commonwealth of Virginia, the Council for the Accreditation of Educator Preparation (CAEP), the Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC). Teacher candidates demonstrate requisite knowledge, skills, and dispositions at multiple benchmarks. The measures address specific learner outcomes as noted in the table below.

Early Childhood Education for Diverse Learners: Learner Outcomes

InTASC Standards	Initial Knowledge	Scaffolded Applied Knowledge	Internship: Enacted Knowledge
<p>Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Students describe how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p>	<p>Students design and implement developmentally appropriate and challenging learning experiences for an individual or small group of learners using knowledge of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p>	<p>Students design and implement developmentally appropriate and challenging learning experiences in inclusive early childhood education settings using knowledge of how learners grow and develop and recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p>
<p>Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Students describe how to account for individual differences and diverse cultures and communities to plan inclusive learning environments that enable each learner to meet high standards.</p>	<p>Students plan inclusive learning environments in a scaffolded field experience that enable each learner to meet high standards using knowledge of individual differences and diverse cultures and communities.</p>	<p>Students create inclusive learning environments in early childhood education settings that enable each learner to meet high standards using knowledge of individual differences and diverse cultures and communities.</p>

InTASC Standards	Initial Knowledge	Scaffolded Applied Knowledge	Internship: Enacted Knowledge
<p>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Students identify ways to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Students work with others in scaffolded field experiences to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Students work with others in inclusive early childhood education settings to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
<p>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Students identify the central concepts, tools of inquiry, and structures in inclusive early childhood education required to teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Students create learning experiences in scaffolded field experiences that make inclusive early childhood education accessible and meaningful for learners to assure mastery of the content using understandings of the central concepts, tools of inquiry, and structures in inclusive early childhood education.</p>	<p>Students teach and create learning experiences in inclusive early childhood education settings that make the discipline accessible and meaningful for learners to assure mastery of the content using understandings of the central concepts, tools of inquiry, and structures in inclusive early childhood education.</p>
<p>Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Students describe how to connect concepts and use differing perspectives to engage learners in scaffolded field experiences in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Students connect concepts and use differing perspectives to engage learners in scaffolded field experiences in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Students connect concepts and use differing perspectives to engage learners in inclusive early childhood education settings in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>

InTASC Standards	Initial Knowledge	Scaffolded Applied Knowledge	Internship: Enacted Knowledge
<p>Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Students describe ways to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Students use multiple methods of assessment in scaffolded field experiences to assess an individual learner and use the findings to guide instructional decision making.</p>	<p>Students use multiple methods of assessment in inclusive early childhood education settings to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>
<p>Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Students plan instruction that supports an individual learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Students plan and implement instruction in scaffolded field experiences that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Students plan and implement instruction in inclusive early childhood education settings that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Students identify and describe a variety of instructional strategies to encourage an individual learner to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>	<p>Students plan and implement a variety of instructional strategies in scaffolded field experiences to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>	<p>Students plan and implement a variety of instructional strategies in inclusive early childhood education settings to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>

InTASC Standards	Initial Knowledge	Scaffolded Applied Knowledge	Internship: Enacted Knowledge
<p>Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Students identify ways to engage in ongoing professional learning; use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community); and adapt practice to meet the needs of each learner.</p>	<p>Students engage in ongoing professional learning through coursework, field experiences, and other professional opportunities; use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community); and adapt practice to meet the needs of each learner.</p>	<p>Students engage in ongoing professional learning in inclusive early childhood education settings and through other professional opportunities; use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community); and adapt practice to meet the needs of each learner.</p>
<p>Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Students identify and describe appropriate leadership roles and opportunities to take responsibility for learning and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.</p>	<p>Students in a scaffolded field experience ensure learner growth and advance the profession by engaging in an appropriate leadership role or opportunity; taking responsibility for children’s learning; and collaborating with learners, families, colleagues, other school professionals, and community members.</p>	<p>Students in early childhood education settings ensure learner growth and advance the profession by engaging in an appropriate leadership role or opportunity; taking responsibility for children’s learning; and collaborating with learners, families, colleagues, other school professionals, and community members.</p>

Early Childhood Education for Diverse Learners: Major Core Curriculum Map and Assessments

The following table presents the Interstate New Teacher Assessment and Support Consortium (InTASC) standards, the assessments that assess the learner outcomes, the type of assessment used to assess the outcomes, and when in the program the assessment is administered. Assessments occur in initial coursework, in advanced coursework, and in the capstone. Scoring rubrics are used to score the assessments. Students are expected to meet or exceed the outcomes assessed.

InTASC Standards	Assessment	Type of Assessment	When Assessed
Standard #1: Learner Development	Understanding Development and Learning Case Studies Analysis	Case Study Analysis	Initial Coursework ECED 401 Developmental Pathways of Diverse Learners, Birth – Adolescence
	Child Case Study Assessment Report and Instructional Plan	Assessment Report and Lesson Plan	Advanced Coursework ECED 411 Assessment of Diverse Young Learners
	Internship Teaching Summative Evaluation	Summative Teaching Evaluation	Capstone ECED 490 Internship in Early Childhood Education
Standard #2: Learning Differences	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Field-Based Lesson Plan	Initial Coursework ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Engaging Families: Home Visit Project	Home Visit Project	Initial Coursework ECED 404 Engaging Families of Diverse Learners, Birth-Gr 6
	ECSE Content-Based Assessment: Professional Practice Project Language Analysis Project EPK3	Field-Based Projects	Advanced Coursework ECSE ECED 405 Introduction to Early Childhood Special Education ECED 422 Developing Language, Literacy,

	<p>Mathematics Lesson Implementation and Reflection</p> <p>Science Lesson Implementation and Reflection</p> <p>Dual Licensure</p> <p>All of the Above</p>		<p>and Communication of Diverse Infants and Toddlers</p> <p>EPK3</p> <p>ECED 415</p> <p>Mathematics for Diverse Young Learners</p> <p>ECED 416 Science for Diverse Young Learners</p> <p>Dual Licensure</p> <p>All of the Above</p>
	<p>Collaborative and Ethical Practice</p> <p>Summative Evaluation</p>	Summative Evaluation	<p><i>Capstone</i></p> <p>ECED 490 Internship in Early Childhood Education</p>
Standard #3: Learning Environments	<p>Ability to Plan Appropriate Teaching and Learning Experiences:</p> <p>Instructional Lesson Plan</p>	Field-Based Lesson Plan	<p><i>Initial Coursework</i></p> <p>ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance</p>
	<p>ECSE</p> <p>Content-Based Assessment:</p> <p>Professional Practice Project</p> <p>Language Analysis Project</p> <p>EPK3</p> <p>Mathematics Lesson Implementation and Reflection</p> <p>Science Lesson Implementation and Reflection</p> <p>Dual Licensure</p> <p>All of the Above</p>	Field-Based Projects	<p><i>Advanced Coursework</i></p> <p>ECSE</p> <p>ECED 405</p> <p>Introduction to Early Childhood Special Education</p> <p>ECED 422</p> <p>Developing Language, Literacy, and Communication of Diverse Infants and Toddlers</p> <p>EPK3</p> <p>ECED 415</p> <p>Mathematics for Diverse Young Learners</p> <p>ECED 416 Science for Diverse Young Learners</p> <p>Dual Licensure</p> <p>All of the Above</p>

	Internship Teaching Summative Evaluation	Summative Teaching Evaluation	<i>Capstone</i> ECED 490 Internship in Early Childhood Education
Standard #4: Content Knowledge	Interactive Reading and Writing Experiences Plan and Implementation	Field-Based Lesson Plan and Implementation	<i>Initial Coursework</i> ECED 402 Foundations of Language and Literacy for Diverse Prekindergarten and Kindergarten Learners
	Interactive Reading and Writing Experiences Plan and Implementation	Field-Based Lesson Plan and Implementation	<i>Initial Coursework</i> ECED 402 Foundations of Language and Literacy for Diverse Prekindergarten and Kindergarten Learners
	ECSE Content-Based Assessment: Professional Practice Project Language Analysis Project EPK3 Mathematics Lesson Implementation and Reflection Science Lesson Implementation and Reflection Dual Licensure All of the Above	Field-Based Projects	<i>Advanced Coursework</i> ECSE ECED 405 Introduction to Early Childhood Special Education ECED 422 Developing Language, Literacy, and Communication of Diverse Infants and Toddlers EPK3 ECED 415 Mathematics for Diverse Young Learners ECED 416 Science for Diverse Young Learners Dual Licensure All of the Above

	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	<i>Capstone</i> ECED 490 Internship in Early Childhood Education
Standard #5: Application of Content	Interactive Reading and Writing Experiences Plan and Implementation	Field-Based Lesson Plan and Implementation	<i>Initial Coursework</i> ECED 402 Foundations of Language and Literacy for Diverse Prekindergarten and Kindergarten Learners
	ECSE Content-Based Assessment: Professional Practice Project Language Analysis Project EPK3 Mathematics Lesson Implementation and Reflection Science Lesson Implementation and Reflection Dual Licensure All of the Above	Field-Based Projects	<i>Advanced Coursework</i> ECSE ECED 405 Introduction to Early Childhood Special Education ECED 422 Developing Language, Literacy, and Communication of Diverse Infants and Toddlers EPK3 ECED 415 Mathematics for Diverse Young Learners ECED 416 Science for Diverse Young Learners Dual Licensure All of the Above
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	<i>Capstone</i> ECED 490 Internship in Early Childhood Education
Standard #6: Assessment	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Field-Based Lesson Plan	<i>Initial Coursework</i> ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance

	Child Case Study Assessment Report	Case Study	Advanced Coursework ECED 411 Assessment of Diverse Young Learners
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	Capstone ECED 490 Internship in Early Childhood Education
Standard #7: Planning for Instruction	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Lesson Plan	Initial Coursework ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Interactive Reading and Writing Experiences Plan and Implementation	Field-Based Lesson Plan and Implementation	Initial Coursework ECED 402 Foundations of Language and Literacy for Diverse Prekindergarten and Kindergarten Learners
	Child Case Study Assessment Report and Instructional Plan	Assessment Report and Lesson Plan	Advanced Coursework ECED 411 Assessment of Diverse Young Learners
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	Capstone ECED 490 Internship in Early Childhood Education
Standard #8: Instructional Strategies	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Lesson Plan	Initial Coursework ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Interactive Reading and Writing Experiences Plan and Implementation	Field-Based Lesson Plan and Implementation	Initial Coursework ECED 402 Foundations of Language and

			Literacy for Diverse Prekindergarten and Kindergarten Learners
	Child Case Study Assessment Report and Instructional Plan	Assessment Report and Lesson Plan	Advanced Coursework ECED 411 Assessment of Diverse Young Learners
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	Capstone ECED 490 Internship in Early Childhood Education
Standard #9: Professional Learning and Ethical Practice	Midterm and Final Exams	Exams	Initial Coursework ECED 201 Introduction to Early Childhood Education for Diverse Learners
	Critical Incident Analysis: Impact on Student Learning	Critical Individual and Collaborative Reflection Evaluation	Advanced Coursework ECED 491 Seminar in Early Childhood Education for Diverse Learners
	Collaborative and Ethical Practice Summative Evaluation	Summative Collaborative and Ethical Practice Evaluation	Capstone ECED 490 Internship in Early Childhood Education
Standard #10: Leadership and Collaboration	Midterm and Final Exams	Exams	Initial Coursework ECED 201 Introduction to Early Childhood Education for Diverse Learners
	Critical Incident Analysis: Impact on Student Learning	Critical Individual and Collaborative Reflection Evaluation	Advanced Coursework ECED 491 Seminar in Early Childhood Education for Diverse Learners
	Collaborative and Ethical Practice Summative Evaluation	Summative Collaborative and Ethical Practice Evaluation	Capstone ECED 490 Internship in Early Childhood Education

Early Childhood Special Education Curriculum Map and Assessments

CEC Standards	Assessment	Type of Assessment	When Assessed
Standard #1: Learner Development and Individual Differences	Understanding Development and Learning Case Studies Analysis	Case Study Analysis	ECED 401 Developmental Pathways of Diverse Learners, Birth – Adolescence
	Internship Teaching Summative Evaluation	Summative Evaluation	ECED 490 Internship in Early Childhood Education
Standard #2: Learning Environments	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Lesson Plan	ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	ECED 490 Internship in Early Childhood Education
	Internship Teaching Summative Evaluation	Summative Evaluation	ECED 490 Internship in Early Childhood Education
Standard #3: Curricular Content Knowledge	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Lesson Plan	ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	ECED 490 Internship in Early Childhood Education
	Internship Teaching Summative Evaluation	Summative Evaluation	ECED 490 Internship in Early Childhood Education

CEC Standards	Assessment	Type of Assessment	When Assessed
Standard #4: Assessment	Child Case Study Assessment Report and Instructional Plan	Assessment Report and Lesson Plan	ECED 411 Assessment of Diverse Young Learners
	Individualized Family Service Plan (IFSP) and Intervention Plan	Intervention Plan	ECED 423 Early Intervention for Infants & Toddlers with Disabilities: Collaborative & Consultative Approaches
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	ECED 490 Internship in Early Childhood Education
	Internship Teaching Summative Evaluation	Summative Evaluation	ECED 490 Internship in Early Childhood Education
	Collaborative and Ethical Practice Summative Evaluation	Summative Evaluation	ECED 490 Internship in Early Childhood Education
Standard #5: Instructional Planning and Strategies	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Lesson Plan	ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	ECED 490 Internship in Early Childhood Education
	Collaborative and Ethical Practice Summative Evaluation	Summative Collaborative and Ethical Practice Evaluation	ECED 490 Internship in Early Childhood Education

CEC Standards	Assessment	Type of Assessment	When Assessed
Standard #6: Professional Learning and Ethical Practice	Content-Based Assessment: Professional Practice Project	Collaborative Project	ECED 405 Introduction to Early Childhood Special Education
	Individualized Family Service Plan (IFSP) and Intervention Plan	Intervention Plan	ECED 423 Early Intervention for Infants & Toddlers with Disabilities: Collaborative & Consultative Approaches
	Collaborative and Ethical Practice Summative Evaluation	Summative Collaborative and Ethical Practice Evaluation	ECED 490 Internship in Early Childhood Education
Standard #7: Collaboration	Content-Based Assessment: Professional Practice Project	Collaborative Project	ECED 405 Introduction to Early Childhood Special Education
	Collaborative and Ethical Practice Summative Evaluation	Summative Collaborative and Ethical Practice Evaluation	ECED 490 Internship in Early Childhood Education

Early Childhood Education for Diverse Learners: Early/Primary Education Assessments

NAEYC Standards	Assessment	Type of Assessment	When Assessed
Standard #1: Promoting Child Development and Learning	Understanding Development and Learning Case Studies Analysis	Case Study Analysis	Initial Coursework: ECED 401 Developmental Pathways of Diverse Learners, Birth – Adolescence
	Internship Teaching Summative Evaluation	Summative Teaching Evaluation	ECED 490 Internship in Early Childhood Education
Standard #2: Building Family and Community Relationships	Engaging Families: Home Visit Project	Home Visit Project	Initial Coursework ECED 404 Engaging Families of Diverse Learners, Birth – Grade 6
	Collaborative and Ethical Practice Summative Evaluation	Summative Collaborative and Ethical Practice Evaluation	ECED 490 Internship in Early Childhood Education

NAEYC Standards	Assessment	Type of Assessment	When Assessed
Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Lesson Plan	ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Child Case Study Assessment Report and Instructional Plan	Assessment Report and Lesson Plan	ECED 411 Assessment of Diverse Young Learners
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	ECED 490 Internship in Early Childhood Education
Standard #4: Using Developmentally Effective Approaches	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Lesson Plan	ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Collaborative and Ethical Practice Summative Evaluation	Summative Collaborative and Ethical Practice Evaluation	ECED 490 Internship in Early Childhood Education
	Internship Teaching Summative Evaluation	Summative Teaching Evaluation	ECED 490 Internship in Early Childhood Education
Standard #5: Using Content Knowledge to Build Meaningful Curriculum	Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan	Lesson Plan	ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
	Effect on Student Learning: Instruction and Evaluation Planning and Implementation	Lesson Plan and Implementation	ECED 490 Internship in Early Childhood Education
Standard #6: Early Becoming a Professional	Collaborative and Ethical Practice Summative Evaluation	Summative Evaluation	ECED 490 Internship in Early Childhood Education

Early Childhood Education for Diverse Learners: Experiential Learning

Students will engage in a variety of experiential learning opportunities throughout the proposed program in ECDL. All students complete experiences in ECED 201, ECED 402, ECED 403, ECED 404, ECED 411, and ECED 490. In addition, students in the Early Childhood Special Education concentration complete experiential experiences in ECED 405, ECED 422, and ECED 423. Students in the Early/Primary Education PreK-3 concentration complete experiential experiences in ECED 415 and ECED 416. Students in the Dual Licensure concentration complete experimental experiences in all of these courses. Students in the non-licensure concentration engage in experiential learning experiences based on the courses they select. These experiences are evaluated through the following assessments:

ECED 201 Introduction to Early Childhood Education for Diverse Learners

Field Experience and Critical Reflections. Students will engage in a minimum of 10 hours of field experience in an early care and education setting. Students will submit five critical reflections focused on integrating their knowledge from the text with their field experiences.

ECED 402 Foundations of Language and Literacy for Diverse Prekindergarten and Kindergarten Learners

Field Experience and Implementation of Interactive Reading and Writing Experiences Plan. This course requires a minimum of 15 hours of field experience in an early childhood education classroom (PreK or Kindergarten) or early childhood special education classroom (PreK). Students will plan and conduct an interactive reading and writing experience for culturally and linguistically diverse prekindergarten or kindergarten children in their field experience placement. Students will write a reflection based on their field experience.

ECED 403 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance

Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan. Students will use knowledge of individual learning differences to develop learning objectives as well as instructional strategies that include augmentative, alternative, or assistive technologies to individualize instruction for a child with developmental, learning, physical, or linguistic differences within the context of the general education environment and curriculum.

ECED 404 Engaging Families of Diverse Learners, Birth – Grade 6

Engaging Families: Home Visit Project. Students will focus on developing culturally appropriate family professional engagement to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. They will support and engage families through respectful, reciprocal relationships by conducting a home visit, interviewing a primary caregiver, and observing a family event with a family marginalized by U.S. society based on race, ethnicity, immigrant status, family structure, socioeconomic status, sexuality, child or parent's ability status or religion.

ECED 405 Introduction to Early Childhood Special Education

Field Experience Observation and Reflection. Students will develop a report that discusses the classroom environment, classroom routines, classroom opportunities to develop cognitive,

language, social and emotional, fine motor, gross motor, and adaptive/self-help skills, and accommodations or adaptations used for children with disabilities.

ECED 411 Assessment of Diverse Young Learners

Child Case Study Assessment Report. Students will focus on their knowledge of formal and informal assessment strategies by selecting, implementing, and interpreting assessment results to guide educational decisions for diverse young children. In consultation with a classroom teacher and with parental permission, they will create an individual child assessment report for a child who has special learning needs. Students will link theory and research to practice in a guiding principles paper.

ECED 415 Mathematics for Diverse Young Learners

Mathematics Lesson Implementation and Reflection. In two-person partnerships, students will select a developmentally appropriate math lesson for prekindergarten learners in one of the core math content areas as defined by *Virginia's Foundation Blocks of Early Learning*, the *Virginia Math Standards of Learning*, and the *National Council of Teachers of Mathematics Standards* from either the Virginia Department of Education or Math Innovations websites. Students will implement the lesson during one of two "Afternoons of STEM Learning" at the Mason Child Development Center (CDC) to multiple groups of preschool children, making necessary modifications and taking reflective notes.

ECED 416 Science for Diverse Young Learners

Science Lesson Implementation and Reflection. In two-person partnerships, students will choose a developmentally appropriate science lesson in one of the four core science areas as defined by Virginia's Foundation Blocks of Early Learning, the Virginia Science Standards of Learning, and the Next Generation Science Standards from either the VA Department of Education or *Picture-Perfect Science Lessons* series (NSTA Press). Students will implement the lesson during one of two "Afternoons of STEM Learning" at the Mason Child Development Center (CDC) to multiple groups of preschool children, making necessary modifications and taking reflective notes.

ECED 422 Developing Language, Literacy, and Communication of Diverse Infants and Toddlers

Language Analysis Project. Students will select an infant or toddler with exceptional language learning needs and/or is a dual or multi language learner. Students will collect and analyze information about the child's background and language, literacy, and communication development. They will use this information to recommend appropriate interventions and educational apps to support the child's language, literacy, and communication development.

ECED 423 Early Intervention for Infants & Toddlers with Disabilities: Collaborative & Consultative Approaches

Home Visit Reflection. Students will review resources on cultural reciprocity, effective collaboration, adult learning, and family guided routines-based intervention and use those resources to create a letter/email to a family to request a home visit, identify initial assumptions about the family and the child, develop questions to guide the interview during the home visit, and create a plan that describes how the student will apply collaboration skills that integrate cultural reciprocity during the interview and observation.

ECED 490 Internship in Early Childhood Education

In a classroom setting with culturally, linguistically, ability, and socioeconomically diverse young children and their families, students demonstrate that they have met the Council of Exceptional Children and National Association for the Education of Young Children professional standards for initial licensure in the areas of Early Childhood Special Education, Early/Primary Education PreK-3, or both. Students will be assessed by their university supervisor and mentor teacher using three key assessments and the internship and technology evaluation. The three key assessments are the Internship Summative Assessment; Effect on Student Learning: Instruction and Evaluation Planning and Implementation; and the Collaborative and Ethical Practice Summative Evaluation.

BSEd in Elementary Education

Student progress is assessed in specific courses through a variety of evaluative measures. In the classroom-based portion of the program students are evaluated by a variety of means including written in class examinations, research papers, in-class activities, reflective assignments, performance-based assessments, and presentations. In the field component of the program, students are frequently expected to complete reflective reports and demonstrate their competence at specific skills in practical application of university coursework. During their capstone internship, students are required to complete reflective activities, document teaching hours, engage in observations, co-teach, and successfully complete 4 weeks of independent teaching. Additionally, they are required to complete a capstone research course on an area of inquiry agreed upon by the student, site supervisor and faculty instructor, which requires that they engage in a cycle of problem identification, data collection, analysis and sharing of findings.

Students are required to receive a grade of B- or higher in all BPRE and courses in the major. Failure to achieve a grade of B- or better will result in the student being required to repeat the course. Students are expected to maintain a minimum cumulative GPA of 2.5. Failure to maintain the appropriate GPA will result in the student being placed on program probation for a semester. Continued failure to reach the required overall GPA will result in the student being dismissed from the Elementary Education Program.

Students being placed on academic probation or dismissed from the program receive a signed letter of notification from the Academic Program Coordinator and Academic Advisor. As previously noted, students in Elementary Education must meet a minimum of once each semester with their Academic Advisor to ensure satisfactory academic progress. At this time, students who are struggling academically are recommended for assistance services as is warranted.

The Elementary Education Program uses performance-based assessments in each of its courses to measure student learning. These key tasks are purposefully aligned with our accrediting processes at the program and college levels: Association for Childhood Education International (ACEI) standards and the Interstate New Teacher Assessment and Support Consortium (InTASC), and Council for Accreditation of Educator Preparation programs, respectively.

These broad-based learning outcomes are aligned with accreditation standards, yet the measures associated with each address specific assessments and objectives in core courses in the major. Items labeled as “Assessments” below are used for program-specific accreditation purposes. Items labeled as “Performance-based Assessments” are used programmatically to assess student learning. Items labeled as “Common Assessments” are used across the College of Education and Human Development to for college accreditation. Grading rubrics are used for evaluation of each assessment listed below:

1. *Content Knowledge*: Demonstrate an understanding of content knowledge necessary for supporting teaching and learning in PK-6 classrooms.
 - a. Assessment 1: Licensure tests
 - i. Praxis Core or equivalent-assessed prior to admission
 - ii. Praxis II-Content Areas, Reading for Virginia Educators (RVE), Virginia Communications and Literacy Assessment (VCLA). All assessed prior to internship.
 - b. Assessment 2: Endorsement requirements (as required by the Commonwealth of Virginia for licensure in elementary education). This includes coursework in social sciences, natural sciences, language and literacy, mathematics, humanities, and fine arts. A passing grade must be earned for endorsement courses to count towards licensure. All must be completed prior to internship.

2. *Instructional Planning*: Demonstrate knowledge of and ability to plan instruction for PK-6 learners.
 - a. Assessment 3/Common Assessment 1/Performance Based Assessment 3: Lesson Planning Assessment (ELED 401, beginning of the program). Assesses a student’s ability to plan, implement, and reflect upon instruction in elementary classrooms.
 - b. Performance-based Assessment 1/Assessment 6: Understanding Diverse Learners Child Study (ELED 443, beginning of the program)
 - c. Performance-based Assessment 2: Strategic Read Aloud (ELED 411, beginning of the program)
 - d. Performance-based Assessment 4: Reading, Writing, and Spelling Assessment (ELED 412, middle of the program)
 - e. Performance-based Assessment 5/Common Assessment 2: Individualized Instruction and Assessment (ELED 452-middle of the program)
 - f. Performance-based Assessment 7: Inquiry Unit Plan (ELED 453, middle of the program)
 - g. Performance-based Assessment 8: Integrated Unit Plan (ELED 454, middle of the program)
 - h. Performance-based Assessment 9: Social, Cultural, Linguistic and Educational Case Study and Action Plan (EDCI 423, middle of the program)
 - i. Performance-based Assessment 10: PLC Case Study (ELED 422, middle of the program)

3. *Clinical/Internship Evaluation*: Demonstrate knowledge, skills, and dispositions necessary for effectively teaching PK-6 learners.
 - a. Performance-based Assessment 11: InTasc Portfolio (ELED 380, beginning of the program)
 - b. Performance-based Assessment 12: Practicum Evaluation (ELED 480, middle of the program)
 - c. Assessment 4/Common Assessment 5/Performance-based Assessment 13: Internship Evaluation (ELED 490-end of the program; Capstone). A comprehensive assessment of a student's readiness for the profession across all InTASC and ACEI standards via implementation in a clinical field experience. This tool is used at both a midpoint and final evaluation conference and is assessed with input from the student, mentor teacher and university faculty member.
 - d. Performance-based Assessment 14/ Common Assessment 4: Critical Incident Assessment (ELED 490-end of the program)
 - e. Performance-based Assessment 15/Common Assessment 3: Dispositions Assessment (ELED 490-end of the program)
 - f. Assessment 5/Performance-based Assessment #16/Common Assessment #6: CLT Task (ELED 490-end of the program)
 - g. Performance-based Assessment 16: Action Research Project (ELED 459, end of program, Writing Intensive). Students engage in a cycle of inquiry in which they identify a problem of practice, review the related literature, engage in data collection and analysis, and present findings of their research.

4. *Impact on Student Learning/Assessment*: Demonstrate the ability to assess student learning and engage in an instructional assessment, planning, implementation cycle.
 - a. Assessment 5/Common Assessment 5: Collaborative Learning Team/Impact on Student Learning. An assessment of a student's ability to collaborate with colleagues, collect and analyze data, use data to plan and implement instruction, and subsequently analyze new data as part of an instructional cycle.
 - b. Performance-based Assessment 6: Impact on Student Learning Task (ELED 402)

BSEd in Special Education

The ten Special Education Program Learning Outcomes have direct associated measures. These broad-based learning outcomes are aligned with the Council of Chief State School Officers Interstate Teacher Assessment and Support Consortium (InTASC) standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with other to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creatively, and collaborative problem solving related to authentic local and global issues.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional and Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluation his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program evaluation measures align with standards established by the Commonwealth of Virginia, the Council for the Accreditation of Educator Preparation (CAEP), and the Council for Exceptional Children (CEC). Teacher candidates demonstrate requisite knowledge, skills, and dispositions at multiple benchmarks. The measures address specific assessments and objectives:

Program Assessment

The proposed BSEd programs will be incorporated into the College of Education and Human Development Calendar Year Review Process (CYRP). This is a systematic, annual college-wide assessment system. The CYRP entails providing each program with multiple measures of

student, faculty, alumni, and other data sources to facilitate data-based, decision-making related to continuous program improvement and program effectiveness. Each program participates in the overall CYRP, which involves review and analysis at the academic program, then academic division, then college level. Each level informs the next, and each relies on some common, and some unique types of evidence. This annual review process promotes collaborative, evidence-informed decision-making that leads to the formulation of specific goals and objectives related to innovation at the program, division, and college levels.

The purpose the CYRP is to give academic programs the opportunity to reflect upon their goals and data in terms of continuous improvement and program effectiveness. Full participation in the CYRP is mandated. If challenges and weaknesses are uncovered through data analysis, programs are given the opportunity to construct innovative resolutions and revisit issues in the next calendar year.

The CYRP contains two major components: the Data Yearbook and the Calendar Year Report. The Data Yearbook is a document prepared for each program by the CEHD Accreditation and External Reporting Office (AERO). It contains multiple data sources:

- Student assessment information
- Student admission data and student demographics
- Mason and CEHD exit surveys, CEHD alumni surveys (data not provided if response rate does not meet threshold)
- Faculty qualifications & demographics
- Course Evaluations
- Program Curriculum Map

Data in the yearbook are provided for the most recent calendar year or by the most recent academic year. For longitudinal review, student admission and demographic information for the last three years is also provided. As an introduction to the data, there is a brief description of the data, its origins, and suggested ways of review. The Data Yearbook is provided to the faculty in the format of a large pdf document housed on the CEHD Intranet.

Program faculty are tasked with analyzing these data as a program. They are encouraged to treat this review process similar to a research project or a program evaluation. Faculty are asked to examine evidence and then draw valid and reliable conclusions related to how well their program is performing on given standards for student learning and associated expectations. These data are reviewed through the lens of knowledge and understanding of their programs, students, and partners. Faculty share data with students and partners, as appropriate, and supplement the Data Yearbook with valid and reliable “in-house” data.

Based on this intensive, inclusive, comprehensive analysis, the programs report their findings in their Calendar Year Report. To develop the Calendar Year Report, each program is provided clear guidelines with guiding questions and a template, which are posted on the college’s Intranet. In short, the template is intended to help programs generate responses to the following questions:

- What is the “state of the program”?
- How well did the program meet its previous year’s goals?
- What did the provided data tell you about meeting your program’s goals?
- What are the priorities/ goals of your program for next year and what resources are necessary to meet these goals?

After programs analyze the data and complete their report, the Program Calendar Year Report is submitted to the applicable academic division director. The Program Calendar Year Report informs the development of the Division Calendar Year Report, which is produced by the division director. The academic division director will summarize and highlight both goals and objectives as well as challenges and successes, presented in the Program Calendar Year Reports. They also include any division-level aspects that are not captured at the program level. This Division Calendar Year Report is, in turn, submitted to the college (CEHD) Executive Team—the dean, the senior associate dean, the associate dean for student and academic affairs, and the associate dean for research. Informed by the program and the division-level calendar year reports, the CEHD Executive Team schedules meetings with each of the academic division directors and their respective academic program coordinators. These discussions provide the academic programs and the division directors the opportunity to discuss the continuous improvement of their programs and divisions, make resource requests, and develop new or ongoing goals/objectives with the college’s Executive Team. Based on the Program Calendar Year Reports, the Division Calendar Year Reports, and the scheduled discussions, the Executive Team creates the final Executive Team Calendar Report that outlines the college goals for the upcoming year and how they align and support the program and division goals. The final document guides the college in establishing new goals and priorities for the upcoming calendar year and thus starts the cycle again.

This process has now become an anticipated event, central and significant to the consideration of the college’s programs and the consideration of future academic program, division, and college-wide goals. AERO provides support to programs every year as they have learned to “read” the data, determine their goals, and establish actions and resources needed to fulfill these goals. The programs have come to view this process as confirmation of program improvement through the clear use of evidence. This assessment system is an integral part of CEHD and serves as evidence that we review diverse sources of data on a regular and systematic basis that allows us to make well-informed, data-based decisions; assess established and identify future goals; and develop innovative solutions to challenges that are identified.

Upon approval, these licensure programs will be included in the George Mason University CEHD CAEP accreditation review. Each program will be required to participate in the aforementioned college assessment efforts and to ensure alignment with CAEP standards. The CEHD Accreditation and External Reporting Office will work with the programs to support all accreditation related actions.

Benchmarks of Success

George Mason University administers the following surveys each semester on an ongoing basis:

- **Graduating Senior Survey:** All graduating undergraduate students are invited to participate; survey collects data on student satisfaction and educational experiences.
- **Career Plans Survey:** All graduating students are invited to participate; survey collects data on post-graduation job placement and further educational plans.
- **National Survey of Student Engagement (NSSE):** Survey is administered every three years to first-year undergraduates and undergraduate seniors.

Program-specific results from these surveys will be analyzed to determine whether benchmarks are being met. The faculty will review the programs annually to assess student satisfaction and track progress in terms of course completion and career placement. If the benchmarks of success are not being met as anticipated, the faculty will re-evaluate and determine strategies to reach the benchmarks of success. Senior surveys will be utilized to assess the success of the program in terms of student satisfaction. The information derived from any reviews or surveys will be utilized to adjust the program if needed. In addition, the programs have established the following benchmarks of success:

BSEd in Early Childhood for Diverse Learners

- 75% of full-time students will complete the program in four years.
- 75% of graduating seniors will meet Virginia teacher licensure requirements in at least one of the two approved areas (e.g., Early Childhood Special Education, Early/Primary Education PreK-3).
- 75% of graduates will have a full-time job offer or graduate program admission within 6 months of graduation.
- 75% of graduates will report program satisfaction.

BSEd in Elementary Education

- 75% of full-time students will complete the program in four years.
- 90% of graduating seniors will meet all Virginia teacher licensure requirements prior to graduation.
- 90% of graduates will have a full-time job offer or graduate program admission within 6 months of graduation.
- 75% of graduates will report program satisfaction.

BSEd in Special Education

- 75% of full-time students will complete the program in four years.
- 85% of graduating seniors will meet Virginia teacher licensure requirements in one of the three approved areas (i.e., General, Adapted, or B/VI).
- 75% of graduates will have a full-time job offer or graduate program admission within 6 months of graduation.
- 75% of graduates will report program satisfaction.

**Production of Licensed Teachers: Program Initial Year and Target Year:
Undergraduate (UG) and graduate (GR) completers in each endorsement area**

Program/Endorsement Area	Initiation Year 2019-2020	Target Year: 2023 – 2024		
	GR Graduates	GR Graduates	UG Graduates	Total Graduates
Early Childhood Education for Diverse Learners (PK-3)	22	25	10	35
Early Childhood Special Education	9	12	5	17
Elementary Education	82	85	15	100
Special Education (Adapted Curriculum)	21	25	5	30
Special Education (General Curriculum)	41	45	8	53
Special Education (Blindness and Visual Impairment)	2	10	2	12
	177			247

Relationship to Existing George Mason University Degree Programs

The College of Humanities and Social Sciences offers a Bachelor of Arts degree in Integrative Studies (BAIS) with a concentration in Liberal Arts for the Teaching Professions as well as a Bachelor of Individualized Study degree (BIS) with a concentration in Early Childhood Education Studies. The latter program has historically dovetailed with those pursuing the AAS in Early Childhood Development from Northern Virginia Community College.

These programs offer students the option to complete the content prerequisites (endorsements) necessary to obtain licensure, but include only a few of the education courses required for licensure. At present, graduates of these programs must be accepted into and complete a graduate program in Education to be eligible for licensure. The BAIS and BIS programs may see a decline in enrollment when students are given the option to enroll directly in a BSEd program leading to recommendation for licensure. These new routes will save students money and time in working toward the goal of becoming a licensed educator. Further, establishment of articulated agreements from the VCCS to the three BSEd degrees, including partnerships through the fully integrated NOVA-Mason ADVANCE program, will encourage greater access to all students, including those from under-represented groups who will enrich the educator pool.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Nationwide, the U.S. is facing a critical teacher shortage.¹ The estimated shortage of 60,000 teachers in 2015-2016, is anticipated to escalate to over 316,000 teachers by 2025.² School systems that as recently as 2008 had a surplus of teachers are now facing teacher shortages that result in hiring substitute teachers and teachers with provisional or temporary licenses to staff unfilled positions. Podolsky et al assert that the current teacher shortage “undermines student achievement and school improvement efforts” (p. v). Sutchter et al expand on this notion by contending that teacher shortages have a great impact on all students but even a greater impact on our most vulnerable students, including children with special needs living in poverty (p. 5).

The Commonwealth of Virginia, not unlike the nation, is experiencing a severe and growing shortage of qualified teachers, writ large. The shortage is at a crisis level especially in high-poverty and diverse school divisions. The number of unfilled teacher positions has increased dramatically over the past 10 years, with over 1,000 positions left unfilled across the Commonwealth during Fall 2018. In response, former Governor McAuliffe signed Executive Directive 14, which “directed the Board of Education to issue emergency regulations to provide Virginia’s college and universities the option to offer an undergraduate major in teaching.”³ George Mason University and the College of Education and Human Development believe that facilitating the completion of teacher preparation programs at the undergraduate level will reduce the fiscal burden of additional coursework and delay of entry into the workforce.

Both Governors McAuliffe and Northam have committed to ensuring that all students in the commonwealth have access to high-quality public education and have recognized that teachers are primary to this goal. They have further recognized that a strong education system is central to development of an informed citizenry and economic growth and prosperity.

The Virginia Department of Education has identified ten critical shortage areas (i.e., those disciplinary areas for which school divisions face the largest difficulty filling positions with qualified educators). Special Education and Elementary PreK-6 are the top two areas on the list for the 2018-2019 period, and have been noted in this position since 2010-2011:⁴

¹ Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond, “Solving the Teacher Shortage: How to Attract and Retain Excellent Educators,” *Learning Policy Institute*, 2016, https://learningpolicyinstitute.org/sites/default/files/product-files/Solving_Teacher_Shortage_Attract_Retain_Educators_REPORT.pdf.

² Leib Sutchter, Linda Darling-Hammond, Desiree Carver-Thomas, “A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.,” *Learning Policy Institute*, 2016, https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf.

³ Virginia Department of Education, “Governor McAuliffe Signs Executive Directive 14 and Announces Budget Actions to Address Virginia’s Teacher Shortage.” http://www.doe.virginia.gov/news/news_releases/2017/12_dec11_gov.shtml.

⁴ Virginia Department of Education, Education Workforce Data & Reports, “2018-2019 Critical Teaching Shortage Areas in Virginia,” http://www.doe.virginia.gov/teaching/workforce_data/index.shtml, page 2.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

Further support for undergraduate programs as a pathway to increasing the teacher workforce has been noted in various Virginia task force reports, including the Recommendations for the Advisory Board on Teacher Education and Licensure (ABTEL) to Address the Teacher Shortage,⁵ a preliminary Report from the Advisory Committee on Teacher Shortages,⁶ and the Report from the Task Force on Diversifying Virginia’s Educator Pipeline.⁷ A summary of recommendations prepared for the Virginia Board of Education from these three reports show that all three recommended implementation of “the option of the 4-year teacher preparation programs with a major in education that maintains professional standards and includes a balance between content and teaching.”⁸

At the same time that policy makers, educators, and researchers have focused on the teacher shortage, there have been national calls for action to transform the early childhood workforce.⁹ This call has led to increased expectations that teachers in early childhood education will hold a minimum of a bachelor’s degree.¹⁰ This suggests that an increasing number of early childhood educators will need undergraduate coursework and degrees leading to licensure in Early Childhood Education PK-3 and Early Childhood Special Education. Offering early childhood teacher preparation programs leading to licensure at the undergraduate level will provide access to the diverse teachers who typically comprise the early childhood education workforce (Allen & Kelly, 2015).

⁵ Holly Coy, “Report of the Advisory Committee on Teacher Shortages,” March 22, 2018, www.doe.virginia.gov/boe/meetings/2018/03-mar/item-l-attachment.pptx.

⁶ Virginia Department of Education, “Preliminary Report from the Advisory Committee on Teacher Shortages,” October 2017, <https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/final-acts-report.pdf>.

⁷ Virginia Department of Education, “Report from the Task Force on Diversifying Virginia’s Educator Pipeline,” August 2017, <https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/final-tdvep-report.pdf>.

⁸ Coy, page 7.

⁹ LaRue Allen and Bridget B. Kelly, Editors, “Transforming the Workforce for Children Birth Through Age 8,” National Academies Press, 2015.

¹⁰ Marjorie Wechsler, David L. Kirp, Titilayo Tinubu Ali, Madelyn Gardner, Anna Maier, Hanna Melnick, and Patrick M. Shields, “The Road to High-Quality Early Learning: Lessons From the States,” *Learning Policy Institute*, 2016, <https://learningpolicyinstitute.org/product/brief-road-high-quality-early-learning-lessons-states>.

The three proposed BSEd degree programs are intended to address and respond to these areas of greatest need. George Mason University’s location in Northern Virginia, a significantly populated and diverse region, mandates immediate attention to the preparation of highly qualified teachers supported by focus on institutional access and equity.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment: BSEd Early Childhood Education

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023			2023 - 2024		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>20</u>	<u>18</u>	<u>40</u>	<u>36</u>	<u>64</u>	<u>57</u>	<u>86</u>	<u>78</u>	<u> </u>	<u>99</u>	<u>89</u>	<u>15</u>

Assumptions:

- Retention rate: 75%
- Full-time students: 80%
- Part-time students: 20%
- Full-time students take 15 credit hours per semester
- Full-time students take 7.5 credit hours per semester
- Full-time students graduate in 4 years
- Part-time students graduate in 8 years

Projected enrollment: BSEd Elementary Education

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023			2023 - 2024		
HDCT <u>20</u>	FTES <u>18</u>	HDCT <u>40</u>	FTES <u>36</u>	HDCT <u>64</u>	FTES <u>57</u>	HDCT <u>86</u>	FTES <u>78</u>	GRAD <u> </u>	HDCT <u>99</u>	FTES <u>89</u>	GRAD <u>15</u>

Assumptions:

- Retention rate: 75%
- Full-time students: 80%
- Part-time students: 20%
- Full-time students take 15 credit hours per semester
- Full-time students take 7.5 credit hours per semester
- Full-time students graduate in 4 years
- Part-time students graduate in 8 years

Projected enrollment: BSEd Special Education

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023			2023 - 2024		
HDCT <u>20</u>	FTES <u>18</u>	HDCT <u>40</u>	FTES <u>36</u>	HDCT <u>64</u>	FTES <u>57</u>	HDCT <u>86</u>	FTES <u>78</u>	GRAD <u> </u>	HDCT <u>99</u>	FTES <u>89</u>	GRAD <u>15</u>

Assumptions:

- Retention rate: 75%
- Full-time students: 80%
- Part-time students: 20%
- Full-time students take 15 credit hours per semester
- Full-time students take 7.5 credit hours per semester
- Full-time students graduate in 4 years
- Part-time students graduate in 8 years

Projected Resource Needs for the Proposed Program

Resource Needs

George Mason University and the College of Education and Human Development have the resources needed to initiate and operate the proposed degree programs. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Fall 2019 semester through the target year 2023-2024. Assessments of need for full-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 20 FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 2.0 FTE to launch increasing to 14.0 FTE by the target year of 2023-2024.

Full-time Faculty: In the initial year, existing faculty from the College will teach in the proposed programs. No new full-time faculty will be hired. By the target year of 2023-2024 full-time faculty teaching in the program will include three new term professors and two new tenured professors. Each term professor salary is estimated at approximately \$80,000 with an additional benefit expense of approximately \$28,480. Each tenured professor salary is estimated at approximately \$90,000 each plus \$32,040 benefit expense. With varying teaching loads taken into consideration, the total salary expense is estimated at \$420,000 plus \$150,000 benefit expense.

Adjunct Faculty: The standard adjunct faculty salary for one 3-credit course is \$3,500, with an additional \$256 in benefits. In the initial year of the proposed programs, four adjunct faculty will teach two courses for a total salary cost of \$28,000 and a total benefits cost of an additional \$2,044. By the target enrollment year it is expected that an additional 5 adjunct faculty will be teaching two courses each for a total salary cost of \$98,000 and a total benefits cost of an additional \$7,154.

Graduate Assistants: No graduate assistants are required to initiate or sustain the proposed degree programs.

Classified Positions: The proposed program requires no new classified position hires to launch. By the target enrollment year, it is expected that two advisors will be hired as classified staff. The combined salary for these positions is estimated at \$108,000, and combined benefits is estimated at \$49,248.

Targeted Financial Aid: No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment (including computers): No equipment, including computer equipment, will be needed to initiate the proposed program. By the target enrollment year, an additional \$24,000 in computer equipment costs are anticipated.

Library: No new library resources are needed to launch or sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include

journals and publications for nutrition. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available.

Telecommunications: The proposed program requires no new telecommunications to launch. By the target enrollment year, adding faculty will be added requiring approximately \$1800 in telecommunications funding. or sustain the proposed program.

Space: The proposed programs will not require additional space.

Resources Needs: Part A – D

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2019 - 2020		Expected by Target Enrollment Year 2023 - 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*			8.90	8.90
Part-time faculty FTE**				0.00
Adjunct faculty		2.00	2.50	4.50
Graduate assistants (HDCT)				0.00
Classified positions			2.00	2.00
TOTAL		2.00	13.40	15.40

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2019 – 2020		Expected by Target Enrollment 2023- 2024	
	Full-time faculty	0.00	0.00	8.90
salaries	\$0	\$0	\$2704,683	\$704,683
fringe benefits	\$0	\$0	\$250,867	\$250,867
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	2.00	2.50	4.50
salaries	\$0	\$28,000	\$35,000	\$63,000
fringe benefits	\$0	\$2,044	\$2,555	\$4,599
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits				\$0
Classified Positions	0.00	0.00	2.00	2.00
salaries	\$0	\$0	\$108,000	\$108,000
fringe benefits	\$0	\$0	\$49,248	\$49,248

Personnel cost				
salaries	\$0	\$28,000	\$847,683	\$875,683
fringe benefits	\$0	\$2,044	\$302,670	\$304,714
Total personnel cost	\$0	\$30,044	\$1,150,353	\$1,180,397
Equipment	\$0	\$0	\$26,800	\$26,800
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$1,800	\$1,800
Other costs	\$0	\$0	\$2,000	\$2,000
TOTAL	\$0	\$30,044	\$1,180,953	\$1,210,997

ITEM NUMBER:

College of Education and Human Development (CEHD) Graduate School of Education
Organizational Name Change

PURPOSE OF ITEM:

The proposal for an organizational change to rename the Graduate School of Education to the School of Education has been prepared for submission to the State Council of Higher Education for Virginia. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

The proposed name change will provide a more inclusive description of the school's repertoire of programs, courses, and activities and the stakeholders served. With a diversified portfolio of undergraduate and graduate offerings, the limited naming convention "Graduate School of Education" is no longer appropriate. In fact, Mason remains among the only Virginia universities and few nationally to retain this level qualifier. The name "School of Education" is better aligned with peer institutions. Mason has placed considerable emphasis on transdisciplinary research and instructional efforts to better serve as a university "for the world" in an innovative and inclusive manner. This name change will facilitate school efforts to align with the university identity and mission.

REVENUE IMPLICATIONS:

No additional expenses are required to implement the proposed name change. No new resources will be requested from the Commonwealth to initiate or sustain the organizational changes to rename the Graduate School of Education to the School of Education.

STAFF RECOMMENDATION:

Staff recommends Board approval.

Institution

George Mason University

Nature of Proposed Change

George Mason University requests permission to reorganize the School of Recreation, Health and Tourism to create two new schools: the School of Kinesiology, and the School of Sport, Recreation and Tourism Management. The Schools will be located in the College of Education and Human Development (CEHD).

Appendix A presents the current organizational chart.

Appendix B presents the proposed organizational chart.

Background

Since its creation in Fall 2005, the College of Education and Human Development has been comprised of two schools: the Graduate School of Education (GSE) and the School of Recreation, Health, and Tourism (SRHT). The College of Education and Human Development is a non-departmentalized unit, with academic programs within divisions.

The School of Recreation, Health and Tourism is populated by two divisions: the Division of Health and Human Performance, and the Division of Sport, Recreation, and Tourism, with associated programs. The School of Recreation, Health, and Tourism was initiated with three undergraduate degrees (BS Athletic Training; BS Health, Fitness and Recreation Resources; BSEd Physical Education), and one master's degree (MS Exercise, Fitness and Health Promotion), with enrollment in the school totaling 451 students. The programs of this school were housed entirely on the George Mason University Science and Technology Campus (formerly Prince William Campus).

Over time, the offerings in SRHT expanded and diversified, and by Fall 2018 enrollment had increased by 103.3% to 917 students. The creation of independent degrees has been necessitated by changing professional standards and disciplinary maturity. At present, the SRHT has five undergraduate degrees (BS Athletic Training; BS Health, Fitness and Recreation Resources; BS Kinesiology; BSEd Physical Education; BS Tourism and Events Management) and five graduate degree programs (MS Athletic Training; MEd Curriculum and Instruction concentration in Advanced Studies in Teaching and Learning: Physical Education; Exercise, Fitness and Health Promotion; MS Sport and Recreation Studies; PHD Education concentration in Kinesiology). Additionally, collaborative programmatic offerings have been a hallmark of this School as well as involvement in academic initiatives toward improving student access and success (e.g., Bachelors to Accelerated Master's degrees, international partnership with INTO Mason, and participation in the Mason-NOVA ADVANCE initiative).

The enhancement of university facilities serving as learning and research labs and the breadth and location of experiential opportunities have required relocation of many courses and programmatic offerings to the Fairfax Campus—bifurcating the faculty, staff, and students (and teaching, student success, research and service activities) of the SRHT.

In April 2017, the School of Recreation, Health and Tourism faculty and staff affirmed support for the restructure of SRHT with the creation of two schools: the School of Kinesiology and the School of Sport, Recreation, and Tourism Management. On April 1, 2019, the College of

Education and Human Development faculty and staff voted unanimously to restructure the CEHD to include the establishment of the aforementioned schools.

Purpose of Proposed Change

The purpose of the proposed change is to establish two schools to strengthen and build upon existing academic programs and research activities. The creation of two differentiated schools will enhance identity, visibility, and branding opportunities; improve access for more diverse stakeholders including prospective students; foster new external relationships; create competitive employment advantages for graduates; and build greater affinity among students, faculty, staff, and alumni.

Rationale for Proposed Change

Significant growth within the School of Recreation, Health and Tourism, campus and resource bifurcation (including lab space for kinesiology), disciplinary maturity and professional accreditation requirements, and diversification of programmatic offerings have created the need for establishment of two schools. These schools will facilitate a greater coalescing around more discrete visioning; a sense of academic community for students, faculty, staff and alumni; and enrollment and student satisfaction. Further, the more specific mission and focus of each school will facilitate enrollment marketing, faculty outreach, and identification of extramural support for initiatives, research, service, and teaching.

Nationally, the predominant model is for grouping of academic programs within a school or department of Kinesiology (Kinesiology, Physical Education, Athletic Training, Exercise Science) and separately within a school or department of Sport, Recreation and Tourism Management. Within the Commonwealth of Virginia, these models are the norm.

As stated in its 2014-2014 strategic plan, the College of Education and Human Development is committed “to providing exemplary teaching, mentoring and academic services, and to meeting urgent personnel preparation and professional development needs in the Commonwealth of Virginia and beyond.” In particular, the college focuses on the development of personalized, high-quality learning opportunities; the creation of multiple and accessible pathways and delivery formats to serve the needs of different students; talent production needed to drive economic growth; the creation of community learning partnerships; the expansion of research and the enhancement of standards of scholarship across disciplines; and the support and encouragement of academic innovation and excellence.

Growth and disciplinary differentiation within the School of Recreation, Health and Tourism, the need for enhanced identity formation and marketing, and the division of programs and resources across two campuses has necessitated this reorganization. With the creation of two schools, it is envisioned that the school faculty (under the leadership of a School Director, formerly the Division Director) will flourish and be greater directed to addressing the College’s mission and goals.

Establishment of the School of Kinesiology

Mission

The mission of the School of Kinesiology will be to educate high-quality professionals through a variety of innovative, experiential learning opportunities to improve the physical performance, health, and well-being of the community across the lifespan. This will be achieved through the

fostering of interdisciplinary collaboration and use of evidence-based practices to develop professional leaders.

The School of Kinesiology will develop a global reputation for delivering exceptional instruction, conducting research of consequence, and providing service to the community to enhance overall societal well-being.

Academic Programs

The following programs will reside in the School of Kinesiology:

- Bachelor of Science (BS) in Kinesiology
- Bachelor of Science in Education (BSEd) in Physical Education
- Master of Science (MS) in Athletic Training
- Master of Education (MEd) in Curriculum and Instruction, Advanced Studies in Teaching and Learning: Physical Education Concentration
- Master of Science (MS) in Exercise, Fitness, and Health Promotion
- Doctor of Philosophy (PhD) in Education, Kinesiology Concentration

Resources/Budget

All budget lines for the School of Kinesiology will be directed by the College of Education and Human Development. No additional expenses are required to implement the establishment of the School of Kinesiology. No new positions will be needed, and the University and CEHD have sufficient resources to support the proposed organizational change. Resources will continue to be allocated based on the number of faculty and staff, graduate student appointments, and related direct expenditures. No new resources will be requested from the Commonwealth to initiate or sustain this organizational change.

Administration

The School of Kinesiology will be led by a School Director who will report to the Dean of the College of Education and Human Development. The Director will be appointed by the Dean in consultation with the CEHD Executive Team. Letters of interest will be solicited from all faculty within the School. The director will remain a faculty member within their local academic unit. As a non-departmentalized unit, the current Division of Health and Human Performance will be eliminated, with all academic programs existing directly within the School.

Faculty

All faculty dedicated to the disciplines of kinesiology (and currently housed within the Division of Health and Human Performance) will migrate to the newly created School of Kinesiology. Based on historical associations and teaching needs, 6 tenured, 9 full-time and 3 part-time term, and 1 tenure track faculty (16 FT and 3 PT total) will be primary affiliates of the School of Kinesiology.

Space

The School of Kinesiology will remain largely in Katherine Johnson Hall on the Science and Technology Campus. Faculty will remain in their current office suite. The building has adequate office space for faculty, staff, and graduate research assistants, as well as meeting space for students. Lab space is available to meet current teaching and research needs proximate to the campus.

Resources

George Mason University and the College of Education and Human Development have adequate and sufficient resources to establish and operate the proposed school. No new resources will be requested from the state to establish or sustain the proposed organizational change for the School of Sport, Recreation and Tourism Management.

Establishment of the School of Sport, Recreation and Tourism Management

Mission

The mission of the School of Sport, Recreation and Tourism Management (SSRTM) is to deliver exceptional educational opportunities, research of consequence, and meaningful service to meet the needs and interests of a diverse community of engaged stakeholders.

The school aspires to be a global leader in research, teaching, and service related to the management of events, hospitality, recreation, sport and tourism. Through quality educational practices, the SSRTM will enhance professional knowledge, skills, and dispositions of students and graduates, providing them with a competitive advantage in the marketplace and the ability to affect positive social, environmental, and economic change. Through theoretical and applied research, in combination with relevant professional development activities, the school will add to the understanding of, and be a positive change agent in the conduct of these interrelated economic segments. The School's dynamic and world-class faculty, cutting-edge curriculum, and innovative thinking, will remain at the forefront of research productivity, professional development, and functional impact at the local, national, and international levels across content area foci.

Academic Programs

The following programs will reside in the School of Sport, Recreation and Tourism Management:

- Bachelor of Science (BS) in Health, Fitness, and Recreation Resources
- Bachelor of Science (BS) in Tourism and Events Management
- Master of Science (MS) in Sport and Recreation Studies
- Food and Beverage Management, Certificate
- International Sport Management, Graduate Certificate
- Sport Coaching, Graduate Certificate
- Coaching, Minor
- Event Technical Production, Minor
- Hospitality Management, Minor
- Recreation Management, Minor
- Sport and American Culture, Minor
- Sport Analytics, Minor
- Sport Communication, Minor
- Sport and Computer Game Design, Minor
- Sport and Conflict Resolution, Minor
- Sport Management, Minor
- Tourism and Events Management, Minor

Resources/Budget

No additional expenses are required to implement the proposed organizational change. No new positions will be needed. The University and the College of Education and Human Development

have sufficient resources to support the proposed change. No new resources will be requested from the Commonwealth to initiate or sustain the organizational changes to divide the School of Recreation, Health and Tourism into the School of Kinesiology and the School of Sport, Recreation, and Tourism Management.

Administration

The School of Sport, Recreation and Tourism Management will be led by a School Director who will report to the Dean of the College of Education and Human Development. The Director will be appointed by the Dean in consultation with the CEHD Executive Team. Letters of interest will be solicited from all faculty within the School. The director will remain a faculty member within their local academic unit. As a non-departmentalized unit, the current Division of Sport, Recreation and Tourism will be eliminated, with all academic programs existing directly within the School.

Faculty

All faculty dedicated to the disciplines of sport, recreation, and tourism management (and currently housed within the Division of Sport, Recreation, and Tourism) will migrate to the newly created school. Based on historical associations and teaching needs, 9 tenured, 9 full-time and 2 part-time term, and 1 tenure track (18 FT and 2 PT total) faculty will be primary affiliates of the School of Sport, Recreation, and Tourism Management.

Space

The School of Sport, Recreation, and Tourism Management will be relocated primarily to the Fairfax Campus. Faculty office space will be redistributed accordingly. The College's four adjacent buildings on the Fairfax Campus have adequate office space for faculty, staff, and graduate research assistants, as well as meeting space for students.

Resources

George Mason University and the College of Education and Human Development have adequate and sufficient resources to establish and operate the proposed school. No new resources will be requested from the state to establish or sustain the proposed organizational change for the School of Sport, Recreation and Tourism Management.

ITEM NUMBER:

College of Education and Human Development (CEHD) Organizational Change to the School of Recreation, Health and Tourism

PURPOSE OF ITEM:

The proposal for an organizational change to the School of Recreation, Health and Tourism to create two new schools, the School of Kinesiology and the School of Sport, Recreation and Tourism Management, has been prepared for submission to the State Council of Higher Education for Virginia. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

The purpose of the proposed change is to establish two schools in the College of Education and Human Development to strengthen and build upon existing academic programs and research activities. Significant growth within the School of Recreation, Health and Tourism, campus and resource bifurcation (including lab space for kinesiology), disciplinary maturity and professional accreditation requirements, and diversification of programmatic offerings have created the need for establishment of two schools. Two differentiated schools will enhance identity, visibility, and branding opportunities; improve access for more diverse stakeholders including prospective students; foster new external relationships; create competitive employment advantages for graduates; and build greater affinity among students, faculty, staff, and alumni.

REVENUE IMPLICATIONS:

No additional expenses are required to implement the proposed name change. No new resources will be requested from the Commonwealth to initiate or sustain the organizational changes to rename the Graduate School of Education.

STAFF RECOMMENDATION:

Staff recommends Board approval.

Institution

George Mason University

Nature of Proposed Change

George Mason University requests approval to reorganize the College of Education and Human Development (CEHD). The reorganization will include changing the name of an existing School within CEHD. The Graduate School of Education will be renamed the School of Education. This change will be in name only and will not impact the organizational structure of the university or the college.

Appendix A presents the existing organizational structure of the College of Education and Human Development.

Appendix B presents the organizational structure of the College of Education and Human Development after the school name change.

Background

Since its creation in Fall 2005, the College of Education and Human Development has been comprised of two schools: the Graduate School of Education (GSE) and the School of Recreation, Health, and Tourism (SRHT). The Graduate School of Education, in accordance with Commonwealth of Virginia limitations on the offering of undergraduate teacher licensure preparation programs, included solely graduate degrees with limited course offerings at the undergraduate level.

Since that time, the GSE has developed and offered a collaborative undergraduate degree in Human Development and Family Science (BA), undergraduate minors (e.g., American Sign Language, Design Thinking, Early Childhood Education for Diverse Learners, Educational Psychology, Human Development and Family Science, Severe Disabilities), and undergraduate certificates (e.g., Curriculum and Instruction: Secondary Education Biology, Secondary Education English). In support of these programs and the university community, the number and variety of courses offered at the undergraduate level in the GSE has expanded greatly. In fact, the school now offers several Mason core (general education) courses (e.g., Disability in American Culture, Children's Literature). Pending approval by State Council of Higher Education in Virginia (SCHEV), the College of Education and Human Development will initiate three undergraduate degrees in education (BSEd in Early Childhood Education for Diverse Learners, BSEd in Elementary Education, and BSEd in Special Education) in Fall 2019.

On April 1, 2019, the faculty of the College of Education and Human Development voted unanimously to rename the Graduate School of Education to the School of Education.

Purpose of Proposed Change

The purpose of the proposed organizational change is to change the name of the Graduate School of Education to the School of Education in order to accurately reflect the breadth of degree, certificates, and minor programs, as well as course offerings in the school.

Mission

The mission of George Mason University states, “A public, comprehensive research university established by the Commonwealth of Virginia in the National Capital region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.”

The proposed organizational change supports the institution’s mission as a “public, comprehensive” university and will better reflect the “comprehensive” nature of academic areas and programming offered. The proposed name reflects the more “inclusive academic community” and will better promote and support the faculty, programs, and students in the school, college, and university.

Rationale for Proposed Change

The proposed name change will provide a more inclusive description of the school's repertoire of programs, courses, and activities and the stakeholders served. With a diversified portfolio of undergraduate and graduate offerings, the limited naming convention “Graduate” is no longer appropriate for the school name. In fact, Mason remains among the only Virginia universities and few nationally (e.g., Harvard, Stanford) to retain this level qualifier. Further, the name is better aligned with peer institutions. Mason has placed considerable emphasis on transdisciplinary research and instructional efforts to better serve as a university “for the world” in an innovative and inclusive manner. This name change will facilitate school efforts to align with the university identity and mission.

From affinity building and enrollment marketing perspectives, the name change is imperative. Those searching for undergraduate course and program offerings find the “Graduate School of Education” nomenclature confusing and limited. The growing pool of undergraduate students see little affinity with a graduate unit.

Academic Programs

The proposed name change will not impact academic units or curricular offerings in the school. No programs or divisions in the school will relocate and no new units will be added to the school as a result of the proposed name change. All academic programs are administered by the College of Education and Human Development, Office of the Dean, with support of three Associate Deans (Executive Team), Division Directors (Leadership Team), and Academic Program Coordinators. There will be no changes to the degree programs as a result of the proposed name change.

Resources

No additional expenses are required to implement the proposed name change. No new positions will be needed, and the university and CEHD have sufficient resources to support the proposed organizational change. No new resources will be requested from the commonwealth to initiate or sustain the organizational changes to rename the Graduate School of Education.




Office of the Provost

4400 University Drive, MS 3A2, Fairfax, Virginia 22030
Phone: 703-993-8770; Fax: 703-993-8871

MEMORANDUM

TO: Board of Visitors

FROM: S. David Wu 
Provost and Executive Vice President

SUBJECT: Procedural Process for Promotion and Tenure Cases for
Academic Year 2018-2019

DATE: May 2, 2019

In compliance with the Board of Visitors' request, Procedural Checklists have been completed by the academic units and certified by my office for each promotion and/or tenure case.

The Office of Compliance, Diversity and Ethics has verified that each candidate has fulfilled the in-person sexual harassment prevention and equal opportunity training as required by university policy.

SDW:kwf

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Aguirre	A. Alonso	8/25/2019	Y/ N

Title: Professor without Term

Local Academic Unit: Environmental Science and Policy (COS)

Ambegaonkar	Jatin	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Atkinson	Jennifer	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: English (CHSS)

Baldwin	Carryl L.	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: Psychology (CHSS)

Bellos	Ioannis	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: School of Business

Berkeley	Sheri	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Borup	Jered	8/25/2019	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Chen	Min	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: School of Business

Ciorba	Charles R.	8/25/2019	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: Music (CVPA)

Coyne	Christopher	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: Economics (CHSS)

Dalal	Reeshad	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: Psychology (CHSS)

Gest	Justin	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Schar School of Policy and Government

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Gill	Charlotte	8/25/2019	Y/ Y

Title: Associate Professor without Term

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

Greet	Michele	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: History and Art History (CHSS)

Gupta	Jhumka	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Global and Community Health (CHHS)

Hathaway	Dawn	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Holmes	Steven	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Holzer	Matthew	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Mathematical Science (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Jin	Naehun (Paul)	8/25/2019	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Johri	Aditya	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: Information Sciences and Technology (VSE)

Jones	James	8/25/2019	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: Electrical and Computer Engineering (VSE)

LaFrance	Michelle	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Lattanzi	David	8/25/2019	Y/ Y
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Title: Associate Professor without Term

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

Lee	JoAnn	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Social Work (CHHS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Marvel	John	8/25/2019	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Schar School of Policy and Government

Mullen	Lincoln	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: History and Art History (CHSS)

Narayanan	Aarthi	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Systems Biology (COS)

Paige	Mikell	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Chemistry and Biochemistry (COS)

Parker	Audra	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Parsons	Allison Ward	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Pollack	Anna	8/25/2019	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Global and Community Health (CHHS)

Renshaw	Keith	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: Psychology (CHSS)

Sasan	Avesta	8/25/2019	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: Electrical and Computer Engineering (VSE)

Shin	Joan Kang	8/25/2019	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Sparks	Garry	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Religious Studies (CHSS)

Storr	Virgil H.	8/25/2019	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: Economics (CHSS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Sun	Hongmei	8/25/2019	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Modern and Classical Languages (CHSS)

Sun	Donglian	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: Geography and Geoinformation Science (COS)

Toepler	Stefan	8/25/2019	Y/ N
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Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Wei	Qi	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Bioengineering (VSE)

Wiese	Eva	8/25/2019	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Psychology (CHSS)

Willis	James	8/25/2019	Y/ N
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Title: Professor without Term

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Ye	Shun	8/25/2019	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: School of Business

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

ELECTIONS OF NEW TENURED FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Elahi	Hasan	6/25/2019

Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Art (CVPA)

Note(s): Additional Title: Director, School of Art

Higgins	Rosemary	5/2/2019
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Title: Professor without Term

Classification: Tenured (without term) - Admin/Professional

Local Academic Unit: Global and Community Health (CHHS)

Note(s): Additional Title: Associate Dean for Research
Assignment as Associate Dean for Research started 3/25/2019.

Hong	Yan Alicia	8/25/2019
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Health Administration and Policy (CHHS)

O'Connor	Sean M.	8/25/2019
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Antonin Scalia Law School

Steen	Sam	6/25/2019
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Title: Associate Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: College of Education and Human Development



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.

Hasan Elahi, Professor of Art

Faculty Member's Name and Title

School of Art

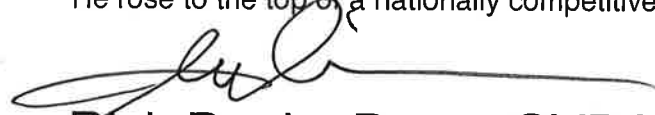
Local Academic Unit

Reference checks have been conducted.

Sexual harassment prevention training has been scheduled for on line
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.

Hasan Elahi brings energy, prominence, and high productivity to CVPA as Professor of Art without term. Prof. Elahi joins us as the new Director, School of Art, beginning with the academic year 2019-20. His work as an artist is international in scope and hugely impactful on the field. Elahi has achieved international prominence working at the intersection of art and technology, with over 150 exhibitions at some of the world's most prestigious venues. His subject matter often takes his work beyond the framework of the exhibit space and into the public discourse. He is a sought-after speaker, writer, interview subject, and newsmaker. His record of academic innovation and leadership (e.g., Digital Cultures and Creativity program, Honors College, UMD) is highly regarded. He rose to the top of a nationally competitive pool in the director search.


Rick Davis, Dean, CVPA

Dean/Director

4/16/19

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.

Rosemary Higgins, Associate Dean for Research, Full Professor without Term

 Faculty Member's Name and Title

CHHS

 Local Academic Unit

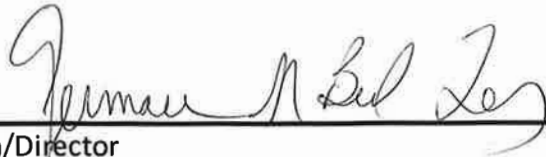
Reference checks have been conducted.

Sexual harassment prevention training has been scheduled for completed 4-10-19
 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.

As Dr. Higgins' dossier reflects, she has had a sustained impressive trajectory of research and scholarship leading to the delivery of evidence based clinical care and public health practice for vulnerable populations of neonates. In so doing, she has taught and mentored clinical and nonclinical students in a variety of contexts while providing notable and impactful professional service throughout her career.

While at the NICHD, Dr. Higgins oversaw approximately \$10 million in annual funding for the NICHD Neonatal Network and other cohort studies she was leading. As an extramural program officer, Dr. Higgins oversaw approximately \$20 million in grant funding, experience directly relevant for the Associate Dean for Research position in helping faculty navigate the grant lifecycle (pre-to post-award). Her combined academic-NIH expertise underscores her ability to compete and manage NIH funding.



 Dean/Director

4-16-19

 Date



Office of the Provost
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 Fairfax, Virginia 22030
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**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.

Y. Alicia Hong, Full Professor without Term

Faculty Member's Name and Title

CHHS

Local Academic Unit

Reference checks have been conducted.

Sexual harassment prevention training has been scheduled for TBD
 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.

As Dr. Hong's dossier reflects, she has had a sustained trajectory of extramurally-funded research and scholarship, multidisciplinary teaching and institutional service. Dr. Hong comes to Mason with over a decade of impactful public health expertise from both an academic and research perspective. I have every expectation that she will positively and collaboratively support our College's transition to public health.

 Dean/Director 4-16-19
 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.

Sean O' Connor/ Full Professor of Law

Faculty Member's Name and Title

Faculty- Antonin Scalia Law School

Local Academic Unit

Reference checks have been conducted.

Sexual harassment prevention training has been scheduled for Already completed February 2019
 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.

Sean O' Connor came in through the application/non-direct hire process (the position he applied for included consideration for a tenured position). At the time we originally offered him a position we had not completed a tenure review process. He is currently the Boeing International Professor of Law at the University of Washington School of Law in Seattle. His research focuses on intellectual property and business law with regard to start-ups and commercializing technology and arts innovation. We now have completed his dossier materials and he is taking over running our center Center for the Protection of Intellectual Property (CPIP). He plans to start an innovation clinic at the Law School.



 Dean/Director

4-16-19

 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.

Sam Steen, Associate Professor of Education

Faculty Member's Name and Title

College of Education and Human Development

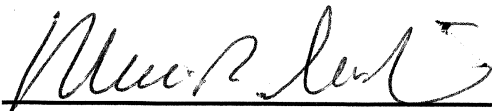
Local Academic Unit

Reference checks have been conducted.

Sexual harassment prevention training has been scheduled for TBD
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.

CEHD's acclaimed academic program in Counseling and Development is losing its two most senior faculty to retirement (Fred Bemak, Rita Chung). Sam Steen is a nationally prominent minority scholar in this field who will be able to fill this leadership gap and facilitate the program's ongoing preparation to seek accreditation from CACREP (Council for Accreditation of Counseling and Related Educational Programs). Dr. Steen has recently served as a tenured associate professor at elite public and private institutions (Arizona State University, George Washington University), yet he also is a product of Mason's academic culture as a 2007 graduate of CEHD's PhD in Education program. As the accomplishments and external evaluations appended to his hiring materials attest, Dr. Steen is a genuinely excellent, "perfect fit" for this position.


Dean/Director

2/14/19

Date

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Alligood	Kathleen	5/2/2019

Title: Professor Emerita of Mathematics

Local Academic Unit: Mathematical Science (COS)

Cioffi-Revilla	Claudio	6/2/2019
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Title: University Professor Emeritus

Local Academic Unit: Computational and Data Sciences (COS)

Dworzecka	Maria	5/2/2019
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Title: Professor Emerita of Physics

Local Academic Unit: Physics and Astronomy (COS)

Eagle	Steven	6/2/2019
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Title: Professor Emeritus of Law

Local Academic Unit: Antonin Scalia Law School

Gomaa	Hassan	6/2/2019
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Title: Professor Emeritus of Computer Science

Local Academic Unit: Computer Science

Hazen	Robert M.	6/2/2019
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Title: Clarence J. Robinson Professor Emeritus of Earth Science

Local Academic Unit: Office of the Provost

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Jonas	Robert	5/2/2019

Title: Associate Professor Emeritus

Local Academic Unit: Environmental Science and Policy (COS)

Norton	Priscilla	6/2/2019
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Title: Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Saperstone	Stephen H.	5/2/2019
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Title: Professor Emeritus of Mathematics

Local Academic Unit: Mathematical Science (COS)

Schneider	Edwin	5/2/2019
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Title: Professor Emeritus

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

Sockett	Hugh	6/2/2019
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Title: Professor Emeritus of Policy and Government

Local Academic Unit: Public and International Affairs (CHSS)

Torzilli	Albert	5/2/2019
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Title: Associate Professor Emeritus

Local Academic Unit: Environmental Science and Policy (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

CONFERRAL OF EMERITUS/EMERITA STATUS

LAST NAME

FIRST NAME

EFFECTIVE DATE

Travis

Toni-Michelle C.

6/2/2019

Title: Professor Emerita of Policy and Government

Local Academic Unit: Political Science



College of Science
 4400 University Drive, MSN: 5C3
 Fairfax, Virginia 22030
 Phone: (703) 993-3622; Fax: (703) 993-1993

To: S. David Wu, Provost
 Ángel Cabrera, President


From: Peggy Agouris, Dean **PA**
 College of Science

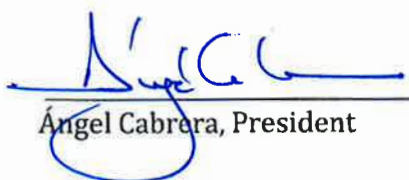
Subject: Emeritus Designation for Dr. Kathleen Alligood

Date: March 19, 2019

Dr. Kathleen Alligood joined Mason as an Assistant Professor in 1985 and was promoted to the rank of Associate Professor without Term in 1988. She was then promoted to the rank of Full Professor in 1998 and held that status until she retired from Mason in May, 2017, after 32 years of service. Throughout her career she showed an incredible dedication to the Mathematical Sciences Department and George Mason University as a whole. Under her guidance and contributions, the department has become one of the most productive undergraduate research programs in the College of Science.

