GEORGE MASON UNIVERSITY
BOARD OF VISITORS MEETING
Thursday, December 5, 2024

Beacon Hall 1017
Science & Technology Campus

AGENDA

8:30 a.m. – 9:00 a.m.	*Continental Breakfast*
9:00 a.m. – 9:15 a.m.	**Executive Committee Meeting**
9:30 a.m. – 10:00 a.m.	**Research Committee Meeting**
10:15 a.m. – 10:45 a.m.	**Development Committee Meeting**
11:00 a.m. – 12:00 p.m.	**Finance and Land Use Committee Meeting**
12:00 p.m. – 1:30 p.m.	**Lunch & Hylton Performing Arts Center Tour**

BOARD OF VISITORS MEETING AGENDA

1:30 p.m.   **I.**   **Call to Order**

1:30 p.m. – 1:35 p.m.   **II.**   **Approval of the Minutes**
      A.   Full Board Meeting Minutes for September 26, 2024 **(ACTION ITEM)**

1:35 p.m. – 1:45 p.m.   **III.**   **Rector's Report**
      A.   A View from the Bridge
      B.   Revising and Repealing University Regulations **(ACTION ITEM)**

1:45 p.m. – 2:30 p.m.   **IV.**   **President's Report**
      A.   Critical Vacancy Update

2:30 p.m. – 2:40 p.m.   **V.**   **Strategic Plan Update**

          VI.   **Committee Reports**

2:40 p.m. – 2:45 p.m.   **A.**   **Research**

2:45 p.m. - 2:50 p.m.   **B.**   **Development Committee**

2:50 p.m. – 2:55 p.m.   **C.**   **Finance and Land Use**
          1.   Schematic Design for Recreational Athletic Complex **(ACTION ITEM)**

2:55 p.m. – 3:00 p.m.   **D.**   **Audit, Risk and Compliance Committee**

3:00 p.m. – 3:30 p.m.   **E.**   **Academic Programs, Diversity and University Community Committee**
          1.   Program Actions
              a.   New Degree Programs
                  i.   MEd in Elementary Education **(ACTION ITEM)**
                  ii.   MEd in Secondary Education **(ACTION ITEM)**
          2.   Faculty Actions

          a.   Conferral of Emeritus/Emerita Status **(ACTION ITEM)**
3. The Use of Standardized Tests in Undergraduate Admissions (David Burge)
4. Adoption of Kalven Committee Principles on Institutional Neutrality **(ACTION ITEM)**

3:30 p.m. – 4:00 p.m.   **XI.**   **Closed Session**
    A. Acquisition of Real Property (Code of VA: §2.2-3711.A.3)
    B. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
    C. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)
    D. Personnel Matter (Code of VA: §2.2-3711.A.1)

4:00 p.m.   **XII.**   **Adjournment**

The December 5, 2024, Meeting of the Board of Visitors will be in-person. Members of the public are welcome to observe in person or may view the meeting live at the following link: https://bov.gmu.edu/live/. Overflow gallery seating is located in the Beacon Hall Community Room. Please be aware that the full board agenda timing is for planning purposes only, the formal meeting could conclude before or after the time noted so participants should plan accordingly.

Written comments will be accepted until the full board meeting adjourns on December 5, 2024. To submit a written public comment, please complete the form at the following link: https://forms.office.com/r/9AcSrVQwiz. Written comments will be entered into the public record of this meeting.

No oral public comment will be taken at this meeting.

GEORGE MASON UNIVERSITY
BOARD OF VISITORS

Executive Committee Meeting
Thursday, December 5, 2024

Beacon Hall 1017
Science & Technology Campus

AGENDA

I.   **Call to Order**

II.   **Approval of Minutes**

     A. Executive Committee Meeting Minutes for September 27, 2024
        (ACTION ITEM)

III.   **Rector's Comments**

IV.   **President's Comments**

V.   **Closed Session**

     A. Acquisition of Real Property (Code of VA: §2.2-3711.A.3)
     B. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
     C. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)
     D. Personnel Matter (Code of VA: §2.2-3711.A.1)

<p style="text-align:center"><em style="color:red">DRAFT
BOARD OF VISITORS
GEORGE MASON UNIVERSITY</p>

<p style="text-align:center">Executive Committee Meeting
Thursday, September 26, 2024
Merten Hall, Hazel Conference Room (1201)</p>

<p style="text-align:center">MINUTES</p>

PRESENT: Rector Cully Stimson, Secretary Armand Alacbay, and Visitor Farnaz Thompson.

ABSENT: Vice Rector Meese, Visitor Bob Pence.

ALSO, PRESENT: Gregory Washington, President; Anne Gentry, University Counsel; Gesele Durham, Vice Provost for Institutional Effectiveness and Planning; Susan Woodruff, Director of Accreditation and State Authorization; and Scott Nichols, Interim Secretary pro tem.

I. Call to Order

Rector Stimson called the meeting to order at 8:00 a.m.

II. Approval of Minutes
      A. Executive Committee Meeting Minutes for May 2, 2024 **(ACTION ITEM)**

Rector Stimson called for any corrections to the Executive Committee Meeting Minutes for May 2, 2024 that were provided for review in the board meeting materials. Hearing no corrections, the meeting minutes stood **APPROVED AS WRITTEN**.

III. Rector's Comments

Rector Stimson welcomed the meeting attendees and noted he would reserve his comments for the afternoon's full board meeting.

IV. President's Comments

Rector Stimson recognized President Washington to offer comments. President Washington indicated he would reserve his comments until the afternoon's full board meeting.

V. Board Self-Evaluation (Gesele Durham & Susan Woodruff)

Rector Stimson recognized Gesele Durham & Susan Woodruff to brief the committee on the board self-evaluation process. Gesele Durham provided an overview of the objectives of the self-evaluation, as well as the survey process and timeline (presentation in meeting materials). Rector Stimson expressed his approval of the process.

VI. Closed Session
      A. Honorary Degrees and Special Awards (Code of VA: §2.2-3711.A.11)
      B. Public Safety (Code of VA: §2.2-3711.A.19)
      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)

Secretary Alacbay **MOVED** that the committee go into Closed Session under the provisions of Section 2.2-3711.A.11, for Honorary Degrees and Special Awards, namely proposed recipients for such degrees or awards;

Section 2.2-3711.A.19 for Public Safety Matters regarding campus safety; Section 2.2-3711.A.7, for Consultation with legal counsel pertaining to actual or probable litigation including briefings on:

> Jeong v. GMU et al.
> Morrison v. GMU et al.
> Wright v. GMU et al.
> Zahabi v. GMU et al.

Section 2.2-3711.A1 for a Personnel Matter, to discuss the performance of specific university personnel; and Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned items and pending investigations**.** The motion was **SECONDED** by Visitor Thompson. **MOTION CARRIED BY VOICE VOTE.**

Following closed session, Secretary Alacbay **MOVED** that the committee go back into public session and further moved that by roll call vote the committee 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. Any member of the committee who believes that there was a departure from the requirements as stated, shall so state prior to taking the roll call, indicating the substance of the departure that, in his or her judgment, has taken place. **ALL PRESENT COMMITTEE MEMBERS RESPONDED IN THE AFFIRMATIVE BY ROLL CALL VOTE.**
Absent: Vice Rector Meese and Visitor Pence

VII. Adjournment

Rector Stimson called for any additional business to come before the board. Hearing none, he adjourned the meeting.

Prepared by:
Scott Nichols
Interim Secretary pro tem

GEORGE MASON UNIVERSITY
BOARD OF VISITORS

Research Committee Meeting
December 5, 2024
Beacon Hall 1017
SciTech Campus

AGENDA

I.   Call to Order

II.   Approval of Minutes **(ACTION ITEM)**

        A. Meeting minutes for September 26, 2024

III.   Office of Research, Innovation, and Economic Impact Update (A. Marshall)

IV.   Infectious Disease Research: A Look Inside the Research at George Mason's Regional Biocontainment Laboratory (A. Narayanan)

        Science that Solves Crimes: A Look Inside the Research at George Mason's Forensic Science and Training Laboratory. (M. O'Toole)

V.   Adjournment

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Research Committee Meeting

MINUTES
September 26, 2024

Present: Visitors: Nancy Prowitt, Chair; Lindsey Burke, Farnez Thompson, Faculty Representatives; Tara Chaplin, Solon Simmons. Staff Liasion: William Gautney; Student Representatives; Maria Cuesta, Carolyn Faith Hoffman

Absent: Visitors: Horace Blackman, Anjan Chimaladinne.

Also Present: President Gregory Washington; Rector Cully Stimson, Visitors: Armand Alacbay, Dolly Oberoi, Jon Peterson, Marc Short.

Meeting was called to order by Chair Nancy Prowitt at 10:15 a.m.

I. **Approval of Minutes (ACTION ITEM)**
   It was **MOVED** by Visitor Prowitt to approve the minutes from the February 22, 2024 Research Committee Meeting. Approval of the February 22 meeting minutes was approved.

II. **New Business**

   A. **Office of Research, Innovation, and Economic Impact Update**
   Dr. Andre Marshall – Vice President for Research, Innovation & Economic Impact
   reported the following highlights:

   - Vice President Marshall provided an overview of research funding since February 2024.
   - He then outlined the core research activity areas of scholarship, partnership, and translation by sharing how the university and its faculty are succeeding throughout all the colleges.
   - Vice President Marshall provided an overview of recent happenings in the three research support areas of infrastructure, services, and culture—noting that George Mason was chosen to serve as mission control for the $19M Landolt NASA Space Mission, as well as highlighting the opening of the Visualization and Virtual Reality Lab.
   - He shared that Amarda Shehu has been named the university's inaugural Vice President and Chief Artificial Intelligence Officer, one of the first in the country at institutes of higher education.
   - He also noted that the university is in the process of hiring an Assistant Vice President of Research Security and a Director of Research Computing.

III.   Adjournment

Chair Prowitt asked if there was any additional business to be discussed. With no further comments or items of discussion the meeting was adjourned at 10:32 a.m.

Respectfully submitted,

Corinne Hurst
Research Committee Secretary Pro Tem

Research Committee
Board of Visitors

December 5, 2024

Agenda

I.   Call to Order

II. Approval of September 26, 2024 Minutes (Action Item)

III. Office of Research, Innovation, and Economic Impact Update (A. Marshall)

IV. Infectious Disease Research: A Look Inside the Research at George Mason's Regional Biocontainment Laboratory (A. Narayanan)

V. Science that Solves Crimes: A Look Inside GMU's Forensic Science Research and Training Laboratory (M. O'Toole)

VI. Adjournment

Action Item

Approval of Minutes

September 26, 2024

Vice President's Report

Andre W. Marshall, PhD

Vice President for Research, Innovation, and Economic Impact

Research Funding

Last Year	FY23	FY24	Difference
Award	$255M	$208M	-18.6%
Expenditure	$173M	$207M	19.2%
F&A	$28.6M	$34.3M	20.1%

This Year To Date	FY24 – Oct	FY25 – Oct	Difference
Award	$96.9M	$96.3M	-0.6%
Expenditure	$82M	$88.6	8.0%
F&A	$13.9M	$14M	0.8%

Research Activities

SCHOLARSHIP

PARTNERSHIP

TRANSLATION

Scholarship: *Research Highlights*

Aarthi Narayan

College of Science

$1.4M DTRA grant to study how infection spreads between organs, and how a therapeutic will impact connected organs

Samantha Viano

College of Education and Human Development

$1.7 million NIJ grant to study 'The Impacts of School Security Equipment on Students and Schools'

Theodore Dumas

College of Humanities & Social Sciences

$234K NIH grant to study explaining why treatments for schizophrenia directed at NMDA receptors in general are only moderately effective

Nirup Menon & Brian Ngac

Costello College of Business

Two-year NIST award to create unique experiential learning opportunities and workshops designed to enhance cybersecurity education and workforce development

Partnership: *Naval Sea Systems Command*

AGREEMENTS

Signed Two Cooperative Research and Development Agreements with Naval Sea Systems Command

STUDENTS & FACULTY

Navy hosted student recruiting event and faculty engagement events

EXCHANGES

Hosted NAVSEA for technical exchanges with key faculty from multiple academic units

PARTNERSHIP

Joined Naval Surface Technology & Innovation Consortium and Other Transaction Agreement

Translation: *Accelerate Investor Conference*

Showcases mid-Atlantic region as powerhouse for innovation and business opportunity

Fuels innovation-based business growth

Features Mason as convener and HUB of entrepreneurial activities in the region and the state

Highlights best new tech startups to potential investors to foster development within the region

450+
Attendees:
48 companies
72 investors
16 sponsors

14
Student teams in final competition; Mason team won top prize

Research Support

INFRASTRUCTURE

SERVICES

CULTURE

Infrastructure:
SciTech Campus

- Biomedical Research Lab

- Center for Applied Proteomics and Molecular Medicine

- Center for the Study of Chronic Metabolic and Rare Diseases

- Institute for Biohealth Innovation

- Center for Infectious Disease Research

- Microbiome Analysis Center

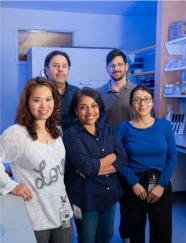- Forensic Science Research and Training Laboratory

Research Support: RAMP

Newest Institutional Review Board Module

RAMP Training Integration

RAMP Modules Upgraded to Version 10.5

New Award / Award Modifications & RAMP Workflow Overview Training Guide

IACUC and Payroll Certification Ready in 2025

Breaking boundaries towards preparedness against current and future viral pathogens

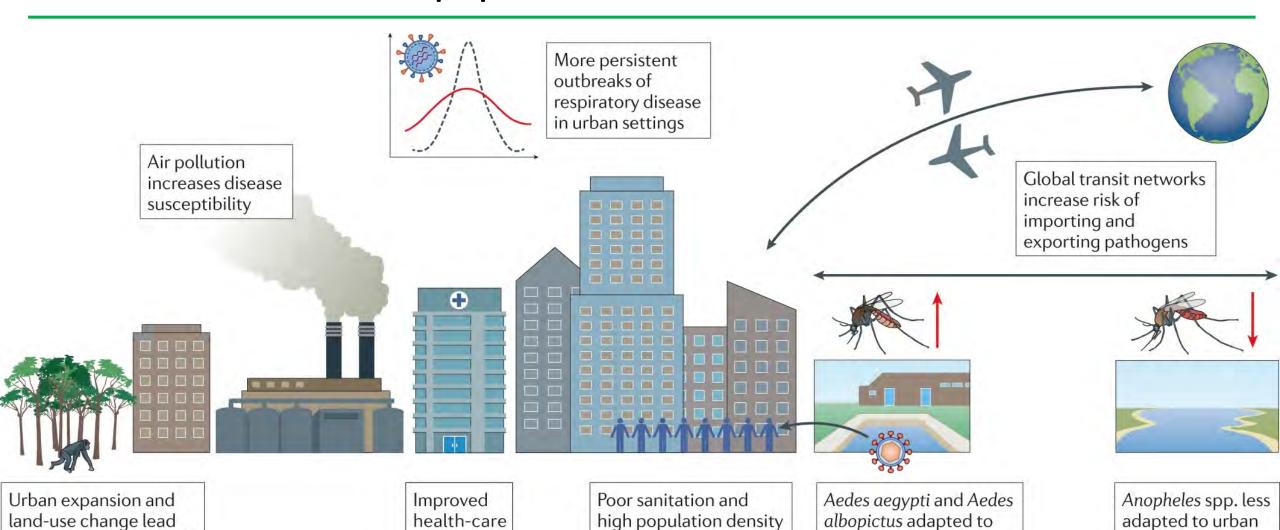Aarthi Narayanan, Ph.D.
Department of Biology

https://www.nature.com/articles/s41579-021-00639-z

Preparedness should address foundational knowledge gaps alongside delivering new solutions

Preparedness absolutely requires us to have ready answers – how can we prepare with what we know for what we don't know?

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CORRELATES OF PATHOLOGY

1. Circulating biomarkers (host derived) of disease state dynamics
2. Circulating and/or tissue specific biomarkers of organ damage
3. Correlation of organ damage with lethality
4. Correlation of biomarkers with acute versus long-term disease

CORRELATES OF COUNTERMEASURE EFFECTIVENESS

1. Dosing strategy vs bioavailability, adverse events, tissue penetration
2. Impact on progressive infection
3. Dosing strategy to achieve positive clinical outcomes
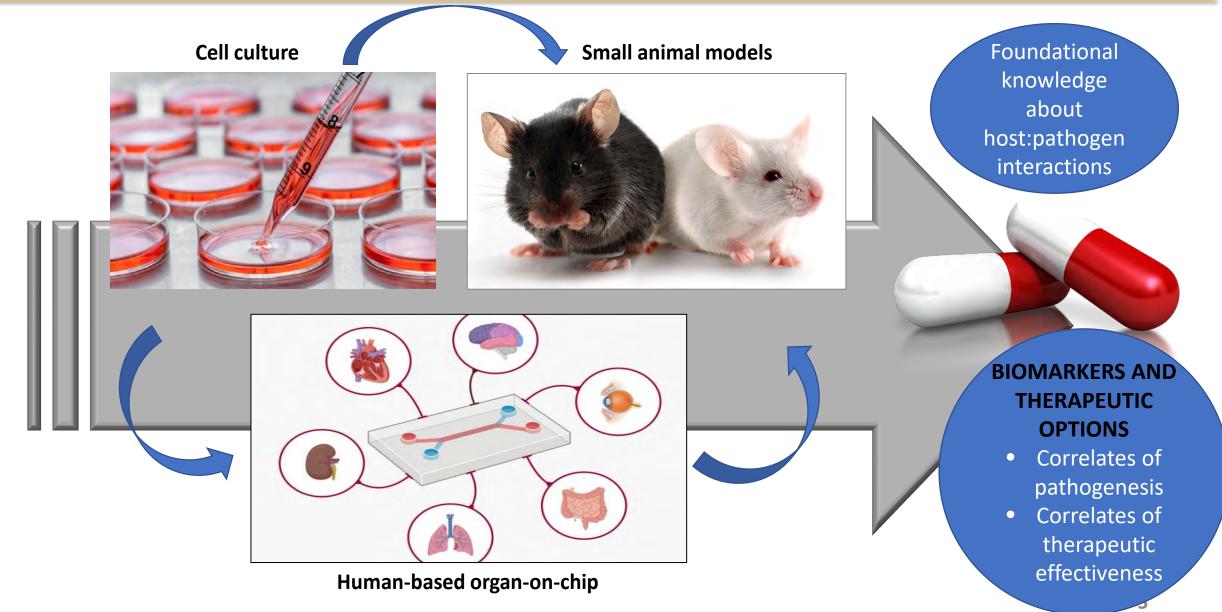
HOST TARGETS FOR MODULATION

1. Which targets can you increase/decrease to accelerate/synergize protection, activate innate immunity?
2. Which targets are associated with tissue damage in an agent agnostic manner?
3. Balanced dosing strategy to achieve additive vs synergistic outcomes

Preparedness and rapid responsiveness should deliver the most optimal model systems for pathology, mechanism and countermeasures

Cell culture

Small animal models

Human-based organ-on-chip

Foundational knowledge about host:pathogen interactions

BIOMARKERS AND THERAPEUTIC OPTIONS
- Correlates of pathogenesis
- Correlates of therapeutic effectiveness
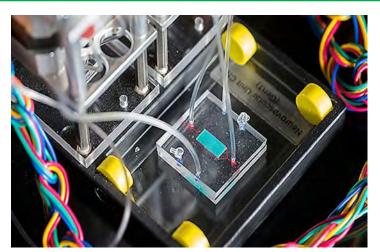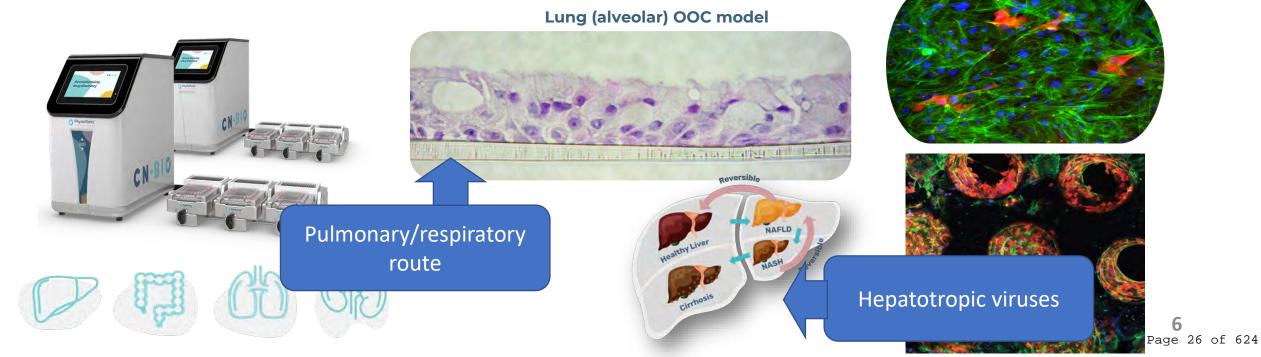
Complex in vitro MPS models for BSL2 and BSL3 pathogens

Neurotropic viruses

Lung (alveolar) OOC model

Pulmonary/respiratory route

Hepatotropic viruses

6
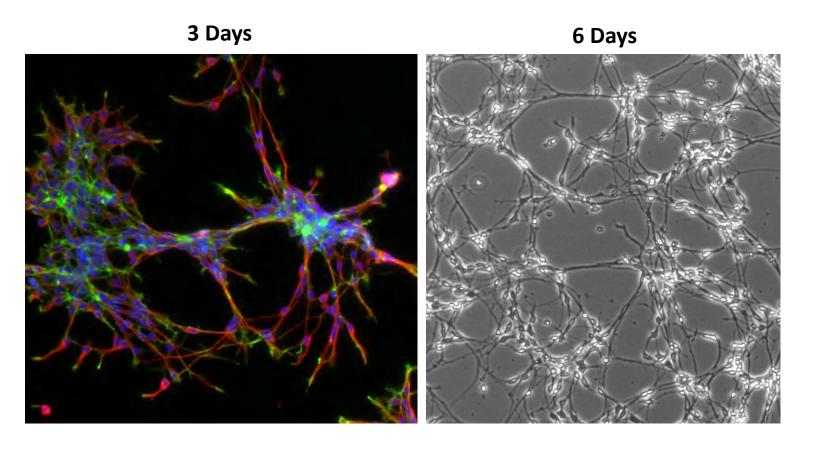
Neurons – our strongest asset may be a critical weakness

3 Days

6 Days

Current pipeline of HDT candidates for layered defense for neurotropic, neutrally invasive and hemorrhagic viruses

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Broadly effective prophylactics | **Host targeted therapeutics**

Foundational: What we don't know
1. what are commonly observed biomarkers that are longitudinally dynamic in a pathological disease state?
2. Can such biomarkers drive a rational approach to expanding the countermeasure pipeline – De novo screens driven by biomarker profiles

Omaveloxolone*#
Verteporfin#
Celecoxib*#
Citalopram*#
Tomatidine*
Bortezomib#
GSK112021 (Trametinib)#
Brilacidin
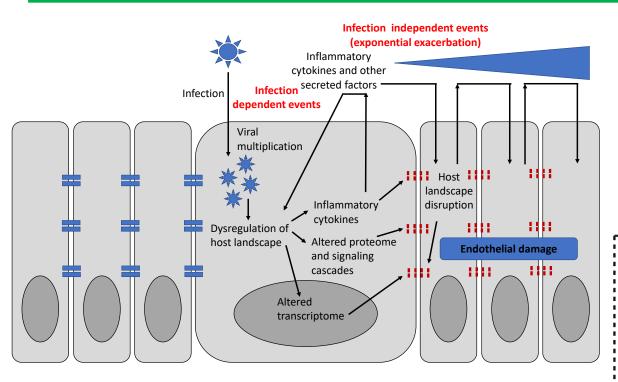
Combinations of existing candidates

Supported by federal funding
 # FDA approved
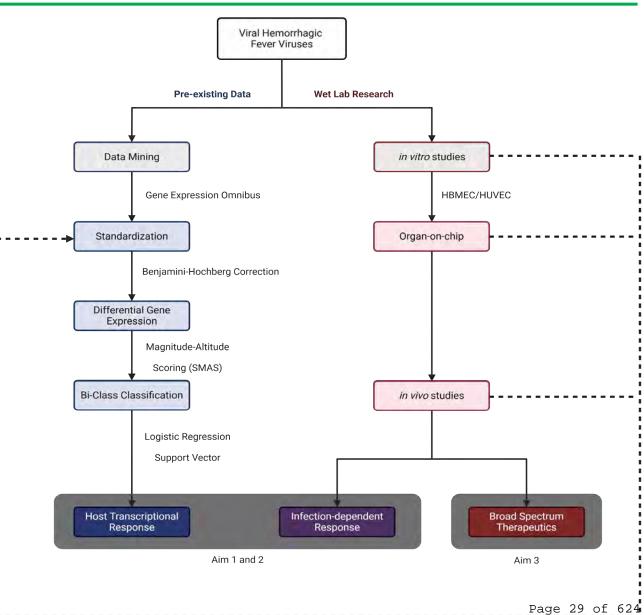
Machine learning based approaches to identify host targets for agent agnostic protection – a biomarker-driven perspective

Preparedness includes creating a robust pipeline for next generation of leaders

Peer reviewed publications

Training on cutting edge technology

Next generation leaders

Federal funding

National and international presence
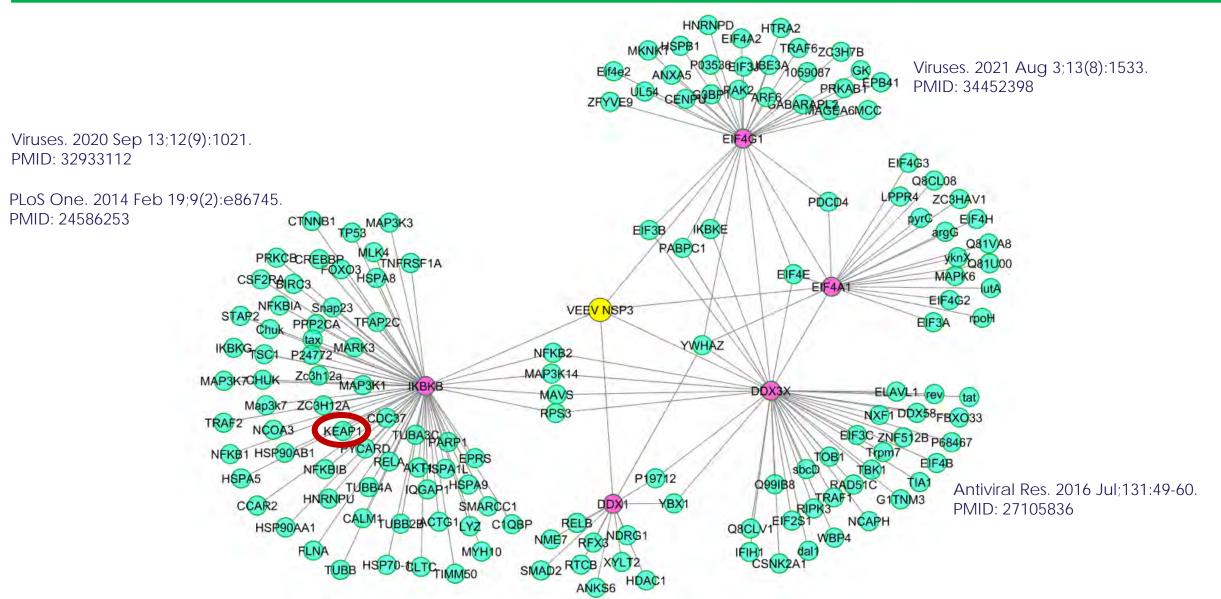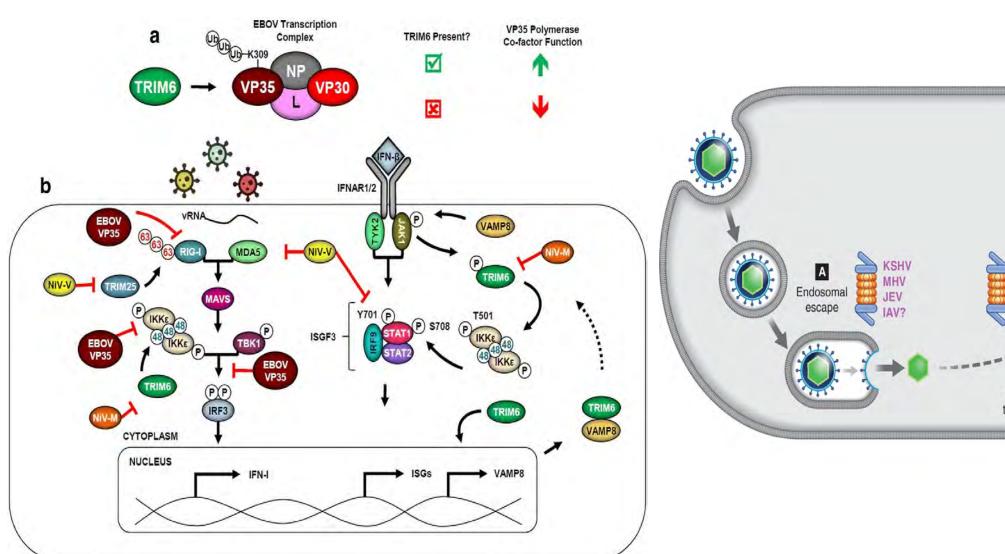
Biomedical Research Laboratory

Viruses. 2021 Aug 3;13(8):1533.
PMID: 34452398

Viruses. 2020 Sep 13;12(9):1021.
PMID: 32933112

PLoS One. 2014 Feb 19;9(2):e86745.
PMID: 24586253

Antiviral Res. 2016 Jul;131:49-60.
PMID: 27105836
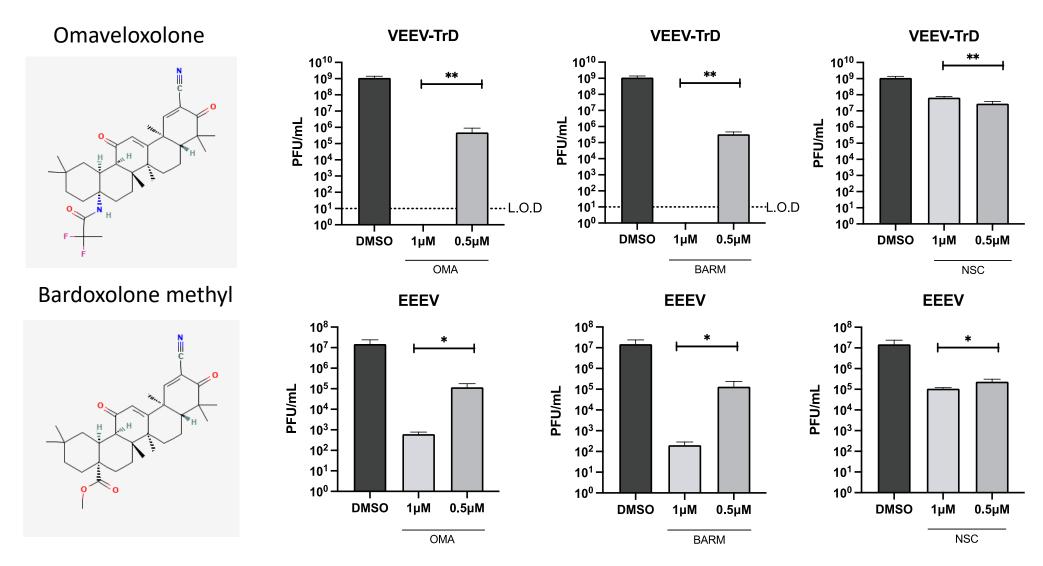
When we know the points of absolute vulnerability, we have options for countermeasures – think LAYERED PROTECTION
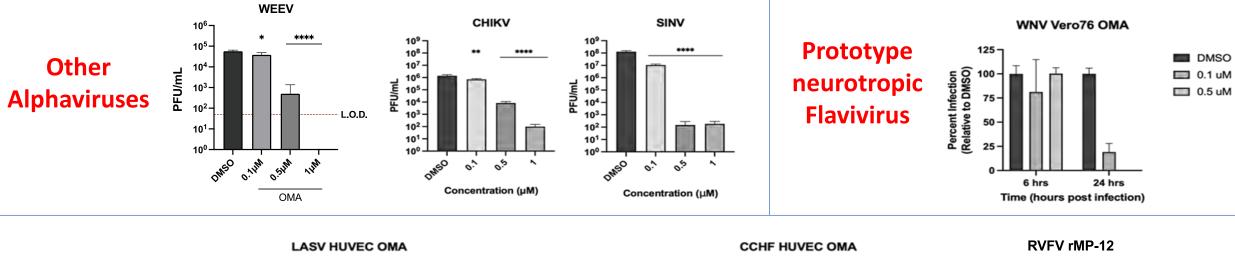
Omaveloxolone – a FDA-approved Nrf2 activator shows broad spectrum inhibition of neuroinvasive and hemorrhagic viruses

Other Alphaviruses

Prototype neurotropic Flavivirus

Bunyaviralae (negative stranded RNA viruses)

Forensic Science Research and Training Laboratory – Body Farm
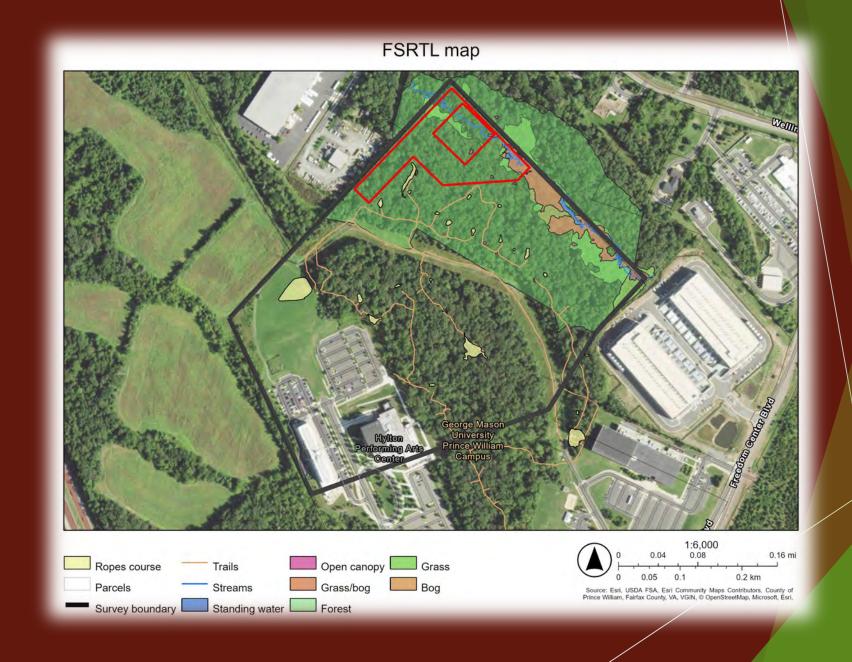
Dr. Mary Ellen O'Toole

Director, Forensic Science Program

FSRTL – aka Body Farm

- A Human Taphonomic Facility Was Proposed By The Forensic Science Program In 2018

- Approval Was Granted In 2020

- Facility Opened In 2021

- 8th Body Farm In The Country

- Only One In The Mid-Atlantic Region

Legend:
- Ropes course
- Parcels
- Survey boundary
- Trails
- Streams
- Standing water
- Open canopy
- Grass/bog
- Forest
- Grass
- Bog

1:6,000

Source: Esri, USDA FSA, Esri Community Maps Contributors, County of Prince William, Fairfax County, VA, VGIN, © OpenStreetMap, Microsoft, Esri,

Why is The Body-Farm So Important to George Mason and Science?