I am pleased to support the nomination of Dr. Alligood for the rank of Emeritus Professor as recommended by the Department Chair, Dr. David Walnut. Given her outstanding contributions and reputation at Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approved Disapproved  4/1/19
 S. David Wu, Provost Date

Approved Disapproved  4/2/19
 Ángel Cabrera, President Date

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.



College of Science
4400 University Drive, MSN: 5C3
Fairfax, Virginia 22030
Phone: (703) 993-3622; Fax: (703) 993-1993

To: S. David Wu, Provost
Ángel Cabrera, President

From: Peggy Agouris, Dean **PA**
College of Science

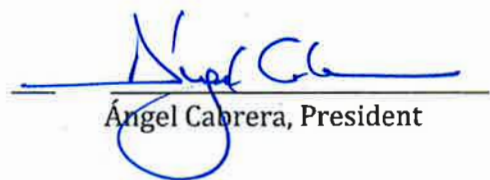
Subject: Emeritus Designation for Dr. Claudio Cioffi-Revilla

Date: March 19, 2019

Dr. Claudio Cioffi-Revilla joined Mason as a Full Professor in 2002 and was promoted to the rank of University Professor in 2015. He is retiring from Mason in May 2019 after 17 years of service. Dr. Cioffi-Revilla is the founder and Director of the Center for Social Complexity and the PhD in Computational and Data Science. Throughout his career, he earned several high-profile honors and awards and he is a highly cited author in his field.

I am pleased to support the nomination of Dr. Cioffi-Revilla for the rank of Emeritus Professor as recommended by the Department Chair, Dr. Jason Kinser. Given his outstanding contributions and reputation at Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approved Disapproved 
S. David Wu, Provost 4/1/19
Date

Approved Disapproved 
Ángel Cabrera, President 4/2/19
Date

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.



College of Science
 4400 University Drive, MSN: 5C3
 Fairfax, Virginia 22030
 Phone: (703) 993-3622; Fax: (703) 993-1993

To: S. David Wu, Provost
 Ángel Cabrera, President

From: Peggy Agouris, Dean **PA**
 College of Science

Subject: Emeritus Designation for Dr. Maria Dworzecka

Date: March 19, 2019

Dr. Maria Dworzecka joined Mason as an Associate Professor of Physics in 1982 and was promoted to the rank of Professor of Physics in 1987. She retired in May 2018 after 36 years of distinguished service.

She served as Chair of the Department of Physics and Astronomy from 1999 to 2006, through one of the most important growth periods with a significant number of faculty hires in astrophysics and space sciences. Dr. Dworzecka is a lifetime advocate for diversity in the sciences. Under her leadership, Mason's Department of Physics grew to have one of the largest proportions of female faculty among all university physics departments in the U.S. She directed undergraduate and graduate degree development in physics and she was a key contributor in the creation of the College of Science in 2006. She was one of the pioneers in integrating computers into physics curricula and an early innovator with Active Learning Technologies. Dr Dworzecka and her significant contributions will leave many enduring legacies in the field of physics, the department, the college, and the university.

I am pleased to support the nomination of Dr. Dworzecka for the rank of Emeritus Professor as recommended by the Department Chair, Dr. Paul So. Given her extraordinary contributions and highly respected reputation at Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approved Disapproved _____ 4/1/19
 S. David Wu, Provost Date

Approved Disapproved _____ 4/2/19
 Ángel Cabrera, President Date

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.



Office of the Dean
 Antonin Scalia Law School
 3301 Fairfax Drive, MS 1G3, Arlington, Virginia 22201
 Phone: 703-993-8085; Fax: 703-993-8088

TO: S. David Wu, Provost and Executive Vice President
 Ángel Cabrera, President
FROM: Henry N. Butler, Dean and Professor of Law, Antonin Scalia Law School
DATE: March 21, 2019
SUBJECT: Emeritus Designation for Professor Steven J. Eagle

749B

I am writing to recommend that Professor Steven J. Eagle be given Emeritus status upon his retirement at the end of the 2018-2019 academic year. Professor Eagle has devotedly served George Mason for thirty-two years and throughout his tenure has been an active, productive, and dedicated faculty member and legal scholar. With his work in regulatory takings and other aspects of property law, Professor Eagle has established himself as a preeminent property law scholar and plays an important role in the ongoing dialogue among American legal scholars, lawyers, and judges on the proper interpretation of property rights in the Constitution.

In addition to teaching foundational property courses, while at George Mason Professor Eagle has served as Associate Dean for Academic Affairs, chaired cornerstone committees such as RPT and Curriculum, and served as our Faculty Senator. In the larger academic community he has held leadership roles in the American Bar Association State and Local Government and Real Property Sections, testified before several committees of the U.S. Senate and House of Representatives, submitted, on behalf of various organizations, amicus briefs in federal courts, including the Supreme Court, organized and participated in dozens of panels and programs, and taught in programs for judges and the practicing bar.

Professor Eagle's scholarship has predominantly focused on the relationship between the private property rights of individuals and legitimate state regulatory powers that affect those rights. His most sustained scholarly project has been the five editions of his treatise *Regulatory Takings*. The field is quite complex, and the book's 1,250-page analysis has been described by Professor David Callies as "magisterial," and "the source of law on that subject for decades." Professor Eagle has also written dozens of law review articles, and his scholarship has been cited over 600 times in the legal literature and in judicial opinions, including by the U.S. Supreme Court. In recognition of his impressive body of work in this field, the William & Mary Law School Property Rights Project has named Professor Eagle as the 2019 recipient of the esteemed annual Brigham-Kanner Property Rights Prize.

It is on the basis of Professor Eagle's outstanding record of scholarship, teaching, and service to this University that I recommend his appointment to the position of Professor Emeritus, effective June 2, 2019 (immediately following his retirement on June 1, 2019).

The tenured faculty voted to support the recommendation for Emeritus status (For: 16, Against: 0; Abstain: 0).

Approval Disapproval

[Signature]
 S. David Wu, Provost and Exec VP

Date

Approval Disapproval

[Signature]
 Ángel Cabrera, President

3/26/2019
 Date

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.



Volgenau School of Engineering

Office of the Dean
Nguyen Engineering Building, Suite 5100
4400 University Drive, MS 4A3, Fairfax, Virginia 22030
Email: ball@gmu.edu; Phone: 703-993-1500

To: S. David Wu, Provost and Executive Vice President
Ángel Cabrera, President

From: Kenneth S. Ball, P.E. *Kenneth S. Ball*
Volgenau School of Engineering

Subject: Emeritus Designation for Dr. Hassan Gomaa

Date: April 8, 2019

Dr. Hassan Gomaa, a Professor of Computer Science who retired in May 2018 has made substantial contributions to excellence in teaching, research and service over a 31-year career at Mason. First and foremost, he was an outstanding teacher, and several thousand Mason undergraduate and graduate students have benefited from taking his classes. In addition, he developed a distinguished research record, publishing five textbooks on software engineering and over 200 research articles in a broad range of areas of software engineering. His notable service to Mason included service as chair of the Department of Information and Software Engineering (ISE) from 2002 until its merger with the Computer Science (CS) Department in 2007 and subsequently as the chair of the CS Department from 2008-2011. The current chair of the CS Department has written a strong endorsement, which also has the full support of the faculty of the department.

I concur with the recommendations of the department and chair, and I am pleased to send this memo to you with my own endorsement. I believe that conferring the designation of Emeritus Professor of computer Science for Dr. Gomaa is appropriate and well deserved.

Approval Disapproval *[Signature]*
S. David Wu, Provost and Executive Vice President

Approval Disapproval *[Signature]*
Ángel Cabrera, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.



Clarence J. Robinson Professors

East Building, Room 207, 4400 University Drive, MS 1D6, Fairfax, Virginia 22030
Phone: 703-993-2171; Fax: 703-993-2175; Web: robinsonprofessors.gmu.edu

To: S. David Wu, Provost and Executive Vice President
Angel Cabrera, President

From: James Trefil, Robinson Professor (on behalf of Robinson Professor Program)

Re: Robert Hazen, Robinson Professor of Earth Sciences, Emeritus

Date: April 3, 2019

It is the unanimous recommendation of the Robinson Professors that Robert Hazen be granted Emeritus status upon his retirement on May 31, 2019 after a history of service to George Mason University of more than 30 years.

For 30 years, since his arrival as Clarence J. Robinson Professor of Earth Sciences in 1989, Robert Hazen has been devoted to science education for undergraduates at George Mason University--especially non-science majors. Working closely with fellow Robinson Professor James Trefil, Prof. Hazen helped to develop the popular course, "Great Ideas of Science" (now PROV301), which has reach more than 6,000 students since its inception. Trefil and Hazen also wrote the course's widely used textbook, *The Sciences: An Integrated Approach* (Wiley, now in its 8th edition), and the best-selling *Science Matters: Achieving Scientific Literacy* with more than 250,000 copies in print in a dozen languages.

Robert Hazen has also maintained a dynamic research program, with hundreds of peer-reviewed papers in geology, mineralogy, astrobiology, paleobiology, and origins of life (the latter in frequent collaboration with the late Harold Morowitz, Robinson Professor of Natural Philosophy). Hazen maintains his association with the Carnegie Institution for Science, as well as his leadership of the Deep Carbon Observatory--an international program of 1200 scientists in 52 countries with a mission to understand the chemical, physical, and biological roles of carbon in Earth. In recognition of these contributions, Hazen received the Virginia Outstanding Faculty Award in 2012.

Approval Disapproval _____
S. David Wu, Provost and Executive Vice President

Approval Disapproval _____
Ángel Cabrera, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations



College of Science
 4400 University Drive, MSN: 5C3
 Fairfax, Virginia 22030
 Phone: (703) 993-3622; Fax: (703) 993-1993

To: S. David Wu, Provost
 Ángel Cabrera, President

From: Peggy Agouris, Dean **PA**
 College of Science

Subject: Emeritus Designation for Dr. Robert Jonas

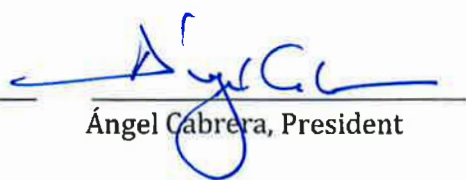
Date: March 19, 2019

Dr. Robert Jonas joined Mason as an Assistant Professor of Biology in 1983 and was promoted to the rank of Associate Professor of Biology in 1989. He transitioned to the Department of Environmental Science and Policy in 2001 and retired in May 2018 after 35 years of service.

Dr. Jonas was a founding member of the Environmental Science and Policy Department and played a key role in creating several courses for the Graduate and Undergraduate curricula, as well as shaping the Department. He began his administrative career in 2006 and served as Chair of the Department for eight years. His service was exemplary, both within Mason and in his discipline as a representative for several important organizations.

I am pleased to support the nomination of Dr. Jonas for the rank of Emeritus Professor as recommended by the Department Chair, Dr. Alonso Aguirre. Given his outstanding contributions and highly respected reputation at Mason and beyond, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approved Disapproved  4/11/19
 S. David Wu, Provost Date

Approved Disapproved  4/2/19
 Ángel Cabrera, President Date

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.



Office of the Dean

College of Education and Human Development
4400 University Drive, MS 2F1, Fairfax, Virginia 22030
Phone: 703-993-2004; Fax: 703-993-2001

To: S. David Wu, Provost and Executive Vice President
Angel Cabrera, President
From: Mark R. Ginsberg, Dean
College of Education and Human Development
Subject: Emerita Designation for Dr. Priscilla Norton
Date: March 11, 2019

REQUESTED TITLE: Professor Emerita of Education
EFFECTIVE DATE: June 2, 2019

I am writing on behalf of the faculty and administration of the College of Education and Human Development (CEHD) to request that Dr. Priscilla Norton be awarded the title of Professor Emerita of Education, effective June 2, 2019. This request has the unanimous and enthusiastic support of the CEHD P&T Committee, the group formally elected to represent the full college faculty on such questions.

Professor Norton has been an outstanding scholar and leader in the field of learning technologies during her 21-year career at George Mason University. She received both the Virginia Outstanding Faculty Award from SCHEV and the Governor's Technology Award for her Innovative Use of Technology in K-12 Education. Her accomplishments as a classroom teacher and mentor have been exemplary, including having served as chair of more than 30 completed dissertations. She designed the Integration of Online Learning in Schools master's program (for which she created 10 online courses) and shaped the doctoral concentration in Learning Technologies Design Research, which introduced students to design-based research and design thinking.

Dr. Norton has made numerous highly consequential contributions to the field of learning technologies with more than 60 scholarly publications, including her co-authored 2018 book, Understanding Problems of Practice: A Case Study in Design Research. Her innovative work has focused on topics such as how to best design digital learning and how to implement online and blended learning in schools.

Her service has been impressive at all levels, with more than 100 presentations to scholars and practitioners in regional, national, and international venues. Dr. Norton has provided invaluable service related to technology and learning to local schools and has served throughout her 21 years at Mason on a variety of consequential governance committees, including Mason's Distance Education Council and as chair or co-chair of numerous search committees, CEHD's annual evaluation committees, and the CEHD Promotion and Tenure Committee.

I am pleased to support, with the unanimous recommendation of the CEHD P&T Committee and that of her division director, Dr. Norton's appointment to the honorary title of Professor Emerita of Education.

Approval [checked] Disapproval []

S. David Wu, Provost and Executive Vice President

Approval [checked] Disapproval []

Angel Cabrera, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.



College of Science
 4400 University Drive, MSN: 5C3
 Fairfax, Virginia 22030
 Phone: (703) 993-3622; Fax: (703) 993-1993

To: S. David Wu, Provost
 Ángel Cabrera, President

From: Peggy Agouris, Dean **PA**
 College of Science


Subject: Emeritus Designation for Dr. Stephen Saperstone

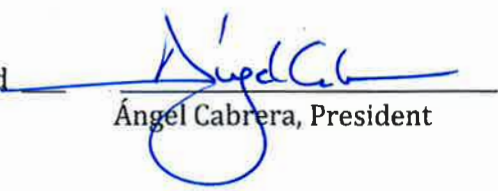
Date: March 5, 2019

Dr. Stephen "Sandy" Saperstone joined Mason as an Assistant Professor of Mathematics in 1971, was promoted to the rank of Associate Professor without Term in 1976, and became Full Professor in 1983. He retired in May 2018, after 47 years of service.

Over the course of his career, he showed incredible dedication and made major contributions to the Department of Mathematical Sciences in both research and teaching. He served three terms as Department Chair, during which time the department developed a strong research presence. He also helped maintain an atmosphere of collegiality and cooperation that distinguishes the Department both internally and externally.

I am pleased to support the nomination of Dr. Saperstone for the rank of Emeritus Professor as recommended by the Department Chair, Dr. David Walnut. Given his outstanding contributions and highly respected reputation at Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approved Disapproved  4/1/19
 S. David Wu, Provost Date

Approved Disapproved  4/2/19
 Ángel Cabrera, President Date

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.



College of Science
 4400 University Drive, MSN: 5C3
 Fairfax, Virginia 22030
 Phone: (703) 993-3622; Fax: (703) 993-1993

To: S. David Wu, Provost
 Ángel Cabrera, President

From: Peggy Agouris, Dean **PA**
 College of Science

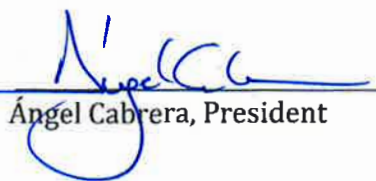
Subject: Emeritus Designation for Prof. Edwin Schneider

Date: March 19, 2019

Dr. Edwin Schneider joined George Mason University in 2002 as a Full Professor, was conferred the honorific title of University Professor in 2014, and retired in December 2018 after 16 continuous years of dedicated service, including a term of Department Chair from 2015 - 2017. Throughout his career, Dr. Schneider published more than 80 scholarly papers in the most prestigious journals and his works have been highly influential in advancing the theory of climate dynamics. His outstanding record of achievements as one of the foremost experts on climate dynamics has left a valuable and lasting impression on Mason.

I am pleased to support the nomination of Dr. Schneider for the rank of Emeritus Professor, as recommended by the Department Chair, Dr. James Kinter III. Given his outstanding and significant contributions and reputation at Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approved Disapproved  4/1/19
 S. David Wu, Provost Date

Approved Disapproved  4/2/19
 Ángel Cabrera, President Date

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.



Schar School of Policy and Government
3351 Fairfax Drive, MS 3B1, Arlington, Virginia 22201
Phone: 703-993-2280; Fax: 703-993-8215

To: S. David Wu, Provost and Executive Vice President
Ángel Cabrera, President

From: Mark J. Rozell, Dean *MJR*
Schar School of Policy and Government

Subject: Emeritus Designation for Professor Hugh T. Sockett

Date: March 20, 2019

This memo nominates Dr. Hugh T. Sockett as Professor Emeritus of Policy and Government. Professor Sockett joined George Mason University in 1987 in the College of Education and Human Development after having served as dean at University of East Anglia, United Kingdom. In 1991 he became professor in the former Department of Public and International Affairs and he taught continually in that unit and then in the new Schar School.

Professor Sockett is one of the most dedicated and respected teachers in the School, winning plaudits from students for his stimulating courses and his careful mentoring. Teaching some of the largest sections of core courses in the School, students marvel that he soon knows everyone by name and is available to all of them outside of class. His detailed comments on papers and exams are almost legendary here even when there are well over 100 students in the class.

While devoting endless hours to the educational needs of his students, Professor Sockett has maintained an active record of scholarship in the fields of education philosophy and education policy. He is the author of six books and numerous articles in professional journals and edited compendia. He also has been among the most active in service to the Schar School and to the university, leading multiple committees over the years and writing the bylaws for the newly merged School.

It gives me great pleasure to nominate Dr. Hugh T. Sockett for consideration as Professor Emeritus of Policy and Government, effective June 2, 2019.

Approval Disapproval 
S. David Wu, Provost and Executive Vice President

Approval Disapproval 
Ángel Cabrera, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, nominated by the home unit with the Dean, Provost, and President's recommendations.



College of Science
 4400 University Drive, MSN: 5C3
 Fairfax, Virginia 22030
 Phone: (703) 993-3622; Fax: (703) 993-1993

To: S. David Wu, Provost
 Ángel Cabrera, President

From: Peggy Agouris, Dean **PA**
 College of Science

Subject: Emeritus Designation for Dr. Albert Torzilli

Date: March 19, 2019

Dr. Albert Torzilli joined Mason as an Assistant Professor in 1977 and was promoted to the rank of Associate Professor in 1982.

During his time at Mason, Dr. Torzilli demonstrated a high level of expertise and incredible flexibility to teach a wide variety of courses that were fundamental to the development and prestige of both the Biology Department and for the Department of Environmental Science and Policy (ESP). He was involved in the creation of one of the first doctoral programs in the sciences at Mason, the PhD in Environmental Science and Public Policy. He also served as the ESP Graduate Program Director from 2005 until he retired in May 2018 after 41 of service.

I am pleased to support the nomination of Dr. Torzilli for the rank of Emeritus Professor as recommended by the Department Chair, Dr. Alonso Aguirre. Given his significant and outstanding contributions and his highly respected reputation at Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approved Disapproved  4/11/19
 S. David Wu, Provost Date

Approved Disapproved  4/2/19
 Ángel Cabrera, President Date

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.



Schar School of Policy and Government
3351 Fairfax Drive, MS 3B1, Arlington, Virginia 22201
Phone: 703-993-2280; Fax: 703-993-8215

To: S. David Wu, Provost and Executive Vice President
Ángel Cabrera, President

From: Mark J. Rozell, Dean *MJR*
Schar School of Policy and Government

Subject: Emerita Designation for Professor Toni-Michelle C. Travis

Date: March 20, 2019

This memo nominates Dr. Toni-Michelle C. Travis as Professor Emerita of Policy and Government. Dr. Travis joined George Mason University in 1984. She has dedicated 35 years to the betterment of Mason. From the beginning, Dr. Travis eagerly involved herself in university affairs. She has served on numerous university and departmental committees. She was a leader in creating African-American Studies, Urban Affairs, and Women and Gender Studies. Similarly, when President Merton asked Dr. Travis to create a series of TV interviews from Mason, she agreed and spent four years as producer, writer and host of the bi-weekly series. Dr. Travis used her extensive connections with local, state, and national leaders to create numerous valuable programs. For the past three decades Dr. Travis has been one of the leading analysts of Virginia and Washington, DC regional politics and is widely quoted for her expertise by major media.

Dr. Travis has a strong reputation as a scholar. Colleagues in the discipline describe her as a path breaker who rejected mainstream political science and instead opted for neglected subjects such as racial diversity and social justice. Although the discipline downplayed these areas for years, they are now at the center of academic discussions. To a younger generation passionate about diversity and social justice, Dr. Travis's works have become must read materials.

It gives me great pleasure to nominate Dr. Toni-Michelle C. Travis for consideration as Professor Emerita of Policy and Government, effective June 2, 2019.

Approval Disapproval


S. David Wu, Provost and Executive Vice President

Approval Disapproval


Ángel Cabrera, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, nominated by the home unit with the Dean, Provost, and President's recommendations.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Ahmad	Afra	6/1/2019	1 year

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Psychology (CHSS)

Note(s): Additional Title: Director of the Applied Industrial and Organizational Psychology
Masters of Professional Studies Program

Altug	Mehmet	8/25/2019	3 years
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Title: Associate Professor

Classification: Tenure Track - Instructional

Local Academic Unit: School of Business

Arcenas	Scott	8/25/2019	3 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: History and Art History (CHSS)

Balmaceda	Laura A.	1/25/2019	1 year
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Berk	Christopher D.	8/25/2019	3 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Schar School of Policy and Government

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Betka	Paul	8/25/2019	3 years

Title: Assistant Professor

Classification: Tenure Track - Instructional

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

Cengiz	Mahmut	1/25/2019	1 year
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Schar School of Policy and Government

Dhadly	Manbharat	12/3/2018	1 year
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Diouf	Fatou	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: School of Business

Doebel	Sabine	8/25/2019	3 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Psychology (CHSS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Gonzalez Hernandez	Ana Loreto	8/25/2019	3 years

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computer Science (VSE)

Huneke	Samuel	8/25/2019	3 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: History and Art History (CHSS)

Kavanaugh	Brett	6/25/2019	3 years
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Title: Distinguished Visiting Professor of Law

Classification: Term - Instructional

Local Academic Unit: Antonin Scalia Law School

Lee	Garrett	2/25/2019	1 year
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Title: Research Associate (Instructor)

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Mathur	Divita	4/1/2019	1 year
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: College of Science

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Melchior	Shekila	8/25/2019	1 year

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Mengistu	Tessema Mindaye	8/25/2019	3 years
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computer Science (VSE)

Naumenko	Natalya	8/25/2019	3 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Economics (CHSS)

Roy	Pritha	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Chemistry and Biochemistry (COS)

Salinas	Armando	12/25/2018	1 year
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Bioengineering (VSE)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Van Sant	Claude	8/25/2019	3 years

Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Integrative Studies (CHSS)

Waters	Keith	3/10/2019	< 1 year
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Schar School of Policy and Government

Zhang	Ketian V.	8/25/2019	3 years
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Title: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Schar School of Policy and Government

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Academic Programs, Diversity, and University Community Committee

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APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Bell	Kathleen K.	11/25/2018

Title: Head, Assessment and Planning

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Bird	Lauren	2/11/2019
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Title: Director of Advancement

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Boies	Chris	2/10/2019
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Title: Assistant Vice President, Business Services

Classification: At will - Admin/Professional

Local Academic Unit: Facilities

Bowden	Trishana	3/4/2019
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Title: Vice President, Advancement and Alumni Relations & President, George Mason University Foundation, Inc.

Classification: At will - Admin/Professional

Local Academic Unit: Advancement and Alumni Relations

Carmona	Jonathan	1/25/2019
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Title: Global Programs Coordinator

Classification: At will - Admin/Professional

Local Academic Unit: International Programs and Services (UL)

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APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Carr	Felicia	4/15/2019

Title: Assistant Dean, Strategic Communications and Marketing

Classification: At will - Admin/Professional

Local Academic Unit: College of Humanities and Social Sciences

Cicchetti	John	1/10/2019
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Title: Associate Director for Support and Community Outreach

Classification: At will - Admin/Professional

Local Academic Unit: University Life

Dick	Darren	1/10/2019
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Title: Director of Programs, National Security Institute

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Durham	Gesele	3/1/2019
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Title: Associate Provost for Institutional Research and Effectiveness

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

Fahringer	Alyssa	2/4/2019
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Title: Digital Scholarship Consultant

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

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APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Goforth	Megan N.	2/10/2019

Title: Education Specialist

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Hayden	Dorothy	3/4/2019
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Title: Industry Advisor

Classification: At will - Admin/Professional

Local Academic Unit: University Career Services (UL)

Herr	Adam	9/25/2018
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Title: Assistant University Auditor

Classification: At will - Admin/Professional

Local Academic Unit: Office of University Audit

Jaffer	Jamil	1/10/2019
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Title: Founder and Executive Director, National Security Institute

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Note(s): Additional Title: Director, National Security Law and Policy Program

Lipsey	John	1/10/2019
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Title: Director of Policy, National Security Institute

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

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Academic Programs, Diversity, and University Community Committee

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APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Lipsky	Abbott	1/10/2019

Title: Director of GAI Competition Advocacy Program

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Lowery	Troy	2/25/2019
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Title: Director of Student Outreach

Classification: At will - Admin/Professional

Local Academic Unit: College of Humanities and Social Sciences

Matz	Robert	2/10/2019
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Title: Dean, George Mason University Korea

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

Note(s): Retained Title- Professor without Term

McCullough	Aaron	12/10/2018
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Title: Director, Mason Publishing Group

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Neily	Clark	1/10/2019
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Title: Director of Liberty and Law Center's Public Interest Litigation and Advocacy

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

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APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Ogisi	Amanda	2/11/2019

Title: Associate Director for Academic Integrity

Classification: At will - Admin/Professional

Local Academic Unit: Academic Integrity (UL)

Piehl	Brian	7/18/2019
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Title: Psychology Intern

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

Quinn	Rachel	7/10/2018
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Title: Director of University Events

Classification: At will - Admin/Professional

Local Academic Unit: Communications and Marketing

Robinson	Emily	1/25/2019
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Title: Assistant Director of Development

Classification: At will - Admin/Professional

Local Academic Unit: College of Visual and Performing Arts

Sanders	Janatry	9/25/2018
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Title: Assistant University Auditor

Classification: At will - Admin/Professional

Local Academic Unit: Office of University Audit

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APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Schreibstein	Melissa	2/18/2019

Title: Director of Well-Being Programs

Classification: At will - Admin/Professional

Local Academic Unit: Center for the Advancement of Well-Being (CHSS)

Sekinger	Meaghan	1/25/2019
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Title: TTAC Outreach Specialist

Classification: At will - Admin/Professional

Local Academic Unit: College of Education and Human Development

Serve	Brian	2/11/2019
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Title: Licensing Associate

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

Shafaie	Atossa	1/10/2019
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Title: Director of Communications and Marketing

Classification: At will - Admin/Professional

Local Academic Unit: University Life

Stacks	Helen	1/10/2019
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Title: Simulation Center Coordinator

Classification: At will - Admin/Professional

Local Academic Unit: Nursing (CHHS)

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APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Strike	Frank	1/7/2018

Title: Vice President for Facilities
Classification: At will - Admin/Professional
Local Academic Unit: Facilities

Tompkins	Catherine J.	1/10/2019
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Title: Associate Dean of Faculty Affairs
Classification: At will - Admin/Professional
Local Academic Unit: Social Work (CHHS)

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

Toombs	Dwala	12/3/2018
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Title: Director, Mid-Atlantic HERC & Diversity Outreach
Classification: At will - Admin/Professional
Local Academic Unit: Human Resources and Payroll

Torres Ramirez	Kenia	2/17/2019
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Title: Coordinator of Community Standards
Classification: At will - Admin/Professional
Local Academic Unit: Housing and Residence Life (UL)

Weiler	Robert M.	2/10/2019
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Title: Associate Dean for Academic Affairs
Classification: At will - Admin/Professional
Local Academic Unit: Global and Community Health (CHHS)

Note(s): Additional Title: Professor without Term

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APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Westcott	Stephanie	12/25/2019

Title: Open and Sustainable Learning Coordinator

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

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**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>
Agouris	Peggy	6/25/2019	5 years

Title: Dean

Local Academic Unit: College of Science

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Abdelfattah	Belal	8/25/2019	1 year

Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

Adams	Leah M.	8/25/2019	3 years
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: Psychology (CHSS)

Alvarez	Elissa	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Music (CVPA)

Arans	Olga R.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

Austin	Leila G.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Aylsworth	Julie H.	8/25/2019	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

Baldimtsi	Foteini	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Computer Science (VSE)

Barthold	Christine	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

Batarseh	Feras	1/10/2019	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Geography and Geoinformation Science (COS)

Beadles	Nicole	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

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>
Bean	Amanda K.	8/25/2019	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

Beckman	Elizabeth E.	6/25/2019	3 years
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Title: Archives and Manuscripts Librarian

Classification: Admin/Professional

Local Academic Unit: University Libraries

Bell	Jonathan	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Computer Science (VSE)

Berg	Scott W.	8/25/2019	1 year
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

Bozmoski	Alexander	6/10/2018	1 year
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Title: Senior Research Associate (Instructor)

Classification: Research

Local Academic Unit: Communication (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Burmeister	Steven	8/25/2019	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Forensic Science Program (COS)

Butler	Kathleen	6/25/2019	4 years
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Title: Science and Psychology Liaison Librarian

Classification: Admin/Professional

Local Academic Unit: University Libraries

Calcagno	Theresa	6/25/2019	5 years
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Title: Engineering Librarian

Classification: Admin/Professional

Local Academic Unit: University Libraries

Chanethom	Vincent	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Charles	Hans	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Film & Video Studies (CVPA)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Chen	Xiang	8/25/2019	3 years

Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Electrical and Computer Engineering (VSE)

Chen	Jianfei	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Clark	Nicholas	5/25/2018	1 year
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Title: Research Associate (Instructor)

Classification: Research

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

Darnell	Heather M.	6/25/2019	2 years
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Title: Multimedia Literacy Librarian

Classification: Admin/Professional

Local Academic Unit: University Libraries

Dawn	Karalee	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Arts Management (CVPA)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Del Popolo	Mary	8/25/2019	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Art (CVPA)

Dhokai	Niyati	6/25/2019	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: College of Visual and Performing Arts

DiZinno	Joseph A.	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Forensic Science Program (COS)

Dobson	Catherine M.	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

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

Doetsch-Kidder	Sharon	1/10/2019	At will
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Dorpenyo	Isidore K.	8/25/2019	3 years

Title: Assistant Professor
Classification: Instructional
Local Academic Unit: English (CHSS)

Dudnik	Natalia	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

Duke	Judi	8/25/2019	1 year
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Title: Term Associate Professor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

El-Amine	Hadi	8/25/2019	1 year
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: Systems Engineering and Operations Research (VSE)

Elder	Robert	7/2/2018	1 year
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Title: Research Professor
Classification: Research
Local Academic Unit: Electrical and Computer Engineering (VSE)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Elzey	Christopher C.	8/25/2019	3 years

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: History and Art History (CHSS)

Note(s): Additional Title: Coordinator, Sport and American Culture Minor

Esherick	Craig	6/25/2019	3 years
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

Evans	Sally	6/25/2020	3 years
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Title: University Dissertations and Theses Coordinator

Classification: Admin/Professional

Local Academic Unit: University Libraries

Fernandez	Lourdes	8/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: English (CHSS)

Note(s): Additional Title: Assistant Director of Composition

Fisher-Maltese	Carley	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Folan	Kerry	8/25/2019	1 year

Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: English (CHSS)

Fowler	Amy	8/25/2019	3 years
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: Environmental Science and Policy (COS)

Frye	Samuel	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Integrative Studies (CHSS)

Fyock	Marcie	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

Gkoutouna	Olga	2/25/2019	1 year
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Title: Research Assistant Professor
Classification: Research
Local Academic Unit: Geography and Geoinformation Science (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Glasbrenner	James	8/25/2019	1 year

Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Computational and Data Sciences (COS)

Goldenthal	Ariel	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

Gregg	Christopher A.	8/25/2019	3 years
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: History and Art History (CHSS)

Grimsby	Gregory Walter	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Computer Game Design (CVPA)

Groth	Lois	8/25/2019	3 years
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Haspel Jr.	Donald P.	8/25/2019	1 year

Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: English (CHSS)

Hathaway	Jennifer I.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

Henson	JoAnn	6/25/2020	3 years
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Title: Business and Economics Librarian
Classification: Admin/Professional
Local Academic Unit: University Libraries

Hermoso	Vincent A.	6/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: College of Science

Howard	Susan	8/25/2019	1 year
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Title: Term Instructor
Classification: Instructional
Local Academic Unit: Integrative Studies (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Howell	William R.	8/25/2019	1 year

Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: English (CHSS)

Hoy	Virginia A.	6/25/2019	1 year
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Title: Term Instructor
Classification: Instructional
Local Academic Unit: English (CHSS)

Huang	June	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Music (CVPA)

Hultin	Ivar Niklas	8/25/2019	3 years
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: Global Affairs Program (CHSS)

Hunt	Lucas	9/25/2018	1 year
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Title: Research Associate (Instructor)
Classification: Research
Local Academic Unit: Physics and Astronomy (COS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Ingram	Mark	8/25/2019	1 year

Title: Term Instructor
Classification: Instructional
Local Academic Unit: School of Business

Jerome	Marci B.	8/25/2019	1 year
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Title: Term Associate Professor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

Jones	Tina	8/25/2019	1 year
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Title: Term Instructor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

Jung	Eun Ju	8/25/2019	3 years
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

Kardambikis	Christopher	8/25/2019	3 years
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: Art (CVPA)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Kennedy	William G.	8/25/2019	1 year

Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: Computational and Data Sciences (COS)

Khan	Amir Ali	2/7/2018	1 year
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Title: Research Assistant Professor

Classification: Research

Local Academic Unit: Bioengineering (VSE)

Killiany	Joseph W.	8/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: English (CHSS)

Kim	Hyo Jung	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: School of Business

Kim	Dae	6/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
King	Karen M.	8/25/2019	1 year

Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

King	Michael A.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

Krall	Jenna R.	8/25/2019	3 years
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: Global and Community Health (CHHS)

Largen	Kim	8/25/2019	1 year
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Title: Term Associate Professor
Classification: Instructional
Local Academic Unit: Environmental Science and Policy (COS)

Lauer	Anne E.	8/25/2019	1 year
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Title: Term Instructor
Classification: Instructional
Local Academic Unit: School of Business

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Lazaroff	Kurt C.	6/25/2019	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Integrative Studies (CHSS)

Lee	Yi-Ching	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Psychology (CHSS)

Li	Jiasun	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: School of Business

Mackenzie	Tricia	6/25/2020	3 years
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Title: Head, Resource Description and Metadata Services

Classification: Admin/Professional

Local Academic Unit: University Libraries

Magnant	Paul F.	8/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

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>
Mainkar	Avinash V.	8/25/2019	1 year

Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

Mariska	John	3/10/2019	1 year
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Title: Research Professor
Classification: Instructional
Local Academic Unit: Physics and Astronomy (COS)

Maskell	Shayna L.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Integrative Studies (CHSS)

Mattix Foster	April	8/25/2019	3 years
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Title: Term Associate Professor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

Maulden	Patricia	8/25/2017	3 years
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Title: Term Associate Professor
Classification: Instructional
Local Academic Unit: School for Conflict Analysis and Resolution

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
McGuire	Heather M.	8/25/2019	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: History and Art History (CHSS)

Meier	Robert	4/10/2019	1 year
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Title: Research Professor

Classification: Research

Local Academic Unit: Physics and Astronomy (COS)

Messier	Jennifer	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

Miller	David J.	6/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: Communication (CHSS)

Monea	Alexander	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Moteabbed-Tabarraei	Shora E.	8/25/2019	1 year

Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

Motti	Vivian G.	8/25/2019	1 year
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: Information Sciences and Technology (VSE)

Mulcahy	Kathleen G.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Music (CVPA)

Mungai	Wambui	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

Murdoch	Erin Q.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Psychology (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Norden	Luanne	8/25/2019	1 year

Title: Term Instructor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

Nowzari	Cameron	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Electrical and Computer Engineering (VSE)

O'Connor	Parker S.	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

Orlando	Benjamin David	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

Parham	Candace	5/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

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>
Pathak	Parth	8/25/2019	3 years

Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Computer Science (VSE)

Paul	Elizabeth	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

Peppard	Lora	12/25/2018	> 1 year
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Title: Research Associate Professor

Classification: Instructional

Local Academic Unit: Nursing (CHHS)

Pettibon	Audrey S.	8/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: English (CHSS)

Photos	Lisa E.	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Poms	Laura	8/25/2019	3 years

Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: Global and Community Health (CHHS)

Note(s): Additional Title: Director of Undergraduate Programs

Powell	Marvin G.	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

Prawat	Theodore R.	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Computer Game Design (CVPA)

Qiao	Wanli	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Statistics (VSE)

Ramos	Kathleen Ann	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Ramsdell	Justin	8/25/2019	1 year

Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Psychology (CHSS)

Ray	Sharon	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

Ready	Psyche Z.	8/25/2019	1 year
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Title: Term Instructor
Classification: Instructional
Local Academic Unit: English (CHSS)

Requeijo	Tiago	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: School of Business

Roberts	Kathleen R.	8/25/2019	1 year
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Title: Term Instructor
Classification: Instructional
Local Academic Unit: School of Business

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Rustici	Thomas	8/25/2019	5 years

Title: Term Associate Professor
Classification: Instructional
Local Academic Unit: Economics (CHSS)

Saunders	Catherine E.	8/25/2019	5 years
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Title: Term Professor
Classification: Instructional
Local Academic Unit: English (CHSS)

Schmeidler	Lance	8/25/2019	1 year
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Title: Term Instructor
Classification: Instructional
Local Academic Unit: Communication (CHSS)

Scolaro	Margaret	8/25/2019	1 year
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Title: Term Instructor
Classification: Instructional
Local Academic Unit: English (CHSS)

Slawski	Martin P.	8/25/2019	3 years
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Title: Assistant Professor
Classification: Instructional
Local Academic Unit: Statistics (VSE)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Sokolov	Vadim	8/25/2019	3 years

Title: Assistant Professor

Classification: Instructional

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

Sontag	Jennifer B.	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Psychology (CHSS)

Sorvillo	Sheri	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

Steele	James	8/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: Communication (CHSS)

Note(s): Additional Title: INTO Mason Course Liaison for COMM 100

Steen	Bweikia T.	8/25/2019	1 year
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Title: Term Associate Professor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Stevens	Jennifer	6/25/2020	4 years

Title: Humanities Liaison Librarian
Classification: Admin/Professional
Local Academic Unit: University Libraries

Stone	Deborah W.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

Stone	Victoria J.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: College of Education and Human Development

Storelli	Elizangela J.	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: Sociology and Anthropology (CHSS)

Streckfus- Green	Heather	8/25/2019	1 year
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Title: Term Assistant Professor
Classification: Instructional
Local Academic Unit: English (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Sugiyama	Nawa	8/25/2019	3 years

Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Sociology and Anthropology (CHSS)

Sweeney	Amykate	8/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: Communication (CHSS)

Sweet	Colleen	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Talbot	Lee M.	8/25/2019	1 year
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Title: Term Professor

Classification: Instructional

Local Academic Unit: Environmental Science and Policy (COS)

Taylor	Kevin	8/25/2019	1 year
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Title: Term Instructor

Classification: Instructional

Local Academic Unit: College of Education and Human Development

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Thrasher	Lisa	8/25/2019	3 years

Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Film & Video Studies (CVPA)

Tucker	Megan H.	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Communication (CHSS)

Valderrama	Diego	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Environmental Science and Policy (COS)

Van der Ham	Joris	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Environmental Science and Policy (COS)

von Fricken	Michael E.	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Global and Community Health (CHHS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Walsh	Joseph V.	8/25/2019	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Music (CVPA)

Note(s): Professor is jointly assigned to the School of Theater.

Wentland	Kelly M.	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: School of Business

Wiesen	Taylor J.	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: School of Business

Williamson	Jacquelyn	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: History and Art History (CHSS)

Wihelm	Gregg	6/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: English (CHSS)

Note(s): Additional Title: Director of Creative Writing

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Yamanaka	Aoi	8/25/2019	1 year

Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: Integrative Studies (CHSS)

Note(s): Additional Title: Associate Director of Academic Services

Yao	Andy	8/25/2019	1 year
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Title: Term Assistant Professor

Classification: Instructional

Local Academic Unit: School of Business

Zhang	Feitian	8/25/2019	1 year
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Electrical and Computer Engineering (VSE)

Zhao	Liang	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Information Sciences and Technology (VSE)

Zuefle	Andreas	8/25/2019	3 years
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Title: Assistant Professor

Classification: Instructional

Local Academic Unit: Geography and Geoinformation Science (COS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Agrawal	Nitin	Contract expiration	05/24/2019

Title: Assistant Professor

Classification: Tenure track - Instructional

Local Academic Unit: Bioengineering (VSE)

Anderson	Heather	Resignation	04/11/2019
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Title: Director of Academic Affairs

Classification: At will - Admin/Professional

Local Academic Unit: Honors College

Barksdale	Stephanie	Resignation	05/03/2019
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Title: Research Associate (Instructor)

Classification: Term - Research

Local Academic Unit: Systems Biology (COS)

Barrett	Katlin N.	Resignation	02/26/2019
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Title: Assistant Director, Outreach and Marketing

Classification: At will - Admin/Professional

Local Academic Unit: Diversity, Inclusion and Multicultural Education (UL)

Bashuk	Andrew	Resignation	11/09/2018
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Title: Director of Marketing

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Boudinot	Patricia Y.	Retirement	05/24/2019

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Geography and Geoinformation Science (COS)

Brogdon	Laurie	Resignation	04/17/2019
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Title: Director of Alumni Relations

Classification: At will - Admin/Professional

Local Academic Unit: Advancement and Alumni Relations

Burnham	Philip	Retirement	01/09/2019
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Title: Term Associate Professor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Canterbury	Shelly	Retirement	05/24/2019
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Title: Term Instructor

Classification: Term - Instructional

Local Academic Unit: School of Business

Cioffi-Revilla	Claudio	Retirement	05/24/2019
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Title: University Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: Computational and Data Sciences (COS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Collins	John	Resignation	01/18/2019

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Rehabilitation Sciences (CHHS)

Deck	Emily	Resignation	03/15/2019
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Title: Associate Athletic Trainer

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Delany	Peter J.	Resignation	05/24/2019
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Title: Associate Professor

Classification: Tenure track - Instructional

Local Academic Unit: Social Work (CHHS)

DiTeresi	Christopher	Contract expiration	05/24/2019
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Philosophy (CHSS)

Eagle	Steven	Retirement	05/24/2019
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Antonin Scalia Law School

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Ettienne-Modeste	Geriel A.	Resignation	01/09/2019

Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Mechanical Engineering (VSE)

Feliciano	Maribel	Resignation	02/22/2019
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Title: Assistant Director, Veterans Business Outreach Center

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

Fischer	Dane	Resignation	04/07/2019
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Title: Assistant Coach, Men's Basketball

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Fleck	Daniel	Resignation	03/08/2019
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Volgenau School of Engineering

Forrest	Mark A.	Contract expiration	02/28/2018
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Title: Director, Alumni Affairs

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Fournier	Marc	Resignation	01/25/2019

Title: Associate Vice President, Real Estate and Business Services

Classification: At will - Admin/Professional

Local Academic Unit: Auxillary Enterprises

Fuller	Stephen	Retirement	01/09/2020
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Title: University Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: Schar School of Policy and Government

Green	Colleen M.	Resignation	05/24/2019
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: School of Business

Hager	Justin	Resignation	03/08/2019
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Title: Assistant Director of Admissions and Diversity Services

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Hammat	Jennifer R.	Resignation	05/01/2019
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Title: Title IX Coordinator

Classification: At will - Admin/Professional

Local Academic Unit: Compliance, Diversity, and Ethics

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Hanna	Sylvia S.	Resignation	05/10/2019

Title: Psychologist

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

Hillen III	John F.	Resignation	01/09/2019
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Title: Term Professor

Classification: Term - Instructional

Local Academic Unit: School of Business

Hodgeson	Jeremy J.	Resignation	01/09/2019
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Title: Term Instructor

Classification: Term - Instructional

Local Academic Unit: Communication (CHSS)

Karczmarczyk	Diana	Resignation	02/22/2019
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Title: Term Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Global and Community Health (CHHS)

Kemp	Lisa G.	Resignation	11/09/2018
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Title: Vice President, Finance and Budget

Classification: At will - Admin/Professional

Local Academic Unit: Fiscal Services

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Krauss	Michael	Retirement	05/24/2020

Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Antonin Scalia Law School

McCaffrey	Charles W.	Contract expiration	08/26/2019
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Title: Director, Veterans Business Outreach Center

Classification: At will - Admin/Professional

Local Academic Unit: Mason Enterprise Center

McDaniel	Douglas K.	Resignation	11/30/2018
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Title: Assistant Director, Emergency Management

Classification: At will - Admin/Professional

Local Academic Unit: Administrative Offices Other

Menashi	Steven	Resignation	05/24/2019
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Title: Assistant Professor

Classification: Tenure track - Instructional

Local Academic Unit: Antonin Scalia Law School

Monroe	Juli W.	Resignation	03/22/2019
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Title: Director, Women's Business Center

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Moore	David B.	Resignation	02/09/2019

Title: Assistant Vice President and Chief Budget Officer

Classification: At will - Admin/Professional

Local Academic Unit: Office of Budgeting and Planning

Myroniuk	Tyler W.	Resignation	01/09/2019
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Title: Assistant Professor

Classification: Tenure track - Instructional

Local Academic Unit: Sociology and Anthropology (CHSS)

Naradzay	Jennifer A.	Resignation	02/15/2019
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Title: Financial Aid Counselor

Classification: At will - Admin/Professional

Local Academic Unit: Office of Student Financial Aid

Natoli	Stacy A.	Resignation	11/09/2018
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Title: Assistant Athletic Director, Event Administration

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Opoku-Anarfi	Tracey	Contract expiration	05/15/2019
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Title: Athletic Trainer Resident

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Osborne	Jerome	Resignation	03/11/2019

Title: Associate Director, Recreation Facilities

Classification: At will - Admin/Professional

Local Academic Unit: Mason Recreation (UL)

Parker	Jeffrey	Retirement	01/09/2021
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Antonin Scalia Law School

Penukonda	Vaibhav	Resignation	05/24/2019
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Title: Term Instructor

Classification: Term - Instructional

Local Academic Unit: Biomedical Sciences Program (COS)

Peppard	Lora	Resignation	03/30/2019
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Title: Term Associate Research Professor

Classification: Term - Research

Local Academic Unit: Nursing (CHHS)

Pi	Daniel	Contract expiration	05/24/2019
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Title: Term Visiting Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Antonin Scalia Law School

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Prescott	Cachet	Resignation	04/12/2019

Title: Director, Small Business Development Center

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

Prudden	Katherine	Resignation	05/24/2019
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Title: Term Instructor

Classification: Term - Instructional

Local Academic Unit: Social Work (CHHS)

Rao	Neomi	Resignation	03/18/2019
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Title: Associate Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Antonin Scalia Law School

Serrano-Kirby	Amara	Resignation	03/06/2019
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Title: Research Associate (Instructor)

Classification: Term - Research

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

Seward	Kerin	Resignation	02/09/2019
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Title: Director, Communications

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Springer	Nicole	Resignation	01/18/2019

Title: Assistant Director Arts Management / Assistant Dean Academic Affairs

Classification: At will - Admin/Professional

Local Academic Unit: Arts Management (CVPA)

Tarr	Lucas	Resignation	07/05/2019
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Title: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Note(s):

Dr. Tarr has accepted a tenure-track staff-scientist position with the National Solar Observatory.

Tian	Qing	Contract expiration	05/24/2019
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Title: Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computational and Data Sciences (COS)

Tichy	Susan	Retirement	05/24/2019
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: English (CHSS)

Travis	Toni-Michelle C.	Retirement	05/24/2019
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Political Science

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Van Wagenen	Angelica	Resignation	05/03/2019

Title: Psychologist

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

Visseren-Hamakers	Ingrid	Resignation	05/24/2019
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Title: Graduate Director

Classification: Tenured (without term) - Instructional

Local Academic Unit: Environmental Science and Policy (COS)

Note(s):

Dr. Visseren-Hamakers has accepted a Full Professor and Chair position with Radboud University.

Wang	Binyu	Resignation	12/31/2018
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Title: Research Assistant Professor

Classification: Term - Research

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

Wang	George HK	Retirement	05/24/2019
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Title: Term Research Professor

Classification: Term - Instructional

Local Academic Unit: School of Business

Weitzman	Ethan	Resignation	03/15/2019
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Title: Compliance Officer

Classification: At will - Admin/Professional

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Wong	Eve	Contract expiration	07/10/2019

Title: University Registrar

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Registrar

You	Young-Ok	Contract expiration	05/24/2019
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Title: Assistant Professor

Classification: Tenure track - Instructional

Local Academic Unit: Chemistry and Biochemistry (COS)

Zadeh	Massood	Retirement	05/24/2019
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Title: Term Associate Professor

Classification: Term - Instructional

Local Academic Unit: School of Business

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Barber	Christian J.	Title Change
Title: Associate Director of Residential Communities Local Academic Unit: Housing and Residence Life (UL)		
Note(s): Previous Title:Assistant Director of Residence Life		
Berardo	Anthony	Title Change
Title: Assistant Director of Summer Operations Local Academic Unit: Housing and Residence Life (UL)		
Note(s): Previous Title:Accomodations and Community Coordinator, Mason Global Center		
Boyce	Matthew	Title Change
Title: Executive Director for Enrollment Management Local Academic Unit: Office of Enrollment Management		
Note(s): Previous Title:Director for Enrollment Management		
Brandt	Erin	Title Change
Title: Associate Director of Residential Services Local Academic Unit: Housing and Residence Life (UL)		
Note(s): Previous Title:Assistant Director, Residence Life and University Life for Mason Sci-Tech and SMSC Regional Campuses		
Caplan	Bryan D.	Leave with Pay
Title: Professor Local Academic Unit: Economics (CHSS)		
Note(s): Professor Caplan has been awarded a Faculty Study Leave for Spring Semester 2020.		

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Cheskin	Lawrence	Title Change

Title: Interim Chair, Global and Community Health

Local Academic Unit: Nutrition and Food Studies (CHHS)

Note(s): Retained Title-Professor without Term/Chair, Nutrition and Food Studies

Cohen	Lori	Title Change
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Title: Assistant Dean for Regional Campuses

Local Academic Unit: University Life

Note(s): Previous Title:Assistant Dean for University Life

Davis	Shannon	Title Change
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Title: Interim Senior Associate Dean

Local Academic Unit: College of Humanities and Social Sciences

Note(s): Retained Title-Professor without Term

Eckenwiler	Lisa	Title Change
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Title: Research Ethics Fellow

Local Academic Unit: Office of the Provost

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

Edwards	Cody	Title Change
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Title: Executive Director for the Smithsonian-School of Conservation

Local Academic Unit: Smithsonian-Mason School of Conservation

Note(s): Additional Title:Associate Provost, Institute for a Sustainable Earth

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Eilola

Robert A.

Title Change

Title: Interim Forensics Director

Local Academic Unit: Communication (CHSS)

Note(s): Additional Title:Term Instructor

Fiore

Maria S.

Title Change

Title: Associate Director of Business Management and Finance

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:Director of Housing Services and Finances

Foster

Gregory

Leave with Pay

Title: Professor

Local Academic Unit: College of Science

Note(s): Professor Foster has been awarded a Faculty Study Leave for Spring Semester 2020.

Fraser

Erica

Title Change

Title: Assistant Director, Communications, Social Media and Marketing

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:Resident Director

Fuertes

Al

Title Change

Title: University Life Faculty Fellow

Local Academic Unit: University Life

Note(s): Retained Title-Term Associate Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Gallagher

Eileen

Title Change

Title: Director of Contracts

Local Academic Unit: Office of Sponsored Programs

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

Garza

Melissa

Title Change

Title: Associate Director for Regional Campuses

Local Academic Unit: University Life

Note(s): Previous Title: Associate Director of Housing Services

Goldman

Jonathan

Title Change

Title: VSE Director of IT and Security

Local Academic Unit: Volgenau School of Engineering

Note(s): Previous Title: Director of Computing Resources

Harrington

Meeghan

Title Change

Title: Associate Director of Staff Onboarding and Development

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title: Assistant Director of Residence Life

Hart

David

Leave with Pay

Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Hart has been awarded a Faculty Study Leave for Spring Semester 2018.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Henderson

Jourdain D.

Title Change

Title: Assistant Director of Community Standards

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:Residence Life Coordinator, Community Standards

Hinton

Carma

Leave without Pay

Title: Clarence J. Robinson Professor

Local Academic Unit: Clarence J. Robinson Professors

Note(s): Professor Hinton will be on Leave without Pay for the Fall Semester 2019 to continue her research at the Harvard Asia Center.

Houser

Daniel

Title Change

Title: TFAS Faculty Administrator

Local Academic Unit: Economics (CHSS)

Note(s): Retained Title-Professor without Term

Janes

Devon

Title Change

Title: Assistant Director of Residential Academic Engagement

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:Living, Learning, Community Program Coordinator

Jerome

Nicole

Title Change

Title: Associate Director, Advancement and Alumni Relations

Local Academic Unit: School of Business

Note(s): Previous Title:Associate Director, Development and Alumni Affairs

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Johnson

Susan

Title Change

Title: Associate Director, Experiential Learning and Staff Development

Local Academic Unit: Mason Recreation (UL)

Note(s): Previous Title: Associate Director of The EDGE and Outdoor Adventures

Jones

Garett

Leave with Partial Pay

Title: Associate Professor

Local Academic Unit: Economics (CHSS)

Note(s):

Professor Jones has been awarded Faculty Study Leave for academic year AY Fall 2019 - Spring 2020

Josephson

Brett W.

Tenure Track Contract
Extension

Title: Assistant Professor

Local Academic Unit: School of Business

Kabbani

Nadine L.

Title Change

Title: Associate Director, Interdisciplinary Program in Neuroscience

Local Academic Unit: College of Science

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

Kahn

Lisa

Title Change

Title: Associate Dean for Research and Graduate Education

Local Academic Unit: College of Visual and Performing Arts

Note(s): Previous Title: Associate Dean, Academic Affairs

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2019

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Kuo

Ying-Ying

Title Change

Title: Instructional Designer and Learning Analyst

Local Academic Unit: Office of the Provost

Note(s): Previous Title:Instructional Designer

Learmont

Lora

Title Change

Title: Associate Director of Residential Care and Outreach

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:Assistant Director for Community Standards

Lee

Seokwoo

Leave without Pay

Title: Assistant Professor

Local Academic Unit: School of Business

Note(s):

Professor Lee will be on Educational Leave without Pay for Academic Year 2019-2020.

Lewis

Kaleb P.

Title Change

Title: Associate Director, Career Services

Local Academic Unit: School of Business

Note(s): Previous Title:Assistant Director, Career Services

Lum

Cynthia

Title Change

Title: Distinguished Mentoring Faculty

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

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

Luther

David A.

Title Change

Title: Faculty Fellow

Local Academic Unit: Smithsonian-Mason School of Conservation

Note(s): Retained Title-Term Associate Professor

Magro

Anne M.

Title Change

Title: Senior Associate Dean for Strategy and Impact

Local Academic Unit: School of Business

Note(s): Previous Title: Associate Dean, Academic Affairs

Professor Magro is converting from a nine month instructional faculty to an administrative/professional faculty position.

Manuel-Scott

Wendi

Title Change

Title: University Life Faculty Fellow

Local Academic Unit: University Life

Note(s): Retained Title-Term Associate Professor

Manwill

Kristi

Title Change

Title: Assistant Director of Residential Communities

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title: Resident Director

Mascott

Jennifer

Conversion

Title: Assistant Professor

Local Academic Unit: Antonin Scalia Law School

Note(s): Professor Mascott is converting from a Term to a Tenure Track position.

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Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Masseti, Jr.

Jeffrey

Title Change

Title: Assistant Director, Student Involvement for Residential Student Engagement

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title: Resident Director

Mattix Foster

April

Conversion

Title: Term Assistant Professor

Local Academic Unit: College of Education and Human Development

Note(s): Professor Mattix Foster is converting from a Tenure Track to a Term position.

Matto

Holly

Leave with Pay

Title: Associate Professor

Local Academic Unit: Social Work (CHHS)

Note(s): Professor Matto has been awarded a Faculty Study Leave for Spring Semester 2020.

McGrath

Robert J

Title Change

Title: Director, Undergraduate Programs

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 the Provost

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

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Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Mehlenbeck	Robyn	Title Change

Title: Director of the Center for Psychological Services

Local Academic Unit: Psychology (CHSS)

Note(s): Administrative Faculty promoted to the rank of Clinical Professor.

Meyer	Carrie	Leave with Partial Pay
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Title: Associate Professor

Local Academic Unit: Economics (CHSS)

Note(s):

Professor Meyer has been awarded a Faculty Study Leave for the full academic year Fall 2019 - Spring 2020.

Monroe	Tera	Title Change
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Title: Director of Residential Student Engagement and Success

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title: Director of Residence Life

Montiel	Sara	Title Change
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Title: Associate Director, Student Services

Local Academic Unit: Integrative Studies (CHSS)

Note(s): Previous Title: Assistant Director, Student Services

Mullen	Lincoln	Title Change
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Title: Director, Computational History

Local Academic Unit: History and Art History (CHSS)

Note(s): Retained Title-Assistant Professor

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Academic Programs, Diversity, and University Community Committee

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Myers	Matthew	Title Change

Title: Assistant Director, Industry Advising

Local Academic Unit: University Career Services (UL)

Note(s): Previous Title:Manager, Industry Advising and Employer Development

Nichols	Len	Title Change
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Title: Director, Center for Health Policy Research and Ethics

Local Academic Unit: Health Administration and Policy (CHHS)

Note(s): Retained Title-Professor without Term

Nix	Shannon S.	Title Change
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Title: Assistant Provost for Institutional Effectiveness

Local Academic Unit: Institutional Research and Effectiveness

Note(s): Previous Title:Director, Institutional Assesment

Odagawa	Satoko	Title Change
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Title: Industry Advisor

Local Academic Unit: University Career Services (UL)

Note(s): Previous Title:Manager, Industry Advising and Employer Development

O'Gara	Genya	Title Change
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Title: Deputy Director, Virtual Library of Virginia

Local Academic Unit: University Libraries

Note(s): Previous Title:Associate Director, Virtual Library of Virginia

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Academic Programs, Diversity, and University Community Committee

May 2, 2019

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Oh	Kyeung Mi	Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Nursing (CHHS)

Note(s): Professor Oh has been awarded a Faculty Study Leave for Spring Semester 2018.

Olson	Kristina	Leave with Pay
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Title: Associate Professor without Term

Local Academic Unit: Modern and Classical Languages (CHSS)

Note(s): Professor Olson was awarded a Faculty Study Leave for Spring Semester 2018.

Olson	Kristina	Title Change
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Title: Distinguished Mentoring Fellows

Local Academic Unit: Office of the Provost

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

O'Neill	Olivia	Leave with Pay
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Title: Associate Professor without Term

Local Academic Unit: School of Business

Note(s): Professor O'Neill has been awarded a Faculty Study Leave for Spring Semester 2019.

Owen	Julie	Leave with Pay
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Title: Associate Professor without Term

Local Academic Unit: Integrative Studies (CHSS)

Note(s): Professor Owen has been awarded a Faculty Study Leave for Fall Semester 2018.

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Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Parker	Shernita	Title Change

Title: Interim VP of HR

Local Academic Unit: Human Resources and Payroll

Note(s): Retained Title-Organizational Development and Faculty/Staff Coach Director

Pichichero	Christy	Title Change
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Title: Faculty Fellow, Faculty Diversity, Equity and Inclusion

Local Academic Unit: Office of the Provost

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

Pierobon	Mariaelena	Leave without Pay
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Title: Research Associate Professor

Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

Note(s):

Professor Peirobon will be on Leave without Pay for three months during Spring Semester 2019 to participate in the Fulbright Program in Italy.

Platt	Brian	Title Change
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Title: Presidential Fellow

Local Academic Unit: Office of the President

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

Poms	Laura	Title Change
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Title: Undergraduate Programs Coordinator

Local Academic Unit: Global and Community Health (CHHS)

Note(s): Retained Title-Term Assistant Professor

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Academic Programs, Diversity, and University Community Committee

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Puhl	Aysha	Title Change
Title: Associate Director of Residential Student Education and Engagement Local Academic Unit: Housing and Residence Life (UL)		
Note(s): Previous Title: Associate Director, Living Learning Communities		
Ramirez-Gaston	Carolina I.	Title Change
Title: Industry Advisor Local Academic Unit: University Career Services (UL)		
Note(s): Previous Title: Manager, Industry Advising and Employer Development		
Repinecz	Jonathon	Leave with Partial Pay
Title: Assistant Professor Local Academic Unit: Modern and Classical Languages (CHSS)		
Note(s): Professor Repinecz will be on Educational Leave with Partial Pay for AY 2018-2019 as a recipient of a Fulbright award.		
Rockmann	Kevin	Title Change
Title: Distinguished Mentoring Faculty Local Academic Unit: School of Business		
Note(s): Retained Title-Professor without Term		
Sauer	Karen	Leave with Pay
Title: Professor without Term Local Academic Unit: Physics, Astronomy and Computational Science		
Note(s): Professor Sauer has been awarded a Faculty Study Leave for Spring Semester 2020.		

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Schrum	Kelly R.	Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: College of Humanities and Social Sciences

Note(s): Professor Schrum has been awarded a Faculty Study Leave for Fall Semester 2018.

Shaw	Tyler H.	Title Change
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Title: Distinguished Mentoring Fellows

Local Academic Unit: Office of the Provost

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

Sincere	Shakiyla	Title Change
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Title: Assistant Director for Housing and Strategic Diversity

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:University Life/Residence Life Coordinator for Smithsonian-Mason School of Conservation

Sklarew	Daniel	Title Change
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Title: Coordinator, Sustainability Initiatives

Local Academic Unit: Office of the Provost

Note(s): Retained Title-Term Associate Professor

Smith	Cassandra D.	Title Change
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Title: Assistant Director, Off-Campus Student Services

Local Academic Unit: University Life

Note(s): Previous Title:Coordinator, Off-Campus Student Services

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Academic Programs, Diversity, and University Community Committee

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LAST NAME

FIRST NAME

TYPE

Sofer

Ariela

Title Change

Title: Distinguished Mentoring Fellows

Local Academic Unit: Office of the Provost

Note(s): Retained Title-Professor without Term

Sofer

Ariela

Title Change

Title: Associate Dean, Administration and Faculty Affairs

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

Note(s): Retained Title-Professor without Term

Somin

Ilya

Leave with Pay

Title: Professor

Local Academic Unit: School of Law

Note(s): Professor Somin has been awarded a Faculty Study Leave for Spring Semester 2020.

Suero

Christian R.

Title Change

Title: Assistant Director of Residential Communities

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:Resident Director

Sullivan

Amy

Title Change

Title: Head, Preservation Services

Local Academic Unit: University Libraries

Note(s): Retained Title-Preservation Librarian

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Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Talbert	Clare	Title Change
Title: Associate Director, Technology, VDOE TTAC at GMU Local Academic Unit: College of Education and Human Development		
Note(s): Previous Title:Tech Assistance Specialist		
Teague	Bradley C.	Title Change
Title: Assistant Director of Student Staff Development Local Academic Unit: Housing and Residence Life (UL)		
Note(s): Previous Title:Resident Director		
Tryfona	Nektaria	Title Change
Title: Acting Director, College of Science Data Lab Local Academic Unit: College of Science		
Note(s): Retained Title-Director of Educational Initiatives		
Uhen	Mark	Leave with Pay
Title: Associate Professor without Term Local Academic Unit: Atmospheric, Oceanic and Earth Sciences (COS)		
Note(s): Professor Uhen has been awarded a Faculty Study Leave for Fall Semester 2019.		
Visseren-Hamakers	Ingrid	Title Change
Title: Graduate Director Local Academic Unit: Environmental Science and Policy (COS)		
Note(s): Retained Title-Associate Professor without Term		

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Talbert

Clare

Title Change

Title: Associate Director, Technology, VDOE TTAC at GMU

Local Academic Unit: College of Education and Human Development

Note(s): Previous Title: Tech Assistance Specialist

Teague

Bradley C.

Title Change

Title: Assistant Director of Student Staff Development

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title: Resident Director

Tryfona

Nektaria

Title Change

Title: Acting Director, College of Science Data Lab

Local Academic Unit: College of Science

Note(s): Retained Title-Director of Educational Initiatives

Uhen

Mark

Leave with Pay

Title: Associate Professor without Term

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

Note(s): Professor Uhen has been awarded a Faculty Study Leave for Fall Semester 2019.

Visseren-Hamakers

Ingrid

Title Change

Title: Graduate Director

Local Academic Unit: Environmental Science and Policy (COS)

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Vivancos Perez	Ricardo	Leave with Partial Pay

Title: Associate Professor without Term

Local Academic Unit: Modern and Classical Languages (CHSS)

Note(s):

Professor Vivancos Perez has been awarded a Faculty Study Leave for Academic Year 2018-2019.

Walsh	John C.	Title Change
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Title: Associate University Librarian, Learning, Research, and Engagement

Local Academic Unit: University Libraries

Note(s): Previous Title: Associate University Librarian, Resources and Collection Management Services

Warren	Monet S.	Title Change
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Title: Assistant Director of Residential Communities

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title: Resident Director

Weinstein	Ali	Title Change
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Title: Director, Center for the Study of Chronic Illness and Disability

Local Academic Unit: Global and Community Health (CHHS)

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

Weis	Eleanor	Title Change
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Title: Director, Advancement and Alumni Relations

Local Academic Unit: School of Business

Note(s): Previous Title: Director, Development

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Wernicke

Rachel A.

Title Change

Title: Associate Dean and Chief Mental Health Officer

Local Academic Unit: Counseling and Psychological Services (UL)

Note(s): Previous Title:Executive Director

Wheelock

Stefan

Leave with Partial Pay

Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Note(s):

Professor Wheelock has completed an awarded Faculty Study Leave during academic year 2017-2018.

Wilkerson, III

Philip

Title Change

Title: Industry Advisor

Local Academic Unit: University Career Services (UL)

Note(s): Previous Title:Manager, Industry Advising and Employer Development

Willigan

Kerry

Title Change

Title: Assistant Dean, Career Services

Local Academic Unit: School of Business

Note(s): Previous Title:Director, Career Services

Wingfield

Andrew

Title Change

Title: Director, Environmental and Sustainable Studies

Local Academic Unit: Integrative Studies (CHSS)

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Winstead

Leigh M.

Title Change

Title: Assistant Director

Local Academic Unit: Antonin Scalia Law School

Note(s): Previous Title:Staff Attorney

Wittman

Sarah M.

Tenure Track Contract
Extension

Title: Assistant Professor

Local Academic Unit: School of Business

Wong

David

Leave with Pay

Title: Professor

Local Academic Unit: Earth Systems and Geoinformatic Sciences (COS)

Note(s): Professor Wong has been awarded a Faculty Study Leave for Fall Semester 2019.

Yang

Chaowei "Phil"

Leave with Partial Pay

Title: Professor

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s):

Professor Yang has been awarded a Faculty Study Leave for Spring 2019 and Fall 2019.

Yard

Leotie

Title Change

Title: Assistant Director, Care and Outreach

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Previous Title:Resident Director

Faculty and Academic Standards Committee						
SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
APPOINTMENT OF FACULTY						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor						
Assistant Professor						
Associate Professor						
Professor						
Administrative/Professional						
Totals						
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor						
Assistant Professor						
Associate Professor						
Professor						
Administrative/Professional						
Totals						
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased		Total
OTHER ANNOUNCEMENTS						
	Leave with pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total

*Summary Excludes Postdoctoral Research Fellows and Research Staff

Faculty and Academic Standards Committee

ANNUAL SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS

PROMOTION AND TENURE						
Promotion Only					Promoted to Professor without Term	
Tenure Only					Promoted to Associate Professor without Term	
Promotion and Tenure						
EMERITUS/EMERITA				ELECTIONS		
Professor				Professor		
Associate Professor				Associate Professor		
Assistant Professor						
Total				Total		
APPOINTMENT OF FACULTY						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor						
Assistant Professor						
Associate Professor						
Professor						
Administrative/Professional						
Totals						
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor						
Assistant Professor						
Associate Professor						
Professor						
Administrative/Professional						
Totals						
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased		Total
OTHER ANNOUNCEMENTS						
	Leave with pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total

*Summary Excludes Postdoctoral Research Fellows and Research Staff

Meeting Book - Meeting Book - Board of Visitors Development Committee Meeting - May 2, 2019

George Mason University Board of Visitors

I. Call to Order

II. Approval of Minutes

- A. A. Board of Visitors Development Committee Minutes from February 27, 2019

III. New Business

- A. A. GMUF Chair Report - Jay O'Brien
- B. B. Giving Day and Celebration of Distinction Report - Chris Clark-Talley
- C. C. New University Advancement and Alumni Relations Website and Post Campaign
- D. D. Dean's Fundraising Needs and Priorities
- E. E. University Advancement and Alumni Relations Report - Trishana Bowden

IV. Old Business

V. Adjournment

**George Mason University
Board of Visitors**

**Development Committee Meeting
February 27, 2019
11:00 a.m. – 11:50 a.m.
Merten Hall, Room 1203, Fairfax Campus**

Meeting Minutes

Attendees: Chairman Jimmy Hazel, Vice Chair Lisa Zuccari, Visitor Paul Reagan

Absent: Visitor Wendy Marquez

Guests: President Ángel Cabrera, Faculty Senate Representative Keith Renshaw, Faculty Representative June Tangney, Faculty Representative Alan Abramson, Student Representative Becca Keatings, Frank Neville, Dean Ann Ardis, Jim Laychak, Susan Van Leunen

I. Call to Order

The meeting was called to order by Chairman Jimmy Hazel at 11:00 a.m.

**II. Approval of Development Committee Meeting Minutes from December 12, 2018
(ACTION ITEM)**

Chairman Hazel called for a motion to approve the meeting minutes from December 12, 2019. A **MOTION** was made, **SECONDED**, and the **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE**.

III. New Business

A. GMUF Chair Report – Susan Van Leunen

On behalf of GMUF Chairman Jay O'Brien, Susan Van Leunen, Chief Financial Officer of the George Mason University Foundation, delivered an update regarding the recent activities of the Board of Trustees.

- The board has completed its winter cycle of meetings and will conclude with the Full Board Meeting on Friday, 3/8/19.
- The NACUBO Endowment Survey results for FY 2018 were released at the end of January. The foundation endowment fared slightly above peers of its size and structure.

- New President of the GMU Foundation, and Mason's Vice President of University Advancement and Alumni Relations, Trishana Bowden, will be joining Mason on Monday, 3/4/19.

B. Campaign Update and Advancement Report – Jim Laychak

Jim Laychak, Deputy Vice President of University Advancement and Alumni Relations, provided an update on the department's fundraising activities. To date \$104 million has been raised towards the FY 2019 goal of \$60 million. The total raised by the Faster Farther campaign that concluded in December, was more than \$690 million.

C. Fundraising Needs and Priorities – Dean Rick Davis, College of Visual and Performing Arts

Dean Rick Davis of the College of Visual and Performing Arts gave an update on priorities for the school as well as fundraising goals, chief among them the fundraising initiative to renovate the Center for the Arts.

IV. Old Business

No old business was discussed.

V. Adjournment

There being no further business, the meeting was adjourned at 11:35 a.m.

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Research Committee Meeting
May 2, 2019
Merten Hall 1204
AGENDA**

- I. Call to Order
- II. Approval of Minutes (**ACTION ITEM**)
 - A. Meeting minutes for February 27, 2019
- III. Presentation, Dr. Deborah Crawford
Research Update
- IV. Presentation, Dr. William A. Hazel, Jr.
Institute for Biohealth Innovation Status Report: Strategic Options in Medical Research and Education
- V. Adjournment

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Research Committee Meeting
February 27, 2019
Merten Hall 1204**

Draft Minutes

Present: Provost S. David Wu; Chairman Horace Blackman; Vice President for Research Deborah Crawford; Visitors Anjan Chimaladinne, Edward Rice, Nancy Gibson Prowitt, Bob Witeck, Shawn Purvis; Faculty Representative Bijan Jabbari, Christy Esposito-Symthers; Student Representative Bekah Pettine; Guests: Aurali Dade, Germaine Louis

Absent: President Angel Cabrera; Rector Tom Davis; Faculty Senate Chair Keith Renshaw; Student Representative Becca Keatinge

I. Meeting was called to order by Chairman Horace Blackmon at 11:00 am

II. Approval of Minutes (**ACTION ITEM**)

Approval of December 12, 2018 meeting minutes motioned by Visitor Witeck, seconded by Visitor Chimaladinne, unanimously approved.

III. Presentation, Dr. Deborah Crawford (**Attachment 1**)

Research Status Report

Dr. Crawford provided a brief review of the research enterprise at Mason. The Committee was provided a document that included information on Mason's research expenditures for FY 2018 and some initial data for FY 2019. In December 2018, Mason completed the NSF Higher Education Research and Development (HERD) Survey reporting its Research and Development expenditures for the 2018 fiscal year. FY 2018 was a record setting year for Mason research and scholarship. Total expenditures for 2018 were \$149.14 million, a university high that exceeds expenditures reported in prior years by just over \$36 million or about 32%. Faculty received the majority of the funds (\$68.48 million) from Federal resources, \$29.7 million from nonprofit organizations and \$6.8 from industry. The contributions from nonprofit organizations is significant and puts Mason in the top 50 institutions receiving non-profit funding.

Fiscal year 2019 expenditures continue to look strong; tracking above FY 2018 by more than 20% for both expenditures and awards.

Research expenditures in FY 2018 showed healthy growth from FY 2017 across all multidisciplinary priority areas including health and wellness (increase of \$7 million), resilience and sustainability (increase of \$14 million), and cyber and data analytics (increase of \$12 million). The \$12 million increase in cyber and data analytics is largely the result of several fairly large Department of Defense or IARPA contracts.

IV. Presentation, Dr. Aurali Dade, Associate Vice President for Research Development, Integrity and Assurance; and Executive Director of the Institute for a Sustainable Earth (ISE)

Institute for a Sustainable Earth

Dr. Aurali Dade presented Mason's new Institute for a Sustainable Earth (ISE), which launched on Monday, February 25, 2019. ISE's mission is "Connecting Mason's faculty, staff, and student

community with policy-makers, businesses, and other organizations to advance a just, prosperous, and sustainable world.” The institute’s mission aligns with Mason’s Strategic Plan, which specifically called out this area of focus. ISE is also important for our metrics as Mason hopes to grow to \$80 million in research by 2024 in this area and based on the increase this year, this metric appears quite feasible.

ISE is intentionally engaging with external partners as part of this Institute. ISE hopes to form strategic partnerships and is already engaged in one exciting partnership with Future Earth. ISE also has a partnership with the Smithsonian and is planning a convening where we can explore additional collaborations with the Smithsonian. ISE will be launching an internal Seed Funding program to catalyze larger efforts in this area of research. Finally, the institute will also identify major funding opportunities and support proposal development as well as host events where new ideas are generated and new collaborations are formed.

ISE’s website is live and can be found at: <https://ise.gmu.edu/>

ISE is designed as an inclusive initiative that leverages the full complement of Mason’s expertise—including the arts, humanities, and social and behavioral sciences as well as the natural and engineered sciences. Indeed, over 500 faculty across all of Mason’s colleges and schools have been identified as being able to contribute to ISE.

ISE’s Scientific Director is Dr. Thomas Lovejoy who is a University Professor and works with the UN Foundation. Dr. Lovejoy is a conservation biologist, and an internationally recognized expert on biodiversity

The initial Advisory Council includes faculty from eight academic units and three outside organizations, including Future Earth, Northern Virginia Regional Commission, and the EPA. ISE is looking for additional external advisors.

ISE looks forward to presenting reports on its activities in the coming months and years.

Dr. Dade then introduced Dr. Germaine Louis, an internationally recognized reproductive and perinatal epidemiologist whose expertise focuses on the impact of environmental influences on human fecundity and fertility. The work she does is not only aligned with the Institute for Biohealth Innovation (IBI) but also with the new ISE. Dr. Louis’ research has addressed a mixture of environmental exposures, including endocrine disruptors, stress, diet, and physical activity in relation to a spectrum of reproductive outcomes in both men and women. She is the Dean of the College of Health and Human Services. She joined Mason in 2017 and prior to coming to Mason, she was the Director for the Division of Intramural Population Health Research at the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) at the NIH.

V. Presentation, Dr. Germaine Louis, Dean, College of Health and Human Services (CHHS)
Institute for Sustainable Earth and College of Health and Human Services Research Highlights

Dr. Germaine Louis described the research and academic pursuits being conducted in the college that align with ISE. In looking at the mission of ISE, Dr. Louis noted that the College can contribute to the research and scholarship. Faculty in CHHS are committed to working in the area of climate change and health. Dr. Louis presented data from the WHO report that warns about the impending changes in climate and the impact on human health. CHHS has faculty committed to conducting research on clean water and air, food security, and shelter and key exposures including extreme heat, variable rainfall, natural disasters, and infections. This research is vital as the WHO

report predicts a profound increase in global mortality from 2030-2050 based on climate change. Faculty in CHHS are treating climate change and health as a global public health challenge with solutions. Solutions are available if we bring together all the available disciplines into the conversation – not just scientific disciplines.

Academic/curricula contributions in CHHS include courses on new health paradigms including: 1) Social determinants of health and disease (looking not only at the biologics but also education, poverty, and trauma among other social determinants) and 2) OneHealth (looking at global health through the lens of human health and animal health with the environment holistically). CHHS has faculty in Global and Community Health who are already working on the OneHealth initiative and being a leader in this new paradigm. Mason also has novel courses on sustainable food systems and is working with the Virginia Sustainable Food Coalition. Additionally, the Nursing School recently received \$5 million dollars from two different grants to integrate public health into traditional nursing curriculum recognizing that health care providers must be fully versed in the social determinants of health in the early origins of health and disease. Health originates early and has implication across the lifespan – indeed Dr. Louis noted that number one predictor of life expectancy is zip code.

Research contributions in CHHS include: 1) Understanding environmental influences on health and disease (air pollution; cultural barriers to healthy living; resiliency from exercise to reduce fatigability, infrastructure change and health, and analytic methods); 2) Implementation Science (how to get people to change their behaviors) including studying interventions to minimize the health effects of harmful exposure; and 3) Diffusion Science, ensuring that people have the information they need to make informed public health policy and improve clinical guidance. CHHS faculty want be the voice behind clinical guidance and public health guidance and advocate for public policy to deliver on safe food, clean air, and clean water Dr. Louis described a number of research discoveries in the college including emerging infections and understanding how cultural influences can be integral to finding solutions to chronic disease. Faculty are also working in the areas of food security and nutrition and working with communities to develop sustainable foods and, where necessary, to move from traditional foods to other nutrient rich foods that can be more sustainably grown.

Lastly, she described the college's advocacy and translational work. A critical element in transparency and advocacy is to ensure investigators report their results and findings back to study participants. There is no way to keep people healthy if researchers have information that study participants don't. That is a commitment throughout the college. She also noted the importance of working with regulatory agencies for environmental protection which means coming up with scientifically valid data that agencies can use when determining regulatory policy. Dr. Louis stated that we also need better data to help inform health care providers about toxic chemical exposure that can help support better clinical guidance.

The goal of the College of Health and Human Services is to bring health to Mason, Virginia and beyond.

Dr. Louis addressed questions related public policy by noting that policy makers are always looking for good data that they can easily explain in terms of the concept of risk, which is one of the hardest concepts to communicate. She noted that is the work of science. Researchers need to sit down with policy makers to help them learn how to translate messages about risk into something that people can do; actions that people can take.

Dr. Louis also noted that faculty in CHHS have not traditionally had a big presence with the regulatory federal agencies, but it is something she is trying to change and one way to change that

is for CHHS faculty to be known for their research and scholarship. The college is also hoping to transition to have a School of Public Health. The college is also getting a new Associate Dean for Research who is coming from NIH. One of her responsibilities is to help CHHS become more aligned with NIH. CHHS is working on getting the word out about Mason's research and scholarship.

VI. Adjournment

Chairman Blackman asked if there was any additional business to be discussed. There was no additional business and Chairman Blackman asked for a motion for adjournment. Motion for adjournment was made by Visitor Witeck, seconded by Visitor Chimaladinne, and with no objections, the meeting was adjourned at 11:36 am.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Rebekah K. Hersch".

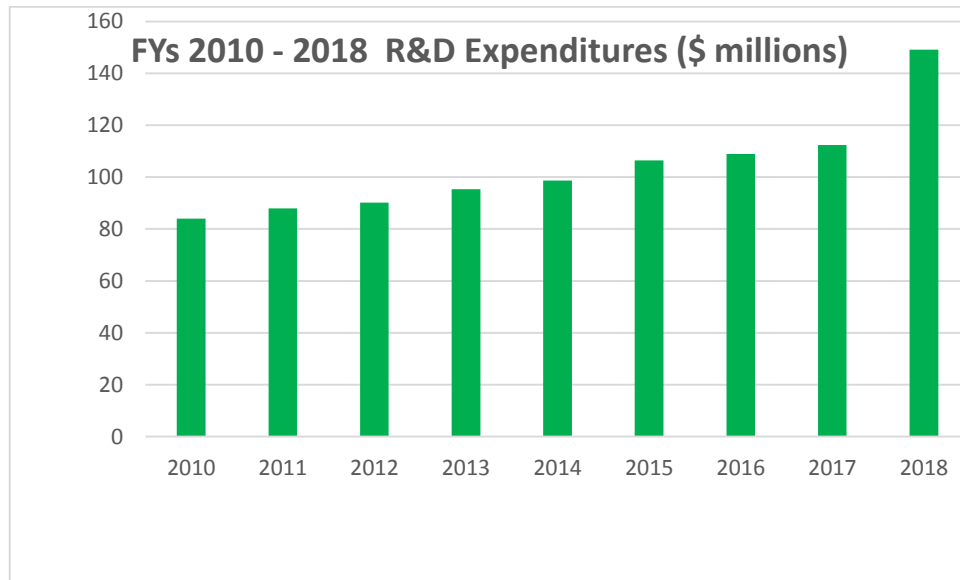
Rebekah K. Hersch
Research Committee Secretary Pro Tem

Research Expenditures Update

Deborah Crawford

February 27, 2019

2018 was a record-setting year for Mason research and scholarship. This month, the university finalized and submitted to the NSF Higher Education Research and Development (HERD) Survey its R&D expenditures data for the 2018 fiscal year, reporting total expenditures of \$149.14 million, a university high that exceeds expenditures reported in prior years by just over \$36 million or ~32 percent – see figure below.



Our faculty expended funding of \$69.48 million provided by federal sources, about \$10 million or 21% over FY 2017 levels, \$29.7 million from nonprofit organizations, and \$6.8 million from industry sources.

FY 2019 expenditures also continue to look strong, tracking above FY 2018 levels by more than 20%. Awards are up more than 20% over fiscal year 2018, too. The university is on its way to hitting its 2024 strategic goal of \$225 million in annual R&D expenditures.

Fiscal year 2018 expenditures show healthy growth across all multidisciplinary priority areas:

- In health and wellness, we reported expenditures of ~\$27 million, an increase of ~35% or about \$7 million over FY 2017 levels;
- In resilience and sustainability, we reported expenditures of ~\$64 million, an increase of ~28% or ~\$14 million over FY 2017 levels; and
- In cyber and data analytics we reported expenditures of ~\$32 million, ~60% or ~\$12 million over FY 2017 levels.



Institute for a
Sustainable Earth



George Mason University Institute for a Sustainable Earth

Mission: Connecting Mason's faculty, staff, and student community with policy-makers, businesses, and other organizations to advance a just, prosperous, and sustainable world.

ALIGNMENT WITH STRATEGIC PLAN

To complement our existing strengths in disciplinary areas, we also have identified three multidisciplinary research initiatives whose portfolios of outcomes promise significant academic, societal, and economic consequences. These initiatives include:

- **Advancing Health and Wellness:** research, scholarship, and creative work designed to enhance the health and wellness of individuals here in the United States and around the world.*
- **Harnessing Cyber and Data Analytics:** research, scholarship, and creative work undertaken to harness the power of advanced cyber and data analytics technologies and systems to democratize opportunity and advance economic and cultural prosperity.*
- **Supporting Resilient and Sustainable Societies:** research, scholarship, and creative work that **promises to contribute to the development of communities and societies here and around the world that are just, safe, economically secure, and environmentally sound.***

*Envisioned as inclusive initiatives **that leverage the full complement of our university community's expertise**—including the arts, humanities, and social and behavioral sciences as well as the natural and engineered sciences—these initiatives **promise significant long-term impact**. We will form multidisciplinary institutes and centers to better support faculty and students working in these areas, **to facilitate the engagement and support of external partners and individuals with similar interests, and to strengthen the impact of the outcomes that we generate.***

STRATEGY

Metric #3: Increase annual research expenditures in the three multidisciplinary priority areas, including health and wellness, from ~\$20 million in 2017 to ~\$80 million in 2024, in **resilient and sustainable societies from ~\$50 million in 2017 to ~\$80 million in 2024**, and in cyber and data analytics from ~\$20 million in 2017 to ~\$50 million in 2024.

- Forming **strategic partnerships** to catalyze connections
- Communicating and Connecting (next slide)
- **Seed funding** program
- Identifying **major funding opportunities** and supporting proposal development
- Hosting events where **new ideas** are generated and **new collaborations** are formed

COMMUNICATION

- Website: <https://ise.gmu.edu/>
- Email Address: MISE@gmu.edu
- List-serve with bi-weekly newsletter
 - Funding Opportunities
 - Membership Information
 - Relevant Conferences
 - Upcoming Events
 - Congratulations (Awards)
- Regular Meetings

DIRECTORS



Aurali Dade, PhD
Executive Director



Thomas E. Lovejoy,
PhD
Scientific Director

ADVISORY COUNCIL



Supriya Baily
CEHD



Sara Cobb
S-CAR



Cody Edwards
Provost Office, SMSC



Constance Gewa
CHHS



Lisa Gring-Pemble
Business



James L Kinter III
COS



Andrew Light
CHSS



Edward Maibach
CHSS



Dale Medearis
NVRC



Tonya Neaves
Schar



Sam Salem
VSE



Anthony Socci
EPA



Josh Tewksbury
Future Earth

THANK YOU!



Institute for a Sustainable Earth

College of Health and Human Services

February 27, 2019

Mission

- Connecting research & scholarship to action to address sustainability & resilience challenges, engaging deeply with communities & stakeholders under stress, and participating deliberately in the policy process.

research & scholarship to action to support a just, flourishing and sustainable planet



Climate Change & Health

- Clean air, safe drinking water, sufficient food, & secure shelter
- Exposures
 - Extreme heat
 - Variable rainfall patterns
 - Natural disasters
 - Patterns of infection (air, water & food-borne diseases)

Between 2030-2050...
250k additional deaths of which 38K expected from heat, 48k from
diarrhea ,60k from malaria, 95k from childhood undernutrition

WHO Climate Change and Health, 2018

CHHS' Contributions

- Academics
 - Integrated, transdisciplinary curricula
 - Nursing & public health (under)graduate curriculum
 - New undergraduate minor in OneHealth under consideration

- Research
 - Macro forces
 - Air, food, vectors
 - Human health & well-being
 - Vulnerable populations – fetuses, infants, children, pregnant women
 - Reproductive & gravid health

- Advocacy & translation
 - Public health & clinical guidance
 - Public policy

Academic Contributions

College of Health and Human Services



- New health paradigms
 - Social determinants of health & disease (education, poverty, trauma; Drs. Sutter)
 - OneHealth (human & animal health with environment; Drs. von Fricken, Pollack)
- Virginia Sustainable Food Coalition (VSFC)
 - 2015, novel course on sustainable food systems for next generation of food leaders built by Mason with VA university partners

- \$5 million extramural funding
& public health curriculum



Public health originates early with implications across the lifespan & future generations

Research Contributions

College of Health and Human Services

- Understanding environmental influences on health & disease
 - Etiology (air pollution, environmental chemicals, traffic - Krall & Pollack; Global & Community Health)
 - Cultural barriers to healthy living (Gallo; Nutrition & Food Studies)
 - Resiliency from exercise to reduce fatigability (Guccione; Rehabilitation Science)
 - Infrastructure change & health (Cuellar; Health Administration & Policy)
 - Analytic methods (AI, big data, economic analysis; Health Administration & Policy)
- Implementation science
 - Interventions to minimize health effects of harmful exposures (diet, personal care products, stress reduction; Global & Community Health)
- Diffusion science
 - Preserving & building green spaces
 - Green chemistry for reducing human exposure
 - Public health & clinical guidance
 - Public policy

Research Discoveries

College of Health & Human Services

- **Emerging infections** (von Fricken; Global & Community Health)
 - Biosurveillance zoonosis in Africa
 - Tick & tick-borne pathogen mapping in Mongolia
 - Vector-borne disease surveillance in Kenya
- **Culture & disease** (Gallo; Nutrition & Food Studies)
 - Understanding how culture, beliefs & values are integral to findings solutions for chronic disease management in vulnerable population groups.
- **Food & nutrition security in Kenya** (Constance Gewa; Nutrition & Food Studies)
 - Delineating factors that influence production & consumption of indigenous & traditional foods such as deteriorating soil conditions, in adequate rainfall, crop instability.
 - Sustainable food sourcing

Advocacy & Translation

College of Health and Human Services



- Awareness: reporting back to study participants
- Working to support clinical & public health guidance

• Working



tion

Endoc

PB

Ph

- Caused 618,000 ART procedures costing €4.71 billion
- Caused 145,000 endometriosis diagnoses costing €1.25 billion

DDE

- Caused 56,700 fibroid diagnoses costing €163 million

College of Health and Human Services ... bringing health to Mason, Virginia & beyond



**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Finance and Land Use Committee Meeting
May 2, 2019**

AGENDA

- I. Call to Order
- II. Approval of Minutes (**ACTION**)
 - For February 27, 2019 Finance and Land Use Committee Meeting
 - For April 3, 2019 Finance and Land Use Committee Information Session
- III. FY 2020 University Operating Budget, Tuition and Fees (**ACTION**)
- IV. Capital Budget Matters
 - A. Six-Year Capital Plan (**ACTION**)
- V. Operational Issue – Joint Legislative Audit and Review Commission (JLARC) Span of Control (**ACTION**)
- VI. Adjournment

Appendix: Capital Projects Review

GEORGE MASON UNIVERSITY
FINANCE & LAND USE COMMITTEE
BOARD OF VISITORS

MINUTES

February 27, 2019

11:55 a.m. – 12:50 p.m.

Merten Hall, Room 1201, Fairfax Campus

PRESENT: Rector Davis; Chairman Petersen; Vice Chairman Blackman; Visitors Alcalde, Cumbie, Hazel, Moreno, Reagan, Rice, Turner Roth; President Cabrera; Interim Senior Vice President Calhoun; Vice President for Facilities Strike; Faculty Senate Chair Renshaw; Faculty Representative Gallay; Student Representatives Keatinge and Pettine; Secretary *pro tem* Lagos

I. Call to Order

Chairman Petersen convened the meeting at 11:55 a.m.

II. Approval of Minutes

Chairman Petersen requested a **MOTION** to approve the minutes of the December 12, 2018 Finance and Land Use Committee as presented. It was so **MOVED** by Visitor Cumbie. **MOTION CARRIED UNANIMOUSLY.**

III. Strategic Matters

A. Commonwealth Budget Update

Chairman Petersen expressed his appreciation to Tom Calhoun for serving as Interim Senior Vice President. He then introduced Carol Dillon Kissal as the newly appointed Senior Vice President for Administration and Finance and, on behalf of the entire Board, welcomed her to Mason.

Mr. Calhoun provided an overview of the development and approval of the FY 2020 budget, highlighting ongoing Commonwealth budget deliberations, enrollment projections, tuition policy and other strategic and operational matters. The proposed budget will be presented at the April 3, 2019 Finance and Land Use Information Session in anticipation of BOV approval in May 2019.

Referencing Slide 8, Mr. Calhoun reviewed the major drivers for our budget including tuition, financial aid and compensation. One amendment proposed by the General Assembly freezes tuition for in-state undergraduate students. If Mason elects to freeze our in-state undergraduate tuition at 2019 levels, we will see an increase of \$6.5M to our base in addition to \$2.9M for in-state need-based financial aid. The commitment to freeze tuition is a one year option only.

The FY 2018-2020 biennium budget included a 2% salary increase for both faculty and classified employees. There was an additional 2% put into the budget for merit for classified employees with more than three years' service. The Governor proposed adding a 1% one-time bonus at the end of this year for all faculty and staff. The General Assembly instead proposed a 3% faculty increase and what amounts to a 5% increase for classified staff - a 2.75% base across the board for all classified employees and for those who have more than 3 years' service an additional 2.25% increase for merit. Mason will fund ~50% of the pay increase.

On the capital side, the General Assembly authorized the Telecomm/Infrastructure Project for \$11.9M. Mason's budget is also impacted by the Virginia Retirement Stranded Liability Surcharge of ~ \$750k - \$1M.

The Governor's introduced budget included two funds: \$8.3M to support increasing the number of degrees in computer science and closely related fields. This amount was increased in the conference report to \$16.6M to be allocated through the Tech Talent Investment Fund. Questions remain as to how the process will be set up for schools to compete for the pool of money. The other fund established by the Governor, which was not supported, was \$80M for capital improvements related to increasing computer science degrees. The amount was reduced to \$11M of capital to also be allocated through the Tech Talent Investment Fund process. The same process in competing for dollars will be set up for both the operating side and the capital side. Despite the amendments that were submitted by us in December 2018 but were not included in the Conference Report, we did relatively well overall in the process.

B. FY 2020 Room and Board Rates (ACTION)

Housing & Residence Life and Mason Dining are self-sustaining entities without any Commonwealth or tuition support. Creating an affordable living environment for our on-campus students and providing access to on-campus living and dining with priority given to freshman and sophomore students are two key factors in determining room and board rates each year. The proposed average room and board increases for FY 2020 for all rooms and meal plans are 3.5% for housing and 2.4% for dining meal plans.

Chairman Petersen requested a **MOTION** to recommend the Board of Visitors approve the proposed FY 2020 Room and Board rates as outlined in the Board Book. It was so **MOVED** by Visitor Reagan. **MOTION CARRIED UNANIMOUSLY.**

C. Debt Policy Compliance (ACTION)

The Board is required to annually review the University's compliance with the Debt Management Policy (Policy #211). The Policy applies to all debt financing activities of the University and incorporates a portfolio approach. The Debt Management Policy requires the university to maintain a minimum of an A rating category by a nationally recognized rating agency in addition to a review of Key Financial Indicators (debt capacity, debt affordability and overall financial strength). As shown on Slide 23, Mason's trend is positive for all five benchmark ratios, two of which are outside of the A-

1 targets. The University is consistently operating within the terms of Policy #211 as reported by Mr. Calhoun.

Chairman Petersen requested a **MOTION** to recommend the Board of Visitors resolve the University is in compliance with the current Debt Management Policy as found in the Board book. It was so **MOVED** by Visitor Moreno. **MOTION CARRIED UNANIMOUSLY.**

D. Tier 2/Tier 3 Discussion

Mr. Calhoun discussed issues surrounding Mason pursuing additional delegated authority. There are three levels of authority (tiers) that are delegated to institutions across the Commonwealth – Tier 1, 2 and 3. Institutions can choose to pursue increased level of delegated authority under the Commonwealth’s Restructured Higher Education Financial and Administrative Operations Act (Restructuring Act). Currently, four schools operate at Tier 3 – the highest level of delegated authority: UVA, Virginia Tech, William and Mary and VCU. All Tier 3 institutions have at least AA- rating.

Mason and JMU currently operate at Tier 2.5 under a five-year pilot program adopted in 2016 and extending until June 30, 2021. Mr. Calhoun reported that JMU is positioned to receive Tier 3 status this year after negotiating management agreements with the Administration and General Assembly. To achieve Tier 3 status, universities must have a credit rating of at least AA- or demonstrated management competency in particular areas for at least two years while operating under management agreements. Operational authority functional areas covered by management agreements include: IT, procurement, capital outlay (excluding capital leases for real property), Human Resources, capital leases and financial operation management.

Legislation allows institutions to get to Tier 3 without the AA- rating, however, the restrictions and negotiations of the management agreements are extremely onerous. As such, it is our assumption that it would be in the best interest of Mason to have an AA- rating. We recommend that Mason seek the AA- rating, fill the critical vacancies in key positions and negotiate the management agreements. At the February 2020 BOV meeting, staff will present a summary of pros and cons (cost/benefit analysis) of pursuing Tier 3 authority. If increased authority is desired then BOV action will be necessary in the April 2020 meeting. This will allow time for necessary actions to include delegated authority in the 2020-2022 biennium budget.

E. Online Graduate Program Tuition Proposal (ACTION)

Mr. Calhoun provided an update to the committee on the proposed tuition per credit hour for two graduate programs that will be offered online through the university’s partnership with Wiley. After reviewing market analysis and information, the University is seeking to set the tuition rate for the Certificate in Health Informatics & Data Analytics program for both in-state and out-of-state students at \$900 per credit hour; and, the University is seeking to set the tuition rate for the Masters of Science in Data Analytics program for both in-state and out-of-state students at \$930 per credit hour.

Chairman Petersen requested a **MOTION** to recommend the Board of Visitors approve the graduate online tuition proposal as outlined in the Board Book. It was so **MOVED** by Visitor Turner Roth. **MOTION CARRIED UNANIMOUSLY.**

IV. Capital Budget Matters

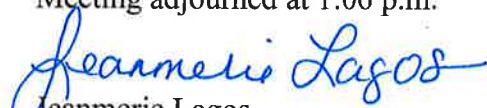
A. Capital Projects Authorization – Arlington Original Building ACTION)

Mr. Calhoun briefed the committee on an amendment to the University's Capital Plan. The proposed addition is for the demolition of the Arlington Original Building and the relocation of storm water infrastructure. Completion of this work will clear the site for construction of a replacement building. This replacement building will be the University's Innovation Tower – the future home of School of Computing and Center for Digital Innovation – and is related to Commonwealth commitments to the establishment of an Amazon headquarters in Northern Virginia. The total project cost to demolish the Original Building and relocate storm water infrastructure is \$7.5M and will be funded by proceeds from Broadlands land sale. The \$7.5M will be counted as part of the University's \$125M goal toward matching Commonwealth funding of the overall building project.

Chairman Petersen requested a **MOTION** to recommend the Board of Visitors approve a new project addition (Demolition of the Arlington Original Building and Relocation of Storm Water Infrastructure) to the University's Capital Plan as outlined in the Board Book. It was so **MOVED** by Visitor Hazel. **MOTION CARRIED UNANIMOUSLY.**

V. Adjournment

There being no further business, Chairman Petersen declared the meeting adjourned. Meeting adjourned at 1:06 p.m.


Jeanmerie Lagos
Secretary *pro tem*

GEORGE MASON UNIVERSITY
FINANCE & LAND USE COMMITTEE
INFORMATION SESSION
BOARD OF VISITORS

MINUTES

April 3, 2019

8:30 a.m. – 10:00 a.m.

Merten Hall, Room 1201, Fairfax Campus

PRESENT: Rector Davis; Vice Chairman Blackman; Visitors Cumbie, Hazel, Moreno, Reagan, Rice and Witeck; President Cabrera; Senior Vice President Kissal; Vice President for Facilities Strike; Faculty Senate Chair Renshaw; Faculty Representative Gallay; Secretary *pro tem* Lagos

I. Call to Order

Vice Chairman Blackman convened the meeting at 8:30 a.m.

II. Joint Topic with Audit Committee

A. FY 2018 Audited Financial Statements

Interim Controller McGinnis provided the Committee with an overview of the University's financial statements for the year ended June 30, 2018. Among other things, she stated that operating revenues and operating expenses increased \$55.1 million when compared with FY17, and net position increased by \$89.8 million from operations offset by a \$122.5 million reduction related to the implementation of the Commonwealth's allocation to the university of other post-employment benefit obligations.

Mr. Borgerding, representing the Auditor of Public Accounts, discussed with the Committee the examination of the financial statements for the year ended June 30, 2018. He stated the Auditor of Public Accounts had determined an unmodified opinion will be issued on the financial statements. Mr. Borgerding also discussed with the Committee the scope and conduct of the audit, including the auditor's concurrence with management's application of accounting principles; the basis and reasonableness of accounting estimates; the adequacy of disclosures made in Management's Discussion and Analysis; and the recording of all audit adjustments in the audited financial statements. He also stated that the audit's procedures found no indications of fraudulent transactions or illegal acts, and that there were no disagreements with management about auditing, accounting, or disclosure matters. A separate Internal Controls and Compliance Report will also be issued; the Committee discussed the findings included in the report with Mr. Borgerding and with management.

III. FY 2020 Financial Plan

Senior Vice President Kissal presented the anticipated FY 2020 financial plan for discussion. The proposed budget, which will be voted on at the May 2 BOV meeting, aligns with the University's mission of providing "access to excellence."

Senior Vice President Kissal gave a brief overview of student demographics and past year's state funding and enrollment. Mason has assumed more than 60% of the statewide enrollment growth accommodated in Virginia public four-year institutions since Fall 2010 while delivering top-quality and affordable education to our students.

Referencing Slide 16, Senior Vice President Kissal reported that the key financial plan drivers that tie in to our university goals and strategic priorities focus on our students, faculty and staff. They include: Expanding access to excellence and transformative learning (increase financial aid, enhance student services, keep tuition affordable, and expand student access through the ADVANCE program); Growing research and innovation of consequence (support faculty research and expand research infrastructure); Strengthening a thriving, inclusive academic community by investing in people (increase minimum wage and salaries for all student workers); and lastly, building a foundation for the future (improve IT infrastructure and upgrade campus facilities).

The General Assembly approved a tuition moderation investment of \$6.5M and greatly encouraged Mason freezing in-state undergraduate tuition. Mason has agreed to the tuition freeze, expanded it to all undergraduates, and as a result this has led to a change in planning and reduced revenue of ~\$9M. Graduate student tuition will increase 3.5%. Mason will be restructuring the tuition window by excluding CH16 to more appropriately align credits and instructional value. If passed by the BOV, this change will be implemented next fall.

Mason continues to prioritize our faculty and staff. In addition to the Commonwealth's mandated 3% salary increase for faculty, and 5% for classified staff (staff hired by March 10 will receive a 2.75% raise on June 10 and staff with three years of service as of June 10 and who receive a rating of Contributor or above will be eligible for an additional 2.25% merit raise) we are 100% funding a 1% merit pool for faculty. There are additional increases for adjunct faculty, graduate students and student wage earners entirely funded by Mason. Mason is implementing a \$15/hour minimum wage for all non-exempt classified staff, and a \$15k annual minimum for Graduate Assistants. The Commonwealth was able to freeze healthcare premiums for both the employer and the employee and provide a two pay-period "healthcare holiday."

Senior Vice President Kissal compared Mason's prior financial plan to the current proposed plan. The proposed FY 2020 E&G available funds for additional mandatory expenses and strategic investments, after major expenses are accounted for, is

~\$10M. Room and Board rates were approved on February 27, 2019 and we are proposing a 3% increase in student fees to account for the increased costs for increasing services to students, and in support of the university-wide Improved Student Experience.

IV. Adjournment

There being no further business, Vice Chairman Blackman declared the meeting adjourned.

Meeting adjourned at 9:06 a.m.



Jeanmerie Lagos
Secretary *pro tem*

ITEM III: FY 2020 UNIVERSITY OPERATING BUDGET, TUITION AND FEES (ACTION)

PURPOSE OF ITEM: The University's budget proposal reflects revenue and expense plans for the 2019-2020 academic year, including tuition and fee rates.

APPROPRIATE COMMITTEE: FINANCE AND LAND USE

BRIEF NARRATIVE: The University Budget for July 1, 2019 through June 30, 2020 (FY 2020) is being recommended at this time. The FY 2020 E&G and Auxiliary Enterprises budget proposals include revenue and expense budget recommendations for colleges and programs as well as tuition and fee rates.

Mason's FY 2020 proposed budget is consistent with the biennial budget of the Commonwealth of Virginia and six-year financial and budget plans of the University. Under this proposal the total university budget increases by 17%, to \$1.25 billion).

The total price for an undergraduate student living on-campus (including tuition, fees, room, and board) is proposed at \$24,269 for in-state and \$47,729 for out-of-state, an increase over the previous year of 1.5 and 0.7 percent respectively.

STAFF RECOMMENDATION: Staff recommends Board of Visitors approval of the 2019-2020 budget including tuition and fee rates.



2019-2020 PROPOSED BUDGET

EXECUTIVE SUMMARY

George Mason University
Total Proposed Budget, 2019-2020
Executive Summary

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ACKNOWLEDGEMENTS

The 2019-2020 Budget Executive Summary is a collaborative effort among many professional experts at George Mason University. This document would not have been possible without assistance from many within Mason. A special thank you for those who have contributed to this Executive Summary, in particular:

Ms. Carol D. Kissal and Dr. S. David Wu

Mr. David Burge, Vice President for Enrollment Management

Ms. Angela Detlev, Assistant Provost, Intuitional Research and Effectiveness

Ms. Renate Guilford, Associate Provost, Academic Administration

Mr. Alex Iszard, Director of Contracts and Capital Finance

Mr. Mike Laskofski, Associate Vice President of Research Operations

Ms. Kimberly Maze, Reporting and Systems Administrator

Mr. Patrick McCavitt, Director, Business and Finance

Ms. Monica Michaud, Director of Finance, Debt Management

Ms. Joy Staulcup, Associate Director, Space Management, Campus Planning

Dr. Sandra L. Tarbox, Director of Financial Aid

Office of Budget and Planning:

Ms. Barbara Clark

Ms. Jessica Holtzman

Ms. Jieping Li

Mr. Billy Mak

Ms. Dorian Mroz

Mr. Mark Stahley

Ms. Li Zhou

GEORGE MASON UNIVERSITY

TOTAL BUDGET, 2019–2020

BUDGET HIGHLIGHTS

- George Mason University has grown in both size and stature, not only becoming the largest public research university in the Commonwealth, but also gaining prominence in the United States and throughout the world. Mason’s location near Washington, D.C. affords the university access to unique opportunities, resources, and audiences, as it strives to be the best university for the world. Under the leadership of President Ángel Cabrera, the university has set an ambitious course for the future through its 2014-2024 Strategic Plan. Mason’s strategic plan is structured around four constituencies – students, faculty and staff, the community, and the world. While not mutually exclusive, each embraces the Mason IDEA – Innovative, Diverse, Entrepreneurial, and Accessible and is representative of the university’s commitment to serve. As an indicator of Mason’s strong market brand, this past fall Mason welcomed its largest freshman class of approximately 3,711. Mason continues to serve a large student population with a headcount of 37,677 across all campuses, which represents a 3.8 percent increase over fall of 2017 and 17 percent of the total headcount from all 15 public, four-year institutions of higher education in the Commonwealth.
- The total university budget for FY 2020 is projected to be \$1.25 billion which represents an increase over the total university budget of \$1.06 billion in FY 2019. The FY 2020 budget includes a strong increase in sponsored research activities, an increase of 54 percent or \$61.7 million. Student Financial Aid increased by 10.4 percent to \$30.8M, while Capital Outlay increased by 94 percent to \$90.0M, in large part due to the Core Campus Initiative. The total price for an in-state undergraduate student living on-campus (including tuition, fees, room, and board) is \$24,269 which is a 1.5 percent increase; and the total price for an out-of-state undergraduate student living on-campus will be \$47,729, a 0.7 percent increase over the previous year. These increases are based on a 0.0% increase in Tuition and E&G Mandatory Fees.
- Serving a large and diverse student population requires investment in services and programs to maintain and balance an accessible, affordable, and high quality education for our students. Within the total operating budget, an increase of approximately \$4.0 million is provided to strategic plan initiatives as well as \$2.6 million for a Financial Stability Fund and Enrollment Revenue Reserve. The Stay Mason Initiative, a student support fund to assist Mason students who are at risk of not continuing their education due to unexpected financial situations, will continue to be permanently budgeted at \$1.3 million. In addition to the Stay Mason funds, institutional financial aid for undergraduates includes the continuation of leveraging funds for those students in need. Funding for Mason’s share of the FY 2020 Commonwealth of Virginia Compensation increase as well as supplemental institutional funds is also included in the FY 2020 Operating Budget. The combination of Commonwealth and institutional financial aid will increase by 13.1 percent or approximately \$10.6 million. The university has received \$8.2M in in-state undergraduate need based aid from the Commonwealth of Virginia over the period FY 2019 and FY 2020.

GEORGE MASON UNIVERSITY

TOTAL BUDGET, 2019–2020

BUDGET HIGHLIGHTS, (CONTINUED)

- **Compared to the FY 2019 budget, the total FY 2020 Educational and General (E&G) budget will increase by \$53.8 million or 9.4 percent and Auxiliary Budget will increase by \$18.3 million or 7.6 percent.**
- FY 2020 state appropriations will increase to provide funding for Commonwealth of Virginia Compensation Increases, \$5.5 million for High Degree Awards, \$6.5 million in Tuition Moderation Funding, \$1.0 million in Interest Earnings and \$0.7 million for O&M.
- The budget reflects funding for Mason’s share of the Commonwealth of Virginia’s Compensation Increase as well as institutionally supplemental funding, increases for promotion and tenure and faculty minimums, a financial stability fund and an enrollment revenue reserve.
- The budget provides \$10.6 million in additional student financial assistance. Mason has implemented a comprehensive pricing strategy for both undergraduate and graduate populations. Over the past several years, the institutionally funded financial aid budget has included additional funding for leveraging. This funding has helped Mason enroll its largest freshman classes in the fall for the past five years. In the next six years, Mason will continue its efforts to increase the student population for in-state and out-of-state students and student financial aid is a key component in reaching these university goals. Undergraduate aid, which includes the Stay Mason Initiative, discounting, merit, and University Scholars, is increasing by 17.8 percent.
- The Auxiliary Enterprise (AE) budget will increase by \$18.3 million, or a 7.6% change and provides for the following initiatives: FY 2020 Compensation Increases including Mason’s supplemental funding, athletic scholarships, financial stability fund, facility maintenance reserve, University Life program and service enhancements and debt service.
- Sponsored Research activity in FY 2020 is projected to total \$177.0 million or a 53.5% change, which is a significant increase when compared with the level originally budgeted for FY 2019. Although projected expenditures are being revised to reflect recent activities, overall awards remain strong and are increasing dramatically under relatively unpredictable economic conditions.
- Philanthropic activities supporting operations is increasing by \$2.5 million to a total of \$67.5 million, a 3.8% increase. This continues a positive year over year increase in total philanthropic support.

ANNUAL CHANGE: ALL PROGRAMS

This Executive Summary summarizes an all funds view of the budget plans for FY 2020. It describes the priorities of the institution and how financial resources for FY 2020 have been allocated to support those priorities. Key performance metrics and trends are included to provide context for budget allocation decisions and to ensure strategic outcomes are achieved. As shown in the summary table below, Mason’s FY 2020 total budget is in alignment with the university’s six year budget plan with the Educational and General (E&G) budget increasing by 9.4 percent, Philanthropic Activities anticipating an additional 3.8 percent to support university activities and Auxiliary Enterprises budget increasing by 7.6%. Sponsored Research activities is increasing by an impressive 53.5 percent in large part due to projected FY 2019 expenditures and FY 2020 growth. The Capital Outlay increase of 94% is due to the Core Campus Initiative (Robinson Hall and Utility Infrastructure projects).

PROGRAM (\$ in millions)	BUDGET FY 2016	BUDGET FY 2017	BUDGET FY 2018	BUDGET FY 2019	BUDGET FY 2020	FY19 TO FY20% CHANGE
Educational and General (E&G)*	\$485.4	\$514.8	\$535.2	\$570.3	\$624.1	9.4%
Philanthropic Activities	43.0	45.0	60.0	65.0	67.5	3.8%
Auxiliary Enterprises (AE)**	242.7	253.3	228.4	239.3	257.6	7.6%
Sponsored Research	102.6	104.7	104.7	115.3	177.0	53.5%
One-Time Funds	3.7	2.5	0	0	0	0.0%
SUBTOTAL OPERATING	\$877.4	\$920.3	\$928.3	\$989.9	\$1,126.2	13.8%
State Student Financial Assist.	18.7	22.3	22.6	27.9	30.8	10.4%
Capital Outlay	81.5	58.4	63.3	46.4	90.0	94.0%
TOTAL	\$977.6	\$1,001.0	\$1,014.2	\$1,064.2	\$1,247.0	17.8%

Please note, FY 2019 Original Budget was updated to include an additional \$5.3M in State Student Financial Assistance that was ultimately included in the budget as passed by the Commonwealth of Virginia subsequent to BOV approval of the FY 2019 Operating Budget.

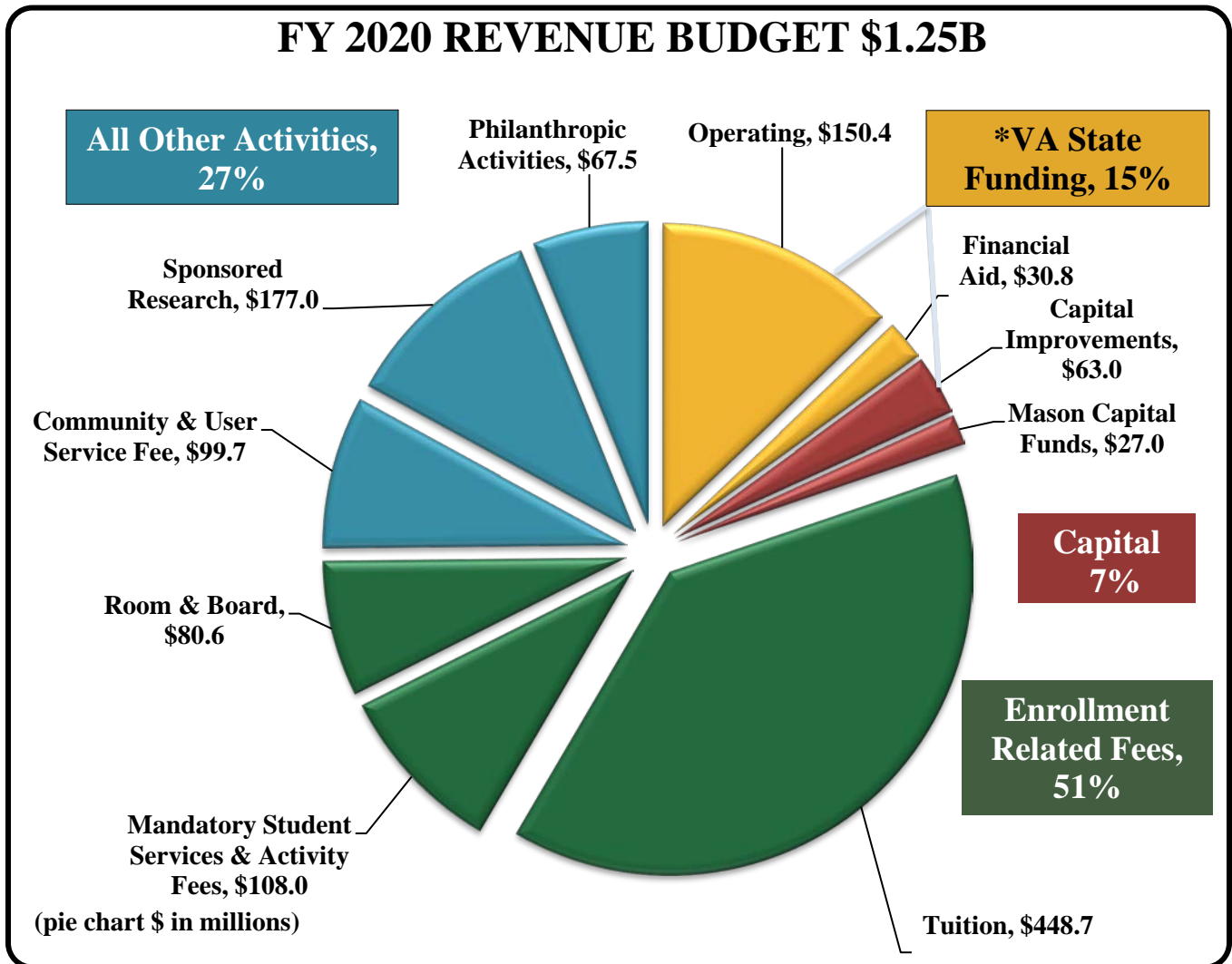
*All years include Equipment Trust Funds (ETF).

** Starting in FY 2018, Independent Operations which represent private third party vendors that operate these activities through their own corporate financial and accounting systems (Sodexo, vending, etc.), is no longer be reported under the university budget.

Total University Budget, FY 2020....\$1.25B

ALL FUNDS—ALL SOURCES—REVENUE

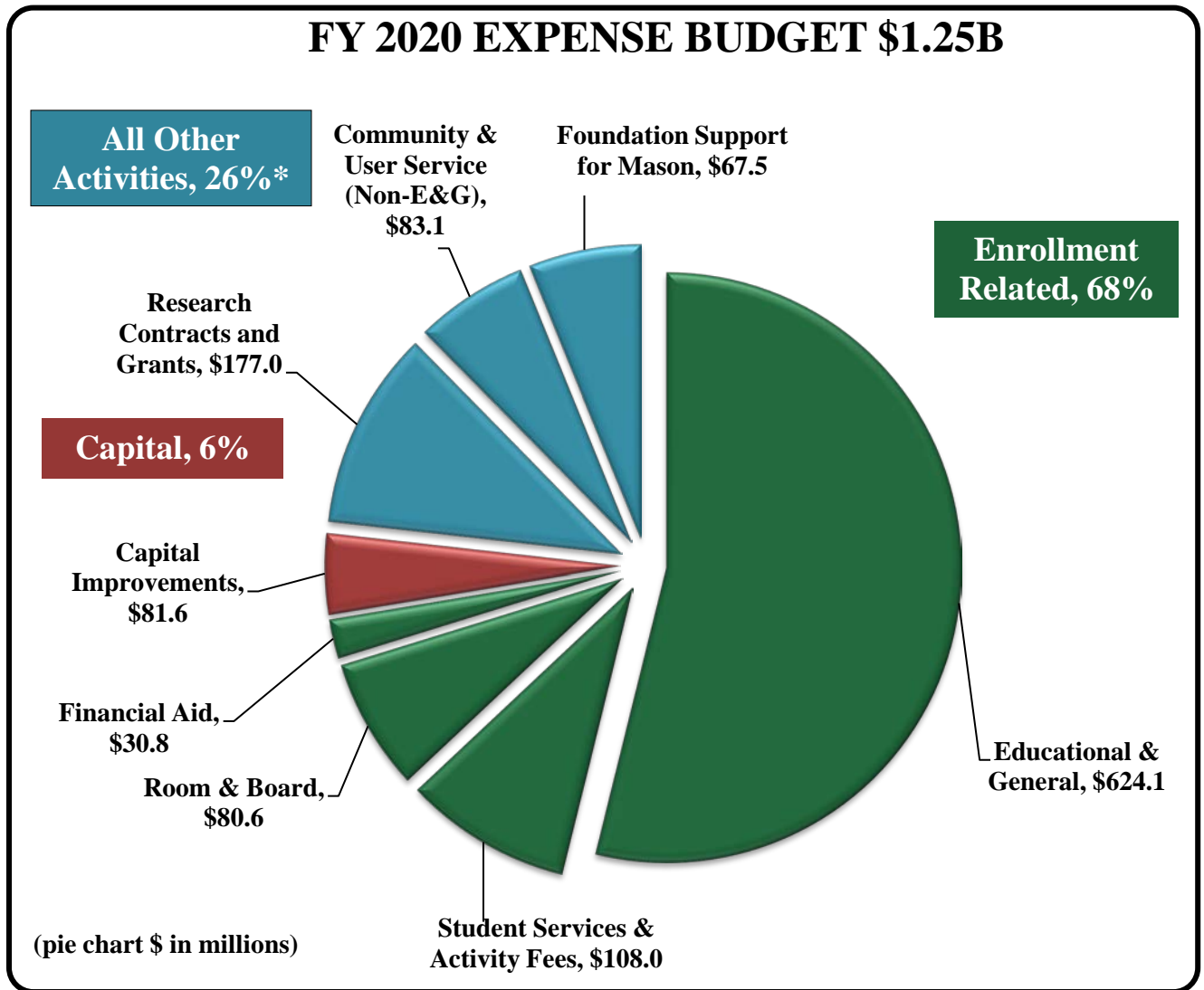
The total FY 2020 revenue budget for Mason is projected to be \$1.25 billion. The revenue that supports the Mason budget is derived from six major fund sources. Consistent with previous budgets, sponsored research, philanthropic activities, and capital outlay revenues are reported to the extent of actual expenditures.



* VA State Funding includes Educational and General of \$150.4 million and State Financial Aid of \$30.8 million. Significant growth in Capital Improvements is related to the Core Campus Initiative while Sponsored Research continues to grow at a rapid pace.

ALL FUNDS—ALL USES—OUTLAY

The FY 2020 spending plan is also established at \$1.25 billion. All budgeted funds will be expended for actual operating costs and capital projects or be allocated to reserves for facility depreciation or contingency needs. Funds are expended within five programs recognized distinctly by the state.



* All Other Activities increased from 23% to 26% of the total expense budget in FY 2020 due to significant anticipated growth in research expenditures.

INSTITUTIONAL PROFILE

New Student Selectivity and Institutional Attractiveness

Student Quality: The tables that follow illustrate that, while Mason enrollments have increased, Mason has become more selective in its admission policies as evidenced by the increase in both the SAT and GPA of incoming students. Taken together, they indicate the increasing competitiveness at Mason.

HEADCOUNT FALL 2011–FALL 2018								
	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018
Freshmen Applicants	14,596	14,703	20,805	19,632	18,987	15,548	18,993	19,557
Freshmen Admits	9,263	9,667	12,905	15,017	15,138	12,592	15,446	15,852
Freshmen Enrolled	2,665	2,694	3,011	3,080	3,181	3,214	3,489	3,711
Transfer Applicants								
Transfer Applicants	7,197	6,561	7,439	5,414	5,139	4,764	5,014	5,056
Transfer Admits	3,739	3,201	4,035	3,78	3,537	3,795	4,176	4,178
Transfer Enrolled	2,446	2,108	2,547	2,465	2,386	2,662	2,877	3,006
Graduate Applicants								
Graduate Applicants	10,134	10,198	10,197	8,340	8,228	7,827	8,470	8,128
Graduate Admits	5,599	5,684	5,547	5,222	5,450	5,534	5,836	5,882
Graduate Enrolled	2,934	2,931	2,853	2,757	2,833	2,871	2,915	3,037
Law Applicants								
Law Applicants	4,701	3,985	2,261	2,275	2,195	2,449	2,609	2,551
Law Admits	1,076	1,066	768	824	713	612	623	646
Law Enrolled	193	153	155	165	167	198	190	201

Source: Office of Institutional Research and Reporting

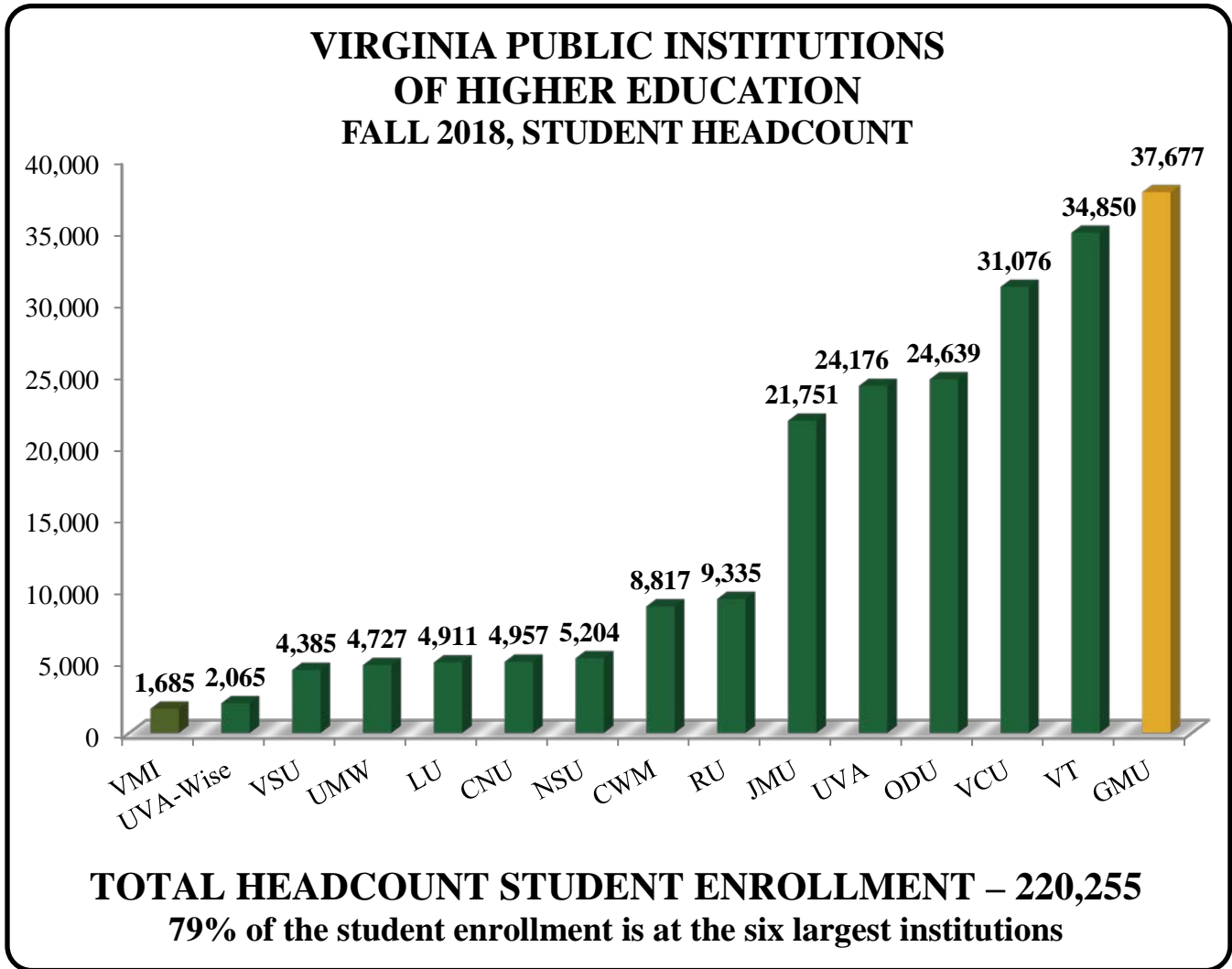


**FIRST-TIME FRESHMEN
QUALITY INDICATOR TRENDS
FALL 2011–FALL 2018**

FRESHMEN APPLIED	AVERAGE HS GPA	AVERAGE SAT
2011	3.50	1117
2012	3.51	1119
2013	3.54	1124
2014	3.54	1129
2015	3.57	1129
2016	3.58	1133
2017	3.57	1187
2018	3.61	1210
FRESHMEN ADMITTED	AVERAGE HS GPA	AVERAGE SAT
2011	3.71	1182
2012	3.71	1181
2013	3.75	1181
2014	3.73	1184
2015	3.74	1177
2016	3.73	1183
2017	3.72	1219
2018	3.76	1242
FRESHMEN ENROLLED	AVERAGE HS GPA	AVERAGE SAT
2011	3.65	1155
2012	3.66	1155
2013	3.66	1153
2014	3.65	1153
2015	3.66	1148
2016	3.65	1159
2017	3.66	1197
2018	3.70	1219

Institutional Size: Student Enrollment (Headcount)

In fall 2003, Mason became the largest university in the Commonwealth, with a headcount of 28,426. Mason continues to be the largest public university in the Commonwealth, with a headcount of 37,677 (see chart below). This is 8.1 percent greater than the next largest public university and represents an enrollment growth of 3.8% over fall 2017. In the fall of 2018, Mason enrolled approximately 17 percent of the total headcount across Virginia’s 15 public, four-year institutions of higher education. In fact, Mason has taken in more than 64 percent of the enrollment growth at Virginia public institutions over the course of the last eight years.

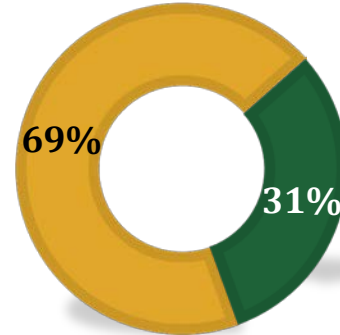


Institutional Size: Enrolled Student Population (Headcount)-Fall 2018

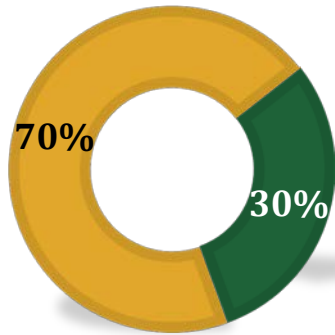
Mason serves a diverse student population that comprises different academic levels, domicile, full- to part-time, first generation college goers, underrepresented racial and ethnic populations, and various age groups.



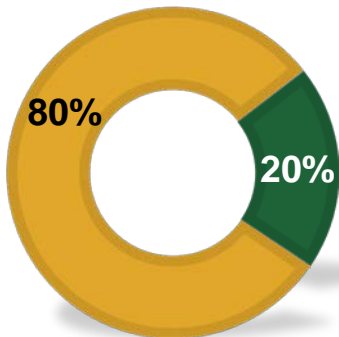
■ Full Time ■ Part Time



■ Undergraduate ■ Graduate

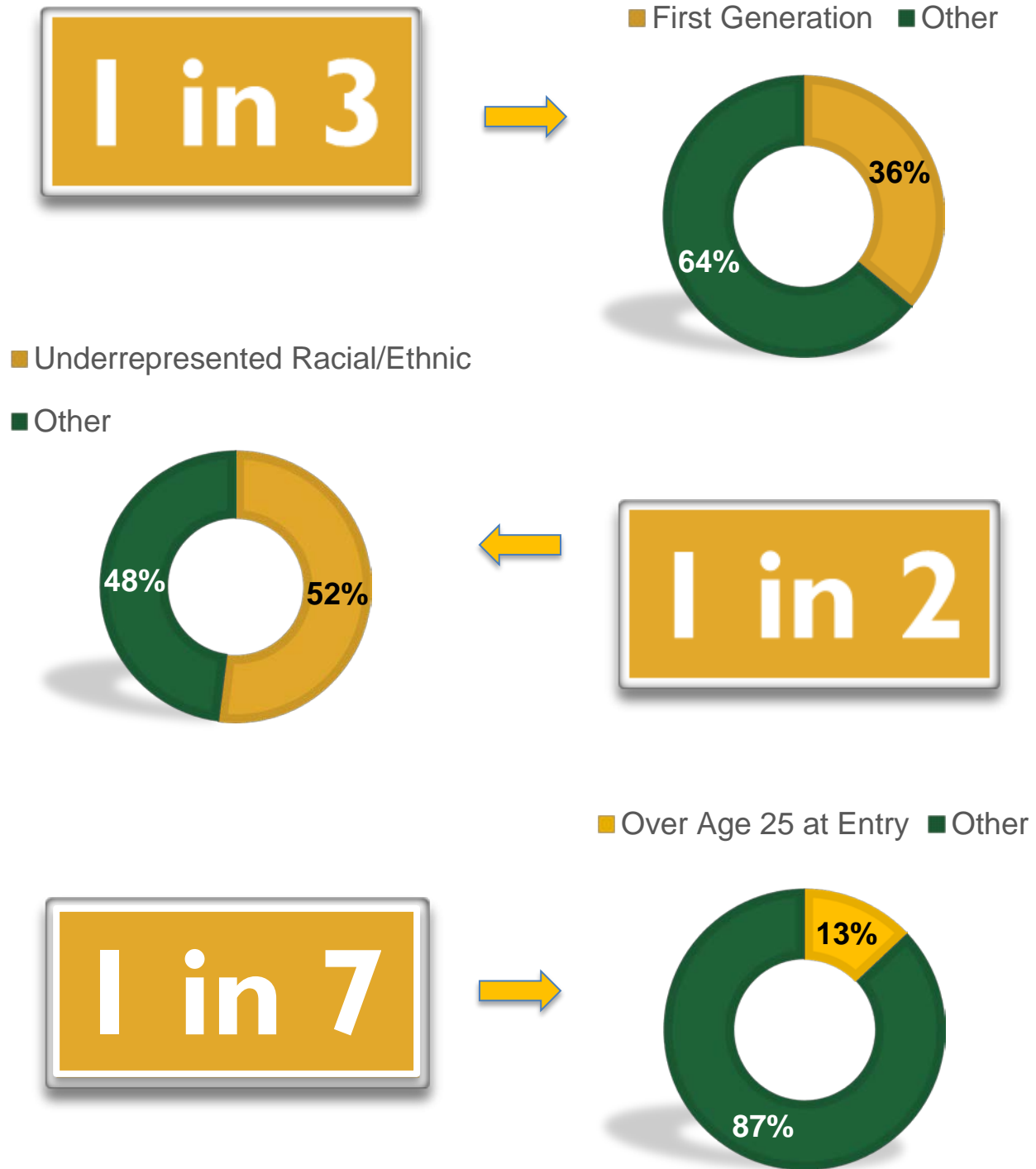


■ In State ■ Out of State



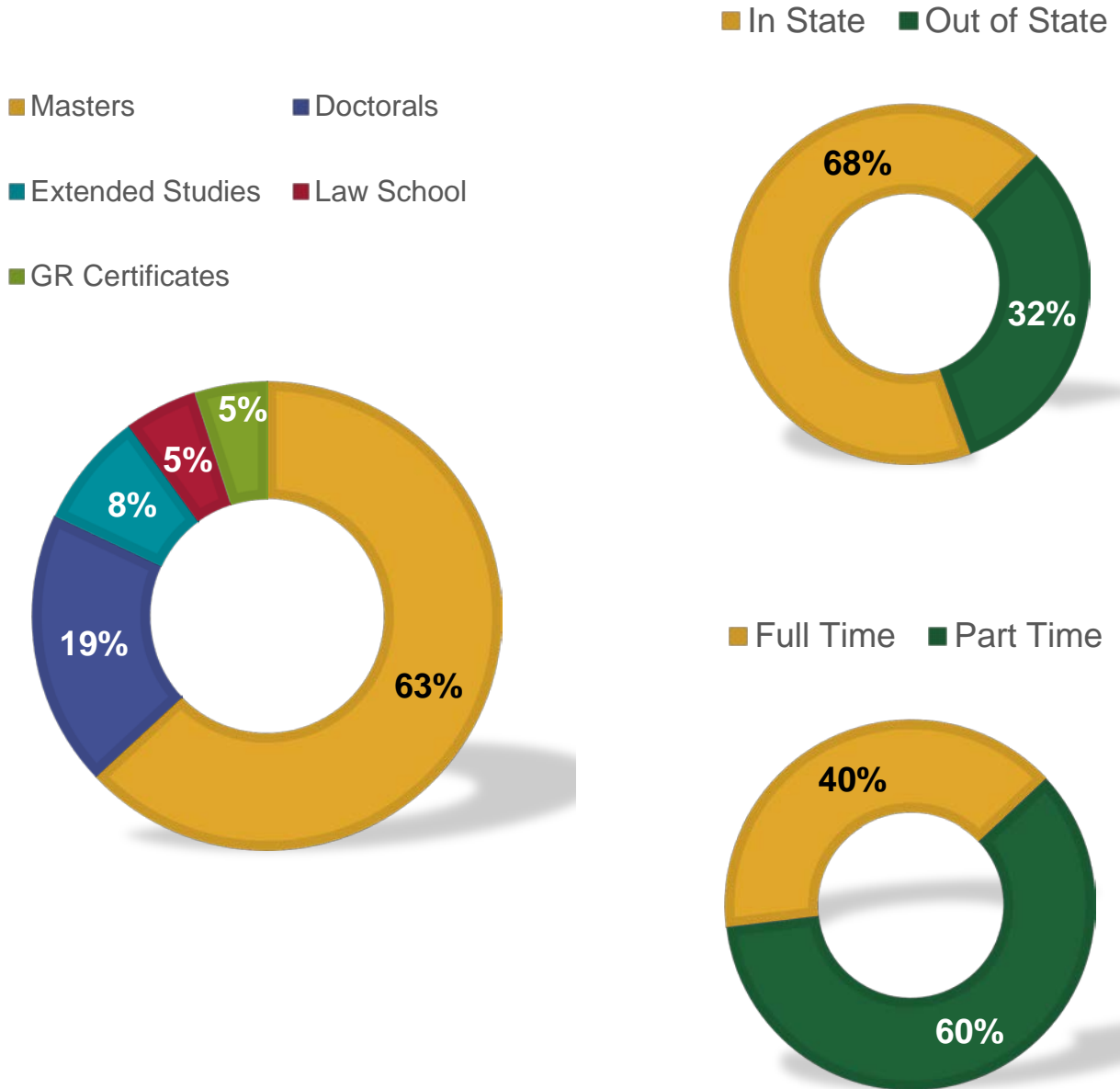
Institutional Size: Degree Seeking Undergraduate Enrollment (Headcount)-Fall 2018

Mason serves a diverse population with a broad array of needs which require investments. Mason’s degree seeking undergraduate student population is approximately 71 percent and accounts for approximately 25,500 of the total headcount.



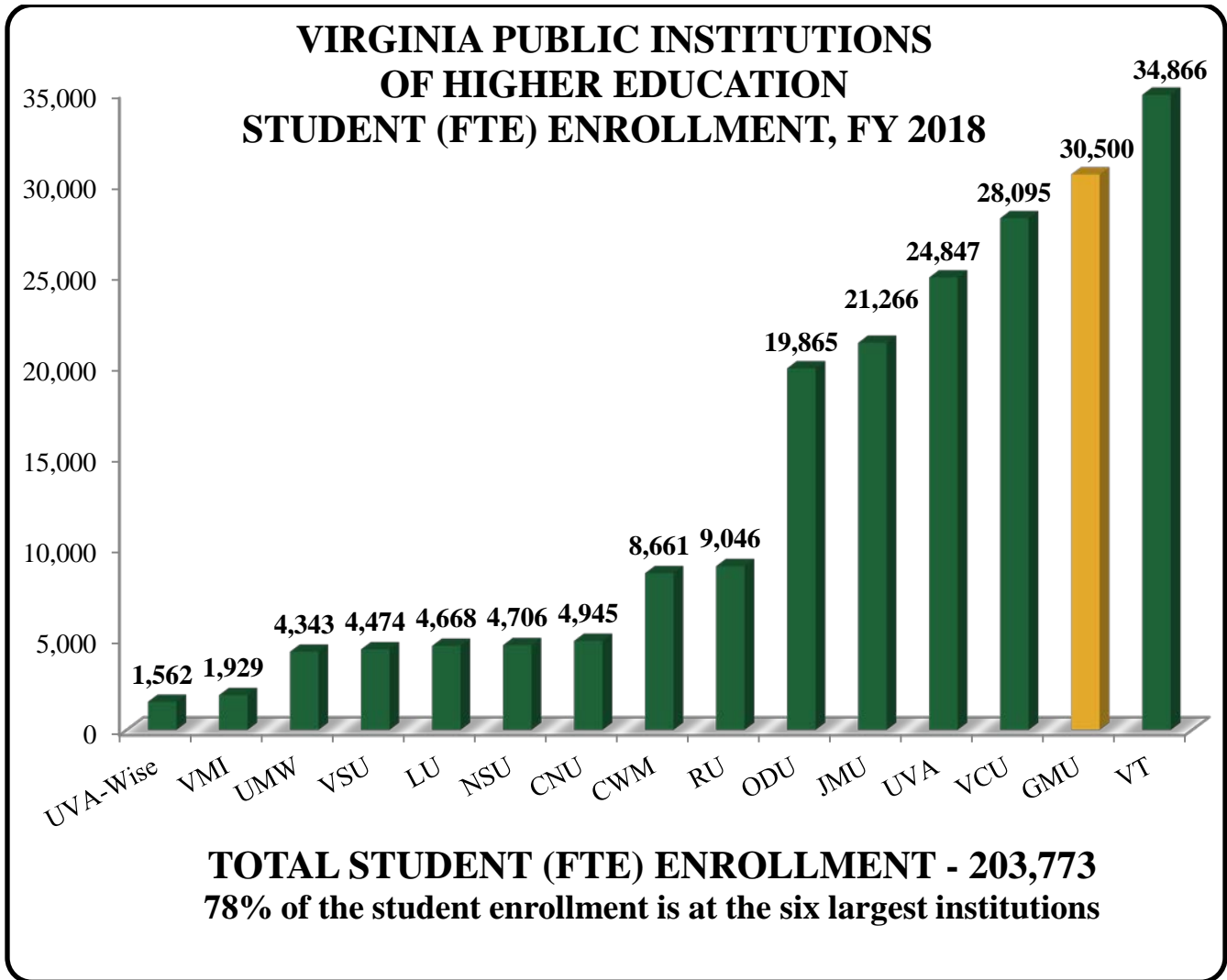
Institutional Size: Graduate Enrollment (Headcount)-Fall 2018

In addition to its diverse undergraduate population, Mason serves an equally diverse graduate population. Mason’s graduate student population is approximately 30 percent and accounts for approximately 11,000 of the total headcount.



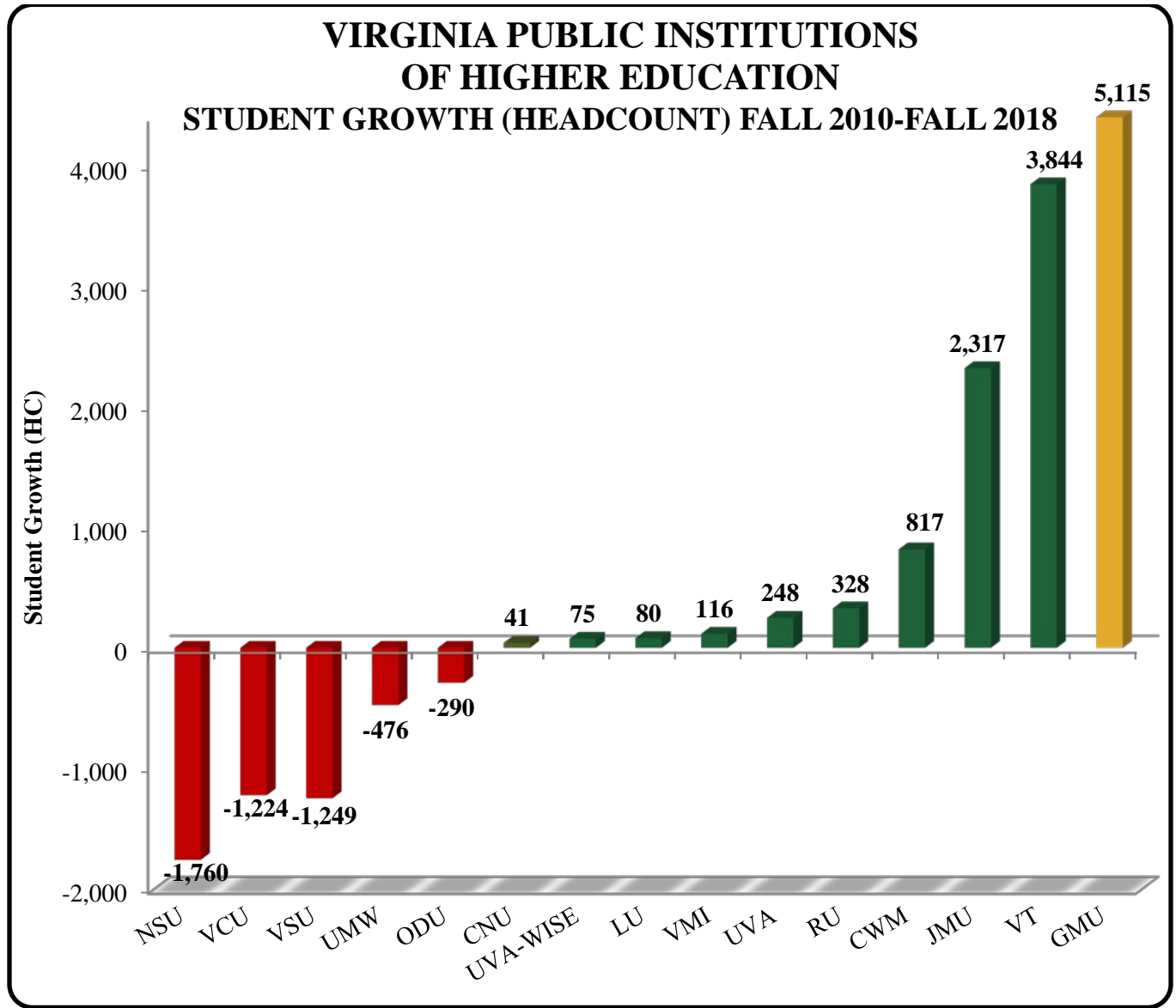
Institutional Size: Student Enrollment (FTE)

When looking at full-time equivalent (FTE) enrollment, George Mason University is the second largest institution behind Virginia Tech (see below). The actual annualized enrollment for FY 2018 shown here is the most current actual enrollment data available for other Virginia institutions.