▶ As a Tier1 Research University, BF Research is Critical in a Wide Range of FRSC & Natural Science Areas (GMU & South Fla)

▶ Solve Homicides & Missing Person Cases

▶ Natural Disasters & Location of Human Remains

▶ Unidentified Remains in Medical Examiners' Offices

▶ More Successful Prosecutions

▶ Exoneration of Innocent People

▶ Resolution & Solace for Victims' Families

Virginia State Anatomical Program

Office of the Chief Medical Examiner's Richmond, VA

On the Day a Donor is Received at
George Mason University's Body Farm
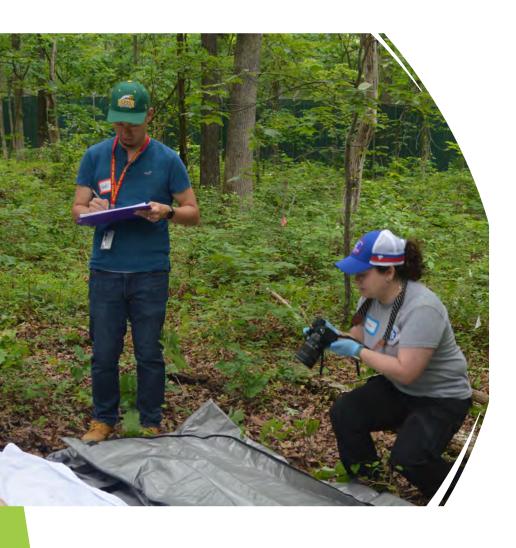
To you, our selfless donor, I wish your life had lasted for many years longer and that our paths would have crossed in life in another way. But that was never meant to be. With great respect, gratitude, and yes sadness we say this to you. It is obvious that as you were leaving this world, you thought of others and wanted to give back through science - to make a difference in this world, which makes you a selfless hero, and heroes live forever.

Donors arrive to Gate of Body Farm

Human Donor Data Collection

- Every day for the first three weeks

- 1/week for 8 weeks – approx. 2 months

- 1/month until skeletonization

- Provides real-world data on how bodies decompose under different conditions – such as exposure to sunlight, shade, varying temperatures, and weather patterns

- Will help us develop more accurate methods for estimating time since death, aiding in criminal investigations

BODY DISPOSAL IN HOMICIDES

▶ Body Disposal Is How The Offender Leaves The Victim After They Have Been Murdered. There Are THREE Very Broad Categories For Body Disposal And All Have Behavioral & Forensic Implications.

▶ Body Disposal is considered a crime scene behavior and can be indicative of planning behavior, offender's knowledge of the area, motive of the offender, etc. but many more things as well.

BODY DISPOSAL

▶ **Concealed/Buried**

▶ **Displayed or Staged**

▶ **Dumped**

Research at the Body Farm

Forensic Science Applies The Natural Sciences To Real Life Situations:

- Animal predation on human remains

- Insect infestation

- Honeybees helping to locate hidden graves

- Environmental impact of decomposition

- Volatile organic compounds from human decomposition - chemistry used to locate clandestine graves

"Tiny Crime Fighters With Wings': Bees Go to Work on a Virginia 'Body Farm"

The New York Times
June 2024

Northern Virginia Scavengers

Advanced CSI And Forensic Anthropology
Student Exhumation Of Simulated Human Remains
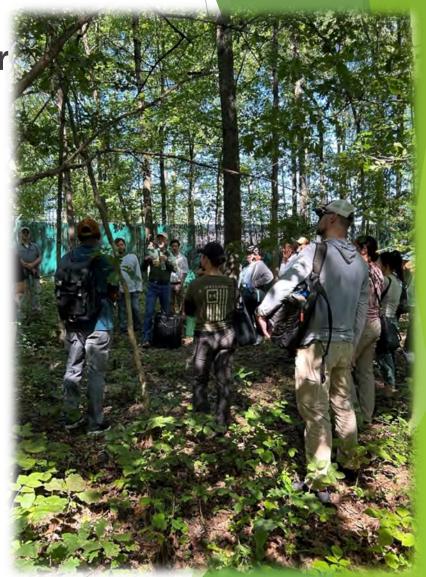
Body Farm Purpose & Impact

- GMU's Body Farm offers new opportunities for research and training

- We are creating the initial baseline data collection of human decomposition in Northern VA

- We are working with law enforcement to create purposeful data to apply to their real casework and for future research scenarios

Challenges Of Outdoor Crime Scenes & Searches
Training of Cadaver Dogs

Bones 20 AKA,

TAMMIE LILES
16 YEARS OLD

TAMMIE LILES: VICTIM OF GREEN RIVER KILLER

▶ Disappeared in 1983 from Seattle, WA area

▶ 1985 Partial Remains Found in Oregon

▶ Identified as Tammie Liles via dental records

▶ Cluster of other remains found in same area

▶ Gary Ridgway arrested in 2001

▶ GR interviewed in 2003; Led police to unidentified partial remains in Seattle areas & DNA profile created on "few" bones; no match for missing women

▶ GR plead guilty to "Bones 20" in 2003

▶ January 2024, bone extraction (Genetic Genealogy) - Tammie Liles

Thank You

George Mason University
Board of Visitors

Development Committee Meeting
December 5, 2024
Sci-Tech Campus; Beacon Hall

A G E N D A

I. Call to Order

II. Approval of Development Committee Meeting Minutes from September 26, 2024 (ACTION ITEM)

III. New Business

    A. GMUF Chair Update – Sumeet Shrivastava

    B. Introduction of Guest Speaker - Trishana E. Bowden

    C. College of Visual and Performing Arts Advancement Initiatives – Dean Rick Davis

IV. Old Business

V. Adjournment

George Mason University Board of Visitors

Development Committee Meeting
September 26, 2024
8:45 a.m. –9:15 a.m.
Merten Hall, Room 1201, Hazel Conference Room

<mark>**MINUTES DRAFT – FOR COMMITTEE REVIEW**</mark>

Attendees: Chairman Jon Peterson, Visitor Reginald "Reg" Brown, Visitor Robert "Bob" Pence

Absent: Vice Chair Anjan Chimaladinne, Visitor Dolly Oberoi

Guests: Rector Charles "Cully" Stimson, Visitor Lindsey M. Burke; Visitor Armand Alacbay; Visitor Marc Short; President Gregory Washington; Vice President Trishana E. Bowden; Solon Simmons, full board faculty representative; Bijan Jabbari, faculty representative; Susan Allen, faculty representative; William "Will" Gautney, staff liaison; Maria A. Romero Cuesta, student representative; Carolyn Faith Hoffman, student representative; Nicole Pozinsky, secretary pro-tem; and guest speakers Sumeet Shrivastava and Keith Renshaw.

I. **Call to Order**

Chairman Jon Peterson called the meeting to order at 8:45 a.m.

Chairman Peterson reviewed the meeting procedures for FOIA requirements and then proceeded with the order of business. He noted that a pre-meeting was had and that it is exciting to see the progress that is being made. He said that word is getting out about what George Mason is all about. He said that Trishana Bowden is doing a great job of reaching out, and it helps if board members contribute as well—board participation is definitely encouraged.

IV. **Approval of Development Committee Meeting Minutes from May 2, 2024 (ACTION ITEM)**

Chairman Peterson confirmed the committee meeting had reached a quorum. He called for any changes or edits to the May 2, 2024, meeting minutes. There being no corrections, the minutes were **APPROVED AS WRITTEN.**

Peterson called to the podium Sumeet Shrivastava, the newly appointed Chair of the George Mason University Foundation (Foundation), who delivered an update regarding recent Foundation and Board of Trustees activities.

IIV.   New Business

A. <u>GMUF Chair Update – Sumeet Shrivastava</u>

New Trustees and Officers
Effective July 1, 2024, the foundation warmly welcomed a new slate of officers and three new Trustees to the Board:

- Chair Sumeet Shrivastava
- Vice Chair Jenny Herrera
- Secretary Brian Drummond
- Treasurer Nadeem Butler
- New Trustee Michael Gallagher
- New Trustee Craig Havenner
- New Dean representative Ajay Vinzé, Costello College of Business

Board Operations
The foundation's fall board cycle began on September 17, 2024. The committees will be covering the following through October:

The <u>Advancement and University Priorities Committee</u> will continue its efforts to engage the trustee group as advocates for George Mason. Trustee engagement plans are being developed in support of the campaign and fiscal year goals for Advancement. This will leverage networks and areas of expertise to introduce new prospects and steward donors.

The <u>Audit Committee</u> will review the fiscal year 2024 Audited Financial Statements with Cherry Bekaert, the Foundation's external auditors. As of June 30, 2024, the foundation had approximately $499 million in total assets, $91 million in total liabilities, and net assets of $408 million. Academic institutional support expended for George Mason programs and activities exceeded $128 million for the fiscal year.

The <u>Finance and Real Estate Committee</u> will review the fiscal 2024 year-end budget results and the reserve balances framework, as well as real estate project operations and current related activity.

The <u>Investment Committee</u> met last week and reviewed the fiscal year 2024 investment results. Shrivastava was happy to report that the endowment returned a positive 15.45 percent and the market value at June 30 was $222 million. The endowment paid out $6 million in support for university students, faculty, and programs.

The <u>Nominating and Governance Committee</u> will review the upcoming nominations process and timeline. The committee continues to focus on areas of need to best support the Foundation's mission.

Trustee Engagement

Shrivastava shared that Trustee Delbert Parks, vice president and site executive at Micron Technology, is a model of strong engagement with the university and noted that Micron provides opportunities to students, engages alumni, and supports the university philanthropically. In January, Parks organized a Micron night at a men's basketball game, hosting over 30 alumni who work for Micron. As the university's neighbor in Prince William County, the company also supports the arts through the Hylton Performing Arts Center and gala. Parks attended the EIP graduation in the spring and spoke to the Foundation's Board of Trustees at their June meeting about the importance of visibility as a trustee. Micron has been a champion of EIP and Parks was moved by the program and the students. In the year ahead, Micron will continue these efforts and more. They look to bring George Mason to Micron for their employees who are alumni and/or parents of students and graduates.

In the upcoming year, engagement plans are being developed for all trustees to leverage expertise and opportunities in support of the Mason Now campaign. Initial areas of focus will include artificial intelligence; Military, Veterans, and Families Initiatives; and Fuse/TTIP. The board will also continue to emphasize the need for student support efforts around scholarships, mental health programs, diversity, and housing and food insecurity. Shrivastava concluded by stating that he looks forward to sharing success stories of trustees making an impact in the coming year.

Chairman Peterson thanked Shrivastava and opened the floor for questions. With no questions raised, Peterson highlighted George Mason's efforts to connect students with local businesses for internships. He mentioned a recent presentation he attended, which he believes represents a promising direction for businesses to strengthen their workforce. By hiring from within George Mason University, companies can retain talent within the region and in our economy. He anticipates an increase in companies offering internships, particularly to George Mason students, and extended thanks to Micron.

Peterson called on Trishana E. Bowden, vice president of the Office of University Advancement and Alumni Relations. Bowden provided an update.

B. <u>University Advancement and Alumni Relations – Vice President Trishana E. Bowden</u>

Vice President Bowden began by stating that an official report had been submitted for review in advance of the meeting to ensure that the remainder of the time could be focused on the Military, Veterans, and Families Initiative (MVFI). She expressed gratitude to the board members for their personal support and highlighted that the university's FY24 goal was met at $102 million. She emphasized the importance of

the board's leadership and support in Mason Now campaign efforts; the campaign had reached $472 million toward the $1 billion goal. Bowden stated that the university's concerted efforts will continue ahead and that she appreciates the opportunities that the board can provide to connect with their network to have the opportunity to talk about what a great institution George Mason is.

Bowden introduced Keith Renshaw, senior associate provost for undergraduate education and director of the Military, Veterans, and Families Initiative, and noted that Advancement has been partnering with Renshaw since 2019 on this effort.

Before Renshaw spoke, Visitor Brown addressed the board and stated that he read the Development Committee report and wanted to note a gift from the previous speaker. He thanked GMUF Chair Shrivastava for his continued personal leadership by example.

C. <u>The Military, Veterans, and Families Initiative (MVFI) – Keith Renshaw, Senior Associate Provost for Undergraduate Education</u>

Renshaw narrated the following series of PowerPoint slides (thirteen slides)

1. Military, Veterans, and Families (MVFI) – TITLE SLIDE
2. Agenda
3. Background
4. Student Population
5. Curricular Trainings and Programs
6. Research
7. Community Services and Programs
8. New Initiatives Supported by MVFI
9. Opportunity
10. Examples of Possible Initiatives and Outcomes
11. Building a National Model through Philanthropy
12. Building a National Model through Philanthropy contd'
13. Thank You – FINAL SLIDE

Renshaw emphasized that if we can establish philanthropic support, we can build out the endowment that is needed to enhance the initiative in the student success pillar, build out partnerships, develop more programs that can support research at George Mason as well as support service members and veterans' family members at George Mason and our surrounding community while further connecting with our strong alumni base. Renshaw invited the visitors or anyone they know to join us in this effort.

Visitor Brown raised a question: "You said 'more' several times. What kind of numbers are we talking about?"

Renshaw replied that Visitors could be of assistance in helping to identify what is needed to move the initiative forward. He stated that they have a preliminary budget

and are looking at if they are able to have a named center. He believed that number is around $10 million. Something along those lines. If anybody has their checkbook with them that would be fine.

Visitor Brown asked if $10 million would be to get the center started or if he was suggesting a figure of $10 million endowed and that's all the initiative would need.

Bowden stated that $10 million would establish the center—possibly to name the center. Depending on the dedicated dollars for current use versus endowment, $10 million would start to fund many of the programs identified by Renshaw.

President Washington clarified that if we were to endow that total amount, it would spin off about $400,000 in perpetuity every year.

Chairman Peterson asked if MVFI had initial dollars, how would the initiative prioritize what the first, second, and third dollars go towards?

Renshaw stated that the first thing they would need to do would be to "buy" dedicated time to support the initiative, so they need an executive director: "I have been running this for a handful of years on the side, and then as I moved into my role in the provost's office, we were able to secure a very small amount of funds to support the efforts. That would be priority number one. To help us organize, to continue to promote out to the committee, and help us on the fundraising side."

Chairman Peterson asked if a strategic plan has been put in place and how far along the initiative is in that process.

Renshaw explained that the strategic plan was developed by faculty members who are not in the business field. He acknowledged that while the plan is comprehensive, they would benefit from additional input. Renshaw invited the visitors to assist in refining the infrastructure business model, emphasizing that although the MVFI leadership believes it is well-constructed, external perspectives would be valuable.

He also mentioned the need for connections to potential investors who might be interested in supporting this initiative. Renshaw extended an invitation to anyone present who might be motivated to invest, expressing a strong desire for such involvement to enhance the project's success.

Chairman Peterson inquired if there were any questions from any other members.

Visitor Pence expressed his gratitude to Renshaw for his presentation. He shared that, although he never served in the American military, his father did for many years. Pence highlighted his involvement with the Gary Sinise Foundation, which builds smart homes for severely injured soldiers, emphasizing that every injury, whether physical or mental, is severe.

Pence elaborated on the foundation's activities, mentioning their efforts to respond to tragedies by collaborating with institutions and cities. He provided an example of a soldier in the Middle East who was at risk of losing his home to foreclosure. The Gary Sinise Foundation intervened by purchasing the house, saving it from creditors, and giving it to the university, which allowed the soldier to use it.

Pence stated that he would like to spend some time one-on-one to discuss this matter further, particularly in terms of housing for student veterans.

In conclusion, Pence reiterated his interest in the initiative and looked forward to further discussions.

Chairman Peterson emphasized the significance of the region's high concentration of military personnel, suggesting that it is worth investigating opportunities to support them. He noted that attracting everyone and providing assistance where possible is almost a patriotic duty.

Chairman Peterson asked for additional comments or questions.

Student representative Carolyn Faith Hoffman shared insights about the Health Services Research PhD program she is part of, highlighting its strong partnership with military members. She noted that active military members complete their PhD in three years and then work at the Uniformed Services University in Bethesda, Maryland. Hoffman emphasized the presence of multiple cohort members who are either active military or veterans, and she emphasized the excellence of the partnership. She also stressed the need for more support for these individuals.

Visitor Brown responded and agreed that there is a big opportunity involving defense contractors. He stated that engaging with defense players in the region is crucial and emphasized the need for a concrete proposal. Brown suggested enlisting an intern or someone from the business school to take it on as a project that aligns with the current foundation priorities. He mentioned key defense contractors such as Raytheon, Lockheed Martin, General Dynamics, and Boeing, noting that a $10 million project would be attractive to them. He stressed the importance of bringing them something that is more fully formed and that it should be an easy meeting to get.

Renshaw concluded the discussion by acknowledging that they already have some elements in place but would greatly benefit from additional perspectives and input.

IIIV.   Old Business

Chairman Peterson called for any topics of "Old Business" to be discussed. There were none.

IVV.   **Adjournment**

There being no further business to discuss, Chairman Peterson adjourned the meeting at 9:16 a.m.

George Mason University Board of Visitors
Development Committee Report
December 5, 2024

The Office of Advancement and Alumni Relations presents the following report on the activities and engagements conducted in furtherance of the university's mission to support its students, programs, and community in the months since the September 24 Board of Visitors meeting.

George Mason University's historic fundraising campaign, *Mason Now: Power the Possible*, is making steady progress towards its $1 billion goal. As of November 21, the campaign's progress stood at $481M towards that goal.

Notable Gifts and Partnerships

George Mason's colleges, schools, and units have received several generous gifts and grants in recent months:

- Tommy and Sarah Hormel Everett have made a $1.2M pledge to expand their existing Mason LIFE scholarship. The Mats Hormel vQ Scholarship Endowment will now provide two full-ride scholarships for the program. The Everetts said that when they received a copy of a note from the family of the 2024 recipient, they decided to double the endowment.

- The College of Engineering and Computing has received a $1M gift from Stan and Rosemary Jones, naming the Networking Testbed Laboratory in Fuse at Mason Square. The gift contributes to George Mason's participation in Virginia's Tech Talent Investment Program (TTIP), a statewide initiative to accelerate degrees in computer science, computer engineering, and software engineering, and activates a match from the commonwealth.

- The College of Visual and Performing Arts and the Hylton Performing Arts Center are reporting two significant planned giving pledges.

  - Jonathan Goldman, PhD '20, who is the director of IT and security in the College of Engineering and Computing, has made a bequest of $250,000 to benefit the Goldman Family Scholarship Endowment to support students majoring in wind instruments, classical guitar, musical theater, and theatrical production. He has made an additional $250,000 bequest to the College of Humanities and Social Sciences Dean's Fund.

- Ruth Altheim, who takes part in George Mason's program for senior adults auditing classes, has bequeathed $250,000 to support the Dewberry School of Music.

- George Mason Athletics is revitalizing the Patriot Club, first established in 1975 as the unit's fundraising arm, and it has brought 12 new pledges to the Green Coat Society—the major giving society for Athletics—totaling $300,000.

- The University Priorities/Corporate and Foundation Relations team has reported that $138,500 was raised in support of the Accelerate Investor Conference 2024. This annual conference included nearly 500 registered attendees, 72 investors, 48 start-ups pitched, and 18 speakers.

- Costello College of Business is collaborating with the Deloitte Foundation to participate as the 25th University in the Deloitte Foundation Accounting Scholars Program (DFASP). Through the program, which aims to increase diversity in the CPA profession by supporting students from under-resourced and historically underrepresented communities, the Foundation and Costello College of Business will provide up to 10 Masters in Accounting Scholarships for the 2025-2026 Academic year.

- Charles Schwab has agreed to support a faculty position in the Costello College of Business's financial planning and wealth management concentration. This will be a significant investment in working with George Mason to help educate the next generation of wealth managers in Northern Virginia.

Partnerships with the Region's Leadership

Athletics has entered into an agreement with Northwest Federal Credit Union as the official banking partner of the Patriot Nation Collective, which connects George Mason student-athletes with name, image, and likeness opportunities. Northwest Federal is also the official financial wellness partner of George Mason University Athletics.

The Carter School jointly hosted a salon in Chicago with Rotary International and the DT Institute, examining the ongoing peace process in the Republic of Cyprus. John Hewko, general secretary and CEO of Rotary International, John DeBlasio, general partner of the DT Institute, and Al Jubitz, president of the Jubitz Family Foundation, joined Dean Alpaslan Özerdem for an engaging discussion and showcase of what is possible through the Rotary Carter School collaboration with George Mason University.

On September 28, the College of Visual and Performing Arts hosted ARTS *by George!,* to benefit scholarships and community arts programs. The event, which featured more than 200 students in 14 showcases and a headline performance by Lea Salonga, raised more than $240,000.

On October 8, the Center for EdPolicy sponsored AI and Data-Driven Decision-Making for Education Policy and Equity in partnership with the William and Flora Hewlett Foundation.

On November 15, the university kicked off its Jones STEM Scholars cohort at the offices of the MITRE Corporation. MITRE became a corporate partner with the program, offering the opportunity for the Jones STEM Scholars – 10 EIP graduates currently enrolled at George Mason in STEM majors – to apply for internships with MITRE during their time at the university. Additionally, the students are assigned corporate mentors from MITRE and receive invitations to relevant programs or opportunities at MITRE.

The University Libraries AI Salon series on December 3 and 4 welcomed community members to explore the many ways AI is shaping society and the future across disciplines from education, elections, healthcare, and medicine, to authorship and copyright. In the style of scientific salons, a brief presentation on a specific topic related to AI was followed by a discussion where participants shared thoughts, asked questions, and connected with other attendees.

Supporting the Advancement Function at George Mason

George Mason University's Office of Advancement and Alumni Relations is committed to collaborating with colleagues throughout the university's schools and units to support their fundraising success.

On November 19, Advancement and Alumni Relations presented a planning retreat for deans, vice presidents, and chief development officers to support their units' fundraising efforts. The event emphasized FY25 goals, the importance of partnerships in reaching those goals, and donor-centric strategies to build relationships with vital fundraising partners.

On December 8, Advancement and Alumni Relations will host George Mason University's giving societies at the annual Celebration of Giving.

Engaging with George Mason's Alumni Network

George Mason's Office of Advancement and Alumni Relations continues to connect the university's worldwide alumni network to each other and to the university through events, programming, and recognition.

Alumni Relations hosted its annual Celebration of Distinction on October 17, recognizing the accomplishments of 18 distinguished alumni as well as the Senior of the Year, Faculty Member of the Year, Graduate of the Last Decade, the Alumni Service Award recipient, and the Alumnus of the Year. The number of sponsorships for the event grew 64 percent this year, and Alumni Relations was thrilled to welcome back to campus alumna and WUSA9 morning anchor Annie Yu, BA '04, as the event's emcee.

In September, the alumni association welcomed 800 alumni and friends to Mason Night at Washington Nationals Park, the largest gathering of the Mason Nation since the inception of the event.

Also in September, Alumni Relations inducted the Class of 1974 into the Golden Patriots Society, recognizing George Mason alumni of 50 years or better. All Golden Patriots were invited to attend, sharing memories and forging connections with each other and the university.

The Alumni Relations team continued its Mason Nation Tour, originally launched in 2023, with in-person stops in Charleston and Myrtle Beach, South Carolina; Huntsville, Alabama; Chicago, Illinois; Cleveland, Ohio; and Pittsburgh, Pennsylvania. The Alumni Relations staff also hosted virtual networking events for the university's Los Angeles, San Diego, and San Francisco, California, regional networks, and for Patriots in and near Denver, Colorado. Additionally, the San Francisco and San Diego networks hosted in-person alumni networking receptions.

In November, the Office of Alumni Relations partnered with the Office of Corporations and Foundations/University Priorities, as well as the Military Veterans and Families Initiative, for the university's second annual Salute to Service. The event featured a luncheon, basketball tickets for that evening's military appreciation basketball game, and a panel for students entitled "From Service to Success" that focused on leveraging military service in the civilian sector for professional success.

The Office of Advancement and Alumni Relations is pleased to update the Board of Visitors throughout the year. With the help of alumni, staff, faculty, and George Mason community, we are successfully moving forward with responsible stewardship of the university's endowment, including the *Mason Now* campaign. We thank the Board of Visitors for your service to the university and welcome your partnership in continuing the growth of our institution.

George Mason University Alumni Association (GMUAA) President's Report to the Board of Visitors

The George Mason University Alumni Association (GMUAA) had an impactful quarter, advancing our mission to foster strong alumni connections, support student success, and build collaborative partnerships. Below are highlights of our efforts, organized by strategic goal.

Alumni Engagement

GMUAA executed numerous initiatives to bring alumni together, celebrate achievements, and strengthen the Mason Nation community:

- **Monthly Alumni Happy Hours**: Hosted several gatherings to encourage camaraderie, including one joined by Fairfax City Mayor Catherine Read. These events have been instrumental in reconnecting alumni with the university.

- **Celebration of Distinction (CoD)**: Held on October 17, this marquee event honored outstanding alumni for their contributions to their fields and the Mason community. Over 325 attendees celebrated these achievements, reflecting the diversity and strength of our alumni.

- **Golden Patriots Recognition**: Alumni who graduated 50+ years ago were formally acknowledged, reinforcing a lifelong connection with Mason.

- **Special Events**: GMUAA supported well-attended events such as Mason Night at Nationals Park, which drew an impressive crowd of 800 alumni, showcasing Mason pride.

- **Enhanced Chapter Engagement**: Significant growth in alumni chapter activity included events hosted by the Latino Alumni Chapter and collaboration with other chapters like the Honors College and Costello College of Business to develop engagement strategies.

Student Engagement

GMUAA's commitment to enriching the student experience has been a key priority, with meaningful efforts to bridge alumni and students:

- **Move-In Week**: Alumni volunteers welcomed new students and their families, fostering a supportive community from the outset. The Alumni Golf Cart served as a centerpiece for logistical support and visibility.

- **Registered Student Organization (RSO) Newsletter Contributions**: GMUAA established a recurring presence in the RSO newsletter, sharing messages to inspire collaboration between alumni and student organizations.

- **Student-Alumni Collaboration**: Meetings with Student Government (SG) leadership explored shared priorities, including opportunities for alumni to present at student events and regular updates to Student Government. SG leadership provided an update at the GMUAA Full Board meeting in November.

- **Consulting Club Engagement**: Alumni leaders met with this RSO to discuss professional development opportunities and enhance students' preparation for their careers.

- **Alumni Participation in Costello Business College Initiatives**: GMUAA partnered with Costello College of Business leadership to increase student access to alumni mentorship and engagement in professional development activities.

- **CHSS LinkUp**: Several alumni served as mentors for this annual event that provides students the opportunity to speak with alumni about their work and career paths, to explore new opportunities, and to make professional contacts.

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Volunteerism

GMUAA emphasized the power of volunteer contributions to Mason's success through impactful events and outreach:

- **Volunteerism Fireside Chat**: Hosted in October, this event, led by the GMUAA VP of Volunteerism, highlighted alumni experiences and encouraged broader participation in university initiatives, aiming to inspire others to give back to Mason in meaningful ways. Leaders from the Black Alumni Chapter, GMUAA and Student Government were panelists.

- **Event Support**: Volunteers were instrumental in organizing and participating in events such as Move-In Week, Celebration of Distinction, and the Hispanic Heritage Month celebration, which was a signature event for the Latino Alumni Chapter.

Partnerships and Sponsorships

Building and maintaining partnerships remain a strategic focus for GMUAA:

- **Military, Veteran & Family Initiative (MVFI)**: Established a monthly meeting with MVFI leadership which resulted in supporting the Veterans Day Luncheon, and a Veterans Day panel focused on connecting alumni veterans with students and providing career guidance.

- **Sponsorship Development**: Meetings with Corporate and Foundation Relations and Alumni Association leaders explored new opportunities for partnerships to support alumni programs and university priorities.

- **Collaborative Events**: Alumni leaders participated in the Costello College of Business Scholarship Luncheon and worked closely with its Philanthropy Chairperson to enhance alumni giving.

- **Cross-Board Networking**: GMUAA participated in joint recognition receptions with the Board of Trustees and Board of Visitors, facilitating collaboration and strengthening relationships with key stakeholders.

Page 3 of 4

Looking Ahead

The GMUAA remains focused on delivering high-impact engagement opportunities for alumni and students while expanding the association's network of volunteers and sponsors. Monthly networking events promise to further reinforce alumni connections and strengthen the Mason community.

Through these efforts, the GMUAA continues to serve as a vital bridge between alumni, students, and the broader university community, supporting Mason's mission and strategic goals.