Recent Student Enrollment Growth

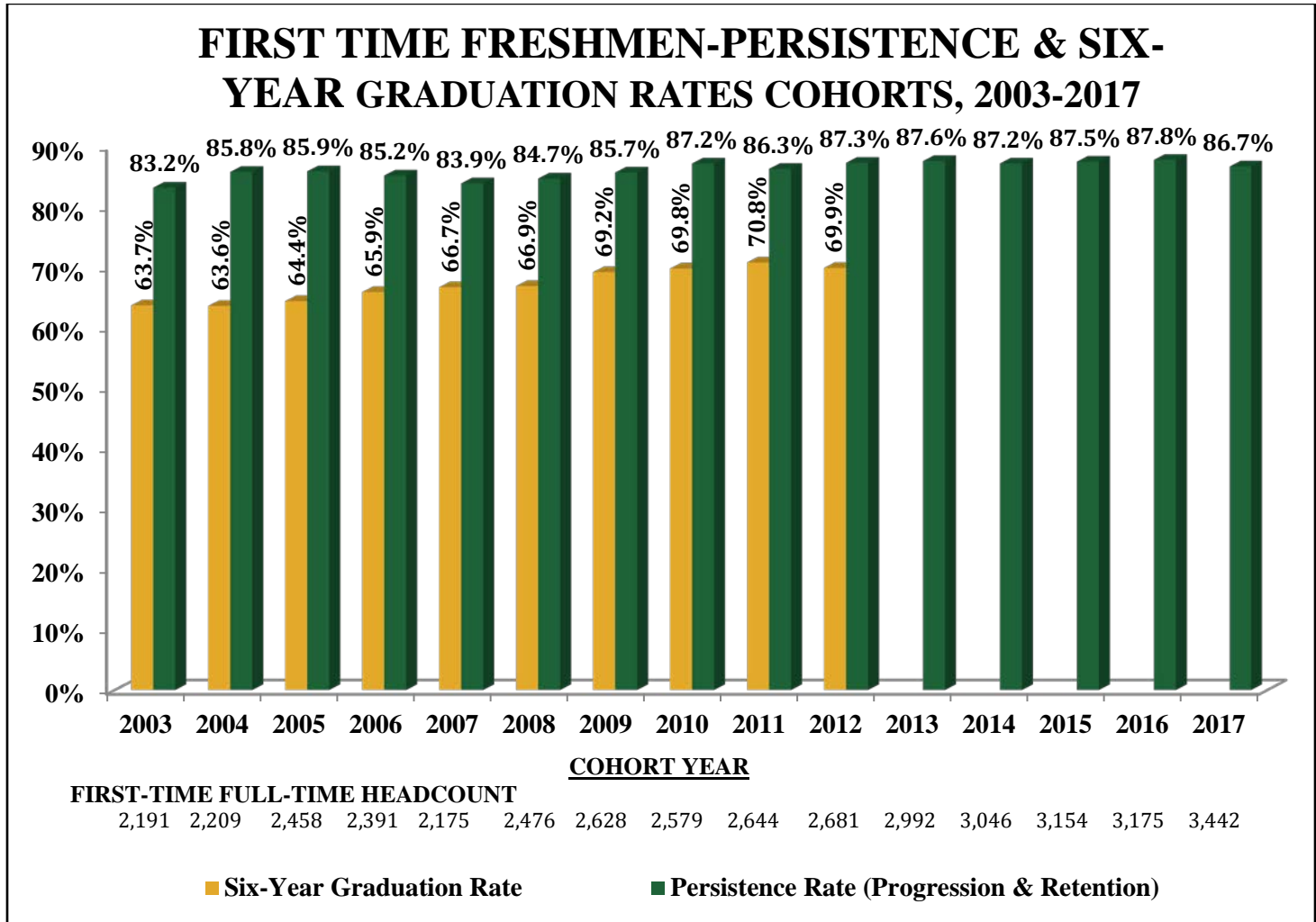
Despite years with General Fund budget reductions, George Mason University has continued to grow in an effort to meet the increasing demand for higher education associated with the growing number of Virginia high school graduates. **Mason has assumed approximately 64 percent of the statewide enrollment growth accommodated in Virginia public four-year institutions since fall 2010.**



The net growth for all Virginia public institutions from fall 2010 to fall 2018 was 7,982, and George Mason has enrolled 5,115 of this growth.

Student Retention

Other indicators of improved student quality and program excellence are increased student persistence and graduation rates. Improved retention also positively impacts student enrollment growth, since the number of students continuing their college education after their first year increases.



The most recent comparative data for first-year persistence rates for Mason's national peer group is for the 2017 cohort as published by IPEDS. The percentage of Mason's 2016 cohort who returned for their second year was 87%, the peer average was 91%. Mason's six-year graduation rate for the 2012 cohort compared to the peer group average is 70% to 79%; respectively.

Funding Improvement: Statewide Comparison is Slowly Improving

Each doctoral institution within the Commonwealth of Virginia has a unique mission, but funding comparisons present an interesting analysis. The following table illustrates both the institutional difference in total funding within the Commonwealth of Virginia and the relationship between tuition and General Fund support at the Virginia doctoral universities. In terms of total funding, in FY 2019 Mason is operating with approximately 74 percent of the total resources available to the other doctoral universities.

EDUCATIONAL AND GENERAL ESTIMATED TOTAL FUNDING PER IN-STATE FTE STUDENT, FY 2019 General Fund, Tuition and Mandatory E&G Fees			
DOCTORAL INSTITUTIONS	GENERAL FUND FY 2019*	IN-STATE TUITION FY 2019	TOTAL
College of William & Mary	\$7,824	\$17,570	\$25,394
University of Virginia	8,694	14,148	22,842
Virginia Commonwealth Univ.	6,989	12,247	19,236
Virginia Tech	7,025	11,595	18,620
Old Dominion	6,395	7,047	13,442
Doctoral Avg. excl. Mason	\$7,385	\$12,521	\$19,907
GEORGE MASON	\$5,728	\$9,060	\$14,788
Mason % of Average	77.6%	72.4%	74.3%

* General Fund estimate based on SCHEV FTE projection in the 2B report; numbers for all institutions will change with actual revised numbers.

Student: Faculty & Staff Ratios

The number of students (headcount) supported by the total number of faculty/staff positions (FTE) is a national benchmark for institutional effectiveness. Mason’s ratio remains more efficient than the average ratios at the other doctoral institutions in Virginia. Based on IPEDS Human Resource data for fall 2018 and the State Council of Higher Education for Virginia (SCHEV) fall 2017 headcount enrollment data, the difference between Mason’s number of total faculty and staff positions and the doctoral average is approximately 3.0 students per faculty/staff member. In order for Mason to operate with the same average number of positions per student as other Virginia doctoral institutions, Mason would have to add approximately 1,500 new positions to its current staffing complement.

DOCTORAL INSTITUTIONS	STUDENTS (HEADCOUNT) PER FACULTY & STAFF POSITION
College of William & Mary	3.4
University of Virginia	3.7
Virginia Tech	4.3
Virginia Commonwealth Univ	6.5
Old Dominion	8.6
Doctoral Average excluding Mason	5.3
GEORGE MASON UNIVERSITY	8.1

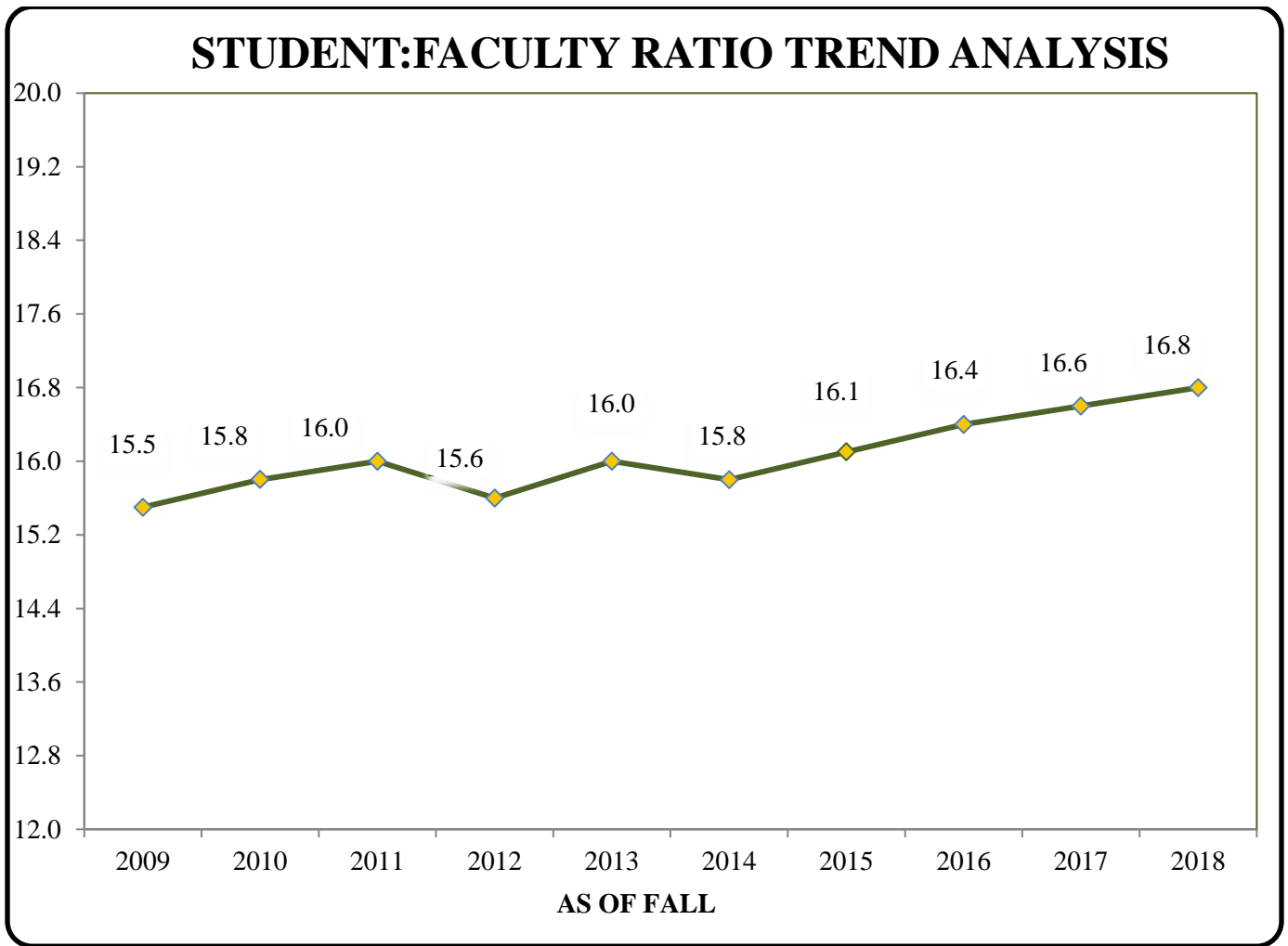
Source: Fall 2017 IPEDS Data, SCHEV

Faculty: Support Staff Ratios

Another ratio is the relationship of teaching positions to non-teaching positions. The FY 2020 budget for George Mason University establishes the ratio of 1,982 teaching to 2,169 non-teaching positions at approximately a 1:1.1 ratio, which is more efficient than the average for Mason’s national peer group.

Student: Faculty Ratios

Mason strives to maintain a low student: faculty ratio. In the fall of 2018, the university’s ratio was 16.8:1. The university’s high priority of smaller classes and an improved student: faculty ratio has been constrained by limited resources since fall of 2008 when the university experienced large state base budget reductions.



Note: Fall 2009-2018 uses Common Data Set reporting.

INSTITUTIONAL PERFORMANCE STANDARDS

State Institutional Performance Standards

The Virginia Higher Education Restructuring Act was implemented in 2006 to increase institutional management flexibility in exchange for meeting accountability standards. The Institutional Performance Standards are designed to track institutional progress in meeting state higher education priorities by gathering information in a wide range of areas. With the passage of the Commonwealth's 2011 Higher Education Opportunity Act, these measures are undergoing a revision. The current version of the Institutional Performance Measures was approved by the State Council of Higher Education for Virginia (SCHEV) at its November 19, 2012 meeting to replace section §4-9.02 *Assessment of Institutional Performance* of the 2012 Appropriation Act. Under the Act, institutions will be expected to meet the IPS measures in order to qualify for incentive funding offered by the Commonwealth.

The Institutional Performance Standard measures continue to focus on each institution's contribution to the education of citizens of the Commonwealth. Institutions will be expected to meet 95 percent of the State Council approved biennial projections on the following measures:

- in-state undergraduate headcount (HC) enrollment,
- in-state upper-level full-time equivalency (FTE) enrollment (juniors and seniors),
- in-state bachelor degree awards, and
- in-state bachelor degree awards in Science, Technology, Engineering, Math, and Health Sciences (STEM/H).

Two additional measures focus on access by requiring institutions to maintain or increase:

- the number of in-state associate and bachelor degrees awarded to students from underrepresented populations, and
- the number of in-state two-year transfers to four-year institutions:

The State Council of Higher Education for Virginia will certify institutions based on these criteria and will recommend the institutions eligible to receive financial benefits such as incentive funds.

As part of the certification process, an institution that does not meet all of the Institutional Performance Standard measures is given an opportunity to explain the circumstances involved. SCHEV will determine if the institution will be certified and will recommend whether such institution will be denied access to incentive funding or other financial benefits for the subsequent biennium.

During the FY 2020 General Assembly session, new guidelines pertaining to performance measures were approved and the university is actively engaged in discussions and analysis determining what the level of impact may be going forward.

STRATEGIC PLAN, GEORGE MASON UNIVERSITY

Mason Vision: Executive Summary

Since its birth less than a half-century ago, George Mason University has grown impressively in size, stature, and influence. Now a standard-setter among modern public universities, Mason's reach is both deep and broad, extending from Virginia, as the Commonwealth's largest public university; throughout the United States, where its location near Washington, D.C., affords unique types of audiences, resources, and opportunities; and around the world, through its groundbreaking research on complex global problems and an expanding international student body.

From the outset, Mason has not been content to coast or merely follow. Instead, it has crafted a new path; it has embraced new ideas and remained adaptable to the evolving needs of its community. A spirit of innovation and acceptance of wide-ranging viewpoints and cultures are ingrained in our community. In view of today's complex global challenges and rapid pace of change, George Mason University is in a unique position to capitalize on its strengths and make an even greater impact—producing the very kinds of leaders, professionals, scholars, ideas, and solutions that our world needs.

As we chart our future course, we have asked the following question: How can George Mason University become not necessarily the best university in the world, but the best university for the world? That is, what can Mason do—or do better—to produce the types of graduates, scholarship, and service-oriented action that will best serve society? This question framed the work of creating a bold and far-reaching vision and strategic plan. After extensive community-wide discussion and input from all parts of the Mason family, a new vision was constructed with the mission, values, and commitments that define our institution and the work we do, providing inspiration to propel Mason forward. Our vision further provides a foundation upon which our strategic plan has been constructed.

The university's primary responsibility is to advance society through education, research, and engagement with others. Our vision and strategic plan speak to this responsibility, building upon the successes of our past and creating an environment at Mason that is inclusive, inspirational, and focused not only on the needs of our institution, but also on the needs of those we serve. The strategic planning document that follows outlines the components of our vision—our mission (who we are), values (what we stand for), commitments (what we are committing to), the Mason IDEA (how we define ourselves), and the Mason graduate (whom we help develop).

These foundational aspects of the vision precede the strategic plan, which comprises 12 areas of action that are focused in four key areas. Our plan lays out how we will strategically move forward in ways that positively impact our students, our community, our faculty and staff, and our world. Each of these areas is explicated via initiatives, narratives, and metrics that highlight areas of attention and action.

The following is a synopsis of the George Mason University Strategic Plan which may be found in complete form here: <http://strategicplan.gmu.edu/>.

George Mason University—A university *for* the world

Motto—Freedom and Learning

Mission—A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world

The Mason *idea*—Our core institutional characteristics



- **Innovative** = We question current thinking and try new ideas. We honor time-tested academic principles while striving to create new forms of education that serve our students better and new paths of research that can uncover solutions to the world's greatest challenges.
- **Diverse** = We bring together a multitude of people and ideas in everything we do. Our culture of inclusion, multidisciplinary approach, and global perspective make us more effective educators and scholars.
- **Entrepreneurial** = We put ideas into action. We educate students to create, as well as carry out jobs; become agents of positive change; and add value through government or business, for-profit or nonprofit organizations, academia or the arts. We pursue discoveries that can make a difference in the world. We help our community thrive socially, economically, environmentally, and culturally.
- **Accessible** = We are an open and welcoming community. We partner with public and private organizations in our region and around the world. We proactively engage with our community. We define our success by how many talented students we serve, not by how many we leave out.

Our Values—Our core values capture the guiding principles for how we work with each other and how we make decisions when we are at our best. They are the foundation of the type of community we want to build together. These seven values are listed and explained below.

Our Students Come First

Our top priority is to provide students with a transformational learning experience that helps them grow as individuals, scholars and professionals.

Diversity Is Our Strength

We include and embrace a multitude of people and ideas in everything we do and respect differences.

Innovation Is Our Tradition

We strive to find new and better ways to deliver on our mission while honoring time-tested academic values.

We Honor Freedom of Thought and Expression

We protect the freedom of all members of our community to seek truth and express their views.

We Are Careful Stewards

We manage the economic and natural resources entrusted to us responsibly and sustainably.

We Act with Integrity

We hold ourselves to the highest ethical standards as educators, scholars, students and professionals.

We Thrive Together

We nurture a positive and collaborative community that contributes to the well-being and success of every member.

The Mason Graduate Is–

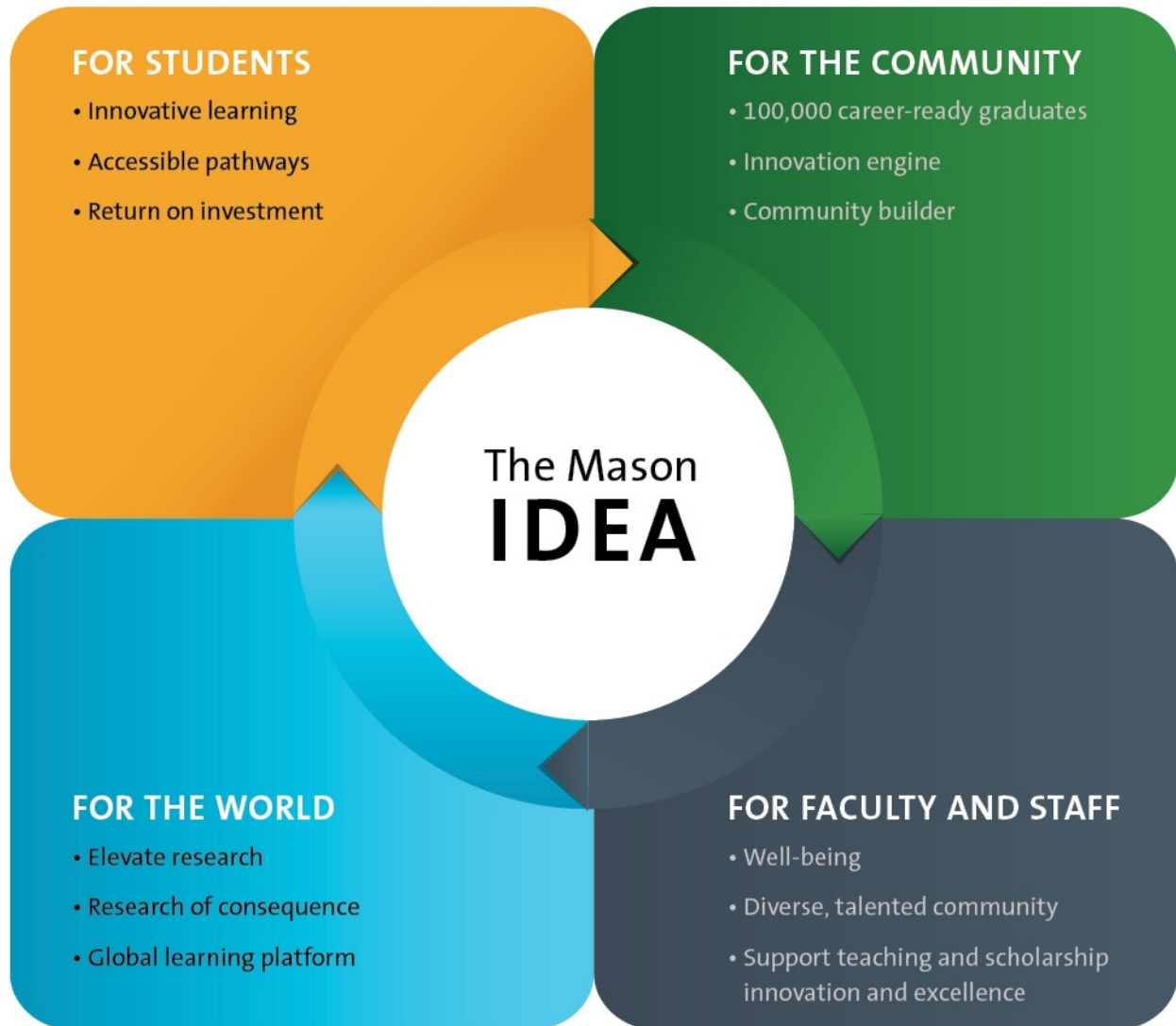
- **... an engaged citizen:**
 - ethically oriented and committed to democratic ideals
 - respectful of individual differences, rights, and liberties
 - knowledgeable of important issues affecting the world
 - focused on the well-being of others, today and tomorrow
 - committed to building a just society
- **... a well-rounded scholar:**
 - thinks critically and creatively and demonstrates professional competence
 - possesses an inquisitive nature
 - appreciates science, humanities, and the arts
 - skilled as a communicator
 - committed to lifelong learning
- **... prepared to act:**
 - innovative, resourceful, and entrepreneurial; ready to do or create a job
 - interested and practiced in working with individuals from other cultures, backgrounds, and perspectives
 - equipped to make positive and meaningful changes in society

Our Commitments–

- **Learning Innovation:** We will apply new and emerging learning technologies, environments, and methods to improve learning effectiveness and student completion, and to better serve the evolving needs of students, working professionals, and public, private, and nonprofit organizations.
- **Research of Consequence:** We will expand research as a central element of our mission; we will translate our discoveries into interventions and applications with social, cultural, and economic impact.
- **Economic and Cultural Engine:** We will act as a catalyst for the economic and cultural vibrancy of our region, as a growing source of talent in high demand disciplines, as an incubator of business and social enterprises, as a hub of lifelong learning, arts, and athletics, and as a research and learning partner for public, private, and nonprofit organizations.
- **Engagement with the World:** We will prepare our students to thrive in a global context by infusing global awareness, citizenship values, and learning opportunities across all fields, and we will partner with other organizations in solving global problems where our impact will be highest.
- **Sound Investment:** We will be a valuable investment for our students, taxpayers, and donors by focusing on outcomes, operational efficiency, and affordability. Specifically, we will
 - Expand the number of graduates, the career prospects for our graduates, the impact of our research, and the value we provide to our community.
 - Be sensitive to trends in household income in making decisions about tuition and financial aid.
- **Enriching Work Environment:** We will invest in recruiting, retaining, and developing talented and diverse faculty and academic and professional staff. We will prioritize the well-being of our community and create a vibrant campus life in which all members can grow and thrive.
- **Foundation for the Future:** We will aggressively seek additional sources of funding through higher levels of philanthropy; expanded online, certificate, and executive education programs; research grants; and the commercialization of intellectual property. We will also increase our engagement with alumni, strengthen the Mason brand nationally and internationally, and effectively communicate Mason's value to stakeholders throughout Virginia and the National Capital Region.

Strategically Planning for Our Future—How do we become a university for the world?

The basic idea is reflected in the structure of our strategic plan.



Each of these areas is supported by goals, initiatives, and metrics that are designed to direct our actions toward positively impacting our stakeholders, inspiring new ways of thinking, and moving Mason forward as we face the challenges and opportunities of an increasingly complex world.

Goals for Students–

Goal 1: Innovative Learning – Deliver a transformative Mason Learning Experience that is experiential, global, and technology-rich.

Goal 2: Accessible Pathways – Provide multiple pathways and delivery formats to serve the needs of different students.

Goal 3: Return on Investment – Enable all graduates to pursue meaningful lives and successful careers.

Goals for the Community–

Goal 4: 100,000 Career-Ready Graduates – George Mason University will help meet the demands of the commonwealth, the region, and the world for dynamic, creative, collaborative thinkers, doers, and problem-solvers.

Goal 5: Innovation Engine – Contribute to the economic and civic vitality of the region by driving entrepreneurship and innovation and by creating learning partnerships with private and public organizations.

Goal 6: Community Builder – Contribute to the cultural vitality of our community through regional partnerships and commitments to the arts, athletics, and community engagement.

Goals for Faculty and Staff–

Goal 7: Well-being – Become a model well-being university that supports and enhances well-being for all of its members.

Goal 8: Diverse Academic Community – Create an inclusive and diverse academic community that reflects the diversity of the National Capital Region.

Goal 9: Support Teaching and Faculty Excellence – Mason will provide an environment and resources to support faculty and encourage academic innovation and excellence.

Goals for the World–

Goal 10: Elevate Research – Strengthen Mason’s research and scholarship portfolio to solidify the institution’s position as a public research university of the highest caliber.

Goal 11: Research of Consequence – Enhance Mason research in domains of great academic, societal, and economic consequence.

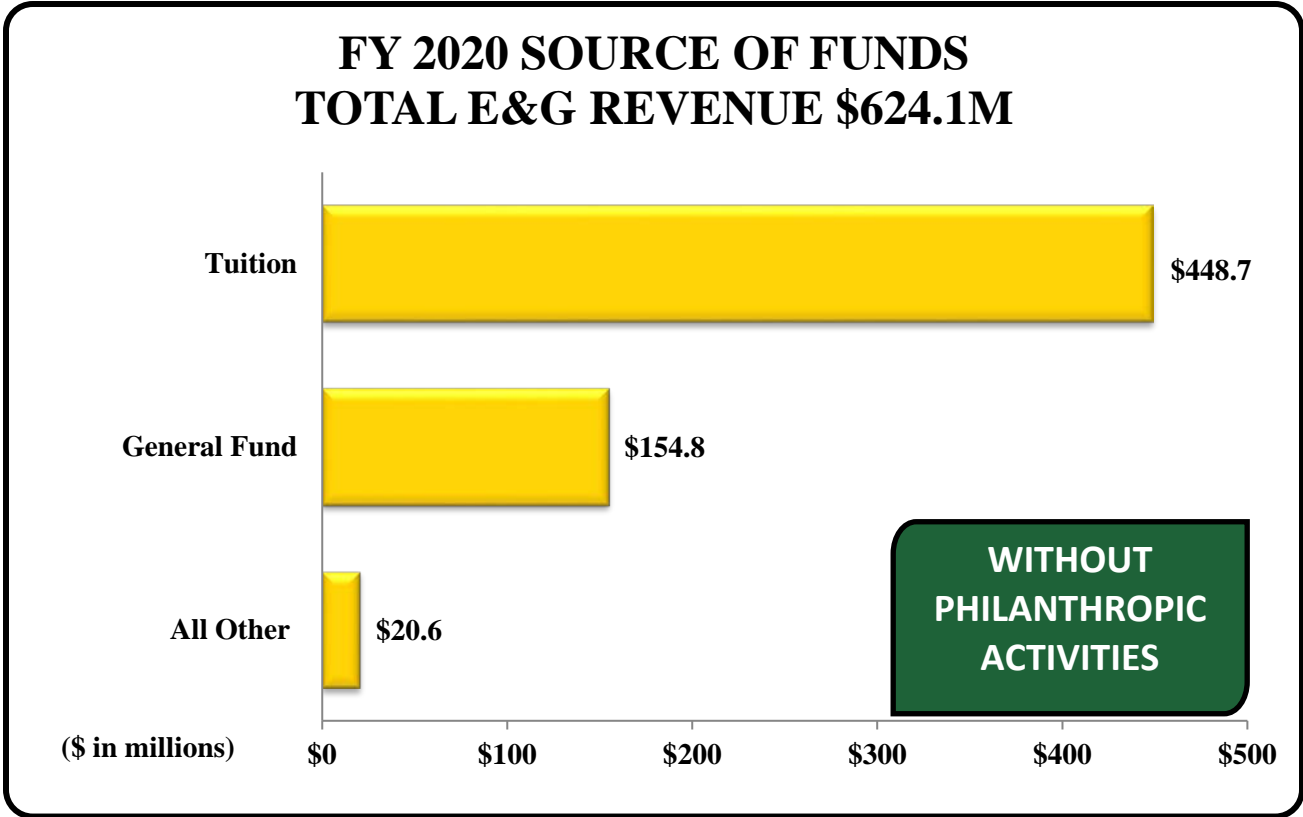
Goal 12: Global Engagement – Expand opportunities for global learning by creating partnerships and programs to support student and faculty mobility and collaboration.

EDUCATIONAL AND GENERAL

The Educational and General (E&G) budget is the largest portion of the overall budget within the university. The E&G budget (excluding philanthropic funds) represents 55 percent of Mason’s total operating budget and 50 percent of the overall total budget. The E&G budget is comprised of categories of expenditures that support: 1) instruction; 2) college- and school-level activities; 3) university computing for both academic and non-academic units; 4) student and academic support through admissions, registrar, financial aid, university life, and career services; 5) institutional activities, and 6) physical plant costs that directly support the university’s mission of teaching, research, and public service.

EDUCATIONAL AND GENERAL REVENUES

Total E&G revenues (excluding philanthropic funds) for FY 2020 are projected at \$624.1 million, which is approximately \$53.8 million more than the original FY 2019 budget of \$570.3 million. The increase will support student financial aid, strategic initiatives, a financial stability fund, and enrollment growth. In FY 2020, the General Fund will provide approximately 25 percent of the total sources available for the E&G budget. Tuition and other E&G funds will provide approximately 75 percent of the total sources available. Since the early 2000’s, tuition and other revenue sources fund the majority of the cost for higher education’s Educational and General budgets. This is due to the reduction in Commonwealth funding which has placed more pressure on increasing tuition over the past decade.

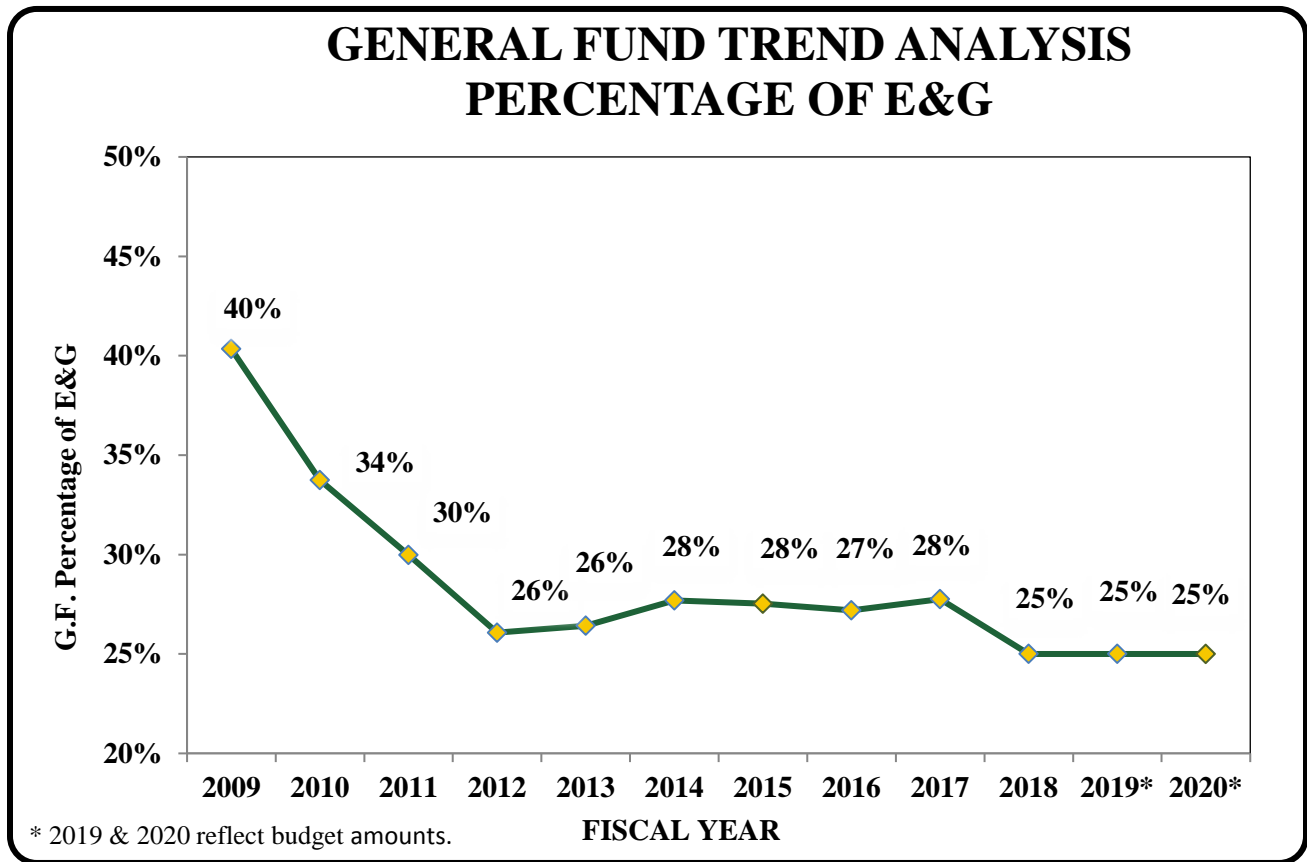


Note: General Fund includes \$4.4M in Equipment Trust Funds.

General Fund

The FY 2020 General Fund support of \$154.8 million provides funding equal to approximately 12 percent of total university revenues. The General Fund Trend Analysis chart below illustrates the ratio of General Fund support as a percentage of the E&G budget that funds core activities of the university. Since FY 2009, this core E&G General Fund support dropped from over 40 percent to approximately 25 percent projected in FY 2020. This was in large part due to several years of base budget reductions coupled with the Commonwealth of Virginia not being able to provide incremental financial support to institutions of higher education as they increased in-state student enrollment. As a result, in order to maintain quality, tuition and other E&G revenues have increased at rates beyond normal cost of inflation.

Although total dollars have increased in General Fund support, the increases received in most recent years have been largely connected to state-supported/mandated compensation increases as well as significant employer expense increase for pension and healthcare costs. This trend continued in FY 2017, when again the university faced a mid-year reduction coupled with the loss of General Funds, which became permanent in FY 2018. FY 2020 General Fund as a percentage of E&G remains the same as FY 2019 levels.



In FY 2009, Mason was receiving approximately 78 percent of the average General Fund support per in-state FTE student among the Virginia doctoral schools, and this continues in FY 2019 with Mason receiving 77 percent of the average General Fund support per in-state FTE student.

GENERAL FUND SUPPORT PER IN-STATE STUDENT FTE		
INSTITUTION	FY 2009	FY 2019*
University of Virginia	\$10,622	\$8,865
College of William & Mary	9,995	7,965
Virginia Tech	8,778	7,087
Virginia Commonwealth Univ.	8,908	7,059
Old Dominion	7,210	6,620
Doctoral Average excluding Mason	\$9,102	\$7,519
GEORGE MASON UNIVERSITY	\$7,131	\$5,833
MASON % of Average	78.3%	77.6%

*General Fund per in-state student estimate based on SCHEV FTE projection in the 2B report; numbers for all institutions will change with actual revised numbers.

Tuition and All Other E&G Funds

Tuition revenue includes payment for tuition and E&G mandatory fees, premium tuition fees, and contracted course revenues. The following categories represent the tuition revenue (approximate percentages): in-state undergraduate (47 percent), graduate (11 percent) and first professional-law (1 percent); out-of-state undergraduate (30 percent), graduate (9 percent) and first professional-law (2 percent).

In addition to the tuition revenues, another funding source for the university's E&G budget is other E&G funds. These funds are a combination of sales and services and other non-tuition related revenues, most notably: 1) admissions fees, 2) executive education non-credit program revenue, 3) cost reimbursement from the Mason / INTO partnership, and 4) transfer from both the university's Auxiliary Enterprise and Indirect earning funds to provide funding for services and scholarships provided from the E&G budget.

Philanthropic Activities

A vital part of Mason's resource base is the philanthropic funds raised for programs within the university. Philanthropic funding supports the academic and administrative units for ongoing activities as well as targeted projects. This funding's use includes scholarships and fellowships, faculty salaries and other personnel costs, and support for conferences, equipment, research, and travel. Operating support for areas of greatest interest to faculty and students include scholarly travel, salary support for eminent scholars, undergraduate and graduate scholarships, and program support.

A broad range of university programs generate philanthropic gifts; among those generating the most activity are the Mercatus Center, College of Humanities and Social Sciences, Antonin Scalia Law School, College of Visual and Performing Arts, Athletics, College of Science, Volgenau School of Engineering, and the Schar School of Policy and Government. **Philanthropic funds supporting the university's budget have increased from \$36.5 million in FY 2013 to an estimated FY 2019 budget of \$64.8 million or approximately a 77 percent increase.** As the university continues with its capital campaign, the level of philanthropic funds in support of university programs is anticipated to continue to increase.

GEORGE MASON UNIVERSITY FOUNDATION, INC. PROGRAM BENEFITS TO GEORGE MASON UNIVERSITY			
PROGRAM BENEFITS TO MASON	FY 2017	FY 2018	ESTIMATED FY 2019
Grant Expense ¹	\$27,667,000	\$24,450,000	\$24,000,000
Scholarships Graduate ³	3,715,000	7,562,000	9,000,000
Other Expense ²	8,630,000	8,994,000	8,000,000
Faculty/Staff Salaries ¹	6,709,000	8,066,000	7,500,000
Direct Expenditures ¹	8,072,000	6,685,000	4,700,000
Professional Services	2,378,000	2,517,000	2,500,000
Conferences and Business Activities	1,683,000	2,127,000	2,100,000
Travel	2,159,000	2,048,000	1,800,000
Faculty/Staff Benefits ¹	1,245,000	1,437,000	1,500,000
Scholarships Undergraduate	1,348,000	1,339,000	1,350,000
Honorariums	1,083,000	905,000	900,000
Eminent Scholars	689,000	555,000	800,000
Facilities Rental	518,000	878,000	600,000
TOTAL PROGRAM BENEFITS TO MASON³	\$65,896,000	\$67,563,000	\$64,750,000

Notes:

1. Grant Expense represents funding expensed primarily by university affiliates. An example would be the Mercatus Center. Faculty/Staff Salaries, Benefits, and Direct Expenditures represent philanthropic funds spent on university unit activities and programs.
2. Other Expense represents the GMUF administrative service fee, grant activities that require the recipient of the grant award to be an entity designated as a 501(c)(3), and in-kind tangible gifts that have transferred to the university.
3. Scholarship increase represents support for Scalia students at the Law School.

FUNDS AVAILABLE FOR ALLOCATION (SOURCES)

The rate of growth in the E&G budget for FY 2020 is slightly above the average growth levels of the most recent budget cycles. From FY 2015 to FY 2020 the average annual rate of growth is 6.5 percent, and the total E&G budget increased by 32 percent in five years with increased revenues averaging \$27.9 million per year. Annual enrollment and tuition rate increases along with Mason's internal one-time funds have maintained revenue stability and growth throughout a prolonged period of relatively unpredictable economic conditions while allowing the university to moderate the annual increase in tuition over several fiscal years. In FY 2020, the state appropriation is increasing by \$14.2 million. Based on projected enrollments, tuition increases for graduate students as well as the Commonwealth appropriation increase, FY 2020 is projected to be \$53.8 million or 9.4 percent over the original FY 2019 budget.

ORIGINAL EDUCATIONAL AND GENERAL BUDGET (in millions)						
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Amount	\$475.1	\$485.4	\$514.8	\$535.2	\$570.3	\$624.1
Increase (\$)	\$18.3	\$10.3	\$29.4	\$20.4	\$35.1	\$53.8
Increase (%)	4.0%	2.2%	6.1%	4.0%	6.6%	9.4%

Note: Original Budget numbers includes Equipment Trust Fund (ETF).

Budget Focus & Priority

Mason has a long history and takes great pride in allocating the majority of its limited resources to its core mission. This philosophy has maximized resource effectiveness and continues to illustrate Mason’s commitment and focus on a mission-based allocation of resources. The Educational and General budget is comprised of seven expenditure programs that directly support the university’s mission of teaching, research, and public service and align with the goals of access and affordability.

PROGRAM	ACTIVITIES
Instruction	Instructional Faculty, Departmental Costs
Academic Support	Deans and Directors, School Level Costs
Libraries	Professional Librarians, Library Reference Materials
Technology	University Computing, Academic and Administrative Costs
Student Services	Registrar, Admissions, Financial Aid, Career Services, University Life, etc.
Institutional Support	Executive Management, Purchasing, Payroll, Fiscal Services, etc.
Physical Plant	Building Maintenance, Physical Plant Personnel, Utilities, Police, EHS, etc.

The following table compares the allocation of funds by year and major programs within the E&G budget. The E&G budget includes a central reserve of \$4.0 million, a Financial Stability Fund of \$2.2 million and an Enrollment Reserve of \$0.4 million. This represents the only portion of the budget that is not allocated to specific program needs and is available for unplanned contingency requirements. If these funds remain unexpended at the end of the year, their intended one-time use is for high institutional priorities not covered by other funding sources.

PERCENTAGE OF BUDGET BY MAJOR PROGRAM						
FISCAL YEAR	2015	2016	2017	2018	2019	2020
Instruction/Academic Support*	59.3%	60.2%	61.2%	62.6%	63.9%	65.7%
Library	5.2%	4.8%	4.8%	4.4%	4.1%	3.7%
Technology	7.2%	6.9%	6.7%	6.5%	6.3%	6.5%
Student Services	4.9%	5.3%	5.3%	5.1%	5.8%	5.6%
Institutional Support	8.8%	8.6%	7.8%	7.6%	6.9%	6.4%
Physical Plant	11.1%	10.7%	10.4%	10.1%	9.5%	8.8%
Financial Aid **	1.9%	2.0%	2.1%	2.0%	2.0%	2.0%
Equipment Trust Fund	0.8%	0.7%	0.9%	0.8%	0.8%	0.7%
Reserve	0.8%	0.8%	0.8%	0.7%	0.7%	0.6%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Instruction/Academic Support includes funding related to enrollment growth as well funding for the FY20 compensation changes.

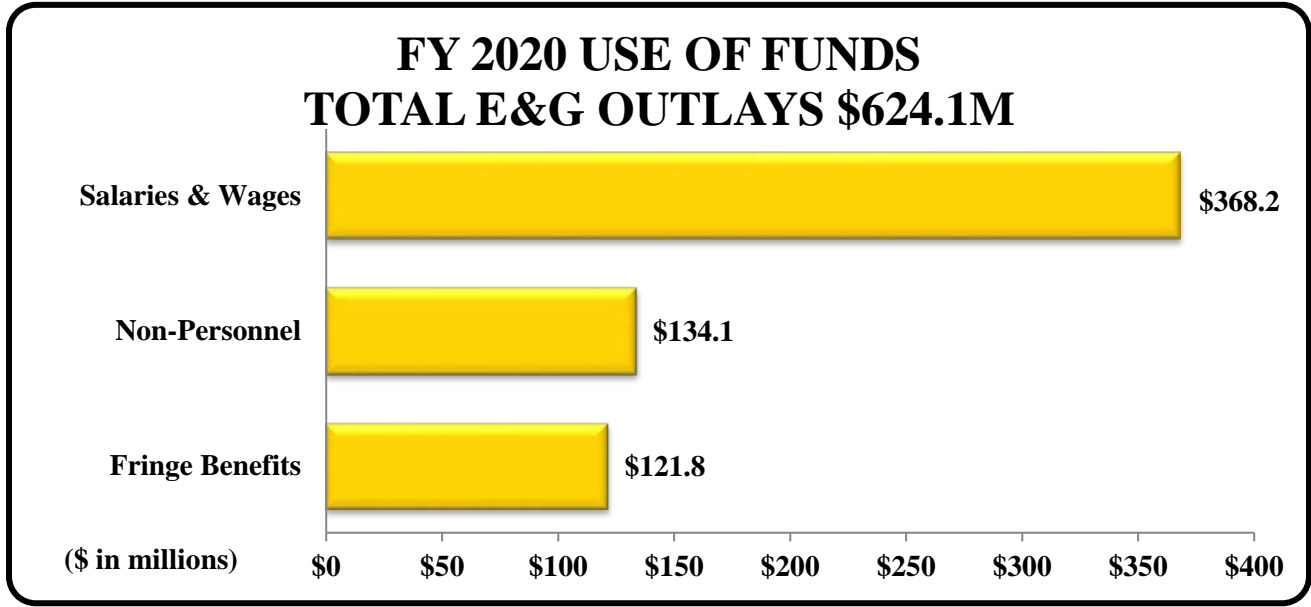
** Financial Aid does not include funds budgeted as discounts to tuition and fees. These discounts are approximately 6.1 percent of the E&G expense budget. If included as expenses, the total percentage of E&G would be 8.1 percent.

Mason is committed to protecting its core mission and continues to allocate a greater percentage of its E&G budget to instruction when compared to most of the other Virginia doctoral institutions.

USE OF FUNDS / EXPENSES

Use Overview

The FY 2020 budget provides a \$53.8M overall increase from FY 2019 in the total E&G budget (excluding philanthropic funds). The table below depicts the use of funds by major expense categories between FY 2019 and FY 2020.



EDUCATIONAL AND GENERAL BUDGET CHANGE FROM FY 2019 – FY 2020 (Dollars in Millions)				
	FY 2019 ORIGINAL	FY 2020 ORIGINAL	AMOUNT CHANGE	% CHANGE*
Salaries/Wages	\$335.8	\$368.2	\$32.4	9.6%
Fringe Benefits	115.2	121.8	6.6	5.7%
Non-Personnel	119.3	134.1	14.8	12.4%
TOTAL E&G	\$570.3	\$624.1	\$53.8	9.4%

Note: Salaries/Wages and Fringe Benefits include funding associated with the FY20 Compensation Plan. Non-personnel includes enrollment growth, financial stability funds, program and reserve funding.

Personnel

- For FY 2020, the university budget includes funding our portion of the Commonwealth of Virginia’s salary increase as well as supplemental compensation funds. In addition, funding for promotion and tenure as well as minimum faculty salary level increases are funded as part of the FY 2020 plan.
- The FY 2020 budget allocates approximately 79 percent of the E&G funds for personnel costs, which include salaries, wages, and fringe benefits. The percentage dedicated to labor has been in the range of 78 to 80 percent during the last several years. Approximately 51 percent of the cost of personnel covers the compensation paid to instructional faculty. The following table provides budget amounts that include salary and fringe benefits.

EDUCATIONAL AND GENERAL PERSONNEL EXPENSE
(Dollars in Millions)

PERSONNEL TYPE	FY 2020 BUDGET	% OF PERSONNEL
Instructional Faculty	\$251.7	51.4%
Admin Faculty	84.7	17.3%
Classified Staff	143.2	29.2%
Wages/Student Wages	10.4	2.1%
TOTAL PERSONNEL EXPENSE	\$490.0	100.0%

EDUCATIONAL AND GENERAL BUDGET
FULL-TIME EQUIVALENT FACULTY AND STAFF POSITIONS BY MAJOR PROGRAM

	Total Positions (FTE) FY 2019			Total Positions (FTE) FY 2020		
	Faculty	Staff	Total	Faculty	Staff	Total
Instruction/Academic Support	1,921	766	2,687	1,981	734	2,715
Library	0	141	141	0	140	140
Technology	0	222	222	0	237	237
Student Services	0	281	281	0	290	290
Institutional Support	0	427	427	0	442	442
Plant	0	329	329	0	327	327
TOTAL	1,921	2,166	4,087	1,981	2,170	4,151

Instructional Faculty

Actual instructional faculty spending reflects the use of adjunct faculty and graduate assistants as the colleges and schools meet enrollment demands. The success or failure in filling full-time faculty positions impacts the use of both adjunct faculty and graduate assistants. Consequently, actual expenses for full-time and adjunct faculty and graduate assistants typically vary from the original budget, which can be seen in the table that follows.

Administrative Staff & Wage Support

In FY 2020, approximately 4 FTE staff positions will be added across various units to provide critical support for new programs and increased enrollment. Please note, a comprehensive review of staff positions took place during FY19 and more than 50 vacant or unfunded positions were eliminated. Staff position changes are in areas of instruction and research support, student services, regulatory reporting and compliance requirements, as well as unit reorganizations. Some units are realizing adjustments, primarily decreases, in position levels.

Wage personnel expenditures account for approximately 2.1 percent of personnel costs. In most years, the wage (or temporary staff) budget is established at a level of funding substantially lower than actual prior year spending levels. These actual wage expenses that exceed the original budget are largely funded through savings in permanent staff lines as vacancies and turnover occur.

The university uses wage and student wage workers to meet its demand to support new enrollment and programs within the university. That level of wage spending equates to approximately 161 FTE staff positions.

EDUCATIONAL AND GENERAL PERSONNEL COSTS BY EMPLOYEE TYPE						
	FY 2015 ACTUAL	FY 2016 ACTUAL	FY 2017 ACTUAL	FY 2018 ACTUAL	FY 2019 BUDGET	FY 2020 BUDGET
FT Faculty	\$120,315,146	\$122,725,111	\$122,965,233	\$130,629,206	\$144,689,900	\$157,040,700
PT Faculty	21,870,218	22,541,526	23,364,671	25,800,912	22,862,700	24,629,700
Grad Assistants	9,802,721	9,526,526	12,280,537	13,845,377	12,323,800	15,057,900
FACULTY SUBTOTAL	\$151,988,085	\$154,793,163	\$158,610,441	\$170,275,495	\$179,876,400	\$196,728,300
Admin Faculty	\$45,949,801	\$46,453,222	\$48,395,074	\$50,499,788	\$57,030,700	\$63,289,000
Classified	71,778,881	76,129,639	75,731,742	79,603,013	89,886,400	98,370,000
STAFF SUBTOTAL	\$117,728,682	\$122,582,861	\$124,126,816	\$130,102,801	\$146,917,100	\$161,959,000
Wages	\$5,671,861	\$5,934,407	\$6,157,440	\$6,439,100	\$4,687,700	\$5,376,400
Student Wages	4,329,338	4,465,513	4,967,658	4,838,675	3,900,000	4,000,000
CWS	221,662	288,766	278,406	327,179	395,700	395,700
WAGES SUBTOTAL	\$10,222,861	\$10,688,686	\$11,403,504	\$11,604,954	\$8,983,400	\$9,772,100
Fringe Benefits	\$88,679,472	\$89,465,422	\$88,272,008	\$99,512,716	\$115,189,700	\$121,839,800
TOTAL	\$368,619,100	\$377,530,132	\$382,412,769	\$411,495,966	\$450,966,600	\$490,299,200

Non-Personnel: In addition to personnel, within the FY19 non-personnel budget, fifteen major categories of expense make up approximately 73 percent of the total non-personnel expense.

EDUCATIONAL AND GENERAL NON-PERSONNEL MAJOR CATEGORIES OF EXPENSE FY 2019 (Dollars in Millions)	
Repair & Maintenance Services	\$10.8
Computer & Technical Services	9.9
Library Books & Materials	9.8
Equipment	9.7
Utilities	8.8
Student Scholarships	8.0
Travel	7.6
Rental—Buildings & Structures	4.0
Capital Construction & Equipment	3.0
Telecommunication Services	2.4
Dues, Publications & Subscriptions	2.2
Insurance	2.0
Supplies	1.9
Printing Services	1.1
Media Services	1.1
TOTAL TOP 15 NON-PERSONNEL EXPENSE CATEGORIES	\$82.3
TOTAL NON-PERSONNEL EXPENSE CATEGORIES	\$112.2

**FY 2020 EDUCATIONAL & GENERAL BUDGET
BUDGET BY MAJOR CATEGORY OF EXPENSE BY UNIT**

UNIT	SALARIES	FRINGE BENEFITS	WAGES	NON-PERSONNEL	TOTAL	
					FTE	BUDGET
Antonin Scalia Law School	\$10,878,600	\$3,557,200	\$222,900	\$2,424,300	101.0	17,083,000
College of Education & Human Development	22,693,300	6,677,200	1,260,200	5,227,700	304.9	35,858,400
College of Health & Human Services	15,527,000	4,976,300	59,400	2,336,600	177.8	22,899,300
College of Humanities & Social Sciences	49,639,200	14,477,400	700,200	3,221,200	691.1	68,038,000
College of Science	31,240,900	9,862,900	467,800	10,563,900	372.4	52,135,500
College of Visual & Performing Arts	11,858,500	3,647,700	424,500	1,359,100	159.5	17,289,800
Schar School of Policy & Government	12,502,600	3,961,600	61,800	1,472,500	140.8	17,998,500
School for Conflict Analysis & Resolution	3,632,600	1,099,400	170,700	-11,800	41.4	4,890,900
School of Business	27,271,600	8,600,400	289,700	873,900	251.6	37,035,600
Volgenau School of Engineering	37,322,500	10,735,800	628,000	664,800	332.0	49,351,100
Provost	28,416,700	11,010,500	1,944,500	10,705,400	411.4	52,077,100
University Life	5,136,700	1,892,800	635,500	997,500	82.3	8,662,500
Libraries	7,657,400	2,916,600	361,900	10,035,400	128.8	20,971,300
Executive Administration	3,553,500	1,329,200	106,200	834,900	46.0	5,823,800
Finance & Operations	18,208,800	7,769,000	869,800	5,991,600	271.5	32,839,200
Information Technology Services	19,466,200	8,669,100	1,105,000	10,865,700	236.6	40,106,000
Advancement & Alumni Relations	4,449,400	1,712,500	10,000	475,500	53.8	6,647,400
Communications & Marketing	3,768,300	1,657,300	458,000	1,104,000	59.3	6,987,600
Facilities	17,397,200	7,653,300	275,000	14,040,000	281.5	39,365,500
Government & Community Relations	911,500	355,000	0	233,600	8.0	1,500,100
Property Rental/Facility Support	0	0	0	10,879,500	0.0	10,879,500
Student Financial Aid	981,000	0	0	11,169,100	0.0	12,150,100
Eminent Scholars	0	0	0	1,086,200	0.0	1,086,200
Central Funds for Salary & Fringe Increases / Program Support *	25,874,100	9,278,500	(279,200)	12,550,200	0.0	47,423,600
University Reserve/Financial Stability Fund/Enrollment Reserve	0	0	0	10,600,000	0.0	10,600,000
Equipment Trust Fund	0	0	0	4,400,000	0.0	4,400,000
GRAND TOTAL	\$358,387,600	\$121,839,700	\$9,771,900	\$134,100,800	4,151.7	\$624,100,000

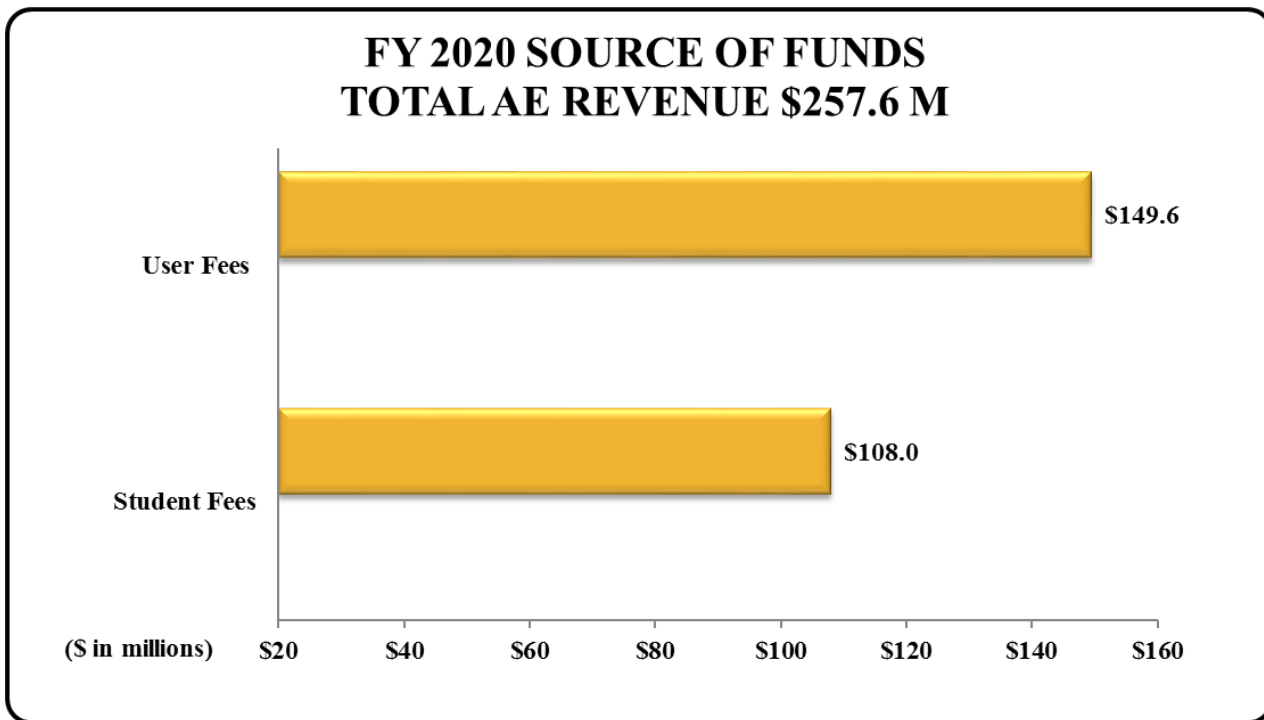
***Funds will be distributed with the salary and fringe changes as well as program support to academic units as part of the budget model allocations.**

AUXILIARY ENTERPRISES

AUXILIARY ENTERPRISE REVENUES

The projected Auxiliary Enterprise revenue budget for FY 2020 represents approximately 21 percent of the university's \$1.25 billion total revenue budget and represents the second largest component of the institutional budget. Auxiliary Enterprises by definition includes activities that are ancillary to the university's central mission of instruction, service, and research. Auxiliary Enterprises include operations and activities that are: a) self-supporting through revenues that they generate; b) supported by both revenues that they generate and student fees; or c) funded exclusively through student fees.

Auxiliary Enterprise revenues are budgeted at \$257.6 million in FY 2020. The revenue growth in Auxiliary Enterprises is projected to be approximately \$18.3 million. This growth reflects \$10.9 million increase in student fee revenue and \$7.4 million increase of self-generated revenue.



AUXILIARY ENTERPRISES SOURCE OF FUNDS					
SOURCE (\$ in Millions)	ORIGINAL FY 2017	ORIGINAL FY 2018	ORIGINAL FY 2019	ORIGINAL FY 2020	CHANGE, FY 2019-2020 AMOUNT
Student Fees	\$83.9	\$91.5	\$97.1	\$108.0	\$10.9
User Fees	136.6	136.9	142.2	149.6	7.4
Independent Operations*	32.8	0	0	0	N/A
TOTAL	\$253.3	\$228.4	\$239.3	\$257.6	\$18.3

* Independent operations are critical to the university; however, their operating budgets are not part of the State Auxiliary Enterprise program for reporting purposes. Starting in FY 2018, Independent Operations which represent private third party vendors that operate all activity through their own corporate financial and accounting systems (Sodexo, vending, etc.), will no longer be reported under the university budget.

The table below identifies the ten largest programs and activities included within Auxiliary Enterprises. They represent approximately 76 percent of the Auxiliary Enterprise revenue.

FY 2020 AUXILIARY ENTERPRISES REVENUE				
FY 2020 ACTIVITY	COMMISSION	USER FEE REVENUE	STUDENT FEES	TOTAL REVENUE
Housing & Residence Life	\$0	\$51,734,800	\$0	\$51,734,800
Dining*	7,258,000	23,971,000	0	31,229,000
Intercollegiate Athletics	0	5,047,700	20,687,900	25,735,600
Campus Access/Transportation	0	15,201,400	4,569,100	19,770,500
Arts Centers	0	7,210,200	7,934,200	15,144,400
Student Centers	0	2,690,600	9,454,100	12,144,700
Indirect Cost	0	700,000	10,950,000	11,650,000
University Life	0	2,698,100	8,697,000	11,395,100
Student Health Services	0	6,770,100	2,827,300	9,597,400
Recreational Department	0	1,522,100	6,922,700	8,444,800
TOTAL	\$7,258,000	\$117,546,000	\$72,042,300	\$196,846,300

*Dining commission goes to Dining services.

Independent Operations

Auxiliary Enterprises includes eight independent operations: 1) Arena Management (EagleBank Arena), 2) Bookstore and Patriot Tech, 3) Dining, 4) Independent Retail Operations, 5) Mail Services, 6) Print Services, 7) Trademark Licensing, and 8) Vending. A third party manages each operation through their own corporate financial and accounting system. The total budget of all independent operations is \$66.8 million, and includes \$12.8 million of commissions that are returned to George Mason University in exchange for the vendor's exclusive right to provide the service on campus. The university provides oversight and guidance for these operations, conducts regular audits, and receives annual commissions. These annual commissions are used to support Auxiliary Enterprise operations and activities, and thereby reduce Mason's dependence on student fees. **The annual commissions of \$12.8 million reduced the required per person student fee by over \$300 annually!**

INDEPENDENT OPERATIONS COMMISSION INCOME, FY 2020			
ACTIVITY	OPERATING BUDGET	GEORGE MASON COMMISSION	TOTAL
Dining*	\$33,346,000	\$7,258,000	\$40,604,000
Bookstore & Patriot Tech	8,350,000	1,650,000	10,000,000
Other**	7,128,700	961,300	8,090,000
EagleBank Arena Management	4,483,700	2,561,300	7,045,000
Vending	703,000	392,000	1,095,000
TOTAL	\$54,011,400	\$12,822,600	\$66,834,000

* Includes \$24.0 million of user fee revenue.

** Includes Independent Retail Operations, Print Services, and IMG College Licensing (trademark licensing).

Commissions and Management Fees

Mason has outsourced several Auxiliary Enterprise units. For example, the bookstore has always been a contract operation and EagleBank Arena was opened by a management firm over 25 years ago.

The first step in each outsourced partnership is a public process that encourages broad participation in the procurement. The process is designed to attract the major contractors in particular fields thereby giving Mason the opportunity to select the best firm for the job. The process has another outcome, however; it reveals the range of compensation both offered and desired by the competing firms. In other words, the market is a powerful force in setting the initial range of compensation. As the procurement process continues, contractors are eliminated or retained based on specific pre-defined criteria such as the proposed service plan and prior experience.

The negotiation that follows blends the fee range, future growth and ongoing operations to arrive at a fair, industry standard management fee for the contractor while ensuring adequate cash for maintenance, renovations, and reserves. It should be noted that when selecting a contractor, you look for those that will enhance the brand of the university. For example, rankings of university venues in worldwide ticket sales showed that Mason's own EagleBank Area was ranked No.1 among venues such as those found at Penn State University, Saint Louis University, University of Texas at Austin, and The Ohio State University. Selection of the right contractor for outsourced partnerships is a key element that Mason and the contractor have benefited from.

In total, the three large outsourced firms at Mason today employ over 1,300 employees. In many institutions where these activities are not outsourced, these would all be university employees.

Arena Management (EagleBank Arena) commission to Mason is composed of both a guaranteed and variable amount. The contract was extended for five years in 2018. The guaranteed amount is \$1,200,000 in the first year and increases to \$1,260,000 in the fifth year of the contract extension. The variable amount is 80 percent of revenues net of fixed management fee and guaranteed commission to Mason, after the fixed fees. The variable amount changes by year depending on the success of the performances. Additionally, Monumental will pay \$45,000 per year for Arena improvements and repairs.

The contractor, Monumental Sports & Entertainment, is paid an annual fixed fee of \$650,000 in the first year that increases to \$690,000 in the fifth year of the contract extension. In addition, the contractor receives a variable fee of 20 percent of revenues net of fixed management fee and guaranteed commission to Mason.

Bookstore and Patriot Tech commission to Mason has a minimum fixed guarantee of \$1.65 million per year. There is a variable component which is based on yearly sales when revenues exceed a certain threshold. In FY 2020, the university expects to receive about \$1.65 million from this contract, in addition to other cash and merchandise considerations.

Dining commission paid to Mason is a variable commission comprised of the revenue remaining after fees are paid. The contractor, Sodexo, pays a variable commission of 22 percent of sales in year one, 20 percent in years two and three, and 22 percent after year three. The contractor also pays a food cost rebate of \$231,670 starting in year four, which increases each year.

The variable commission is dependent upon the availability of net income to make the payments. The commission is used to fund dining operations, facility maintenance, debt service and reserves. In addition, the commission is used to fund various student activities, which offset other institutional student fee requirements.

Independent Retail Operations include rental and commission contracts with Argo Tea, Chipotle, Manhattan Pizza, Panda Express, Panera Bread, UPS, and Wing Zone. Each contract is separately negotiated and typically includes both a base rent and a percentage commission over certain revenue targets.

Mail Services is managed by Canon, USA. Canon provides all university managed mail services including all staffing of Mail Services for a fixed annual fee of \$831,458.

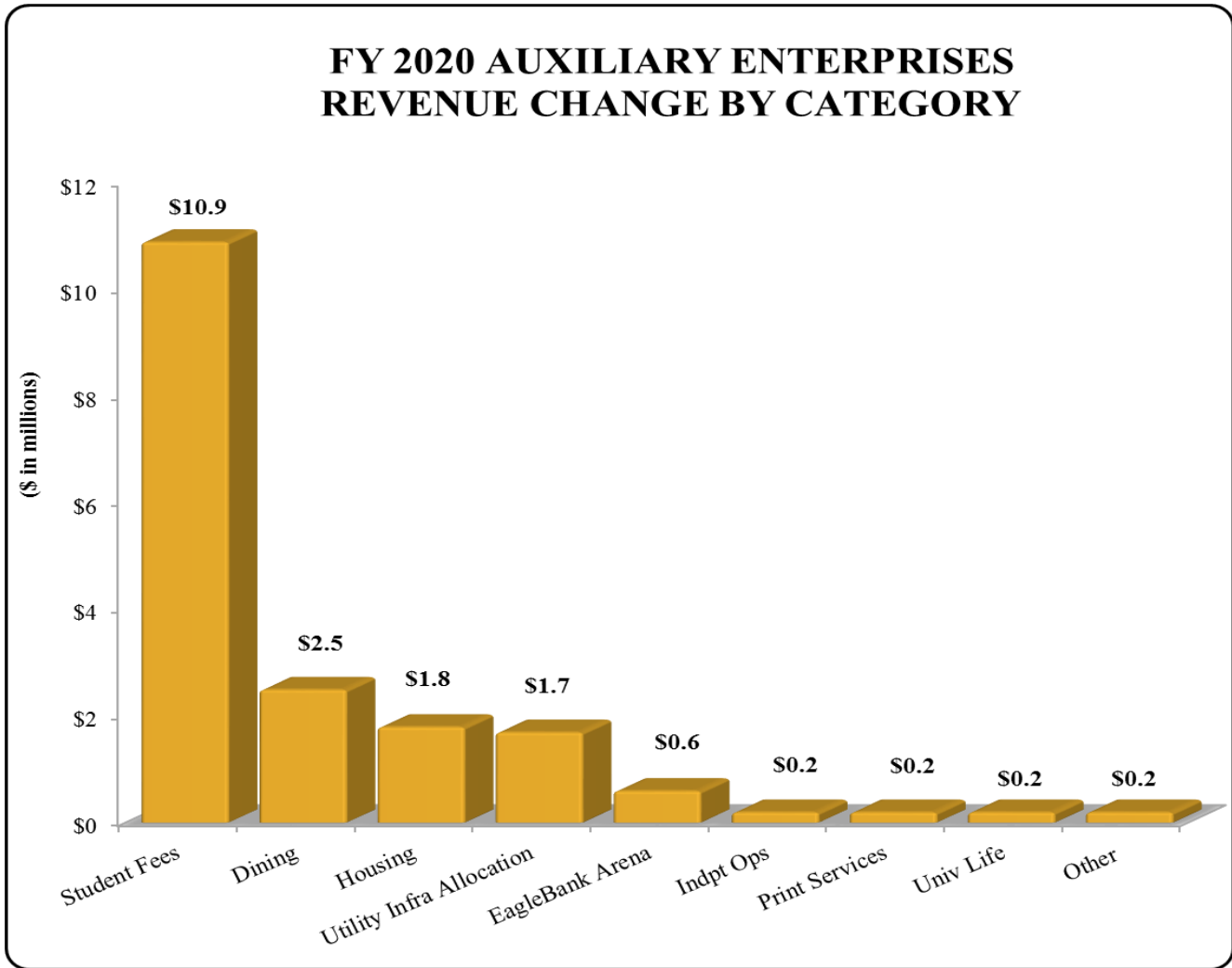
Print Services is managed by Canon, USA. Canon pays an annual fee of \$50,000 for rights to operate the print centers. Administrative printing is charged to individual departments based on a fixed per page rate. Pay-for-print machines are charged based on a fixed per page rate with Mason retaining revenue from the machines. Canon paid a \$300,000 fee in the first year and will pay \$75,000 annually in years four and five.

Trademark Licensing through IMG College Licensing provides trademark licensing for all Mason products, assisting with brand protection and brand management, and helping to set royalty rates on Mason products. IMG provides over \$100,000 in annual commissions based on an increasing sliding scale of royalties starting at 80%. IMG funds help support athletic scholarships.

Vending contracts with Coca-Cola and Canteen manage all the university's beverage and snack machines. The vending contracts generate over \$800,000 in commissions and revenue, which supports student athlete scholarships and the University Scholars in the Honors program.

Note: Although these independent operations are critical to the university, their operating budgets are not part of the State Auxiliary Enterprise program and therefore not included for reporting purposes.

Revenue Changes



Student fee revenue increases by approximately \$10.9 million, which represents a student fee rate increase of 3.0 percent and growth in the general campus student enrollment. Within user fee activities, the units that generate the largest increase in revenues are Dining of \$2.5 million; Housing of \$1.8 million; Utility Infrastructure debt service allocation of \$1.7 million; and \$0.6 million for EagleBank Arena.

NEW STUDENT FEE REQUIREMENTS

In FY 2020, Auxiliary Enterprises that are funded by student fees will incur increased costs, thereby requiring additional student fee support. The major reasons for an increase in the fee are to provide additional funding to fund AE student fee funded salary and compensation increases, to support Athletic scholarships and meet its general operating fund needs, to further enhance students programs and services, and to fund reserves to support Auxiliary Enterprises operating and facility maintenance needs.

MAJOR ALLOCATION OF INCREASED STUDENT FEE, FY 2020

• State approved salary & compensation increases	\$3.0
• Athletic scholarships & general operating funds	\$2.7
• AE financial stability fund	\$1.3
• Facility, maintenance, and operating reserves	\$1.0
• University Life program and service enhancements	\$0.9
• Student fee supported debt service increases	\$0.6
• General operating funds for AE indirect cost	\$0.5
• General operating funds for Arts Centers	\$0.5
• University Scholars financial aid and other student support services	\$0.4
STUDENT FEE REQUIREMENT	\$10.9

(\$ in millions)

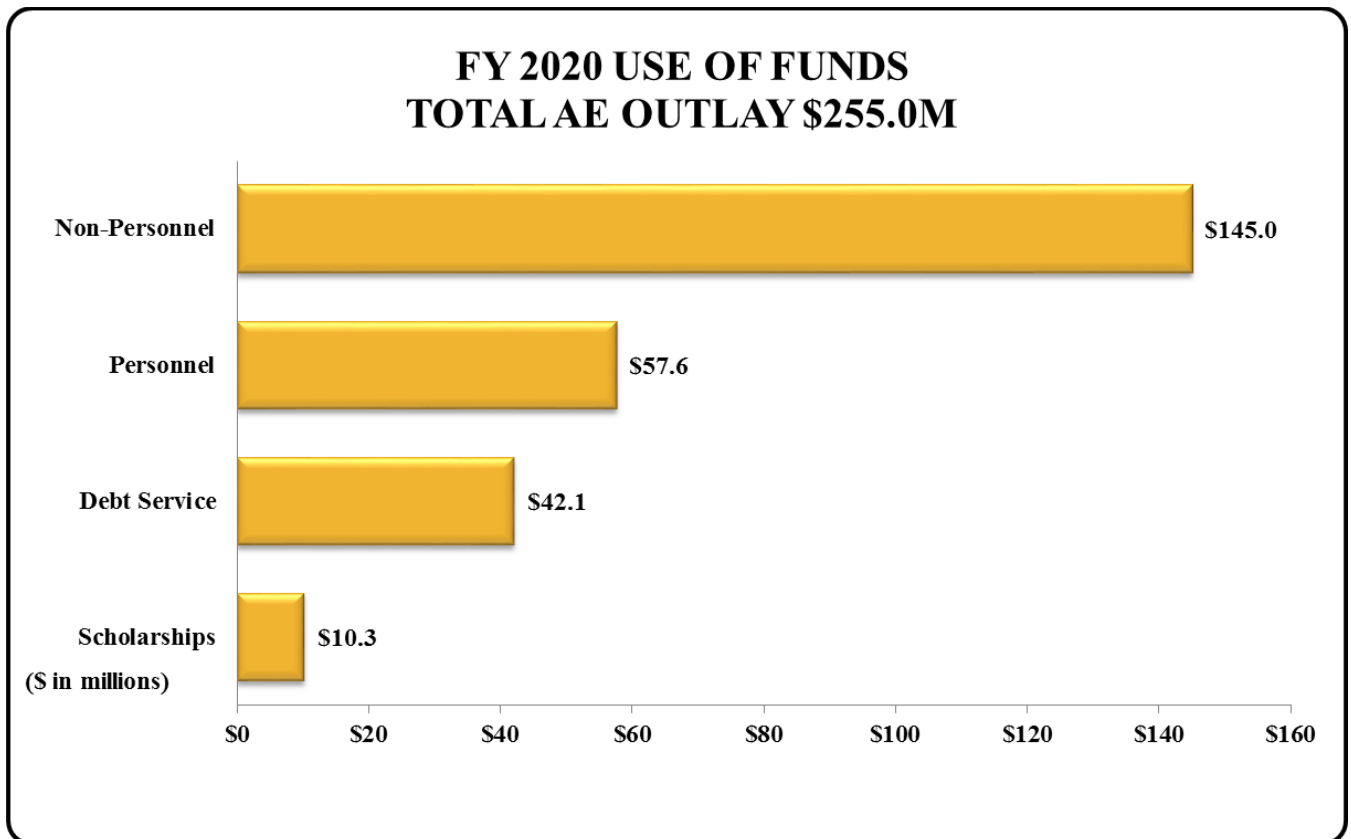
The table below summarizes the revenue budget by revenue type for Auxiliary Enterprise major units in FY 2020.

AUXILIARY ENTERPRISES REVENUE BUDGET, FY 2020			
ENTERPRISE UNIT	STUDENT FEES	SELF-GENERATED	TOTAL
Housing & Residence Life	\$0	\$51,734,800	\$51,734,800
Dining	0	28,910,500	28,910,500
Auxiliary Central	25,138,500	3,500,700	28,639,200
Intercollegiate Athletics	18,445,800	5,036,000	23,481,800
Arts Centers	7,934,200	7,210,200	15,144,400
Campus Access/Parking	755,900	13,696,200	14,452,100
Student Centers	9,454,100	2,690,600	12,144,700
Indirect Cost	10,950,000	700,000	11,650,000
University Life	8,697,000	2,698,100	11,395,100
Student Health Services	2,827,300	6,770,100	9,597,400
Recreational Department	6,922,700	1,522,100	8,444,800
Freedom Aquatic & Fitness Center	102,700	5,223,800	5,326,500
Transportation	3,813,200	1,505,200	5,318,400
ITS Telecommunications	169,200	4,860,100	5,029,300
EagleBank Arena	1,690,500	1,951,300	3,641,800
University Scholars	2,803,700	229,600	3,033,300
Global Center Debt Service	0	2,624,800	2,624,800
Facility Reserves	2,000,000	505,700	2,505,700
AE Administration	2,203,600	79,000	2,282,600
Field House (RSC)	2,242,100	11,700	2,253,800
Child Development Center	0	2,015,600	2,015,600
Utility Infra Debt Service	0	1,905,700	1,905,700
Mason Card Office	1,173,600	285,000	1,458,600
Independent Retail Ops	0	1,303,600	1,303,600
Print Services	0	1,250,000	1,250,000
Central Utility Plant Debt Service	0	726,700	726,700
The Bookstores	0	632,600	632,600
Aquia Building-Debt Service	309,000	0	309,000
AE Police Cadet	254,800	0	254,800
Regional Campuses	112,100	50,000	162,100
GRAND TOTAL	\$108,000,000	\$149,629,700	\$257,629,700

USE OF FUNDS/EXPENSES

Budget by Major Category

Within the Auxiliary Enterprises expense budget of \$255.0 million, personnel costs total \$57.6 million or approximately 23 percent of the total, with all other costs making up the remaining 77 percent of the budget. Within the remaining \$197.4 million budget, \$10.3 million of the expenses covers scholarships, \$42.1 million covers debt service, and \$145.0 million covers other non-personnel costs. Some of the major items within other non-personnel costs are board (meal) plan payments of \$24.0 million; the indirect charge to Auxiliary Enterprises from Educational and General of \$11.7 million; utilities of \$10.2 million; contracted management services of \$9.0 million; building, maintenance, housekeeping, and grounds activity of \$6.9 million.



The Auxiliary Enterprise expense budget of \$255.0 million is \$2.6 million lower than the revenue budget (\$257.6 million) for FY 2020, with the balance of \$2.6 million going to the university's facility reserves. Auxiliary Enterprise facilities are self-supporting and receive no funding from the Commonwealth. Therefore, there is a need to build adequate reserves to maintain the university's physical assets.

Personnel—Operating

The Auxiliary Enterprises personnel budget of \$57.6 million is based upon an FTE position level of 591.6 FTE plus wages hourly staff. Of the total FTE positions, 332.9 or 56.3 percent are for classified staff, 256.3 or 43.3 percent are for administrative faculty, and 2.4 or 0.4 percent are for instructional faculty. The total FTE of 591.6 is 26.5 FTE greater than the budget for FY 2019.

AUXILIARY ENTERPRISES BUDGET FULL-TIME EQUIVALENT (FTE) POSITIONS					
	FY 2018	FY 2019	Variance	FY 2020	Variance
Classified	320.2	329.0	8.8	332.9	3.9
Admin Faculty	227.1	233.7	6.6	256.3	22.6
Faculty	2.4	2.4	0	2.4	0
TOTAL	549.7	565.1	15.4	591.6	26.5

The total personnel services budget within Auxiliary Enterprises is \$57.6 million. This is approximately 23 percent of the overall Auxiliary Enterprises budget. Of this total, 85 percent covers salaries and benefits for permanent staff, while 15 percent covers salaries and benefits for wage workers. The annual level of wage spending is equal to approximately additional 130 FTE positions. Many supervisors maximize their operational effectiveness by utilizing wage staff to meet high service demand periods throughout the year.

Units with the majority of personnel costs include: Housing & Residence Life, Intercollegiate Athletics, University Life, Arts Centers, and Recreational Department. These units are responsible for approximately \$40.4 million or 70 percent of the overall Auxiliary Enterprises personnel budget. Units with the highest wage costs are the Freedom Aquatic and Fitness Center, Arts Centers, Recreational Department, Housing & Residence Life, University Life, Intercollegiate Athletics, and Student Centers. Wage budgets in these areas alone total approximately \$7.3 million.

AUXILIARY ENTERPRISES PERSONNEL EXPENSE OVERVIEW						
	Actual FY 2018		Budget FY 2019		Budget FY 2020	
Salaries	\$30,799,233	60.8%	\$33,047,300	59.3%	\$35,257,700	61.2%
Wages	8,322,182	16.4%	8,778,900	15.7%	8,041,100	14.0%
Fringe Benefits	11,522,506	22.8%	13,935,600	25.0%	14,290,600	24.8%
TOTAL	\$50,643,921	100.0%	\$55,761,800	100.0%	\$57,589,400	100.0%

Non-Personnel—Operating

Within Auxiliary Enterprise activities, approximately \$145.0 million is budgeted for non-personnel, excluding debt service and scholarships. The major expense categories in non-personnel are:

AUXILIARY ENTERPRISES MAJOR CATEGORIES OF NON-PERSONNEL EXPENSE BUDGET	
Meal Plans	\$23,971,000
Indirect Cost	11,650,000
Utilities	10,227,800
Campus Access/Parking	9,026,300
Building Maintenance, Housekeeping, Grounds	6,920,000
Insurance (Student Health)	6,027,500
Athletics (Sports, Events)	5,874,600
Telecommunications	5,504,900
Transportation	4,910,800
Housing Renovations	3,150,000
Arts Centers Performances	1,616,000
Student Activities & Programs	1,272,200
TOTAL	\$90,151,100

These twelve items make up approximately 62 percent of the non-personnel budget (excluding debt service & scholarships) within Auxiliary Enterprises.

Non-Personnel—Debt Service

During FY 2020, the university will make \$42.1 million in debt service payments from Auxiliary Enterprises for parking, residential housing, dining, recreation, and student activity facilities. This represents approximately 17 percent of the overall Auxiliary Enterprises expenditure plan.

Over the last few years, debt for some facilities has been retired, allowing the university to reallocate funds for student activities or other funding requirements such as facilities maintenance. In the next five years, approximately \$7.6 million or 18 percent of the existing Auxiliary Enterprise debt service payments will be eliminated, thereby reducing the financial burden currently placed upon several programs funded by student fees and user fees. Of the total debt service payments to be reduced, approximately \$2.3 million is funded by student fees, while \$4.3 million is financed through user fees of residential housing and another \$1.0 million is supported by other self-generated revenue funds. This reduction does not represent projects that may start to pay for debt service during this time frame.

DEBT SERVICE REDUCTIONS, FY 2020–FY 2024

LAST YEAR OF DEBT PMT	DEBT-FINANCED FACILITY	SOURCE OF FUNDING				TOTAL DEBT SERVICE ELIMINATED
		FEE	CAMPUS ACCESS	HOUSING	OTHER SGR	
FY 2020	Child Development Center	\$-	\$-	\$-	\$545,700	\$545,700
FY 2020	Fairfax Parking Garage Extension	-	292,100	-	-	292,100
FY 2020-21	President’s Park Renovation	-	-	694,000	-	694,000
FY 2020-24	Residence Hall V	-	-	3,577,700	-	3,577,700
FY 2021	Fairfax Swimming Pool	888,400	-	-	-	888,400
FY 2022	Fairfax Campus Dining	840,500	-	-	-	840,500
FY 2022	Johnson Center	-	-	-	247,000	247,000
FY 2023-24	Field House	541,300				541,300
TOTAL		\$2,270,200	\$292,100	\$4,271,700	\$792,700	\$7,626,700

Facility Renovation Fund

- The Commonwealth provides no General Fund support for the construction or renovation of Auxiliary Enterprise facilities. Additionally, student tuition cannot be used to support these facilities.
- Annual allocations are made each year to establish sufficient funds to address issues of facility repair, depreciation, renovation, and deferred maintenance. These funds are utilized for capital improvements as needed with the balance remaining in an escrow account identified as a facility renovation fund.
- The requirements for repairs and renovation are based upon depreciation and depend upon the type of facility, usage, preventive maintenance, and facility age. Generally, efforts are made to maintain a facility renovation fund at 2.5 percent to 5.0 percent of the replacement cost for the facility.
- The actual fund balance at a particular time may reflect a higher than expected balance due to an upcoming capital improvement or a lower than expected balance due to a recently completed capital improvement.
- An annual allocation of \$2.5 million is budgeted for FY 2020 and the tables that follow will show the annual allocation by facility and the projected facility fund balance as of June 30, 2019.

ANNUAL ALLOCATION-FACILITY RESERVES	
FACILITY	AMOUNT
Freedom Aquatic & Fitness Center	\$505,700
Arts Centers (Center for the Arts, Hylton Center)	500,000
Facility Maintenance Reserve*	500,000
Student Centers	300,000
EagleBank Arena	150,000
Field House (RSC)	150,000
Fairfax Aquatic Center	150,000
Recreation and Athletic Complex (RAC)	150,000
Child Development Center (CDC)	100,000
TOTAL	\$2,505,700

*The annual Facility Maintenance Reserve of \$0.5 million will be allocated among various facilities.

FACILITY RENOVATION FUND SUMMARY						
FACILITY	BUILT	GROSS SQUARE FOOTAGE	AVERAGE REPLACEMENT COSTS/GROSS SQUARE FOOT	ESTIMATED REPLACEMENT VALUE	PROJECTED BALANCE JUNE 30, 2019	% OF COST
Student Housing*	1977/ 2004-14	1,827,600	\$300	\$548,280,000	\$19,829,800	3.6%
Parking Structures*	1993/2005 / 2009	1,431,800	82	117,407,600	10,257,700	8.7%
Student Centers*	1974/1982 /1995	607,500	300	182,250,000	8,144,000	4.5%
Field House (RSC)	1982	128,700	300	38,610,000	650,000	1.7%
Arts Centers*	1990/2010	233,100	300	69,930,000	705,300	1.0%
EagleBank Arena*	1985	188,900	300	56,670,000	7,350,800	13.0%
Freedom Aquatic & Fitness Center	1999	160,500	300	48,150,000	505,700	1.1%
Mason Global Center	2010	173,000	300	51,900,000	0	0.0%
Aquatic & Fitness Center*	1997	90,800	300	27,240,000	1,698,400	6.2%
Central Warehouse	1996	23,600	300	7,080,000	0	0.0%
Child Development Ctr	2007	9,000	300	2,700,000	800,000	29.6%
TOTAL		4,874,500	-----	\$1,150,217,600	\$49,941,700	4.3%

*Student Housing, Campus Access, Student Centers, Arts Centers, EagleBank Arena, and Aquatic & Fitness Center will undergo capital improvement projects during the next few fiscal years.

Best practice standards for operating reserves, as provided by the National Advisory Council on State and Local Budgeting, suggest the establishment of operating reserve funds equal to a minimum of two months or 16.7 percent of the annual operating revenue budget. These funds are reserved in the event of an operational disaster, loss of business continuity, or any other unforeseen emergency. Mason has been attempting this best practice and has set aside funding annually for Mason to grow and thrive as a research university.

The table below summarizes the actual fund balance of FY 2018 and estimated balances for FY 2019 and FY 2020 by major Auxiliary Enterprise areas.

AUXILIARY ENTERPRISES OPERATING BALANCE			
ENTERPRISE UNIT	FY 2018 ACTUAL	FY 2019 ESTIMATE	FY 2020 ESTIMATE
AE Central Contingency Fund	\$14,262,526	\$14,262,500	\$15,262,000
University Life ¹	5,147,153	5,147,200	5,147,200
Student Health Services ¹	868,650	868,700	868,700
ITS Telecommunications	5,406,541	5,562,000	5,717,500
Recreational Department	603,298	603,300	603,300
Campus Access / Transportation	657,000	657,000	657,000
EagleBank Arena	150,000	150,000	150,000
Child Development Center	310,390	310,400	310,400
Housing & Residence Life	180,000	180,000	180,000
Police Cadet Program	314,114	314,100	314,100
AE Administration	150,000	150,000	150,000
Dining	823,500	523,500	523,500
Mason Card Office	343,900	150,000	150,000
Regional Campuses	330,206	270,200	270,200
Student Centers	150,000	150,000	150,000
Print Services	170,000	150,000	150,000
TOTAL²	\$29,867,278	\$29,448,900	\$30,603,900

Notes:

1. Each year these units use operating reserves to fund one-time program support purchases.
2. Represents about one month the total Auxiliary Enterprise operating budget. This fund provides a safeguard against revenue shortfalls and unexpected expenses related to unit programming and capital outlay for all Auxiliary Enterprises and the university.

SUMMARY OF AUXILIARY ENTERPRISES OPERATING BUDGET

The following table summarizes the overall budget by major activity for Auxiliary Enterprises in FY 2020. The revenue includes self-generated revenues and student fee allocations.

AUXILIARY ENTERPRISES REVENUE AND EXPENSE, FY 2020			
ENTERPRISE UNIT	FY 2020 BUDGETED REVENUE	FY 2020 BUDGETED EXPENSE	FY 2020 OPERATING BALANCE
Housing & Residence Life	\$51,734,800	\$51,734,800	\$0
Dining	28,910,500	28,910,500	0
Auxiliary Central	28,639,200	28,639,200	0
Intercollegiate Athletics	23,481,800	23,481,800	0
Arts Centers	15,144,400	15,144,400	0
Campus Access/Parking	14,452,100	14,452,100	0
Student Centers	12,144,700	12,144,700	0
Indirect Cost	11,650,000	11,650,000	0
University Life	11,395,100	11,395,100	0
Student Health Services	9,597,400	9,597,400	0
Recreational Department	8,444,800	8,444,800	0
Freedom Aquatic & Fitness Center	5,326,500	5,326,500	0
Transportation	5,318,400	5,318,400	0
ITS Telecommunications	5,029,300	4,873,800	155,500 ¹
EagleBank Arena	3,641,800	3,641,800	0
University Scholars	3,033,300	3,033,300	0
Global Center Debt Service	2,624,800	2,624,800	0
Facility Reserves	2,505,700	0	2,505,700 ²
AE Administration	2,282,600	2,282,600	0
Field House (RSC)	2,253,800	2,253,800	0
Child Development Center	2,015,600	2,015,600	0
Utility Infra Debt Service	1,905,700	1,905,700	0
Mason Card Office	1,458,600	1,458,600	0
Independent Retail Ops	1,303,600	1,303,600	0
Print Services	1,250,000	1,250,000	0
Central Utility Plant Debt Service	726,700	726,700	0
The Bookstores	632,600	632,600	0
Aquia Building-Debt Service	309,000	309,000	0
AE Police Cadet	254,800	254,800	0
Regional Campuses	162,100	162,100	0
GRAND TOTAL	\$257,629,700	\$254,968,500	\$2,661,200

Notes:

1. To remain in operating reserves for future one-time expenses, etc.
2. To be transferred to facility renovation fund.

TUITION AND FEES

Tuition and fees are the major source of funds for the Educational and General budget. In the Commonwealth of Virginia, as in most other states, tuition and fee rates are among the most publicly discussed, dynamic, and complex components of public higher education finance. Mason has continued to experience an overall reduction in state appropriations supporting instruction and has responded to the resulting funding gaps with a combination of cost containment, repurposing base budget, base budget reductions, and revenue enhancement strategies. As a practice, in the development of Mason's annual budget plan, tuition increases are considered only after other revenue opportunities, repurposing base funds and cost efficiencies have been incorporated into the plan.

As part of the Commonwealth's FY2020 approved budget, universities who accept the tuition moderation strategy, or maintain in-state undergraduate tuition at FY2019 levels, will receive an allocation to help offset the revenue they would have received should they have chosen to increase their rates. Should George Mason University elect to accept those terms, which has been incorporated here, the university will receive an appropriation of \$6.524M.

Most on-campus residential students are undergraduate students. The table below compares the total price for FY 2019 and FY 2020 for both in-state and out-of-state residential undergraduate students. The total price includes tuition, fees, room, and board. For an in-state student, the annual price increase is \$347 (or 1.5 percent), while an out-of-state residential student will pay \$347 more (or 0.7 percent).

TOTAL PRICE COMPARISON FY 2019 & FY 2020			
IN-STATE, UNDERGRADUATE	FY 2019	FY 2020	INCREASE
Tuition and E&G Fees	\$9,060	\$9,060	\$0
Fees	3,402	3,504	102
Room & Board	11,460	11,705	245
TOTAL	\$23,922	\$24,269	\$347
<i>IN-STATE PERCENT INCREASE, FY 2020</i>			<i>1.5%</i>
OUT-OF-STATE, UNDERGRADUATE	FY 2019	FY 2020	INCREASE
Tuition and E&G Fees	\$32,520	\$32,520	\$0
Fees	3,402	3,504	102
Room & Board	11,460	11,705	245
TOTAL	\$47,382	\$47,729	\$347
<i>OUT-OF-STATE PERCENT INCREASE, FY 2020</i>			<i>0.7%</i>

Tuition & Fee Rates

Most Mason students do not reside on campus, and most students (80 percent) have an in-state domicile status. The table below illustrates the annual increase for tuition and fees for in-state, undergraduate students throughout the Commonwealth of Virginia. Mason’s percent change for the years FY2016-19 is lower than the average for the other Commonwealth of Virginia institutions.

FIRST-YEAR UNDERGRADUATE IN-STATE TUITION AND FEES FY 2016 – FY 2019								
VIRGINIA INSTITUTION	FY 2016	FY 2017	FY 2018	FY 2016-18 % CHANGE	FY 2019	INCREASE AMOUNT FY 2018-19	FY 2018-19 % CHANGE	FY 2016-19 % CHANGE
College of William & Mary	\$19,372	\$21,234	\$22,044	13.8%	\$23,400	\$1,356	6.2%	20.8%
James Madison University	10,066	10,390	10,878	8.1%	12,016	1138	10.5%	19.4%
Christopher Newport Univ	12,526	13,054	13,654	9.0%	14,754	1100	8.1%	17.8%
Univ of Mary Washington	11,070	11,570	12,128	9.6%	12,654	526	4.3%	14.3%
Radford University	9,809	10,081	10,627	8.3%	11,210	583	5.5%	14.3%
University of Virginia	14,468	15,714	16,068	11.1%	16,512	444	2.8%	14.1%
Virginia Military Institute	16,536	17,492	18,214	10.1%	18,862	648	3.6%	14.1%
GEORGE MASON UNIV	10,952	11,300	11,924	8.9%	12,462	538	4.5%	13.8%
Virginia Commonwealth Univ	12,772	13,130	13,624	6.7%	14,490	866	6.4%	13.5%
Norfolk State University	8,366	8,738	9,036	8.0%	9,490	454	5.0%	13.4%
Longwood University	11,910	12,240	12,720	6.8%	13,340	620	4.9%	12.0%
Old Dominion University	9,768	10,046	10,350	6.0%	10,872	522	5.0%	11.3%
Virginia State University	8,226	8,472	8,726	6.1%	9,056	330	3.8%	10.1%
Univ of Virginia—Wise	9,220	9,539	9,825	6.6%	10,119	294	3.0%	9.8%
Virginia Tech	12,485	12,852	13,230	6.0%	13,620	390	2.9%	9.1%
AVERAGE (EXCL. MASON)	\$11,900	\$12,468	\$12,937	8.30%	\$13,600	\$662	5.14%	13.86%

Regional Tuition and Fees

The following tables illustrate the in-state and out-of-state tuition and fee rates for institutions in the surrounding region for FY 2019. As can be seen from the tables below, the in-state rates at George Mason University continue to be significantly lower than most institutions that we compete with in the mid-Atlantic region.

REGIONAL TUITION AND FEE TRENDS						
IN-STATE RATES						
REGIONAL INSTITUTION	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
University of Pennsylvania	\$45,890	\$47,668	\$49,536	\$51,464	\$53,534	\$55,584
George Washington University	47,693	49,200	50,367	51,875	53,435	55,140
Georgetown University	44,805	46,320	48,048	49,968	51,720	53,520
American University	40,649	41,833	43,103	44,593	45,808	47,640
University of Pittsburgh, Main Campus	16,240	17,772	18,192	18,618	19,080	19,080
Pennsylvania State	16,992	17,502	17,514	17,900	18,828	18,436
Temple University	14,096	14,696	15,188	16,274	16,658	16,970
Rutgers University	13,499	13,813	14,131	14,416	14,638	14,974
University of Delaware	12,112	12,342	12,520	12,830	13,770	13,680
GEORGE MASON UNIV	9,908	10,382	10,952	11,300	11,924	12,462
University of Maryland—College Park	9,162	9,576	9,996	10,180	10,400	10,595
University of North Carolina	8,123	8,107	8,334	8,834	8,898	8,987
West Virginia University	6,456	6,968	7,632	7,992	8,376	8,856
OUT-OF-STATE RATES						
REGIONAL INSTITUTION	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
University of Pennsylvania	\$45,890	\$47,668	\$49,536	\$51,464	\$53,534	\$55,584
George Washington University	47,693	49,200	50,367	51,875	53,435	55,140
Georgetown University	44,805	46,320	48,048	49,968	51,720	53,520
American University	40,649	41,833	43,103	44,593	45,808	47,640
GEORGE MASON UNIV	28,592	29,960	31,598	32,582	34,470	35,922
University of Maryland—College Park	28,348	29,721	31,144	32,044	33,606	35,216
University of North Carolina	29,905	33,189	33,416	33,916	34,588	35,170
University of Delaware	29,932	30,692	31,420	32,250	33,760	34,310
Pennsylvania State	29,556	30,452	31,346	32,382	34,306	33,664
University of Pittsburgh, Main Campus	26,246	28,168	28,958	29,758	30,642	32,052
Rutgers University	27,523	28,591	29,521	30,067	30,579	31,282
Temple University	24,122	24,722	25,494	27,266	29,112	29,066
West Virginia University	19,620	20,424	21,432	22,488	23,616	24,960

Since tuition discounting is a common practice at most private institutions, it is difficult to draw any conclusions from the published tuition and fee rates at many of these institutions. These institutions are, nevertheless, regional institutions that we compete with for incoming and transfer students.

Law School Tuition and Fee Rates

In response to enrollment challenges impacting law schools in general, in FY 2020, tuition rates for the Antonin Scalia Law School will be held at the FY 2019 levels. Mason's in-state law school rate continues to appear to be lower than the rates of other regional institutions. The out-of-state rate is not as significantly lower, but remains lower than other competitor institutions. Similar to the regional comparison, since tuition discounting has become a standard practice among Law Schools, it is difficult to draw any conclusion from the published rates at many comparison law schools.

REGIONAL LAW SCHOOL TUITION AND FEES						
INSTITUTION	IN-STATE			OUT-OF-STATE		
	FY18	FY19	% INC	FY18	FY19	% INC
Georgetown University	\$59,850	\$62,244	4.0%	\$59,850	\$62,244	4.0%
University of Virginia	58,300	60,700	4.1%	61,300	63,700	3.9%
George Washington University	58,520	60,790	3.9%	58,520	60,790	3.9%
American University	53,692	56,724	5.6%	53,692	56,724	5.6%
Catholic University	49,800	51,120	2.7%	49,800	51,545	3.5%
University of Richmond	43,000	44,700	4.0%	43,000	44,700	4.0%
Howard University	34,194	34,269	0.2%	34,194	34,269	0.2%
College of William & Mary	32,964	34,000	3.1%	41,964	43,000	2.5%
Univ of Maryland—Baltimore	32,492	33,706	3.7%	47,036	48,796	3.7%
GEORGE MASON UNIV	\$25,351	\$25,351	0.00%	\$40,737	\$40,737	0.0%

The following table summarizes the 2019-2020 academic year rates for George Mason University.

GEORGE MASON UNIVERSITY ACADEMIC YEAR, 2019–2020 TUITION & FEE RATES - ANNUAL RATE				
	FY 2019	FY 2020*	ANNUAL CHANGE	% CHANGE
IN-STATE, UNDERGRADUATE				
Tuition and E&G Mandatory Fee	\$9,060	\$9,060	\$0	
Fees	3,402	3,504	102	
Total	\$12,462	\$12,564	\$102	0.8%
IN-STATE, GRADUATE				
Tuition and E&G Mandatory Fee	\$11,736	\$12,144	\$408	
Fees	3,402	3,504	102	
Total	\$15,138	\$15,648	\$510	3.4%
OUT-OF-STATE, UNDERGRAD				
Tuition and E&G Mandatory Fee	\$32,520	\$32,520	\$0	
Fees	3,402	3,504	102	
Total	\$35,922	\$36,024	\$102	0.3%
OUT-OF-STATE, GRADUATE				
Tuition and E&G Mandatory Fee	\$32,322	\$33,456	\$1,134	
Fees	3,402	3,504	102	
Total	\$35,724	\$36,960	\$1,236	3.5%
LAW, IN-STATE**				
Tuition and E&G Mandatory Fee	\$22,701	\$22,701	\$0	
Fees	2,653	2,653	0	
Total	\$25,354	\$25,354	\$0	0.0%
LAW, OUT-OF-STATE**				
Tuition and E&G Mandatory Fee	\$38,087	\$38,087	\$0	
Fees	2,653	2,653	0	
Total	\$40,740	\$40,740	\$0	0.0%

*Undergraduate Annual Rate based on 12-15 hours per semester (fall/spring). Hours 1-11 and 16+ charged per credit hour. Graduate Annual Rate based on 12 hours per semester (fall/spring), but are charged per credit hour.

**Law rates include an in-state premium of \$89 per credit hour and an out-of-state premium of \$97 per credit hour.

GEORGE MASON UNIVERSITY ACADEMIC YEAR, 2019-20 TUITION & FEE RATES - HOURLY RATE				
	FY 2018-19	FY 2019-20	HOURLY CHANGE	% CHANGE
IN-STATE, UNDERGRADUATE				
Tuition and E&G Mandatory Fee	\$377.50	\$377.50	\$0.00	
Fees	141.75	146.00	4.25	
Total	\$519.25	\$523.50	\$4.25	0.8%
IN-STATE, GRADUATE				
Tuition and E&G Mandatory Fee	\$489.00	\$506.00	\$17.00	
Fees	141.75	146.00	4.25	
Total	\$630.75	\$652.00	\$21.25	3.4%
OUT-OF-STATE, UNDERGRAD				
Tuition and E&G Mandatory Fee	\$1,355.00	\$1,355.00	\$0.00	
Fees	141.75	146.00	4.25	
Total	\$1,496.75	\$1501.00	\$4.25	0.3%
OUT-OF-STATE, GRADUATE				
Tuition and E&G Mandatory Fee	\$1,346.75	\$1,394.00	\$47.25	
Fees	141.75	146.00	4.25	
Total	\$1,488.50	\$1,540.00	\$51.50	3.5%
LAW, IN-STATE*				
Tuition and E&G Mandatory Fee	\$810.75	\$810.75	\$0.00	
Fees	94.75	94.75	0.00	
Total	\$905.50	\$905.50	\$0.00	0.0%
LAW, OUT-OF-STATE*				
Tuition and E&G Mandatory Fee	\$1,360.25	\$1,360.25	\$0.00	
Fees	94.75	94.75	0.00	
Total	\$1,455.00	\$1,455.00	\$0.00	0.0%

*Law rates include an in-state premium of \$89 per credit hour and an out-of-state premium of \$97 per credit hour.

TUITION PRICING FOR SELECT GRADUATE PROGRAMS-ONLINE

TUITION PRICING FOR SELECT GRADUATE PROGRAMS – ONLINE PER CREDIT HOUR RATE (SAME FOR IN- AND OUT-OF-STATE)	
Antonin Scalia School of Law	
LL.M. in Global Antitrust Law & Economics	\$1,000
LL.M. in US Law	\$1,000
College of Education & Human Development	
Certificate in Applied Behavior Analysis	\$790
Certificate in Autism Spectrum Disorders	\$790
Masters of Special Education w/ ABA Certification	\$790
Masters of Special Education w/ Autism Certification	\$790
College of Health & Human Services	
Certificate in Health Informatics and Data Analytics	\$900
Masters of Science in Health Administration	\$895
Masters of Science in Health Informatics	\$900
Masters of Science in Nursing	\$850
Masters of Social Work	\$775
College of Humanities & Social Sciences	
Masters of Professional Studies - Applied Industrial/ Organizational Psychology	\$775
School of Business	
Masters of Business Administration	\$998
Certificate of Business Analytics	\$998
Volgenau School of Engineering	
Masters of Science in Data Analytics	\$930
Masters of Applied Information Technology (pending program approval)	\$950

PREMIUM PRICING FOR SELECT GRADUATE PROGRAMS

Several graduate programs have implemented premium pricing tuition rates at levels higher than the regular graduate student tuition and fee rates. These premium rates are market driven and are comparable to many of our competitors. The premium rates by unit for FY 2020 are provided here:

PREMIUM PRICING FOR SELECT GRADUATE PROGRAMS PER CREDIT HOUR RATE ABOVE REGULAR TUITION & FEE RATES		
	In-State	Out-of-State
Antonin Scalia School of Law		
All Professional Programs	\$89	\$97
College of Health & Human Services		
All Graduate Programs	\$75	\$75
College of Humanities & Social Sciences		
Master's in Criminal Justice	\$200	\$200
College of Science		
Advanced Biomedical Sciences Certificate	\$972	\$84
Forensics Certificate	\$100	\$100
Geographic Information Sciences Certificate	\$200	\$200
Geospatial Intelligence & Remote Sensing Certificates	\$200	\$200
Nano Certificate	\$100	\$100
Personalized Medicine Certificate	\$100	\$100
SSB Bioinformatics Certificate	\$100	\$100
Schar School of Policy & Government		
All Graduate Programs except Political Science MA & PhD	\$200	\$100
Biodefense Degrees & Certificates	\$200	\$100
Master's in Public Administration (MPA) & Certificates	\$200	\$100
MA in International Security (I-Sec)	\$200	\$100
School of Business		
Business Analytics Certificate*	\$346	\$338
EMBA Program	\$890	\$2
MBA Program*	\$346	\$338
MSA Program including Online*	\$370	\$362
MSIS Program*	\$569	\$0
MSM Program*	\$370	\$362
MSRED*	\$306	\$0
MSTM Program*	\$569	\$0
Volgenau School of Engineering		
Master's and PhD Degrees	\$110	\$0

*Programs that offer discounts from regular tuition and fee rates based on select criteria.

STUDENT FINANCIAL ASSISTANCE

This section addresses student financial assistance and examines key trends and indicators in an important aspect of the annual budget plan. Student financial assistance includes federal financial aid funds, state student financial assistance appropriations, institutional aid (including merit scholarships, tuition fee waivers, and assistantships), and philanthropic fund sources.

Financial aid is a critical component for meeting the university’s institutional goals. Financial aid is awarded to undergraduate and graduate students on the basis of demonstrated financial need, enrollment status, and satisfactory academic progress. The majority of the financial aid programs at Mason are administered or monitored by the Office of Student Financial Aid. **Over the past five years, there has been a significant increase in the number of financial aid students served by the university due to the strategic uses of all financial aid fund sources for undergraduate and graduate students coupled with the increased number of students attending Mason.**

COMBINED INSTITUTIONAL AND COMMONWEALTH OF VIRGINIA FINANCIAL AID			
CATEGORY	FY 2019 BUDGET	FY 2020 BUDGET	% CHANGE
Institutional Student Aid	\$53,405,500	\$61,142,100	14.5%
Commonwealth of Virginia Student Aid	27,908,100	30,808,100	10.4%
TOTAL FINANCIAL AID / SUPPORT	\$81,313,600	\$91,950,200	13.1%

Combined institutional and Commonwealth student financial aid totals \$92.0 million in FY 2020. This represents an increase of 13.1 percent or approximately \$10.6 million when compared to FY 2019. It is important to note that the FY 2019 level for Commonwealth of Virginia Student Aid is \$5.3M more than what was originally approved by the BOV in May, 2018. At that time, the Commonwealth of Virginia had not approved the FY 2019 budget. Upon doing so, George Mason University was allocated an additional \$5.3M in aid. Institutional aid is increasing to \$61.1 million, representing an increase of 14.5 percent. The increase in institutional aid includes funds to support the Stay Mason Initiative as well as supports Mason’s commitment to access and affordability.

INSTITUTIONALLY-FUNDED FINANCIAL ASSISTANCE

Mason has implemented a comprehensive pricing strategy for both undergraduate and graduate populations. The pricing strategy has been informed by studies that: 1) analyzed market position; 2) assessed value perceptions; 3) measured price sensitivity; 4) evaluated effectiveness of current and past strategies; and 5) reviewed pricing model options. The graduate portion of the study reviewed groups based on discipline clusters where market position and value perceptions were compared to Mason’s competitors. The outcome from the pricing strategy study suggested that Mason could increase both resident and nonresident tuition without a negative impact to accessibility, affordability or growth. With the increase, the pricing strategy study suggested that there would need to be a moderate increase in student financial aid primarily for out-of-state students where the university had the least amount of price elasticity. Over the past few years, the institutionally funded financial aid budget has included additional funding for leveraging. This funding has helped Mason enroll its largest freshman classes in the fall for the past four years. In the next six years, Mason will continue its efforts to increase the student population for in-state and out-of-state students and student financial aid is a key component in reaching university goals.

Undergraduate aid, which includes the Stay Mason Initiative, discounting, merit, and University Scholars, is increasing by 17.8 percent. Other increases include \$973,900 for graduate aid. The following table includes all categories of institutional aid and centrally budgeted graduate support. These allocations include tuition grants (foregone revenue) and aid disbursed directly to students to help fund educational costs.

INSTITUTIONAL FINANCIAL AID UNDERGRADUATE AND GRADUATE SUPPORT			
CATEGORY	FY 2019 BUDGET	FY 2020 BUDGET	% CHANGE
Undergraduate Out-of-State Leveraging Fund	\$10,912,100	\$14,469,400	
Undergraduate Need-Based Grant	7,664,800	10,014,700	
Undergraduate Merit	7,450,800	7,823,300	
Athletic Scholarships	6,990,600	7,290,600	
Discounting Grant	3,659,300	3,842,300	
Stay Mason Initiative	1,300,000	1,300,000	
Subtotal Undergraduate	\$37,977,600	\$44,740,300	17.8%
Graduate Tuition Waivers	\$6,371,800	\$6,583,600	
Graduate Merit	4,698,100	4,860,200	
Graduate Leveraging Fund	700,000	700,000	
Graduate Student Health Insurance	600,000	1,200,000	
Law Scholarship/Discounting Grant	2,533,000	2,533,000	
Law School Merit	525,000	525,000	
Subtotal Graduate	\$15,427,900	\$16,401,800	6.3%
TOTAL INSTITUTIONAL AID / SUPPORT	\$53,405,500	\$61,142,100	14.5%

STATE-FUNDED FINANCIAL ASSISTANCE

The Commonwealth of Virginia provides need-based funding for in-state undergraduate and graduate students. These funds are used to cover a portion of tuition and fee charges and do not appear in the university's Educational and General budget as they are restricted funds provided for student financial assistance. Securing additional financial assistance funding was the university's top priority in its submission of its six-year operating plan. In FY 2020, Mason received an additional \$2.9M in Commonwealth of Virginia Financial Aid funding on top of the \$5.3M that was received in FY 2019, for a total of \$8.2M over the biennium.

COMMONWEALTH OF VIRGINIA FINANCIAL AID			
CATEGORY	FY 2019 BUDGET	FY 2020 BUDGET	% CHANGE
Undergraduate Need-Based	\$25,154,100	\$28,054,100	11.5%
Graduate Support	2,754,000	2,754,000	0.0%
TOTAL STATE AID / SUPPORT	\$27,908,100	\$30,808,100	10.4%

FEDERAL AND OTHER FINANCIAL ASSISTANCE

The student financial aid provided by sources other than Commonwealth and institutional funds are displayed in the table below. These funds are not included in the university budget but are realized as revenues (payments) primarily for tuition and fees, room and board, and other items included in the cost of education. Funding levels available to students from these sources vary based on numerous factors such as federal regulations (Pell Grant award amounts and eligibility requirements), student loan funds, and levels of gift aid from the GMU Foundation and other private agency sources of student support.

OTHER SOURCES OF FINANCIAL AID ACTUAL AWARDS, FY 2017–FY 2018			
CATEGORY	FY 2017 ACTUAL	FY 2018 ACTUAL	% CHANGE
Federal Need-Based Grants	\$30,791,905	\$36,929,246	19.9%
Federal Work-Study	1,373,870	1,449,752	5.5%
Federal Need-Based Loans	42,799,168	44,112,373	3.1%
Federal Non-Need-Based Loans	120,487,981	124,730,409	3.5%
Other Merit Scholarships/Grants *	8,573,057	13,014,627	51.8%
Other Non-Need-Based Loans	31,127,791	33,298,276	7.0%
TOTAL OTHER SOURCES	\$235,153,772	\$253,534,683	7.8%

* Includes scholarship awards from the GMU Foundation and external private scholarship funds awarded to students from outside resources.

UNDERGRADUATE FINANCIAL AID APPLICATION TRENDS

In FY 2018, approximately 67 percent of degree-seeking undergraduate students at Mason applied for financial aid, continuing a trend that began in FY 2011 toward a significantly higher proportion of students applying for assistance.

PERCENTAGE OF DEGREE-SEEKING UNDERGRADUATE STUDENTS APPLYING FOR FINANCIAL AID, FY 2011–FY 2018								
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
UG Degree Seeking	19,623	20,194	20,067	21,324	21,678	22,307	23,179	24,372
Applied for Aid	65.9%	64.0%	65.0%	65.0%	65.0%	66.0%	67.0%	66.9%
Did Not Apply	34.1%	36.0%	35.0%	35.0%	35.0%	34.0%	33.0%	33.1%

Source: Common Data Set 2018–2019, metric H2 (a&b)

In both numbers and percentages, students applying for financial aid are anticipated to continue to remain high in the foreseeable future.

FINANCIAL AID

Need-Based Financial Aid

The determination of financial need is based on information provided by students (and their parents, if applicable) on the Free Application for Federal Student Aid (FAFSA). The FAFSA yields an “expected family contribution” based on the family’s income, household size, assets, and other data elements. Demonstrated financial need is the difference between the federal formula-based expected family contribution and the total costs of attendance including tuition, fees, room and board, transportation, books, and personal and miscellaneous expenses. Once need is determined, it can be met with either gift aid or self-help aid—the latter consisting of loans or work-study—or any combination of these types of aid. Gift aid does not need to be repaid. Federal student loans are offered under the Direct Loan Program (both subsidized and unsubsidized loans). Parent loans (PLUS loans) and GRAD PLUS loans are also available. In many cases, although additional aid may be available through student or parent loans, students and their families are trying to limit their amount of loan indebtedness.

Merit-Based Financial Aid

Merit aid is gift assistance that is based on academic achievement and not financial need. Students in the Honors College and in forensics, debate, band, dance, and athletics are among those eligible for these non-need-based scholarships. The sources of funds for these scholarships are either institutional or from the GMU Foundation. Students can be eligible for both merit and need-based scholarships.

RECENT TRENDS IN MEETING UNDERGRADUATE FINANCIAL NEED

Financial aid packages offered to students who qualify for aid based on demonstrated financial need may include combinations of grant (or “gift”) funds, subsidized loans, and work opportunities. Any difference between the demonstrated financial need and the total financial aid package is considered a “funding gap” that the student must fill from other resources (unsubsidized loans, parent PLUS loans, private education loans, payment plans, etc.).

In FY 2018, Mason provided financial aid to over 22,000 undergraduate and graduate students. Comparisons to other Virginia universities are shown in the table below. Mason’s level of need met remains less than that of University of Virginia, College of William and Mary, and Virginia Tech. The average Mason package covered about 63 percent of the evidenced need of full-time freshmen, whereas for all Mason full-time undergraduates the average level rose slightly to 58 percent in FY 2018.

PERCENTAGE OF DEMONSTRATED STUDENT FINANCIAL NEED MET VIRGINIA DOCTORAL INSTITUTIONS, FY 2018		
INSTITUTION	FULL-TIME FRESHMEN	FULL-TIME UNDERGRADUATE
University of Virginia	100%	100%
College of William & Mary	79%	80%
Virginia Tech	66%	65%
GEORGE MASON UNIVERSITY	63%	58%
Virginia Commonwealth Univ	57%	54%
Old Dominion University	51%	47%

Source: Common Data Set 2018-2019, metric H2(i)

STUDENT INDEBTEDNESS

As shown in the following table, since FY 2011 the average debt of undergraduate students at the time of graduation slowly increased, but is now staying relatively steady. The averages reported below include only those students who incurred debt; **40 percent of Mason students incur no debt prior to graduation.**

MASON CUMULATIVE INDEBTEDNESS FROM ALL SOURCES AND PERCENTAGE OF STUDENTS INCURRING DEBT, GRADUATING UNDERGRADUATE STUDENTS, FY 2010–FY 2017								
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Average Debt	\$23,506	\$25,822	\$26,710	\$27,206	\$27,373	\$30,132	\$30,755	\$30,790
% Grads with Debt	57%	57%	58%	60%	58%	56%	56%	60%
% Grads with no Debt	43%	43%	42%	40%	42%	44%	44%	40%

Source: Common Data Set 2018–2019, metric H5a

The following table shows how Mason student loan debt compares to other Virginia doctoral institutions. At Mason, 60 percent of students graduating in 2018 incurred debt, with the average debt level staying steady at that rate for the last two-year period. Virginia doctoral universities three-year default rate is 2.8 percent. When compared to both the Virginia doctoral universities and the national three-year average default rate, **Mason’s student default rate remains one of the lowest at 2.3 percent.**

AVERAGE UNDERGRADUATE DEBT AT GRADUATION VIRGINIA DOCTORAL INSTITUTIONS						
	2016-17		2017-18		ANNUAL CHANGE	
INSTITUTION	AVG DEBT	% WITH DEBT	AVG DEBT	% WITH DEBT	DEBT LEVEL	% WITH DEBT
Old Dominion University	\$32,090	72.0%	\$33,545	73.0%	4.5%	1.4%
Virginia Commonwealth Univ	31,919	62.4%	33,240	65.1%	4.1%	4.3%
Virginia Tech	30,221	49.2%	31,980	50.8%	5.8%	3.3%
University of Virginia	24,501	35.0%	25,029	36.1%	2.2%	3.1%
College of William & Mary	24,072	36.0%	24,962	37.2%	4.2%	3.3%
AVG EXCLUDING MASON	\$28,561	50.9%	\$29,751	52.4%	4.2%	3.0%
GEORGE MASON UNIV	\$30,755	56.0%	\$30,790	60.0%	0.1%	7.1%

Source: Common Data Set 2018-2019, metric H5

FINANCIAL AID BY CATEGORY OF FUNDS—FY 2018 ACTUAL			
CATEGORY	UNDERGRAD	GRADUATE	TOTAL
FEDERAL			
Need-Based Gift	\$36,929,246	\$0	\$36,929,246
Need-Based Self-Help	43,978,548	133,825	44,112,373
Non-Need-Based Self-Help	65,673,865	59,056,544	124,730,409
Merit-Based Gift	0	0	0
Subtotal	\$146,581,659	\$59,190,369	\$205,772,028
STATE—Commonwealth of VA			
Need-Based Gift	\$20,862,611	\$0	\$20,862,611
Need-Based Self-Help	0	0	0
Non-Need-Based Self-Help	0	1,946,193*	1,946,193
Merit-Based Gift	137,380	973,298	1,011,307
Subtotal	\$20,999,991	\$2,919,491	\$23,919,482
OTHER STATE			
Need-Based Gift	\$0	\$1,850	\$1,850
Need-Based Self-Help	0	0	0
Non-Need-Based Self-Help	0	0	0
Merit-Based Gift	702,006	0	702,006
Subtotal	\$702,006	\$1,850	\$703,856
INSTITUTIONAL			
Need-Based Gift	\$13,926,943	\$18,000	\$13,944,943
Need-Based Self-Help	0	0	0
Non-Need-Based Self-Help	0	0	0
Merit-Based Gift—Foundation	1,396,274	7,546,101	8,942,375
Merit-Based Gift—Other *	16,896,281	17,176,323	34,072,604
Subtotal	\$32,219,498	\$24,740,424	\$56,959,922
PRIVATE			
Need-Based Gift	\$0	\$0	\$0
Need-Based Self-Help	0	0	0
Non-Need-Based Self-Help	29,428,937	3,869,339	33,298,276
Merit-Based Gift	3,795,913	276,339	4,072,252
Subtotal	\$33,224,850	\$4,145,678	\$37,370,528
TOTAL BY CATEGORY			
Need-Based Gift	\$71,718,800	\$19,850	\$71,738,650
Need-Based Self-Help	43,978,548	133,825	44,112,373
Non-Need-Based Self-Help	95,102,802	64,872,076	159,974,878
Merit-Based Gift	22,927,854	25,972,061	48,899,915
TOTAL	\$233,728,004	\$90,997,812	\$324,725,816
NUMBER OF STUDENTS	16,911	5,284	22,195
AVERAGE AID PER STUDENT	\$13,821	\$17,221	\$14,631

* The items captured by this figure include Graduate Scholarships, Athletic Scholarships, Institutional Waivers, Departmental Graduate Grants, Fellowships, Merit Scholarships, EIP Scholarships, and University Scholarships.

FINANCIAL AID COMPARISON BY CATEGORY OF FUNDS FY 2017–FY 2018 ACTUAL			
CATEGORY	FY 2017	FY 2018	Percent Change
FEDERAL			
Need-Based Gift	\$30,791,905	\$36,929,246	19.9%
Need-Based Self-Help	42,799,168	44,112,373	3.1%
Non-Need-Based Self-Help	120,487,981	124,730,409	3.5%
Merit-Based Gift	0	0	0.0%
Subtotal	\$194,079,054	\$205,772,028	6.0%
STATE—Commonwealth of VA			
Need-Based Gift	\$20,763,511	\$20,862,611	0.5%
Need-Based Self-Help	0	0	0.0%
Non-Need-Based Self-Help	0	1,946,193	n/a%
Merit-Based Gift	870,841	1,110,678	27.5%
Subtotal	\$21,634,352	\$23,919,482	10.6%
OTHER STATE			
Need-Based Gift	\$10,669	\$1,850	-82.7%
Need-Based Self-Help	0	0	0.0%
Non-Need-Based Self-Help	0	0	0.0%
Merit-Based Gift*	706,649	702,006	-0.7%
Subtotal	\$717,318	\$703,856	-1.9%
INSTITUTIONAL			
Need-Based Gift	\$11,978,734	\$13,944,943	16.4%
Need-Based Self-Help	0	0	0.0%
Non-Need-Based Self-Help	0	0	0.0%
Merit-Based Gift—Foundation	4,689,287	8,942,375	90.7%
Merit-Based Gift—Other *	29,765,818	34,072,604	14.5%
Subtotal	\$46,433,839	\$56,959,922	22.7%
PRIVATE			
Need-Based Gift	\$0	\$0	0.0%
Need-Based Self-Help	0	0	0.0%
Non-Need-Based Self-Help	31,127,791	33,298,276	7.0%
Merit-Based Gift	3,833,770	4,072,252	6.2%
Subtotal	\$34,961,561	\$37,370,528	6.9%
TOTAL BY CATEGORY			
Need-Based Gift	\$63,544,819	\$71,738,650	12.9%
Need-Based Self-Help	42,799,168	44,112,373	3.1%
Non-Need-Based Self-Help	151,615,772	159,974,878	5.5%
Merit-Based Gift	39,866,365	48,899,915	22.7%
TOTAL	\$297,826,124	\$324,725,816	9.0%
NUMBER OF STUDENTS	20,785	22,195	6.8%
AVERAGE AID PER STUDENT	\$14,329	\$14,631	2.1%

* The items captured by this figure include Graduate Scholarships, Athletic Scholarships, Institutional Waivers, Departmental Graduate Grants, Fellowships, Merit Scholarships, EIP Scholarships, and University Scholarships.

SPONSORED RESEARCH

George Mason University continues to be ranked among the highest research institutions in the country by the Carnegie Classification of Institutions of Higher Education™. This achievement was due to the invaluable efforts from our faculty, staff, and students. Mason moved into the elite research ranking based on a review of its 2013-2014 data by the Center for Postsecondary Research at the Indiana University School of Education. The review showed that Mason’s total research expenditures grew significantly from 2008-09 to 2013-14. In December 2018, Mason was once again recognized as a “very high research” (or R1) designation and is the youngest university in the group of 120 nationwide. The growth in research expenditures starts with strong growth in submitted research proposals.

PROPOSALS

The following table illustrates the number and value of proposals submitted by George Mason University for the period FY 2014-FY 2018. In FY 2018, within federal sources, the National Science Foundation received the largest number of proposals of 250 with a value of \$122.0 million and the Department of Defense received 84 proposals with the highest value of \$153.7 million.

PROPOSALS SUBMITTED BY SPONSOR TYPE					
<i>NUMBER OF PROPOSALS</i>					
SOURCES	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Federal	567	616	518	560	604
Federal funds passed through state	31	37	29	33	36
Federal funds passed through industry	115	112	120	94	95
Federal funds passed through assoc/non-profit	17	22	37	23	39
Federal funds passed through local govt	3	5	2	7	4
Federal funds passed through universities	106	104	101	120	114
Other Sources	328	335	358	335	327
TOTAL PROPOSALS	1,167	1,231	1,165	1,172	1,219
<i>VALUE OF PROPOSALS (in millions)</i>					
SOURCES	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Federal	\$326.5	\$333.2	\$298.5	\$368.5	\$448.7
Federal funds passed through state	15.5	11.3	15.9	7.6	5.3
Federal funds passed through industry	25.3	16.6	29.9	13.8	31.6
Federal funds passed through assoc/non-profit	1.8	3.8	7.6	3.3	12.1
Federal funds passed through local govt	0.7	1.4	0.2	0.7	1.3
Federal funds passed through universities	20.7	23.1	25.6	32.4	26.2
Other Sources	35.8	62.5	45.1	38.1	40.6
TOTAL VALUE OF PROPOSALS	\$426.3	\$451.9	\$422.8	\$464.4	\$565.8

NEW AWARDS AND OBLIGATIONS

The following table illustrates the number and value of awards and obligations received by George Mason University for the period FY 2014-FY 2018. In FY 2018, a total of \$31.8 million was awarded in obligations from the Department of Defense (shown within federal sources in the table below). The number and value of awards increased in FY18.

NEW AWARDS AND OBLIGATIONS					
NUMBER OF AWARDS					
SOURCES	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Federal	370	346	330	344	362
Federal funds passed through state	40	44	40	34	50
Federal funds passed through industry	131	95	94	97	87
Federal funds passed through assoc/non-profit	21	22	25	26	38
Federal funds passed through local govt	6	6	8	7	6
Federal funds passed through universities	81	71	75	67	72
Other sources*	302	322	335	342	342
TOTAL NUMBER OF AWARDS	951	906	907	917	957
AWARDS BY SOURCE (in millions)					
SOURCES	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Federal	\$60.1	\$58.9	\$49.4	\$58.8	\$85.5
Federal funds passed through state	7.0	5.5	5.8	7.9	7.2
Federal funds passed through industry	7.8	4.8	8.6	7.3	16.8
Federal funds passed through assoc/non-profit	0.9	2.1	3.2	1.4	3.3
Federal funds passed through local govt	1.0	0.4	0.5	0.7	0.2
Federal funds passed through universities	6.4	6.1	5.9	3.8	4.8
Other sources*	14.8	22.5	27.2	28.0	30.3
TOTAL VALUE OF AWARDS	\$98.0	\$100.3	\$100.6	\$107.9	\$148.1

* Other sources include: Industry, State (including SCHEV and State Research Funds), Local Government/Schools, Foundations, Associations/Non-Profits, Foreign Entities, Universities, and Institutional/Revenue/Other Governments.

SPONSORED RESEARCH EXPENDITURES

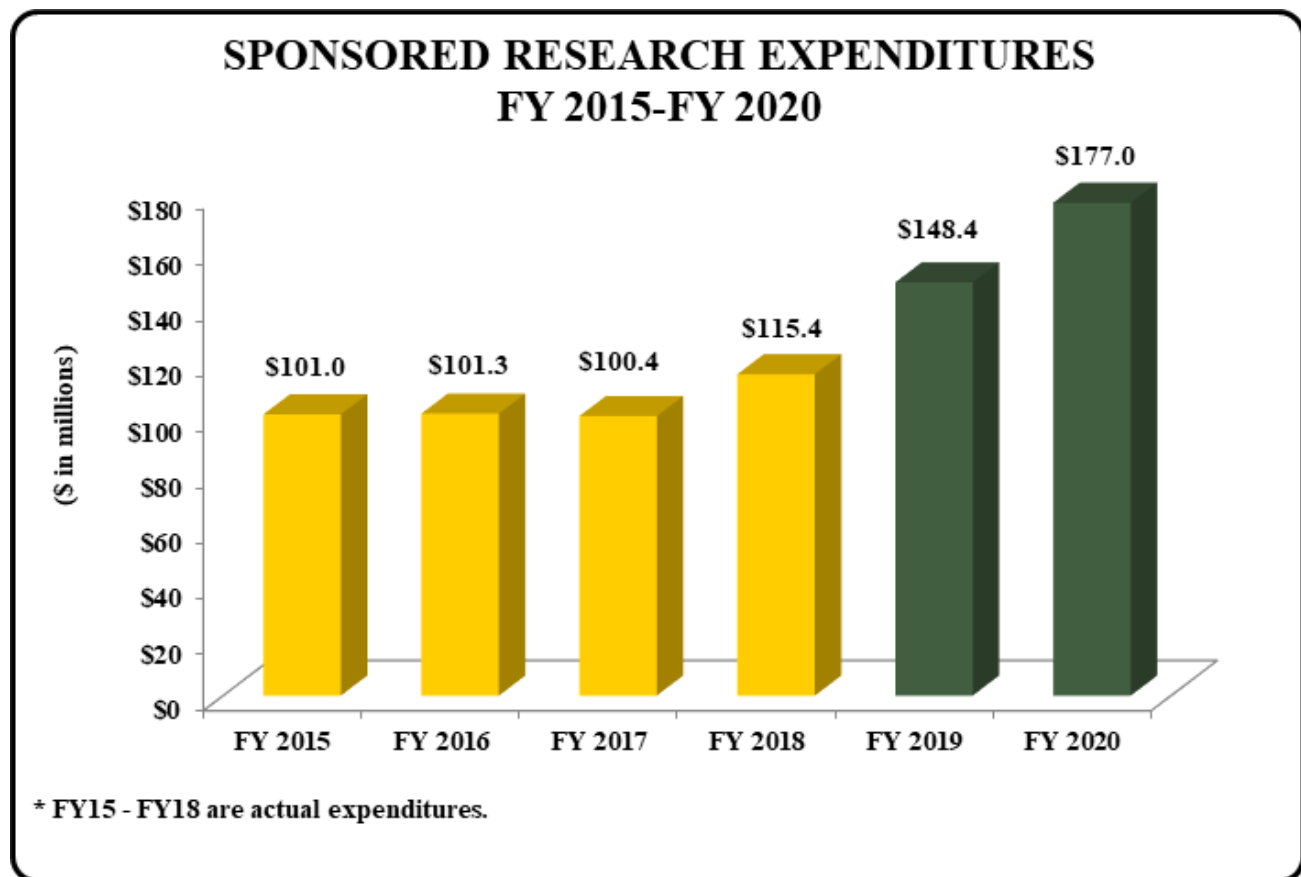
In FY 2019, expenditures are projected to be approximately \$148.4 million which reflects an increase from the original budget for FY 2019 due to a significant increase in award activity. In FY 2020, federal, private, and state sponsored research activities are projected to be approximately \$177.0 million. Given the challenges in federal spending on sponsored research, Mason has still prevailed in maintaining an overall stable award and funding level as can be seen in the next graph.

The units with the largest sponsored research expenditures are the College of Science, the Volgenau School of Engineering, the College of Humanities and Social Sciences, and the College of Education and Human Development. These schools comprise 81 percent of total sponsored research spending.

Research activity at the university generates indirect cost earnings to cover facilities and administrative costs resulting from the research activity. The effective indirect recovery percentage in FY18 was 16%.

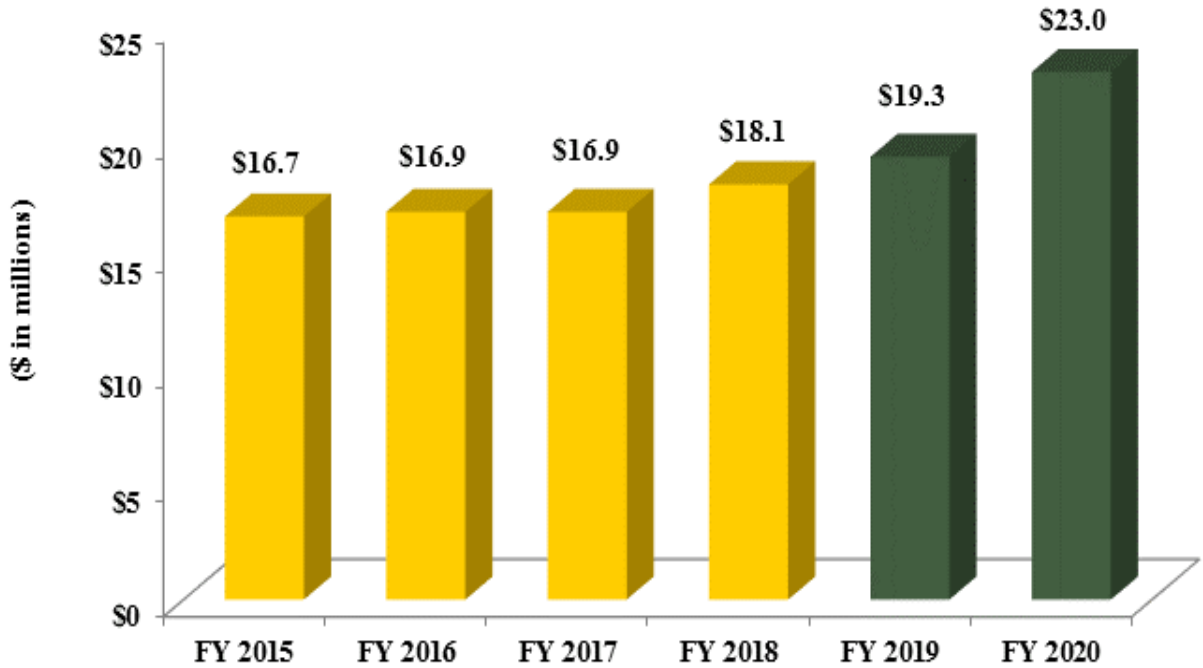
Approximately \$19.3 million is projected to be earned from indirect cost reimbursements in FY 2019. Based on the overall sponsored research projections, it is anticipated that the same level of indirects will be earned in FY 2020.

Each unit retains 35 percent of the original indirect cost earnings which supports operations related to other research activity and support for the E&G facilities and administrative functions.. A capped amount of \$3.4 million will transfer to E&G, and all excess will stay with central academic administration to support research facilities and research initiatives. The units earning the largest amounts of indirect earnings are the College of Science, the Volgenau School of Engineering, the College of Humanities and Social Sciences, the College of Health and Human Services, and the College of Education and Human Development. These five units account for approximately 95 percent of the total indirect earned.



Summary: Mason is maintaining its comparative ranking in terms of research spending over the past five years.

INDIRECT EXPENDITURES FY 2015-FY 2020



* FY15 - FY18 are actual expenditures.

Summary: Indirect expenditures continue to grow at approximately the same rate as Sponsored Research Expenditures.

Mason is making discoveries that have great societal and economic impact. On campus, you can find faculty members studying the economic vitality of the region, developing better treatments for cancer, working with area high schools to find new ways to detect concussions, and exploring methods of resolving conflict in some of the most challenging parts of the globe. Mason also provides strong support to the military with faculty across many disciplines working with the Department of Defense on both basic and applied research activities. This translates into research of consequence and shows in rankings and comparisons to other research institutions. The following tables compare changes in Mason's ranking and research expenditure growth with other Virginia institutions and regional universities.

**NSF HIGHER EDUCATION SURVEY RANKINGS
OF LOCAL INSTITUTIONS FY 2017**

INSTITUTION	TOTAL RESEARCH	FEDERAL RESEARCH
Johns Hopkins University	1 (Stayed Same)	1 (Stayed Same)
Univ of Maryland—College Park	43 (Down 2)	30 (Down 3)
Virginia Tech	46 (Down 3)	70 (Down 9)
University of Virginia	51 (Up 5)	57 (Up 1)
George Washington University	93 (Up 3)	81 (Stayed Same)
Virginia Commonwealth University	97 (Up 2)	84 (Down 4)
Georgetown University	102 (Up 8)	108 (Up 8)
George Mason University	146 (Down 1)	140 (Stayed Same)
Old Dominion University	175 (Down 5)	159 (Up 1)
College of William & Mary	177 (Down 1)	172 (Down 2)
James Madison University	453 (Down 11)	400 (Up 2)

Note: “Up”, “Down”, and “Stayed Same” refer to institution’s positions in the ranking compared to the previous year.

**NSF TOTAL RESEARCH EXPENDITURE GROWTH
OF LOCAL INSTITUTIONS FY 2010–FY 2017**

INSTITUTION	GROWTH %
University of Virginia	70.0%
GEORGE MASON UNIVERSITY	33.6%
Georgetown University	33.2%
Virginia Tech	31.2%
John Hopkins University	27.8%
George Washington University	24.7%
University of Maryland, College Park	21.6%
Virginia Commonwealth University	19.1%
College of William & Mary	11.6%
Old Dominion University	-30.0%
James Madison University	-53.9%
ALL INSTITUTIONS	22.7%
TOP 100 SCHOOLS	28.5%

SPONSORED PROGRAMS EXPENDITURES FY 2016 THROUGH FY 2019					
TOTAL EXPENDITURES BY UNIT					
UNIT	FY 2016	FY 2017	FY 2018	ESTIMATED FY 2019	% CHANGE FY18-FY19
CEHD	12,696,912	9,131,515	9,022,384	7,790,852	-13.6%
CHHS	4,158,371	4,255,846	5,883,464	6,015,674	2.2%
CHSS	18,209,905	16,840,726	19,250,360	18,679,934	-3.0%
COS	\$32,919,213	\$33,396,709	\$34,260,190	\$39,874,506	16.4%
CVPA	765,000	750,001	839,545	946,634	12.8%
LAW	998,631	2,102,251	3,035,444	4,080,272	34.4%
SBUS	597,114	770,117	506,631	329,598	-34.9%
S-CAR	1,052,916	570,918	459,379	639,372	39.2%
SCHAR	2,275,471	2,322,498	3,071,016	3,798,414	23.7%
VSE	16,674,400	22,080,734	30,417,227	55,565,368	82.7%
PROV/ EPE	6,682,021	6,834,043	7,822,353	9,623,450	23.0%
UNIV LIFE	339,648	314,167	295,869	463,324	56.6%
LIBRARY	480,796	495,340	497,432	586,712	17.9%
OTHER	3,469,627	499,230	19,554	0	-100.0%
TOTAL	\$101,320,025	\$100,364,095	\$115,380,848	\$148,394,110	28.6%
% OF TOTAL					
UNIT	FY 2016	FY 2017	FY 2018	ESTIMATED FY 2019	
CEHD	12.5%	9.1%	7.8%	5.3%	
CHHS	4.1%	4.3%	5.1%	4.1%	
CHSS	18.0%	16.8%	16.7%	12.6%	
COS	32.5%	33.3%	29.7%	26.9%	
CVPA	0.8%	0.8%	0.7%	0.6%	
LAW	1.0%	2.1%	2.6%	2.7%	
SBUS	0.6%	0.8%	0.4%	0.2%	
S-CAR	1.0%	0.6%	0.4%	0.4%	
SCHAR	2.3%	2.3%	2.7%	2.6%	
VSE	16.5%	22.0%	26.4%	37.4%	
PROV/ EPE	6.6%	6.8%	6.8%	6.5%	
UNIV LIFE	0.4%	0.3%	0.3%	0.3%	
LIBRARY	0.5%	0.5%	0.4%	0.4%	
OTHER	0.3%	0.3%	0.0%	0.0%	
TOTAL	100.0%	100.0%	100.0%	100.0%	

Source: Office of Sponsored Programs

Note: Krasnow included in 'Other'. Totals may not equal 100% due to rounding. It is typical that the level of research expenditures over a short timeframe in any particular academic unit will fluctuate up and down as faculty change and grants end while other grants begin.

TOTAL INDIRECT EARNINGS FY 2016 THROUGH FY 2019					
INDIRECT EARNED BY UNIT					
UNIT	FY 2016	FY 2017	FY 2018	ESTIMATED FY 2019	% CHANGE FY18- FY19
CEHD	955,858	794,402	773,458	702,090	-9.2%
CHHS	708,528	708,441	848,867	723,212	-14.8%
CHSS	2,252,182	1,692,440	1,979,699	2,245,896	13.4%
COS	\$7,411,819	\$7,615,077	\$7,827,615	\$8,551,900	9.3%
CVPA	0	0	22,086	5,620	-74.6%
LAW	17,316	0	0	0	0.0%
SBUS	86,889	133,113	31,522	13,114	-58.4%
S-CAR	103,195	64,440	46,299	50,676	9.5%
SCHAR	462,893	390,469	402,935	455,432	13.0%
VSE	3,704,035	5,246,684	5,736,379	6,101,982	6.4%
PROVOST/EPE	320,619	216,477	417,215	424,328	1.7%
UNIV LIFE	15,771	1,559	0	350	0.0%
LIBRARY	0	0	0	0	0.0%
OTHER	883,270	113,704	1,448	1,800	24.3%
TOTAL	\$16,922,375	\$16,976,806	\$18,087,523	\$19,276,400	6.6%
% OF TOTAL					
UNIT	FY 2016	FY 2017	FY 2018	ESTIMATED FY 2019	
CEHD	5.6%	4.7%	4.3%	3.6%	
CHHS	4.2%	4.2%	4.7%	3.8%	
CHSS	13.3%	10.0%	10.9%	11.7%	
COS	43.8%	44.9%	43.3%	44.4%	
CVPA	0.0%	0.0%	0.1%	0.0%	
LAW	0.1%	0.0%	0.0%	0.0%	
SBUS	0.5%	0.8%	0.2%	0.1%	
S-CAR	0.6%	0.4%	0.3%	0.3%	
SCHAR	2.8%	2.3%	2.2%	2.4%	
VSE	21.9%	30.9%	31.7%	31.7%	
PROVOST/EPE	1.9%	1.3%	2.3%	2.2%	
UNIV LIFE	0.1%	0.0%	0.0%	0.0%	
LIBRARY	0.0%	0.0%	0.0%	0.0%	
OTHER	5.2%	0.5%	0.0%	0.6%	
TOTAL	100.0%	100.0%	100.0%	100.0%	

Source: Office of Sponsored Programs

Note: Krasnow included in 'Other'. Totals may not equal 100 percent due to rounding.

Mason has improved its comparative ranking in terms of research spending over the past five years but expects to dramatically increase the level of sponsored funding over the next decade. As described in the university's 2014-2024 Strategic Plan, research is an institutional priority, and Mason expects to expand research and enhance standards of scholarship across disciplines by increasing sponsored funding, improving research infrastructure, and increasing the number of PhD graduates. In an effort to support research with a focus on research of consequence, investment will be focused on multidisciplinary domains that have great societal, economic, and global impact.



CAPITAL OUTLAY

George Mason University has three Virginia campuses: Fairfax (main campus), Arlington, and Science and Technology, and one campus located in Songdo, Korea. In addition, Mason has facilities at Point of View, Potomac Science Center, Loudoun County, Fairfax County, and Front Royal, Virginia in partnership with the Smithsonian-Mason School of Conservation. Mason occupies approximately 9.1 million square footage of space.

Annually, Mason updates its six-year Capital Plan, which aligns with our strategic plan and reflects investments required for growth. After review and approval by the Board of Visitors, the six-year Capital Plan is submitted to the Department of Planning and Budget. In FY 2019, Mason's six-year Capital Plan request included 19 projects totaling approximately \$1.088 billion.

Planned Activity for FY 2020

During FY 2020, the University will continue work on existing and begin work on newly authorized capital projects noted below. Our largest capital project is the Robinson Hall Renovation and Enhancement to Harris Theater. This project coupled with the Utility Infrastructure Improvements make up what is known as the Core Campus Initiative. This combination of projects has finished the detailed design phase and started construction. The construction will continue through FY 2020 and will not reach substantial completion until FY 2022.

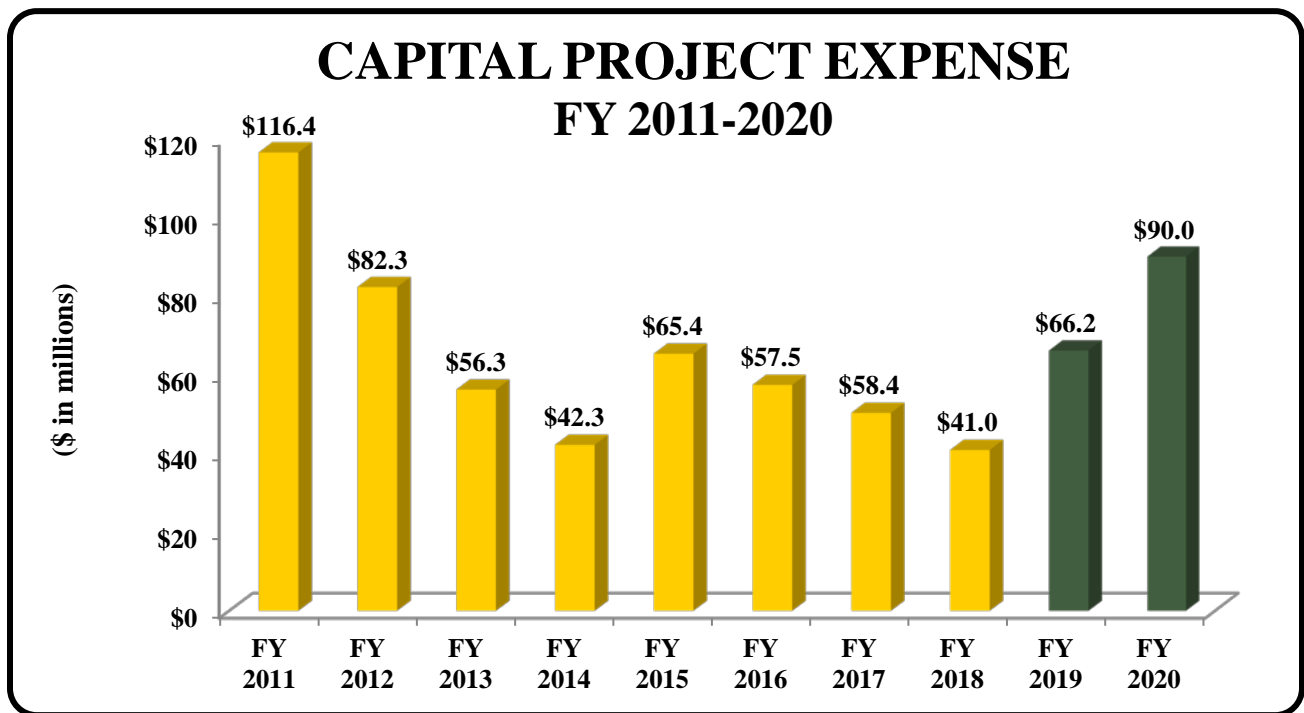


Note: Rendering of the future Robinson Hall.

Also in construction currently are the following projects: an addition to the Hylton Performing Arts Center, the inclusion of a clean room to the fit-out of the third floor of the Institute for Advanced Biomedical Research, and a structural upgrade to the EagleBank Arena.

Starting design at the end of FY 2019 is the second largest initiative for the University, an addition to Bull Run Hall. This design will continue through FY 2020 and construction is not scheduled to begin until FY 2022. The demolition of the Arlington Original Building will begin design and will hopefully begin construction in FY 2020 as well. Also continuing with design work are the following projects: the first phase of campus wide telecom infrastructure improvements, the renovations of HVAC systems at the Johnson Center, and the renovations of HVAC systems at the Hylton Performing Arts Center.

The following chart depicts the historical and projected expenditures by fiscal year for capital projects.



Note: FY 2019 and FY 2020 are projected expenditures. Mason anticipates expenses for FY 2019 will be more than the original estimate of \$46.4 million.

Mason estimates capital spending in FY 2020 will be approximately \$90.0 million, with \$63.0 million funded by the General Fund and \$27.0 million funded by a combination of fundraising, auxiliary reserve funding, and university-supported debt (Non-General Fund). The following chart lists the capital projects currently approved that are expected to incur costs in FY 2020.

**FY 2020 ESTIMATED PROJECT EXPENSES
FOR AUTHORIZED PROJECTS**

	PROJECT	GENERAL FUND (STATE DEBT)	NON- GENERAL FUND (MASON FUNDS)	TOTAL ESTIMATED FY 2019 PROJECT EXPENSE
1	Arlington Original Building Demolition	\$0	\$2,250,000	\$2,250,000
2	Bull Run Hall Addition	\$3,536,778	\$0	\$3,536,778
3	Hylton Performing Arts Center Add.	\$0	\$3,391,050	\$3,391,050
4	IABRL 3rd Floor Fit-out & Clean Room	\$0	\$1,780,311	\$1,780,311
5	Robinson Hall (Core Campus Initiative)	\$48,656,989	\$0	\$48,656,989
6	Telecom Infrastructure	\$2,764,575	\$0	\$2,764,575
7	Utility Infrastructure (Core Campus Initiative)	\$2,176,609	\$14,105,354	\$16,281,963
8	EagleBank Arena Upgrades	\$0	\$664,164	\$664,164
9	Hylton PAC HVAC Repairs	\$0	\$2,665,912	\$2,665,912
10	Johnson Center HVAC Repairs	\$0	\$2,165,145	\$2,165,145
11	Maintenance Reserve	\$5,837,877	\$0	\$5,837,877
	TOTAL	\$62,972,828	\$27,021,936	\$89,994,764

Note: Both Telecom Infrastructure and Bull Run Hall Addition currently have authorization for detailed planning. Both projects are expected to receive full authorization in FY 2020.