College of Visual and Performing Arts

Board of Visitors

December 5, 2024

CVPA campaign goal $60M.
Raised $33.4M (56%) as of 11/6/24

GEORGE MASON UNIVERSITY

MASON NOW
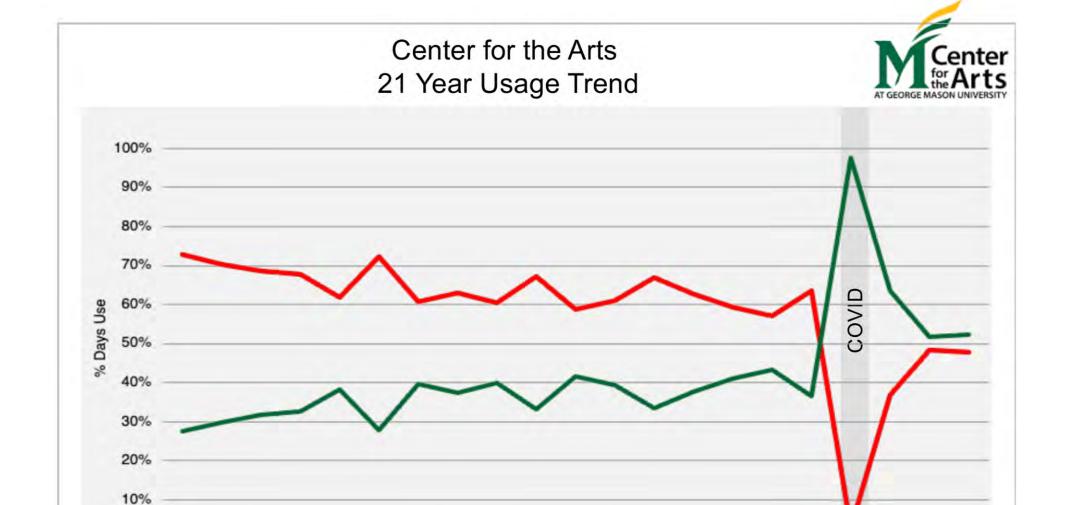
POWER THE POSSIBLE

Center for the Arts reimagination initiative – Goal: $25M; $17.7M raised to date

Top gifts:
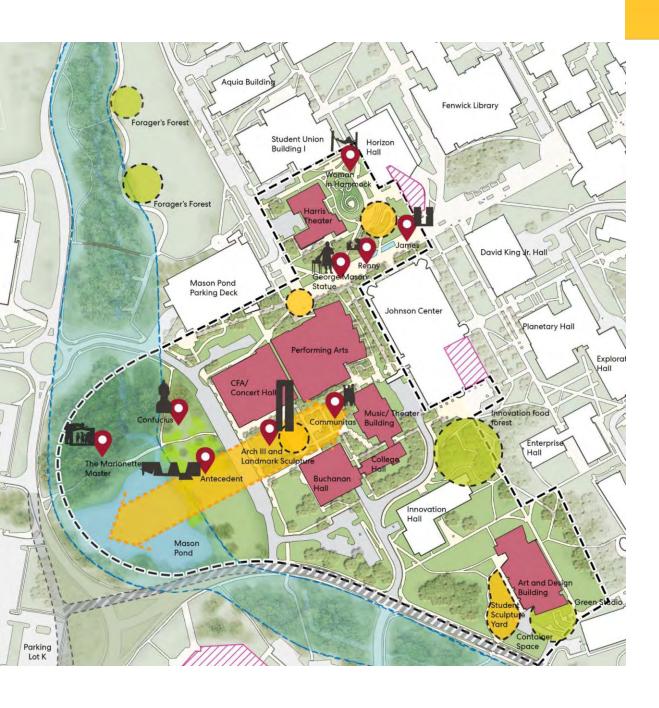
- Barry Dewberry and Arlene Evans - $10M to name the Center
- The Peterson Family Foundation - $6M to name the auditorium and lobby
- Robert and Patricia Warakomsky - $319,000 to name the studio/rehearsal space
- Charles and Shirley Joyce - $216,500 to name the Donor Lounge
- Evelyn Kiley - $200,000 to name a box seat
- Annie and John Bolger $150,000 to name the Friends Reception Area

GEORGE MASON UNIVERSITY

3

Center for the Arts
21 Year Usage Trend

* Dark Days Excluded

CFA "reimagined" stage view - conceptual rendering

5

Arts District

Top gift:

- Anthony and Trisja Podesta Collection $680,000 gift-in-kind

Scholarships

Raised to date $5.3M

Top gifts:

- Sidney Dewberry $3.5M for the Linda Apple Monson Scholarship Endowment

- Jonathan Goldman $500,000 bequest, Goldman Family Scholarship Endowment (bequest) and $50,000 gift

- Community Foundation of Northern Virginia $400,000 Linda Apple Monson Scholars Endowed Fund

- Ruth Altheim, a senior audit student, $250,000 bequest, Dewberry School of Music

- Susan Aitel $143,000, Grace Aitel Award Endowment

Hylton Performing Arts Center Endowment

Hylton Endowment goal is $15M; currently $9.6M
64% to goal

2020	Cecil and Irene Hylton Foundation	$680,000
2021	Jacquemin Family Foundation	$250,000
2022	Shirley Rice	$200,000
2023	Anonymous	$250,000

Other CVPA Priorities:
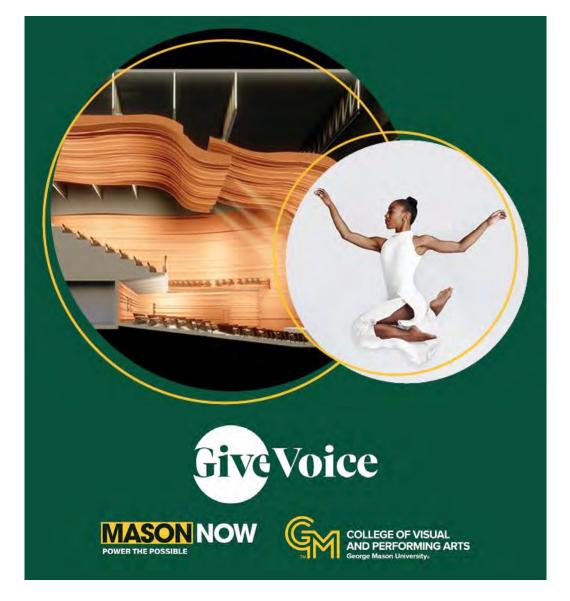
Film and Game Design Space
Endowed Chair
Research Support for Faculty
Robert Purks Faculty Enrichment Endowment, currently $85,000

Program Support Top Gifts:
- Peter and Samara Weilenmann $432,000 gift-in-kind (music library), Dewberry School of Music
- Evelyn Kiley $100,000 for the Tom and Evelyn Kiley Classical Music Endowment for the Center for the Arts
- Evelyn Kiley $125,000 current use to sponsor classical music performances in the Center for the Arts
- Lee-Ann Heflin, $95,000 bequest, Heflin Classical Drama Quasi-Endowed Fund, School of Theater
- Wendy Frieman, $35,000 for the Artist-in-Residence Program, Center for the Arts

Mason Arts Emerging, February 5th – Save the Date

Join College of Visual and Performing Arts Dean Rick Davis for a special presentation setting the stage for Give Voice, our initiative to reimagine the Center for the Arts and elevate all of Mason Arts.

GEORGE MASON UNIVERSITY

Finance and Land Use Committee Meeting December 5, 2024

I. I. Call to Order

A. Agenda FLUC 12.05.24 (1).docx

II. II. Approval of Minutes for September 17, 2024 (ACTION)

A. FLUC Minutes 09.17.2024 (2).docx

III. III. Overview & Actions

A. A. Financial Update

B. B. FY 2026 Draft Budget Assumptions

C. C. Committee Vote

IV. IV. Committee Materials

A. A. Financial Matters

1. i. Commonwealth Report Highlights

2. ii. FY 2024 Unaudited Financial Statements

3. iii. FY 2025 Q1 Financial Report

4. iv. FY 2026 Budget Process Overview

B. B. Operational Matters

1. i. Workforce Planning Update

2. ii. Retirement Plan Investment Policy Update

C. C. Capital Matters

1. i. Capital Project Funding and Prioritization Update

2. ii. Schematic Design for the Basketball & Academic Performance Center (ACTION)

a. BAPC Schematic Cover Sheet.docx

V. Adjournment

A. APPENDIX I – Capital Projects Review (Stoplight)

1. Capital Projects Review 11.11.2024.docx

VI. Presentation

A. December 2024 FLUC v5 PORTAL.pdf

GEORGE MASON UNIVERSITY
BOARD OF VISITORS

Finance and Land Use Committee Meeting
December 5, 2024

AGENDA

I.   Call to Order

II. Approval of Minutes for September 17, 2024 (**ACTION**)

III. Overview & Actions
   A. Financial Update
   B. FY 2026 Draft Budget Assumptions
   C. Committee Vote

IV. Committee Materials
   A. Financial Matters
      i.   Commonwealth Report Highlights
      ii. FY 2024 Unaudited Financial Statements
      iii. FY 2025 Q1 Financial Report
      iv. FY 2026 Budget Process Overview
   B. Operational Matters
      i.   Workforce Planning Update
      ii. Retirement Plan Investment Policy Update
   C. Capital Matters
      i.   Capital Project Funding Update
      ii. Schematic Design for the Basketball & Academic Performance Center
           (ACTION)

V.   Adjournment

   APPENDIX I – Capital Projects Review (Stoplight)

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Finance and Land Use Committee Meeting
September 17, 2024
Meeting Minutes

COMMITTEE MEMBERS PRESENT: Chair Pence; Visitors: Alacbay, Rees, Thompson; Executive Vice President Dickenson; Faculty Representatives: Shutika, Venigalla

ABSENT: Vice Chair Rosen; Visitors: Peterson, Short

ALSO PRESENT: President Washington; Rector Stimson; Faculty Representative Simmons; Student Representatives: Cuesta, Hoffman

I. **Call to Order**

Chair Pence called the meeting to order at 2:04 p.m.

II. **Approval of Minutes for May 2, 2024 (ACTION ITEM)**

Chair Pence called for any corrections to the minutes for the Finance and Land Use Committee Meeting for May 2, 2024. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN.**

III. **Financial Matters**

Chair Pence turned the meeting over to Deb Dickenson, Executive Vice President, Finance and Administration, who provided an update on ongoing Joint Legislative Audit & Review Commission (JLARC) studies to be presented at the October 7th JLARC Meeting.
- Reports continue to be favorable to George Mason and the forthcoming Higher Education Spending, Staffing and Student Costs study highlights George Mason University's efficiency.
- This information should help inform the new Commonwealth higher education funding model that is planned to be released in 2025.
- George Mason's Tier 3 Management Agreement is scheduled to be presented on November 7th and is expected to be favorable.

A. **University Debt Policy Update (ACTION ITEM)**

Visitor Alacbay **MOVED** to approve the revised Debt Policy as included in the Board Book. Visitor Thompson **SECONDED** the Motion. The **MOTION WAS CARRIED UNANIMOUSLY BY ROLL CALL VOTE**

B. **University Investment Policy Update (ACTION ITEM)**

Visitor Alacbay **MOVED** to approve the revised Investment Policy as included in the Board Book. Visitor Rees **SECONDED** the Motion. The **MOTION WAS CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

C. Affirmation of State Six-Year Operating Plan (ACTION ITEM)

Visitor Rees **MOVED** to approve to affirm the State Six-Year Operating Plan as included in the Board Book. Visitor Thompson **SECONDED** the Motion. The **MOTION WAS CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

D. Committee Discussions

i. Cricket Field Project
a. Revocation of Prior Cricket Authorization (ACTION ITEM)

Chair Pence and University Counsel, Anne Gentry, confirmed the revocation as written encompasses what the Board previously approved on December 14, 2023, and that any such future action would require the Board to grant new authority.

Chair Pence **MOVED** to approve the revocation of any and all authorization granted to the University on December 14, 2023, regarding a ground lease or any other documents, instruments, or certifications in furtherance of a shared temporary cricket/baseball stadium. Visitor Rees **SECONDED** the Motion. **MOTION WAS CARRIED WITH A MAJORITY BY ROLL CALL VOTE** with Visitor Thompson abstaining.

Visitor Alacbay adjourned the meeting for recess at 2:21 p.m., reconvening at 2:25 p.m.

D. Committee Discussion (continued)

ii. Enrollment Cap

The committee engaged in a discussion of the university's enrollment and an enrollment cap, led by David Burge, Vice President for Enrollment Management, who highlighted George Mason's enrollment growth drivers and history, management process, history of requested growth by the Commonwealth, and Pell students.

vii. Student Fees

The committee engaged in a discussion of student fees, joined by faculty and student representatives. Sharon Heinle, Vice President for Finance, provided additional information on how fees are determined, what they support, and how they are communicated. Staff agreed find ways to be more proactive and transparent with students about their fees, including departmental fees.

IV. ADJOURNMENT

There being no further business, Visitor Alacbay adjourned the meeting at 2:46 pm.

ITEM NUMBER: IV.C.ii.

Schematic Design Approval for the Basketball & Academic Performance Center

PURPOSE OF ITEM:

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

BRIEF NARRATIVE:

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

The current scope of the project is roughly a 30,000 GSF, multi-story addition and a 14,000 GSF renovation to the Recreation Athletic Complex (RAC) on the Fairfax Campus of George Mason University. The Basketball & Academic Performance Center (BAPC) will sit at the northwest corner of the RAC. The new facility will expand the existing RAC, taking advantage of the existing Cage Gym at the west and existing paved space to the north. The proposed facility will expand the Cage Gym to provide two equal practice courts. New construction will wrap around the north and west over two floors.

The project program consists primarily of two different uses: a basketball practice facility, and an academic performance suite. A central, main lobby is the singular main point of entry to the building. From there, occupants can make their way to either the basketball practice facility or the academic services suite. The basketball practice facility contains two, separate basketball court spaces, dedicated separately for the men's and women's varsity programs. Off each of these courts are respective locker room suites including a film room, wellness room, wet space, team lounge, locker areas, and storage. Central to the court level is performance-focused spaces including strength and conditioning, athletic training, fueling station, and related offices. Rounding out the first level is team support space including a video production suite and equipment and laundry functions.

On level two, continuing with the basketball practice facility, you'll find team offices again related to each team's court. These office areas include a combination of enclosed offices, open workstations, meeting space, and support. Level two also includes a centralized Academic Services suite, accessed off the main lobby, intended for all student-athletes within the George Mason intercollegiate athletics program. This space includes a variety of study spaces and areas including individual tutor rooms, meeting space, open study hall, a

flexible classroom, and sensory-friendly study areas, with offices and support throughout. The shared space between Academic Services and Basketball is comprised of an outdoor terrace facing north, common restrooms, and circulation and building systems support spaces.

Most of the exterior cladding will be comprised of a composite metal panel system. Additionally, the project will include thermally broken aluminum framed curtain wall or storefront system with triple glazed vision glass, metal panels, and spandrel glass. All frames in punched window locations shall be thermally broken aluminum, and all exterior glass shall be triple glazed with a low-e coating. All south and/or west facing glazing will have exterior shading devices. The building is targeting the Sustainability goal of LEED silver.

The site to the north, between the building and Global Drive, will be redeveloped to create an engaging pedestrian experience. Paths from the east, north, and west will connect to an entrance plaza that can be used for outdoor activities and events. Dedicated parking will be created to the northeast, off Bannister Creek Drive, providing a direct path for coaches and athletes to the main entrance of the BAPC to the north.

The EIR for the Project was submitted to DEQ. Mason received review comments from DEQ in January, 2024, which indicates no objection to the proposed project provided regulatory requirements and recommendations included with the DEQ review comments are followed.

The Basketball & Academic Performance Center will be presented at an upcoming AARB Meeting and any comments will be addressed.

The schedule for this project includes start of construction on site work starting in July 2025. The building is currently targeting an occupancy in Winter 2026-2027.

STAFF RECOMMENDATION: After reviewing the respective Schematic Design, staff recommends Board approval of the above listed project to proceed through design and into construction.

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

Scoring is reset at the time of preliminary design completion and construction contract execution.

Changes/updates since the September 2024 report include:

- Fuse at Mason Square (IDIA HQ) – Design is completed and the construction continues on site. Core and shell achieved substantial completion on November 8, 2024. Core and Shell spaces include lobby, property management suite, building core spaces such as restrooms, electrical, telecom rooms and egress stairs, etc. The impact to Mason fit is zero days so that the contract construction completion date of January 24, 2025 remains for Mason Fitout Areas. All audio-visual equipment design is complete and has been procured, work on AV infrastructure install is in progress with Phase 1 spaces scheduled to be complete in January 2024 and phase 2 final completion in May of 2025. Furniture, fixtures and equipment has also completed design and procurement as of Spring 2024. Mason will install furniture fixtures and equipment in the Spring of 2025 with full occupancy planned for summer of 2025.

- Life Sciences Engineering Building (Bull Run Hall IIIB) – Design is completed and the construction continues on site. The construction has been ongoing now for 23 Months now and the project is heading toward completion. The exterior of the building is essentially complete and site work is well under way. Building finishes on the interior are pretty much finished on the first 3 floors and we have completed the initial punch of the first 3 floors. IT infrastructure and AV are well under way and some systems have completed commissioning. Building commissioning is under way and the mechanical systems are all running to keep the building conditioned. All utility installations are complete. The laboratory casework is quickly finishing up. DEB inspections continue and we are shooting for a final DEB inspection on 12/15. The project is still tracking for a January 2025 completion.

- Telecom Infrastructure Phase 1 – Design is completed and the construction continues on site. Work on Packages 1 (work inside buildings) and Package 3 (new West Campus Core Switch Building) is substantially complete. Package 2 for outside plant (new IT duct banks) is under construction and anticipated to be January 2025 (on schedule).

- Johnson Center HVAC Repairs – Design is completed and the construction continues on site. The installation of the units will continue to be phased to allow operations in the building to continue. Installation and start-up of the Smoke Exhaust Fans (Phase 1) is complete. Installation of AHU #2 (Phase 2) is complete and is being Commissioned. AHU #1 (Phase 4) installation is underway. Project is on-track to start-up AHU #1 in early January 2025. Project is still anticipated to be

completed May of 2025.

- Expand Central Plant Capacity – Design is completed and construction has started. The new cooling tower has been set and assembled. Awaiting other long lead-time equipment for chiller and high temperature water generator (boiler) which has been ordered. Anticipated project completion is January 2026.

- Aquatic & Fitness Center Capital Renewal – Design is completed and the construction continues on site. All base contract work is complete. There is additional requested work that will take place over the next few months. The two fiberglass bulkheads that shipped late are now installed and have been used during the Aquatics' program's 1st swim event on November 5, 2024. Issues regarding waterproofing details at the roof parapet have been resolved (significant savings to the university), and final roof inspections are being scheduled within the next two weeks pending availability of inspectors.

- Telecom Infrastructure Phase 2 – Design is underway. The Preliminary design has been submitted to the OUBO and Land Development. The estimating is ongoing to confirm our construction budget.

- Telecom Infrastructure Phase 3 – The scope for this phase has been finalized in concert with ITS. The design contract has been executed and the schematic design is scheduled to be submitted in April of 2025.

- Student Activities & Engagement Building (Activities Building) – A Design/Build contract was awarded to Hoar Construction. Design is nearly completed. The working drawings have been submitted to the OUBO and an early foundation permit has been issued. The construction start has slipped to May based upon design reviews managed by the Design Build team. The construction has progressed on site with the tilt wall poured and erected. The Fabric membrane is 65% installed. We are aiming for permanent power the week of Dec.23rd. Overall the project is on target for completion in the Spring.

- Basketball and Academic Performance Center (RAC Addition) – The architectural/engineering firm, Perkins & Will (P&W), has submitted the Schematic Design phase for reviewed by OUBO and approved to proceed with Preliminary Design. Regarding the Construction Manager (CM) at Risk for Project 247-241927 (Basketball and Academic Performance Center – RAC Addition), the RFP Committee reviewed the technical proposals, held interviews, and scored the five shortlisted firms. Following technical clarifications and Best and Final Offers (BAFO), Whiting-Turner Contracting Company emerged as the highest-scoring offeror. A CO-9CM was issued to Whiting-Turner on 11/8/24 to proceed with the project.

- Tech Talent Bachelors Capital – This is the capital funding identified in the MOU with the Commonwealth to support Bachelor's degrees in the tech talent pipeline. More specifically, it is a series of projects: Advanced Computational Research (data center upgrades to support high performance computing), a data visualization/ VR Lab creation, classroom refresh, and the pilot space in Vernon Smith Hall. The Advanced Computational Research has been completed and additional capacity was included in the Data Center with liquid cooling. The data visualization/

VR Lab was completed in Research Hall. The classroom refresh is ongoing and anticipated to be completed over 6 years. This summer will be the 4th summer of the 6 total. Finally, the renovation to create the pilot space on the 1st floor of Vernon Smith Hall as well as the conversion of the Bank Space was completed.

- Interdisciplinary Science and Engineering Building – Project was approved for pre-planning in the Commonwealth's FY25-FY26 biennium budget. Mason has selected a consultant to lead the pre-planning phase and has started the pre-planning effort. Mason is currently targeting a January completion of the pre-planning effort.

- Address Priority Facility Improvements - Project was approved in the Commonwealth's FY25-FY26 biennium budget for $8M to go towards Mason's critical deferred maintenance deficit. Mason has identified five projects for the use of these funds: Hazel Hall Chiller Replacement, Colgan Hall Chiller Replacement, Discovery Hall Roof Replacement, Enterprise Hall Elevator Replacement, and the Performing Art Building Bridge Replacement. Mason has received the appropriation and is in the process of procuring the design of each project.

- EagleBank Arena Air Handler Unit Replacements – Project was approved in the May BOV meeting. Mason has received proposals in response to the RFP for solicitation of the designer of record with interviews of the short-listed firms scheduled in January.

- Real Estate Acquisitions Phase 1 (Arlington) – Mason has purchased lot 6 and 11 and the purchase of lot 8 was completed in December 2023. This project will remain open as there is additional authority included to allow for more purchases in the future should the opportunities arise.

- Real Estate Acquisitions Phase 4 (Strategic Acquisitions) – HECO authority approved to proceed with up to $50M strategic acquisitions. The specific acquisitions are undefined at this point and could be located adjacent any of the Mason Campuses.

- Academic VIII – Project approved for planning only and contingent upon Mason providing seed funding. Project awaiting internal authorization to proceed.

- Point of View Cottages – Commonwealth has approved $4M of funding for this project to match a target of $4M of fundraising. Project is awaiting funding and internal authorization to proceed.

- Renovations Concert Hall – HECO authority approved to proceed on a $25M renovation to the Concert Hall on the Fairfax Campus. The funding is based upon donations. Project is awaiting funding and internal authorization to proceed.

- Costello College of Business Building – HECO authority approved to proceed on a $165M and 200K GSF building for the School of Business on the Fairfax Campus. The funding is based upon donations. Project is awaiting funding and internal authorization to proceed.

- Energy Efficiency Investments – HECO authority approved to proceed on a $7.5M umbrella project to allow for energy efficiency upgrades to proceed. The specific investments are undefined but could consist of equipment replacement, solar panel installation, or geothermal infrastructure.

Project is awaiting funding and internal authorization to proceed.

- Housing Renovations Phase 1 – HECO authority approved to proceed on a $25M renovation to housing. Project is awaiting funding and internal authorization to proceed.

STAFF RECOMMENDATION: For Board Information Only

FY24 CAPITAL PROJECT STOPLIGHT CHART

	Total Project Authorization (A)	As of FY24 (B)	Fiscal Year 2025 Budget	YTD	Full-year Forecast (C)	Project Available Balance (=A-B-C)	Budget Status	Schedule Status	Scope Status	Construction % Complete	Occupancy/ Completion Date
Planning Phase											
Interdisciplinary Sci. & Engr. Building	0.5	0.0	0.5	0.0	0.5	0.0				0.0%	TBD
Address Priority Facility Improvements	8.0	0.0	1.7	0.0	1.7	6.3				0.0%	TBD
EagleBank Arena AHU Replacements	11.7	0.0	0.5	0.0	0.5	11.2				0.0%	TBD
Design Phase											
Basketball and Academic Performance Center	30.0	0.3	1.8	0.4	1.8	27.9	🟢	🟢	🟢	0.0%	12/2/2026
Telecom Infrastructure, Ph 2	23.3	0.5	2.7	0.6	2.7	20.1	🟢	🟢	🟢	0.0%	4/16/2026
Telecom Infrastructure, Ph 3	24.0	0.0	1.6	0.0	0.7	23.3	🟢	🟢	🟢	0.0%	TBD
Construction Phase											
Student Activities & Engagement Building	11.0	1.7	9.3	2.5	9.3	0.0	🟢	🟡	🟢	44.7%	5/4/2025
Aquatic & Fitness Center Capital Renewal	13.5	8.6	4.9	3.1	4.9	0.0	🟢	🟢	🟢	96.5%	9/1/2024
Life Science Engineering Building	107.0	70.3	34.3	16.5	34.3	2.4	🟢	🟡	🟢	88.4%	1/13/2025
Expand Central Plant Capacity	8.2	1.2	6.0	1.3	6.0	1.0	🟢	🟢	🟢	31.0%	1/26/2026
Telecom Infrastructure, Ph 1	10.5	5.2	4.2	1.7	4.2	1.1	🟢	🔴	🟢	68.3%	1/17/2025
Johnson Center HVAC Repairs	8.0	2.7	4.5	2.9	4.5	0.8	🟢	🟢	🟢	75.2%	5/15/2025
FUSE at Mason Square	253.8	173.3	69.2	26.4	59.3	21.2	🟢	🟢	🟢	86.4%	7/1/2025
Tech Talent Bachelors Capital	23.0	16.3	1.7	1.4	1.7	5.0	🟢	🟢	🟢	N/A	N/A
Close-Out											
Real Estate Acquisitions Phase 1 (Arlington)	40.0	24.1	0.0	0.0	0.0	15.9	🟢	🟢	🟢	100.0%	Complete
Umbrella (On-going)											
Maintenance Reserve	3.4	N/A	3.4	0.5	3.4	N/A				N/A	N/A
Annual Capital	6.7	N/A	6.7	10.3	15.0	N/A				N/A	N/A
Authorized (Pending Funding)											
Academic VIII	200.0	0.0	0.0	0.0	0.0	200.0				0.0%	TBD
Point of View Cottages	8.0	0.0	0.0	0.0	0.0	8.0				0.0%	TBD
Renovations Concert Hall	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Costello College of Business Building	165.0	0.0	0.0	0.0	0.0	165.0				0.0%	TBD
Energy Efficiency Investments	7.5	0.0	0.0	0.0	0.0	7.5				0.0%	TBD
Housing Renovations Phase 1	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Real Estate Acquisitions Phase 4 (TBD)	50.0	0.0	0.0	0.0	0.0	50.0				0.0%	TBD
Total	**1,063.0**	**304.1**	**153.0**	**67.4**	**150.6** [1]	**616.7**					

(millions)

(1) This amount (excluding P3) is prediction of the audited statement of cash flows "purchases of capital assets."

BOARD OF VISITORS
Finance & Land Use Committee

Office of the EVP for Finance & Administration | December 5, 2024

Agenda

Overview & Actions

    A. Financial Update

    B. FY 2026 Draft Budget Assumptions

    C. Committee Vote

Committee Materials

    A. Financial Matters

        i.   Commonwealth Report Highlights

        ii.   FY 2024 Unaudited Financial Statements

        iii. FY 2025 Q1 Financial Report

        iv. FY 2026 Budget Process Overview

    B. Operational Matters

        i.   Workforce Planning Update

        ii.   Retirement Plan Investment Policy Update

    C. Capital Matters

        i.   Capital Project Funding Update

        ii.   Schematic Design for the Basketball & Academic Performance Center (**ACTION**)

A. Financial Update
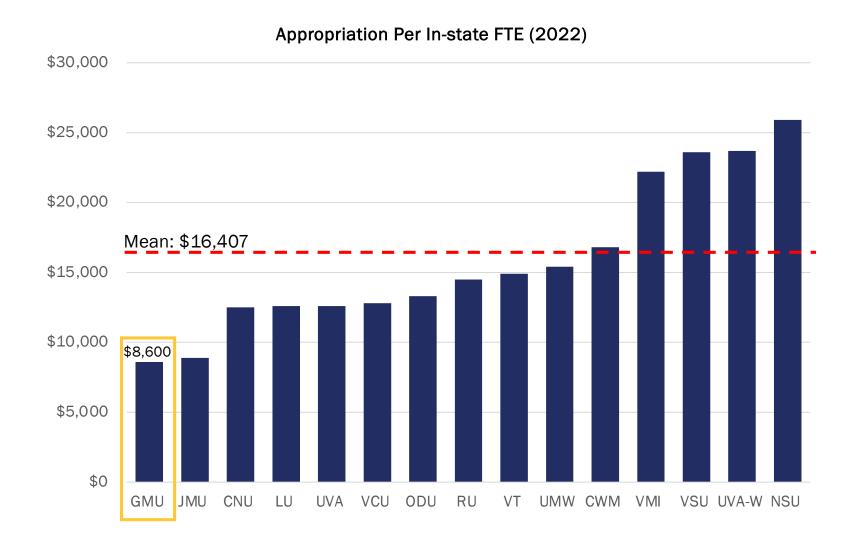
Commonwealth Studies Show Funding Inequity

Recent Commonwealth reports confirm George Mason's continued funding inequity:

- Resources and Planning Committee Agenda Book (SCHEV)
- University Fact Packs (SCHEV)
- Higher Education Institutional Viability (JLARC)
- Higher Education Spending, Staffing, and Student Costs (JLARC)
- Tier 3 Management Agreement Compliance Review (JLARC)
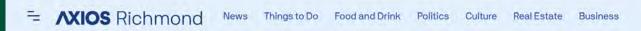
Despite this longstanding underfunding, George Mason continues to perform above and beyond peer universities.

Appropriations Per In-state Student FTE

Appropriation Per In-state FTE (2022)

- George Mason received the lowest appropriations per in-state student FTE of all public institutions of higher education in the Commonwealth

- George Mason receives $7,807 less than the average appropriation of other Virginia publics per FTE

SOURCE: JLARC "Higher Education Institutional Viability Report," inflation adjusted

George Mason Maintains Affordability

Virginia's in-state tuition and fees among nation's highest

Sabrina Moreno
November 18, 2024

George Mason has the second lowest in-state undergraduate FY25 tuition & fees of our large doctoral peers

W&M, UVA, VCU, VT, ODU

By the numbers: In-state tuition and fees at a public Virginia university will cost, on average, $15,660 in the 2024-25 school year, the College Board found.

- That's a 7% drop from 2019-20 when accounting for inflation, but the national average is $11,610. Only nine other states have a more expensive price tag.

- Virginians also have the fourth-highest amount of student loan debt per borrower in the country.

George Mason's students graduate with the 4th lowest amount of debt for all four-year Virginia publics

JLARC

What we're watching: The adopted 2024-26 state budget includes $205.4 million to "increase access, affordability and degree production" at Virginia's public universities.

George Mason received the lowest appropriations per student of all four-year Virginia publics

JLARC in-state undergraduate

Axios: https://www.axios.com/local/richmond/2024/11/18/virginia-college-tuition-costs-2024

Office of the Executive Vice President

6

Funding Performance

Enrollment	Graduates	Retention Rates	Affordability	Cost Reductions
40,455 in 2024 Largest in Virginia	90,459 in past decade Most in Virginia	Above many peers despite higher acceptance rate	Increased financial aid for reduced net price	Second largest reduction in per student costs

Strong Performance

Inequitable Funding

Appropriations	Equipment Trust	Endowment	Maintenance	Tuition Revenue
Lowest per student appropriations	Equipment Trust Funding lags behind peers	Lowest per student endowment	Low Maintenance Reserve funding	Limiting increases to maintain affordability

B. FY 2026 Draft Budget Assumptions

DRAFT FY 2026 Budget Planning Scenarios
E&G Operating

Summary:

- FY26 Planning Assumptions reflect a negative incremental impact ranging from $11M - $22M as required expense increases continue to outpace revenue.

- Supplemental State request totaling $18M will be needed to address Mason's market compensation.
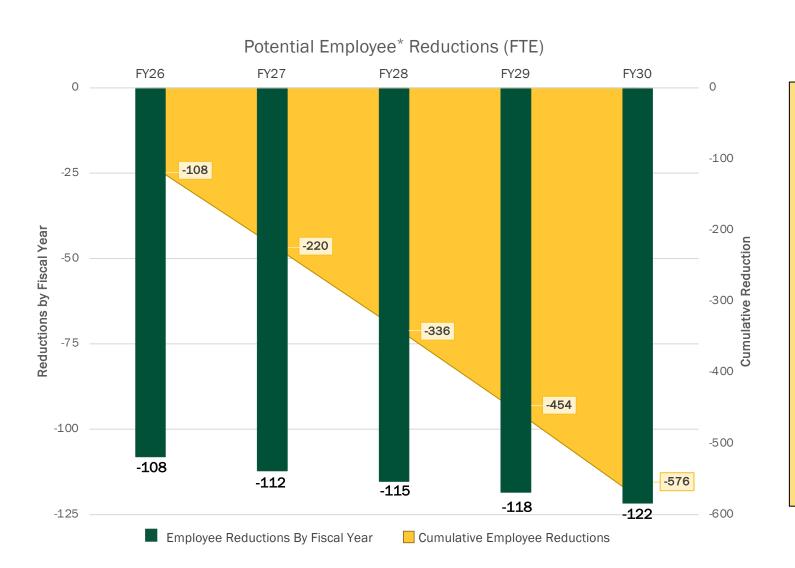
Highlights:

- All scenarios reflect heavy reliance on the Supplemental State request of $18M to offset an E&G budget shortfall.

- VMSDEP, a rewarding program for Veterans, continues to grow warranting additional State support.

- Financial Aid is increasing by $5M and shown as an offset to tuition revenue.

- FUSE and LSEB operating expenses totaling $3M.

- Contract Escalations are included for inflationary increases in Facilities, Information Technology, and other operating costs.

FY 2026 Planning Assumptions				
	Scenario #1	Scenario #2	Scenario #3	Scenario #4
Enrollment - Volume	1.5%	1.5%	0%	0%
Tuition Rate	3%	0%	3%	0%
VMSDEP Participation Growth	30%	30%	30%	30%
New Facilities Operating (FUSE & LSEB)	3	3	3	3
State Appropriations (salary cost-share)	10	10	10	10
3% Salary Increases	20	20	20	20

FY 2026 Budget Planning Scenarios				
Cash basis, in $M's	Scenario #1	Scenario #2	Scenario #3	Scenario #4
Sources				
Tuition Revenue (volume/tuition rate incrs)	16	5	11	-
Foregone revenue: VMSDEP Incremental Exemptions	(4)	(4)	(4)	(4)
Financial Aid (1/3 of tuition rate incr)	(5)	-	(5)	-
State's Salary Cost Share	10	10	10	10
Total Sources	**17**	**11**	**12**	**6**
Uses				
Compensation (3% increase and P&T)	21	21	21	21
Direct Expenses (2% escalation)	7	7	7	7
Total Uses	**28**	**28**	**28**	**28**
Incremental Impact	(11)	(17)	(16)	(22)
Additional State Funding Request	18	18	18	18
Funding Available to Address Market Compensation	7	1	2	(4)

Impact of Flat Tuition and Enrollment (Scenario #4)

Potential Employee* Reductions (FTE)

If Tuition and Enrollment are held flat, as in Scenario #4, it may be necessary to fill the resultant gap through workforce reductions.

- Flat tuition and enrollment could require employee reductions totaling 576 over five years

A reduced workforce would result in diminished operational capacity for student services and support, which could depress enrollment, resulting in the need for further employee reductions.