Future Capital Projects

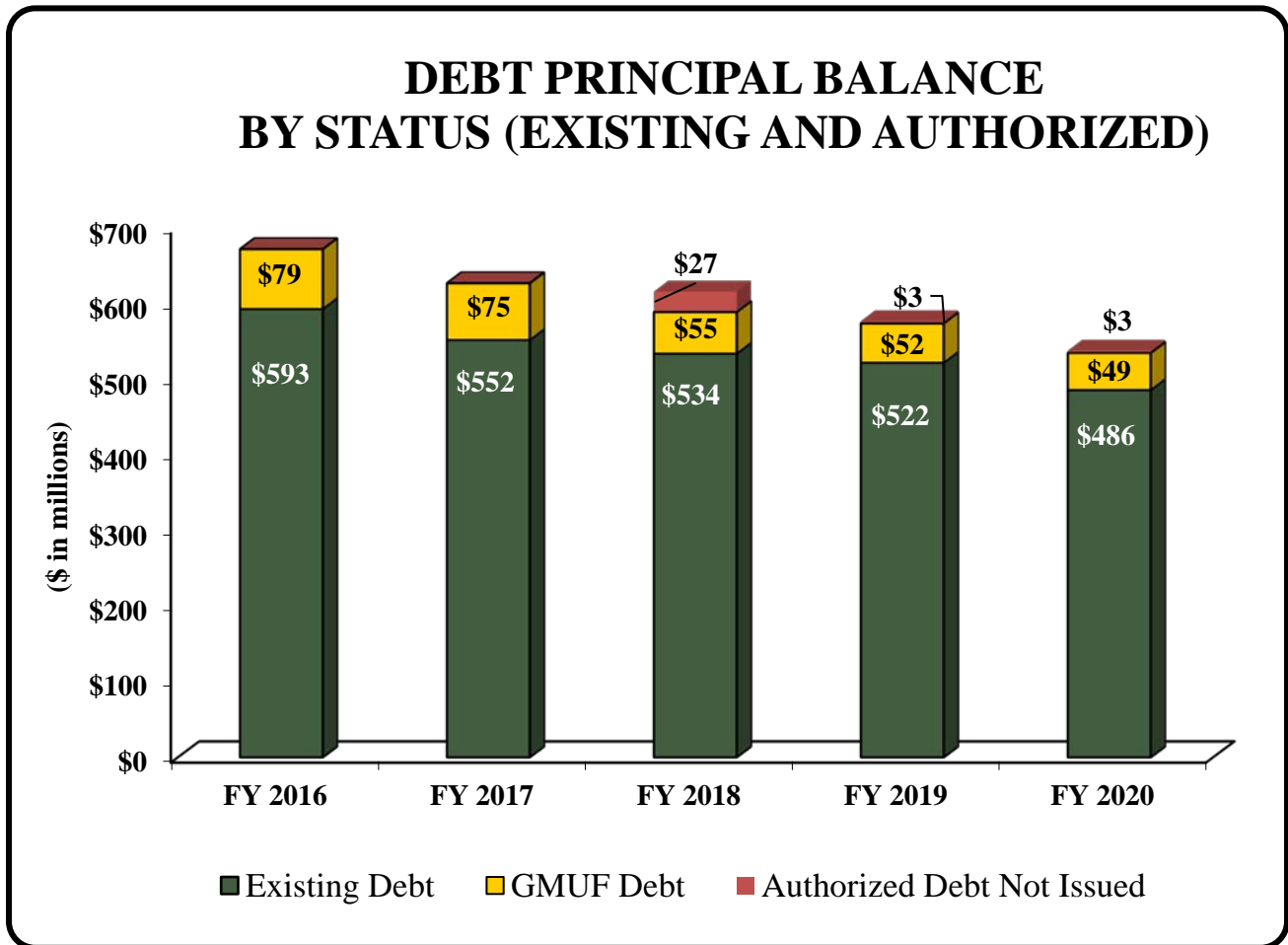
The following list of authorized projects totals \$504.0 million, which was included for George Mason University in the statewide capital spending plan. The projects that are not in progress will not start until adequate sources of funding are identified.

AUTHORIZED CAPITAL PROJECTS			
	PROJECT	GENERAL FUND (STATE DEBT)	NON-GENERAL FUND (MASON FUNDS)
1	The Peterson Family Health Sciences Building	\$62,263,628	\$11,899,411
2	Arlington Original Building Demolition	\$0	\$7,500,000
3	Bull Run Hall Addition	\$58,946,302	\$0
4	Central Plant Expansion	\$4,556,527	\$7,237,730
5	Fenwick Library	\$59,887,016	\$273,113
6	Hazel Hall Upgrades	\$0	\$3,000,000
7	Hylton Performing Arts Center Add.	\$6,625,500	\$6,855,883
8	IABRL 3rd Floor Fit-out & Clean Room	\$3,800,000	\$2,408,499
9	Johnson Center Dining Phase II	\$0	\$4,400,000
10	Point of View–Academic & WWTP	\$6,000,000	\$471,800
11	Potomac Science Center	\$30,007,364	\$2,576,000
12	Robinson Hall (Core Campus Initiatives)	\$117,049,000	\$2,582,000
13	Telecom Infrastructure	\$10,053,000	\$0
14	Utility Infrastructure (Core Campus Initiatives)	\$20,843,159	\$30,785,455
15	Bull Run Lab (Mech & Phys)	\$0	\$3,000,000
16	Eagle Bank Arena Infrastructure Project	\$0	\$4,845,000
17	Hylton PAC HVAC Repairs	\$0	\$4,025,000
18	Mason Global Center – Renovations for Classrooms	\$0	\$3,400,000
19	Johnson Center HVAC Repairs	\$0	\$3,049,500
20	Maintenance Reserve	\$5,837,877	\$0
	SUBTOTAL (IN PROGRESS)	\$385,869,373	\$98,309,391
21	Point of View–Cottages	\$0	\$4,287,800
22	RAC Addition	\$0	\$15,500,000
	SUBTOTAL (NOT IN PROGRESS)	\$0	\$19,787,800
	TOTAL	\$385,869,373	\$118,097,191

Note: Project items in the ‘Not In Progress’ section have not commenced.

Capital Finance

As of June 30, 2019, Mason will have \$522.0 million in debt obligations outstanding and \$3.0 million in additional Mason debt authorization. Mason's annual debt service payment in FY 2019 is \$57.7 million and will be \$59.1 million in FY 2020.



**EDUCATIONAL AND GENERAL
DETAIL BY MAJOR UNIT**

ANTONIN SCALIA LAW SCHOOL

US News & World Report ranks Scalia Law School’s part-time program 4th and its overall program 41st of American law schools. A recent study to be published in the *Alabama Law Review* lists Scalia Law as the 7th most under-rated law school based on student undergraduate GPA and LSAT score, taking it from 41st to 32nd. The students are actively involved in over 30 student-run organizations and 5 academic journals. The law school offers the Juris Doctor degree, as well as a Juris Masters degree, a Master of Laws in Law and Economics, a Master of Laws in Intellectual Property, a Master of Laws in Global Antitrust and Economics Law, and a Master of Laws in United States Law for foreign-trained lawyers.

The Social Science Research Network statistics show the law faculty ranked 2nd—among the 350 American law schools—for article downloads per author. The faculty is ranked 19th in Leiter’s 2018 *Law School Report* on “scholarly impact” among American law schools, which uses a standard objective measure of citations per capita as the metric of faculty quality and reputation. Data based upon foundational work compiled by Professor Sisk and reported by the University of Chicago’s Law School reveal that the antitrust faculty of the law school is the most cited in the nation.

The law school’s 2018 entering JD class of 160 new students had a median LSAT of 163 and a median undergraduate GPA of 3.76. With a renewed focus on the Master of Laws (LLM) programs, the law school also celebrated the arrival of 41 new LLM students. This group of experienced attorneys and practitioners hailed from Azerbaijan, Bangladesh, Brazil, Cameroon, China, India, Palestine, Philippines, Poland, USA, and Vietnam.

Mason’s Scalia Law School has been at the forefront of curricular innovation, integrating economic and quantitative tools that stress the application of non-legal methods in legal contexts. Seizing on both rapid changes in the legal profession and the invaluable asset of our location, the law school curriculum compliments traditional classroom instruction with practical training opportunities. Last year the school developed its Certificate Program in Diversity & Inclusion Training for students, and this year launched the Kelly McNamara Corley Institute for Diversity & Inclusion Education to expand that training. Students leave the school with a unique skill set that can be particularly valuable in Washington, D.C.

The Law & Economics Center (LEC) is an integral part of the law school, educating thousands of judges, attorneys general senior legal staff, competition officials, and other policymakers in the principles and applications of economic analysis of legal doctrines and institutions; conducting large cross-disciplinary research projects; and supporting faculty research. The school is also known for the work of its Center for the Protection of Intellectual Property, Global Antitrust Institute, Grey Center for the Study of Administrative State, Liberty & Law Center, and National Security Institute.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$15,119,000	\$17,083,000

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT (CEHD)

The College of Education and Human Development (CEHD) is a dynamic, innovative, and inclusive academic unit that successfully prepares professionals to promote learning and development across the life span while contributing meaningfully to research in human and organizational performance as well as in the learning and developmental sciences. The five core values of the CEHD are embodied in the work of our faculty and the themes of our academic programs: collaboration, ethical leadership, innovation, research-based practice, and social justice.

The College is composed of two sub-units: the Graduate School of Education (GSE) and the School of Recreation, Health, and Tourism (RHT). GSE’s degree, licensure, and certificate programs are focused on teacher and counselor preparation, advanced studies for teachers and school leaders, instructional technology, and research training. GSE offers many of its academic programs in an innovative cohort outreach format that takes faculty out into school and community sites. In addition, GSE has developed undergraduate pathways to the teaching profession and also offers collaborative undergraduate programs in human development and family science. RHT includes undergraduate and master’s programs in recreation, kinesiology, health and physical education, athletic training, sports management, hospitality management, and tourism and events management. In addition, the college’s PhD program offers doctoral specializations in 16 different specializations in education-related fields and in exercise, fitness, and health promotion. CEHD has approximately 3,500 students (including over 2,600 graduate students) and 130 full-time instructional faculty members. In addition, over 500 non-degree students enroll each year in continuing and professional education courses.

CEHD houses a Sports Medicine lab and 10 research and service centers, including the widely acclaimed Helen A. Kellar Institute for Human disAbilities. The Kellar Institute employs approximately 30 research and professional faculty on funded state and federal projects focused on improving the lives and productivity of persons with disabilities. CEHD also maintains a broad range of effective professional development partnerships with school systems and community agencies in the National Capital Region.

The CEHD faculty includes many nationally and internationally prominent scholars. In teaching, the college is committed to exemplary instruction, mentoring, and academic services, and to meeting urgent personnel preparation needs of the Commonwealth and across the nation. In research, CEHD is committed to advancing scientific and applied knowledge in ways that have a consequential impact on education and human development, and on society at large. Last year, external funding in support of research and scholarship was over \$9 million.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$32,470,600	\$35,858,500

COLLEGE OF HEALTH AND HUMAN SERVICES (CHHS)

The College of Health and Human Services prepares undergraduate and graduate students for a variety of health careers in public, private, and not-for-profit settings. Such careers range from the provision of clinical care and health-related services to academic and research careers, and also administrative, advocacy, and leadership positions. Currently, the college comprises a School of Nursing and five academic departments: Global and Community Health, Health Administration and Policy, Nutrition and Food Studies, Rehabilitation Science, and Social Work. Our academic programs offer 5 undergraduate, 12 graduate, and 11 certificate degrees, along with 7 online offerings. The college entered its first cohort of ADVANCE students, representing a partnership between Mason and NOVA Community College. In addition, the college is currently home to three research centers—Center for Health Care Policy Research and Ethics, Center for the Study of Chronic Illness and Disability, and the Machine Learning and Inference Laboratory—that conduct multidisciplinary research and develop positions on pressing health issues with the overarching goal of maximizing health for our many constituents.

The college’s faculty have been recognized by the university and the State Council of Higher Education for excellence in teaching, and we have developed strong partnerships with regional, national, and international agencies in several important areas. For example, faculty collaborate with local and state health department and social service agencies, and our practice sites foster opportunities for students to provide services to our community. Our students partake in experiential learning with our community partners and are encouraged to study abroad and engage in global research. Our international students gain knowledge and experience with a range of health care and social policies issues, particularly skills and tools that can be disseminated in their countries of origin. Working with our many partners including our 264 current practicum sites, the college prepares our students to become career ready and lifelong learners.

The philosophy of the College of Health and Human Services includes explicit statements regarding the value of sound general education that enables students to develop analytical and creative thinking and make well-founded ethical decisions. Graduates are expected to practice in a variety of roles in complex, multicultural, and international settings. The college has a diverse student body and is committed to providing inter-professional and multidisciplinary education that positions students for successful careers. In January 2018, the new Peterson Family Health Sciences Building opened on the Fairfax campus and is home to the College of Health and Human Services. The new facility is a collaborative learning environment that offers interactive learning spaces and labs in support of our academic offerings.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$21,077,100	\$22,899,300

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHSS)

The College of Humanities and Social Sciences currently offers 27 undergraduate majors, 56 minors, 9 doctoral degrees, 26 master’s, and 16 graduate certificates in academic and research programs that span traditional and interdisciplinary fields of study. The college serves approximately 6,300 undergraduate majors. It also teaches nearly every undergraduate at Mason and offers a rigorous graduate curriculum and nationally ranked programs to over 1,400 graduate students.

The liberal arts tradition of broad and integrative learning in undergraduate education supported by this college prepares students exceptionally well for economically successful and civically engaged lives. In a global and knowledge-based economy, the competencies that students develop by studying the humanities and the social sciences—competencies in oral, written, and digital communication; ethics and critical thinking; research and project management; inter-cultural communication and global understanding—are not a luxury. They are workforce as well as life skills that set students up for success in a broad array of first jobs and for career advancement across a lifetime of opportunities.

The college’s faculty are highly active in research, with external research funding to the college averaging \$15-\$20 million annually. The faculty’s research accomplishments were instrumental in the university’s recent attainment and renewal of R-1 Doctoral University (Highest Research Activity) classification. Mason’s rating in top 300 universities worldwide by Academic Ranking of World Universities is based almost exclusively on Mason’s achievements in the category of social science, where Mason is ranked in the top 51-75. In Fall 2018, *The Chronicle of Higher Education* recognized Mason as the eighth highest recipient of funding from the National Endowment for the Humanities over the past ten years. Faculty in the college received \$5,801,343 in funding for 37 NEH projects; 61% of this funding was awarded to the Roy Rosensweig Center for History and New Media for collaborative multidisciplinary research projects.

The college’s faculty take great pride in being active scholar-teachers, and research is a vital part of undergraduate as well as graduate student experience here. The college is also rooted in intellectual leadership tied to real-world outcomes on regional, national, and global levels. Its faculty are committed partners in innovative programs, service offerings, and strategic alliances that strengthen the public and private sectors of the community.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$66,029,300	\$68,037,900

COLLEGE OF SCIENCE (COS)

The College of Science at George Mason University provides scientific insight and solutions to the rapidly changing needs and demands of today’s global society by blending traditional science education with sought-after, innovative programs in high-profile disciplines including personalized medicine, biomedical research, geoinformatics, climate dynamics, environmental conservation and sustainability, urban science, materials science, data science, cosmic exploration, forensic science, geospatial intelligence, and more. While serving as a vital community and regional resource for science education through hands-on programming for K–12 students, teacher training, and community outreach programs, the college also is a leader in the development of creative STEM initiatives to challenge and engage students at all levels. The college serves the university through extensive Mason Core teaching across its programs, most notably in mathematics, chemistry, physics, and biology.

The college projects student growth by targeting new and expanded programs in high-demand disciplines that meet regional and national workforce development needs. Enhanced undergraduate research opportunities are available to complement this growth. In addition, the College positions recruitment strategies and support programs to accommodate a diverse population of minorities and women in science. The College also offers a depth and breadth of unique global, transfer-focused, and online or hybrid programs, including the nation’s first Chief Data Officer program, allowing professionals the opportunity to reskill or transfer careers midstream.

Furthermore, anticipated increases in research expenditures are expected over the next several years. New government and corporate collaborations are emerging in the biomedical area, growing data science initiatives, further developing our strength in materials science, a simulation and traffic safety program, expanded focus on environmental and conservation efforts at the new Potomac Science Center facilities in Belmont Bay, a strong academic and research presence in remote sensing and geospatial sciences, and broadened sustainability, climate, and water security programs. Entrepreneurial and economic development options will increase with new discoveries, additional patents, and continued success of current spin-off companies.

Academic programs and pioneering research initiatives are housed at the Fairfax campus, the Science and Technology campus in Prince William, the Potomac Science Center, and other special locations throughout Northern Virginia. This broad regional presence, combined with strategic national and international connections, reinforces the college’s mission to provide world-class scientific leadership in a wide variety of areas important to modern society. Learn more at cos.gmu.edu.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$49,537,100	\$52,135,500

COLLEGE OF VISUAL AND PERFORMING ARTS (CVPA)

The mission of the College of Visual and Performing Arts is to advance the study, creation, performance, and exhibition of the arts, acting on a strong belief in their transformative influence on individuals and civilizations. To fulfill this mission, CVPA offers degree programs in arts management, art and visual technology, dance, film and video studies, game design, music, and theater; and, through the Center for the Arts (CFA), the Hylton Performing Arts Center (HPAC), and a thriving program of visual art exhibitions and film screenings, brings the professional voice of the arts to the campus and community. CVPA honors the value of the great traditions in the arts while actively engaging in the creation of new works and ideas.

CVPA's success finds expression on many fronts. The number of arts majors has grown modestly, but consistently over the past several years. Ticket revenue for the Great Performances at Mason series in Fairfax and the Manassas Hylton Presents series is steady. General student attendance and participation in the arts are strong and growing. Some 25,000 students annually are involved in the arts at Mason.

Program quality and recognition of student and faculty achievement continue to advance. Mason alumni perform with prestigious dance, opera, and theater companies, work in film and television, play in prominent bands and orchestras, work as arts managers in top institutions, exhibit their work in galleries across the country, create graphic design for leading corporations, build companies in the growing field of simulation and game design, and hold teaching positions at every level from pre-K through higher education. Career outcome data for CVPA undergraduates compare favorably with the university as a whole. Faculty perform, direct, choreograph, write, design, exhibit, and publish in professional venues internationally.

CVPA is proud of its role as a “front door” of the university, annually serving as a point of inspiration, education, and connection with well over 300,000 members of Mason’s extended communities. As a unit that reflects a unique interweaving of the academic, the professional, and the community, CVPA sees itself as a wellspring of campus culture—a creator, importer, and exporter of a strand of practice that speaks to the best impulses of the human condition as expressed by the great artists of the past and the vital and challenging voices emerging today and in the future. CVPA is actively engaged in partnerships and exchanges of faculty and students in places such as China and Korea.

The principal challenges and opportunities facing CVPA in the next several years involve a master facilities plan with exciting building projects to bring the college’s physical environment and level of financial sufficiency more in line with its current size and aspiration, and to maintain our competitive position in light of major advances by our peers. CVPA’s active, growing volunteer community is pursuing philanthropic opportunities that will transform the landscape of the arts for generations to come. The college offers undergraduate degrees (BA, BM, BFA), master’s degrees (MA, MAT, MM, MFA), and doctoral degrees (PhD in Music Education, DMA, and a variety of professional certificates) and participates in various Master of Arts in Interdisciplinary Studies (MAIS) programs.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$15,492,200	\$17,289,800

SCHAR SCHOOL OF POLICY AND GOVERNMENT

The Schar School of Policy and Government prepares undergraduate and graduate students to be leaders who advance the public good in the private, public and nonprofit sectors. Through research and education in policy, government, and international affairs, the Schar School allows Mason to serve Northern Virginia, the Commonwealth, the nation, and the world more effectively.

Schar School’s faculty combines original research with real-world experience to connect theory and practice for the benefit of students and wider constituencies. The School employs approximately 80 full-time faculty members across a wide range of disciplines, including political science, public administration, international relations, intelligence, international security, economics, management, geography, security, engineering, sociology, anthropology, and law. The Schar School is a major research unit of the University and received approximately \$3.79 million in new sponsored funding in fiscal year 2018. The School’s faculty members are scholars and practitioners who frequently advise governments, companies, and non-profit organizations, appear in the national and international media and participate in public debates on critical issues of the day.

In the last year, US News & World Report ranked the Schar School’s graduate program concentrations in National/Homeland Security and Emergency Management as the third best in the country, while the Shanghai Academic Ranking of World Universities ranked the public administration programs as the 40th best in the world. An expanded national polling service with the Washington Post spreads the Schar School and the University’s influence throughout the country, particularly in election cycles. An inaugural Master of Public Policy program with the US Marine Corps and an enhanced scholarship for military veterans and dependents, the ERPi Patriot Scholarship, intensifies an already meaningful relationship with the US military.

The Schar School offers two undergraduate majors, eight master’s degree programs, three doctoral programs, eight graduate certificates, and a range of undergraduate minors certificates. Collectively, these programs enroll approximately 1,800 students. The School offers classes on Mason’s Fairfax and Arlington campuses.

The Schar School emphasizes open access to advising at the undergraduate level. Advisors are involved with the Mason Academic Advisor Network and provide network members professional development training. Undergraduate research is strongly encouraged and is facilitated by the Undergraduate Research Assistant Program that partners students with professors who engage in collaborations that advance the student experience beyond the classroom.

Internships and career development are important to the Schar School experience. Faculty members are often practitioners in their fields and as such have relationships with important policy- and decision-makers in the Nation’s Capital who actively recruit and employ Schar School students. The Schar School’s proximity to Washington, D.C., encourages active participation in developing policy as well as exposing students to real-world experiences in their chosen fields.

The Schar School boasts an active alumni community of about 16,000 graduates, many of them employed in meaningful positions in their field of study at the Schar School.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$17,518,900	\$17,998,400

SCHOOL FOR CONFLICT ANALYSIS AND RESOLUTION (S-CAR)

At the School for Conflict Analysis and Resolution (S-CAR), the whole community of faculty, students, staff, alumni, and partners is committed to the development of theory, research, and practice that interrupt cycles of violence. S-CAR is an innovative academic resource for people and institutions worldwide. It comprises a community of scholars, graduate and undergraduate students, alumni, practitioners, and organizations in the field of peacemaking and conflict resolution.

S-CAR is committed to:

- Advancing the understanding of deeply rooted conflicts between individuals, groups, organizations, and communities all over the world through research, teaching, practice, and outreach;
- Carrying on a systematic and ongoing study of the nature, origins, and types of social conflicts;
- Developing the requisite processes and conditions for the productive resolution of conflict; and
- Addressing underlying conditions that produce structural violence and asymmetry.

The S-CAR community recognizes that the effects of conflict can be positive or negative. Our work attempts to maximize the creative renewing positive qualities of conflict while minimizing the destructive distorting negative ones. We describe conflict as a dynamic system in which events and understandings constantly restructure and reinterpret the past, present, and future. Our objective is more resilient social, institutional, global relationships and an ability to handle routine conflicts more efficiently and to weather serious conflicts which might destroy more rigid structures.

S-CAR is committed to engaged scholarship, taking inquiry and analysis into the field to address problems in our local, national, and global community. S-CAR has anchored itself, theoretically and practically, on applied ethics, a normative value framework that far surpasses, in complexity, the traditional ethical framework of “neutrality.” At S-CAR, we use “reflective practice” as the method by which we grow as human beings and as theorists, researchers, and practitioners; it refers to the process by which persons learn, with others, from reflection on their experience. The school has been recognized as one of the top schools in the country. In addition, the school has a facility at the Point-of-View which provides a unique space where practitioners, scholars, and students can engage in an advance conflict analysis and resolution research and practice.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$4,747,700	\$4,891,000

SCHOOL OF BUSINESS

The mission of the School of Business is to prepare a diverse student body to succeed in a global business environment. This mission is achieved through both academic and co-curricular activities.

The School of Business is fully engaged with the regional community, graduating highly qualified students as employees, producing research that informs leaders in business and government, and providing venues for the region's business leaders to share knowledge with our faculty and students. Our supporters in business and government are active partners with the school through executive education programs, speaker engagements, classroom lectures, case competitions, business-plan competitions, internships, and career placement. The School of Business also maintains close connections to the business community through its advisory board and advisory councils.

The school's centers and initiatives also provide a bridge between the school and its students and the business community. These include the Center for Innovation & Entrepreneurship; Center for Real Estate Entrepreneurship; Investor Protection & Corporate Fraud Research Center; Center for Government Contracting; Center for People, Planet, and Prosperity; and the Women in Business Initiative.

The School of Business enrolls more than 3,900 undergraduate students pursuing majors in Accounting, Finance, Information Systems and Operations Management, Management, and Marketing.

More than 500 students are enrolled in the school's graduate programs:

- Executive MBA
- MBA
- Master of Science in Accounting
- Master of Science in Management
- Master of Science in Management of Secure Information Systems
- Master of Science in Real Estate Development
- Master of Science in Technology Management

The School of Business ranks among the top 100 undergraduate business school programs, among the top 50 part-time MBA programs, and in the top 100 among online MS in Accounting programs by *U.S. News & World Report*. The MS in Management of Secure Information Systems is highly rated by IT security practitioners, and the MS in Management is ranked in the top 20 by *The Financial Engineer*.

The School of Business is accredited in both business and accounting by the Association to Advance Collegiate Schools of Business (AACSB) International—the most prominent accrediting body for business schools in the world. Only 24 percent of AACSB-accredited business schools worldwide are accredited in both business and accounting.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$35,685,100	\$37,035,600

VOLGENAU SCHOOL OF ENGINEERING (VSE)

The mission of the Volgenau School of Engineering is to provide a transformative learning experience for our students that integrates engineering and technology with other areas of scholarship to produce visionary stewards of society who are prepared to discover solutions to complex global challenges and make the world safer, cleaner, and more prosperous. A faculty of engaged educators lead high-impact research in critical areas such as sustainability, big data, cybersecurity, robotics and artificial intelligence, signals and communications, and healthcare technology. These existing and emerging areas of expertise span departmental and disciplinary boundaries and reflect the breadth of the scholarly activities of our faculty and students.

New program offerings in the areas of cybersecurity, healthcare technologies, and big data have experienced dramatic growth since their inception in 2010, '14 and '15. The school remains one of the few universities in the nation to offer a multidisciplinary data analytics engineering master's degree program. Our bachelor's program in mechanical engineering has also grown from zero to 372 and was accredited in 2018. Mechanical engineering was one of the first programs at Mason to open new pathways to community college students through an agreement with Northern Virginia Community College, which became a model for the university's Advance program. New programs in statistics (bachelors) and bioengineering (masters) came online in 2018, and we expect a master's in cyber security engineering to further our growth in 2019. The continued expansion of new programs has led to an all-time high enrollment of nearly 8,000 students

Mason Engineering faculty members have been named professional society fellows and have received international recognition and awards. Over the past four years, the school has hired seventy new faculty members, representing a net increase of thirty percent. These hires were spread across all departments and programs, and will allow them to improve the quality of education for our students, to grow research, and to advance their own strategic goals.

Active collaborations with external agencies and industries promote research growth at the school. Research expenditures totaled \$30 million and research awards \$51 million—a record high for the second consecutive year. Expenditures grew among nearly all departments and centers.

We encourage students to pursue internships to gain practical experience in their fields of study. Mason Engineering's proximity to the nation's capital allows our students to take advantage of our relationships with business, government, and nonprofits. Our graduates consistently find high-paying jobs with top companies. In the last year, *US News & World Report* ranked the school's online master's program in Applied Information Technology in the top 50 online programs in this field our systems engineering master's degree was ranked 23rd in the same rankings.

The school promotes student outreach activities by supporting more than 25 student organizations. These organizations include peer advisors, honor societies, student chapters of professional societies, student veterans, and a competitive cyber club. Mason Engineering's philanthropic efforts continue to forge productive relationships with corporate partners and friends. A major gift of \$1.5 million came from John Toups to endow two faculty fellowships and provide ongoing support for the Sid & Reva Dewberry Department of Civil, Environmental, and Infrastructure Engineering's instructional laboratory.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$47,317,300	\$49,351,000

PROVOST

The Provost and Executive Vice President is the university’s chief academic officer, charged by the Board of Visitors and the President with overseeing all aspects of education, research, and public engagement of the university. The Provost has direct oversight for all colleges, schools, and academic support units and is responsible for the allocation of resources.

The Office of the Provost and Executive Vice President leads the university by identifying and mobilizing around key strategic initiatives. In accordance with the Strategic Plan, resources and operational support are directed to functions that:

- Serve our students by differentiating Mason’s education.
- Transform and innovate through teaching and learning.
- Use our leadership to engage the regional and global communities.
- Leverage our advances in research and entrepreneurship.

The Office of Academic Innovation and New Ventures is responsible for exploring, launching, and sustaining new initiatives that deliver quality programs, enable student access and success, and generate revenue in support of George Mason University’s strategic plan. Charged with creating multiple pathways and delivery formats, News Ventures leads the university in forging partnerships that accelerate the development of accessible academic pathways for Mason’s diverse student population, including non-traditional students and adult learners.

Enrollment Management coordinates a university-wide collaborative enrollment management program and comprises five departments—Admissions, Student Financial Aid, Integrated Enrollment Marketing Communications, Enrollment Central, and International Enrollment Partnerships. Additional services include Salesforce implementation and Business Intelligence support.

The mission of Enrollment Management at George Mason University is to foster student success by connecting students and families to resources that open doors to a world-class education and the opportunities fundamental to the Mason student experience. The office strives to provide quality, timely, and efficient student services from recruitment through graduation.

Research and Innovation encompasses three departments within the Office of the Provost. The Office of Sponsored Programs (OSP) provides Mason faculty with administrative support for their sponsored research and scholarship activities, including both pre-award and post-award support. The Research Development, Integrity and Assurance (RDIA) department provides resources that promote the ethical and responsible conduct of research, and assist the Mason faculty and student community with the identification of external funding opportunities and the development of high-quality proposals and projects. The Office of Technology Transfer (OTT) provides innovative services to Mason faculty and students to support the translation of Mason research and scholarship outcomes into products and services that enhance health, wealth and prosperity in the Commonwealth and beyond.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$49,167,100	\$52,077,100

Note: Original Budgets include Enrollment Management, INTO Mason, Krasnow Institute, and Executive & Professional Education (formerly Mason Learning Solutions).

UNIVERSITY LIFE

University Life creates purposeful learning environments, experiences, and opportunities that energize all students to broaden their capacity for academic success, degree completion, and personal growth. University Life prepares students for the demands of work, social responsibility, and life in an ever-changing global society. Through innovative programs, partnerships, and direct services, students discover their unique talents, passions, and place in the world.

University Life integrates the curricular and co-curricular aspects of the institution and creates a sense of community for students, faculty, and staff. Through direct services and programs, University Life supports every student at Mason from orientation through graduation. University Life services and programs focus on:

- Retention
- Student Learning
- Timely Degree Completion
- Engagement / Sense of Belonging
- Post-Graduation Success
- Service / Support
- Well-Being
- Inclusive Community

University Life Offices

Academic, Career Counseling & Educational Services

Academic Integrity
 Career Services
 Dean of Students
 Disability Services
 Early Identification Program
 Learning Services
 Living Learning Community Development
 Student Conduct

Health and Wellness

Counseling and Psychological Services
 Student Health Services
 Student Support and Advocacy Center

Involvement, Diversity, Leadership & Development Programs & Services

Diversity, Inclusion, and Multicultural Education
 Fraternity and Sorority Life
 Graduate Student Life
 Housing and Residence Life
 International Programs and Services
 Leadership Education and Development
 Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Resources
 Mason Recreation
 Off-Campus Student Programs and Services
 Orientation and Family Programs and Services
 Student Government
 Student Involvement
 Student Media
 Women and Gender Studies Center

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$8,729,100	\$8,662,600

LIBRARIES

The University Libraries forms an intellectual nexus for George Mason University fostering innovation, creativity, and imagination by facilitating access to scholarship and information, providing expert consultation in the research process, actively teaching the effective and critical use of information, and fulfilling a critical role in the creation, dissemination, and preservation of knowledge. University Libraries efficiently serves a growing student and faculty population and the general public, while effectively meeting the specialized demands generated by increased university research.

Mason’s library system is a 24/7 operation, comprised of five libraries on three different campuses: Fenwick Library (recently expanded into a state of the art facility) and Gateway Library, Fairfax Campus; Arlington Campus Library and School of Law Library (administered and funded separately), Arlington Campus; and Mercer Library, Science and Technology Campus. The Mason Korea campus is also supported by the Libraries through access to digital resources offered and available state-side and other support services.

The Libraries’ faculty and staff serve and support tens of thousands of students, faculty, and staff each year throughout the teaching, learning, and research processes; directly, in-person and on-site, and online through accessible and convenient modes of delivery. Educational programmatic alignment between the Libraries and schools and colleges of the university is achieved through the highly effective library instructional and research consultation services with virtual and physical spaces for study, research, collaboration, publication, and academic and cultural events.

Academic support services include: the Digital Scholarship Center (quantitative, qualitative and statistical research support, geospatial/GIS expertise, workshops, instruction labs and more); the Mason Archival Repository Service (MARS); Mason Publishing (which provides educational and consultation services in modern scholarly communications areas, facilitates and supports a variety of digital publishing efforts ranging from open access journals to conference proceedings and Open Educational Resources, and includes the GMU Press); and University Records Management. The University Libraries also fulfills the role of a repository for unique historical materials documenting and preserving the evolution of Mason and the Northern Virginia region.

Technology-assisted and enhanced services and programs include: a discovery system offering single search box access to the Libraries’ many collections and full-text content from millions of subscribed resources, e-reference service giving real-time online access to Mason's librarians, digital images management digitization capabilities, scholarly portals for significant digitized special collections, and a suite of tools/services supporting data-driven research across academic disciplines.

Mason Libraries is an active member of several regional and national resource-sharing academic library consortia, including Virtual Library of Virginia (VIVA), Washington Research Library Consortium (WRLC), Association of Southeastern Research Libraries (ASERL), HathiTrust, and The Center for Research Libraries (CRL).

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$21,052,100	\$20,971,300

FINANCE AND OPERATIONS

Finance and Operations provides direction, oversight, financial and operation management for administrative activities at the university. The following offices are included within Finance and Operations:

- Budget & Planning
- Campus Police
- Fiscal Services (General Accounting, Purchasing, Student Accounts)
- Human Resources/Payroll & Faculty/Staff Life
- Regional Campus Administration
- Safety, Emergency & Enterprise Risk Management
- Senior Vice President

These collective offices ensure the overall fiscal integrity of the university and provide students, faculty, staff, and visitors with a safe learning and work environment. Together, these offices support the university’s mission as an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$32,635,800	\$32,839,200

EXECUTIVE ADMINISTRATION

Executive Administration is primarily responsible for senior-level leadership and administration for the university. These following offices are included within Executive Administration:

- Compliance, Diversity, and Ethics
- Internal Audit
- Legal Services
- President’s Office

These offices provide institutional guidance and oversight to ensure Mason’s core characteristics— Innovation, Diversity, Entrepreneurship, and Accessibility are central to the university’s mission and strategic plan.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$5,832,700	\$5,823,900

INFORMATION TECHNOLOGY SERVICES (ITS)

George Mason University's Information Technology Services (ITS) is Mason's central IT organization that works to drive excellence in teaching, research, and administrative operations. ITS consists of six groups who work in partnership with our customers to provide resources, systems, and services to the Mason community:

Academic Strategies (AS) supports the university community by providing the video communications infrastructure and creating media content for teaching, learning, and research. Further, AS provides design services for classrooms and conference rooms.

Enterprise Applications (EA) plans, implements, and maintains integrated central and distributed application systems and associated databases that support Mason's business needs. This includes the Banner system, Business Intelligence, and website support.

Enterprise Infrastructure Services (EIS) establishes standard architecture for infrastructure and deploys and maintains reliable information technology infrastructure, products, and services for all campuses. This includes Wi-Fi and other network services, servers, and the data center.

Enterprise Service Delivery (ESD) provides leadership and support for ITS strategic and operational programs. This includes project management, financial management, talent management, communications, software licensing, desktop support, and help desk services.

Information Technology Security (CISO and ITSO) works in partnership with units and individuals across Mason to formulate policies and assess and actively manage information security risks. ITSO is responsible for setting and maintaining standards and practices to manage the confidentiality, integrity, and availability of university assets and data.

Learning Support Services (LSS) provides resources that contribute to the innovative teaching and learning environment of the university including Mason's Learning Management System. LSS provides support for classrooms and technology labs managed by ITS and strategies for incorporating technology into the curriculum.

Our services and support include:

- Application Integration
- Aquia Data Center
- Blackboard & Collaborate
- Business Intelligence
- Computer & Software Resources
- Customer Support
- Email & Telecom
- Enterprise Applications
- GMU-TV
- Infrastructure & Network
- IT Security
- ITS Support Center
- Technology Enhanced Classrooms
- Videoconferencing & Telepresence
- Virtual Computing Lab
- Web Content Management

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$35,482,100	\$40,106,100

ADVANCEMENT AND ALUMNI RELATIONS

The Office of Advancement and Alumni Relations supports the mission and goals of George Mason University by developing relationships with alumni, friends, corporations, foundations, students, and parents that result in philanthropic support and volunteer engagement.

The Advancement team secures private financial support from individuals, foundations, and corporations; this financial support sustains Mason’s mission as a public comprehensive research university and helps Mason attain its goals in the key areas of teaching, research, and service. The university’s Faster Farther Campaign, with a goal of raising \$500 million, closed in December 2018 and raised \$690,578,677 million.

The Alumni Relations team builds relationships between alumni and the university, facilitating strong bonds of mutual loyalty and engaging alumni in meaningful service. Alumni Relations works with the Alumni Association to offer programs that support the goals of the university and the association.

The George Mason University Foundation is a 501(c)(3) non-profit foundation and a private corporation organized and operated exclusively for the benefit of George Mason University. It assists Mason in generating and administering private support and in the acquisition, management, and development of Mason's auxiliary efforts, real property, and other assets that provide strategic support.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$6,695,100	\$6,647,400

COMMUNICATIONS AND MARKETING

The Office of Communications and Marketing is charged with taking the lead in building and advancing George Mason University’s brand by promoting the talent, expertise, accomplishments, and resources of this world-class university of higher learning.

We operate as a strategic partner with all major university units and initiatives, including academic, development, legislative, and student life. Our approach to every project is holistic, bringing together the right strengths from various disciplines to produce the best results.

One group, **Creative Services**, consists of highly skilled writers, designers, photographers, and web developers who have an extensive understanding of Mason’s brand voice and visual identity. In addition to being the primary gatekeepers of the brand, together they create printed publications, such as the *Mason Spirit*, President’s Report and brochures, posters, videos, and ads.

Working in tandem to help build and manage the Mason brand is our **Strategic Communications** team. Collaborating with faculty, students, and outside professionals, Mason’s story is told through daily features online and in various print venues by our gifted staff of news writers. They also act as a liaison between the news media and Mason community.

Gathering information isn’t just the domain of Strategic Communications. It is also the function of **University Information**—a group of dedicated individuals who gather and facilitate the exchange of university facts and details to both internal and external Mason audiences. Astoundingly, they do it for one million people through the university switchboard and directory, kiosks, electronic signboards, and other outlets.

Not surprisingly, every year thousands of events and activities are held on Mason’s three campuses, and these events would not be possible without the planning and staging of **University Events**. Whether it’s a gubernatorial debate, Nobel Prize reception, Capitol Hill event, or television broadcast, this group ensures each one is expertly managed.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$7,007,100	\$6,987,600

GOVERNMENT AND COMMUNITY RELATIONS

The goals of the Government and Community Relations team are to advance the university’s interests with federal, state, and local governments and develop productive, mutually-beneficial relationships with business and citizen community groups. There are currently three sub-teams within Government and Community Relations.

The federal government relations team advances Mason’s priorities on Capitol Hill and in the federal agencies and acts as the lead group with legislators and regulators. The federal team is regularly engaged with the Virginia Congressional delegation and key departments that are funders for grants and research at Mason.

The state government relations team represents the university administration’s positions in Richmond during the General Assembly and throughout the year on activities related to the budget and other policy issues.

The community relations team is responsible for representing the university to local governments, business, and citizens groups. In particular, the team manages outreach to chambers of commerce and other business specialty groups. The community relations team is also responsible for citizen interaction, project management outreach, and an advisory board’s activities.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$1,509,700	\$1,500,100

FACILITIES

The Facilities Administration office is responsible for all aspects of planning, design, and construction for buildings and infrastructure, as well as all parking and transportation for the campuses of George Mason University. In addition, the Facilities Management Office is responsible for all aspects of maintenance for buildings and infrastructure, and includes physical plant operations, energy management operations, shop operations, and grounds maintenance. Major facility projects over the next three years are:

- 1) Core Campus Initiative
- 2) Mason Global Center Classroom Conversion
- 3) Johnson Center and Eagle Bank Area Infrastructure projects

Despite new building projects that have been completed over the last several years, George Mason University continues to have justified space needs based upon SCHEV's square footage per student FTE space guidelines. Due to these continued space needs, our existing facilities are some of the most heavily used higher education buildings in the Commonwealth. This high utilization rate increases the maintenance burden on our existing buildings that Facilities is addressing via both capital renovation requests and maintenance reserve fund requests.

The Facilities Department budgets annually in our Special Projects – Planning group to support miscellaneous non-capital projects in the area of construction, renovation, planning and environmental restoration, and remediation. Some of our planned projects for FY19 will include: Signage throughout the campus as well as at our campus entrance; and, Southside/Hub cow path fix through the grass area.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$39,438,600	\$39,365,500

PROPERTY RENTAL/FACILITY SUPPORT

The university leases space in Fairfax, Arlington, Loudoun and Prince William to provide additional office, instructional, and research space. In the past, lack of sufficient office space resulted in several departments and programs being housed off campus.

FY 2019 ORIGINAL	FY 2020 ORIGINAL
E&G BUDGET EXPENSE	E&G BUDGET EXPENSE
\$10,334,700	\$10,879,500

The following table provides a summary of the space leased by the university.

FY 2020 PROPERTY RENTAL—LEASED SPACE	
BUILDING—EXTERNAL	ANNUAL RENT AMOUNT*
Arlington—Washington Blvd	\$3,748,000
Commerce Building	765,100
Loudoun County	377,000
IHS - Arlington	372,000
Democracy Lane	225,000
Townhouse Offices	149,000
4031 University Drive	63,500
Richmond Lease	24,000
SUBTOTAL	\$5,723,600
BUILDING—INTERNAL	
Merten Hall	\$2,400,000
Aquia Building	1,537,200
Founders Hall	1,131,500
Public Safety Space	87,200
SUBTOTAL	\$5,155,900
TOTAL	\$10,879,500

* Annual Rent for FY20. The Arlington-Washington Blvd lease has a 5 percent annual cost escalation and Common Area Maintenance (CAM) charges in addition to the annual rent.

AUXILIARY ENTERPRISES

DETAIL BY MAJOR UNIT

HOUSING & RESIDENCE LIFE

Housing and Residence Life (HRL) is committed to providing a safe, well-maintained, and student-centered environment that is innovative and inclusive of a global community while being dedicated to creating a home, that enriches the experiences of our students, staff, and faculty.

HRL is the university's largest auxiliary unit, reporting through the Division of University Life, accommodating over 6,100 residents and offering a variety of living options from traditional rooms to suites and apartment-style housing. Additionally, HRL supports the housing programs at the Science and Technology Campus providing 150 beds, the Smithsonian Mason partnership at Front Royal with a capacity of 120 beds, and in collaboration with the INTO Mason joint venture managing the 276-bed residential portion of the Mason Global Center (MGC) via a cost-recovery agreement. MGC accommodates international students enrolled in a Pathway program, as well as international and domestic students enrolled in academic programs, all of whom experience a globally focused community.

In total, HRL is responsible for the management and operation of over 2 million square feet of residential facilities, maintaining a staff of over 150 full-time personnel and over 300 student workers who provide facility maintenance and housekeeping, marketing, information technology support, human and financial resource support, and a residential communities staffing operations aimed at providing a comprehensive residential environment of support and learning. HRL manages self-generated revenue, which covers total costs with an ability to set aside reserves. To support this work, HRL collaborates consistently with other University Life divisional partners, Facilities Management, Auxiliary Enterprises/University Services, Admissions, and numerous academic units.

HRL is committed to supporting Mason students' holistic growth and development. Through an intentional focus on residential student development, HRL facilitates opportunities for residents to acclimate into an inclusive environment to interact with diverse individuals, discuss important topics, form study groups, become engaged with a wide variety of student organization opportunities, and attend an exciting array of programs and events. Most importantly, HRL is committed to creating transformative opportunities for residential students to learn more about themselves, their values, and living cooperatively with people who may be different. The residence halls, from staffing to programmatic support, are designed to facilitate face-to-face interaction and create an opportunity for students to establish their independence as well as their responsibility to the greater Mason community.

HRL continues to focus on both promoting affordability for students and maximizing the commitment to effective stewardship of resources.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$49,898,300	\$51,734,800
Expenses	49,898,300	51,734,800
Annual Operating Balance	-0-	-0-

INTERCOLLEGIATE ATHLETICS

The Intercollegiate Athletics (ICA) program at Mason is recognized for both departmental quality and depth. The ICA program comprises competitive activities in 22 programs for men and women and has competitions taking place on local, regional, and national levels. The ICA program participates in the Atlantic 10 conference, Eastern Intercollegiate Volleyball Association, and the Eastern Wrestling League. The following programs are currently offered at Mason:

Men's Baseball	Men's Track (2)	Men's Cross-Country
Women's Track (2)	Men's Wrestling	Men's Tennis
Women's Cross-Country	Women's Volleyball	Men's Volleyball
Women's Soccer	Men's Soccer	Women's Basketball
Men's Basketball	Men's Golf	Women's Lacrosse
Women's Rowing	Men's Swimming	Women's Swimming
Women's Softball	Women's Tennis	

Mason is committed to its student-athletes both academically and athletically. Mason has created an administrative process committed to excellence in the areas of academic assistance, gender equity, and compliance. Recently, several teams have been recognized for earning high scores in the Academic Progress Rate (APR).

The administrative operations of the ICA program are funded through student fee allocations. However, the ICA program depends upon external revenues to cover the costs of athletic scholarships. Since generating sufficient funds has been difficult throughout the history of the program, alternative funding strategies are often explored. A portion of the revenues used to cover the costs of scholarships is generated through the Athletic Department's development efforts. Additionally, revenues earned from the EagleBank Arena and beverage and vending contracts support scholarship costs. The ICA program will continue to strengthen its efforts to secure external funding to fund facility and other enhancements to the program.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$20,910,400	\$23,481,800
Expenses	20,910,400	23,481,800
Annual Operating Balance	-0-	-0-

FIELD HOUSE

The Field House is located at the corner of Ox Road (Route 123) and University Drive on the Fairfax Campus. The 110,000-square-foot complex features a 200-meter indoor track, basketball courts, weight room, and accommodations for indoor volleyball and indoor soccer. Outdoor features include a baseball stadium, softball stadium, soccer/lacrosse/track stadium, and practice fields. The facility and outdoor practice fields are used by intercollegiate athletic teams, club teams, intramural sports, ROTC, RHT (lab space support), and by the community for rentals on a space available basis.

(FY 2020 Revenue Budget totals \$2.1 million)

Athletic Facilities Improvement Funds are an effort to keep well-maintained athletic facilities that address the expanding needs of the student-athletes. Mason sets aside funds annually to address major athletic facilities improvement projects for all facilities located on the west campus, including the Field House, practice fields, George Mason Stadium, the Spuhler Field (baseball), a softball complex, and two unlighted Bermuda grass fields. The funding helps assure that athletic facilities are available to intercollegiate athletic teams year-round. Student fees support the budget for athletic facilities improvements.

(FY 2020 Revenue Budget totals \$0.2 million)

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$2,252,700	\$2,253,800
Expenses	2,252,700	2,253,800
Annual Operating Balance	-0-	-0-

DINING

Dining at Mason is an important component of the overall university experience. While the principal goal is to provide daily nourishment, Dining provides an opportunity for the Mason community to come together, share experiences, and build lifelong networking connections. The dining community at Mason consists of a wide array of users including resident students, non-resident students, administration, faculty, staff, alumni, and visitors. For non-resident students, dining may be the most apparent opportunity to interact with other students on a personal basis. For resident students, dining can be both a ritual and daily highlight. Many faculty and staff use dining at Mason as an opportunity to share new ideas and discuss business in a relaxed setting.

Throughout their long-standing relationship with Mason, Sodexo has managed the dining operations and has aimed to produce dining experiences that focus on quality and variety. Sodexo manages three dining halls on the Fairfax Campus and one at the SMSC location. Over 3.6 million meals are served in these dining halls. Additionally, there are over 20 Sodexo-managed retail restaurants on Mason’s campuses. Sodexo provides 1,000 meal vouchers for students in temporary need through the Student Meal Assistance Fund. An on-site Sodexo Registered Dietician is available to assist students with all of their dietary needs.

Students are much more invested in meal plans than other Sodexo services such as catering and retail sales. These meal plans offer Mason students a variety of options, including Independence plans with unlimited access to the dining halls, Liberty and Patriot plans with a fixed number of meals each semester, and Freedom plans with declining cash balances. The residence dining halls provide all-you-care-to-eat, 24-hours a-day, dining on the Fairfax Campus.

Mason has made it a priority to keep meal plan costs affordable and competitive with our peer institutions. Commissions generated by Dining support maintenance costs for dining equipment, facilities debt service and improvements, and capital maintenance. Dining strives to constantly improve the dining experience for the Mason community. As taste and trends change, the quality, diversity, and types of foods, such as locally grown, are constantly evaluated and changed through close collaboration with the Student Government. Sodexo, in collaboration with the Office of Sustainability, uses produce from Mason’s Hydroponic Greenhouse in Presidents Park.

The physical dining environment, friendliness and professionalism, food safety, and other aspects of delivery and service are all critical variables to ensure dining at Mason is pleasurable and memorable. Students appreciate the IRIS photo recognition terminals for fast access to dining halls. Mason Dining helps contribute positively to the overall intellectual, social, wellness, sustainable, and financial health of the university.

In addition to the Sodexo-operated retail brands, there are six independently operated dining locations for the Mason community to enjoy: Argo Tea, Chipotle, Manhattan Pizza, Panera Bread, Panda Express, and Wing Zone.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$26,606,000	\$28,910,500
Expenses	26,606,000	28,910,500
Annual Operating Balance	-0-	-0-

STUDENT CENTERS (JOHNSON CENTER / UNIONS)

The Student Centers operation integrates all aspects of campus life by providing support services management to the Johnson Center, Student Union I (SUB I) and The Hub. The unit’s goal is to support and complement the academic experience by providing excellent customer service to the Mason community and its visitors, promote diversity and campus spirit through cooperative participation, and encourage student development, social competence, and responsibility.

In addition to providing meeting and dining space, Student Centers’ operation offers program and support services to students, faculty, and staff. Student Centers supported 20,435 events in FY 2018. Over the past several years, the division increased its event support in response to increased campus activities.

The division continues to increase its use of technology to provide enhanced service to users, including a significant investment added to all meeting and event spaces during the past year. Practical learning and development opportunities are critical components for student employees at the unions, which annually employs over 100 student staff. Facility and operations management of the Student Centers are core components also provided by the Student Centers, completing in excess of 1,500 work orders per year.

The Johnson Center tenant and event spaces include the Admissions Office, Dewberry Hall, the cinema, Gateway library space, the student radio station (WGMU), the Center for Teaching Excellence, global and other educational centers, Student Academic Affairs, various University Life programs, the bookstore, Patriot Tech, a full service credit union, and a variety of franchise eateries. Millions have visited the Johnson Center facility since its opening in 1995. With nearly four million annual visitors, the Johnson Center remains the busiest building on campus and continues to serve as the “living room” of the university.

SUB I contains many University Life and Provost services, including but not limited to the Student Health Center, Counseling and Psychological Services, Disability Services, Diversity Services, LGBTQ Resource Center, Enrollment Central, Financial Aid, Mason Card Office, Registrar's Office, and eateries. SUB I visitors totaled over 750,000 in FY 2018.

The Hub is home to various student involvement aspects of University Life, including Student Media, Student Involvement, campus mail services, retail print center, The Hub Ballroom, and multiple meeting rooms. The Hub entertained 477,000 people last year. The Corner Pocket game room, also located in The Hub, is a place where the Mason community can gather to relax, play games, and have fun together. With over 52,000 visitors last year, the Corner Pocket continues to grow and remain a student programming hot spot for the Student Centers.

Student Centers has emphasized and increased its marketing arm and boasts a newly designed website that had over 52,000 hits last year. With over 19,000 Twitter followers and nearly 50,000 on Facebook, the marketing area has reached over 100,000 individuals, helping to keep people informed of the various activities within the Student Centers throughout the year.

The Student Centers’ operating budget is supported through a combination of student fee allocations and self-generated revenues. These increases are reinvested into the facilities in order to maintain and preserve Student Center buildings to Mason’s standards.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$11,615,300	\$12,144,700
Expenses	11,615,300	12,144,700
Annual Operating Balance	-0-	-0-

ARTS CENTERS

The Arts Centers at Mason include the Center for the Arts (CFA) and the Hylton Performing Arts Center (Hylton). The CFA is the professional presenting and revenue-producing arm of the College of Visual and Performing Arts (CVPA) in Fairfax. The CFA plays a key role in the cultural vitality of the Washington metropolitan region, attracting more than 200,000 visitors each year to attend or participate in performances by local artists and ensembles, community and university events, student and faculty productions, and our own multi-disciplinary professional series—Great Performances at Mason. Through master classes, open rehearsals, classroom visits, and other engagement activities, CFA intertwines professional artists throughout the academic life of Mason, reaching arts majors and the general student body, and extending opportunities to our partner schools in Fairfax County.

The CFA hosts a large number of university events, including Fall for the Book events and other special speakers, seminars, and meetings. The CFA has several regular rental clients, most notably: the Fairfax Symphony, Fairfax Choral Society, American Youth Philharmonic, and several major military bands and orchestras including the Marine Band, Army Blues, and the Airmen of Note. The CFA operating budget is supported by student fee allocations as well as self-generated revenues in the form of ticket and rental income, private philanthropy (primarily through the Friends of the Center for the Arts, representing more than 700 households), corporate sponsorships, and merchandise sales commissions.

In the spring of 2010, the Hylton Performing Arts Center (Hylton) opened its doors to provide a first-class professional arts venue on the Science and Technology Campus in Manassas, serving the entire region. Hylton was designed and constructed through a partnership agreement between Prince William County, the City of Manassas, and George Mason University, with additional support from the Commonwealth and the private sector. The facility contains two performance venues: Merchant Hall with 1,120 seats and the flexible Gregory Family Theater with 250 seats. It showcases music, dance, and theater productions by local artists and ensembles, Mason students and faculty, and several multi-disciplinary professional series—the Hylton Presents Series, Hylton Family Series, Matinee Idylls, and Hylton Center Extra. The Hylton Center offers free tickets to students to the performances in these series. In addition, the Buchanan Partners Art Gallery presents the work of regional visual artists. The facility is also available for rent to community, nonprofit, and corporate groups for productions and meetings. During FY 2019, a 17,000 square foot Education and Rehearsal wing is being added to the Hylton Center to provide more space for the creation of original performing arts productions, as well as to provide more teaching and event space.

CVPA embraces three overlapping communities: students and faculty; community artists, audiences, and volunteers; and professional artists and arts organizations. In organizing around these three circles of contribution, the college asserts that their intersection creates distinct advantages for each, enabling work to emerge that no one of the three could accomplish without the others. The college believes that this model sets the stage for the ideal contemporary education in the arts. As in a Venn diagram, participants and activities of the three communities share common space and occupy unique terrain. Communication flows seamlessly between participants, providing immediate feedback and reference points for decision-making and innovation. CVPA believes that its three-legged stool approach is more than competitive; it is a leadership model for the arts in higher education, because it models the creative process itself and the societal structures that support the arts, ensuring that Mason’s arts programs and facilities make a strong contribution to the strategic university goal of community engagement.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$14,668,300	\$15,144,400
Expenses	14,668,300	15,144,400
Annual Operating Balance	-0-	-0-

FREEDOM AQUATIC AND FITNESS CENTER

The Freedom Aquatic & Fitness Center provides a broad range of year-round recreational, educational, social, and cultural programs and activities. The facility is designed to attract and serve a variety of individuals and groups, which includes Mason students, faculty and staff, the general public, school and community groups, and persons with disabilities.

Located on the Science and Technology Campus, the center is the result of a thriving partnership among George Mason University, Prince William County, and the City of Manassas. Mason is responsible for all aspects of the daily administration and operation of the center. The 110,000-square-foot Freedom Aquatic & Fitness Center offers state-of-the-art exercise equipment, group fitness programs, a full gymnasium with an elevated track, and recreational and instructional swimming in a 50-meter competition pool. It also houses human performance labs, classrooms, meeting space, and a children’s program area with a drop-in childcare center.

The Freedom Center budget is funded primarily through self-generated revenues in the form of memberships, daily admissions (aquatics and other fitness classes), and contributions from Prince William County and the City of Manassas. Additionally, a student fee allocation is provided to cover Mason’s portion of the overall facility capital maintenance fund.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$5,326,500	\$5,326,500
Expenses	5,326,500	5,326,500
Annual Operating Balance	-0-	-0-

UNIVERSITY LIFE

University Life focuses on students’ academic and post-graduate success and civic engagement, and makes an intentional effort to provide students with service, access, opportunity, guidance, and experience.

University Life prepares students for the demands of work, social responsibility, and life in an ever-changing global society. Through a range of direct services and programs, University Life supports every student at Mason from orientation through graduation. University Life’s goals for student success are:

- Increased well-being and post-graduation success,
- Increased retention and timely degree completion,
- Increased engagement and student learning,
- Provide the highest level of service and support for students and families.

University Life activities and programming include the following:

Academic Support Programming encompasses lectures, training, classroom presentations and workshops, cultural activities, and other educational programs offered throughout the year and during special weeks/months. These include Asian Pacific American Heritage Month, Black History Month, Healthy Relationships Week, Hispanic Heritage Month, Victim’s Rights Week, and Women’s History Month.

Community Building Social Activities includes activities such as Homecoming, Mason Day, Patriots’ Day, International Week, International Café, and social activities sponsored by student organizations and Housing and Residence Life. The Preamble provides new undergraduate students the opportunity to meet their fellow Patriots, learn more about the academic expectations of the university, and participate in New Student Convocation. Welcome Week encompasses events and activities to welcome all students at the beginning of the fall semester.

Student Media includes Mason’s official newspaper (Fourth Estate), a radio station (WGMU Radio), a television network (Mason Cable Network), yearbook (GMView), two magazines, and five student literary journals. Student Media also offers 16 sections of one-credit co-curricular workshops.

Student-Run Organizations support activities through the university. The Student Funding Board distributes funding to more than 400 registered student organizations. The Student Bar Association disburses funds annually to approximately 40 student organizations and journals in the Antonin Scalia Law School.

Student Support includes assisting students with academic and career goals through Disability Services, Career Services, Learning Services offices, and through Patriot Success initiatives.

University Life Activities Related Units include University Life Administration, Student Activities Office, Orientation, Student Media, Johnson Center and University Life Programs, Diversity Programs and Services, International Programs and Services, and the Women and Gender Studies Center.

College of Humanities and Social Sciences – Faculty-directed Programs organized and taught by instructional faculty are open to students irrespective of their major. Programs include debate and forensics in the Communication Department of the College of Humanities and Social Sciences.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$10,511,400	\$11,395,100
Expenses	10,511,400	11,395,100
Annual Operating Balance	-0-	-0-

AUXILIARY ENTERPRISES ADMINISTRATION

Auxiliary Enterprises Administration is composed of several units that provide student services through contracted services and self-operated activities. The primary goal is to provide services and activities that complement and enhance student learning, provide necessary support to the Mason community, as well as enhance the campus environment. The following describes these activities.

Auxiliary Enterprises Administration provides central oversight and direction to services such as Student Centers, Mason Card Office, Trademark Licensing, and Vending, and contracted services including the Bookstores, Patriot Tech, Dining, EagleBank Arena, Mail Services, Managed Print Services and Real Estate.

Mason Card Office manages the Campus ID and access program, Mason Money system, and the Mason Merchants off-campus program, where more than 25 local merchants accept Mason Money funds. The Mason Card Office issues and manages over 50,000 Photo ID cards.

Card Access Security Office (CASO) manages electronic access to all university doors through the Mason ID. CASO manages specific access to individual doors based on user needs and provides access when an ID card is misplaced. CASO manages door ID reader hardware and is upgrading hardware from mag-stripe to proximity readers. This operation was transferred from Campus Police to Auxiliary Enterprises in 2018.

Mail Services provides a service for students and the Mason community to purchase stamps and packaging materials, as well as send packages by parcel. Over 3.6 million pieces of mail and 75,000 student packages are handled annually. Canon USA has managed Mail Services since 2017.

University Bookstores provide a service for Mason students and the community with locations on the Fairfax, Arlington, and Science and Technology Campuses. Managed by Barnes & Noble, it provides 128,000 textbooks to students through purchase, rent, or download. The Bookstores are the primary retailer for university-licensed apparel, along with gifts, supplies, accessories, and electronics.

Programs, Events, and Camps Serving Minors serves as a resource for internal and external organizations seeking to host events involving minors. It focuses on background checks and insurance requirements and serves as a clearinghouse for any event involving minors held at Mason.

Print Services is managed by Canon USA and supports academic, administrative, and student imaging needs with full-service print centers on three campuses via all public coin- and card-operated copiers, the administrative copier fleet, and pay-for-print devices.

Mason Vending and Trademark Licensing support student scholarships and have provided over \$2.4 million in scholarships over the past five years through the sale of Mason branded products, beverages, and snacks.

The shopMason brand and website promote all Auxiliary Enterprises services through one website and marketing program. By centralizing marketing, shopMason aims to connect the wide range of goods and services that are offered through units of Auxiliary Enterprises, cross-promote them to the Mason community, and promote special offers and featured events.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$6,539,700	\$7,089,700
Expenses	6,539,700	7,089,700
Annual Operating Balance	-0-	-0-

CAMPUS ACCESS (PARKING SERVICES)/TRANSPORTATION

Campus Access (Parking Services) is self-supporting and includes a variety of services that support parking on all of Mason’s campuses. Campus Access funds are generated primarily from permit fees, visitor and event revenues, and fines. These revenues cover parking lot and deck construction debt service, parking lot and deck repairs and maintenance, lighting repairs and installations, and the management fee for the parking contractor, as well as subsidizing the transportation programs. SP+ (formerly Standard Parking), the university’s outsourced partner for managing parking operations, manages the permit sales program, provides parking enforcement and event technicians, manages the parking decks and lots, and manages the Motorist Assistance Program. Funded activities include staffing of the Parking Services administrative office, monitoring and assisting with traffic in conjunction with Mason Police, managing parking areas and special events, managing parking deck operations, customer service, and enforcement. These services are offered on all campuses.

The Transportation Office provides administrative oversight of the parking operation, acts as liaison with the City of Fairfax as it relates to the CUE Bus and other transportation programs, administers the campus shuttle programs (Mason Shuttles) and all alternative transportation programs, and provides strategic direction to the campus regarding parking and transportation decisions. The existing shuttle system provides transportation between the Fairfax and Science and Technology Campuses on a scheduled basis during the academic year. Shuttle services have been added to connect students to various shopping areas, and provide express transit to and from the Vienna Metro Station, service to the Burke VRE station and around the Fairfax Campus. Beginning in FY 2008, a transportation fee was included within the overall annual student fee. These allocations are used to fund the university’s subsidy to the City of Fairfax for the CUE bus and partially fund the expanding shuttle program. The Transportation Office also oversees the transportation demand management (TDM) program, including bicycle and ridesharing, as well as administers the Commonwealth Commuter Choice transit benefit. As the campus grows, an emphasis on additional traffic and transportation improvements will be necessary. The Transportation Office will be updating the long-range Parking Services and Transportation master plan in the next year to address future needs and will also update the vision for future growth in this area to meet updated enrollment projections through the end of the next decade.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$19,776,500	\$19,770,500
Expenses	19,776,500	19,770,500
Annual Operating Balance	-0-	-0-

AUXILIARY ENTERPRISES CENTRAL

Auxiliary Enterprises Central includes a variety of budgetary units including:

Indirect Cost is the payment made to Educational and General programs for the support services provided to Auxiliary Enterprises and is formula-driven, based on Commonwealth guidelines. This is an expense to the Auxiliary Enterprises. Currently, the source of funds for paying this indirect cost assessment is the Auxiliary Enterprise interest income and a student fee allocation. *(FY 2020 Revenue Budget totals \$11.7 million)*

AE Debt Service includes AE central debt service funding for the Aquia building, the Global Center, the Central Utility Plant expansion project, as well as the utility infrastructure project. The Aquia building serves as a data center and a portion of its annual debt service is covered by a student fee allocation. The Global Center, as a result of a partnership with INTO University Partnerships, provides an innovative living and learning environment for Mason INTO students; its debt service is covered by the services agreement with the Mason INTO program. The debt service for the Central Utility Plant expansion project and the utility infrastructure project will be covered by user fees charged to internal parties. *(FY 2020 Revenue Budget totals \$5.7 million)*

University Scholars reflects Mason’s commitment to attracting and admitting outstanding students and supporting them through merit scholarships. Several years ago, Mason embarked on a University Scholar program with the anticipation that funds from future capital campaigns and other self-generated revenues would provide funding for the scholarships. Over the last few years, the program has been funded from various sources of revenues such as self-generated revenue from the beverage contract, miscellaneous commission revenues, Educational & General, and student fees. The Admissions Office and Provost’s Office administer this program. *(FY 2020 Revenue Budget totals \$3.0 million)*

Auxiliary Contributions for E&G Support have been set up to provide a transfer from Auxiliary Enterprise to support Mason’s Educational and General operating budget. This type of transfer is unique in higher education, where the Auxiliary Enterprise operation provides support to the Educational and General funding of the institution. A combination of student fee and self-generated revenue allocations fund these reserves. *(FY 2020 Revenue Budget totals \$4.6 million)*

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$22,609,600	\$24,879,600
Expenses	22,609,600	24,879,600
Annual Operating Balance	-0-	-0-

AUXILIARY ENTERPRISES RESERVE FUNDS

Auxiliary Enterprises Reserve Funds include a variety of budgetary units including Facility Reserves and Other Auxiliary Reserves.

Facility Reserves allow for the prudent business practice of setting aside adequate reserves to address facility repairs and renewals. Since the state provides no General Fund support for the maintenance of Auxiliary Enterprises facilities and no student tuition will be used to maintain these buildings, annual student fee allocations are made to facility reserves funds. In addition to student fee allocations, when possible, excess self-generated revenues related to EagleBank Arena, Bookstores, and Dining commissions are moved to a facility improvement fund that falls under the facility reserves unit. All of these funds are then utilized for approved capital improvements with the balance remaining in “escrow” to address future needs.

(FY 2020 Revenue Budget totals \$2.5 million)

Other Auxiliary Enterprises Reserves have been set up to address such issues as utility and equipment increases, salary adjustments, capital construction expense overruns, and reserves that will be transferred to the Capital Special Purpose Fund. A combination of student fee and self-generated revenue allocations fund these reserves. *(FY 2020 Revenue Budget totals \$24.0 million)*

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$20,437,700	\$26,514,500
Expenses	18,132,000	24,008,800
Annual Operating Balance	\$2,305,700	\$2,505,700

RECREATIONAL SPORTS PROGRAMS & FACILITIES

Mason Recreation, within the division of University Life, operates facilities, programs, and services that include fitness, intramural sports, club sports, The EDGE-team challenge course, outdoor recreation, aquatics, summer camps, and informal/open recreation. Facilities include the Recreation and Athletic Complex (RAC), Aquatic and Fitness Center (AFC), Skyline Fitness Center, RAC Field, tennis courts, outdoor basketball courts, West Campus Park fields and pavilion, and the EDGE team challenge course on the Science and Technology Campus. The following paragraphs describe some major functional units.

Intramural Sports provides current Mason students, faculty, and staff an outlet to participate in organized sports leagues, tournaments, and special events.

Club Sports offer students an opportunity to actively pursue a chosen sport on a regular basis with others who share a similar interest. Clubs are both recreational and competitive and operate through student leadership.

Mason Recreation Fitness Program provides opportunities for students, faculty/staff, alumni, and community members to participate in a variety of educational and fitness programs, including group exercise, indoor cycling, yoga/Pilates, aqua aerobics, paddle board, personal training, fitness related clinics and workshops, and health and well-being related events.

EDGE–The Center for Organizational and Team Leadership Program is a leadership and team challenge course and outdoor facility located on the Science and Technology campus which serves and generates revenue through schools (3rd–12th grade), corporate and community clients, university groups, and government agencies.

The Aquatic and Fitness Center (AFC) is located on the Fairfax campus and provides aquatic and fitness opportunities for the broadest spectrum of campus life with an evenly balanced program of recreation, instruction, and competitive activities. **The Skyline Fitness Center** is located between Southside Dining facilities and Tidewater Residence Hall. The purpose of this center is to provide fitness opportunities for students and members who prefer its centralized location on the Fairfax Campus.

The Recreation and Athletic Complex (RAC) located on the Fairfax campus provides classrooms, office space, court space, and fitness multipurpose rooms for RHT classes, ICA teams, ROTC, and Recreation. The complex houses two gymnasiums, one ICA athletic training room, the ICA basketball practice facility, two racquetball courts, two squash courts, cardio and strength equipment, a yoga room, and a multipurpose room.

Outdoor Adventures is dedicated to getting Mason students off campus and into nature. Most weekends, we offer one to two outdoor trips to local and regional parks, national parks and other public lands such as backpacking, climbing, biking, and hiking.

Mason Rec Camp provides campers with a well-rounded recreation experience. The goal of the program is to keep campers moving while exposing them to a variety of recreational activities to build a passion for lifelong learning and maintaining an active lifestyle.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$8,401,900	\$8,444,800
Expenses	8,401,900	8,444,800
Annual Operating Balance	-0-	-0-

AUXILIARY ENTERPRISES INFORMATION TECHNOLOGY

Auxiliary Enterprises Information Technology Services (ITS) provides communications services to Mason for faculty, staff, and students. The major activities include faculty and staff local and long distance telecommunications services, student local phones, student data service, student cable TV service, student long distance service, and telecommunications infrastructure project costs. The operation is funded primarily from charge-backs to student housing and to departments within the university. The housing rental rates paid by students include an amount earmarked to cover the cost of the telecommunications for students. In addition, a student fee allocation is provided to support an Auxiliary Enterprise dedicated support position.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$5,029,300	\$5,029,300
Expenses	4,873,800	4,873,800
Annual Operating Balance	\$155,500	\$155,500

STUDENT HEALTH SERVICES

Student Health Services' (SHS) mission is to provide high-quality health care, health education, and prevention services to George Mason University students, in support of University Life's core values. A dedicated staff of doctors, nurse practitioners, and nurses provide easily accessible and affordable health care to all enrolled students in a caring and confidential environment. From treating illness and injury to providing vaccinations, offering physical exams and health counseling, Student Health's goal is to maintain the well-being of Mason students.

Student Health serves a large and diverse population of students - serving students ages sixteen to over seventy, undergrad and graduate students, those living on and off campus, students who are insured and uninsured, and a steadily increasing number of international students. The Fairfax, Arlington and Science and Technology clinics provide care for over 7,100 unique patients with over 18,500 clinical visits a year. In addition, the after-hours nurse advice line allows students to get advice even if Student Health is closed.

The Electronic Health Record (EHR) system allows SHS to gather statistics on the utilization of health services. Combined, SHS providers in the health clinics, Immunization and Insurance Offices have contact with students in over 38,000 visits yearly. SHS provides over 3,900 immunizations each year and manages a third-party vendor to provide student health insurance for more than 3,300 domestic and international students.

The EHR system supports documentation of best clinical practices and helps SHS achieve documentation for accreditation by Accreditation Association for Ambulatory Health Care (AAAHC). Staff at Student Health Services remain current with medical best practices as evidenced by meeting peer review criteria required by AAAHC.

SHS provides services that are vital to our students' success through participating and collaborating in campus-wide events such as new student orientation, the Health and Fitness Expo, and invitations to speak to student groups. Student Health supports Mason's goal of career-ready graduates by supervising and mentoring medical residents, nurse practitioners, and nursing students during clinical preceptorships.

The growth and development of students during their time at Mason is demonstrated through satisfaction with SHS services in the "Patient Satisfaction Survey," part of the American College Health Association's benchmarks. Consistently, the majority of students surveyed rate their experience as very satisfactory and Student Health consistently outperforms peer benchmarks on this measure.

By coming to SHS, students learn to navigate the health care system, improve their ability to articulate health problems clearly, take responsibility for making choices about their own health care, and schedule follow-up appointments at Student Health Services, and with providers and specialists in the community. SHS is currently in the process of implementing a patient portal to allow students secure access to their health records and results.

Funding for SHS comes primarily from student fee allocations. However, significant self-generated revenue is collected to cover wage staff (a critical part of SHS's operation) and other direct expenditures. Student Health strives to meet student expectations and clinical best practices. Efforts to enhance SHS on all campuses will continue.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$9,598,300	\$9,597,400
Expenses	9,598,300	9,597,400
Annual Operating Balance	-0-	-0-

CHILD DEVELOPMENT CENTER

Convenient and exceptional childcare serves George Mason in two considerable fashions. First, childcare contributes to Mason’s goal of quality life/work balance. The number of faculty and staff potentially needing childcare has increased by 55% since 2012. Second, convenient and exceptional childcare serves as a recruiting tool. As cited in the same (2016) survey, over half of the university supervisors say, “Having quality childcare on campus has been an important recruitment tool.” With competitive resources, Mason is better able to recruit high-quality talent.

The George Mason Child Development Center (CDC) is a childcare and early education facility located on the Fairfax campus supporting faculty, staff, students, and the greater Fairfax community. Accommodating up to 104 children in six classrooms, the center provides a research-based, emergent curriculum for children 2-5 years of age. Accredited by the National Association for the Education of Young Children (NAEYC), the CDC educates the whole child.

The CDC is a self-supporting operation with funding for its operating budget coming from tuition, fundraising, professional development workshops, and school-age programming. Using information learned in a (2016) Fairfax campus survey, the CDC aims to further support the needs of the Mason community through continuous growth and development of new programs including a parent education series, expanded school-age summer camp programming, and enhanced campus partnerships to provide field trips and unique educational experiences.

The CDC fosters and nurtures children’s minds, skills, and interests by creating a caring environment filled with engaging activities. Based on the practices of the Developmental-Interactionist Approach, the teachers facilitate the growth and learning process through intentional play experiences. In addition to providing children with well-balanced academic foundation, the CDC supports children’s physical and social-emotional development through activities, such as gardening and yoga, and a nutritional menu featuring local produce.

There are also special opportunities to support parents with children above the age of five. The CDC offers Mason Kids Club, a school-age program for children in Kindergarten through age 11. At the Mason Kids Club, kids can participate in interactive themed camps such as, “Super Heroes!” or “Once Upon a Time...” This program is available during the summer and select Fairfax County Public Schools (FCPS) closures throughout the school year.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$1,996,700	\$2,015,600
Expenses	1,996,700	2,015,600
Annual Operating Balance	-0-	-0-

EAGLEBANK ARENA

The EagleBank Arena is a 10,000-seat mixed-use venue located on the Fairfax Campus built in 1985. The only facility of its kind in Northern Virginia, the EagleBank Arena has evolved from a home for Mason basketball and commencements to a functional university and community assembly space. Each year, the EagleBank Arena welcomes popular musicians and other concert events, family entertainment such as craft and bridal fairs, and local community high school graduation ceremonies. The Arena holds approximately 140 events each year, generating over 525,000 tickets. Mason faculty and staff receive discounted tickets to many EagleBank Arena concerts and family entertainment events.

Mason’s third party partner, Monumental Sports & Entertainment, operates the EagleBank Arena. A five-year renewal of the existing contract with Monumental occurred in fall 2018. In return for their services, Monumental Sports & Entertainment receives an annual fee and a small percentage of the operations’ overall revenues. The remaining net revenues are returned to the university and are used to fund athletic scholarships, facility maintenance, updates and reserves, and a portion of the EagleBank Arena operating costs (primarily utilities). The remaining operating costs are funded by a student fee allocation.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$2,866,500	\$3,641,800
Expenses	2,866,500	3,641,800
Annual Operating Balance	-0-	-0-

POLICE CADET

Police Cadet Program is managed by the University Police Department and includes a pedestrian escort service. This service is staffed by Mason students who escort anyone who wishes to be accompanied to their car, bus, classroom or residence. In addition, they support Campus Access and Police activity in connection with events on campus. Members of the program are dedicated to providing the highest level of safety, security, and service to all members of the Mason community, their visitors, and guests. Committed to the prevention and control of crime, protection of life, and the safeguarding of property through vigilant patrol, Police Cadets promote the advancement of cooperative relationships within the university environment. The program offers a wide range of services designed to meet Mason’s needs while providing students with an opportunity to gain valuable insight into law enforcement.

	FY 2019 ORIGINAL	FY 2020 ORIGINAL
Revenues	\$254,900	\$254,900
Expenses	254,900	254,900
Annual Operating Balance	-0-	-0-



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ITEM NUMBER IV.A.:

SIX-YEAR CAPITAL PLAN (ACTION)

PURPOSE OF ITEM:

This item provides information on the upcoming annual submission of University's Six Year Capital Plan for Board approval.

APPROPRIATE COMMITTEE:

FINANCE AND LAND USE

BRIEF NARRATIVE:

George Mason annually submits a six-year capital plan to the Virginia Department of Planning and Budget. The deadline for submission typically occurs in late-June or early July.

The draft capital list on the following page represents the total proposed six-year plan and represents our relative priority for future funding requests.

STAFF RECOMMENDATION:

Approval of the capital projects listed on the following page.

George Mason University 2020-2026 Capital Plan

Proposed Special Initiative Projects (Amazon/Technology Talent/IPPA)		
IDIA Institute for Digital Innovation Building & Garage (400,000 GSF) (PPEA)	GF NGF Total	\$125M \$125M \$250M
Vernon Smith Hall Finish-Out Project (Reno: 13,000 SF)	GF	\$2.5M
Network Infrastructure Improvements	GF	7.5M
Technology Infrastructure Improvements	GF	\$36M - \$44M
Virtual Online Campus	GF	\$7.5-\$8.5M

Proposed Projects for submission to DPB for Legislative Consideration		
Construct Academic VIII-STEM (200,000 GSF)	GF	\$180M-\$190M
Renovate Planetary (S&T I) Hall (100,000 GSF)	GF	\$72M - \$78M
Renovate and Addition David King Hall (86,000 GSF, Reno: 60,000 GSF New)	GF	\$90M - \$100M
Improve Telecom/Network Infrastructure – Phase II	GF NGF Total	\$14M- \$16M \$10M - \$12M \$24M - \$28M
Improve Telecom/Network Infrastructure – Phase III	GF NGF Total	\$10M - \$12M \$9M - \$11M \$19M - \$23M
Renovate Fenwick Learning Commons Phase 2 (90,000 GSF Reno; 35,000 GSF New)	GF	\$55M-\$60M
Central Plant Capacity Expansion	GF	\$4-\$6M
Renovate Enterprise Hall (Reno: 100,000 GSF)	GF	\$50M - \$55M
Aquatic Fitness Center Renovations	NGF	\$5.5M-\$6.5M
Parking Garage IV (360,000 GSF)	NGF	\$36M

PPEA Authority West Campus	NA	NA
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Proposed Projects for BOV Approval only under HECO		
New Business School Building (200,000 GSF)	NGF	\$165M
Activities Building (15,000 GSF)	NGF	\$3.75M

Previously Approved Projects		
Renovations to Center for the Arts Concert Hall	NGF	\$25M

FFE DPB Submission		
Robinson Hall	GF	\$11.32M
Utility Infrastructure	GF	\$232K
Telecom/Network Infrastructure – Phase I	GF	\$1.25M

ITEM NUMBER V.:	Human Resources & Payroll – (JLARC) Span of Control (ACTION)
PURPOSE OF ITEM:	Update the Board of Visitors on current Span of Control data according to JLARC’s recommendation.
APPROPRIATE COMMITTEE:	FINANCE AND LAND USE
BRIEF NARRATIVE:	<p>In October 2014, the Joint Legislative Audit and Review Commission (JLARC) issued a report to the Governor and General Assembly regarding Support Costs and Staffing at Virginia’s Higher Education Institutions. The intent of the study was to analyze the cost efficiency of the state’s higher education institutions and to identify opportunities to reduce costs. JLARC analyzed spending, staffing levels and “spans of control” – measured by the number of direct reports per supervisor.</p> <p>JLARC’s recommendation for Span of Control included the Board of Visitors at all Virginia Institutions receive annual reports on Span of Control statistics, and eliminate unnecessary supervisory positions by developing standards that establish and promote broader spans of control.</p> <p>Mason is successfully working towards broader spans of control. In 2018, Mason developed a span of control policy (University Policy 2233). Since 2017, the average span of control for supervisors has increased annually.</p>
STAFF RECOMMENDATION:	For Board approval.

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 February 2019 report include:

- Health Sciences – Academic VII –We are currently in the closeout phase of the main project. The construction of the MRI suite is completed and is in the close-out phase.
- Construct/Renovate Robinson Hall, New Academic and Research Facility and Harris Theater - Phase 1B work which includes Robinson B and Harris Theater enabling projects, asbestos abatement and demolition of Robinson A, site utility relocations and mass excavation and sheeting and shoring for the new academic building site, is about 90% complete and will be substantially complete by May 15, 2019. Phase 2/3 working drawings is in the permit process with DEB, permit approval was issued effective April 2, 2019, Phase 3 permit will be issued separately within the next 30-60 days. Construction work on Phase 2 will begin by April 15, 2019.
- Improve Utility Distribution Infrastructure Fairfax - Construction work is approximately 80% complete on phases 1A (near Thompson Hall), 1B (south of Johnson Center). Phase 1C (Patriot Circle to Eagle Bank Arena) is approximately 95% complete. Phase 1A and 1B are behind schedule due to weather delays and unforeseen underground utility conflicts, which requires revised pipe alignments. We are currently assessing schedule impacts for Phase 1A and 1B. Phase 1C is complete with the exception of final grading and landscape has been held up due to harsh weather conditions. Phase 2A (south of College Hall and Buchanan Hall) and Phase 2B (south of West Building) work is approximately 75% complete. Work in Phases 2A and 2B are delayed due to unforeseen underground utility conflicts and poor weather conditions. Phase 3 (Wilkins Plaza Extension from clock tower to Southside) fencing has been erected and tree removal is complete. Phase 3 is scheduled to be completed in January of 2020. As noted several of the early phases are delayed and we have received a recovery schedule for phases 1 and 2. The current goal is to complete work and have fencing removed in all Phase 1 and 2 areas early summer. Phase 4 work is being started with test pitting to determine location of underground utilities – this work will continue through mid-May when erosion and sediment control measures will be installed along with fencing.

- PPEA Discovery Hall Ph. II & Fitout/Clean Room –The Certificate of Occupancy for the Fitout project was received May 2018. The Clean Room Project has been bid. The bid exceeded the project budget and Mason is working with the Architect, Contractor, and Users to resolve the budget.
- Into Phase II–The project was completed by the Fall 2018 semester. We are currently in the closeout phase of the project.
- Eagle Bank Arena – The lighting replacement and scoreboard projects have been completed and closed. The roofing project and media, dressing and locker room renovations are substantially complete. The roof structure improvements have been bid, the contract has been awarded, and construction is scheduled for this summer.
- Hylton Performing Arts Center Addition – Construction is in progress. Weather has delayed project completion which is now scheduled for completion by October 2019. A soft start of this Addition has always been planned with no event impact until late December.
- Telecom Infrastructure – Design is in progress. The Schematic Design Submission is due in April and The Preliminary Design Submission is due in July.
- Bull Run Labs (Mech and BioChem) – Mech Lab is complete and operational. BioChem Lab renovations are substantially complete and began functional occupancy.
- Life Sciences Bull Run Hall IIIB – The University has selected an Architect/Engineer and intends to initiate programming in early May. The funding amount approved by the Commonwealth is \$58,946,302 which is significantly below the \$67M estimate of probable cost developed by Mason based upon DEB historical project costs.
- Johnson Center HVAC Repairs – The Contract with the Architect/Engineer has been signed and design in process.

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										
17999-000	Health Sciences - Academic VII (Peterson Hall)	164,880		\$ 74,163,039	Ⓡ	●	●	6/2/2015	1/8/2018	99.0%
A6247-020	Into Phase II		16,555	\$ 3,400,000	●	●	●	12/15/2016	7/15/2018	99.0%
Varies	Bull Run Labs (Mech and BioChem)		7,204	\$ 3,000,000	Ⓡ	●	●	3/15/2017	1/15/2019	99.0%
Varies	Eagle Bank Arena Upgrades		82,000	\$ 4,845,000	●	●	●	12/1/2016	8/22/2019	75.0%
18011-000	Hylton Center Addition*	17,082	360	\$ 13,481,383	●	Ⓡ	●	8/1/2018	8/1/2019	65.0%
18207-000	Renovate Robinson Hall and Harris Theater (Phased)*	217,726	23,161	\$ 119,631,000	●	●	●	7/1/2018	12/31/2021	9.5%
18208-000	Improve Utility Distribution Infrastructure Fairfax (Phased)*			\$ 51,539,000	●	●	●	8/1/2018	12/31/2021	29.0%
Design										
17848-000	PPEA Discovery Hall Ph II & Fitout/Clean Room	18,000		\$ 6,115,000	Ⓡ	Ⓡ	●	3/15/2019	2/15/2020	N/A
18339-000	Telecom Infrastructure*			\$ 10,053,000	●	●	●	TBD	TBD	N/A
18000-000	Life Sciences - Bull Run Add DPB*	100,000	5,000	\$ 58,946,302	●	●	●	4/1/2021	8/1/2203	N/A
A8247-027	Johnson Center HVAC Repairs			\$ 3,049,500	○	○	○	TBD	TBD	N/A
Planning										
A8247-024	Hylton Center HVAC Repairs		112,352	\$ 4,025,000	○	○	○	TBD	TBD	N/A
247-18423-000	Relocate Storm Water Infrastructure and Demolish Original Bldg.			\$ 7,500,000	○	○	○	TBD	TBD	N/A
Grand Total This Report		517,688	246,632	359,748,224						

Data as of April 2019

* 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



Established in 1987, Early Identification Program (EIP) serves as the college preparatory program of George Mason University. With over 1,800 students who have graduated from the program, EIP provides access to educational resources for middle and high school students who will be the first in their families to attend a college or university. Currently, more than 650 middle and high school students are enrolled and actively pursuing higher education due to funding from corporate alliances, individual donors, and in partnership with seven local public school systems in Northern Virginia. They include Fairfax County, Prince William County, Alexandria City, Arlington County, Falls Church City, Manassas City, and Manassas Park City; who collaborate to nominate, select, support, retain, and graduate students each year.

The criteria for nomination includes being the first in the family to graduate from a college or university and having the academic potential to enroll in a pre-college curriculum in high school. Additional considerations are also given to students who have a strong academic record but are facing special family circumstances, are eligible for free or reduced lunches, are from a single parent family, and have a limited or non-English speaking family.

After their nomination and selection in 7th grade, EIP participants begin a five year program of college preparation. By providing year-round academic enrichment, personal and social development, civic engagement, and leadership training opportunities, EIP ensures that students are equipped with the knowledge, skills, and intellect to become lifelong learners, leaders, and responsible global citizens.

One hundred percent (100%) of EIP's 2018 class graduated from high school, 97% of the students were accepted into college. Thirty-five (35) of those students are currently enrolled at George Mason University, and 17 were awarded scholarships. There are currently 215 EIP Alumni enrolled at Mason. EIP Mason students continue their post-secondary education to accomplish their goal of being the first in their family to obtain a college degree.

This program has received numerous awards and recognitions over the years, including the Arlington County Public Schools Volunteer & Partnership Program (2013), the Alexandria City Public Schools Partner in Education recognition (2010), and bring present at the White House for the signing of the *High Hopes for College legislation* in 1998. In addition, George Mason University's Early Identification Program has been selected as the Virginia Career Preparedness Award recipient for the ACT College and Career Readiness Campaign for outstanding achievement in College and Career Readiness for 2016-2017. The Early Identification Program was recently featured on Spotlight for Education on ABC Channel 7 news.

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Meeting of the Executive Committee
February 27, 2019
MINUTES**

PRESENT: Rector Davis, Vice Rector Hazel and Secretary Purvis; Visitors Blackman and Petersen; President Cabrera; and Secretary pro tem Cagle.

ALSO ATTENDING: Visitors Moreno, Rice, and Zuccari.

I. Rector Davis called the meeting to order at 8:30 a.m.

II. President's Report

President Cabrera introduced Carol Kissal, Senior Vice President of Administration and Finance. He highlighted aspects of Ms. Kissal's background and experience, and encouraged the Board members to introduce themselves to her.

President Cabrera expressed his gratitude to Tom Calhoun for serving in the role of Interim Senior Vice President. Rector Davis thanked Mr. Calhoun for his service.

III. Closed Session

Rector Davis recognized Vice Rector Hazel for a motion to go into Closed Session. It was **MOVED** by Vice Rector Hazel and approved unanimously by the committee that the Executive Committee go into a Closed Session under the provisions of Section 2.2-3711.A.29 to discuss a Public Contract, Section 2.2-3711.A.9 to discuss Gifts, Bequests and Fundraising Activities, Section 2.2-3711.A.7 for consultation with Legal Counsel pertaining to actual or probable litigation, Section 2.2-3711.A.8 for consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice, and Section 2.2-3711.A.1 to discuss a Personnel Matter.

Rector Davis opened the floor to discussion. There was none.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

It was **MOVED** by Vice Rector Hazel and **SECONDED** by Secretary Purvis that the Executive Committee go back into public session and further moved that by **ROLL CALL VOTE** affirm that only public business matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were heard, discussed or considered in the Closed Session, and that only such business

**Board of Visitors
Executive Committee
February 27, 2019
Page 2**

matters that were identified in the motion to go into a Closed Session were heard, discussed or considered in the Closed Session.

Roll call was taken with all present members responding in the affirmative.

IV. Adjournment

With no other business matters to come before the Executive Committee, Rector Davis adjourned the meeting at 9:00 a.m.

Respectfully submitted,



Kathy Cagle
Secretary pro tem

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Meeting of
February 27, 2019
MINUTES**

PRESENT: Rector Davis, Vice Rector Hazel, and Secretary Purvis; Visitors Alcalde, Blackman, Chimaladinne, Cumbie, Moreno, Petersen, Prowitt, Reagan, Rice, Roth, Witeck, and Zuccari; Faculty Representative Renshaw; Student Representatives Keatinge and Pettine; President Cabrera; and Secretary pro tem Cagle.

ABSENT: Visitor Marquez.

I. Rector Davis called the meeting to order at 1:35 p.m. He introduced one of the new Mason robots as it entered the Board Room with cookies and noted it was part of a team of robots delivering food to students on campus. Rector Davis recognized Tom Calhoun who introduced Jeff McKinley, District Manager from Sodexo, and Nick Handrick, Operations Director from Starship. Mr. Calhoun explained how the robot ordering system works and responded to questions from the Board members. The Board responded with applause.

II. Approval of the Minutes

Rector Davis called for any corrections to the minutes of the Executive Committee meeting and full Board meeting of December 12, 2018. Hearing none, the minutes stood approved as written.

III. Rector's Report

Rector Davis noted that the Board members had received an invitation to the Greater Washington Partnership Luncheon which was to be held on March 20, 2019. He asked the members to send their attendance plans to Kathy Cagle.

Rector Davis advised that during the December Board meeting there was a discussion about having a Public Comment Session at the April 3 Finance & Land Use Information Session. He reported the Public Comment Session had been confirmed, noting the Information Session would be held 8:30 – 10:00 a.m., followed by the Public Comment Session at 10:15 – 11:30 a.m. Rector Davis noted the details were still being finalized and that Public Comment sessions would likely be mandated by the General Assembly in the coming years. He encouraged the Board members to attend both meetings, noting attendance was not mandatory.

IV. President's Report

President Cabrera provided an update on the Strategic Plan (Attachment 1) and highlighted the following: Mason is on track to produce 100,000 graduates and is currently approaching the midpoint of that process; Mason is on pace to reach \$225 million in annual research expenditures; ROI for students continues to be above target. President Cabrera reported that in addition to the information in the

Strategic Plan, additional potential initiatives are being explored, including Mason's future presence in the medical education field. He noted Mason's strong assets in nursing and public health and an increasing portfolio of research in biohealth, biotechnology, and related areas. President Cabrera reported Mason is on its way to create the first school of public health in the Commonwealth. He recognized Dr. Bill Hazel, former Secretary of Health of the Commonwealth, who has been tasked with conducting a strategic study of Mason's options in this field.

President Cabrera referred the President's Report (Attachment 2) and highlighted the following: enrollment is up by 2.6%, noting Mason accounts for almost 60% of the enrollment growth in the Commonwealth; all the indicators are positive and there has been good progress in research and education. President Cabrera reported that the previous week Mason launched the Institute for Sustainable Earth, noting management believes that part of Mason's success in increasing the research portfolio and Mason's impact is by creating multidisciplinary institutes that bring different approaches together. He noted Mason's multidisciplinary research in climate change and reported that Dr. Thomas Lovejoy will be leading the new institute.

President Cabrera reported criminology professor Charlotte Gill and computer science professor Jeff Offutt Mason have been named winners of the 2019 Outstanding Faculty Awards by the State Council of Higher Education for Virginia (SCHEV), an award given to 13 faculty in the Commonwealth. He noted that graduate student Jill Mitchell, a professor at NOVA and adjunct at Mason, also received this award. President Cabrera reported two of Mason's film professors showcased their work at the Sundance Film Festival, noting that Visitor Zuccari attended the Festival and saw the premiers of "Wu-Tang Clan: Of Mics and Men" and "Suicide by Sunlight". Visitor Zuccari reported that Sundance receives over 10,000 submissions and to be selected to showcase is like the Super Bowl of film festivals. President Cabrera thanked Visitor Zuccari for representing Mason at the Festival. President Cabrera reported the U.S. Library of Congress is selecting blogs and social media as part of the record of the current times, noting the Marginal Revolution economic blog by professors Tyler Cowen and Alex Tabarrok had already been chosen. He reported that Professor Peter Boettke's Coordination Problem blog has also been selected for inclusion.

President Cabrera highlighted the work of senior engineering majors Sergio Cruz, Blazej Horyza, and Morteza Eskandari who built a 4-foot, 17-pound robot fish, noting the complexities involved with a robot in water. He reported that 1999 alumni Victor Albisu opened his latest Taco Bamba in University Mall. President Cabrera encouraged the members to visit the restaurant. Discussion ensued regarding having the next Board lunch catered by Taco Bamba and it received enthusiastic support from the members.

President Cabrera noted he had spent many days in Richmond during the General Assembly Session and he thanked the members of his team who also went to Richmond on behalf of Mason. He reported the results of those efforts were positive.

President Cabrera highlighted Mason's mission statement that defines Mason as an innovative and inclusive academic community, noting that U.S. News and World Report lists Mason as one of the most diverse universities in the U.S. He noted this increases Mason's responsibilities to deliver on the mission and values, and to be a space where everyone can thrive. Visitor Moreno asked if the diversity ranking was for student population or faculty and President Cabrera responded that the ranking was for the student population. Visitor Moreno noted that the George Mason Board of Visitors was the most diverse board on which she serves. President Cabrera noted the number of minority faculty members diversity has shown a 6% increase over the last year and is currently 21.6%. He noted that the faculty, under the direction of Provost Wu and Rose Pascarell, Vice President of University Life, are designing a new course to give Mason students the tools to be effective in a diverse environment.

President Cabrera reported that symbols, including words displayed on walls, the terms that are used, the Mason rituals and celebrations, are being reviewed and evaluated. He noted that two years ago the North Plaza, in the center of campus, was renamed in honor of the late Roger Wilkins, a civil rights leader, the highest ranking African-American in the Lyndon Johnson administration who helped pen the Civil Rights Act, and a Pulitzer Prize-winning editorial writer for the Washington Post during Watergate. President Cabrera noted that Dr. Wilkins wrote profound pieces on how African-Americans deal with the founding of the American Republic. President Cabrera introduced two new proposed projects as the University moves to evolve the Mason symbols to be true to the mission of inclusion. He recognized Julian Williams, Vice President of Compliance, Diversity, and Ethics, to introduce the first project and the people involved in its development. Mr. Williams framed the presentation by providing background on the recent events in the Commonwealth, noting the continuing struggle with connections and ties to the institution of slavery, legacy of discrimination, and all the remnants that still exist. He noted that this project confronts those aspects and the full legacy of the University's namesake, George Mason. Mr. Williams introduced Professor Wendi Manuel-Scott who shared the background of the project. She explained that in 2016, a group of students in the Honors College assembled several faculty members and archivists at Gunston Hall (George Mason's home) to address the question: Who were the enslaved people of Gunston Hall? Dr. Manuel-Scott noted that she and Dr. Benedict Carton successfully wrote a grant proposal that resulted in funding for the student research in summer 2017. The students and faculty involved in the project introduced themselves to the Board. Dr. Manuel-Scott showed a video of what

the students learned and shared with President Cabrera in August 2017, filmed at Gunston Hall. Mr. Williams thanked Frank Neville, Vice President of Communications and Marketing, and his staff for producing the video that summarized the project.

Dr. Manuel-Scott explained that as a result of the initial research, a larger dream of a memorial for the Wilkins Plaza was developed to share the full and complex history of George Mason's legacy and how that connects to what Mason is in 2019. She presented and explained the architectural renderings from Perkins + Will, that included the Mason statue and base, a fountain that features a quill and Roger Wilkins' quote, and two panels that represent two enslaved people at Gunston Hall – a 10-year-old girl named Penny and James, Masons' manservant. Dr. Manuel-Scott highlighted the design details of all the components and the opportunity for students and visitors to interact, reflect, and share their own stories. She noted that the panels include information about the enslaved individuals and names of other enslaved people at Gunston Hall. The Board responded to the presentation with applause.

Rector Davis called for a motion to approve the Enslaved People of George Mason Memorial plan on the Wilkins Plaza. It was **MOVED** by Visitor Blackman and **SECONDED** by Visitor Chimaladinne to approve the plan. Dr. Manuel-Scott responded to questions from the Board. Rector Davis commented that this was a long, complicated conversation and that this project had been done with appropriate research; he thanked the group for their work. He called for a vote.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

The Board responded with applause.

President Cabrera expressed his appreciation to the team that worked on all aspects of this project. He opened the floor to additional comments from the Board. Secretary Purvis commented that the presentation of the project left her speechless, noting that at time when we need something that calls back to our history, but also brings us to the future, it is a beautiful, thoughtful piece of work. She noted she would bring her sons to visit the memorial and thanked the team for their work. Student Representative Pettine commented that Dr. Manuel-Scott presented this project to the Student Government meeting the previous week and the response was overwhelming, noting that members of the Student Government were present to thank the team, to say how much it means to them and to note how proud they are that this will be on Mason's campus. Visitor Turner Roth commented that she had the pleasure of having Dr. Wilkins as her politics professor when she was a student at Mason, noting that Dr. Wilkins always challenged students to go deeper and question the uncomfortable. She commented that she thought he would be proud of this legacy and history, and she thanked the team for their work.

Regarding the second project, Rector Davis called on Secretary Purvis to make the following **MOTION** and read the resolution into the minutes:

WHEREAS, Katherine G. Johnson, a trailblazing NASA mathematician, performed the complex calculations and flight path analysis of spacecraft that led to the United States achieving flight during the early years of the space program; and

WHEREAS, Mrs. Johnson ushered NASA into a new era by conducting trajectory analysis for America's first human space flight, including early missions of Alan Shepard and John Glenn and for the Apollo 11 flight to the moon in 1969; and

WHEREAS, Mrs. Johnson, an African American woman, overcame racism and sexism to break barriers during an esteemed 33-year career; and

WHEREAS, Mrs. Johnson earned many awards from NASA, had NASA facilities named in her honor, received the Presidential Medal of Freedom, and saw her professional accomplishments highlighted in the Oscar-nominated film "Hidden Figures;" and

WHEREAS, Mrs. Johnson's personal story and pursuit of her passion exemplify the power of accessible public education and the immeasurable value of teachers and professors who mentor and challenge their students to strive for tremendous accomplishments; and

WHEREAS, George Mason University is creating a scholarship in Mrs. Johnson's name for STEM majors who through their personal experiences and aspirations demonstrate the ideals of Mrs. Johnson; and

WHEREAS, Mrs. Johnson, at 100 years old, continues to champion STEM literacy, particularly for women and people of color, and through her own exceptional career inspires future generations of scientists, engineers and mathematicians; now

BE IT THEREFORE RESOLVED THAT Bull Run Hall, the largest building on George Mason University's Science and Technology Campus, be renamed

Katherine G. Johnson Hall in recognition of Mrs. Johnson's pivotal and pioneering contributions to the U.S. space program and to her lifelong commitment to STEM.

BE IT FURTHER RESOLVED that this resolution be entered into the minutes of the George Mason University Board of Visitors this day, February 27, 2019.

The motion was **SECONDED** by Visitor Moreno. Rector Davis called for a vote.
MOTION CARRIED UNANIMOUSLY BY VOICE VOTE
The Board responded with applause.
(Attachment 3)

Mr. Williams addressed the Board and reported that when he reached out to Mrs. Johnson's family for permission to name a building in her honor, her daughter shared that Mrs. Johnson continues to be humbled by the opportunity to have her legacy honored and continues to say that she was just doing her job at NASA.

President Cabrera noted the Moody's Report at each member's place was included as part of the Board's continuing education information. (Attachment 4)

(Attachment 1 – Strategic Plan Update)
(Attachment 2 – President's Report)
(Attachment 3 – Katherine G. Johnson Hall Naming Resolution)
(Attachment 4 – Moody's Investors Service – Sector In-Depth)

V. Provost's Report

Provost David Wu provided a status update on the ongoing Gift Acceptance project. He reported that during the October BOV meeting the Internal Review Committee gift acceptance report was released that included a series of recommendations on gift acceptance policy changes. He noted a draft policy was put in place and released following the meeting for public comment. Provost Wu referred to a copy of the draft policy (Attachment 5) that was provided to each member. He noted that since October, there have been in-depth discussions with the Faculty Senate on the draft policy resulting in specific input. Provost Wu reported the following issues had been raised by the Faculty Senate:

- Article II.C.3.a., regarding the composition of the future gift acceptance committee, has been intentionally left blank due to ongoing discussions and various suggestions and ideas within the Faculty Senate. Provost Wu anticipated there would be a resolution at the next Faculty Senate meeting regarding the Senate's recommendation on the composition of the Gift Acceptance Committee.
- Article II.C.5.a-m., regarding the criteria of a gift to be revealed by the Gift Acceptance Committee, Provost Wu noted that previously there was

not a clear set of criteria on the type of gift that should be revealed by the Gift Acceptance Committee. He noted this section now specifically outlines this criteria.

- Article II.C.6, regarding who determines whether a particular gift agreement meets the criteria and should be subject to review, Provost Wu noted the policy now states that is at the discretion of the Vice President for University Advancement and Alumni Relations. As a result of the discussion around this point, Provost Wu referenced Article II.D.1. and reported it is proposed that for every gift, the University would agree to a certain set of conditions imposed with the gift and this would be outlined in a document that summarizes the Universities commitments for the gift. He noted these documents, similar to MOUs, would be public.

Provost Wu noted the idea would be to create a streamlined and efficient process without delaying the gift acceptance process. He reported he had been working closely with Keith Renshaw, Chair of the Faculty Senate, and the Executive Committee of the Faculty Senate to resolve these issues and anticipated forming a small policy implementation committee to address the actual logistic details. Provost Wu and Dr. Renshaw responded to questions and comments from the members as follows:

- Visitor Blackman asked how anonymous gifts are handled if the gifts are documented through public MOUs. Dr. Renshaw responded that the MOU was solely for documenting the conditions the University agrees to and would not include the donor's name or amount of money, noting that if the gift was given for a specific cause, the cause would be cited in the MOU. Dr. Wu noted the new policy has provisions allowing the anonymity of the donors and that the President, Provost, and Vice President of Advancement would know the identity of the donors, based on best practices analysis of other universities.
- Rector Davis read Article II.C.5 ("The following types of gifts may only be accepted by the University after review and approval by the University's Gift Acceptance Committee") and questioned delegating that authority to a committee. He stated that he thought that authority rests with the Board and he expressed concerns that if the Gift Acceptance Committee is not in favor of the gift, the Board would not get to see it. Rector Davis voiced his concern about ceding that authority for the current and future Boards and reiterated that final authority should rest with the Board. Provost Wu responded that it was his understanding that the Gift Acceptance Committee would make a recommendation to the President and Board, so the ultimate decision of accepting the gift would still reside with the President and Board. He asked for any language recommendations.

- Visitor Blackman expressed the challenge that some of the decisions under discussion happened during a prior administration and Board. He noted that language lives into perpetuity and he wanted to be sure that 20 years from now, the President, Rector and Board would not have to interpret what this Board meant and intended. Provost Wu responded that the committee reports were sent to the University Counsel who translated it into a draft policy language. He encouraged the Board members to provide specific input and suggestions on the language.
- Rector Davis reiterated that the Gift Acceptance Committee would be an important, powerful committee with a great deal of authority, but that the final determinations would come from the Board. Provost Wu confirmed that was his understanding and that the language would be revised accordingly.

Rector Davis called for any additional questions and noted there would be another opportunity for review and comment. He thanked Dr. Renshaw and Dr. Wu for their work on this project.

(Attachment 5 – Draft Gift Acceptance - Policy 1123)

VI. Committee Reports

A. Audit Committee

Rector Davis called on Chairman Rice to provide a report from the Audit Committee. Chairman Rice reported the Audit Committee received a briefing from Carol McGinnis, Interim Controller, on the status of the Auditor of Public Accounts' examination of Mason's financial statements who reported there did not appear to be any materials items identified by the audit team, although there are likely to be IT-related issues carried over from the prior year as they had multi-year remediation timeframes; work is expected to be completed on schedule with a report at the Board's April meeting.

Chairman Rice reported that Committee received an update from Julian Williams, Vice President of Compliance, Diversity and Ethics, on the status of the University's process for monitoring compliance with laws and regulations. Chairman Rice noted the Committee discussed Mason's challenge to ensure there is an appropriate compliance program that faces complex and growing regulatory requirements while operating in Mason's growing, decentralized, and resource-stretched environment. Chairman Rice noted the Committee also discussed the elements of effective compliance programs based on the U.S. Federal Sentencing Guidelines and that compliance continues to be a focus area for Management's Enterprise Risk Management process. He noted that, as was the case last year, the Committee's consensus remained that this is an area that continues to need ongoing executive and Board attention. Chairman Rice reported the Committee also reviewed the audit status report included in the materials on the Board portal.

B. Academic Programs, Diversity, and University Community Committee

Rector Davis called on Chairman Alcalde to provide a report from the Academic Programs, Diversity, and University Community Committee. Chairman Alcalde reported the committee received updates on key issues from Provost Wu that included Mason's work to expand access and increase academic excellence through innovative research, programs and initiatives; strategies for projected smart growth and Amazon growth to more than 45,000 students through Mason's existing pipeline by 2024 with an opportunity to reach an additional 12,000 student through an online capacity-building strategy; and Mason's responsibility as a research university to shape the innovation landscape and be the engine of innovation in terms of producing the workforce and high impact research.

Chairman Alcalde reported the Committee received an update from Michelle Marks, Vice President for Academic Innovation and New Ventures, on the Wiley Online Partnership that included trends in online education, the number of Masters programs offered, the growth of enrollment in the colleges with Wiley programs, and Mason's pursuit of aggressive growth initiatives for online learning.

Chairman Alcalde reported the Committee received a report from Brian Gibson, Executive Director of the Global Education Office that included statistics on increased study abroad enrollments, enrollment goals, program development grants available to faculty with the plan to sustain and grow the grants to appeal to student body that would ordinarily not go abroad.

It was **MOVED** by Chairman Alcalde and **SECONDED** by Visitor Prowitt to approve the Faculty Action Items of (1) election of a new tenure hire and (2) conferral of emeritus/emerita status. Rector Davis opened the floor for discussion. There was none.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

C. Development Committee

Rector Davis called on Chairman Hazel to provide a report from the Development Committee. Chairman Hazel reported the committee received an update from Susan Van Leunen, Chief Financial Officer of the George Mason University Foundation, on the financial affairs of the Foundation that included exceeding NACUBO benchmarks for 2018, good nominations for new Foundation Board members, and noting that several current members are serving on the Amazon task force. Chairman Hazel noted the Foundation was in very solid shape.

Chairman Hazel reported the Committee received an update from Jim Laychak, Deputy Vice President of University Advancement and Alumni Relations, on the highlights of the recently completed successful campaign (Attachment 6), how it invigorated a new set of participants, dollar contributions that exceeded past activity, and that the single largest gift in Mason's history was received just prior to the close of the campaign. Chairman Hazel noted that gift drove the endowment over the \$100 million level, placing Mason in the next category of schools with endowments.

Chairman Hazel reported the Committee received a report from Rick Davis, Dean of the College of Visual and Performing Arts (CVPA), that included the impact of the campaign on CVPA, noting receipt of more than \$17 million in scholarships; the \$30 million campaign to support new construction at the Hylton Center that has raised \$25 million to date; and a renovation for the Center for the Arts on the Fairfax campus. Chairman Hazel encouraged the members to attend the upcoming events at the Hylton Center and the Center for the Arts.

(Attachment 6 – Campaign Impact Report)

President Cabrera reminded the members of naming opportunities through the renovation of the Center for the Arts and advised the Board of an upcoming campaign in the School of Business for a new building. He also noted a need of approximately \$300,000 to complete the Roger Wilkins Plaza. Rector Davis suggested offering the opportunity for donors to have their names on auditorium seats in the Center for the Arts for a donation toward the renovation.

D. Research Committee

Rector Davis called on Chairman Blackman to provide a report from the Research Committee. Chairman Blackman reported the Committee received a report from Deb Crawford, Vice President for Research, which included an overview of the Research Enterprise at Mason, noting that FY18 was a record-setting year for Mason research; total expenditures for 2018 were \$149.14 million, exceeding prior year expenditures by over \$36 million; contributions from non-profits put Mason in the top 50% of institutions receiving non-profit funding; research expenditures showed healthy growth across the multidisciplinary priority areas, including health, wellness, resilience and sustainability, and cyber data analytics; and 2019 expenditures look strong with an anticipated 20% increase over 2018.

Chairman Blackman reported the Committee received a presentation from Aurali Dade, Associate Vice President for Research Development, Integrity and Assurance. Chairman Blackman noted that Dr. Dade was also the Executive Director of Mason's new Institute for Sustainable Earth (ISE),

which is also led by Dr. Thomas Lovejoy. Chairman Blackman reported the ISE's mission is centered on connecting Mason's faculty, staff, and student community with policy makers, businesses, and other organizations to advance a prosperous and sustainable world. He explained ISE's is designed as an inclusive initiative that leverages the full complement of Mason's expertise including the arts, humanities, social and behavioral sciences, and natural and engineering sciences, noting over 500 faculty across Mason's schools and colleges that have been identified as being able to contribute to ISE. Chairman Blackman noted the initial advisory panel includes faculty from eight academic units and three outside organizations.

Chairman Blackman reported that Committee received a presentation from Germaine Louis, Dean of the College of Health and Human Services, related to the ISE and highlighted some of the work being done on climate change including: public health problems and solutions; academic curricular contributions including courses on new health paradigms; social determinates of health and disease; global health; sustainable food systems; and the interdisciplinary professional nursing and public health curriculum that is funded by two grants.

Rector Davis recognized Vice Rector Hazel who announced that Trishana Bowden, the new George Mason University Foundation President and Vice President for University Advancement and Alumni Relations, will start on Monday, March 4, 2019. He encouraged the members to introduce themselves to her.

E. Finance and Land Use Committee

Rector Davis called on Chairman Petersen to provide a report from the Finance and Land Use Committee. Chairman Petersen reported the committee welcomed Carol Kissal, the new Senior Vice President of Administration and Finance. Chairman Petersen also thanked Tom Calhoun who had filled that role on an interim basis, noting Mr. Calhoun had done an outstanding job.

Chairman Petersen reported the Committee was briefed on the following: the Commonwealth budget, noting it was positive news for Mason; the proposed FY2020 room and board rates; debt management policy and compliance; Tier2/Tier 3 delegated authority; online graduate program tuition proposal; and a capital project authorization.

It was **MOVED** by Chairman Petersen and **SECONDED** by Vice Rector Hazel to approve the following four actions, as presented in the Board portal, in block:

- The FY20 room and board rates, noting the rates vary slightly by building, single versus double rooms, etc., but overall the rate for freshmen would increase an average of 2.1%, putting Mason significantly below competitors in Northern Virginia and in the middle of the schools in the Commonwealth;
- The Debt Management Policy Compliance, last approved on March 1, 2018, noting the University is in compliance with the policy and is making progress in further strengthening Mason's debt management position (Attachment 7);
- Graduate Program Tuition per credit hour for the following Wiley online programs: (1) certificate in Health Informatics and Data Analytics: \$900 per credit hour, and (2) Masters of Science in Data Analytics: \$930 per credit hour; and
- New project addition to the University's Capital Plan: the demolition of the Arlington original building and relocation of storm water infrastructure.

Rector Davis opened the floor for discussion. There was none.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

(Attachment 7 – Resolution: Debt Management Policy Compliance)

VII. Closed Session

It was **MOVED** by Vice Rector Hazel and **SECONDED** by Visitor Moreno that the Board go into a Closed Session under the provisions of Section 2.2-3711.A.29 to discuss a Public Contract, Section 2.2-3711.A.9 to discuss Gifts, Bequests and Fundraising Activities, Section 2.2-3711.A.7 for consultation with Legal Counsel pertaining to actual or probable litigation, Section 2.2-3711.A.8 for consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice, Section 2.2-3711.A.1 to discuss a Personnel Matter, and Section 2.2-3711.A.10 to discuss Honorary Degrees and Special Awards.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

Rector Davis announced that he would be departing for the day during the Closed Session and would not be present for the subsequent roll call.

It was **MOVED** by Visitor Blackman and **SECONDED** by Visitor Moreno that the Board go back into public session and further moved that by **ROLL CALL VOTE** affirm that only public business matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were heard, discussed or considered in the Closed Meeting, and that only such business matters that were identified in the motion to go into a Closed Meeting were heard, discussed or considered in the Closed Meeting.

Roll call was taken with all present members responding in the affirmative.

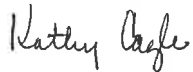
As a result of the Closed Session, Vice Rector Hazel called for a motion that pending the acceptance of a speaker invitation by the candidate reviewed in Closed Session, the Board approve an Honorary Degree for that person to be awarded at a future graduation or commencement. The motion was **Moved** by Visitor Blackman and **SECONDED** by Visitor Alcalde.

Vice Rector Hazel opened the floor for discussion. There was none.
MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

VIII. Adjournment

With no more business to come before the Board, Vice Rector Hazel adjourned the meeting at 3:27 p.m.

Respectfully submitted,



Kathy Cagle
Secretary pro tem

- Attachment 1: Strategic Plan Update (8 pages)
- Attachment 2: President's Report (9 pages)
- Attachment 3: Resolution: Katherine G. Johnson Renaming of Bull Run Hall (1 pages)
- Attachment 4: Moody's Investors Service Report (10 pages)
- Attachment 5: Draft Gift Acceptance Policy (6 pages)
- Attachment 6: Campaign Impact Report (1 page)
- Attachment 7: Resolution: Debt Management Policy Compliance (1 page)



STRATEGIC PLAN UPDATE

February 27, 2019

SUMMARY OF HIGHLIGHTS

In FY19, Mason welcomed the most impressive incoming class in George Mason University's history. The freshman class is the largest, the most diverse and boasts the strongest academic credentials of any incoming class ever to enter Mason. We welcomed 3,718 freshmen, a 6 percent increase over last year, and 7 percent more out-of-state students. Our minority students now comprise more than 50 percent of the incoming freshman class for the first time. In addition, we welcomed the largest number of transfer students in school history – 3,139 students, up nearly 25 percent from just three years ago. The enrollment growth will help Mason reach its goal of 100,000 career-ready graduates from 2014-2024.

We continue to make great strides towards achieving the Strategic Plan goals. Here are additional highlights:

- Annual sponsored expenditures for research, scholarship and creative work rose 14 percent between 2017 and 2018, and our sponsored awards increased by more than 30 percent over the same period, putting the university on pace to meet its strategic goal of \$225 million in annual research expenditures by 2024.
- Mason is in the top 23 percent of universities in research and development expenditures from the National Science Foundation in fiscal year 2017.
- In FY18, 88 percent of Mason undergraduate students graduated with transformative Mason Impact experiences. This rate has been on a steady increase since 2015.
- Students at all levels continue to report an above 90 percent rate of satisfaction with their Mason educational experience upon graduating.
- We are maintaining a 90 percent and above rating from graduating students that Mason helped them grow professionally.
- More than 8.8 percent of Mason classrooms have received an Active Learning designation; this rate has nearly doubled since Fall 2017.
- Total enrollments under the Wiley partnership are currently at 477 students. Spring 2019 brought +191 new students.
- Total ADVANCE enrollments to have grown to 319, which is a large increase from Fall 2018's beginning total of 129 students and is well above our first-year target of 250 students.
- Mason has accounted for 58 percent of net enrollment growth among Virginia public institutions in the past decade.
- Forbes and Statista in early 2019 recognized Mason as one of the "Best Employers for Diversity," a distinction that takes into account age, gender, equality, ethnicity, disability, LGBTQ+ and other factors.
- Mason surpassed the median for Virginia doctoral universities and currently ranks third of seven in diversity of full-time instructional faculty.
- Mason's commitment to research excellence was affirmed with an R1 classification for the second time from Carnegie in December 2018.

STRATEGIC GOAL #1: INNOVATIVE LEARNING

Deliver a transformative Mason Learning Experience that is experiential, global, and technology-rich.

Metrics:

Metric #1: 100% of Mason undergraduate students will graduate with transformative *Mason Impact* experiences, incorporating at least one of the following: undergraduate research or creative project, civic engagement project, entrepreneurial experience, global education experience, clinical experience, student teaching, internship, and/or capstone course.

Current Status: FY18: 88% of undergraduate students graduated with an identified transformative experience. (FY15: 80%; FY16: 85%; FY17: 85%)

Metric #2: 90% of graduating seniors will meet or exceed benchmarks on learning outcomes in critical thinking, problem-solving, and communication.

Current Status: In FY18, 85.0% of students participating in undergraduate research achieved proficiency or higher on OSCAR student learning outcomes. (This reflects a loss of 0.9% from FY17 which was 85.9% 3,349 out of 3,900 against FY18 3,514 out of 4,132)

Metric #3: 30% of all classrooms will be Active Learning Classrooms, and every undergraduate student (excluding fully online students) will take at least one course taught in an Active Learning Classroom.

Current Status: Fall 2018: 8.8% of Mason's total classroom inventory has technology that earns the Active Learning designation supporting interactive, multi-location, or hands-on learning. (Fall 2017: 4.8%)

Metric #4: Maintain or achieve more than 90% student satisfaction with their Mason educational experience upon graduation.

Current status: Students reporting satisfaction with education: FY18: 91% of undergraduates, 96% of doctoral, 94% of master's, and 90% of law. (FY15: 93% undergraduates, 94% doctoral, 94% master's, 97% of law; FY16: 91% of undergraduates, 94% of doctoral, 93% of master's, 94% of law; FY17: 93% of undergraduates, 94% of doctorates, 94% of master's, 92% of law.) Graduate students reporting satisfaction with mentoring: FY18: 87% of doctoral, 79% of master's and 86% of law. (FY15: doctoral 83%, master's 71%, law 60%; FY16: 84% of doctoral, 71% of master's and 64% of law; FY17: 70% of undergraduates, 76% of doctorates, 77% of master's, 75% of law.)

***Reporting is currently voluntary; we plan to expand and possibly institute mandatory reporting*

STRATEGIC GOAL #2: ACCESSIBLE PATHWAYS

Provide multiple pathways and delivery formats to serve the needs of different students.

Metrics:

Metric #1: Maintain equal graduation outcomes for undergraduate students regardless of race and socioeconomic background.

Current Status: FY19, graduation outcomes for overall was 70 % down -1% from FY18; 68% for Pell recipients up +1%; 65% for African American down -7%; and 66% for Hispanic students up +4%. (FY18: 71% overall; 67% Pell; 72% Black; 62% Hispanic)

Metric #2: Increase freshman/sophomore retention to 90%.

Current Status: In FY19, the freshman/sophomore retention rate was 86.7%, -1.1% from FY18. (FY16: 87.2%; FY17: 87.5%; FY18: 87.8)

Metric #3: Enroll a total of at least 2,500 ADVANCE students in partnership with NOVA.

Current Status: As of Spring 2019, a total of 319 students were enrolled in Pathway, an increase of +190 since Fall 2018.

Metric #4: 7,500 students will have taken most of their courses in an online format.

Current Status: As of Fall 2018, 6,775 students have taken most of their courses in an online format. (FY17: 1,463; FY18: 1,633; FY19: 2,166)

Metric #5: Increase the number of undergraduate and graduate course sections identified as online or hybrid courses to 1,000 per year.

Current Status: In FY18, 647 online or hybrid course sections were offered. (FY15: 559, FY16: 621; FY17: 729)

STRATEGIC GOAL #3: RETURN ON INVESTMENT

Enable all graduates to pursue meaningful lives and successful careers.

Metrics:

Metric #1: In-state tuition will remain at or below the average of Virginia's doctoral universities.

Current Status: FY19, Mason's in-state tuition was \$9,060 compared to the average of Virginia's doctoral universities at \$12,521. (FY16: Mason = \$7,976, Avg. = \$10,800; FY17: Mason = \$8,204, Avg. = \$11,521; FY18: Mason = \$8,672, Avg. = \$11,942)

Metric #2: Three-year student loan default rates of graduates will remain within the lowest quartile of national public four-year institutions and below the average of Virginia public four-year institutions.

Current Status: Recently released FY15 three-year default rates show: Mason: 2.3%; Commonwealth of Virginia: 5.0%; National: 10.8%; Public four-year institutions: 7.1%

Metric #3: At least 80% of graduates will report a positive career outcome within six months of graduation.

Current Status: As of 2017, 81% of graduates reported a positive career outcome within six months of graduation. Response Rate: 57%. (FY14: 74% Response Rate: 38%, FY15: 79% Response Rate: 56%, FY16 76% Response Rate 48%)

STRATEGIC GOAL #4: 100,000 CAREER-READY GRADUATES

George Mason University will help meet the demands of the commonwealth, the region, and the world for dynamic, creative, collaborative thinkers, doers, and problem-solvers.

Metrics:

Metric #1: Award 100,000 degrees and certificates by FY24.

Current Status: As of FY18, Mason has awarded 45,285 degrees and certificates. (FY16: 8,901; FY17: 9,123; FY18: 9,569)

Metric #2: Increase six-year undergraduate graduation rate to 75%.

Current Status: As of FY19, six-year graduation rate is 70%. (FY16: 69%; FY17: 70%; FY18: 71%)

Metric #3: Increase the four-year graduation rate of community college transfer students to 75%.

Current Status: As of FY19, the four-year graduation rate for community college transfer students is 71.5%. (FY16: 71%; FY17: 72%; FY18: 70%)

Metric #4: 90% of alumni survey respondents agree that Mason helped them grow personally and professionally, or similarly, one year after graduation.

Current Status: In FY18, 69% of undergraduate alumni report they are prepared for current work and 81% are prepared for further study; 85% of graduate alumni report they are prepared for current work and 90% report they are prepared for further study. (FY15: Undergraduate Alumni 72% and 83%, Graduate Alumni 83% and 88%, FY16: Undergraduate Alumni

71% and 82%, Graduate Alumni 83% and 88% , FY17: Undergraduate Alumni 71% and 83%, Graduate Alumni 84% and 89%)

STRATEGIC GOAL #5: INNOVATION ENGINE

Contribute to the economic and civic vitality of the region by driving entrepreneurship and innovation and by creating learning partnerships with private and public organizations.

Metrics:

Metric #1: More than 100 new companies will be started by Mason faculty and students.

Current status: As of FY18, 24 new companies have been started by Mason faculty and students. (FY16: 4; FY17: 3; FY18: 8)

Metric #2: More than 200 student teams will have participated in an entrepreneurship training (e.g. Mason Innovation Lab, Mason Summer Entrepreneurship Accelerator program, I-Corps program, Virginia Serious Game Institute Excellerator, etc.)

Current Status: As of FY18, 61 Mason teams have participated in an entrepreneurial training program. (FY14: 4; FY15: 8; FY16: 10; FY17: 16; FY18: 23)

Metric #3: 1,000 Virginia companies will be incubated, supported, or accelerated annually by a Mason-run entrepreneurship program.

Current Status: In FY18, 1,222 Virginia companies were incubated, supported, or accelerated by a Mason-run entrepreneurship program. (FY15: 954; FY16: 964; FY17: 943)

Metric #4: Annual executive and professional education revenues will increase to \$50 million.

Current Status: As of FY18, executive and professional education revenues yielded \$4.2 million. (FY14: \$6.9 million; FY15: \$7.9 million; FY16: \$7.2 million; FY17: 7 million)

STRATEGIC GOAL #6: COMMUNITY BUILDER

Contribute to the cultural vitality of our community through regional partnerships and commitments to the arts, athletics, and community engagement.

Metrics:

Metric #1: Increase by 30% the number of community members engaged in Mason's full range of on-campus and off-campus community activities.

Current Status: FY18: Ticketed - 264,256; Unticketed - 185,609. (FY15: Ticketed - 262,276; Unticketed - 150,111; FY16: Ticketed - 243,432; Unticketed - 170,447; FY17: Ticketed - 263,386; Unticketed - 184,486)

Metric #2: Increase the number of students enrolled in curricular and noncurricular community engagement programs.

Current Status: FY18: SAIL Student Community Hours = 10,686; Students enrolled in SAIL Service Learning Courses = 472

Metric #3: Increase faculty and staff engagement in community activities through the development of courses with service learning or field studies pedagogy, new community organization reciprocal partnerships, and community classes.

Current Status: FY18: Mason Speakers = 63 events, 2,654 attendees; Mason Employee Volunteer Hours = 7,246; SAIL Community Based Faculty Courses = 18; Senior Citizen Waivers = 388

STRATEGIC GOAL #7: WELL-BEING

Become a model well-being university that supports and enhances well-being for all of its members.

Metrics:

Metric #1: Students, faculty, and staff will show continued gains in engagement levels, meaning and purpose, and their perceptions that Mason is positively contributing to their well-being, as measured by regular university surveys.

Current Status: Between the 2015 and 2018 administrations of the Quality of Work Life (QWL) survey, the percent of engaged Mason faculty and staff rose from 56% to 63%. In 2018, 48% of faculty and staff reported attending a university-sponsored well-being event.

Metric #2: Continue to make progress in elevating faculty and staff compensation to the median of our peer group or above.

Current Status: In FY18, Mason's faculty and staff compensation is in the 23.2 percentile rank of peer group (FY16: 22.6% percentile Mason =95,508, Peer = 101,322; FY17: 16.4% percentile Mason 95,081, Peer = 104, 978; FY18: 23.2% Mason: 99,626; peer: 107,178)

Metric #3: Continue to expand portfolio of well-being development programs for all faculty and staff and improve access to those programs for all faculty and staff.

Current Status: In FY18, 1,495 faculty and staff attended 82 sessions. There was a +44 increase in the number of sessions compared to FY17, the total number of attendees is expected to exceed 5,200 once the Career / Purpose session count is completed. (FY15: Sessions =46, Attendees = 3,929; FY16: Sessions = 38, Attendees = 5,039; FY17: Sessions = 38, Attendees = 5,136; FY18: Sessions 82, Attendees 1,495)

Metric 4: Continue to increase student access to well-being programs by developing a portfolio of well-being noncurricular activities open to all students, as well as curricular tracks leading to an undergraduate minor or graduate certificate.

Current Status: Re-design of the Resilience Badge to convert it into an online platform is in progress. This will make it accessible to all students and employees; a working group of faculty is creating an undergraduate course requirement proposal on inclusive well-being, the course will be piloted in the 2019-20 academic year with plans to fully launch as a requirement in the following year; Since we began making this assessment available for free to students and employees in August 2014, over 21,000 students and employees have taken a well-being assessment. We renewed our contract with Gallup this summer to continue StrengthsFinder for the next two years.

STRATEGIC GOAL #8: DIVERSE ACADEMIC COMMUNITY

Create an inclusive and diverse academic community that reflects the diversity of the National Capital Region.

Metrics:

Metric #1: Increase the proportion of instructional and research faculty, staff, administrators, and graduate students who come from historically underrepresented groups to better reflect the diversity of our undergraduate student body.

Current Status: In FY18, 21.9% of faculty (+0.6% more than FY17), 37.0% of staff (+1.4% more than FY17), 23.8% of administrators (+0.5% more than FY17), and 28.8% of graduate students (+0.4% more than FY17) are from historically underrepresented groups. (FY17: Faculty 21.3%, Staff 35.6%, Administrators 23.3%, Graduate Students 28.4%; FY16: Faculty 15.2%, Staff 33.9%, Administrators 18.9%, Graduate Students 25.4%; FY15: Faculty 15.5%, Staff 31.5%, Administrators 17.6%, Graduate Students 24.7 %)

STRATEGIC GOAL #9: SUPPORT TEACHING AND FACULTY EXCELLENCE

Mason will provide an environment and resources to support faculty and encourage academic innovation and excellence.

Metrics:

Metric #1: Instructional/research faculty will report increasing levels of job satisfaction.

Current Status: In 2018 instructional and research faculty reported a + 0.05 increase in levels of job satisfaction on average. (2009: 2.07, 2012: 2.60, 2015: 3.60, 2018: 3.65 on a 5-point scale)

Metric #2: Instructional/research faculty will report increasing satisfaction in perceived organizational support.

Current Status: In 2018, the perceived organizational support went up + 0.01 points for instructional and research faculty on average. (2009: 3.16, 2012: 3.12, 2015: 2.83, 2018: 2.84 on a 5-point scale)

Metric #3: 100% of all faculty members will participate in at least one professional development activity annually that supports their teaching and learning, research and scholarship, writing, mentoring, or other career-related goals.

Current status: pending design of measurement tool.

Metric #4: Annual increase in faculty's satisfaction with renewal, promotion, and tenure policies, expectations, and reasonableness.

Current status: In 2018, 37.8% of faculty rated the clarity of tenure criteria as good; 15.6% rated it excellent. 42.2% of faculty rated the reasonableness of tenure criteria as good; 18.7% rated it as excellent. This is the first such survey and will be used as the baseline for future surveys.

STRATEGIC GOAL #10: ELEVATE RESEARCH

Strengthen Mason's research and scholarship portfolio to solidify the institution's position as a public research university of the highest caliber.

Metrics:

Metric #1: Achieve and maintain level of doctorate production, and resources for research, scholarship, and creative activities, comparable to the group of universities classified as Carnegie "Very High Research."

Current Status: In FY19, Mason maintained R1 classification.

Metric #2: Increase annual sponsored expenditures for research, scholarship, and creative work to \$225 million, doubling federal funding to ~ \$130 million annually, increasing industry funding for research to ~\$20 million annually, increasing funding from foundation and institutional sources to ~\$65 million annually, and increasing state funding to ~\$10 million.

Current Status: Mason's annual expenditures increased from \$98.7 million in 2014 to 112.4 million in 2017, as reported in NSF's Higher Education Research and Development surveys. Federally sponsored expenditures decreased from \$61.9 million in 2014 to 57.3 million in 2017; industry-sponsored expenditures increased from \$2.4 million in 2014 to \$2.7 million in 2017; foundation- and institutional-supported expenditures increased from \$31.9 million in 2014 to \$47.7 million in 2017; and state funding increased from \$1.95 million in 2014 to \$3.3 million in 2017.

Metric #3: Recruit and retain 300 tenure-track and tenured faculty, with emphasis on amplifying Mason's existing disciplinary strengths while also promoting multidisciplinary activities in research, scholarship, and creative activities.

Current Status: As of Fall 2018, a total of 278 tenure-track and tenured faculty were recruited indicating a +48 increase compared to Fall 2017.

Metric #4: Increase the number of doctoral graduates to more than 400 annually, and the number of students enrolled in doctoral programs to at least 3,600, with an increasing percentage of doctoral students enrolled full time.

Current Status: In FY18, 270 students graduated with PhDs; 2005 students were enrolled in PhD programs, 51% of whom were enrolled full time.

Metric #5: Increase facilities utilization performance by doubling sponsored expenditures dollars per square foot, and increase investments in shared and multidisciplinary instruments and tools that support research, scholarship, and creative work from state and other sources to \$10 million annually.

Current Status: In 2018-19, the state invested the same amounts in annual ETF funds as in 2017-18. \$474, 407 was allocated to Mason research instruments and tools while \$5,189,341 million and \$5,240,458 million were allocated to UVA and VT research instruments and tools, respectively.

STRATEGIC GOAL #11: RESEARCH OF CONSEQUENCE

Enhance Mason research in domains of great academic, societal, and economic consequence.

Metrics:

Metric #1: Increase books, publications, citations, and other research, scholarly, and creative work products per full-time faculty by 50%.

Current Status: pending subscription to a nationally-available tool that allows for the measurement of faculty research and scholarly outputs and outcomes.

Metric #2: Increase the number of national and international faculty awards earned by Mason to at least 10 per year.

Current Status: In 2019, three Mason faculty have received prestigious CAREER awards. The university does not have an automated system or a process to track national and international faculty recognitions. Plans are underway to purchase a subscription to a nationally-available tool in FY19.

Metric #3: Increase annual research expenditures in the three multidisciplinary priority areas, including health and wellness, from ~\$20 million in 2017 to ~\$80 million in 2024, in resilient and sustainable societies from ~\$50 million in 2017 to ~\$80 million in 2024, and in cyber and data analytics from ~\$20 million in 2017 to ~\$50 million in 2024.

Current Status: In FY18, Mason reported annual research expenditures in health and wellness of ~\$27 million, an increase of ~35% or ~\$7 million over FY17 levels, in resilient and sustainable societies of ~\$64 million, an increase of ~28% or ~\$14 million over FY 2017 levels, and in cyber and data analytics of ~\$32 million, ~60% or ~\$12 million over FY17 levels; Institute for Biohealth Innovation established in 2015, launch of Institute for Digital Innovation announced in November 2018 coincident with Amazon HQ announcement, and Institute for a Sustainable Earth launched in February 2019- all to support growth in Mason's research portfolio, including sponsored expenditures.

Metric #4: Identify 10-year horizon, multidisciplinary teams to enhance Mason's competitive advantage in research, scholarship, and creative activities in the 2024-34 period and establish at least 5 related transdisciplinary centers.

Current Status: Mason launched the Center for Adaptive Systems for Brain Body Interactions (CASBBI) and the Quantum Materials Center in 2017. The CASBBI team has submitted multiple proposals for funding in excess of \$70 million and is in the midst of recruiting an additional faculty member whose home is Psychology. The QMC director recently received a prestigious CAREER award and CoS and VSE have added at least four new junior faculty who are members of QMC. 12 proposals to identify additional centers are under review.

Metric #5: Increase the number of faculty, graduate students, and postdoctoral fellows who have participated in "lean" and other entrepreneurship programs to 500, and support the establishment of at least 50 high-tech start-ups built upon intellectual property and knowledge developed by Mason faculty or students.

Current Status: In FY18, 13 Mason faculty, graduate students, and postdoctoral fellows participated in lean start-up programs, and Mason developed 4 high-tech startups built on IP developed by Mason faculty or students.

Metric #6: Support at least 20 translational research partnerships with health and wellness organizations to ensure that research outcomes are translated successfully to improve the health and wellness of individuals in the region and beyond.

Current Status: In FY19, Mason supports at least 6 translational research partnerships with health and wellness organizations and is in the process of establishing at least ten more. The university is working closely with private sector organizations to translate technologies created in Mason labs to the marketplace. Mason is in the midst of finalizing translational research agreements with Sentara Health and SP Global. The university is leading a translational research consortium called MERIT, an initiative undertaken in partnership with the Boston-based and highly successful commercialization organization called CIMIT to expand the number of translational research partnerships we have with regional, national and global businesses in the health and wellness sector.

Metric #7: Double the number of faculty members who are engaged in collaborative community-based research, or clinical or professional training programs that have economic or social impact on community partners.

Current Status: Pending development of baseline measurement mechanism.

STRATEGIC GOAL #12: GLOBAL ENGAGEMENT

Expand opportunities for global learning by creating partnerships and programs to support student and faculty mobility and collaboration.

Metrics:

Metric#1: Increase the number of domestic students who study or intern abroad from 1,000 in 2014 to 3,000.

Current Status: As of FY18, 1,164 students studied or interned abroad. (FY15: 1,057, FY16: 1,029; FY 17: 1,029)

Metric #2: Increase total number of faculty engaged in international teaching or research projects.

Current Status: Tracking of faculty engagement pending purchase of national database subscription.

Metric #3: Increase the number of enrolled international students to 4,750.

Current Status: Fall 2018: 3,765 enrolled international students. (FY15: 3,006; FY16: 3,414; FY17: 3,525)

Metric #4: Establish a faculty educational development program to support cultural diversity in the classroom.

Current Status: A search for Director of Faculty Diversity, Inclusion and Well-Being is in progress.

Metric#5: Increase the number of students enrolled annually in foreign language courses.

Current Status: FY18 – 4,339 students enrolled in foreign language courses. (FY15: 3,925, FY16: 3,833; FY17: 3, 938)

President's Report

February 27, 2019

[Goals and activity updates since the December 12, 2019 BOV meeting.]

Faculty Highlights:

- Criminology professor Charlotte Gill and computer science professor Jeff Offutt have been named winners of the **2019 Outstanding Faculty Awards** by the State Council of Higher Education for Virginia. Another recipient of the recognition will be graduate student Jill Mitchell, a professor at NOVA and adjunct at Mason. The prestigious awards recognize achievement in teaching, research and public service.
- Prof. Yuntao Wu's group has identified a measurable indicator – a protein called **cofilin** – that could prove instrumental in **HIV treatment**.
- The Mason-Yale **climate change survey** from University Professor Ed Maibach and his team at the Center for Climate Change Communication was the focus of articles in The New York Times, National Geographic and Forbes.
- Two College of Visual and Performing Arts faculty members premiered work at this year's **Sundance Film Festival**. Nikyatu Jusu co-wrote and directed a short film, "Suicide by Sunlight," and Hans Charles was director of cinematography for a documentary, "Wu-Tang Clan: Of Mics and Men."
- With support from the U.S. Department of Defense and the U.S. Navy SEALs, mechanical engineering professor Jeff Moran and researchers from MIT have devised a **wetsuit treatment** that triples the amount of time divers can safely spend in Arctic waters.
- Criminology professor Christopher Koper is part of a team receiving funding from the National Science Foundation to study **mass violence** in the United States and ways to counter it. The project will bring some of the nation's premier experts on the topic to the Arlington Campus in April for a two-day workshop.
- The U.S. Library of Congress has selected Professor Peter Boettke's **Coordination Problem** blog for inclusion in the historic collection of Internet materials related to the **Economics Blogs Web Archive**. The Library of Congress also will archive the **Marginal Revolution** economic blog started by Mason economists Tyler Cowen and Alex Tabarrok.
- Research by criminology professor Beidi Dong found that school suspension is more likely to predict youth drug use than police arrests and that school suspensions must be a last resort because they can lead to other negative behavior.

- Henry Butler, dean of the Antonin Scalia Law School, has been appointed to the Virginia Bar Association's Board of Governors.

Student and Alumni Highlights:

- Senior cyber security major Doreen Joseph, an Honors College student, is Mason's first finalist in the two-year-old **Knight-Hennessy Scholars Program at Stanford University**. Winners pursue a fully funded graduate degree at Stanford.
- Catherine DeMarino, Alex Barclay and Michelle Pleet, doctoral candidates pursuing PhDs in biosciences, each scored in the top 15 percent or higher of all applicants with grant proposals to the National Institutes of Health. DeMarino placed in the top 3 percent and landed a nearly \$75,000 grant to continue her **research into how HIV drugs affect the brain**.
- Sophomore creative writing major Madison Gaines won an award from the Honors College for her research, "Illuminating **Biracial Identity** at the Juncture of Social Science and Poetry." She will present her research at the Cultural Studies Association's annual conference at Tulane University in New Orleans in May.
- Senior engineering majors Sergio Cruz, Blazej Horyza and Morteza Eskandari built a 4-foot, 17-pound **robot fish** they can wirelessly command, technology that could aid the monitoring of aquatic life and water quality.
- First-year law student Nihal Sen, who ranked in the top percentile of her class at a university in Turkey, received the 2018 **A. Linwood Holton Jr. Leadership Scholarship**.
- Six students in a graduate folklore class presented their digital storytelling final projects at the **Library of Congress**.
- Environmental and sustainability studies senior Jamie Fetherolf is setting up wildlife camera traps in Washington, D.C., and analyzing the data with Smithsonian scientist Michael Cove. Their study of **urban wildlife** is one of 100 related projects across five continents.
- For a closer examination of café culture, creative writing master's student Rachel Purdy traveled to Eastern Europe through an international research travel grant offered by the Alan Cheuse International Writers Center. Grant recipients also included first-year MFA student Carol Mitchell and poetry student Tim Barzditis.
- Computer science major Cameron Smith halted his pursuit of a professional hockey career to enroll at Mason, where as a member of the club hockey team he is tied for the American Collegiate Hockey Association Division 3 league lead in goals with 51 in 23 games. Smith also has a business building aquariums that double as table tops.

- For their U.S. Navy-sponsored senior capstone project, two five-student teams of mechanical engineering majors are researching quicker ways to detect erosion on the metals used to make the blades of U.S. Navy helicopters.
- Several members of Mason's chapter of Engineers for International Development spent a week in Ecuador last month determining ways to **improve the drinking water** in the agricultural area of San Pablo de Amali.
- Victor Albisu (BA International Studies '99) opened his fifth **Taco Bamba** restaurant in the D.C. area, this one in University Mall across from the Fairfax Campus. Albisu has worked with humanitarian aid agencies World Central Kitchen and CARE and was a culinary ambassador in the U.S. State Department.
- Rhea Seehorn (BA Art Studio '94), who portrays Kimberly "Kim" Wexler in hit TV show "Better Call Saul," received a 2019 Critics' Choice Award nomination for best supporting actress in a drama series.

Media:

Mason faculty, staff, and students continue to feature prominently in national and international media. Please read the weekly digest for the latest.

Access to Excellence:

Overall Enrollment: Spring 2019 total university enrollment is up by 2.6% year-to-date (36,361 from 35,425, +936). Total undergraduate enrollment is 25,471, which reflects a 4% increase. Total graduate enrollment is down by 1% (10,302 from 10,403, -101). Once the final census is completed in March, we expect total Spring enrollment to be approximately 37,000.

Transformative Learning:

ADVANCE: Total ADVANCE enrollments to have grown to 319, which is a large increase from this Fall's beginning total of 129 students and is well above our first-year target of 250 students. We are on track to dramatically expand offerings for Fall 2019.

Adult Learners: We continue to explore possible partnerships which would expand our ability to serve adult learners through online education. We will update you on our progress in a separate briefing.

Wiley Partnership: Our portfolio of Wiley online offerings continues to grow steadily. New Spring 2019 enrollments are 191, for a total of 477 students (new and continuing).

Research:

Following last year's strong research performance, overall research activity continues to grow rapidly. Sponsored research expenditures and value of awards have both increased significantly. In addition, after a full accounting of our FY18 expenditures, we have

revised our final number upward to \$150 million. This is the highest amount of research activity in Mason's history and represents a large increase from the \$112 million we reported in FY17.

	FY18 thru Dec	FY19 thru Dec	Difference
Proposals No.	605	580	-4.13%
Proposals \$	\$262,344,412	\$230,277,7770	-13.93%
Awards No.	494	505	2.23%
Awards \$	\$70,685,500	\$93,734,913	32.61%
Expenditure \$	\$57,704,151	\$74,219,741	28.62%
F&A \$	\$9,962,639	\$10,600,982	6.41%

Inclusive Academic Community

As of Fall 2018, minority faculty members made up 21.6% of full-time instructional faculty members, an increase of 0.6 percentage points over Fall 2017. This follows a similar increase of 0.6 percentage points from 2016 to 2017 and represents a huge jump from 2015, when minority full-time instructional faculty made up 15% of the total.

Development

The Faster, Farther Campaign concluded on December 31 with a record \$690M raised. This exceeded both our original goal of \$500M as well as our revised goal of \$600M.

Annual fund-raising has far surpassed our annual goal. As of February 25, we had raised \$104M, well exceeding our annual target of \$60M. This is already the highest total ever raised by the university in a single year, with 4 months left in the current fiscal year.

As of February 25, endowment giving was \$56M, which has already vastly exceeded our annual goal of \$5M. The total number of alumni donors stood at 4,057, which is on pace to reach our annual goal of 6, 025.

As a follow up to the Gift Review Committee's report, the Provost is working with university stakeholders to discuss and respond to the feedback we have received on our draft gift policies.

Foundation for the Future

Planning has begun to assess impacts of the Amazon relocation to Arlington and its effect on Arlington campus planning and replacement of the Original Building. The negotiated budget bill (yet to be signed by the Governor) authorizes us to demolish the Original Building using private funds and consider the expense as part of our contribution to be matched by the Commonwealth up to \$125 million.

Design plans for the new Wilkins Plaza will be presented to you during today's full board session.

Rankings:

Forbes and its online statistics partner Statista ranked Mason 180th out of 500 of the nation's best employers for diversity. Mason had not appeared on the 2018 list.

U.S. News & World Report recognized several Mason online programs in its 2019 rankings. Mason was ranked 24th in the category of information technology graduate programs; 39th (tied, and up from 56th in 2018) for non-MBA business graduate programs; 42nd (up from 115th last year) for education graduate programs; and 52nd for engineering graduate programs.

Via Business Insider, CollegeVine ranked Mason fifth among the 50 most underrated colleges in America.

Collegefactual.com ranked Mason's Criminology, Law and Society Program first nationally and also ranked Mason as sixth-best nationally for veterans.

CyberDegrees.org ranked Mason 11th nationally in its top 20 list of cybersecurity programs. Mason was also ranked fourth nationally for its online cybersecurity bachelor's program, 10th for its online master's in information technology program and 12th for its online information technology bachelor's program.

Best Workplaces for Commuters included Mason on its national list of nearly 300 employers.

Legislative Update – Federal:

Joined by Rector Tom Davis, and Board of Visitor member Wendy Marquez, visited with several Members of the Virginia Congressional Delegation on February 7 seeking support for a new Department of Defense research program in Rapid Prototyping and Fielding and a "plus up" for a major existing program in rapid prototyping. Since last March, Mason has received approximately \$100 million for research related to rapid prototyping, a priority of Congress and the Department of Defense that can lead to significant savings and speed of innovation. The Members visited included Rep. Gerry Connolly, Rep. Don Beyer, Rep. Rob Wittman, Sen. Mark Warner, Sen. Tim Kaine, and House Majority Leader Steny Hoyer. Follow up has already been undertaken with their respective staffs.

Legislative Update – State:

George Mason University is recognized as a regular fixture in Richmond these days. Paul Liberty, Mark Smith and Sarah Huang continue to identify opportunities for Mason to be at the table and support the multiple visits by myself and other members of the Mason community.