- With a 1% decline in enrollment, reductions could increase by 215 employees, totaling 791 over five years**

George Mason already has a much lower employee to student ratio than most of our peers

*Based on an average full-time compensation of $120K, including benefits. Assumes no tuition rate or enrollment increases; 3% salary increase and State appropriation salary cost-share.
** Includes previous assumptions with a 1% enrollment decrease.

C. Committee Vote

Committee Vote:

Motion: To approve the Schematic Design for the Basketball & Academic Performance Center, as outlined in the meeting materials:

Committee Materials
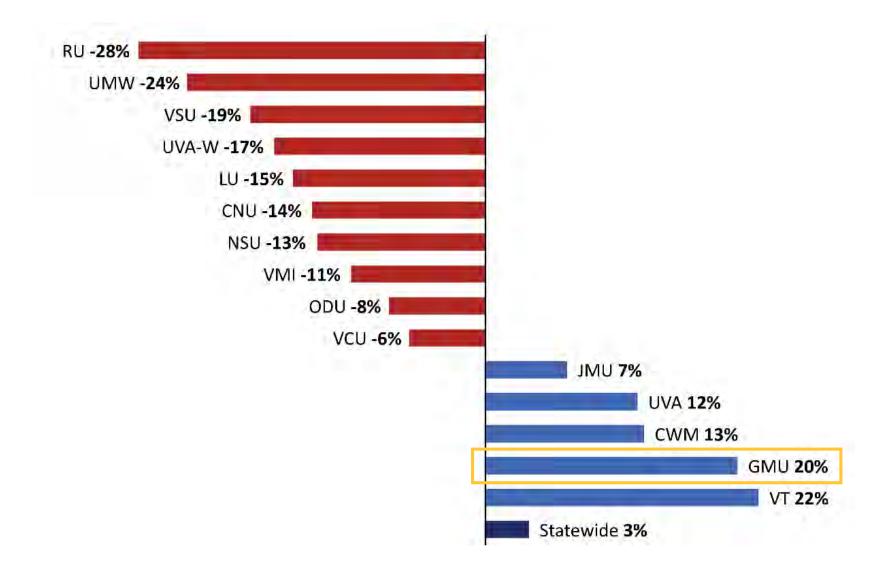
Commonwealth Report Highlights
Financial Matters

Commonwealth Report Highlights

Recent Commonwealth reports confirm George Mason's continued strong performance coupled with ongoing funding inequity:

- Resources and Planning Committee Agenda Book (SCHEV)

- University Fact Packs (SCHEV)

- Higher Education Institutional Viability (JLARC)

- Higher Education Spending, Staffing, and Student Costs (JLARC)

- Tier 3 Management Agreement Compliance Review (JLARC)

Joint Legislative Audit and Review Commission (JLARC)
State Council of Higher Education for Virginia (SCHEV)
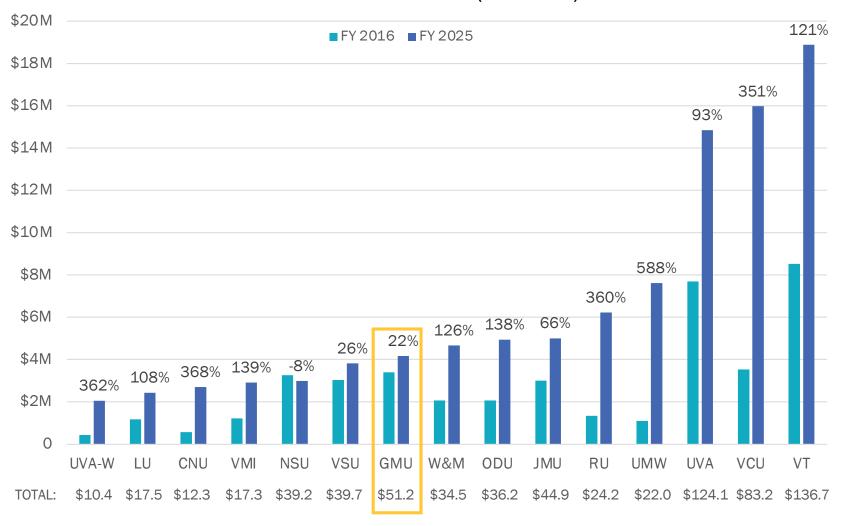
Enrollment Growth Over Past Decade

- George Mason was one of five schools with positive enrollment growth

- George Mason has the second highest percentage enrollment growth over the past decade of all public institutions of higher education in the Commonwealth

SOURCE: JLARC "Higher Education Institutional Viability Report" FY14–FY23
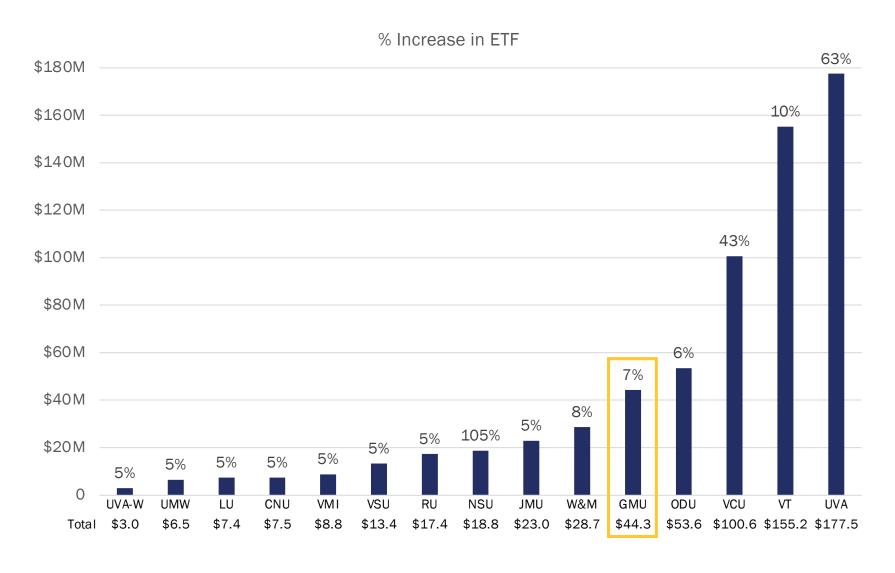
Increase in Commonwealth Maintenance Reserve Funding

Increase in MR Allocation (FY16-FY25)
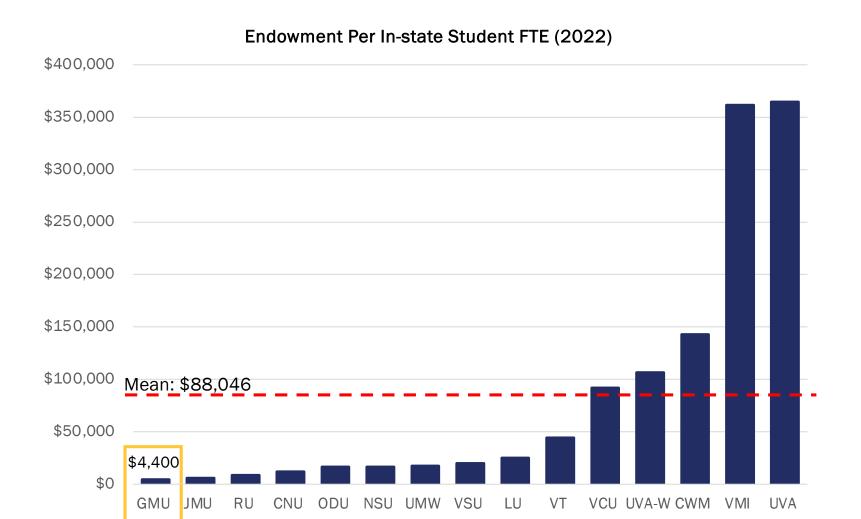
- George Mason's maintenance reserve funding has increased at a significantly lower rate than most universities

- Outstanding Commonwealth request for $32.7M in additional funding

SOURCE: Commonwealth Budgets, FY16–FY25

Total Commonwealth Equipment Trust Funding (ETF)
Over Past Decade (FY16 - FY25)

% Increase in ETF

	UVA-W	UMW	LU	CNU	VMI	VSU	RU	NSU	JMU	W&M	GMU	ODU	VCU	VT	UVA
% Increase	5%	5%	5%	5%	5%	5%	5%	105%	5%	8%	7%	6%	43%	10%	63%
Total	$3.0	$6.5	$7.4	$7.5	$8.8	$13.4	$17.4	$18.8	$23.0	$28.7	$44.3	$53.6	$100.6	$155.2	$177.5
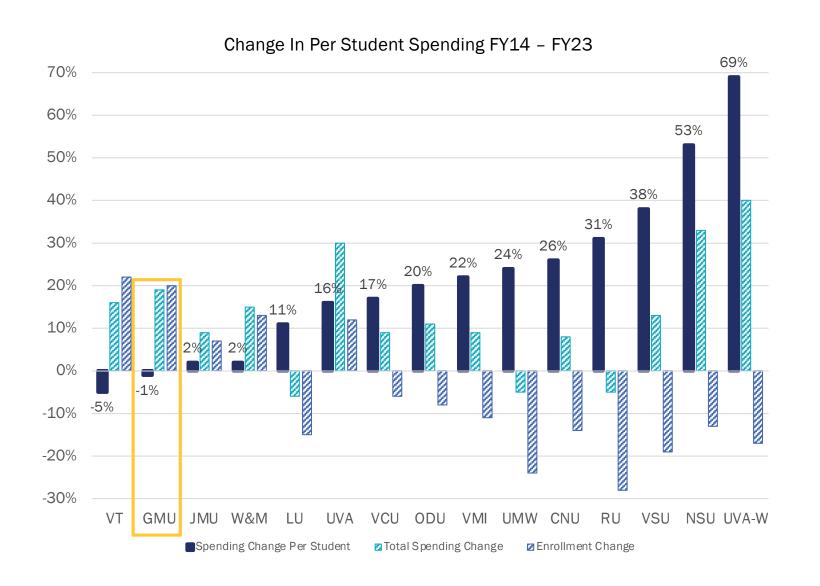
- George Mason's ETF has continued to lag beyond peers

- UVA and VT have each received at least $100M more ETF over the past decade

Endowment Per In-state Student FTE

Endowment Per In-state Student FTE (2022)
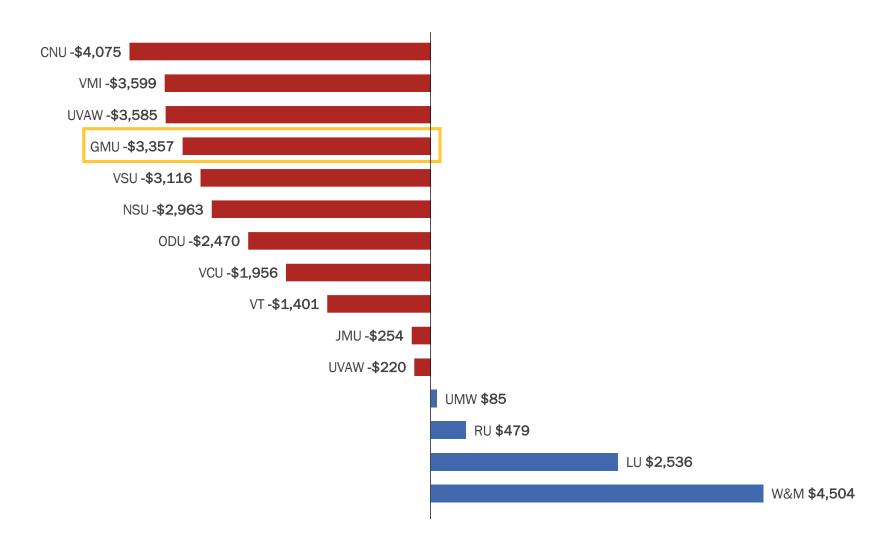
- George Mason's endowment is the lowest in the Commonwealth
- George Mason's endowment per FTE is only 1/20th of the average endowment of other public Virginia schools

SOURCE: JLARC "Higher Education Institutional Viability Report"

Changes In Per Student (FTE) Spending Over Past Decade

Change In Per Student Spending FY14 – FY23

Legend: Spending Change Per Student — Total Spending Change — Enrollment Change

Categories (left to right): VT, GMU, JMU, W&M, LU, UVA, VCU, ODU, VMI, UMW, CNU, RU, VSU, NSU, UVA-W

Spending Change Per Student values shown: VT -5%, GMU -1%, JMU 2%, W&M 2%, LU 11%, UVA 16%, VCU 17%, ODU 20%, VMI 22%, UMW 24%, CNU 26%, RU 31%, VSU 38%, NSU 53%, UVA-W 69%

- George Mason was one of only two universities that reduced per student spending over the past decade
- Universities with enrollment growth generally had lower per student spending growth

SOURCE: JLARC 2024 "Spending & Efficiency in Higher Education" Report, FY14 – FY23, inflation adjusted

Reduction in Net Price
Over Past Decade (FY14 – FY25)

- George Mason reduced its Net Price by 15% over the past decade
- Students who receive aid continue to pay considerably less than the published Cost of Attendance

SOURCE: JLARC "Higher Education Institutional Viability Report" FY14–FY23, inflation adjusted
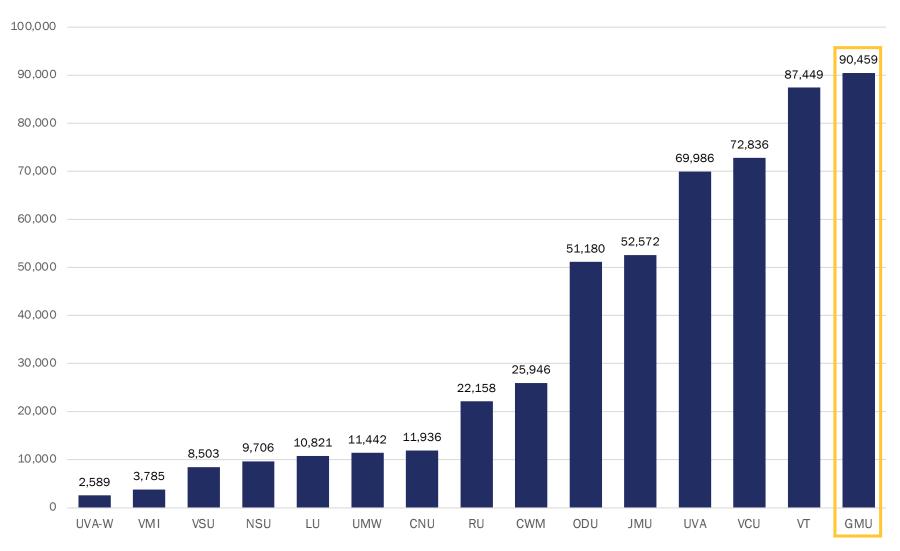
SCHEV Recommends Increased Compensation Funding

"In public higher education, the Commonwealth's policy has been to fund each institution's average faculty salary at the 60th percentile of its national peers… **One institution, George Mason University, is below the 30th percentile[1]."**

$ in 000s	FY 2024	FY 2025					FY 2026				
		Non-Personal Services	Funding Disparities	VMSDEP Waiver	Total	% Increase	Non-Personal Services	Funding Disparities	VMSDEP Waiver	Total	% Increase
CNU	$46.1	$346.0		$1,131.0	$1.5	3%	$557.0		$2,055.0	$2,612.0	6%
GMU	$208.4	$2,151.0	*$9,268.0	$4,163.0	$15.6	7%	$3,420.0	$18,536.0	$7,562.0	$29,518.0	15%
JMU	$136.0	$1,327.0	$396.5	$2,040.0	$3.8	3%	$2,138.0	$793.0	$3,706.0	$6,637.0	5%
LU	$41.8	$211.0		$751.0	$1.0	2%	$347.0		$1,364.0	$1,711.0	4%
NSU	$82.5	$354.0		$1,048.0	$1.4	2%	$593.0		$1,905.0	$2,498.0	3%
ODU	$177.5	$1,236.0		$5,130.0	$6.4	4%	$2,075.0		$9,319.0	$11,394.0	6%
RU	$70.3	$417.0		$1,018.0	$1.4	2%	$676.0		$1,849.0	$2,525.0	4%
UMW	$42.0	$283.0		$772.0	$1.1	3%	$470.0		$1,403.0	$1,873.0	4%
UVA	$169.6	$1,898.0		$2,191.0	$4.1	2%	$2,927.0		$3,981.0	$6,908.0	4%
UVA-W	$30.5	$147.0		$87.0	$0.2	1%	$247.0		$158.0	$405.0	1%
VCU	$250.9	$2,018.0		$6,482.0	$8.5	3%	$3,260.0		$11,776.0	$15,036.0	6%
VMI	$21.6	$121.0		$523.0	$0.6	3%	$194.0		$950.0	$1,144.0	5%
VSU	$63.2	$374.0		$676.0	$1.1	2%	$615.0		$1,228.0	$1,843.0	3%
VT	$220.6	$2,271.0	$5,589.5	$3,493.0	$11.4	5%	$3,609.0	$11,179.0	$6,345.0	$21,133.0	10%
W&M	$66.4	$630.0		$1,713.0	$2.3	4%	$1,041.0		$3,112.0	$4,153.0	6%
RBC	$13.0	$108.0		$100.0	$0.2	2%	$182.0		$181.0	$363.0	3%
VCCS	$511.9	$4,334.0		$2,022.0	$6.4	1%	$7,164.0		$3,672.0	$10,836.0	2%
Total	$2,152.4	$18.2	$15.3	$33.3	$0.1	3%	$29.5	$30.5	$60.6	$120.6	6%

*SCHEV's October 2023 draft report originally recommended $18.54M for FY25 funding disparity

[1]*SCHEV "Resources and Planning Committee Agenda Book" January 9, 2024*

Total Degrees Produced
Over Past Decade

- Over the past decade, George Mason has granted more degrees than any public institution in the Commonwealth

- George Mason was responsible for 17% of all degrees granted in Virginia

SOURCE: SCHEV Completion Reports, FY14 - FY23; all degrees except associates

FY 2024 Unaudited Financial Statements
Financial Matters

FY2024 Unaudited Financial Statements

- Provided to Auditor of Public Accounts and posted online

  https://fiscal.gmu.edu/generalaccounting/review-financial-statements/

- APA audit entrance meeting conducted with Audit Risk & Compliance Committee on 11/19/24

- Audited statements expected May 2025

- Significant Transactions:
  - Vernon Smith Hall acquisition
  - $57.5M gift from GMUF
  - Accounting standard change for capitalization of aggregate assets - $19M impact to beginning Net Position
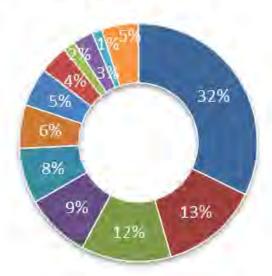
FY24 REVENUES $1,439.8 MILLION

- Student Tuition & Fees, net
- Grants & Contracts
- Auxiliary Enterprises and Other
- State appropriations
- Capital appropriations and Gifts
- Other Nonoperating Revenue

(Donut chart: 25%, 16%, 17%, 23%, 8%, 11%)

FY24 EXPENSES $1,314.6 MILLION

- Instruction
- Research
- Auxiliary Enterprises Program
- Academic Support
- Depreciation & Amortization
- Institutional Support
- Operation & Maintenance of Plant
- Student Services
- Student Aid
- Public Service
- Interest Expense
- Other Nonoperating Expense

(Donut chart: 32%, 13%, 12%, 9%, 8%, 6%, 5%, 4%, 3%, 1%, 1%, 5%)

George Mason University

FY 2023 and FY 2024 Revenues & Expenses - Accrual Basis

($ in millions)

	FY 2023 Audited	FY 2024 Unaudited	% Inc/(Decr)
Operating Revenues			
Student Tuition & Fees, net	$ 360.3	$ 363.3	0.8%
Grants & Contracts	198.2	233.5	17.8%
Auxiliary Enterprises and Other	218.1	249.0	14.2%
Total Operating Revenues	$ 776.6	$ 845.8	8.9%
Nonoperating Revenues			
State appropriations	$ 269.6	$ 327.8	21.6%
Capital appropriations & Gifts	93.6	112.3	20.0%
Other Nonoperating Revenue	89.3	153.9	72.3%
Total Revenues	$ 1,229.1	$ 1,439.8	17.1%
Operating Expenses			
Education and General	$ 898.6	$ 970.7	8.0%
Auxiliary Enterprises	141.1	160.8	14.0%
Depreciation & Amortization	90.4	99.3	9.8%
Total Operating Expenses	$ 1,130.1	$ 1,230.8	8.9%
Nonoperating Expenses			
Interest Expense	$ 20.3	$ 18.1	(10.8%)
Other Nonoperating Expenses	18.3	65.7	259.0%
Total Expenses	$ 1,168.7	$ 1,314.6	12.5%
Increase in Net Position	**$ 60.4**	**$ 125.2**	107.3%

Source: Audited 2023 and unaudited 2024 Financial Statements

Key Takeaways

- **Revenues increased 17.1%**
  - Primarily driven by non-operating increases for state appropriations, capital, and GMUF gift
  - Growth in tuition revenues mostly offset by increased financial aid
  - Grants & contracts increased 17.8%

- **Expenses increased 12.5%**
  - Compensation up $69M (9%)
  - $65.7M of non-operating related to VSH acquisition
  - **Auxiliary enterprises** experienced ~ 14% growth in both revenues and expenses which includes incremental operations for real estate assets acquired in FY23 and FY24

- **Accounts Receivable write-offs:**
  - FY24 w/o: $3.75M/0.5% of FY23 billings
  - As of 6/30/24, 96.7% collection of FY24 billings

FY 2025 Q1 Financial Report
Financial Matters

DRAFT FY 2025 Q1 Budget & Actuals

Operating

As of Q1, the operating budget is in good standing.

- Revenues are trending ahead of budget in other operating revenue and grants & contracts.

- Expenses are trending on budget. However, compensation and contractual services reflect slight increases that were primarily offset by savings in occupancy and equipment.

- Expenses continue to reflect budget reduction mitigation strategies.

Q1 Budget shows an estimate of revenue and expenses expected to occur by September 30. Due to cashflow timing, there is a a surplus at the end of Q1 that will cover expenses in future months with lower cashflow (for example: tuition payments at the start of each term, or Commonwealth funding received at the beginning of the fiscal year).

Cash basis, in $M's	FY 2025 Budget	FY 2025 Q1 Budget	FY 2025 Q1 Actual	var to Q1 Budget
Revenues				favorable/ (unfavorable)
Net Tuition and Fees	531	279	277	(2)
State Appropriations	359	158	158	-
Grants & Contracts	286	100	103	3
Auxiliary Enterprises	290	138	139	1
Other Operating Revenue	39	10	14	5
Total Revenues	**1,505**	**685**	**692**	**7**
Expenses				favorable/ (unfavorable)
Salaries and Wages	670	160	166	6
Fringe Benefits	198	52	49	(3)
Contractual Services	242	61	65	4
Travel	25	6	5	(1)
Supplies	25	5	6	1
Equipment	28	8	6	(2)
Capital Expenditures	2	0	1	1
Scholarships & Fellowships	199	100	99	(1)
Occupancy	42	14	11	(3)
Transfers	64	28	28	-
AE Infrastructure	3	1	-	(1)
Total Expenses	**1,497**	**436**	**436**	**-**
(Shortfall)/Surplus	*8*	*249**	*256**	*7*
Strategic Use of Reserves	*3*			

DRAFT FY 2025 Q1 Budget & Actuals
E&G Operating

■ As of Q1, E&G revenues and expenses are primarily trending on budget. Revenues reflect slight shortfalls that are primarily offset by equipment expense savings.

*Q1 Budget shows an estimate of revenue and expenses expected to occur by September 30. Due to cashflow timing, there is a a surplus at the end of Q1 that will cover expenses in future months with lower cashflow (for example: tuition payments at the start of each term, or Commonwealth funding received at the beginning of the fiscal year).

Cash basis, in $M's	FY 2025 Budget	FY 2025 Q1 Budget	FY 2025 Q1 Actual	var to Q1 Budget
Revenues				favorable/ (unfavorable)
Net Tuition and Fees	529	278	276	(2)
State Appropriations	274	73	73	-
Auxiliary Enterprises	-	-	0	-
Other Operating Revenue	20	11	8	(3)
Total Revenues	**823**	**362**	**357**	**(5)**
Expenses				favorable/ (unfavorable)
Salaries and Wages	511	114	116	2
Fringe Benefits	151	34	32	(2)
Contractual Services	84	17	18	1
Travel	7	2	2	-
Supplies	16	3	3	-
Equipment	15	6	2	(4)
Capital Expenditures	-	-	1	1
Scholarships & Fellowships	50	25	24	(1)
Occupancy	21	7	6	(1)
Transfers	(2)	1	1	-
AE Infrastructure	(22)	(6)	(6)	-
Total Expenses	**832**	**202**	**198**	**(4)**
E&G (Shortfall)/Surplus	*(9)*	*160**	*159**	*(1)*
Strategic Use of Reserves	*3*			
Balancing Mitigation Strategies	*6*			
Adjusted E&G	*-*			

FY 2026 Budget Process Overview
Financial Matters

FY 2026 Budget Request Process

- The FY 2026 Budget Development Process will include an opportunity for units to request additional budget funding.

- All Budget Requests should be submitted by the Dean/VP and approved by the division's Senior Leader (e.g. President or respective EVP).

- All pre-approved budget requests will be reviewed by the Ways & Means Committee. If approved, the requests will be shared with the Senior Leadership Team for final approval.

Budget Development Process

	Budget Assumptions	Budget Scenarios	Unit Budget Submissions	Draft Budget	Final Budget
Inputs:	• Strategic Goals • Tuition & Enrollment Strategy	• Governor's Budget • Board Direction	• Budget Templates & Instructions • Unit Needs & Initiatives	• Unit Budget Submissions • General Assembly Budget • Board Direction	• Stakeholder Feedback • Commonwealth Budget • Board Direction
Development & Approval:	• Budget Office • Ways & Means • Senior Leadership Team Approval	• Budget Office • Ways & Means • Senior Leadership Team Approval	• Unit Budget Officers • Deans & Vice Presidents • Unit Senior Leader Approval	• Budget Office • Ways & Means • Senior Leadership Team Approval	• Budget Office • Ways & Means • Senior Leadership Team • Board of Visitors Approval
Engagement:	• Deans & Vice Presidents • Board of Visitors	• Deans & Vice Presidents • Board of Visitors	• Budget Office • Provost Office	• Students • Employees • Deans & Vice Presidents • Board of Visitors	• Deans & Vice Presidents
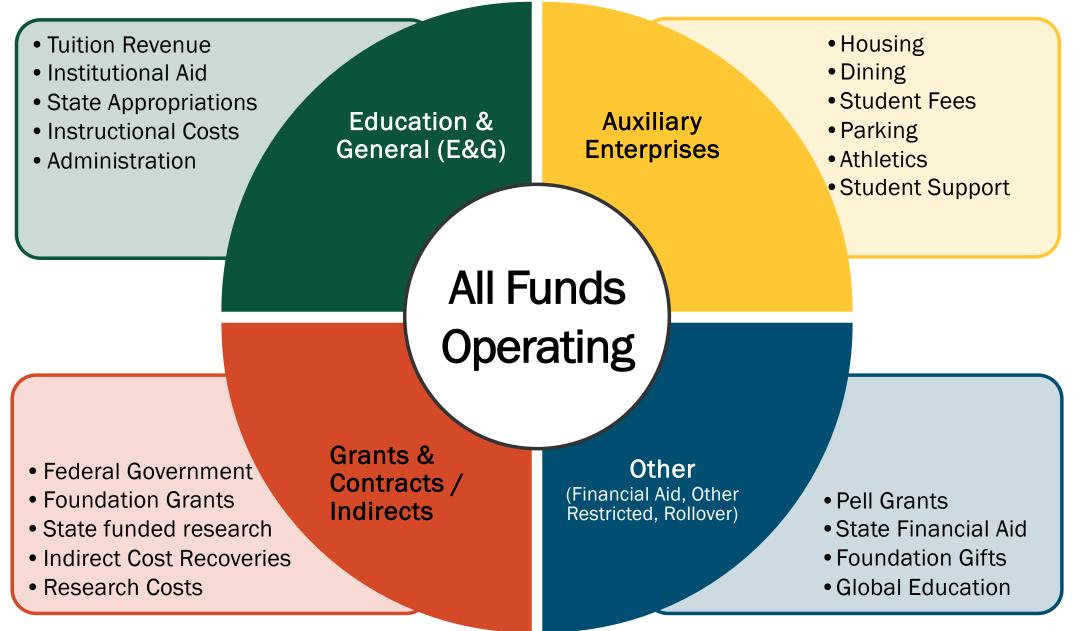
Office of the Executive Vice President

Operating Budget: All Funds

Education & General (E&G)
- Tuition Revenue
- Institutional Aid
- State Appropriations
- Instructional Costs
- Administration

Auxiliary Enterprises
- Housing
- Dining
- Student Fees
- Parking
- Athletics
- Student Support

All Funds Operating

Grants & Contracts / Indirects
- Federal Government
- Foundation Grants
- State funded research
- Indirect Cost Recoveries
- Research Costs

Other (Financial Aid, Other Restricted, Rollover)
- Pell Grants
- State Financial Aid
- Foundation Gifts
- Global Education

Budget Model Redesign

Adapting to align with our evolving needs and strategic direction

Roadmap:

FY 2025 Develop

Research, analyze, recommend, and approve a new model that addresses:

- Net tuition revenue and appropriations distribution
- Indirect costs recommendations
- Reserves / fund balances / carryforward / rollover definitions and guidelines for use
- Financial aid definitions and guidelines for use
- Cost of space

FY 2026 Implement

Test and adapt new model; continue to explore:

- Consistent Use of the Chart of Accounts
- Budget development tool
- Position Control
- Ongoing discussion on Student Fees
- Initiatives—funding/investment
- Current use development funding vs. endowment spend Use requirements
- Terminology dictionary
- Reporting

FY 2027 Refine

- Explore technology improvements
- Build out suite of account and budget model principles
- Analyze and refine the model based upon each year of performance.

Office of the Executive Vice President

Workforce Planning
Operational Matters

Top Focus Areas 2024

- Recruiting top talent
  - Compensation & benefits

- Retaining top talent
  - Compensation
  - Employee engagement
  - Upskilling/Professional Development

- Complex HR landscape
  - Generational differences
  - Increased mental health concerns
  - Hybrid work environment

- AI and HR modernization

Current Mason Workforce

👥 **12,573** → Number of Total Workforce
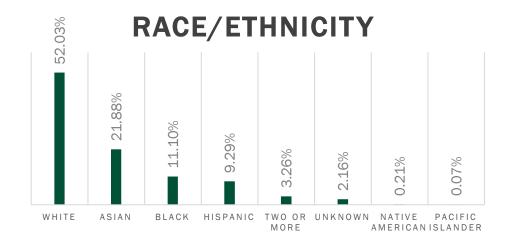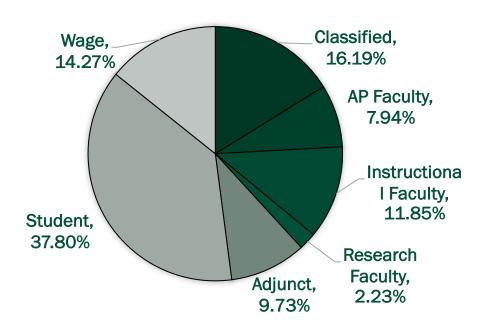
38.2% Benefited Workers
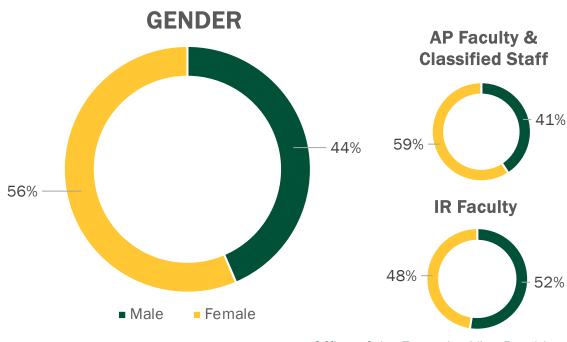
37.8% Student Workers

18% 55+ Workers

COMPOSITION

Wage, 14.27%
Classified, 16.19%
AP Faculty, 7.94%
Instructional Faculty, 11.85%
Student, 37.80%
Research Faculty, 2.23%
Adjunct, 9.73%

RACE/ETHNICITY

WHITE	ASIAN	BLACK	HISPANIC	TWO OR MORE	UNKNOWN	NATIVE AMERICAN	PACIFIC ISLANDER
52.03%	21.88%	11.10%	9.29%	3.26%	2.16%	0.21%	0.07%

GENDER

44% Male
56% Female

■ Male ■ Female

AP Faculty & Classified Staff
41% / 59%

IR Faculty
52% / 48%

Office of the Executive Vice President

Generational Data

Age of Workforce

Stacked bar chart showing generational composition:

	US Pop 2020	BLS National	Mason Employees (benefited only)
Silent (1928-1945)	7.30%	1%	0.40%
Boomers (1946-1964)	23.80%	15%	17.60%
Gen X (1965-1980)	21.90%	31%	39.80%
Millennial (1981-1996)	24.40%	36%	36.30%
Gen Z (1997-2012)	7.30%	18%	5.40%

Legend:
- Gen Z (1997-2012)
- Millennial (1981-1996)
- Gen X (1965-1980)
- Boomers (1946-1964)
- Silent (1928-1945)

Average Years of Service

	Gen Z	Millennial	Gen X	Boomers	Silent
Avg Years	2.7	5.9	11.8	17.6	31.4

Office of the Executive Vice President

Leadership Pipeline

40 key leadership positions including vice presidents, deans, and other senior leadership positions.

- 38% are not eligible for retirement
- 25% currently eligible to retire
- 22% could retire within the next 5 years

Of the key leadership positions have 628 Direct Reports
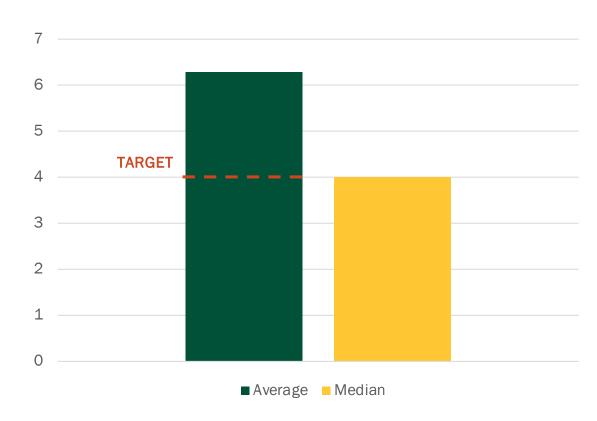
- 57% are not eligible for retirement
- 15% currently eligible to retire
- 12% could retire within the next 5 years

Retirement Eligibility
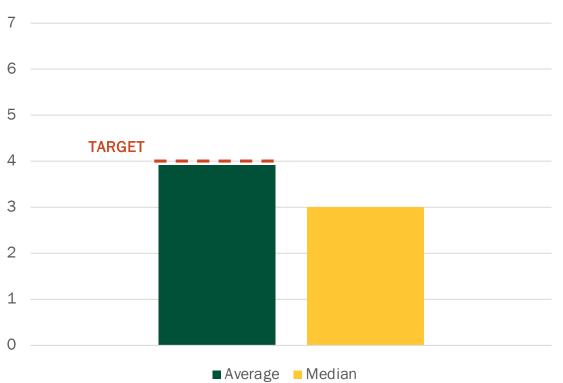
Span of Control

Average and Median Supervisor Direct Report #s All Employees

Average and Median Supervisor Direct Report #s AP Faculty and Classified Employees

Turnover Rates

George Mason vs. National

	FY23	FY 24
George Mason	11.7%	**9.1%**
Higher Ed[1]	16%	14%

George Mason By Generation[2]

	FY22	FY23	FY24	3 Yr Average
Gen Z	14.0%	13.8%	**13.5%**	13.7%
Millennial	18.2%	14.5%	**11.5%**	14.6%
Gen X	8.6%	7.7%	**5.1%**	7.1%
Boomers	15.4%	13.2%	**11.0%**	13.3%
Silent	29.7%	20.7%	**32.0%**	27.5%
Overall	**13.8%**	**11.7%**	**9.1%**	**11.5%**

- George Mason's turnover rate has decreased over the last three years

- Our rate is consistently below the national higher education average

- Our generational turnover rates are generally consistent with broader trends

[1] https://www.cupahr.org/press-releases/voluntary-turnover-in-the-higher-ed-workforce-is-trending-downward/

[2]Turnover Rate: Separations/Employee HR Snapshots as of 11/25 of the given FY
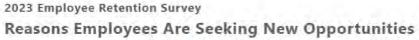
Reasons for Leaving
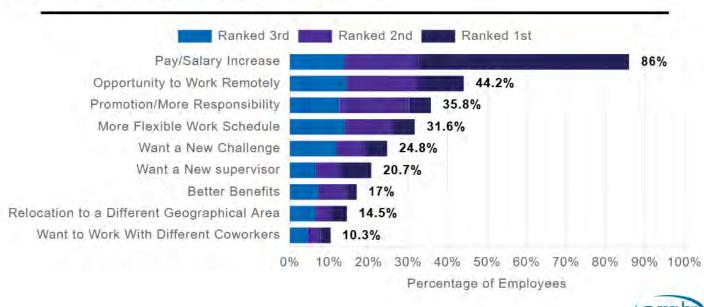
George Mason (FY24)

Compensation	14.3%
Retirement	11.8%
Relocating (for partner's job, to be closer to family, etc.)	11.4%
Work Life Fit/Balance	10.8%
Dissatisfied	8.1%
Family reasons (childcare, eldercare, etc.)	3.5%
End of Contract/Loss of Funding	2.5%
Returning to school	2.3%
Medical/health reasons	1.2%

GMU Resignation Forms submitted by employees

National Higher Education

2023 Employee Retention Survey
Reasons Employees Are Seeking New Opportunities

Ranked 3rd   Ranked 2nd   Ranked 1st

Pay/Salary Increase	86%
Opportunity to Work Remotely	44.2%
Promotion/More Responsibility	35.8%
More Flexible Work Schedule	31.6%
Want a New Challenge	24.8%
Want a New supervisor	20.7%
Better Benefits	17%
Relocation to a Different Geographical Area	14.5%
Want to Work With Different Coworkers	10.3%

Percentage of Employees

cupa-hr

https://www.cupahr.org/surveys/research-briefs/higher-ed-employee-retention-survey-findings-september-2023/

Benefited Employee Hiring Trends

Critical Hires Made in FY24 – **380**
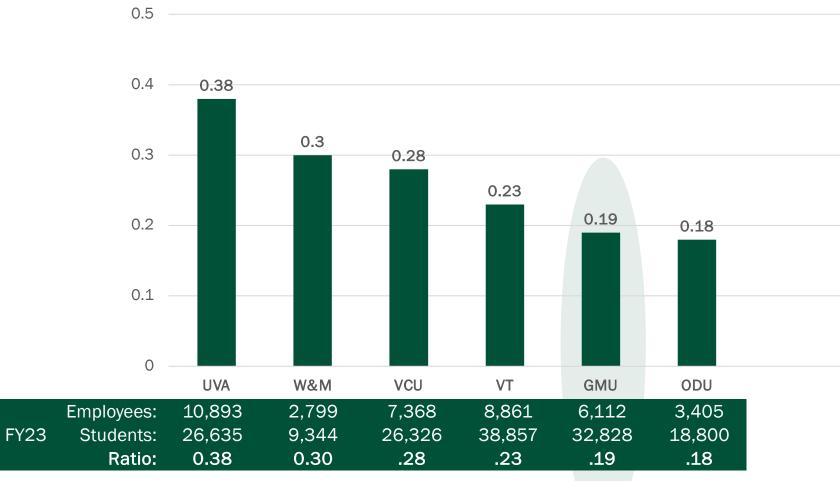
Critical Vacancy Reviews FY24
82.5% approved
12% not approved*

- George Mason has always maintained a very lean workforce

- While Mason has instituted a hiring review process, we have continued to hire and grow in critical areas

Benefited	FY19	FY20	FY21	FY22	FY23	FY24
July Headcount	4,267	4,424	4,425	4,577	4,775	4,755
New Hires	547	535	374	646	633	380
Separations	466	426	425	613	552	444
Difference (Hires - Separations)	81	109	-51	33	81	-64
Turnover Rate (July Headcount)	10.9%	9.6%	9.6%	13.4%	11.6%	9.3%

The remainder of CVRs were either withdrawn or are pending in the system

Employee to Student Ratio

Total Employee FTE / Total Student FTE

FY23		UVA	W&M	VCU	VT	GMU	ODU
	Employees:	10,893	2,799	7,368	8,861	6,112	3,405
	Students:	26,635	9,344	26,326	38,857	32,828	18,800
	Ratio:	0.38	0.30	.28	.23	.19	.18

Mason maintains much leaner operations with significantly fewer employees per student than nearly all Virginia doctoral peers.

Office of the Executive Vice President

Employee Engagement

Employee engagement survey completed in April 2024 in partnership with Gallup:

- Overall improvement across Gallup's Q12 questions on engagement
- Unit results available over the summer
- University town hall in September to share results and garner feedback
- HR coordinated departmental action plans based on results

GMU Engagement Score

National Engagement Score

0%   10%   20%   30%   40%   50%

CLEAR EXPECTATIONS — 4.35

FEELING CARED FOR — 4.22

VALUES OPINIONS — 3.83

1 in 3 employees experience burnout

Compensation lowest rated score

Key Initiatives

- Highlighting and encouraging the use of our rewards and recognition program offerings

- Working with units on succession planning strategies

- Improving our exit process and stay interviews process

- Ensuring positions are in the right job families and completing market-based salary reviews

- Reviewing and expanding our benefits offerings to include enhanced mental health access

- Increasing professional development offerings

Retirement Plan Investment Policy Annual Update
Operational Matters

Annual Investment Overview

Total Assets: $1.47 B	
TIAA Optional Retirement Plan (ORP)	$529 M
TIAA Cash Match	$21.7M
TIAA 403(b)	$427.6M
Fidelity Optional Retirement Plan (ORP)	$263.6M
Fidelity Cash Match	$14.8M
Fidelity 403(b)	$218.4M

Hardship/Loan Information	
Active Loans	90
Hardships	21
Active Loan Balance	$1.05M
Active Hardship Balance	$93k

Data pulled as of 10/15/2024 for Fidelity and TIAA, subject to change thereafter

Office of the Executive Vice President

Investment Policy Committee (IPC)

Key Accomplishments During Past Year:

- Finalized fee negotiations with TIAA and Fidelity
- Migration to an equitable and transparent fee structure (Pending)
- Fee holiday for 2025
- Reduction in investment fees on several funds
- Reviewed cybersecurity programs of vendors with access to participant data
- Reviewed TIAA custom target date solutions

Next Steps:

- Continue migration to more transparent and fully disclosed fee structure
- Continue returning excess revenue credits to plan participants

Capital Project Funding Update
Capital Matters

Board Approval of Major Capital Projects

As identified in Mason's Higher Education Capital Outlay (HECO) Manual* each major capital project must be approved by the Board at the following stages:

- Project Approval (Annual Capital Plan)
- Schematic Design Approval
- Significant Change Approval
  - Required for changes greater than 10% in Budget ($) or Scope (GSF)
- Ongoing Project Review
  - Stoplight Chart (in each BOV meeting Board Book)
  - Completion Report (upon project completion)

*Adopted by the Board in December 2016 and most recently updated October 2023

FY25 Capital Budget By Project

	Authorized Funding						Fundraising to Date	Expenditures		
	State	Debt	Fund-raising	Mason Funding	P3 Funding	Total		As of FY24	FY25 Budget	Balance
Planning Phase										
Interdisciplinary Sci. & Engr. Building	0.5	0.0	0.0	0.0	0.0	**0.5**	N/A	0.0	0.5	0.0
Address Priority Facility Improvements	8.0	0.0	0.0	0.0	0.0	**8.0**	N/A	0.0	1.7	6.3
EagleBank Arena AHU Replacements	0.0	0.0	0.0	11.7	0.0	**11.7**	N/A	0.0	0.5	11.2
Design Phase										
Basketball and Academic Performance Center	0.0	0.0	14.5	15.5	0.0	**30.0**	0.0 [1]	0.3	1.8	27.9
Telecom Infrastructure, Ph 2	12.3	11.0	0.0	0.0	0.0	**23.3**	N/A	0.5	2.7	20.1
Telecom Infrastructure, Ph 3	14.3	9.8	0.0	0.0	0.0	**24.0**	N/A	0.0	1.6	22.4
Construction Phase										
Student Activities & Engagement Building	0.0	0.0	0.0	11.0	0.0	**11.0**	N/A	1.7	9.3	0.0
Aquatic & Fitness Center Capital Renewal	0.0	0.0	0.0	13.5	0.0	**13.5**	N/A	8.6	4.9	0.0
Life Science Engineering Building	107.0	0.0	0.0	0.0	0.0	**107.0**	N/A	70.3	34.3	2.4
Expand Central Plant Capacity	8.2	0.0	0.0	0.0	0.0	**8.2**	N/A	1.2	6.0	1.0
Telecom Infrastructure, Ph 1	10.5	0.0	0.0	0.0	0.0	**10.5**	N/A	5.2	4.2	1.1
Johnson Center HVAC Repairs	0.0	0.0	0.0	8.0	0.0	**8.0**	N/A	2.7	4.5	0.8
FUSE at Mason Square	90.0	0.0	80.0 [2]	68.8	78.0	**253.8**	17.0 [3]	173.3	69.2	11.3
Tech Talent Bachelors Capital	23.0	0.0	0.0	0.0	0.0	**23.0**	N/A	16.3	1.7	5.0
Close-Out										
Land Acquisition Ph 1 (Lot 6, 8 & 11)	0.0	0.0	0.0	40.0	0.0	**40.0**	N/A	24.1	0.0	15.9
Umbrella (On-going)										
Maintenance Reserve	4.2	0.0	0.0	(0.8)	0.0	**3.4**	N/A	N/A	3.4	0.0
Annual Capital	0.0	0.0	0.0	6.7	0.0	**6.7**	N/A	N/A	6.7	0.0
Authorized (Pending Funding)										
Academic VIII	200.0	0.0	0.0	0.0	0.0	**200.0**	N/A	0.0	0.0	200.0
Point of View Cottages	4.0	0.0	4.0	0.0	0.0	**8.0**	0.0 [4]	0.0	0.0	8.0
Renovations Concert Hall	0.0	0.0	25.0	0.0	0.0	**25.0**	17.5 [5]	0.0	0.0	25.0
Costello College of Business Building	0.0	0.0	165.0	0.0	0.0	**165.0**	9.2 [6]	0.0	0.0	165.0
Energy Efficiency Investments	0.0	0.0	0.0	7.5	0.0	**7.5**	N/A	0.0	0.0	7.5
Housing Renovations Phase 1	0.0	0.0	0.0	25.0	0.0	**25.0**	N/A	0.0	0.0	25.0
Real Estate Acquisitions Phase 4 (TBD)	0.0	0.0	0.0	50.0	0.0	**50.0**	N/A	0.0	0.0	50.0
Total	**481.9**	**20.8**	**288.5**	**256.9**	**78.0**	**1,063.0**	**43.7**	**304.1**	**153.0** [7]	**605.9**
					Annual Debt Service				47.0	
					Sub-total				**200.0**	
					Developer Cost Included Above				(22.0)	
					Adj. Total				**178.0**	

(1) As of 10/31 $0.0 collected and fundraised to date *(2)* Only the fundraising to date is included in total as it is anticipated that Mason funds will be used to bridge fund until fundraising is received.
(3) Total fundraising is $21M; $4M of fundraising was allocated towards the demolition of the existing building as a separate capital project. *(4)* As of 10/31 $0.0 collected and fundraised to date
(5) As of 10/31 $6.3 cash collected, total fundraising is $17.5 including pledges/future pmts ($250k of that are bequests) *(6)* As 10/31 $2.1 cash collected, total fundraising is $9.2 including
pledges/future pmts ($2.25 of that are bequests) *(7)* This amount (excluding P3) is prediction of the audited statement of cash flows "purchases of capital assets."

Capital Project Stoplight (included in Board Book)

	Total Project Authorization (A)	As of FY24 (B)	Expenditures Fiscal Year 2025			Project Available Balance (=A-B-C)	Budget Status	Schedule Status	Scope Status	Construction % Complete	Occupancy/ Completion Date
			Budget	YTD	Full-year Forecast (C)						
Planning Phase											
Interdisciplinary Sci. & Engr. Building	0.5	0.0	0.5	0.0	0.5	0.0				0.0%	TBD
Address Priority Facility Improvements	8.0	0.0	1.7	0.0	1.7	6.3				0.0%	TBD
EagleBank Arena AHU Replacements	11.7	0.0	0.5	0.0	0.5	11.2				0.0%	TBD
Design Phase											
Basketball and Academic Performance Center	30.0	0.3	1.8	0.4	1.8	27.9	🟢	🟢	🟢	0.0%	12/2/26
Telecom Infrastructure, Ph 2	23.3	0.5	2.7	0.6	2.7	20.1	🟢	🟢	🟢	0.0%	4/16/26
Telecom Infrastructure, Ph 3	24.0	0.0	1.6	0.0	0.7	23.3	🟢	🟢	🟢	0.0%	TBD
Construction Phase											
Student Activities & Engagement Building	11.0	1.7	9.3	2.5	9.3	0.0	🟢	🟡	🟢	44.7%	5/4/25
Aquatic & Fitness Center Capital Renewal	13.5	8.6	4.9	3.1	4.9	0.0	🟢	🟢	🟢	96.5%	9/1/24
Life Science Engineering Building	107.0	70.3	34.3	16.5	34.3	2.4	🟢	🟡	🟢	88.4%	1/13/25
Expand Central Plant Capacity	8.2	1.2	6.0	1.3	6.0	1.0	🟢	🟢	🟢	31.0%	1/26/26
Telecom Infrastructure, Ph 1	10.5	5.2	4.2	1.7	4.2	1.1	🟢	🔴	🟢	68.3%	1/17/25
Johnson Center HVAC Repairs	8.0	2.7	4.5	2.9	4.5	0.8	🟢	🟢	🟢	75.2%	5/15/25
FUSE at Mason Square	253.8	173.3	69.2	26.4	59.3	21.2	🟢	🟢	🟢	86.4%	7/1/25
Tech Talent Bachelors Capital	23.0	16.3	1.7	1.4	1.7	5.0	🟢	🟢	🟢	N/A	N/A
Close-Out											
Real Estate Acquisitions Phase 1 (Arlington)	40.0	24.1	0.0	0.0	0.0	15.9	🟢	🟢	🟢	100.0%	Complete
Umbrella (On-going)											
Maintenance Reserve	3.4	N/A	3.4	0.5	3.4	N/A				N/A	N/A
Annual Capital	6.7	N/A	6.7	10.3	15.0	N/A				N/A	N/A
Authorized (Pending Funding)											
Academic VIII	200.0	0.0	0.0	0.0	0.0	200.0				0.0%	TBD
Point of View Cottages	8.0	0.0	0.0	0.0	0.0	8.0				0.0%	TBD
Renovations Concert Hall	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Costello College of Business Building	165.0	0.0	0.0	0.0	0.0	165.0				0.0%	TBD
Energy Efficiency Investments	7.5	0.0	0.0	0.0	0.0	7.5				0.0%	TBD
Housing Renovations Phase 1	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Real Estate Acquisitions Phase 4 (TBD)	50.0	0.0	0.0	0.0	0.0	50.0				0.0%	TBD
Total	**1,063.0**	**304.1**	**153.0**	**67.4**	**150.6** [1]	**616.7**					

(1) This amount (excluding P3) is prediction of the audited statement of cash flows "purchases of capital assets."

Schematic Design for Basketball & Academic Performance Center
Capital Matters

Basketball & Academic Performance Center (**BAPC**)

Purpose: Board review & approval of BAPC schematic design

Scope: 45,969 SF
- New Construction: 31,542 SF
- Renovation: 14,427 SF

Project Budget: $30M
- Reserves: $15M
- Fundraising: $15M

Primary Uses:
- Basketball practice facility
- Academic performance suite
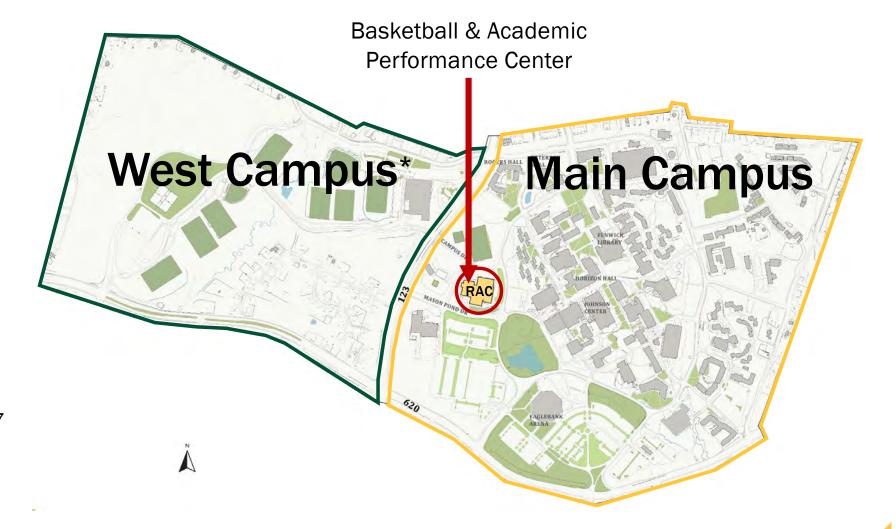
Schedule:
- Construction Start: July 2025
- Target Occupancy: Winter 2026-27
- Sustainability Target: LEED Silver

Project History:
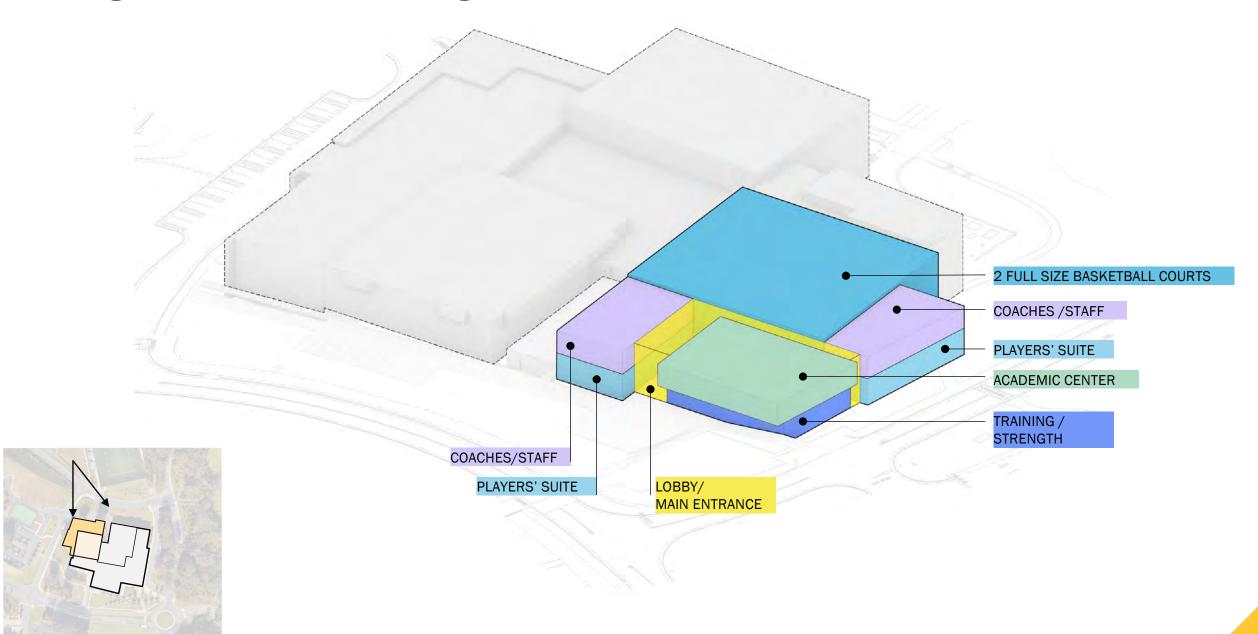- May 2023: BOV project approval

West Campus planning is forthcoming

Basketball & Academic Performance Center

West Campus*

Main Campus

Site Plan

NEW PROPOSED SEEDED MEADOW

NEW PROPOSED BENCH – PRECAST CONCRETE BENCHES WITH WOOD TOP

NEW TINTED CONCRETE (LOBBY FLOOR EXTENTION)

NEW CONCRETE SIDEWALK

CAMPUS DRIVE

NEW PROPOSED NO MOW GRASS

NEW ASPHALT PAVING

EXISTING ACCESSIBLE PATH TO REMAIN

ENTRANCE

NEW ADDITION

EXISTING GYM TO BE RENOVATED

EXISTING RAC BUILDING

GLOBAL LANE

BANISTER CREEK CT

Total: 45,969 SF
- **New Construction:** 31,542 SF
- **Renovation:** 14,427 SF

N

NOT TO SCALE

Programmatic Massing

2 FULL SIZE BASKETBALL COURTS

COACHES /STAFF

PLAYERS' SUITE

ACADEMIC CENTER

TRAINING / STRENGTH

COACHES/STAFF

PLAYERS' SUITE

LOBBY/ MAIN ENTRANCE

Schematic Floor Plan
Second Floor Plan

TRAINING / STRENGTH

WOMEN'S COURT AND SUITE

MEN'S COURT AND SUITE

CIRCULATION SPACE

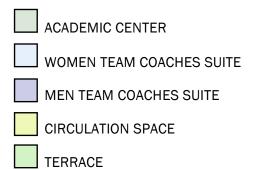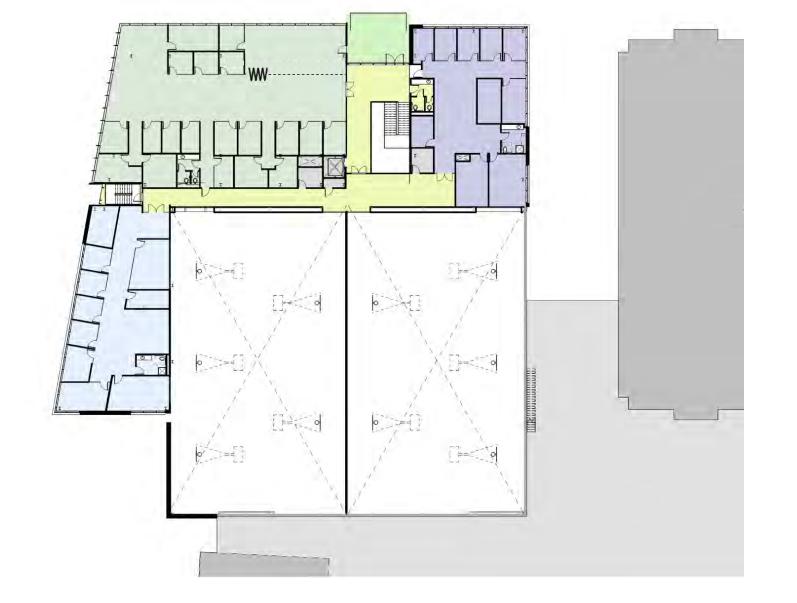MECH. ROOM FIRST FLOOR

EXISTING RAC

4' 8' 16' 32'

N

Schematic Floor Plan
Third Floor Plan

ACADEMIC CENTER

WOMEN TEAM COACHES SUITE

MEN TEAM COACHES SUITE

CIRCULATION SPACE

TERRACE

4' 8' 16'   32'

N

Exterior View

Aluminum panel

Insulated glass unit glazing

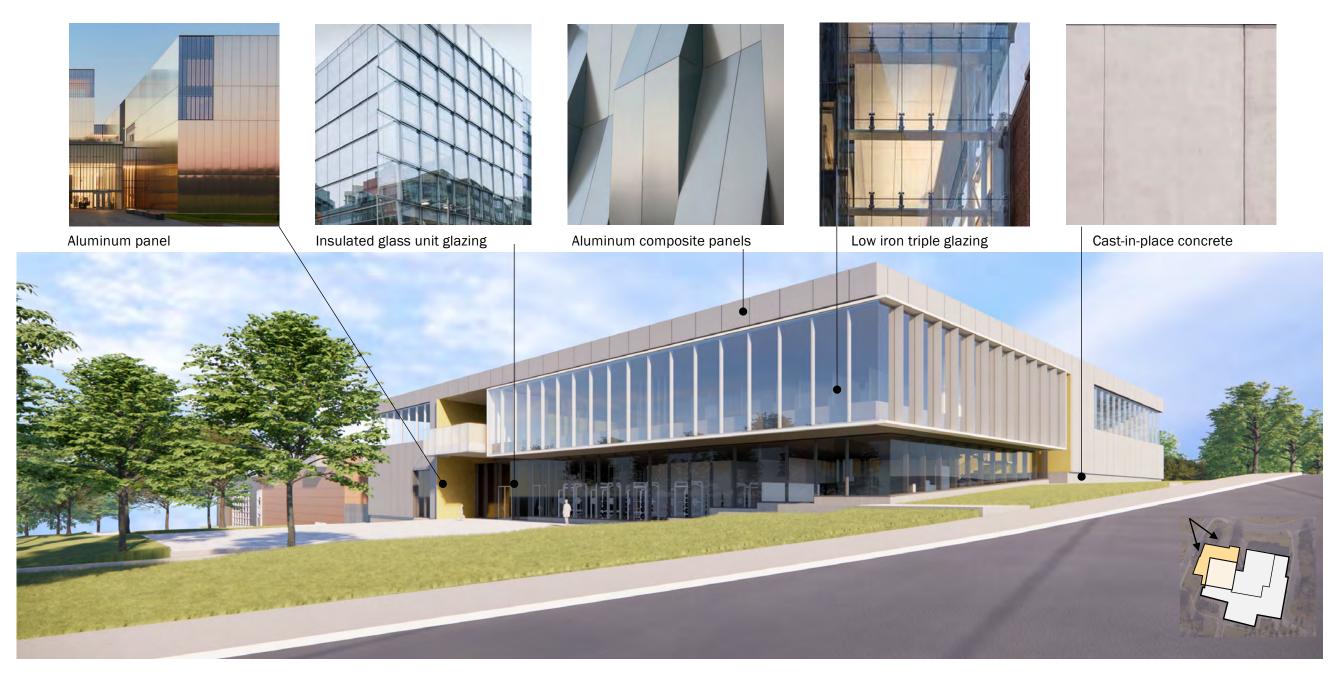Aluminum composite panels

Low iron triple glazing

Cast-in-place concrete

Recommendation

Approval of the schematic design of the Basketball & Academic Performance Center and to authorize the project to proceed through design into construction.

GEORGE MASON UNIVERSITY
BOARD OF VISITORS MEETING
Thursday, December 5, 2024

Beacon Hall 1017
Science & Technology Campus

AGENDA

8:30 a.m. – 9:00 a.m.	*Continental Breakfast*
9:00 a.m. – 9:15 a.m.	**Executive Committee Meeting**
9:30 a.m. – 10:00 a.m.	**Research Committee Meeting**
10:15 a.m. – 10:45 a.m.	**Development Committee Meeting**
11:00 a.m. – 12:00 p.m.	**Finance and Land Use Committee Meeting**
12:00 p.m. – 1:30 p.m.	**Lunch & Hylton Performing Arts Center Tour**

BOARD OF VISITORS MEETING AGENDA

1:30 p.m.   **I.**   **Call to Order**

1:30 p.m. – 1:35 p.m.   **II.**   **Approval of the Minutes**
     A.   Full Board Meeting Minutes for September 26, 2024 **(ACTION ITEM)**

1:35 p.m. – 1:45 p.m.   **III.**   **Rector's Report**
     A.   A View from the Bridge
     B.   Revising and Repealing University Regulations **(ACTION ITEM)**

1:45 p.m. – 2:30 p.m.   **IV.**   **President's Report**
     A.   Critical Vacancy Update

2:30 p.m. – 2:40 p.m.   **V.**   **Strategic Plan Update**

       VI.   **Committee Reports**

2:40 p.m. – 2:45 p.m.   **A.**   **Research**

2:45 p.m. – 2:50 p.m.   **B.**   **Development Committee**

2:50 p.m. – 2:55 p.m.   **C.**   **Finance and Land Use**
       1.   Schematic Design for Recreational Athletic Complex **(ACTION ITEM)**

2:55 p.m. – 3:00 p.m.   **D.**   **Audit, Risk and Compliance Committee**

3:00 p.m. – 3:30 p.m.   **E.**   **Academic Programs, Diversity and University Community Committee**
       1.   Program Actions
          a.   New Degree Programs
             i.   MEd in Elementary Education **(ACTION ITEM)**
             ii.   MEd in Secondary Education **(ACTION ITEM)**
       2.   Faculty Actions

            a.   Conferral of Emeritus/Emerita Status **(ACTION ITEM)**

    3. The Use of Standardized Tests in Undergraduate Admissions (David Burge)

    4. Adoption of Kalven Committee Principles on Institutional Neutrality **(ACTION ITEM)**

3:30 p.m. – 4:00 p.m.   **XI.**   **Closed Session**

    A. Acquisition of Real Property (Code of VA: §2.2-3711.A.3)

    B. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)

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

    D. Personnel Matter (Code of VA: §2.2-3711.A.1)

4:00 p.m.   **XII.**   **Adjournment**

The December 5, 2024, Meeting of the Board of Visitors will be in-person. Members of the public are welcome to observe in person or may view the meeting live at the following link: https://bov.gmu.edu/live/. Overflow gallery seating is located in the Beacon Hall Community Room. Please be aware that the full board agenda timing is for planning purposes only, the formal meeting could conclude before or after the time noted so participants should plan accordingly.

Written comments will be accepted until the full board meeting adjourns on December 5, 2024. To submit a written public comment, please complete the form at the following link: https://forms.office.com/r/9AcSrVQwiz. Written comments will be entered into the public record of this meeting.

No oral public comment will be taken at this meeting.

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DRAFT
BOARD OF VISITORS
GEORGE MASON UNIVERSITY

Full Board Meeting
Thursday, September 26, 2024
Merten Hall, Hazel Conference Room (1201)

MINUTES

</div>

PRESENT: Rector Cully Stimson, Vice Rector Mike Meese, Secretary Armand Alacbay, Visitors Horace Blackman, Reginald Brown, Lindsey Burke, Ken Marcus, Dolly Oberoi, Bob Pence, Jon Peterson, Nancy Prowitt, Nina Rees (virtual), Jeff Rosen, Marc Short, and Farnaz Thompson.