My own visits include the following:

- Spent 11 of the 45 days of the General Assembly in Richmond for legislative visits.
- Met with the Secretary of Education, the Deputy Secretary of Education and the Secretary of Commonwealth to discuss Mason's initiatives and strategic goals.
- Met with 21 Senators and 33 House of Delegates Members (many on multiple occasions) to discuss Mason's legislative priorities.
- Met with key members of the Department of General Services and the Department of Planning and Budget to discuss Mason's strategic efforts.
- Hosted Mason Alumni Association's Legislative Reception, in conjunction with the State Government Relations team, in Richmond on January 29. We had more than 120 attendees including Mason alum, Secretary of Education Atif Qarni, and Peter Blake, the Director of SCHEV.
- Hosted Mason Lobbies on January 30 where more than 50 Mason students met with 31 legislative offices to discuss their key legislative issues and priorities.
- Dr. Scott Ralls and I spent two days making legislative visits to promote ADVANCE and request additional funding for the program.
- Presented at the Virginia Bankers Association's Annual Luncheon, with more than 700 attendees, to discuss Higher Education.

Legislative Visits by other Mason leaders included: Dr. David Wu, Paul Liberty, Dr. Michelle Marks (who presented to the members of the Senate Finance Education Subcommittee about our ADVANCE initiative), Dr. Deborah Crawford, Dr. William Hazel, Dr. Chris Jones, Dr. Cindy Smith, Dean Rick Davis and Dr. Niyati Dhokai.

Looking Forward:

- April 3—Reconvened Session (Veto Session)

External Activities & Speaking Engagements:

- Participated as the keynote speaker for the Virginia Bankers Association Financial Forecast event. Remarks included addressing trends and developments in higher education and how Virginia's systems of higher education are critical economic drivers for the region and the Commonwealth.
- Co-chaired a Growth4VA meeting to discuss legislative session objectives and advocacy updates.
- Attended the Greater Washington Partnership CoLAB Principals Meeting with leading CEOs and other university presidents from our region. It was an opportunity to

review and assess implementation of the CoLAB's first two initiatives, discuss ways to leverage the CoLAB platform around new opportunities, and align on the ongoing structure of the CoLAB based on learnings to date. The opportunities to develop top talent, foster innovation, and enhance the perception of the Capital Region are significant given the collective capabilities and reach from our first-of-its-kind collaborative group.

- Attended the Geneva Dialogue and participated as a panelist. The focus of the panel was to provide perspective on how academia, international organizations, and private sector are addressing the issue of Scaling Education for the Sustainable Development Goals (SDGs). Additional meetings with the UN helped move forward the creation of a new international network of universities to drive global engagement and support the SDGs.
- Accepted an invitation from Jean Case to attend a reception to celebrate the release of her new book, *Be Fearless: 5 Principles of a Life of Breakthroughs and Purpose*.
- Participated in an interview on the Radio Show: *Don't Interrupt Me, Por Favor* by Guillermo Fesser, Lisa Button and Nick Leiber.
- Attended and provided welcome remarks at the annual United Bank Economic Conference, co-hosted by Mason. Speakers included Tamika Tremaglio, Managing Principal for the Greater Washington Area, Deloitte and Steve Fuller, Director of the Fuller Institute for Research.
- Joined Don Graham for a dinner in his home in honor of Mitch Daniels, President of Purdue University and former Governor of Indiana, which included members of Congress and the Secretary of Education.
- Met with Irma Becerra, President of Marymount University and toured their Ballston campus.
- At the invitation of Wiley CEO Brian Napack, I provided the keynote at their Senior Leaders Summit, discussing the future of higher education and workforce, Mason's strategy as an institution and how our partnership can play a role in the success of institutions like ours.
- Provided welcome remarks at the "Regional Conversation with Amazon" event hosted by the Metropolitan Washington Council of Governments on our Arlington Campus. It was an opportunity for an important dialogue with Amazon about their plans to locate its new headquarters to Arlington. Amazon representatives discussed their approach for transition plans to our region, share ongoing engagement, and offer lessons learned from other cities.
- Attended the Virginia Council of Presidents meetings (including GPAC/SCHEV sessions).

- Participated in various development activities/cultivation dinners and visits with donors and business CEOs, and 123 Club sessions.

Internal/Campus-Related Activities & Speaking Engagements:

- Greeted employees from China Telecom during their visit to Mason.
- Hosted the annual holiday gathering at the Mathy House and attended the yearly university-wide holiday celebration.
- Presided over two Winter Graduation ceremonies. Speakers were Mason alums Kelly McNamara Corley and M. Brian Blake.
- Hosted a retirement/farewell reception for Janet Bingham at the Mathy House.
- Held an expanded President's Council session inviting mid-level management personnel to participate in the session. Primary focus of the meeting was to provide an update on current initiatives and strategic planning.
- Attended and provided remarks at the Faculty/Staff Donor Appreciation event, extending gratitude for raising over \$12M for the Faster Farther Campaign.
- Taught spring semester classes of the President's Leadership Seminar.
- Commenced the Spring Semester one-on-one conversations with each academic dean.
- Participated in the spring semester President's Student Advisory luncheon meeting. Topics of conversation included my recent blog, *Racism on campus: Learning from old yearbooks*, Mason Korea/Regional campuses, Enslaved People Memorial Project and curriculum changes to the 2019 International Security Program.
- Provided remarks at the Honors College "Celebration of Excellence" an event designed specifically for students admitted to the college.
- Attended and provided remarks at the First Pitch Mason Athletics Dinner, with special guests Charlie Slowes and Dave Jageler, Radio Play-by-Play announcers for the Washington Nationals.
- Participated in a one-day strategic planning and priority setting meeting with the Executive Council.
- Attended Homecoming events to include the Alumni Indoor Tailgate.
- Attended a dinner with Cameron Kasky, Co-Founder of March for Our Lives and survivor of the mass shooting at Majory Stoneman Douglas High School prior to his participation in a Freedom and Learning Forum where we engaged in a fireside chat about his experiences.
- Hosted Employee of the Month ceremonies.

- Participated in briefing calls with the A10 presidents.
- Attended various Mason sporting and performing arts events

Outside Board Service:

- Inovio (NASDAQ:INO) (telephonic/in-person meetings).
- Northern Virginia Technology Council.
- Consortium of Universities of the Washington Metropolitan Area.
- Washington Airport Task Force.
- National Geographic (telephonic/in-person meetings in DC).
- Richmond Federal Reserve Board (telephonic/in-person meetings in Richmond).
- Center for Innovation Technology (CIT).

Select Upcoming Events:

- National Leadership Council Breakfast – March 5
- A10 Women’s Basketball Tournament – March 5-10
- A10 Men’s Basketball Tournament – March 13-17
- Annual Scholarship Dinner – March 28
- BOV Information Session followed by Public Comment – April 3
- Alumni Celebration of Distinction Dinner – April 25
- Next BOV Meeting – May 2, 2019

WHEREAS, Katherine G. Johnson, a trailblazing NASA mathematician, performed the complex calculations and flight path analysis of spacecraft that led to the United States achieving flight during the early years of the space program; and

WHEREAS, Mrs. Johnson ushered NASA into a new era by conducting trajectory analysis for America's first human space flight, including early missions of Alan Shepard and John Glenn and for the Apollo 11 flight to the moon in 1969; and

WHEREAS, Mrs. Johnson, an African American woman, overcame racism and sexism to break barriers during an esteemed 33-year career; and

WHEREAS, Mrs. Johnson earned many awards from NASA, had NASA facilities named in her honor, received the Presidential Medal of Freedom, and saw her professional accomplishments highlighted in the Oscar-nominated film "Hidden Figures;" and

WHEREAS, Mrs. Johnson's personal story and pursuit of her passion exemplify the power of accessible public education and the immeasurable value of teachers and professors who mentor and challenge their students to strive for tremendous accomplishments; and

WHEREAS, George Mason University is creating a scholarship in Mrs. Johnson's name for STEM majors who through their personal experiences and aspirations demonstrate the ideals of Mrs. Johnson; and

WHEREAS, Mrs. Johnson, at 100 years old, continues to champion STEM literacy, particularly for women and people of color, and through her own exceptional career inspires future generations of scientists, engineers and mathematicians; now

BE IT THEREFORE RESOLVED that Bull Run Hall, the largest building on George Mason University's Science and Technology Campus, be renamed Katherine G. Johnson Hall in recognition of Mrs. Johnson's pivotal and pioneering contributions to the U.S. space program and to her lifelong commitment to STEM.


BE IT FURTHER RESOLVED that this resolution be entered into the minutes of the George Mason University Board of Visitors this day, February 27, 2019.



Tom Davis, Rector
George Mason University

SECTOR IN-DEPTH

19 February 2019

 Rate this Research

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State and local governments and higher education - Virginia Growth of technology sector will drive economic growth and diversification

A thriving technology sector is developing in [Virginia](#) (Aaa stable), spurred by a large federal government presence and increasing private-sector investment, notably the location of Amazon's HQ2 in [Arlington County](#) (Aaa stable). One of every nine jobs in Virginia is now classifiable as a technology job.¹ Growth in the sector is also supported by the state's investment in K-12 and higher education, aimed at increasing the pipeline of tech-savvy employees. Tech expansion is positive for the state because incomes of tech workers are above average, while both state and local governments will benefit from an economy less dependent on the federal government. Higher education institutions, meanwhile, will benefit from increased state support and enrollment and tuition revenue growth.

- » **Growing technology sector will diversify Virginia's economy and boost state revenues from high-income earners.** The state will benefit from an economy that is less dependent on the federal government and strengthened by the above-average incomes of workers in the technology sector.
- » **Virginia's highly educated workforce will continue to attract tech-sector employers.** The state will continue to have competitive advantages based on its above-average levels of educational attainment and its focus on increasing its tech-educated employee pipeline.
- » **Tech growth will help economies diversify at the local level too, though rural areas are less likely to benefit.** Local governments in some areas, particularly Northern Virginia, will benefit from tech expansion, though rural regions will see a more modest impact because of less private-sector investment in tech and tech-related infrastructure and more limited access to a qualified workforce.
- » **State's higher education institutions can strengthen the tech talent pipeline.** With many data science programs already established, Virginia's public and private universities will be well placed to leverage increased state operating and capital support to further expand the supply of qualified tech workers. Universities will benefit from greater enrollment, rising tuition and enhanced gift activity, though execution risks to meet the projected needs for sizable growth in degrees awarded will persist.

Virginia's growing technology sector helps to diversify the state's economy and boosts state revenues from high-income earners

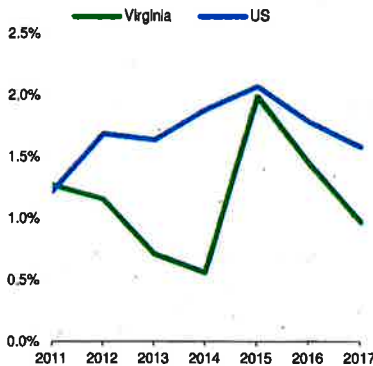
Virginia's thriving tech sector is positive for the state because state and local governments will benefit from a more diversified economy that is less dependent on the federal government, and the incomes of technology employees are typically above average, likely boosting state income tax revenues.

The large federal government presence has helped promote a successful technology sector in Virginia. The Department of Defense, the largest federal agency in the state, employs many tech workers itself and has attracted defense contractors that also have significant numbers of tech staff. Federal government employment accounts for 4.4% of employment in Virginia, compared with 1.8% in the US as a whole. Professional and business services, which includes many private federal contractors, represents 18.6% of total employment in Virginia, magnifying the effect of federal employment in the state.

Given overlapping tech jobs in the federal government as well as the growth of private tech companies in Virginia, the Computing Technology Industry Association (CompTIA) estimates that net tech employment² accounts for 9.9% of overall employment in the state. This ranks third highest among states, behind Massachusetts (Aa1 stable), at 10.6%, and Washington (Aa1 stable), also at 9.9%.

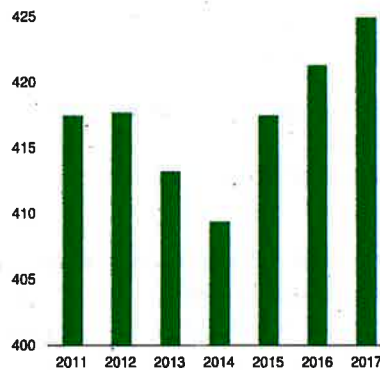
Expansion of the tech industry in Virginia beyond the federal government and related contractors will diversify the state's economy. Although Virginia benefits from the stable federal presence, the concentration in government-related employment can also cause the regional economy to stagnate during times of federal downsizing, affecting total and net tech employment growth, as shown in Exhibits 1, 2, and 3.

Exhibit 1
Virginia's total employment growth lagged behind the nation due to federal downsizing after the last recession
 Annual percent change in total nonfarm employment



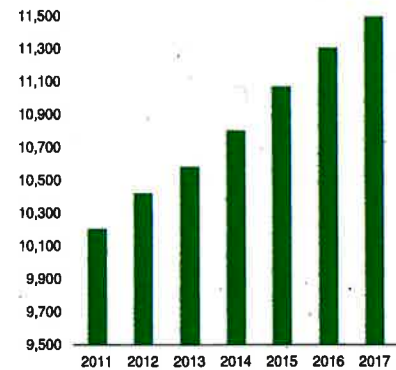
Source: US Bureau of Labor Statistics

Exhibit 2
Virginia's net tech employment dipped during years of federal downsizing...
 Net tech employment in Virginia (in thousands)



Source: CompTIA Cyberstates 2018 Report

Exhibit 3
...while net tech employment across the US steadily grew
 Net tech employment in the US (in thousands)



Source: CompTIA Cyberstates 2018 Report

With an increase in private tech-sector companies in Virginia, such as the location of Amazon HQ2 in Arlington and various data centers around Northern Virginia, the state will benefit from economic diversification and will be less dependent on the federal government. As part of the commitment by Amazon.com, Inc. (A3 positive) to create a minimum of 25,000 jobs in Virginia, the state and Amazon agreed that new jobs related to federal government contracts would be capped at 10% of total jobs added in order to qualify for state incentives.

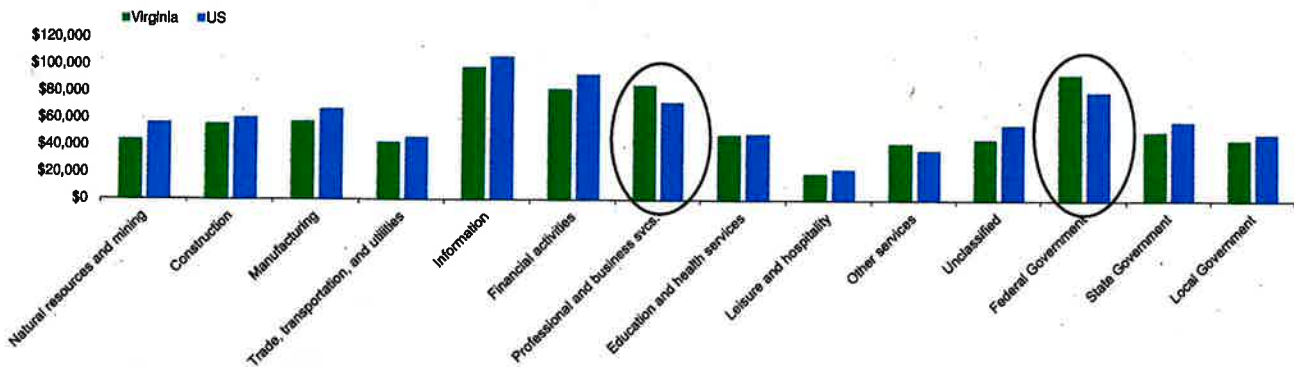
Expansion of the tech industry is also positive for the state because the incomes of tech employees are typically above average. In Virginia, the average annual tech sector wage is \$114,774 compared with average annual wages for all industries of \$56,503.³ Individual income taxes account for approximately 70% of Virginia's total general fund revenues. An increase in tech workers will boost state tax

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revenue from these high-income earners. In most industries in Virginia, average annual wages lag behind those of the US, but in the professional and business services industry and the federal government — the areas where most tech jobs in Virginia are to be found — average annual wages exceed the US, as shown in Exhibit 4.

Exhibit 4

Tech sector jobs boost wages in professional and business services industry and federal government in Virginia compared with the US
Average annual wages by industry in 2017



Source: US Bureau of Labor Statistics

Because the average wage of the technology industry is more than double the national average wage, tech-sector job growth also has an outsized impact on GDP, ranking fourth among industry sectors in its impact on GDP in the US as a whole.⁴ The tech industry had the third largest contribution to GDP in Virginia behind government and professional services.⁵ CompTIA estimates that the tech industry accounted for 12.8% of Virginia's GDP in 2017 compared with 9.2% of the nation's GDP.

Virginia's highly educated workforce will continue to attract tech-sector employers

States with a highly educated workforce, such as Virginia, will be in demand from tech companies, as illustrated by the choice of Amazon HQ2 location. Further, the state is seeking to increase the pipeline of tech-educated employees by requiring computer science instruction in K-12 schools and investing in higher education institutions to enable them to develop graduate technology programs. Virginia's commitment to expanding its tech-talent pipeline was a major component of the state's proposal for attracting Amazon HQ2.

Not only does Virginia have a more educated workforce than the nation as a whole, but Virginia workers with higher education degrees earn more than workers with the same degrees across the rest of the US, as shown in Exhibit 5. As discussed above, the higher incomes earned by the educated populace in Virginia helps to boost state revenue in the form of individual income taxes.

Exhibit 5

Highly educated Virginians earn more than the national average
Educational attainment in 2017

	Virginia	United States
Percent of population 25 years or over with:		
High school diploma or higher	89.0%	87.3%
Bachelor's degree or higher	37.6%	30.9%
Graduate or professional degree	16.1%	11.8%
Median earnings of population 25 years and over (In 2017 inflation-adjusted dollars) with:		
High school diploma or equivalent	\$30,460	\$29,815
Bachelor's degree	\$57,226	\$52,019
Graduate or professional degree	\$80,717	\$69,903

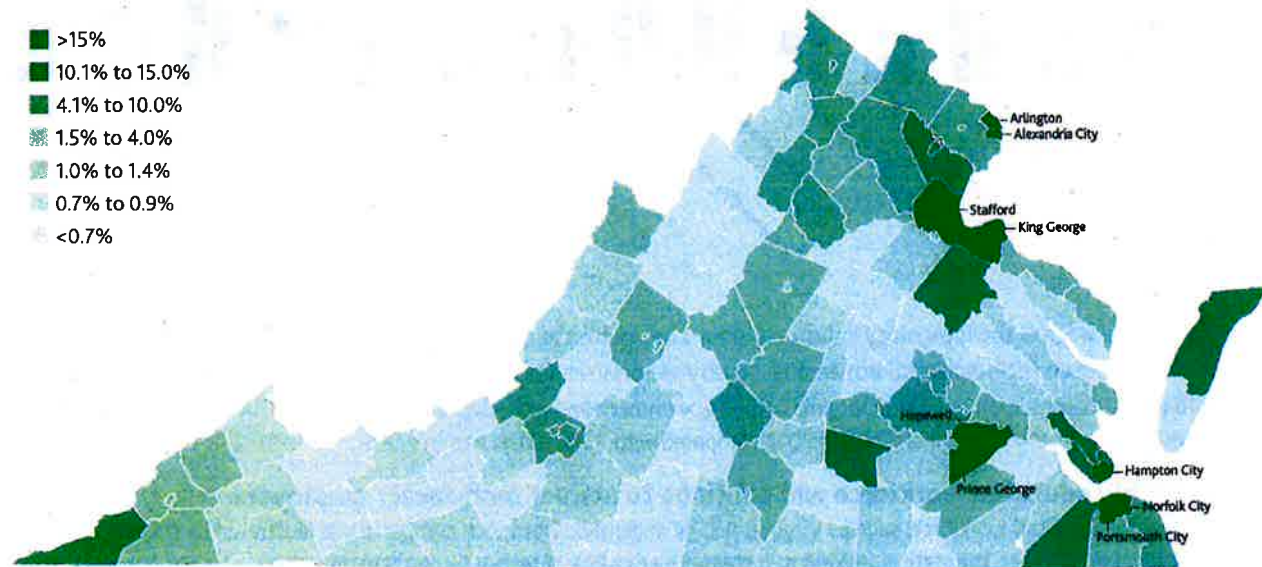
Source: US Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

Growth of the technology sector will also help economies diversify at the local level, benefiting local governments

Increased private-sector investment in technology will help diversify local economies that have been heavily reliant on federal government spending and employment. Federal employment in the state is largely concentrated in Northern Virginia and Hampton Roads, as shown in Exhibit 6. Though government employment is largely steady, potential federal budget cuts or shifting of operations elsewhere remain an economic risk for local governments, and economic diversification will help mitigate that risk.

Exhibit 6

Employment in Northern Virginia and Hampton Roads is dominated by the federal government Federal employment as a percent of total nonfarm employment in 2018 by locality



Named localities on the map have federal employment that accounts for more than 10% of total nonfarm employment.

Sources: US Bureau of Labor Statistics, Moody's Analytics

The federal government has helped spur private-sector tech growth in the defense-related data, cybersecurity and telecommunication sectors. Northern Virginia counties such as [Fairfax](#) (Aaa stable), [Loudoun](#) (Aaa stable), and Arlington now have increasingly diversified economies with significant commercial activity focused on data centers, telecommunications and biotechnology.

Technology investment continues around the state, too. Global Technical Systems announced plans to invest \$54.7 million in a new electromechanical energy storage system manufacturing operation in [Virginia Beach](#) (Aaa stable). The project will create 1,110 jobs with an average annual salary of \$74,000. Facebook, Inc. announced plans to build a \$1 billion data center in eastern [Henrico County](#) (Aaa stable). In addition to construction jobs, the data center will bring 900 full-time jobs to the capital region.

Technology investments will be slower to produce growth in some areas of the state

While tech sector growth has mostly benefited Northern Virginia localities, growth in other areas of the state is occurring at a more modest pace and some areas continue to have declining or stagnant trends in population and unemployment. Limited access to a workforce, coupled with less private-sector investment in tech and tech-related infrastructure in some parts of the state, has limited growth, despite the push for tech investment in K-12 and higher education throughout the state.

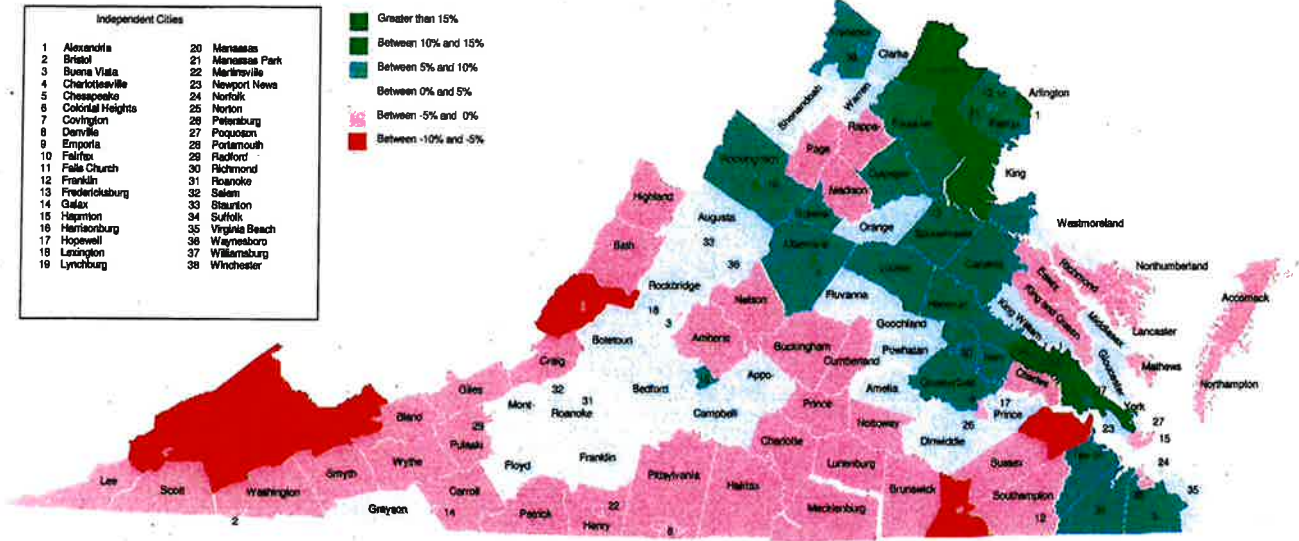
Statewide trends in unemployment are usually mirrored at the local level, and unemployment levels among Virginia local governments compare favorably with the national unemployment rate. However, some more rural localities have unemployment above that of the state and nation.

In tandem with higher unemployment in parts of the state, some Virginia local governments have experienced stalled or negative population growth. While the populations of several localities, mostly in the Northern Virginia region, have grown significantly

in recent decades, driven by job market expansion, some areas of the state, typically more rural regions, have experienced population decline (see Exhibit 7). Despite increased state-funded tech investments for local governments some rural portions of the Commonwealth have yet to see significant shifts in demographic trends.

Exhibit 7

Some local governments experienced population decline or stagnant growth
% change in population US Census 2010, Estimate 2017



Source: University of Virginia Weldon Cooper Center for Public Service Demographics Research Group, US Census Bureau

Virginia's higher education institutions are well positioned to strengthen the high-tech talent pipeline

Universities will benefit from the state's political and capital commitment to attracting high-tech industry and the commensurate demand for a highly educated workforce. With data science and related academic offerings already in place, many of Virginia's public and private universities are well positioned to leverage increased state operating and capital support, as well as philanthropy, to bolster the pipeline of technical talent. Newly planned expansions of tech facilities and programs, along with enhanced collaboration among the state's universities and colleges, and research partners, bring strong prospects for enrollment and revenue growth. However, execution risks remain, as objectives rely heavily on new state support and increased gift support. Changes in political policies and funding plans over the two-decade period of expansion could impact long-term strategies.

Fifteen public universities and 26 private universities already have academic programs established to support the planned growth in undergraduate and graduate degree awards in the technical, data-science and related fields (see Exhibit 8 for Moody's rated institutions). These institutions further benefit from the state's higher concentration of high-tech workers in STEM (science, technology, engineering and mathematics) occupations.

Exhibit 8

Many Virginia higher education institutions are positioned to increase the number of data science-related programming and degree awards
Moody's rated Virginia public and private higher education institutions

	Rating/Outlook	Annualized 2017-18 Full-Time Equivalent (FTE) Students	Fiscal 2017-18 Data Science-Related Degree Awards
Public Institutions			
George Mason University	(1)	30,500	1,398
University of Virginia	Aaa/Stable	24,847	521
Virginia Commonwealth University	Aa2/Stable	28,095	452
Virginia Military Institute	(2)	1,929	59
Virginia Tech	Aa1/Stable	34,866	1,390
Private Institutions			
Liberty University	Aa3/Stable	62,258	321
Marymount University	Ba1/Stable	3,079	116
Regent University	Ba2/Negative	6,059	15
University of Richmond	Aa1/Stable	3,973	32
Washington and Lee University	Aa2/Stable	2,123	33

(1) George Mason University (GMU) does not have directly rated debt, but its affiliated GMU Foundation has outstanding debt rated A1/Stable. (2) Virginia Military Institute (VMI) does not have directly rated debt, but its affiliated VMI Alumni Agencies has outstanding debt rated Aa2/Stable.

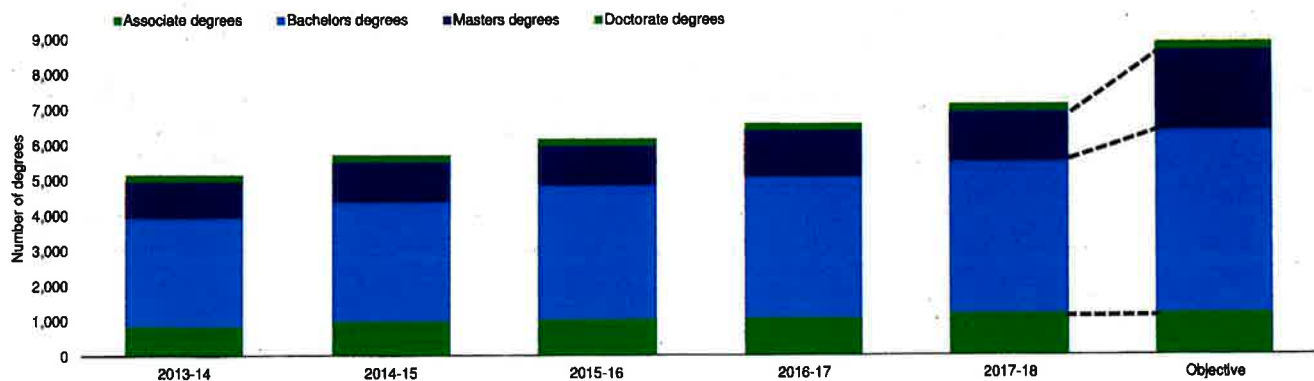
Source: Moody's Investors Service; State Council of Higher Education for Virginia (SCHEV)

To meet Virginia's commitment to expanding the tech-talent pipeline, universities will need to more than double the current number of data-science related degree awards. Virginia's economic plan calls for an additional 25,000 to 35,000 data-science related degree awards, in aggregate, over the next 20 years, split between undergraduate and graduate. Universities will have to prepare for an annual addition of 625 to 875 data-science related degree awards, both undergraduate and graduate, to meet growth trajectories. This is well above the average 300 new bachelor degree and 90 new masters degree awards recorded over the 2015-2018 period (Exhibit 9). A total of 7,129 data-science and related degree awards – associates, bachelors, masters and doctorate – across public and private universities and colleges were granted in the 2017-18 academic year, rising annually at about 8% since 2013-14, or about 400 degrees per year.

Exhibit 9

Despite consistent growth in data science degrees awarded across Virginia's public and private institutions, degree production will have to rise about 25% to meet high-tech pipeline needs

Data science-related degrees awarded for Virginia public and private universities and colleges



Source: State Council of Higher Education for Virginia (SCHEV)

Greater enrollment will strengthen prospects for increased revenue growth. Although public universities are politically guided to maintain tuition affordability for undergraduates, graduate tuition rates are typically higher and far less apt to be discounted. The incremental revenue from new students will be essential to support new program costs. Opportunities for new sources of research and development funding, from both public and private sources, will add revenue diversity to university and college budgets.

- » [Virginia Tech University](#) is building a new Innovation Campus in Northern Virginia to support technology-oriented graduate education programs and expanded research activity.
- » [George Mason University](#) (GMU) is building a facility for its new Institute for Digital InnovAtion (IDIA) and establishing a new School of Computing. The IDIA facility will foster growth in the tech-talent pipeline, hosting graduate programs and research space for public and private entities.
- » [University of Virginia](#) is opening a School of Data Science, which will augment existing curriculum for expanded offerings and capacity.
- » Northern Virginia Community College will be collaborating with GMU on a new program, ADVANCE, to provide data science curriculum in a more affordable setting, while preparing students to transfer to GMU.
- » [Marymount University](#) recently added a Doctorate in Cyber Security to augment existing undergraduate and graduate data science programs. MU anticipates inclusion in a Virginia Tech-led Cyber Security Initiative (CCI), which will broaden demand draw.

Execution risks will persist in the near term as universities and colleges implement their strategic plans. Funding for the high level of enrollment growth required, in terms of recruitment and retention of students and faculty, will come partially from incremental state sources. However, given the state's priorities for funding across both infrastructure and education needs, Virginia's higher education institutions will also rely on cash flow, reserves and gifts to meet master plans. Favorably, many institutions are also benefiting from a growing high-school graduate population, as well as reputational strengths.

Moody's related publications

Credit Opinion

- » [Virginia \(Commonwealth of\): Update to credit analysis](#), October 18, 2018

Sector In-Depth

- » [Local government - US: Amazon's HQ2 decision highlights cities' prime competitive advantages](#), November 13, 2018
- » [Local government - Virginia: Credit quality likely to remain healthy despite high debt burdens](#), October 19, 2018
- » [Local government - US: Rural America confronts growing economic and demographic challenges](#), July 19, 2018

Issuer Comment

- » [Virginia Polytechnic Institute and State University, VA: Expansion aligned with Amazon's HQ2 is credit positive, though brings execution risks](#), November 20, 2018
- » [Commonwealth of Virginia: Population growth in high-wealth Northern Virginia is credit positive for the state and local governments](#), February 1, 2018

Sector Comment

- » [Public finance - District of Columbia, Maryland and Virginia: DC region, usually buttressed by federal presence, bears brunt of shutdown](#), January 24, 2019
- » [New York City, District of Columbia and Arlington, VA: Washington DC and New York metro areas will benefit from Amazon's second headquarters](#), November 15, 2018

Issuer In-Depth

- » [Maryland \(State of\) and Virginia \(Commonwealth of\): Federal Sequester Slows, But Doesn't Stall, Two Strong State Economies](#), November 15, 2016

To access any of these reports, click on the entry above. Note that these references are current as of the date of publication of this report and that more recent reports may be available. All research may not be available to all clients.

Endnotes

- 1 CompTIA Cyberstates 2018 Report
- 2 Net tech employment as defined by CompTIA includes technology professionals employed by organizations across the economy, self-employed technology professionals, support/business professionals employed by tech companies, and self-employed support/business professionals working in the tech industry.
- 3 Average annual tech sector wage from CompTIA Cyberstates 2018 Report. Average annual wages for all industries from US Bureau of Labor Statistics.
- 4 CompTIA Cyberstates 2018 Report
- 5 CompTIA Cyberstates 2018 Report

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REPORT NUMBER 1156820



Policy 1123: Gift Acceptance

Responsible Office:

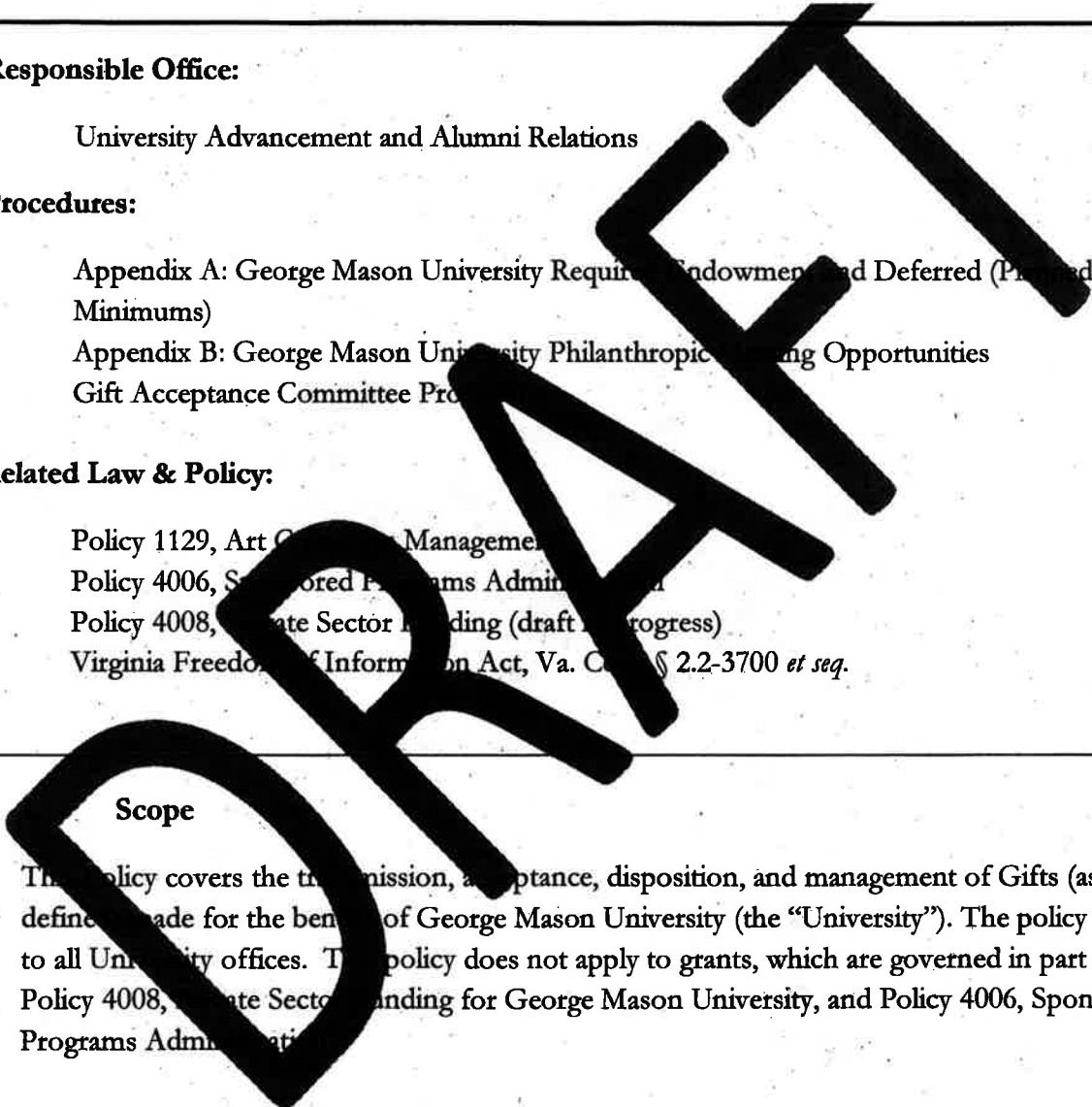
University Advancement and Alumni Relations

Procedures:

- Appendix A: George Mason University Required Endowment and Deferred (Planned) Gift Minimums)
- Appendix B: George Mason University Philanthropic Giving Opportunities
- Gift Acceptance Committee Procedures

Related Law & Policy:

- Policy 1129, Art Collection Management
- Policy 4006, Sponsored Programs Administration
- Policy 4008, Private Sector Funding (draft in progress)
- Virginia Freedom of Information Act, Va. Code § 2.2-3700 *et seq.*



Scope

This policy covers the transmission, acceptance, disposition, and management of Gifts (as later defined) made for the benefit of George Mason University (the "University"). The policy applies to all University offices. This policy does not apply to grants, which are governed in part by Policy 4008, Private Sector Funding for George Mason University, and Policy 4006, Sponsored Programs Administration.

II. Policy Statement

A. Taxation

1. George Mason University is a public institution of higher education of the Commonwealth of Virginia. The University is an organization described in Internal Revenue Code section

170. The George Mason University Foundation, Inc. (the Foundation), is a Virginia nonstock corporation organized and operated exclusively to receive, manage, invest, and administer private gifts and property and to make expenditures to or for the benefit of the University. The Foundation is an organization described in Internal Revenue Code section 501(c)(3) and is classified as a publicly supported organization under Internal Revenue Code sections 509(a)(1) and 170(b)(1)(A)(iv).

2. The University does not provide specific tax advice to donors. In general, under IRS regulations, a donor may deduct a Gift to the University if the donor does not retain control over the Gift and does not receive any benefit from the Gift.

B. Receipt of Gifts

1. Collection of Gifts from donors directly by a University department is strongly discouraged. In the event that a donor makes a Gift directly to a University department, the department administrator must contact the Office of University Advancement and Alumni Relations immediately for instructions.

C. Gift Acceptance

1. The University is obligated to accept Gifts in a manner consistent with the stated intentions of the donor. Because the University must comply with donor restrictions, only Gifts that are consistent with federal and state law, are consistent with the University's values and policies, and are supportive of the University's mission, may be accepted.
2. The University shall not accept any Gift that:
 - a. interferes with or influences the University's academic freedom or its capacity to fully control its management, operations, and direction of its affairs, including admission procedures, faculty hiring and promotion, academic programs, and their integrity;
 - b. contains restrictions that unlawfully discriminate on the basis of race, creed, color, citizenship, national origin, religion, sexual orientation, gender identity, gender expression, age, marital or partnership status, military status, or disability;
 - c. presumes or requires a particular result or conclusion of scholarly work;
 - d. impedes the free inquiry and scholarly activity of a faculty member, fellowship holder, or student;
 - e. is offered for purposes inconsistent with its missions of education, research, and service;
 - f. confers a benefit to the donor rather than serving the public benefit;
 - g. affords the donor influence over the continued employment of specific personnel; or
 - h. impairs the University's ability to define and pursue its mission, require illegal or unethical acts, hinder governance or administration, or compromise the University's accreditation.

3. The Gift Acceptance Committee shall be composed of the following persons:
 - a.

4. Although the Foundation controls the acceptance of gifts to it, the University understands that the Foundation normally chooses to accept gifts that the University has determined to be in furtherance of the mission of the University. Accordingly, the Gift Acceptance Committee shall review and approve Gifts under its purview before the completion of a gift to the Foundation.
5. The following types of Gifts may only be accepted by the University after review and approval by the University's Gift Acceptance Committee:
 - a. Gifts subject to any conditions or restrictions of \$500,000 or more (excluding established programs and faculty research grants);
 - b. Gifts of real estate;
 - c. Gifts that would be paid over a period greater than five years;
 - d. Gifts that would be paid with assets other than cash or readily marketable securities (except for planned gifts);
 - e. Gifts that will draw significant public attention, or have significant reputational implications for the University;
 - f. Gifts from international entities not already known to or affiliated with the University;
 - g. Gifts that would permit use of the University's name or other trademark by the donor or a third party;
 - h. Gifts that may have real or potential conflicts of interest for the donor or University officers;
 - i. Gifts that are specifically related to the appointment or promotion of a specific individual;
 - j. Gifts that would create immediate or future financial or significant administrative burdens;
 - k. Gifts associated with naming opportunities recognizing current or former heads of state or public officials, government entities, corporations, or individuals;
 - l. Gifts ending the fiscal year at a lower amount than the threshold established for each school, requiring donor oversight committees. If such a committee is created, the University should appoint the majority of the members, and any donor designees should be limited to a nonvoting role on any matter related to academic governance.
6. The determination of whether a gift must be reviewed by the Gift Acceptance Committee shall be at the discretion of the Vice President for University Advancement and Alumni Relations.
7. Gifts to the University that may expose the University to liability or that obligate the University shall also be reviewed by the Office of University Counsel.

D. Public access to Gift information

1. When the Foundation accepts a gift subject to conditions that govern the use of those funds by the University, the University shall provide the Foundation with a writing specifying the University's acceptance of those conditions. Such writing is a public record of the University under the Virginia Freedom of Information Act.

2. The University affords donors the privacy protections permitted by the Virginia Freedom of Information Act.
3. Gifts may be made anonymously, but for gifts \$100,000 or more, the President, Provost, and Vice President for University Advancement and Alumni Relations must be aware of the donor's identity and agree that the University will accept the Gift on condition of anonymity.

E. Administration of Gifts

1. The University's administration of Gifts must comply with all relevant federal and state regulations.
2. The financial management of Gifts should follow the guidelines set forth in the University's Financial Policies.
3. The Office of University Advancement and Alumni Relations is responsible for ensuring that the University is in compliance with applicable laws pertaining to the receipt and management of Gifts and that it honors its fiduciary responsibility to donors. It is the duty of each department or school to use Gifts in accordance with the donor's intentions as agreed by the University.
4. If it becomes impossible or inadvisable for the funds associated with a Gift to continue to be used for the specific purpose for which they were given and subject to the terms of any applicable gift agreement with the University, the University will contact the donor or notify the Foundation so that the Foundation may contact the donor to discuss an alternate application of the funds. In the case of funds subject to a gift agreement with the Foundation, the donor must be contacted, the University, subject to the terms of the applicable gift instrument(s) and applicable law, will determine appropriate uses of the funds. The University will work with the Foundation to do so in consultation with the University's President, Vice President for Administration and Finance, and Provost and Executive Vice President.

Exceptions to this Policy must be approved by the President.

III. Definitions

Bequest - A gift of real or personal property made at death by a will or a trust.

Gift - A voluntary transfer of property made without consideration, which may or may not be restricted as to its use. The term "Gift" as used in this Policy includes both transfers of funds or property made by a donor directly to the University; as well as restricted and unrestricted funds transferred by the Foundation to the University.

Grant - An agreement representing the transfer of money, property, or services by a sponsor in exchange for specified services or activities (e.g. research and development). Grants are enforceable by law, and performance is typically accomplished with set time parameters with payment subject to being revoked for cause.

Cash - Money, currency, checks, money orders or cash equivalents.

Securities - Stocks, bonds, options, warrants, notes, or similar instruments, either publicly traded on an exchange (public) or not publicly traded (private).

Gift-in-kind - A gift that is a tangible item, for example, a work of art, equipment, or a literary collection.

Internal Revenue Code (IRC) – 26 U.S.C.S. §1 et seq.

IV. Responsibilities

- A. Department Administration – Promptly deposits Gifts received in the form of cash or check in accordance with University procedures, or forward such Gifts to the Foundation.
- B. Office of University Advancement and Alumni Relations - Responsible for ensuring that the University complies with laws pertaining to the management of charitable assets and ensuring that the University honors its fiduciary responsibility to donors. Performs quality assurance reviews to ensure that gifts are assigned to correct accounts.
- C. Vice President, University Advancement and Alumni Relations - Has general oversight of all gifts accepted by the University.

V. Forms

VI. Dates:

A. Effective Date:

This policy will become effective upon the date of approval by the Senior Vice President for Administration and Finance and the Provost and Executive Vice President.

B. Date of Most Recent Review:

N/A.

VII. Timetable for Review

This policy, and any related procedures, shall be reviewed every three years or more frequently as needed.

VIII. Signatures

Approved:

**Senior Vice President for
Administration and Finance**

Date

Approved:

Provost and Executive Vice President

DRAFT

Thank you for supporting Mason!

FASTER FARTHER | THE CAMPAIGN FOR GEORGE MASON UNIVERSITY



Campaign Impact Report

Students Largest, most diverse, best-qualified student body ever in 2018-19.

2,215
Patriots receiving donor-funded scholarship support in 2018



37,000
students enrolled



\$93.1M
raised for students

\$690M
total raised 2008-2018



73,000
donors in all

Yearly giving doubled

\$72.3M
(2018)

\$30.5M
(2008)



Campus Three growing campuses that make our region stronger, healthier, and more culturally vibrant.

Major new facilities opened during the campaign include Peterson Family Health Sciences Hall, the Wylton Performing Arts Center, Smithsonian-Mason School of Conservation, and Point of View.



\$32.5M
raised for facilities

Research We create real-world knowledge—discoveries that make a difference.



R1

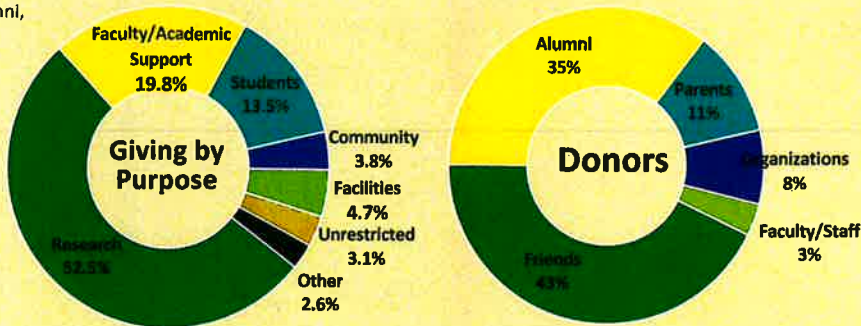
Tier-one research institution



\$362.8M
raised for research

Mason is the youngest among the 130 U.S. universities to reach the top tier.

Thanks to the combined efforts of thousands of donors, alumni, faculty and staff, and community leaders, we've achieved the biggest fundraising goal in our history.



**RESOLUTION
OF THE
BOARD OF VISITORS OF GEORGE MASON UNIVERSITY**

WHEREAS, pursuant to the University's Debt Management Policy, the George Mason University Board of Visitors performed its annual review.

NOW, THEREFORE, BE IT RESOLVED that the University is in compliance with its Debt Management Policy.

Adopted: February 27, 2019

A handwritten signature in black ink, appearing to read "Shawn Purvis", is written over a horizontal line.

Shawn Purvis
Secretary
Board of Visitors
George Mason University

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

Public Comment Session

April 3, 2019

MINUTES

PRESENT: Rector Davis and Vice Rector Hazel; Visitors Blackman, Cumbie, Moreno, Reagan, Rice, and Witeck; Faculty Representative Renshaw; Student Representatives Keatinge; President Cabrera; and Secretary pro tem Cagle.

ABSENT: Secretary Purvis; Visitors Alcalde, Chimaladinne, Marquez, Petersen, Prowitt, Roth, and Zuccari; and Student Representative Pettine.

- I. Rector Davis called the session to order at 10:15 a.m.

- II. Rector Davis thanked the attendees for coming to the Session, noting it was the first time the Board of Visitors had opened a session for public comment. He explained there was no public mandate or legislation requiring a Public Comment Session, but that there had been proposed legislation that would allow the Board to hold public hearings confined to budget matters. Rector Davis commented that from the Board's perspective, they wanted to open the session up to faculty, students, and the public to hear about anything they wanted to share or what they would like to do. He asked the speakers to try to limit their remarks to three minutes to give as many people as possible the opportunity to speak, noting he would provide a prompt at the appropriate time. Rector Davis advised the speakers that if they provided a statement for the record it would be shared with other Board members and members of the administration. He referred to the list of registered speakers (Attachment 1) and noted that if someone had been left out or if it looked like more people could be accommodated, the Board would try to do this. He thanked the attendees, again, for attending and for their interest in participating. He called on Christopher Maier, noting Mr. Maier had submitted a statement as well which would be included in the record and then distributed to Board members. Mr. Maier was not present. Rector Davis called on Sara Deriso and thanked her for attending. He noted he had spoken to Ms. Deriso previously and was informed that she had a document to share with the Board (Attachment 2). He asked that those be distributed. Ms. Deriso addressed the Board as follows:

Sara Deriso: So, hello, my name is Sara Deriso. I'm a junior at George Mason. I study government and international politics with a minor in political communication. I'm a member of GMU Student Power; I'm the President. And during the course of the last few weeks, I heard that there was going to be a public comment period so I collected statements from my peers about why you all should choose not to raise undergraduate tuition fees. I can also pass these around right now (Attachment 3). So, I'm here today to advocate that you guys freeze tuition in the upcoming academic year and to accept the General Assembly's \$6.5 million additional state funding for tuition moderation. Over the past decade,

George Mason has experienced a 66% increase in tuition and fees. State funding is obviously declining so that means that we are relying more on tuition. I think this is a really great opportunity to offset these inequalities within tuition. I am also a student organizer with Transparent GMU and I would like to applaud Faculty Senators Letiecq and DeMulder for their appointment for the implementation taskforce for the gift acceptance committee. They are charged with developing and processing practices that will ensure proper implementation of University Policy 1123 regarding donations to the George Mason University Foundation. Faculty have been raising concerns about undue donor influence since 2011. It is about time that the Board pass a strong gift acceptance policy that includes faculty governance. Also, Transparent GMU has been approved to appeal our case to the Supreme Court of Virginia, our case against the George Mason University Foundation. I wanted to note that. Also, I am here today as a survivor of sexual assault. Some may see the law school's decision to hire Supreme Court Justice Brett Kavanaugh as a prominent addition to the school's faculty, but the University has ignored his history of sexual violence against women. Although he has never been convicted of a crime, he should not be rewarded with a visiting professorship. He destroyed the lives of several women. One of his accusers, Dr. Christine Blasey Ford, is under so many death threats she cannot continue to teach psychology at the University of Palo Alto. As a survivor of sexual assault, this decision has really impacted me negatively. It has affected my mental health knowing that an abuser will be part of our faculty. I am advocating that the Board of Visitors read our list of demands to the administration (Attachment 2), particularly section 5a to hire an on-campus sexual assault examiner nurse. When I was assaulted I did not have a car as a freshman, so I could not go to a hospital receive a PERK (physical evidence recovery kit) exam. So, I think it would be very beneficial. There are so many on-campus students that should be able to have access to rape kits and a sexual assault examiner nurse at the student health services. Also, at point 6-a. for police reform, we are asking that the University hire an on campus 24/7 Mason PD (Police Department) Sexual Assault Coordinator. When I went to Mason PD to report my sexual assault, the Sexual Assault Coordinator was on vacation and there were no women police officers I was able to tell my story to. So, I had to recount my story to a young male, which is very traumatizing especially two days after my assault. I would like you to read over these demands to the administration, put pressure on the administration to make these changes and allocate funding to make these changes. If you could read those cards that other students wrote about tuition that would be great, and I thank you for your time today. Thank you.

Rector Davis thanked Ms. Deriso and called on the next speakers as follows: Rashed Abu Awwad (not present); MacKenzie Earl (not present); Sarah Ahn (not present); Cassidy Pollard (not present); Anya Coleman (not present); Gerritt Hansen (not present); Ashley Stewart (not present). Rector Davis noted that all of those named had submitted written comments which would be shared with the

Board of Visitors

April 3, 2019

Page 3

Board. He stated the fact they were not in attendance would not take away from what they wanted to say and their comments would be given appropriate consideration. Rector Davis opened the floor to anyone else who wanted to address the Board and share their views as the session was running ahead of schedule. The following people were recognized to share their comments:

Amy Crummie-DuCarne: My name is Amy Crummie-DuCarne. I'm a first semester senior here at Mason. I'm scheduled to graduate early next semester. I'm also a founder of an on-campus organization called Student for a Democratic Society. We've been active for the past, I think, two and a half years. I am also an out of state student. So, I know those are few and far between here. So, my tuition is quite high, it's around \$50,000 a year. And I support that tuition going towards things like the educational complex here, and supporting teachers. And I also support the tuition freeze. However, there are aspects of our University that I find that this enormous amount of money should not go towards. One of which being the hiring of Supreme Court Justice Brett Kavanaugh. This affects me quite personally because my sister is a survivor on multiple counts. I've seen what it does to a person. I've seen what these cases can do to people. And I've seen what this public treatment of survivors can do to a person. And I would like to advocate for not only my sister, but the other survivors at George Mason who are seeing this happen. Please reconsider this offer. I realize he's been hired already, but it does severely affect survivors on our campus in maybe ways that men don't see. Thank you.

Rector Davis thanked her for her comments.

Stacie Gordon: Hi, good morning. I actually wasn't planning on making remarks today. My name is Stacie Gordon, I am with Partners for College Affordability and Public Trust. And I just want to quickly thank the Board for taking time to listen to student voices today and accept their input by written comment and by physical testimony today. I think it's really great that you guys are doing this. You don't have to do this. As you said earlier, there's no current state mandate. Later on, there will be one going into effect in July, but I think it's fantastic that you guys did this today. So, I just wanted to thank you.

Rector Davis thanked her for her comments, noting that it was important for the Board to hear from students, faculty, and surrounding community.

Zoehriya Anwar: So, my name is Zoehriya Anwar. I am currently a freshman majoring in Community Health. I'd like to say that I myself have been assaulted on this campus. It happened just recently, at least four months ago. And what happened was that I approached the Mason PD and the Title IX office. And neither have followed through with the case of my sexual assault. And knowing that Brett Kavanaugh was hired to be a visiting professor at George Mason

University, as someone who has survived sexual assault three times, I do not feel comfortable with someone who has sexual assault allegations walking on our campus, even if he has the vocational and academic credentials to be a professor. Because of the allegations that Christine Blasey Ford has made, I would just appreciate if the Board just considered that. And I respect that you have already decided to hire Brett Kavanaugh, but I think it should be reconsidered. Thank you.

Rector Davis thanked her for her comments. He recognized President Cabrera for his comments.

President Cabrera: Rector Davis. I would first like to applaud our students for speaking up today. I am proud of our students. One of our stated goals is that our students become engaged citizens. As part of the experience at George Mason, I think what you saw is a perfect example of it. So, thank you for that. And I can tell our students that our Board, and I know them quite well, are taking great consideration of those comments. I have maybe a couple of suggestions that will be hopefully useful for the Board, but also for our students. I absolutely agree with them; we need to keep the pressure of our stated goal of eradicating sexual violence in all of its forms from our campus. This has been a priority for the University. One case of sexual violence, is one case too many. And we need to do better; every year we need to do better. We had a taskforce, I called a taskforce in 2015, and it came with a list of pretty strong recommendations. We've been executing on those recommendations. I think we have reasons to believe that some of those are working, but clearly every case here indicates that we have to do better. I think it would be important for the Board to receive a briefing on what has happened in the last two or three years, to look at this in detail, to have a discussion, and to see what additional initiatives need to be put in place. So, I will discuss this with our Rector, but assuming there is interest from the Board, we can have a briefing to you as early as our next Board meeting.

Rector Davis responded with concurrence and without objection to a briefing for the Board. He also commented that the hiring practices of the individual colleges do not rest with the Board of Visitors and asked President Cabrera for his comments.

President Cabrera: Right. And this might be an important thing. And by the way, I say this with full respect of the views that many of us may have about a public figure and I understand and I respect the views that our students have expressed today. And I don't put them in question at all. It is a public figure. He went through a very public senate confirmation process and I know each person, even around this table, drew their own conclusions. But what's important to note is, even though the Board of Visitors of our University has ultimate powers over everything that happens at the University, because of the tradition of higher education in the United States which is adopted by our Board, we believe in the

process of shared governance. Now, shared governance means that some of the powers of the Board are delegated first to the president and then to the faculty for them to make decisions. There are several reasons for doing this. One is it is understood that the Board should not be telling the faculty how to teach math or psychology, or who should teach math or psychology. That those are decisions that should be made by the faculty. There's another reason for this, which is to pre-empt the possibility that in some cases, let's say a Board that will lean to one side or the other of the political spectrum would be tempted to start vetoing certain faculty members in some disciplines. That is the reason why the processes of shared governance put some of these decisions, some of these decisions come all the way up to the Board, especially tenure decisions because those create, of course, a commitment of the University and potentially for life. The decisions of temporary appointments rests within the faculty. So, in this case the way it works is the faculty, in this case, the Law School, they considered all the facts. They voted to retain Justice Kavanaugh to teach this class. By the way, it's going to be taught in England. So, it's off campus; it's going to be taught during the summer. It's an elective class on the history of the U.S. Constitution. So, the faculty has voted on this; they voted on this in January. Students have voluntarily decided to take this class. Currently, it's oversubscribed, actually. So, that's how those decisions are made, consistently with our faculty handbook and the principles of shared governance. I respect their judgment; doesn't mean I share it. Doesn't mean I would have made that decision if I were in their shoes. But expressing it, I respect the judgement of my faculty colleagues in the Law School who have assessed all the facts and made that decision. But I need to clarify and link it with the first part of the comment and hope that our students at least have an understanding and trust the message that I'm sending to you. We share the firm commitment to eradicating sexual violence. And whether this decision made some of you call that into question, I can assure you that we are fully, fully committed. And keep raising your voice. I think what student groups are doing to keep attention, I think it was Sara that said, "I want the Board to be aware." That is effective advocacy. Raise awareness. Make sure that we bring everybody's attention and efforts to it. So as much as you may dislike decision number one, it has absolutely no implication in our firm commitment to continuing to combat sexual violence. And again, I really thank you. And I respect the students. I know it takes courage to stand up, especially some of you who have shared personal issues, I thank you for what you've done this morning.

Rector Davis thanked President Cabrera for his comments. Rector Davis addressed Sara Deriso and said it looked like tuition would be frozen, referring to her earlier request.

Rector Davis recognized Vice Rector Hazel for his comments. Vice Rector Hazel thanked the students for attending and noted his support for continuing the open sessions for input from the greater George Mason community. He noted that

many of the cards that were shared did not have a name or Mason affiliation. He recommended to Ms. Deriso and her peers that it would mean more and be more effective if names were included in the future. Rector Davis commented that he understood the hesitancy of people to identify themselves, especially where their views are difficult for others to hear. He reiterated his appreciation for those who were present, for the speakers who stood up to share their views, and noted the Board would take their comments seriously. He asked for any other comments and recognized Kailey Adkins for her comments.

Kailey Adkins: Hi there, my name is Kailey Adkins and I'm a junior in the Integrative Studies program, with a concentration in Social Justice and Human Rights. I would just like to say that it is easy to say that we are fighting to eradicate sexual violence on this campus, but the hiring of Kavanaugh threatens the mental well-being of all survivors on this campus. So, it is easy to make that pledge, but that decision negates it, in my opinion. I would also like to speak on faculty governance. I think it's great that it was implemented in this case, but I would like to see stronger faculty governance implemented in the wider university, by accepting the stronger gift agreement policy. There have been concerns raised from the faculty for years when it comes to faculty governance and the building of curriculum and the hiring of professors within our university as it relates to donor influence. And so, I think that passing a stronger gift acceptance policy is essential if you're going to uphold those standards of faculty governance at this university. That's all, thank you.

Rector Davis thanked her for her comments. He opened the floor to any other speakers and recognized Amy Crummie-DuCarme for additional comments.

Amy Crummie-DuCarme: Hello, again. I would just like to say to President Cabrera, we as students who come to these meetings are very well informed. We understand that the law school has its own decisions when it comes to hiring and firing. I just wanted to state that since this was an open comments meeting, this is our outlet as students on the Fairfax campus to say how we feel about this certain event. So, we do understand that it was a two-week course in England where he's going to teach about the history of the U.S. Constitution. I also know that Neil Gorsuch is going to be over in Pajama, Italy for about three weeks teaching a different course. So, we know these things. We just feel that it's an outlet for us to speak to some members of the university who have some type of influence or know people in the other school, the Antonin Scalia School of Law, to maybe pass things down.

President Cabrera acknowledged her comments and thanked her.

Board of Visitors

April 3, 2019

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III. Adjournment

With no more comments to be heard by the Board, Rector Davis thanked those in attendance and adjourned the session at 10:38 a.m.

Respectfully submitted,



Kathy Cagle
Secretary pro tem

Attachments:

- (1) Registered speakers and written comments (1 page)
- (2) Mason for Survivors List of Demands (1 page)
- (3) Statements from Students (copies of hand-written cards) (6 pages)

George Mason University Board of Visitors April 3, 2019 Public Comment Session - Written Comments			
First Name:	Last Name:	Name of organization or group:	Affiliation w/ Mason: Mason Faculty or Staff
Christopher	Maler	Staff Senate	Mason Faculty or Staff
Sara	Deriso	GMU Student Power	Mason Student
MacKenzie	Earl	N/A	Mason Student
Sarah	Ahn	Mason for Survivors	Mason Student
Cassidy	Pollard	N/A	Mason Student
Anya	Coleman	N/A	Mason Faculty or Staff
Gerritt	Hansen	N/A	Community Member
Ashley	Stewart	Mason for Survivors	Mason Student

Written comment:

The Staff Senate is looking at ways to cut back on items we typically spend on annually, and I am tasking my executive team to help develop a zero-base budget model moving forward each year, so that I can show how we've performed in the past, what is absolutely necessary to keep performing this year, and plan for the following years greater demand on our services. One item that is out of reach currently is providing a line-item for a new laptop to be used by our Administrative Assistant. The one she is currently using will need replacement no later than the end of fiscal year 2020 (it's on its last leg so to speak; IT has done everything to update and keep it moving but it's hard to say how long this will last). The other item is looking at moving our Administrative Assistant from a paid 20-hours per week to at least 32-hours per week. She's putting in the hours and making a great effort to ensure Staff at Mason succeed. As the University builds its international rapport, gains more attention, and has more students coming to Mason, the demand for our engagement with Classified-Staff and Non-Student Wage has increased and will keep going so at a dramatic pace. It has taken us two years to rebuild our image and provide all staff with a minimal level of expectation and consistency. We have the ability to do more. However, we need to be realistic about our current workforce demands and with the amount of other work we ask our volunteers to perform. The Staff Senate will continue to find alternate opportunities to adjust our current budget model. At some point, the supply and demand curves cannot adjust any further.

I am the president of the student organization, GMU Student Power, where we advocate for accessible, affordable, and democratic higher education. In my public comment I will ask the board to accept the resolution from the General Assembly where GMU will receive about \$6 million in exchange for a freeze on tuition for in-state students. I am also a member of Transparent GMU and I would like to also speak in support of the Faculty Senate's resolutions on the gift acceptance agreement policy. GMU needs to make amends with it's past of corporate donor influence and pass a strong policy to insure transparency and faculty governance. This public comment period should prioritize student voices, with us, there is no George Mason University.

Compared to other universities, George Mason applies little funding to the upholding or expansion of Title IX policies. How can Mason justify expansion/tuition increases for greater number of students if they cannot sufficiently provide resources for the students already in attendance. As a Mason student, I am disappointed in the university for failing to focus on the growth of quality and safety rather than the growth of University wealth.

I was sexually assaulted when I was 14, and raped when I was 15. So I know a little about how a survivor might feel about Mason working to strengthen their policies against sexual assault. Cabrera's blog post was disgustingly dismissive to the real concerns of GMU students. He essentially said, "because Kavanaugh won the nomination, your concerns about him being on campus are not valid." He's wrong. How can Mason work towards being a healthier campus when you won't even take student concerns into consideration? There is a coalition of students and community out here, screaming and pleading you to take this issue seriously, to disaffiliate with Kavanaugh, and you ignore us. GMU is nothing without its students. WE are GMU. So I suggest you listen. And on the topic of this tuition raise, I assume that extra money will be going directly to fund the underfunded and understaffed Title IX office here? And I assume if there will be a tuition raise, there will be complete transparency to the students about why and how those funds will be utilized?

As a survivor of sexual assault experienced at Mason, I have severe issues with the handling of tuition, tuition hikes, and the general fiscal activities of this university. It is very concerning to me that this University is willing to spend money and effort to maintain a fleet of delivery robots - the fact that Starship gifted the robots originally is irrelevant - but is unwilling to use tuition funds to hire an adequate number of Title IX coordinators, provide rape kits on campus/transportation to a facility that has the ability to administer rape kits, or hire an adequate number of oversight personnel for extracurricular activities to prevent and address sexual harassment and assault within those activities. Considering that tuition is hiked significantly every year, and none of those tuition hikes appear to be used in any tangible or meaningful way to protect and aid students, I would ask the board how they plan to either reduce the number of tuition hikes or put the increased revenue from these tuition hikes towards policies, programs, and increased personnel to aid and protect students in cases of sexual assault and in general in the future.

In light of the recent "Varsity Blues" investigation, and outcomes, what is the university doing to separate donor's influences and decision-making roles on student admission, as well as faculty appointments, and overall influence on academic affairs? In 2018 the student organization Transparency GMU received documentation disclosing such influence from those of the Koch Brothers, as well as the Federalist Society. Has the University worked to protect the integrity of the academic system (which is a PUBLIC university) and those students who trust the University is not easily persuaded by money? As a former student, as well as current faculty member, my Patriot Pride runs high. However, with recent actions taken by the university to accept donations at a cost of the student population (ex. recent Brett Kavanaugh hiring, which speaks against student safety), what decisions is GMU really making for the betterment of the student-body? What types of monies are received and spent on behalf of donors to serve their interests and not the needs of the students? We all know with a high donation comes a high-price, but please stop allowing these donors to influence the courses we take, the integrity of the application process, as well as drive our tuition prices sky high. Why not put that money into programs that help the undeserved or scholarships for all students to get an equal opportunity at higher education? Thank you for your time and consideration.

George Mason University, and those who pride themselves as the leaders of the university, should be ashamed of themselves. The decision to hire Justice Brett Kavanaugh reflects a gross indifference to the students they serve and the reputation they attempt to uphold. There is no part of myself that I can bring to sympathize with the systemic decision making that consistently shows that George Mason University does not care about the welfare of its students, but rather for the continued support of wealthy, conservative donors. It is with the strongest possible sentiment that large parts of the student body communicates that they do not want this.

I think a reasonable observer can conclude that it is not simply ignorance or greed, but malice and complicity that motivates the actions of the university surrounding sexual violence in the past few academic years. I assume my letter will be ignored with a host of other voices on this issue, and that the University will do nothing to change this trend of shameful behavior. This University is actively being made both an unsafe space for students, and a laughing stock for being such corporate profit-mongers.

I believe George Mason University's decision to hire Brett Kavanaugh to be both appalling and shameful. His association with Mason has caused the survivors who call it home severe pain and has made me ashamed to be affiliated with this university. This decision and President Cabrera's continued defense of it highlight the tremendous lack of support for survivors on Mason's campus.

However, the decision to hire Kavanaugh aligns with Mason's history of failing to adequately address claims of sexual assault and harassment. Student body president, David Kanos, was able to graduate without facing consequences for his actions and GMU Forensics Coach, Peter Pober, has appeared to escape legal repercussions for the years of abuse he afflicted on his students.

Survivors deserve to be believed and deserve justice, they also deserve the support of their university which is an environment they should feel safe in. The time is now to change this history and provide that support. I demand the university's administration accept the list of demands from Mason for Survivors.



WE DEMAND

- 1) Terminate AND void ALL contracts and affiliation with Brett Kavanaugh at George Mason University.
 - a) Release any and all documents including but not limited to: emails, donor agreements, and contracts related to the hiring of Brett Kavanaugh as faculty at George Mason University.
- 2) Hold a Town Hall to discuss Kavanaugh's hiring and implications for students and the university including a public comment section. All students must be informed through their MasonLive email, once, by April 25th 2019.
 - a) A formal apology from administration to survivors
- 3) Title IX policy reform: Increase the number of Title IX officers to the proportion of students at the University.
 - a) Ensure all syllabi include ALL sexual violence resources offered (CAPS, SSAC, hotlines, etc.)
 - b) Ensure that any student reporting sexual misconduct in their residence hall has the right to relocate within a month to other on campus housing, free of charge.
- 4) Ensure that the Board of Visitors and Faculty Senate pass and implement a Gift Acceptance Policy in order to prevent outside donor influence by May 2nd 2019.
- 5) Better resources for students:
 - a) Hire an on-campus sexual assault examiner nurse(s)
 - b) Hire a sufficient number of full time clinicians at CAPS in accordance to International Association of Counseling Services guidelines (IACS)
 - c) Ensure that students have free access to rape kits. Including but not limited to transportation to facilities.
- 6) Police Reform:
 - a) Hire an on-campus 24/7 Mason PD Sexual Assault Coordinator
 - b) Require that police inform survivors of their right to free peer advocate from SSAC
 - c) Require all incidents of sexual harassment and violence be reported within 30 days to students
 - d) Require all Mason PD officers and cadets undergo comprehensive, trauma-informed sexual violence training

Media Contact:

Name: Elijah Nichols, Caitlin Slater, and Sean Keckley

Email: mason4survivors@gmail.com

Phone Number: (231) 329-2416, (703) 999-9464, and (832) 600-5034

Petition/Demands: <https://www.change.org/p/tell-president-cabrera-support-mason-4-survivors-cancel-kavanaugh-gmu>

Facebook: <https://www.facebook.com/Mason4Survivor>

GMU Board of Visitors:

Raising tuition excludes individuals who would otherwise be hard-working, degree-learning students from getting the education or the housing they need. Keep GMU a more accessible, affordable place.

Sincerely, a GMU Junior

GMU BOV, our tuition on this campus is too high, and does not fit the needs of our diverse student body, and the already extremely high costs of Northern Virginia.

Best,
Jamie Thomas, GMU Student

I do not want the money I pay to GMU to go to the unethical hiring of Brett Kavanaugh.

As a survivor of sexual violence
in high school - Part of my decision
to come to Mason was its reputation
for ~~strong~~ safety/support for
survivors. The Kavanaugh hire
was a slap in the face to that
sense of safety. I am now
a shamed of my University.
I feel unsafe and unheard.
- Kailley Adkins

It is very hard to keep up with
tuition costs ~~in~~ in this economy
in order to afford quality education
necessary to meet the new standard
equivalent of a high school
diploma.

We are already broke

Dear board of visitors,
 please do not raise tuition
 because I barely receive
 financial aid as it. I still have
 not been able to pay tuition this
 semester. I also commute which
 is more expensive. Parking and
 fees are already so expensive.
 The quality of our education does
 not change as the price goes
 up.

take less salary and
 stop raising our
 TUITION

Dear BOV,
 I got lucky enough to not deal with
 housing hikes but most of my friends
 have not been as lucky. A lot of them
 are having to deal with a housing shortage,
 crapp~~y~~ living arrangements, and housing
 insecurity all at once. This is not a ~~good~~
 good way to expand a school. Make Mason
 more affordable first.

Tuition rate must be balanced and it must reflect students' ability to afford current tuition rate in these economic circumstances. Also, tuition rate must be based upon the region's economy in terms of tuition/education quality ratio to ensure that an academic degree will pay off back the cost it was paid for.

Why decrease the quality of housing and simultaneously increase the cost of housing? Where does the money go, or is it part of the g o l d associated housing plan?

Tuition is high enough as it is!

What is the point of raising it? So that we can have more facilities? What good is that if we are too busy working to pay for it!

The tuition is already high as it is, and with the thousands of students already paying that high tuition, you guys are already getting millions of dollars! We're in so much debt already and are going to be in ^{more} debt for grad school. So, can you not? Thanks.

Dear GMU BOV,

To provide affordable education to students, please do not increase tuition or housing rates so students can afford to attend GMU.

Dear GMU Board of Visitors:

I am a GMU sophomore. Tuition, boarding, textbook costs, and the general cost of living in this area make it extremely difficult for me as a student to financially afford school. Last year I worked three jobs to afford school which significantly affected my studies and last ~~year~~ semester in order to save money for school and to reduce the amount of hours I had to work while in school I

had to choose to be homeless in order to secure the proper funds. Please don't increase tuition rates again. I just want to be able to focus on school again. Please don't make me choose between academic proficiency and shelter stability again.

-Sincerely,
GMU Sophomore

Dear GMU Board of Visitors,

Do not raise our tuition. It is disgusting that your students, the human beings your mission is supposedly in support of will be in debt for the rest of their lives so that they can get an education. I struggle with severe financial anxiety at the age of 24, even though I have been working ^{& saving} since I was 16, largely because of TUITION. Especially when you are accepting massive donations from

private interests like the Koch brothers.
Do you value the money over me? a student?

BOARD OF VISITORS

George Mason University

Meeting Dates for 2019-2020

Pending Approval May 2, 2019

Thursday, October 10, 2019 Full Board Meeting

Thursday, December 12, 2019 Full Board Meeting

(Winter Graduation – Thursday, December 19, 2019)

Thursday, February 27, 2020 Full Board Meeting

**Thursday, April 2, 2020 Finance & Land Use Information
Session and Public Comment Session**

Wednesday, May 6, 2020 Full Board Meeting

(Commencement – Friday, May 15, 2020)

Thursday, July 30, 2020 Annual Planning Conference

Friday, July 31, 2020 Annual Meeting

Special Full Board or Committee meetings to be scheduled if needed.