ABSENT: Visitor Anjan Chimaladinne.

ALSO, PRESENT: Solon Simmons, Faculty Representative; Maria Cuesta, Undergraduate Student Representative; Carolyn Faith Hoffman, Graduate Student Representative; Will Gautney, Staff Liaison; Gregory Washington, President; Ken Walsh, Vice President for Strategic Initiatives and Chief of Staff; Jim Antony, Provost and Executive Vice President; Deb Dickenson, Executive Vice President for Administration and Finance; Anne Gentry, University Counsel; Gesele Durham, Vice Provost for Institutional Effectiveness and Planning; Susan Woodruff, Director of Accreditation and State Authorization; David Farris, Assistant Vice President for Risk, Safety, and Resilience; David Burge, Vice President for Enrollment Management; Marvin Lewis, Assistant Vice President and Director of Intercollegiate Athletics; Rose Pascarell, Vice President for University Life; Shannon Jordan, Associate Dean and Chief Housing Officer; and Scott Nichols, Interim Secretary pro tem.

I. Call to Order

Rector Stimson called the meeting to order at 11:00 a.m.

Rector Stimson informed the Board that Visitor Rees requested to participate remotely due to a personal matter, more specifically the need to be in New York City on work travel.

Citing the board's Electronic Meeting Participation policy, Rector Stimson **MOVED** to approve Visitor Rees's electronic participation in the meeting. The motion was **SECONDED** by Visitor Pence. The **MOTION CARRIED BY VOICE VOTE** with Visitor Blackman and Vice Rector Meese absent for the vote.

II. Approval of Minutes
     A. Planning Conference Minutes for July 25, 2024 **(ACTION ITEM)**
     B. Annual Meeting Minutes for July 26, 2024 **(ACTION ITEM)**

Rector Stimson called for any corrections to the Full Board Meeting Minutes for July 25, 2024 and July 26, 2024 that were provided for review in the board meeting materials. Visitors Thompson, Marcus, and Rees all requested that the minutes for July 26, 2024 be amended to reflect that they abstained from voting on the motion specific to President Washington's evaluation, performance bonus, and base salary increase. All three visitors noted their limited time on the board as the reason for their abstentions. Rector Stimson called for any other corrections to the minutes. Hearing no further corrections, the meeting minutes stood **APPROVED AS CORRECTED**.

III. Rector's Report
     A. View from the Bridge

Rector Stimson noted several items:
- Thanked President Washington and his staff, and Sharon Cullen and her staff for their assistance as he began his term as rector. He also extended appreciation to members of the board for sharing their insights and input.

- He plans to meet with all university deans twice per year, having met with several already.
- He and Vice Rector Meese met with President Washington to discuss and refine the president's performance goals, which will be voted on later in the meeting.
- Noted the feedback received by the community about West Campus and the proposed cricket initiative. As a result of that feedback, the board will take a tour of West Campus as part of today's board meeting.
- A number of colleges and universities have adopted a position of institutional neutrality when it comes to geopolitical matters, with some adopting the University of Chicago Kalven Committee *Report on the University's Role in Political and Social Action,* and others crafting similar principles. The APDUC committee will study the issue as it pertains to Mason and bring its findings and recommendations to the full board at a future meeting. Visitor Brown asked about the inclusion of faculty in the study of the Kalven Report. Rector Stimson confirmed that the APDUC committee would engage faculty and other stakeholders in the process to receive their input.
- In order to allow for sufficient time for board committees to adequately discuss topics, the chairperson for each committee is afforded the option of holding committee meetings between the regularly scheduled full board meetings.
- Reminded the board about registering for the SCHEV Board of Visitors Orientation if members wished to attend.

B. Board Self-Evaluation (Gesele Durham & Susan Woodruff)

Rector Stimson recognized Gesele Durham & Susan Woodruff to brief the board on the board self-evaluation process. Gesele Durham provided an overview of the objectives of the self-evaluation, as well as the survey process and timeline (presentation in meeting materials).

C. Kalven Report (Armand Alacbay & Dolly Oberoi)

Rector Stimson recognized Visitor Oberoi and Secretary Alacbay to present on the Kalven Report. Secretary Alacbay provided an overview of the origins of the report. Visitor Oberoi provided some additional context for the report's application at Mason, noting that while professors, students, and others at the university should be able to express their views, those should not necessarily be the views of the university. Discussion ensued:

- Visitor Brown spoke to whether the process should be faculty-driven.
- Dr. Simmons posed the question of how certain portions of the Kalven Report are applicable to private institutions vs. public institutions. He further sought confirmation that the principles are designed to restrict certain types of statements from university senior leadership, but ultimately protect the speech of faculty, and added there would likely be great interest from the faculty on the matter. Rector Stimson emphasized that process is important, and faculty need an appropriate forum to engage in the process. He also added public institutions have adopted the Kalven principles, and that the issue should be discussed thoroughly without pre-judgement.
- Ms. Hoffman shared her experience taking a course at another institution that featured open discussion about the history of the Israeli-Palestine conflict, featuring perspectives from all sides, noting that it is the university's duty to teach these subjects in a non-biased way. Rector Stimson noted that the intent of adopting a stance of neutrality was not to influence what professors can teach, but to determine the university's role as an institution when it comes to making statements about a topic.
- Ms. Cuesta asked if adopting these principles would apply to university policies, citing recent policy that utilizes language from the International Holocaust Remembrance Alliance (IHRA). Rector Stimson responded that Mason is still bound by state law in its policies, which is how the language in question came to be used. He reiterated that the intent of the Kalven principles would be applicable to public statements issued by the university as an institution.
- President Washington emphasized that the primary group this would be applicable to is Mason's senior leadership, especially him. He also encouraged others to read the Kalven Report in its entirety, because it also outlines scenarios when it is appropriate for the university to make official statements.

- Rector Stimson then confirmed with the board that the matter should be taken up by the APDUC committee to allow for a full conversation with all relevant stakeholders.

      D. FY2025 Presidential Goals **(ACTION ITEM)**

Rector Stimson reminded the board that President Washington's FY2025 goals were discussed at the July 26 board meeting and tabled for additional consideration and would be voted on at today's meeting. He said that following additional review, revisions, and conversations between Dr. Washington and board leadership and members, they had come to an agreement. He offered President Washington the opportunity to speak to the matter, who referred to the revised goals provided in the meeting materials.

Rector Stimson then **MOVED** that the board approve the president's 2024-2025 goals as they are outlined in the meeting materials. The motion was **SECONDED** by Secretary Alacbay. **MOTION CARRIED BY ROLL CALL VOTE.**
Yes: 14
Absent: Blackman, Chimaladinne

Rector Stimson called the meeting in recess at 11:31 a.m. advising that it would reconvene at 12:15 p.m.

      IV. Lunch Recess

      V. Reconvene

Rector Stimson called the meeting back to order at 12:15 p.m.

      VI. President's Report

While referring to the presentation located in the meeting materials, Dr. Washington highlighted the following in his report:
- Mason is experiencing a strong year to date, with the highest enrollment ever, the smartest and most diverse student body, improvement among many rankings, the most efficient on a per-student cost basis, and a successful leadership team.
- There are still numerous challenges facing Mason, including funding resources, competition, and cybersecurity.
- Over the coming year, Mason leadership will consider options for developing and renovating facilities on Fairfax's West Campus and the main campus. This development is needed in order to update aging facilities, enhance campus perception and community building, and to improve cost of living for potential faculty and staff by offering affordable housing and quality-of-life amenities. The area surrounding campus maintains a high cost of housing that is out of reach for new faculty and staff. Mason leadership will participate in extensive community engagement in the development of these plans.

Discussion ensued:
- Vice Rector Meese asked if the timeline for West Campus development included seeking input from other Virginia institutions and SCHEV. President Washington responded that input had already been acquired, including from institutions in the DC metro area.
- Ms. Cuesta inquired about student input on the process and the impact that partnerships with private companies would have on the cost of housing. President Washington responded that students and faculty would be an integral part of the groups involved in the process, and that this type of project allows for a re-evaluation of the cost of housing. Ms. Cuesta also inquired of the number of proposed students the new housing could accommodate, with President Washington indicating 2,000 beds.
- Ms. Hoffman expressed her concern of the potential costs associated with private partnerships, and noted her support of faculty housing within the Mason community amongst students.

- Dr. Simmons noted his support of on-campus faculty housing, expressing the positive impact it has on the sense of community.
- Mr. Gautney expressed his hope that green space on campus would be conserved in the process.
- Visitor Peterson expressed his view that Mason's housing and its pricing needs to be more attractive to potential students to incentivize them living on campus, including central gathering areas for students to socialize.
- Visitor Pence noted a desire to see a plan with a more synergy between housing and student facility development. He also stated that deferred maintenance costs get worse the longer the maintenance is deferred.
- Visitor Burke inquired about a space study to see if there is any consolidation that could allow for more housing. President Washington confirmed that the university was in the midst of a comprehensive space study.

VII. Emergency Operations Plan Adoption (ACTION ITEM)

Rector Stimson called on David Farris who provided an overview of the proposed Emergency Operations Plan that was provided in the meeting materials. Visitor Blackman noted the increased presence of cybersecurity threats and the depth of their impacts, and the importance of an incident-response mechanism for those types of threats. Dr. Farris stated that Enterprise Risk Management (ERM) recognized those risks and is working closely with ITS on its response procedures. Visitor Brown inquired if the emergency management team had the resources and staffing it needed, to which Dr. Farris responded in the affirmative.

Rector Stimson then **MOVED** to approve the Emergency Operations Plan as provided in the meeting materials. The motion was **SECONDED** by Visitor Prowitt. **MOTION CARRIED BY ROLL CALL VOTE.**
Yes: 15
Absent: Visitor Chimaladinne

VIII. Committee Reports
A. Development Committee

Visitor Peterson provided a report on the Development Committee meeting, highlighting the presentations the committee received: an update from the GMUF Chair Sumeet Shrivastava, an update from GMUF President Trishana Bowden, and a presentation on the Military, Veterans, & Families Initiative by Associate Provost for Undergraduate Education Keith Renshaw.

B. Audit, Risk, and Compliance Committee

Visitor Oberoi provided a report on the Audit, Risk, and Compliance Committee meeting, highlighting the items discussed: an Enterprise Risk Management update by Interim Senior Vice President and Chief Risk Officer Julie Zobel, and a review of the audit, compliance and information technology status reports.

C. Research Committee

Visitor Prowitt provided a report on the Research Committee meeting, noting the presentation provided by Andre Marshall, Vice President for Research, Innovation, and Economic Impact, which provided updates on research at Mason and noting that Amarda Shehu had been named the first Chief AI Officer at Mason. Visitor Rosen asked what was involved in the designation of an AI officer. Dr. Marshall responded that the role would provide strategic leadership in coursework and academics, research, and AI partnerships, as well as serving as a connection with the Information Technology department on any necessary infrastructure.

D. Academic Programs, Diversity, and University Community (APDUC) Committee

       1. Program Actions
          a.   New Degree Programs
              i.   MS Behavior Analysis (CEHD) **(ACTION ITEM)**
             ii.   PhD in Cyber Security Engineering (CEC) **(ACTION ITEM)**
       2. Faculty Actions
          a.   Conferral of Emeritus/Emerita Status **(ACTION ITEM)**

Visitor Burke provided a report on the September 17 APDUC Committee meeting, highlighting the presentations the committee received: a report and Just Societies update by James Antony, Provost and Executive Vice President; an admissions and enrollment report by David Burge, Vice President for Enrollment Management and Alan Byrd, Dean of Admissions.

Visitor Burke then **MOVED** that the board approve the following action items, en bloc, as they are provided in the meeting materials:
- New Degree Program: MS Behavior Analysis
- New Degree Program: PhD in Cyber Security Engineering
- Conferral of Emeritus/Emerita Status

The motion was **SECONDED** by Visitor Pence. **MOTION CARRIED BY ROLL CALL VOTE**.
Yes: 14
Absent: Visitors Chimaladinne and Oberoi

3. Just Societies Update

Visitor Burke called on Provost Antony to brief the full board on the Just Societies update. He advised that the university is currently pausing on any implementation of a Just Societies requirement, and will continue to do so. He further noted that an assessment was ongoing of the learning outcomes of the offered courses, and that the results of that assessment were expected at the end of the year. Vice Rector Meese asked how many students were currently enrolled in courses flagged for Just Societies. Provost Antony responded that there were 22 courses which consist of 77 sections, with 2,900 students enrolled.

4. Enrollment Update

Visitor Burke called on David Burge to brief the board on enrollment. Dr. Burge directed the board's attention to the items noted in his presentation (provided in the meeting materials), where he highlighted Mason's current enrollment numbers, the nationwide enrollment trends and the "enrollment cliff", and the SCHEV 6-year enrollment plans. Discussion ensued:
- Visitor Peterson asked about enrollment trends in states north and south of Virginia. Dr. Burge responded that generally northern states are showing larger declines in enrollment, while southern states are showing smaller declines, and that Mason is adapting its regional admissions representatives.
- Visitor Rosen noted that the 6-year Enrollment Plan anticipates enrollment growth of almost 10% in the next 5 years. He inquired if that necessitates corollary adjustments in facilities, faculty, and resources.
- Visitor Brown questioned whether the level of enrollment growth presented was wise given Mason's resources and levels of funding from Richmond. President Washington responded that growth was part of how Mason is trying to gain resources to compensate for lower funding from the commonwealth. Vice Rector Meese asked if there were corresponding increases in funding from the legislature when Mason is shown to be growing, to which Dr. Burge responded that demonstrating growth does not guarantee resources. Visitor Prowitt noted that Mason is the recipient of funds which are contingent on Mason growing enrollment, with Dr. Burge confirming the Tech Talent Investment Program (TTIP) is one of those programs that Mason receives hundreds of millions of dollars from. Visitor Peterson asked if SCHEV was in agreement with the growth Mason projected. Dr. Burge responded that while there is not

uniform agreement, the projections were approved by SCHEV, with SCHEV staff focusing primarily on viability.

IX. Campus Facilities Tour

Board members, Mason staff, and members of the public embarked on a bus tour of campus facilities, consisting of the following:

- Shannon Jordan pointed out residence halls and explained their styles, capacities, and types of students they housed. She noted that Mason currently has a 1-year residency requirement for freshman students, with exemptions for students that live within 45 miles of campus.
- Members of the board disembarked from the bus to view the interior of a President's Park residence hall. Inside, members viewed examples of rooms, bathrooms, and the central common area. She cited a lack of community space and a desire to invest in freshman housing.
- The bus tour continued, with Ken Walsh pointing out several facilities including Lot K, the Cabrera Global Center, and EagleBank Arena. He referred to parking lots as "land banks", noting that over time, as parking lots are replaced with buildings, structured parking is typically built as replacement.
- Rose Pascarell pointed out the site of the Student Activities and Engagement Building, which will offer space for student events and is slated to open in March 2025.
- Marvin Lewis pointed out the Academic Resource Center, which supports academic needs for varsity athletes. He noted that student athletes indicate this facility as having the greatest need for updates. He then said that Mason is building a 30,000 square foot basketball and academic performance center, with 8,000 square feet of academic space and 22,000 square feet of basketball operations space.
- Members of the board disembarked from the bus to view the interior of the Field House. Mr. Lewis spoke to how crowded the space is when there is inclement weather and athletes need to practice inside, which causes scheduling challenges. Additionally, the central practice area is not air conditioned, which is difficult in the summer. He closed by adding that the condition of the facility makes it difficult for athlete recruitment.
- The bus tour continued, where Mr. Lewis pointed out the soccer practice facilities, which Major League Soccer has utilized and invested $250,000 to improve the fields. Dr. Walsh and Ms. Pascarell described the West Campus parking lots, practice fields 3, 4, and 5, and tennis courts. Mr. Lewis described the softball field. He then described Spuhler Field (baseball), which does not have lighting, concessions, restrooms, and the press box is below standards for Division I events. He emphasized the need to renovate the field to incentivize fans to attend baseball games.

X. Committee Reports Continued
    A. Finance and Land Use Committee
        1. Campus Facilities Tour Debrief

The board returned to Merten Hall and Rector Stimson recognized Visitor Pence to lead the discussion on the tour:

- Visitor Pence called on members of the board to consider the needs of the campus facilities they had just viewed and provide their feedback and ideas for improvement and replacement. He also called on members to choose a project at Mason and help with fundraising within their communities for said project, noting that the full extent of projects can likely not be paid for solely through only internal or state funds. He then emphasized the need to update the baseball facilities, noting it does not need to be accomplished at once, but the updates could be made over time.
- Visitor Brown posed the question of having students in the College of Business do research on marketing possibilities with the athletic facilities, to include sponsorship opportunities.
- Secretary Alacbay expressed that the Fairfax campus does not seem to reflect a campus for 40,000 students, it lacks the "academic village" feel of a small university, as well as the public transportation infrastructure of an urban campus. Dr. Walsh noted the Fairfax CUE bus system, which Mason utilizes

for public transportation. Secretary Alacbay further noted the cost of living in the Fairfax region as a reason for students and faculty being spread out geographically. Dr. Walsh noted that particularly newer faculty members have long commutes to campus, and pointed to the planned faculty housing as a means of building community, recruiting, and retaining faculty.

- Referencing the Field House, Ms. Hoffmann noted the challenges with athletes from different sports practicing within close proximity in a shared indoor space.

2. Student Fees

Deb Dickenson provided a brief update on the discussion of student fees during the September 17 Finance & Land Use Committee meeting. She noted that the administration would strive to be more proactive and transparent with students about fees, including those for courses and programs. Discussion ensued:

- Visitor Pence reiterated that the topic of student fees is important for many students because it impacts them personally.
- Ms. Cuesta expressed that the Student Government is proposing a structure where fees remain constant each year from the time a student is admitted so that the amount owed each year is known in advance and students do not need to seek additional funding sources to account for fee increases.
- Citing course fees, Ms. Hoffmann noted disparities among which departments cover course fees for students.

3. Financial Matters
    a. Affirmation of State Six Year Operating Plan **(ACTION ITEM)**
    b. University Debt Policy Update **(ACTION ITEM)**
    c. University Investment Policy Update **(ACTION ITEM)**
    d. Revocation of Prior Cricket Authorization **(ACTION ITEM)**

Visitor Pence stated that at the September 17 committee meeting, the Finance and Land Use Committee approved four action items to bring to the full board. He then **MOVED** to approve the following items, en bloc, as they were provided in the meeting materials:

- University Debt Policy Updates
- University Investment Policy Updates
- Affirmation of State Six-Year Operating Plan
- Revocation of Prior Cricket Authorization

The motion was **SECONDED** by Vice Rector Meese. Rector Stimson called for discussion:

- Visitor Prowitt expressed her gratitude for the campus tour and that she looked forward to board members taking responsibility to move those items forward.

MOTION CARRIED BY ROLL CALL VOTE.
Yes: 15
Absent: Chimaladinne

Rector Stimson recognized Visitor Pence for additional comments. Referencing health challenges that he experienced during the September 17 Finance and Land Use Committee meeting, Visitor Pence expressed his gratitude for the concern expressed by those present and for the prompt assistance of the medical team. Changing topics, he then stated that at a previous board meeting, he had remarked that a passage in the meeting materials stated the university should "tell students what to think", and that upon challenge from others in the meeting, he said he would find the passage. He continued that to date, he had reviewed several meeting books and had not found the passage, and so he offered his "mea culpa", adding that he took the matter very seriously, as he reads all of the meeting materials.

XI. Closed Session
     A. Honorary Degrees and Special Awards (Code of VA: §2.2-3711.A.11)
     B. Public Safety (Code of VA: §2.2-3711.A.19)
     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)

Vice Rector Meese **MOVED** that the board go into Closed Session under the provisions of Section 2.2-3711.A.11, for Honorary Degrees and Special Awards, namely proposed recipients for such degrees or awards; Section 2.2-3711.A.19 for Public Safety Matters regarding campus safety; Section 2.2-3711.A.7, for Consultation with legal counsel pertaining to actual or probable litigation including briefings on:

     Jeong v. GMU
     Morrison v. GMU et al.
     Wright v. GMU et al.
     Zahabi v. GMU et al.

Section 2.2-3711.A1 for a Personnel Matter, to discuss the performance of specific university personnel; and Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned items and pending investigations. The motion was **SECONDED** by Visitor Blackman. **MOTION CARRIED BY VOICE VOTE.**

Following closed session, Vice Rector Meese **MOVED** that the board go back into public session and further moved that by roll call vote the board 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. Any member of the committee who believes that there was a departure from the requirements as stated, shall so state prior to taking the roll call, indicating the substance of the departure that, in his or her judgment, has taken place. **ALL PRESENT BOARD MEMBERS RESPONDED IN THE AFFIRMATIVE BY ROLL CALL VOTE.**
Absent: Visitors Brown, Burke, Chimaladinne, Marcus, Oberoi, Peterson, Rees, and Short.

Rector Stimson **MOVED** to approve the awarding of honorary degrees to the individuals presented and discussed in closed session for that purpose. The motion was **SECONDED** by Visitor Pence. Rector Stimson opened the floor for discussion; there was none. **MOTION CARRIED BY ROLL CALL VOTE**.
Yes: 9
Absent: Visitors Brown, Burke, Chimaladinne, Oberoi, Peterson, Rees, and Short.

XII. Adjournment

Rector Stimson called for any additional business to come before the board. Hearing none, he adjourned the meeting.

Prepared by:
Scott Nichols
Interim Secretary pro tem

ITEM NUMBER III.B.:   **Resolution of the Board of Visitors: Revising and Repealing University Regulations (ACTION)**

PURPOSE OF ITEM: Board of Visitors review and approval of revisions to 8VAC35-31 Space Use and repeal of 8VAC35-22 Parking Regulation, 8VAC35-10 Parking Citation Appeals, and 8VAC35-80 Unclaimed Personal Property

BRIEF NARRATIVE:

This Action Item is recommended in conformance with Governor Youngkin's Executive Order 19 (2022), which establishes the goal to streamline and reduce Virginia regulatory requirements by 25%.

1. 8VAC35-31 Space Use

Approval of the Resolution would revise George Mason's Space Use regulation to bring it into accord with George Mason's revised Space Use Policy (1103) and Utilization of Facilities by the General Public Policy (1140).

2. 8VAC35-22 Parking Regulation

This regulation is outdated, and with the proposed revision to the Space Use regulation would become unnecessary. University Policy 1108, Motor Vehicle Parking, would continue to govern parking on George Mason property.

3. 8VAC35-10 Parking Citation Appeals

This regulation is outdated, and with the proposed revision to the Space Use regulation would become unnecessary. Parking on George Mason property, including Parking Appeals, will continue to be governed by George Mason's existing University Policy 1108, Motor Vehicle Parking, and procedures.

4. 8VAC35-80 Unclaimed Personal Property

Virginia Code § 23.1-104, the statute which formerly required George Mason to establish 8VAC35-80, has been amended to state that BOVs may provide for the disposition of unclaimed personal property by institution policy. George Mason does have University Policy 1136, Unclaimed Personal Property, which will continue to govern the university's care, disposition, etc. of unclaimed personal property.

STAFF RECOMMENDATION: The staff recommends the Board approve the revision and repeals.

RESOLUTION
OF THE
BOARD OF VISITORS OF GEORGE MASON UNIVERSITY

WHEREAS, Virginia Code § 23.1-1301.A.1 states that the Board may "make regulations and policies concerning the institution", and

WHEREAS, Executive Order 19 (2022) establishes the goal to streamline and reduce Virginia regulatory requirements by 25%, and

WHEREAS, a revision to 8VAC35-31, Space Use, would confirm that entry upon, or use of, University Property shall be in accord with all applicable university policies and procedures, and

WHEREAS, with that revision made, George Mason regulations entitled 8VAC35-22 Parking Regulation, 8VAC35-10 Parking Citation Appeals, and 8VAC35-80 Unclaimed Personal Property, would be redundant and able to be rescinded,

NOW, THEREFORE, BE IT RESOLVED that

1. the Board adopts the attached revision to 8VAC35-31, George Mason's regulation titled Space Use,
2. the Board repeals 8VAC35-22 (attached), George Mason's regulation titled Parking Regulation,
3. the Board repeals 8VAC35-10 (attached), George Mason's regulation titled Parking Citation Appeals,
4. the Board repeals 8VAC35-80 (attached), George Mason's regulation titled Unclaimed Personal Property.

Adopted: December 5, 2024

_____

Armand Alacbay
Secretary
Board of Visitors
George Mason University

Chapter 31 Space Use

8VAC35-31-10. Scope.

This chapter applies to all George Mason University faculty, staff, students, university contractors, and the general public.

Statutory Authority

§ ~~23-91.29~~ *23.1-1301* of the Code of Virginia.

8VAC35-31-20. Policy statement.

George Mason University facilities are intended primarily for the use of its students, faculty, and staff in their efforts to advance the educational mission of the university. No use shall be permitted that is inconsistent with the mission of the university.

Statutory Authority

§ ~~23-91.29~~ *23.1-1301* of the Code of Virginia.

8VAC35-31-30. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Educational ~~e~~*E*nclave" means that portion of ~~u~~*U*niversity ~~p~~*P*roperty in academic buildings, administrative office buildings, student residence buildings, dining facilities, athletic facilities, or child care facilities; or that portion of ~~u~~*U*niversity ~~p~~*P*roperty in use for university-sponsored or university-sanctioned sporting, entertainment, or educational events.

"University ~~p~~*P*roperty" means any property owned, leased, or controlled by George Mason University.

Statutory Authority

§ ~~23-91.29~~ *23.1-1301* of the Code of Virginia.

8VAC35-31-40. Entry upon, and use of, University ~~p~~*P*roperty.

A. Entry upon, or use of, ~~u~~*U*niversity ~~p~~*P*roperty ~~in the educational enclave~~ shall be in accord with all applicable university policies~~.~~ *and procedures and all applicable law. No use of University Property shall be permitted that is (1) inconsistent with the mission of the university, (2) interferes with or disrupts the educational or operational functions of the university, (3) endangers health and safety or creates unsanitary conditions.*

B. Use of the Educational Enclave by the general public not affiliated with the university is limited to persons having a business or educational reason closely related to George Mason University's mission and programs during regular operating hours.

B. Entry upon, or use of, university property outside the educational enclave for noncommercial purposes is permitted if otherwise lawful and does not interfere with educational functions.

C. Entry upon, or use of, university property for commercial purposes shall be in accord with all applicable university policies.

Statutory Authority

§ 23-91.29 *23.1-1301* of the Code of Virginia.

8VAC35-31-50. Persons lawfully in charge.

In addition to individuals authorized by university policy, George Mason University police officers are lawfully in charge for the purposes of forbidding entry upon or remaining upon u*U*niversity p*P*roperty in violation of this regulation.

Statutory Authority

§ 23-91.29 *23.1-1301* of the Code of Virginia.

Chapter 22. Parking Regulation

8VAC35-22-10. Scope.

This chapter applies to all George Mason University faculty, staff, students, university contractors, and visitors who use university owned and leased parking facilities.

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 28, Issue 9, eff. January 2, 2012.

8VAC35-22-20. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Special events" means all Patriot Center ticketed events, Center for the Arts events, intercollegiate and club sports events, and any other events as designated by the university.

"University property" means any property owned, leased, or controlled by George Mason University.

"Visitor" means any person on university property that is not a faculty member, staff member, student, vendor, or contractor of the university.

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 28, Issue 9, eff. January 2, 2012.

8VAC35-22-30. Decal or permit required; exceptions.

A. All motor vehicles parked on university property are required to properly display a valid George Mason University parking permit, as defined by university policies.

B. The following exceptions apply:

1. Visitors are required to park in (i) designated areas with the appropriate permit or pass obtained from Parking Services or (ii) pay-based areas, which include the meters and parking decks.

2. Parking Services may designate specific parking areas or issue special permits to visitors for special events. Individuals visiting the university for special events may only park in areas designated for the event by Parking Services or may park in any other pay visitor area at the prevailing rates.

3. Other exceptions may apply in accordance with university policies.

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 28, Issue 9, eff. January 2, 2012.

8VAC35-22-40. Parking.

Parking is permitted in authorized, clearly identified spaces only. Parking is not allowed in or on lawns, loading zones, pedestrian crosswalks, handicap spaces, handicap access ramps, yellow lines or curbs, service areas, service vehicle spaces, sidewalks, and unmarked areas without specific authorization.

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 28, Issue 9, eff. January 2, 2012.

8VAC35-22-50. Enforcement.

A. All regulations enacted by the Commonwealth of Virginia and George Mason University are duly enforced. Motor vehicles in violation of this chapter may be subject to penalties in accord with university policies, including but not limited to citation, fine, immobilization, towing, or impoundment, at the owner's risk and expense.

B. If a vehicle is displaying a registered George Mason University permit and incurs a citation for violation of these rules and regulations, the registered owner of the permit will be held responsible for all citations and fines. However, the registered owner of a vehicle is ultimately responsible for all violations issued to that vehicle, regardless of who is operating the vehicle.

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register <u>Volume 28, Issue 9</u>, eff. January 2, 2012.

8VAC35-22-60. Persons lawfully in charge.

In addition to individuals authorized by university policies, George Mason University police officers are lawfully in charge for the purposes of enforcing violations of this regulation.

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register <u>Volume 28, Issue 9</u>, eff. January 2, 2012.

8VAC35-22-70. Appeals.

All individuals who receive a violation under this chapter have a right to appeal the violation as dictated by university policies. All individuals who operate a vehicle on George Mason University property give implied consent to first address citation appeals through the university's administrative appeal process.

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register <u>Volume 28, Issue 9</u>, eff. January 2, 2012.

Chapter 10. Parking Citation Appeals

8VAC35-10-10. Scope.

This chapter applies to all George Mason University faculty, staff, students, university contractors, and visitors who use university owned and leased parking facilities.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 1, eff. December 8, 1994.

8VAC35-10-20. General provisions.

This procedure is designed to assist the university administration in evaluating the parking program, to highlight problem areas, to provide a learning experience to those who receive citations while using George Mason University parking facilities, and to provide an avenue to correct enforcement errors.

Requests for an appeal must be submitted in writing within 10 calendar days of the citation date and must be submitted on the Parking Citation Appeal form. Any appeal not filed within this time is automatically denied. While the citation is under review, fines are held in abeyance. Each request for appeal will be carefully reviewed by the Appeals Review Officer. The Appeals Review Officer will base his decision on the George Mason University Motor Vehicle Parking Policies and Regulations (8VAC35-21-10 et seq.) and on the information presented in the written request. The Appeals Review Officer may uphold the appeal, deny the appeal, or reduce the violation to an appropriate lesser violation. The decisions together with comments are reported to the appellant by mail.

The appellant can appeal the decision of the Appeals Review Officer as set forth in 8VAC35-10-40 with the exception of an expedited hearing in which all decisions are final. Fines due after the appeal is decided must be paid within 10 calendar days of the decision date. Failure to pay citations or appealed citations by a faculty or staff member will result in the individual's outstanding account being turned over to a collection agency. Students will be placed on financial suspension.

Information submitted in support of appeals and/or re-appeals is received at face value and is subject to validation by the university.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 2, eff. December 8, 1994; amended, Virginia Register Volume 17, Issue 10, eff. December 22, 2000.

8VAC35-10-30. Responsibilities.

The Associate Vice President for University Services has the responsibilities for monitoring the Parking Citation Appeals policy and recommending new and/or revised policies and procedures.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 3, eff. December 8, 1994; amended, Virginia Register Volume 17, Issue 10, eff. December 22, 2000.

8VAC35-10-40. Appeals.

Parking citations may be appealed in accordance with the provisions of this policy within 10 calendar days of the citation issue date. Appeals must be filed in writing on the Parking Citation Appeal form. Forms are available at the Parking Services Office and at the information booths. Fines associated with appealed citations need not be paid until the appellant is advised of the decision.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 4, eff. December 8, 1994.

8VAC35-10-50. General appeals procedures.

A. All faculty, staff, student, and visitor appeals will be considered by an Appeals Review Officer, who may uphold the appeal, deny the appeal, or reduce the regulation violated to a lesser offense. The results of the appeal will be reported to the appellant by United States mail or at the conclusion of an expedited hearing. Payment of fines on appealed citations is due within 10 calendar days after the decision date. All student appeals are considered by the Student Appeals Board unless the expedited hearing process is selected. An expedited hearing process is available for the convenience of the individual who receives a ticket and wishes to have an immediate review and decision of the matter. All decisions are final.

Neither the members of the Faculty/Staff Appeals Board or the Student Parking Appeals Review Board are affiliated with the Parking Services Office or are compensated for their services. The appeals review/expedited hearing officer is a paid member of the University Services staff and hears appeals upon request three days each week from 9 a.m. to 2 p.m. All decisions are final.

B. Appeals guidelines are described in this subsection.

1. The citation is presumed valid. It is the obligation of the appellant to present information that would invalidate the ticket.

2. Reasons that might warrant invalidation of the ticket are: evidence of illness that necessitated the violation, mechanical breakdowns that were handled in a reasonable expeditious manner, documented erroneous information given by a parking services employee, or other circumstances that are unusual enough to warrant special consideration.

3. Reasons to warrant a downgrade of the ticket are: when further information that was not readily available to the marshall is provided to the reviewer as a justification for the downgrade (e.g., a ticket for "no decal" given to a car that has been issued a valid decal, but not displaying the decal), valid misunderstandings regarding ambiguous parking areas, judgment of the reviewer, etc.

4. A specific reason for denial need not be given. A general statement can be made that a sufficient reason for reversal was not contained in the written appeal. The appeals process sheet states that decisions are made based on the George Mason University Motor Vehicle Parking Policies and Regulations (8VAC35-21-10 et seq.), on information presented in the written request and on any further comments made by the appellant in case of a re-appeal.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 5, eff. December 8, 1994; amended, Virginia Register Volume 17, Issue 10, eff. December 22, 2000.

8VAC35-10-60. Reconsideration.

Requests for reconsideration of denied appeals may be made to the Parking Services Office. The request for reconsideration must be made within 10 calendar days from the date stamped on the Appeal Board decision sent to the appellant. One or more of the following criteria must be met for the appeal to be reconsidered:

1. No university parking regulation appears to have been violated.

2. Citation, as written, contains a material error.

3. Additional information of a material nature, and not included on the original appeal form, warrants reconsideration.

4. Unusual circumstances in mitigation or extenuation appear to exist.

5. Parking regulations appear sufficiently vague or misleading to warrant reconsideration.

For an appeal to be reconsidered by the Faculty/Staff Appeals Board or the Student Parking Appeals Review Board, the appellant must be present at the scheduled hearing. The appellant will be accorded an opportunity to present succinct comments bearing directly on the case being considered. All balloting will be conducted in closed session; the university's decision is final.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 6, eff. December 8, 1994; amended, Virginia Register Volume 17, Issue 10, eff. December 22, 2000.

8VAC35-10-70. Failure to file promptly.

Failure to file the completed appeal or re-appeal form within the prescribed time period shall constitute a waiver of the right to appeal the violation.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 7, eff. December 8, 1994.

8VAC35-10-80. Appeal Board membership and term of membership; Faculty/Staff Hearing Board; Student Parking Appeals.

A. The Faculty/Staff Appeals Board has been appointed to hear parking citation appeals and advise the Associate Vice President for University Services on parking related matters. The board consists of three faculty members and three staff members appointed by the Associate Vice President for University Services.

Appointments to the board are for two-year renewable terms and run from September 1 through August 31. The chairman is selected for a three-year renewable term by board members and must have served at least one year on the board.

When a member's two-year term ends, the Director of Parking Services will submit additional names to the Associate Vice President for University Services for consideration. The Associate Vice President will either renew the member's term or appoint a new member to the board for those nominated.

The chairman will contact the new nominee to further explain the workings of the group and to discuss their specific responsibilities.

The Faculty/Staff Appeals Board shall meet each month to hear appeals from faculty, staff and visitors to the George Mason University campus. The hearings are scheduled by the Parking Services Office from September through May. At least one hearing should be scheduled during the summer months.

The board shall advise the Parking Services Office of parking regulations that appear vague or misleading and advise about areas on campus not having appropriate signage and ambiguous parking areas.

When a new chairman is elected by the board, the Associate Vice President for University Services and the Director of Parking Services will meet with the new appointee and previous chairman to go over the appeals process, rules, and regulations.

B. The Student Parking Appeals Review Board is constituted under the regulations of the University Judicial Board as set forth in the George Mason University Judicial System for Student Conduct. The membership of the board is to be comprised of current members of the Court of General Sessions of the University Judicial Board. The terms of each member is established in accordance with the regulations set forth in Section X, Article X-B of the Judicial System for Student Conduct.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 8, eff. December 8, 1994; amended, Virginia Register Volume 17, Issue 10, eff. December 22, 2000.

8VAC35-10-90. Amendments, additions, and review.

A. All amendments and additions to the Parking Citation Appeals policy are to be reviewed and approved by the Office of the Vice President for Operations and the Office of the Senior Vice President.

B. This policy shall be reviewed and revised, if necessary, annually.

Statutory Authority

§ 23-91.29 (a) of the Code of Virginia.

Historical Notes

Derived from VR340-01-01 § 9, eff. December 8, 1994; amended, Virginia Register Volume 17, Issue 10, eff. December 22, 2000.

Forms (8VAC35-10)

Student Parking Citation Appeal.

Faculty/Staff or Visitor Parking Citation Appeal.

Chapter 80 Unclaimed Personal Property

8VAC35-80-10. Scope.

This chapter applies to (i) all George Mason University faculty, staff, students, and university contractors and (ii) the general public.

Statutory Authority

§§ 23-4.2 and 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 32, Issue 2, eff. September 11, 2015.

8VAC35-80-20. Definitions.

The following word and term when used in this chapter shall have the following meaning unless the context clearly indicates otherwise:

"Unclaimed personal property" refers to tangible or intangible personal property, whether lost or abandoned, in the possession of George Mason University.

Statutory Authority

§§ 23-4.2 and 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 32, Issue 2, eff. September 11, 2015.

8VAC35-80-30. Requirements.

The care, restitution, sale, destruction, and disposal of unclaimed personal property in the possession of George Mason University shall be in accordance with § 23-4.2 of the Code of Virginia and with George Mason University Policy 1136, Unclaimed Personal Property, approved April 27, 2015.

Statutory Authority

§§ 23-4.2 and 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 32, Issue 2, eff. September 11, 2015.

Documents Incorporated by Reference (8VAC35-80)

[Policy 1136: Unclaimed Personal Property, George Mason University, April 27, 2015](#)

President's Report
Prepared for the Dec. 5, 2024 Board of Visitors Meeting

Introduction

This document begins with my performance goals update followed by any reports required for the current report. In this case, the Critical Vacancy Review process will be described per Board request. This is followed by some selected student, alumni, and faculty highlights, and accolades and rankings highlights. In accordance with the five major priorities of the strategic plan, this document then outlines our collective progress in each of the five areas of our strategic plan listed below.

1. **Deliver a distinctive and inclusive student experience that fosters lifelong engagement.**
   Cultivate a high-quality experience that embodies the Mason values and promotes student success, well-being, collaboration, and a lasting connection.
2. **Expand the impact of Mason's research, scholarship, and creative enterprise.**
   Bolster the infrastructure and systems that support research and collaboration.
3. **Expand partnerships for economic and social impact.**
   Strengthen partnerships, alumni relations, and community building and engagement informed by Mason's research, creative arts and pedagogical expertise.
4. **Exemplify a university culture of diversity, equity, and inclusion.**
   Live a culture of belonging and inclusion and address disparities to support the values of access, diversity, equity, and inclusion at Mason.
5. **Invest in faculty and staff success.**
   Ensure appropriate resources, processes, and technologies are in place that better support the faculty and staff experience.

The document then concludes with presidential activities and speaking engagements.

Performance Goals Update

Priority	Weight	Metric	Status	Performance
Deliver a distinctive and inclusive student experience that fosters lifelong engagement	25%	Manage cost growth by executing on core components of the Critical Vacancy Plan		Projecting balanced budget on E&G, surplus on All Funds
		Grow undergraduate enrollment by 1.5%		F24 is +2.6% over F23
		Maintain graduate and law school enrollment at current numbers		Grad F24 is -3.6% under F23 Law F24 is -17.1% under F23
		Grow Mason Korea enrollment by 1.5%		MK F24 is +8.7% over F23
Expand the impact of George Mason's research, scholarship, and creative enterprise	20%	Grow research awards and/or expenditures by 5% (15% stretch goal) each year		FY25 Expenditures YoY up 8% FY25 Awards YoY down 0.6%
Expand partnerships for economic and social impact	20%	Grow corporate support by 5% each year, measured in corporate contributions		So far in FY25 corporate giving at $4.4M compared to $3.3M YoY (33% increase)
		Maintain or improve rankings and work with each dean or unit head to develop a comprehensive plan for rankings improvement for BOV consideration and possible approval		USNWR 2024 52nd Public WSJ 30th Public Provost charging deans to develop plans during the Spring semester
		Increase gifts and fundraising to $110M and increase to $140M by FY28		Through October (33% elapsed), $21M (19% of goal)
Exemplify a university culture of diversity, equity, and inclusion	10%	Restructure initiatives per direction of BOV and review of DEI programs		Reviewed/restructured in line with VA DOI plan, climate survey coming S25, implementing Dialogue Across Differences
		Maintain designation as a Minority Serving Institution		In progress - application for renewal due early in CY25
Invest in faculty and staff success	15%	Develop a plan to address outcomes of the Gallup surveys		Underway – campuswide activity to address at unit levels
		Establish or expand two new programs where faculty and staff are recognized		Several new programs recommended and in progress
Demonstrate excellence in timely communication and engagement with George Mason University stakeholders	10%	Board of Visitors to conduct evaluation at end of AY 2024-25		N/A
		Proactively engage with stakeholders, including community members		Underway

Progress in each category above is highlighted by the status bar. The length of the bar represents how close we are to achieving the goal. If the color is green, we are on track. If the color is yellow, we are trending about 25-30% behind our goal. If the color is red, it's unlikely that we will make that goal. Based on the items above, we are unlikely to meet the graduate and professional enrollment goals for our graduate programs and the Law School. We are also behind on our fundraising goals. That being said, fundraising can change dramatically with the closing of large gifts and these usually come in the spring. In each of the last four years we have closed large gifts in the Spring taking us above our goal. We are currently pursuing at least two opportunities above $25M.

Critical Vacancy Review Process

Introduction

In April 2023, as the effects of the pandemic started to subside, we realized that we had a long-standing Education and General (E&G) structural budget deficit of about $41M. We rebounded from a year where we had more separations than hires. In addition, we began to pay market salaries for new hires and began to upwardly adjust salaries for our incumbent workforce. The net result was the deficit coupled to the fact that our growth in expenditures exceeded our growth in revenue. By the end of that fiscal year, the deficit grew to more than $62M. Please note, while this was a significant deficit, it was in our E&G account only. Our Auxiliary Enterprise (AE) account was in a significant surplus and covered most of the E&G deficit. While the Commonwealth does allow AE funds to be used to cover E&G deficits, it's not a sustainable practice, thus we needed to fix our spending in our E&G accounts. Given the fact that we were growing our revenues (enrollment and tuition) and had been very successful in securing additional permanent resources from the state, we knew that we would eventually grow out of the problem if we managed our spending appropriately.

To reduce our growing E&G deficit we needed to come up with a process that eliminated the structural deficit while reducing our rate of expenditure growth. If you have a structural deficit and your growth in spending is exceeding your revenues, you must accomplish one of three outcomes: 1) Reduce permanent spending; 2) Increase permanent revenue (one-time payments have less of an effect); 3) A combination of spending reductions and revenue increases. We chose to do item 3 to give units the greatest flexibility. Towards that end, we instituted a 6% reduction in spending over two years and a critical vacancy process. Unit heads and deans had ultimate flexibility relative to how to manage both so the process was not as "top-down" as has been stated. For example, unit heads could choose to make reductions over a two-year period, all at once, 3% in year one and 3% in year 2, or any combination they chose so long as it equaled 6% over two years. Unit heads also had the flexibility to apply unfilled vacancies or other permanent revenue sources towards their reductions. Most chose to use these mechanisms.

Critical Vacancy Review Process (CVR)

The CVR is a process where unit heads submit their most critical vacancies to their group leaders for final approval. The goal was to hire the most critical positions so that we can slow our growth rate in spending to below our growth rate in revenues. It was designed to be a two-year process that we will evaluate at the end of year 2 (end of FY25). In this process the unit heads are empowered to determine what positions are critical and to prioritize the positions.

The unit heads then present their positions to their respective leaders who decide what positions are chosen: Academic Enterprise which comprises the Colleges, Schools and the academic and student support units (The Provost manages this). Finance and Administrative Operations, which comprises Fiscal (the Executive Vice President manages this). Presidential support units which include HR, Facilities and Infrastructure, Branding, Advancement, Athletics, and University Police (the President manages this). Please note, most major universities have some form of vacancy review, thus we are not outside of the operational construct of our peers.

The second item that must be considered is the alternative to this process, which would have been a hiring freeze and significantly larger reductions. The critical vacancy process is a much more benign way of managing this issue.

CVR Review Process

President's Approach to the Critical Vacancies Review (CVR) process prioritizes decision making in the following manner:

1. All units are evaluated for growth of spending and those units with spending growth rates larger than revenue growth receive extra scrutiny.
2. Units submit their critical vacancy request on an on-going basis to the President via Director of Presidential Administration Sharon Cullen. Units are asked to prioritize positions.
3. Positions that are refilling or replacing recent vacancies (within 1 year) are given higher priority for replacement.
4. Anything that requires <u>new money</u> is reviewed more carefully, with analysis of proposed funding sources and long-term sustainability of funding.

Provost's Approach to Critical Vacancies Review (CVR) process prioritizes decision making in the following manner:

1. Faculty and student-facing positions can be reviewed in accelerated fashion (assuming the money exists in the appropriate budget to support the type of hires being proposed).
2. Positions that are refilling existing fully-funded and budgeted vacancies, especially if they are faculty or critical student-facing roles, can be reviewed in accelerated fashion (assuming the money exists in the appropriate budget to support the type of hires being proposed).

3. Grant-funded direct charge positions that support the research mission, and are obligations to the funding agency, can be reviewed in accelerated fashion.
4. Philanthropic-funded positions that are obligations to the gift can be reviewed in accelerated fashion.
5. Anything that requires <u>new revenue</u> is reviewed more carefully, with analysis of proposed funding sources and long-term sustainability of funding.
6. Administrative positions that are similar across units will be examined for strategic priorities and alignment potential.

CVR Review Outcomes

The outcomes of the process are that we have already retired more than $50M of our E&G deficit in about 18 months. We were able to do this without the massive layoffs or program cuts associated with other universities. When faced with a major budget issue like this, one would hope to develop a process where you support only the growth that was absolutely necessary. CVR allowed us to do that.

Student and Alumni Highlights:

- For his summer internship, bioengineering student Berk Kasimcan worked alongside Harvard University students as they attempt to alleviate the damage that buildings experience throughout the years from radiation, heat, cold, and light.

- As an intern with the Virginia Cyber Navigator Internship Program, information technology major Duong Thuy Nguyen helped secure rural Campbell County's technology for the upcoming presidential election.

- The men's soccer team won the Atlantic 10 regular season title for the first time in program history.

- A study by PhD in public health candidate Elaine Russell and her mentor Kenneth Griffin, a global and community health professor, provides evidence that university students experienced increased psychological distress during COVID-19, but utilized fewer support services.

- A student team from a research group in George Mason's Center for Secure Information Systems won first place in the Naval Surface Warfare Center Dahlgren Division (NSWCDD) Cyber Resiliency and Measurement Challenge.

- Communication alumna Jay Ell Alexander joined Black Girls RUN! as a PR intern in 2012. In 2018, she bought the company and has been the owner for the last six years. Alexander recently collaborated with Saucony and released a custom running shoe that is now sold out.

- Alumna Jessica Anthony, MFA Creative Writing '04, was recently longlisted for the National Book Award for her newest novel, *The Most*. This is the first time an alum has been on the list for the prestigious award.

Faculty Highlights:

- Biology professor Aarthi Narayanan recently secured a $1.4M grant from the Defense Threat Reduction Agency to investigate how an infection spreads between organs, and how a therapeutic will impact connected organs.

- College of Public Health professor Rebecca Sutter was awarded a $3 million SASIC grant to develop health service delivery infrastructure for Afghan survivors, refugees, and immigrants impacted by combat trauma and violence.

- Carter School professor Charles Chavis Jr. was honored with the Kay Family Award at the Anti-Defamation League In Concert Against Hate.

- School of Education professor Jennifer Suh was awarded a National Science Foundation grant in support of her project to strengthen math teachers' abilities to use technology in transformative ways. Her coprincipal investigator is Theresa Wills, also of the School of Education.

- The National Institutes of Health awarded another $16.5 million to the Justice Community Opioid Innovation Network (JCOIN), led by Schar School professor Faye S. Taxman to expand focus beyond opioids to more general substance abuse disorders.
- In the aftermath of Hurricane Helene, George Mason Police's Unmanned Aircraft System team supported a deployment to southwest Virginia to assess damage to two dams and associated power lines. Mason Police also delivered a satellite internet system to the local police in Asheville, North Carolina, to help restore communications at their headquarters.
- English and folklore professor Lisa Gilman, funded by a State Department Council of American Overseas Research Centers Multi-Country Research Fellowship, spent the summer completing her research on art initiatives by refugees around the globe.
- School of Computing professor Nora McDonald is teaming up with the Prince William County School district to try to understand how students, teachers, administrators, and parents are reacting to smartphone bans and the long-term implications.
- Professors Elise Miller-Hooks, Alireza Ermagun, and Shanjiang Zhu received two National Science Foundation RAPID grants to study the cause and impact of the sudden collapse of the Baltimore Francis Scott Key Bridge and potential preventative methods for the future.
- A 4-VA Collaborative Research Grant awarded to chemistry professor Yun Yu resulted in a novel concept to support energy and climate issues and research opportunities for students and faculty by identifying technology to enhance artificial photosynthesis.
- A study by management professor Kevin Rockmann argues that the furor over remote work masks deeper cultural issues at play in many organizations.
- Over the past year, cyber security engineering professor Moinul Hossain has contributed to a University of Maryland-led research initiative, sponsored by the Army Research Laboratory, aimed at ensuring the safety and integrity of 5G networks used by the United States military to safeguard military communications against potential threats such as jamming attacks.
- A study from the College of Public Health, led by Janusz Wojtusiak and doctoral candidate Ghaida Alsadah, explores the use of machine learning to predict social isolation among caregivers of individuals with Alzheimer's disease and related disorders.
- Tauheeda Yasin, an affiliate faculty member of the Schar School of Policy and Government, is building a tool (InsightLegi) with the help of students to track

monetary penalties such as speeding tickets and gauge the impact on those who pay them and their families and communities.

- Sita Nataraj Slavov, a professor of public policy at the Schar School, is studying a critical issue facing America's aging population: How Social Security claiming decisions affect the financial security of widows.

Rankings/Accolades Highlights:

In the U.S. News & World Report Best Colleges 2025 rankings, George Mason leads the state's public universities in innovation, upward mobility, and internships/co-ops.

- Overall ranking: 52nd among publics, 109th overall
- Innovation: 12th among publics, 25th overall (best in Virginia)
- Internships/Co-ops: 6th among publics, 20th overall (best in Virginia)
- Upward mobility: 57th among publics, 82nd overall (best public in Virginia)
- Best school for veterans: 51st among publics, 70th overall

Undergraduate programs (public/national ranking):
- Business: 60/94
- Computer science: 41/73
- Economics: 40/93
- Engineering: 63/98
- Nursing: 93/114
- Psychology: 54/94

George Mason was recently recognized as a member of the Northern Virginia team that earned one of the four national Pete Taylor Partnership of Excellence Awards for 2024 from the Military Child Education Coalition.

The #ChooseMason video series, a collaboration between the Office of University Branding and Integrated Enrollment Marketing, was a Silver Winner at the 2024 Telly Awards in the Educational Institution–Branded Content category.

Northern Virginia Magazine named President Gregory Washington and College of Public Health dean Melissa J. Perry to its 50 Most Influential People in Northern Virginia.

<u>Deliver a distinctive and inclusive student experience that fosters lifelong engagement.</u>

George Mason was one of about 100 4-year institutions invited to apply for the U.S. Department of Education's new "Postsecondary Success Recognition Program," based on the university's overall high performance in terms of economic mobility.

Mason Online/Learning Management System Development:
All active faculty, staff, and students have access to Canvas. George Mason's Blackboard (Bb) contract ends July 2025, making Spring 2025 semester the last opportunity for faculty and students to engage in Bb.

The first wave of migrations is complete (less 23 courses), encompassing 14,306 individual course files; the second round of migrations is in planning and will primarily target Bb Org content.

This fall semester 1,772 courses are being taught in Canvas (76% undergraduate) by more than 500 faculty across every George Mason school and college.

Commonwealth Partnerships:
George Mason has signed a Memorandum of Understanding with the University of Mary Washington to promote the Accelerate Mason program, helping students apply select George Mason courses taken during their senior year to their UMW bachelor's degree so they can get a head start on certain George Mason master's programs, and have a smoother matriculation into George Mason. This program serves as a basis for other similar programs with select institutions across the Commonwealth.

Events:
ADVANCE held the 8th annual Academic Summit on October 15. A record 150 faculty from NOVA and George Mason came together to discuss academic pathways for 2025-26. The keynote speaker was Tania LaViolet from the Aspen Institute who spoke on the Institute's Transfer Playbook 2.0 publication, which will be released later this fall.

Annual release of ADVANCE-NOVA data took place during the summit. Key data points include:
- ADVANCE has reached over 5,000 active students in the program, including over 3,900 active students at NOVA and over 1,000 active students at Mason.
- On average, ADVANCE transfers take 1.5 semesters less to graduate than non-ADVANCE transfers

- On average, ADVANCE transfers graduate with 7 fewer credit hours than non-ADVANCE transfers.
- On average, ADVANCE students' average time to degree, post transfer, is less than two years.

ADVANCE Expansion/MVP:
- ADVANCE has successfully expanded to 5 additional community colleges throughout Virginia via the Mason Virginia Promise. MOU signing ceremonies for our newest partners, Virginia Peninsula Community College and Brightpoint Community College will take place in December and early next semester, respectively.

ADVANCE Public Relations & Partnerships:
- ADVANCE representatives recently met with researchers from the American Institutes for Research (AIR) to discuss transfer partnerships. AIR is in the beginning stages of a larger project related to this topic.
- Earlier this semester, ADVANCE Executive Director Jason Dodge served as a panelist for an Inside Higher Ed panel on Redefining Value in Higher Education: Prioritizing Equitable Access and Economic Mobility Over Selectivity. Dodge also served as a panelist for a webinar hosted by Third Way regarding dual admission partnerships. Panel participants included representatives from Senator Tim Kaine's office, the Tennessee Higher Education Commission, the New England Board of Higher Education, and the *Washington Post*.

Fall Enrollment	Headcount			FTE			Credit Hours		
	2022	**2023**	**2024**	**2022**	**2023**	**2024**	**2022**	**2023**	**2024**
Total	39,607	40,185	40,449	30,380.1	31,036.9	31,065.5	437,354.0	447,200.5	448,447.0
VA	30,439	30,704	31,176	23,290.0	23,710.6	23,954.1	339,396.0	346,196.0	349,680.0
OOS	9,168	9,481	9,273	7,090.1	7,326.3	7,111.4	97,958.0	101,004.5	98,767.0

	Headcount			FTE			Credit Hours		
	2022	**2023**	**2024**	**2022**	**2023**	**2024**	**2022**	**2023**	**2024**
Undergrad	27572	28323	29009	23592.4	24288.7	24705.3	353886	364330	370579
VA	23451	24107	24606	19729.6	20325.5	20565.8	295944	304883	308487
OOS	4121	4216	4403	3862.8	3963.1	4139.5	57942	59447	62092

	Headcount			FTE			Credit Hours		
	2022	**2023**	**2024**	**2022**	**2023**	**2024**	**2022**	**2023**	**2024**

	Headcount			FTE			Credit Hours		
Graduate	11,191	11,056	10,772	6,115.7	6,117.7	5,845.0	73,388.0	73,412.5	70,140.0
VA	6,676	6,297	6,337	3,318.0	3,154.6	3,210.4	39,816.0	37,855.0	38,525.0
OOS	4,515	4,759	4,435	2,797.7	2,963.1	2,634.6	33,572.0	35,557.5	31,615.0

	Headcount			FTE			Credit Hours		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Law	844	806	668	672.0	630.5	515.2	10,080.0	9,458.0	7,728.0
VA	312	300	233	242.4	230.5	177.9	3,636.0	3,458.0	2,668.0
OOS	532	506	435	429.6	400.0	337.3	6,444.0	6,000.0	5,060.0

Expand the impact of Mason's research, scholarship, and creative enterprise.

Research Expenditures

FY25 TO DATE (FY25: eight payrolls through October compared to nine payrolls through October in FY24)

FY25 Sponsored Awards thru October down -0.6% YoY from $96.9M to $96.3M

FY25 Sponsored Expenditures thru October up 8.0% YoY from $82.0M to $88.6M

FY25 IDC (F&A) Recovery thru October up 0.8% YoY from $13.92M to $14.04M

All other values are for FY24 YTD and would not be impacted.

Colleges, Schools, and Respective Centers

Antonin Scalia Law School

Voices for Liberty, an initiative of Scalia Law's Liberty & Law Center, held its second annual symposium on November 15. It featured senior scholars and new voices presenting cutting-edge research on the role expression played in women's economic freedom and self-segregated communities, and the role it continues to play in religious minority and nonreligious rights and international racial tolerance.

J. Shahar Dillbary, associate dean for research and faculty development, presented an empirical piece at the Conference on Empirical Legal Studies on November 8. He was also invited to present his torts scholarship at the Alabama Judicial Education Conference in Montgomery on Nov. 20-21. He was also invited to present his new antitrust and experimental scholarship at Reichman and Bar Ilan Universities, Israel, in December.

Professor Adam Mossoff spoke at the Institute for Intellectual Property & Information Law at the University of Houston's Law Center. Mossoff discussed the options available to patent holders when courts find a defendant liable for infringement.

Professor Olufunminayo B. Arewa delivered the 13th Annual Peter A. Jaszi Distinguished Lecture on Intellectual Property at the American University Washington College of Law on the creative legacy of Lorraine Hansberry, author of *A Raisin in the Sun.* Her latest research, "COVID-19 Exclusion, Policy Contagion, and Colonial Hangover in Africa," will appear in *Intellectual Property, COVID-19, and the Next Pandemic* (Haochen Sun and Madhavi Sunder, eds., Cambridge University Press, forthcoming 2024).

National Security Institute

In late October, the National Security Institute Cyber and Tech Center announced the creation of the CTC Tech Leaders and Innovators Council. Composed of leading technology experts and innovators, the NSI CTC Tech Leaders and Innovators Council will support NSI CTC's mission to develop concrete, actionable solutions to the critical cybersecurity and technology challenges facing the nation.

Carter School for Peace and Conflict Resolution

Arthur Romano, director of the Program on Urban Peacebuilding, and his co-PI, Margarita Tadevosyan, received $148,022 from the National Endowment for the Humanities to document racial violence in Forsyth County, Georgia. Their project aims to engage descendant families, develop educational materials, and create an online video library.

Since October 2023, Doug Irvin-Erickson and co-PI Ernesto Verdeja (University of Notre Dame) have been contracted to evaluate and explore options for reconfiguring the United Nations Office on Genocide Prevention and the Responsibility to Protect. Their work includes public and private reports based on interviews with over 50 UN and government officials and an analysis of two decades of UN documents. They provide reform recommendations on UN mass atrocity prevention policy and scholarly articles on the subject. Additionally, Irvin-Erickson is advising on efforts to redefine the UN peacebuilding mandate, working with lawyers on a UN treaty against Crimes Against Humanity, and pursuing a bipartisan U.S. bill on the issue.

The Carter School received an additional $160,000 from the U.S. Department of State's Bureau for Democracy, Human Rights & Labor, supplementing their original $500,000

grant. This funding enables Karina Korostelina and Susan Allen to conduct peacebuilding workshops globally, including in Peru, Nepal, Senegal, Ghana, Ukraine, Kosovo, and the Philippines. The research project aims to enhance the understanding and application of intergroup contact theory in democracy, human rights, and governance (DRG) programs, featuring literature reviews, mixed-methods evaluations, and the development of evidence-based tools for DRG practitioners. The program runs from July 1, 2022, to June 30, 2025, with total funding now amounting to $659,810.

Costello College of Business
Jiasun Li received a CAREER award from the National Science Foundation. The award totals $711,679 over five years and will support Li's ongoing research into the organization of digital services with the rise of emerging technologies.

The Greg and Camille Baroni Center for Government Contracting has been awarded three Acquisition Innovation Research Center Innovation Projects in support of the Department of Defense. George Mason received all the available funding, totaling $118,000, to 1) examine options for the expanded use of the Defense Production Act; 2) identify novel ways to incentivize more industry collaboration in defense acquisition; and 3) enable Digital Rights Management of Defense Department Intellectual Property Licenses.

Nirup Menon and Brian Ngac won a two-year award from the National Institute of Standards and Technology, an agency within the U.S. Department of Commerce, to create unique experiential learning opportunities and workshops designed to enhance cybersecurity education and workforce development. Working closely with industry partners Mobius Consulting and Institute for Defense Analyses, Menon and Ngac will recruit and help select students to work on cybersecurity projects.

The Costello College of Business Research Paper Series on the Social Science Research Network (SSRN) has more than 70,000 page views since the start of 2024. In the same period, papers in the series have been accessed by at least 20 local and national government agencies, including the U.S. Department of Transportation, the U.S. Department of Defense, the U.S. Department of Labor and the New York City Department of Education.

College of Education and Human Development
Samantha Viano was awarded a $1.7 million grant from the National Science Foundation titled, "The Impacts of School Security Equipment on Students and Schools." This proposal seeks to build evidence on the effects of school security equipment by

evaluating a state-level grant program. The study findings seek to inform funding priorities on school security equipment through robust dissemination to educational policymakers and practitioners.

Sam Steen, Erik Hines, Elizabeth Levine-Brown, Diane Reese, and Victoria Stone received a $5 million grant from the U.S. Department of Education for their five-year School Based Mental Health Alliance project. This project is a partnership among George Mason, Manassas City Public Schools, and Northern Virginia Community College to train school-based mental service providers who can serve high-need schools. The project aims to use the Integrated Systems Framework for mental health services and support to design project implementation and goals.

Shane Caswell, Joel Martin, and Candace Lacayo, with College of Public Health professors Sanja Avramovic and Erin Maughan, received a $411,462 grant from the Virginia Department of Health to support the Virginia Concussion Initiative. This initiative supports children, families, and school communities throughout recovery from Traumatic Brain Injury and Concussion by providing them resources and education in implementing best practices in concussion management in the home, school, and community.

Sammie Powers, Hung-Ling Liu, and Ellen Drogin Rodgers, with College of Science professor Ted Hsuan Yun Chen, received a $300,000 grant from the U.S. Geological Survey to develop and test a social network analysis methodology for the national and regional Climate Adaptation Science Centers to identify, map, and measure relationship patterns among organizations engaging in environmental and climate justice work related to climate adaptation and conservation.

Jennifer Suh and Theresa Wills received a $434,522 grant from the National Science Foundation for their project titled, "Collaborative Research: Framework for Integrating Technology for Equity."

College of Engineering and Computing
Elise Miller-Hooks, Alireza Ermagun, and Shanjiang Zhu received two National Science Foundation RAPID grants to study the cause and impact of the Key Bridge collapse, and potential preventative methods for the future.

Lishan Yang received a three-year grant from the National Science Foundation for $338,000 to study autonomous vehicle safety and examine what's called an end-to-end view. Yang's end-to-end approach aims to understand where the system learns to drive

by processing raw input data, such as camera images, all the way to generating control outputs like steering or acceleration, in one integrated process.

Through a collaborative research project funded by the National Science Foundation, Lily Wang hopes to find the computing power to analyze ever-growing amounts of Big Data. Wang and George Washington University professor Huixia Judy Wang are developing a form of scalable, distributed computing that could lessen the power demand on any single computer by distributing the analysis across a network of computers.

Ketul Popat received a grant from the National Institutes of Health for approximately $200,000 to address an unintended consequence of device implementation—blood clots.

Jeffrey Moran received NSF funding to examine the extent to which aerosols move through air in response to a temperature difference.

The Research and Engagement for Action in Climate and Health (REACH) Center was created with a $3.69 million grant and includes George Washington University, Howard University, and the Environmental Defense Fund. The REACH Center will be directed from George Washington. Lucas Henneman is the project lead at George Mason.

Center for Cybersecurity Analytics and Automation
A student team from a research group in the Center for Secure Information Systems, led by information sciences and technology professor Kun Sun, won first place in the Naval Surface Warfare Center Dahlgren Division Cyber Resiliency and Measurement Challenge in October.

George Mason is designated as a National Center of Academic Excellence in Cybersecurity by the National Security Agency and is an active member of the Centers of Academic Excellence in Cybersecurity Community. The university is one of the National Security Agency's original CAEs in Information Assurance Education, later rebranded as CAE in Cyber Defense (CAE-CD). George Mason is designated for CAE-CD through 2027 and CAE-R through 2028.

Center of Excellence in Command, Control, Communications, Computing, Cyber, and Intelligence

George Mason students Sam Best, Tommy Chin, and Noah Korzak won first place and took home $60,000 in the Naval Surface Warfare Center Dahlgren Division (NSWCDD) Cyber Warfare Challenge. Eleven teams from colleges and universities nationwide took

part in the competition, working to solve real-world cybersecurity challenges relevant to the Navy and gaining crucial experience and skills for addressing complex cyber threats in the future.

Center for Secure Information Systems
Massimiliano Albanese is leading a multi-university effort to establish the Center for Infrastructure Security in the Era of AI (ISEAI) under the NSF Industry-University Cooperative Research Centers (IUCRC) program. The center will bring together a critical mass of interdisciplinary academic researchers and industry partners, working together to address current and future challenges in infrastructure security. ISEAI's activities, involving students at all levels, will contribute to the development of a skilled workforce. This will meet the immediate needs of industry partners and also have a broader societal impact by nurturing a talent pool well-versed in both infrastructure security and AI technologies. A full Phase I proposal is currently under review, supported by $475,000 in annual financial commitments from 16 industry partners interested in joining the center, including Amazon Web Services, Peraton, and General Dynamics IT.

College of Humanities and Social Sciences
Lisa Breglia, Xiaomei Cai, and George Oberle were awarded a $150,000 Mellon Foundation grant to support establishing an interdisciplinary, locally rooted Asian American studies and digital humanities initiative. During the 18-month funded project period, faculty, staff, and students will work in partnership with Asian American communities in the Northern Virginia region to draft a plan to 1) strengthen interdisciplinary AAPI studies with an enhanced curriculum that addresses critical societal issues past and present across the diaspora; 2) create a relevant and rewarding experience in George Mason's existing degree programs for AAPI heritage students, and 3) establish strong, reciprocal relationships with AAPI community partners across Northern Virginia and beyond for the public good.

Evan Marie Lowder and Chelsea Foundry, post-doctoral research fellow, received $50,000 from Fairfax County with funding from the Virginia Opioid Abatement Authority to evaluate provisions of medication for opioid use disorder in the Fairfax County Adult Detention Center. Their findings will inform best practices for initiating individuals into medication for opioid use disorder in a detention center setting and providing proper continuity of care in the community post-release.

Sarah Nowacyzk and Christianne Esposito-Smythers received $50,000 from the National Eating Disorders Association to research the feasibility, acceptability, and effectiveness of

assessment, training, and intervention strategies for treating avoidant/restrictive food intake disorder within community mental health centers.

Esposito-Smythers received $207,168 from Fairfax County to train clinicians and clinical supervisors who provide clinical services to youth in Fairfax County in evidence-based interventions and to evaluate the outcomes of this work.

Theodore Dumas received $231,547 in funding from the National Institutes of Health for the project, "Distinct NMDA Receptor Signaling Domains Regulate Hippocampal Network Dynamics." Dumas' study is the first of its kind to differentiate the roles of two separate NMDA receptor signaling streams in the regulation of hippocampal network activity and spatial memory retrieval. Outcomes will explain why treatments for schizophrenia directed at NMDA receptors in general are only moderately effective and will identify more specific therapeutics targets.

Jason Dunick received $108,692 from the Virginia Council on Economic Education to support the continuation of the services of the Center for Economic Education, which supports K-12 teachers of economics and personal finance in Virginia. This grant represents the renewal of a long-standing relationship with the Virginia Council on Economic Education and the Center for Economic Education, who in coordination with eight other centers across the Commonwealth work to ensure that Virginia remains a nationwide leader in economics and personal finance education.

Deepthi Murali and Jason Heppler were awarded a National Endowment for the Humanities Digital Humanities Advancement Grant for $138,256 in support of the ongoing global textile history project, "Connecting Threads: Digitally Connecting Collections, Expanding Public Engagement."

Amanda Madden was awarded a second major grant as part of the National Endowment for the Humanities Scholarly Editions and Translations program for the continuation on the work of the La Sfera Project, an open-access multimedia edition of Goro Dati's 15th-century poem La Sfera. The NEH award of $99,599 was matched with an award of $18,000 from the Mellon Foundation for public outreach for work connected to the project.

Edward Maibach received $195,485 in funding from the Commonwealth Fund grant for "Climate Mitigation in U.S. Community Health Centers Project." The project aims to assess the impact of climate change on community health centers, equip participants

with advocacy skills, and foster peer collaboration to implement decarbonization measures.

Talley Bettens, Criminology, Law and Society doctoral student, received a Department of Justice Fellowship for "Schoolhouse Interrogations and Confessions: Perspectives from Principals and Students." Bettens will examine the practices and potential consequences of principal-led interrogations of guilty and innocent high school students from multiple diverse perspectives, providing new theoretical and practical knowledge relevant to the school-to-prison pipeline.

Thalia Goldstein received a $150,000 National Endowment for the Arts grant to support the renewal of the Mason Arts Research Center and National Endowment for the Arts Lab. The Mason Arts Research Center is a multidisciplinary research center with a focus on arts engagement, child development, and education. The overarching goal is to investigate the role and effects of arts engagement, across all art forms, on social and emotional development in educational, out of school, and other contexts.

Cynthia Lum and Christopher S. Koper were awarded $296,000 from the Bureau of Justice Assistance to enhance safety and security at Northern Virginia airports and associated metro stations.

Rick Smith, assistant professor of anthropology, was awarded $53,600 from the University of Nevada, Las Vegas for his research, "Biological Impacts of Colonial Practices: Bioarcheological Reconstruction of Health and Demography." The National Science Foundation is the prime sponsor of this award.

College of Public Health
Underrepresented students, particularly women of color, were less likely to receive mental health services during the pandemic, say PhD candidate Elaine Russell and her mentor, Kenneth Griffin. They worked with Tolulope Abidogun, also a PhD in public health student, and former global and community health professor Lisa Lindley, now of Lehigh University, to analyze data from the American College Health Association National College Health Assessment to understand how university students' mental health needs changed during the COVID-19 pandemic.

A new study from the College of Public Health, led by Janusz Wojtusiak and health services research doctoral candidate Ghaida Alsadah, explores the use of machine learning to predict social isolation among caregivers of individuals with Alzheimer's disease and related disorders.

Northern Virginia Magazine named Melissa Perry, dean of the College of Public Health, one of the area's 50 most influential people of 2024. The top 50 list recognizes those who are making a difference in Northern Virginia and giving back to their community. Perry was lauded for leading the College of Public Health and the next generation of health professionals as well as her distinguished scientific accomplishments.

College of Science

Researchers secured a $1.4 million grant from the Defense Threat Reduction Agency to investigate how an infection spreads between organs, and how a therapeutic will impact connected organs. Led by Aarthi Narayanan, researchers will utilize CN-Bio's organ on a chip platform—an emerging technology that more closely replicates human organ-based parameters—to understand how disease affects the body and to investigate questions that are directly relevant to human disease caused by these mosquito-transmitted viruses.

Alireza Ermagun is receiving millions in research funding to work with multidisciplinary teams to address California wildfires, nuisance flooding in Philadelphia, severe weather in Puerto Rico and a collapsing bridge in Baltimore. An active mentor in the popular George Mason College of Science Aspiring Scientists Summer Internship Program, Ermagun engages with dozens of students to help them better understand the scientific field of study and the important potential of their research impact.

Hao Jing is developing vibrant research programs primarily focused on the design and development of novel plasmonic and rare-earth up conversion nanomaterials taking advantage of physical chemistry approaches for a broad range of applications. The ultimate goal is to gain deep scientific insights to structure-property relationships. He recently received a George Mason Teaching Excellence Award for his primary teaching responsibilities in general chemistry, physical chemistry and advanced chemistry in courses relevant to materials, nanoscience, and nanotechnology for senior and graduate students. In addition to celebrating his research featured on the cover of many Q1 publications, he also oversees the shared instrumentation lab in Exploratory Hall with the scanning electron microscope and transmission electron microscope.

George Mason received a $1.2 million NSF grant to launch a fellowship program that prepares recent PhD graduates for leadership roles in quantum education and workforce development research. The program focuses on addressing challenges in quantum education, particularly in building an inclusive and equitable workforce. This George Mason University Quantum Education Research Postdoctoral Fellowship, led by Jessica

Rosenberg, aims to address equity challenges to ensure historically marginalized groups have access to education and career opportunities in the rapidly evolving field of quantum science.

Ferah Munshi received $322,295 from NSF to conduct a comprehensive study of low surface brightness (LSB) galaxy formation and evolution, which will provide insight as to why LSBs look the way they do, including understanding the mysterious matter we can't see: dark matter. The project will also support George Mason's Women Leaders in STEM (WLIS) by funding expert education and STEM speakers to be hosted on campus for events and support the WLIS's efforts to support undergraduate students through their STEM journeys, by providing professional development, networking strategies, study skills, and future job resources. Funding began in September 2024 and will end in late August 2027.

College of Visual and Performing Arts
The ARTS *by George!* benefit event raised more than $250,000 to support student scholarships in visual arts, dance, music, theater, game design, film, and arts management, as well as for the Mason Community Arts Academy, Green Machine Ensembles, and the Great Performances at Mason season at the Center for the Arts. This year's donations and sponsorships bring the total of funds raised through ARTS *by George!* since its inception in 2006 to nearly $4.4 million.

Schar School of Policy and Government
Sita Slavov, one of the country's leading experts in Social Security issues, will study how Social Security claiming decisions affect the financial security of widows. Her research focuses on the choices made by primary earners about when to claim Social Security benefits and how these decisions shape the financial landscape for their surviving spouses in later life. The University of Pennsylvania is the funder.

Office of Research Innovation and Economic Impact

Defense and Security Initiatives
George Mason signed two Cooperative Research and Development Agreements (CRADAs) with Naval Sea Systems Command (NAVSEA) in the spring. The Office of Research is leading one of those CRADAS titled, "George Mason Cyber Security Maturation Model." Under the auspices of the CRADA, George Mason hosted NAVSEA for several technical exchanges with key faculty from multiple academic units which resulted in pending sponsored effort for George Mason to develop training for secure

systems. In November, the Navy hosted a student recruiting event and faculty engagement event in the Johnson Center.

George Mason also recently joined the Naval Surface Technology & Innovation Consortium and the subsequent "OTA" under this consortium. OTAs enable faster contracting through long-term agreements between industry and government that establish baseline terms and conditions (with the flexibility for negotiated modifications on a project-by-project basis).

ORIEI and the College of Engineering and Computing are collaborating to host a workshop sponsored by the Office of the Undersecretary of Defense for Research & Engineering. Sarah Campbell is serving as co-PI.

The OUSD R&E FutureG Program Office is currently exploring the application and implications of Integrated Sensing and Communications Signals to broader Department of Defense missions. The office seeks to comprehend the landscape, including signal frequency, bandwidth, sensing and detection, electronic warfare, and precision trade-offs. Its goal is to enhance situational awareness by integrating this technology with existing systems such as radar, LiDAR, video, and other novel sensing technologies. Additionally, the office is interested in understanding how to protect against potential adversaries who might exploit similar technology. To assist the office in building a research and development portfolio, George Mason has proposed to host an academically oriented workshop with world-leading experts to discuss these aspects and guide future efforts. This workshop will bring together academic leaders in this area from U.S. institutions and will include leading experts from George Mason.

Criminal Investigations and Network Analysis Center
The Criminal Investigations and Network Analysis Center has received over $40 million in funding since its inception in 2017 ($40,476,107) which has been allocated to fund 55 projects for 59 university partners across the United States. The Virginia impact is significant. Sixteen of the projects benefit the Commonwealth. Over the past 8 years, CINA has received and allocated over $33.5 million under its Department of Homeland Security co-operative agreement and an additional $6.95 million under a separate DHS Basic Ordering Agreement. CINA funded projects and partners:

Total # of funded projects: 55
Total # of university partners: 59
Total # of Minority Serving Institution partners: 29
Total # of Virginia-based projects: 16

Four Virginia institutions leading CINA funded research: George Mason, Virginia Tech, VCU, Liberty University
100% of teams have successfully won a year of follow-on research funding

Research Administration Management Portal
Research Administration Management Portal (RAMP) is an integrated research web-based system to support the growing research enterprise. This system will reduce duplication efforts and better support faculty as it allows for the capture of research related data in one system, enhancing reporting and data driven decision making. It will also help improve compliance with sponsor regulations and requirements through streamlined workflows and an automated reminder system.

Newest Institutional Review Board Module: The newest RAMP Institutional Review Board (IRB) module went live July 29 and replaced the previous IRBNet system. The transition to RAMP IRB is accompanied by new IRB Standard Operating Procedures and templates.

RAMP Training Integration: Researchers and their trainees are subject to a variety of federally mandated research compliance training requirements. The RAMP system suite afforded a new opportunity to consolidate the tracking and reporting of training completion records. As such, the RAMP IRB module implementation included a multi-stage research training data integration that went live in September.

RAMP Modules Upgraded to Version 10.5: In April, the RAMP Grants, Agreements, and COI Modules were successfully upgraded to the new Huron Research Suite 10.5 Version.

New Award / Award Modifications & RAMP Workflow Overview Training Guide: The RAMP team added a new guide that provides insight into the New Award and Award Modifications process.

IACUC and Payroll Certification Ready in 2025: Two remaining RAMP Modules, the Institutional Animal Care and Use Committee Module and the Payroll Certification, will be implemented in early 2025.

Institute for Biohealth Innovation
Nanotechnology Day, held October 14, provided George Mason researchers, Northern Virginia Community College, and local companies the opportunity to showcase nanotechnology's transformative potential. Students of all ages participated in interactive demonstrations while attending talks from experts about nanotechnology's real-world

applications. This event highlighted nanotechnology's capacity to drive advancements, fostered connections between George Mason and the community, and inspired the next generation of scientists.

The Center for Infectious Disease Research hosted a conference on November 7, bringing together more than 100 scientists and students from local universities, including the University of Virginia, Howard University and American University, as well as leaders from NIH, CDC, and industry. Attendees learned about the latest advancements in viral and bacterial research and countermeasure development, explored opportunities for collaboration, and toured George Mason's Regional Biocontainment Facility.

Mason Enterprise

George Mason held the fourth annual Accelerate Investor Conference in mid-October with more than 450 entrepreneurs, investors, sponsors, and students in attendance at an event that spanned four venues in Arlington. Nineteen subject matter experts (or corporate) speakers and panels presented while 48 companies pitched their tech start-up to 50 investors. Cash prizes were donated to companies and students. The event was sponsored this year by 20 corporate and government supporters. Over the first three years, the companies who pitched went on to raise $72 million, and two companies successfully exited. Next year's event will be held at the new Fuse building in Arlington.

Libraries

Over the past year, University Libraries faculty (including Trevor Watkins, Heidi Blackburn, Chris Magee, and Jack Tieszen) have presented and published in 20 external venues about artificial intelligence, including for local, state, regional, national, and international audiences.

The libraries have established an internship MOU with Old Dominion University's graduate Library & Information Studies program and are currently hosting the first intern in the area of cataloging and metadata.

The Special Collections Research Center hosted the staff of the Marine Corps Historical Division Archives in October to enable an exchange of information and promote future partnerships.

As part of GRADReCon: Graduate Research Connections, the libraries offered sessions about "Summarizing and Displaying Your Data with Excel" and "Managing and Organizing Your Project Data." This is in addition to existing workshop series in data essentials, programming with R, and Geographic Information Systems.

<u>Expand partnerships for economic and social impact.</u>

George Mason University's historic fundraising campaign, *Mason Now: Power the Possible*, is making steady progress toward its $1 billion goal. As of November 12, the campaign's progress stood at $479 million.

Tommy and Sarah Hormel Everett have made a $1.2 million pledge to expand their existing Mason LIFE scholarship. The Mats Hormel vQ Scholarship Endowment will now provide two full scholarships for the program. The Everetts said that when they received a copy of a note from the family of the 2024 recipient, they decided to double the endowment.

The College of Engineering and Computing has received a $1 million gift from Stan and Rosemary Jones, naming the Networking Testbed Laboratory in Fuse at Mason Square. The testbed lab will be dedicated to interdisciplinary research with applications in air transportation, high-speed and autonomous vehicles, smart power grids, intelligent buildings, manufacturing, and supply chain technology. The investment qualifies as part of George Mason's contribution to the state's Tech Talent Investment Program (TTIP) and activates a match from the commonwealth through TTIP, increasing the impact to bolster Northern Virginia's tech talent pipeline. Expected to open by June 2025, the lab will support both faculty and student research efforts. In 2023, the Joneses committed $400,000 to George Mason's Early Identification Program (EIP) to support two initiatives: the EIP STEM Fusion Expansion, aimed at increasing K-12 first-generation student participation in STEM, and the Stanley and Rosemary Jones STEM Scholars Program, which provides direct support for EIP alumni pursuing STEM majors at George Mason. On November 15, the inaugural cohort of 10 scholars was celebrated at an event hosted by MITRE, a corporate sponsor. MITRE will provide opportunities for these students to apply for internships, receive mentorship from corporate professionals, and engage in relevant programs and events.

George Mason Athletics is revitalizing the Patriot Club, first established in 1975 as the unit's fundraising arm, and it has brought 12 new pledges to the Green Coat Society—the major giving society for Athletics—totaling $300,000.

Charles Schwab has agreed to support a faculty position in the Costello College of Business's financial planning and wealth management concentration. Charles Schwab has made a significant investment in working with George Mason to help educate the next generation of wealth managers in Northern Virginia.

The Carter School jointly hosted a salon in Chicago with Rotary International and the DT Institute, examining the ongoing peace process in the Republic of Cyprus. John Hewko, general secretary and CEO of Rotary International; John DeBlasio, general partner of the DT Institute; and Al Jubitz, president of the Jubitz Family Foundation, joined Dean Alpaslan Özerdem for a discussion and showcase of what is possible through the Rotary Carter School collaboration with George Mason University.

On September 28, the College of Visual and Performing Arts hosted ARTS *by George!,* to benefit scholarships and community arts programs. The event, which featured more than 200 students in 14 showcases and a headline performance by Lea Salonga, raised $245,000.

The Alumni Relations team continued its Mason Nation Tour, originally launched in 2023, with in-person stops in Charleston and Myrtle Beach, South Carolina; Huntsville, Alabama; Chicago, Illinois; Cleveland, Ohio; and Pittsburgh, Pennsylvania. Alumni Relations also hosted virtual networking events for our Los Angeles, San Diego, and San Francisco, California, regional networks, and for Patriots in and near Denver, Colorado. Additionally, our San Francisco and San Diego networks hosted in-person alumni networking receptions.

In November, the Office of Alumni Relations partnered with the Office of Corporations and Foundations/University Priorities and the Military Veterans and Families Initiative for the university's second annual Salute to Service. The event featured a luncheon, basketball tickets for that evening's military appreciation basketball game, and a panel for students entitled, "From Service to Success" that focused on leveraging military service in the civilian sector for professional success.

Exemplify a university culture of diversity, equity, and inclusion.
Hosted 15 virtual and in-person non-discrimination and Title IX sessions for students and employees on the Fairfax, Mason Square, and Sci-Tech campuses, including:
- 4 virtual and in-person information sessions on Non-Discrimination and Title   IX policies
- 4 virtual and in-person briefings on Mason Equal Opportunity and Title VI
- 7 virtual and in-person Title IX trainings

Over 75 business leaders attended the Mason Business Summit on Nov. 13. The purpose of the summit is to help position George Mason as a leader in supplier diversity in the Commonwealth of Virginia. The summit engaged the area's local business, academic,

community, and government leaders in effort to: 1) increase knowledge of business leaders and entrepreneurs about Mason's procurement process; and 2) provide opportunities for networking and matchmaking to broaden procurement opportunities at George Mason.

Invest in faculty and staff success.

Professional Development:

Faculty-Staff Enrichment Day on Oct. 15 received strong positive feedback. Sessions are being planned for the spring to include virtual options to extend learning opportunities.

New professional development opportunities and strategic engagements with George Mason units are occurring now. Also expanded training offerings related to difficult conversations based on an increase in requests for Crucial Conversations.

Hiring:

George Mason's Critical Vacancy Review process remains in place for all hires. All postings require approval by senior leadership to confirm a critical need and lack of existing resources or bandwidth.

A total of 323 approved critical jobs were posted, of which 155 were filled between 05/09/24 and 09/09/24, which is a 47.9% fill rate. Average time to fill during this six-month period was 85 days.

Performance Management/Employee Engagement:

Held strategic conversations to provide customized evaluation forms, given the specialized needs of specific units, including Mason Korea.

Carried out successful midcycle check-in to create the foundation for strategic goal setting between managers and direct reports.

Gallup employee engagement survey action planning continues with units and the Faculty-Staff Enrichment Day focused on Gallup Q12.

Antonin Scalia Law School
Virginia Governor Glenn Youngkin has appointed Jamil Jaffer to a new Artificial Intelligence Task Force. The task force includes 10 of the most prominent AI experts in

the Commonwealth, drawn from Virginia educational institutions, non-profits, and private corporations. Task force volunteers will provide advice to policymakers as they build on Virginia's strengths to make it a leader in the AI space while erecting appropriate guardrails to ensure responsible use of the technology. It will also offer input to state agencies on using AI to enhance their operations while ensuring that the AI solutions they adopt are cost-effective.

Professor JoAnn Koob participated in the annual ATHENA Conference on October 18, sponsored by the American Council of Trustees and Alumni. She was part of a panel discussion titled, "Civil Liberty on Campus," with Nadine Strossen (first woman president of the ACLU) and Yale Law School's Keith Whittington, two of the foremost free speech experts in the country.

College of Education and Human Development
Erik Hines has received the Emerald Literati Award for Outstanding Author Contribution in recognition of his co-authorship of a book chapter titled, "The Career Academy as a Vehicle to Promote Black Male Student Interest in STEM College and Career Pathways."

Seth Parsons and editorial team were selected to edit the *Journal of Literacy Research* for the next four years.

Samantha Viano has been selected for the Jack A. Culbertson Early Career Award from the University Council for Education Administration.

College of Engineering and Computing
Dean Ken Ball and Professor Amarda Shehu were inducted into the Virginia Academy of Science, Engineering, and Medicine.

Divisional Dean Ariela Sofer was elected to the board of the International Federation of Engineering Education Societies.

Professor David Lattanzi became a fellow of the American Society of Civil Engineers (ASCE) and the Structural Engineering Institute (SEI).

Viviana Maggioni, associate professor and director of undergraduate affairs in the Department of Civil, Environmental, and Infrastructure Engineering, was recently named editor-in-chief of the *Journal of Hydrometeorology* (JHM) of the American

Meteorological Society. The appointment is for two years and can be renewed indefinitely.

Mihai Boicu, associate professor in Information Sciences and Technology (IST), and Ioulia Rytikova, professor and associate chair for graduate studies in IST, co-directors of the Personalized Learning in Applied Information Technology Laboratory, are teaming up to create mini-learning modules that can be plugged into any one of numerous classes.

College of Humanities and Social Sciences

LaNitra M. Berger, professor of history and art history and director of African and African American Studies, has been selected for the 2025 Jack and Anita Hess Faculty Seminar at the U.S. Holocaust Memorial Museum. The theme is "Urban History and Lived Experiences of the Holocaust in Germany and Beyond, 1933-1949."

Peter Boettke, University Distinguished Professor of economics, will receive the Public Choice Society's highest academic honor, the James M. Buchanan Distinguished Fellow Award, at their annual conference in March 2025. Named for George Mason Economics Professor Emeritus and Nobel Laureate James Buchanan, the award recognizes a member whose efforts have made significant contributions over a sustained number of years to the Society and/or to public choice scholarship.

Manjusha Sasidharan Nair, professor in the Department of Sociology and Anthropology, was awarded the George Mason University Libraries Fenwick Fellowship.

Yasemin Irvin-Erickson, professor of criminology, law and society, was awarded the Faculty Teacher of the Year Award by the American Society of Criminology's Division of Victimology.

Jin Lee, professor of criminology, law and society, received the American Society of Criminology's Division of Cybercrime Outstanding Peer Reviewed Publication Award for his article, "Understanding Markers of Trust Within the Online Stolen Data Market: An Examination of Vendors' Signaling Behaviors Relative to Product Price Point." Lee was honored by the Division of Cybercrime at this year's ASC conference in San Francisco.

Roger Lancaster, professor of cultural studies, received this year's annual Anne Bolin & Gil Herdt Book Prize presented by Human Sexuality and Anthropology Interest Group

(with support from the American Anthropological Association) for his book, *The Struggle to Be Gay-In Mexico, For Example* (University of California Press, 2024).

Sue-Ming Yang and Charlotte Gill, professors of criminology, law and society, along with doctoral students Yi-Fang Lu, Muneeba Azam, and L. Cait Kanewske, received the American Society of Criminology's Division of Experimental Criminology 2024 Award for Outstanding Experimental Field Trial for their co-authored paper, "A Police-clinician Co-response Team to People with Mental Illness in a Suburban-Rural Community: A Randomized Controlled Trial" published in the *Journal of Experimental Criminology*. They were recognized at the DEC's meeting at ASC in San Francisco.

College of Public Health
School of Nursing professor Katherine Scafide was appointed to the inaugural American Academy of Forensic Sciences Standards Board Forensic Nursing Consensus Body.

Professor Hong Xue in the Department of Health Administration and Policy has assumed the role of Chair of the Tobacco Free Alliance of Virginia (TFAV).

Kyeung Mi Oh, professor in the School of Nursing, won the prestigious Awards for Publication Excellence (APEX) 2024 Award of Excellence in the category of Writing Topics - New Technology.

Denise Hines, professor in the Department of Social Work, received the Enochs Endowed professorship.

John Cantiello, professor in the Department of Health Administration and Policy, was one of 18 experts worldwide to receive a fellowship from the Institute for Healthcare Improvement.

College of Science
Atmospheric Oceanic and Earth Science professor Luis Ortiz was recently selected as a member of the fifth New York City Panel on Climate Change alongside a team of climate experts to synthesize the state knowledge about climate risks NYC will face.

Paula Danquah-Brobby, associate dean of Access, Belonging and Community Engagement, was recognized along with all central DEI, Academic Diversity Officers [ADOs] as George Mason received a 2024 Higher Education Excellence in Diversity Award. The annual INSIGHT Into Diversity HEED Award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

Virginia Climate Center Director Jim Kinter was inducted into the Virginia Academy of Science, Engineering, and Medicine. These distinguished individuals have made significant contributions to their respective fields, ranging from engineering and veterinary medicine to women's health and computer science. Earlier this fall, Kinter also received the Abbe Award from the American Meteorological Society (AMS).

Rebecca Jones and Karen Lee were elected to the newly formed Council on Undergraduate Research. Having previously served as division representatives, they now bring their expertise to represent their disciplines in this interdisciplinary council, alongside faculty from across the nation.

R. Christian Jones received the Environmental Science Award from the Virginia Academy of Science.

College of Visual and Performing Arts
Dewberry School of Music professors Charles Ciorba and John Kocur recently published a book on jazz improvisation, "Straight from the Source."

School of Art professor Wanda Raimundi-Ortiz opened a solo show, "Quiero Ir Pa'l Monte," at Lexington, Virginia's Stanier Gallery.

As a result of combined efforts of Gail Scott White from the School of Art and Rebekah Wingert-Jabi from the Film and Video Studies program (FAVS), CVPA has entered into a 5-year licensing agreement with the Washington Metropolitan Area Transit Authority (WMATA) which will provide opportunities for CVPA students to create artwork for display in six Metro stations as part of WMATA's Art in Transit program.

Carole Rosenstein will be working within a new interagency partnership between the National Endowment for the Humanities (NEH) and the National Endowment for the Arts (NEA), supporting the American Academy of Arts & Sciences' Humanities Indicators project to assess the size and health of the nonprofit humanities, arts, and cultural sectors. Under the new partnership, both agencies will expand the dataset to incorporate 80,000 additional organizations and capture a fuller picture of the range of humanities, arts, and cultural activities happening at nonprofits across the United States.

Costello College of Business
JK Aier, senior associate dean for Academic Affairs and Global Engagement, has been appointed as a member of the Cost Accounting Standards Board under the Office of

Management and Budget (OMB) within the Executive Office of the U.S. President, and will serve until 2027.

Management professor Kevin Rockmann created a new series of three virtual reality modules titled, *"The Negotiation and Conflict Management Virtual Reality Experience"* in an innovative teaching practice. These modules were featured in a video by Sage and are an addition to his textbook, co-authored with management professors Claus Langfred and Matt Cronin.

Jimmy and Rosalynn Carter School for Peace and Conflict Resolution
Charles Chavis Jr., also of the College of Humanities and Social Sciences, and founder and director of the John Mitchell, Jr. Program for History, Justice, and Race, was honored at the Anti-Defamation League (ADL) In Concert Against Hate event at the Kennedy Center for his work in civil rights education.

Emeritus professor Christopher Mitchell celebrated his 90th birthday with the announcement of a Visiting Practitioner's Fellowship, named in his honor.

Karina Korostelina and Susan Allen conducted a two-day workshop on the application of contact theory in democracy and peacebuilding for 25 peacebuilding practitioners and academics in Tbilisi, Georgia. The workshop was sponsored by the Office of Democracy, Human Rights and Labor at the Department of State.

Schar School of Policy and Government
David Hart was named a fellow to the Council on Foreign Affairs.

Alan Shark was named National Academy of Public Administration Fellow.

James Pfiffner was named one of "the most widely published" academics in Presidential Studies Quarterly.

Mahmut Cengiz and Pearl Matibe were speakers at the Africa Aerospace and Defense Conference in Walterkloof, South Africa.

Mason Korea
Soyoung Kwon, professor of Global Affairs and director of the Center for Security Policy Studies-Korea (CSPS-Korea), presented as a panelist at the Critical & Emerging Technology Cooperation in the U.S.-Korea Alliance panel hosted by the Korea Economic Institute (KEI) and the University of Texas at Austin's Clements-Strauss Asia Policy

Program. Her presentation was titled, "Global Comprehensive Strategic Alliance: Semiconductor Supply Chains & Technology." Kwon also presented a keynote speech titled, "How to Nurture Global Talents Fit for International Organizations" at the International Education Expert Academy hosted by the East Asia Global Education Institute (IEGI) and Incheon City Office of Education.

Roland Wilson, professor of Conflict Analysis and Resolution and director of the Peace and Conflict Studies Center Asia (PACSC Asia) co-organized, moderated, and delivered a presentation titled "What Happens When 'East' Meets 'West'? Navigating Cultural Differences" at the Mediation Festival hosted by ADR Hellenic.

Enterprise Risk Management Update

The following information is an update to the reports provided to the Board in FY24 and September 2024. It is important to note that enterprise risk management is a continuous improvement process and therefore the assessment provided herein may continue to change as the risk landscape and conditions change both internally and externally. At this time, the highest priority risks are Funding Resources, Competition, and Cybersecurity.

Since the last report provided to the Board, Executive Risk Owners (ERO) and Action Plan Risk Owners (APRO) have continued to implement the action plans aligned with the mitigation strategies for all 10 enterprise risks. These strategies will continue to be refined and implemented as appropriate until the risks are reduced to an acceptable level.

Figure 1. FY24/25 Enterprise Risk Heat Map
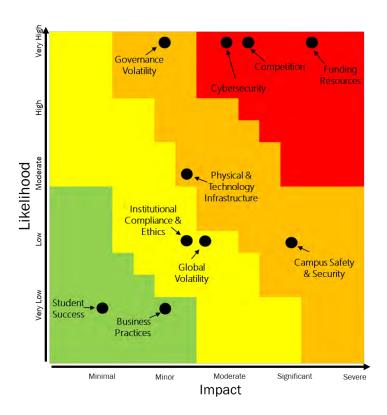
Table 1. FY24/25 Ranked Enterprise Risks

Risk Name	Priority/ Rank	Risk Level	Risk Trend*
Funding Resources	1	🟥	Neutral
Competition	2	🟥	Increasing
Cybersecurity	3	🟥	Neutral
Governance Volatility	4	🟧	Increasing
Campus Safety & Security	5	🟧	Increasing
Physical & Technology Infrastructure	6	🟧	Increasing
Global Volatility	7	🟨	Decreasing
Institutional Compliance & Ethics	8	🟨	Decreasing
Business Practices	9	🟩	Neutral
Student Success	10	🟩	Neutral

*Compared to September 2024 BOV Report

Federal Government Relations Update:

George Mason Earmark Proposals Included in FY25 Appropriations Bills - George Mason has three earmarks pending in the FY25 Appropriations bills for a total of **$3,371,607**. They are as follows:

SENATE – Submitted by Sens. Warner/Kaine
-- Advancing Victim Services: State-of-the Art VR Simulation Training - $1,187,607
PIs*: Michelle Hand, Denise Hines, Holly Matto, Anna Parisi* **(College of Public Health***)*
Commerce-Justice -Science: *Office of Justice Programs*.
The project will use state-of-the-art virtual reality simulation training to address volatile domestic violence cases, equipping law enforcement officers, social workers, and other frontline professionals with the skills needed to respond effectively.

HOUSE – Submitted by Rep. Gerry Connolly
-- Internet Name Space Observatory (INSO) - $1,000,000
PIs: *Eric Osterweil, (College of Engineering and Computing) J.P. Auffret (Costello College of Business)*

Commerce-Justice-Science: National Institute of Science and Technology
The project will safeguard and enhance cybersecurity needs of businesses and citizens by stimulating and enhancing critical Internet cybersecurity infrastructure.

-- Establishing a Research Center to Mitigate PFAS in Drinking Water - **$1,184,000**
PI: *Kirin Furst, College of Engineering and Computing*
Commerce-Justice-Science: National Institute of Science and Technology

The proposal was submitted in collaboration with the Metropolitan Washington Council of Governments to help several area water utilities monitor per- and polyfluoroalkyl substances (PFAS), compounds known as "forever chemicals."

Congratulatory Letters to Winners of Virginia's Congressional Races - Sent letters of congratulations to all the winners of the November 5th Virginia Congressional races. There will be three new faces in the delegation. Col. Eugene Vindman (D), U.S. Army (Ret.) will represent the 7th District, succeeding Abigail Spanberger (D). George Mason's Potomac Science Center is in the 7th. State Senator Suhas Subramanyam (D) will represent the 10th District, succeeding Jennifer Wexton (D). The Science and Technology Campus is in the 10th. The President invited Vindman and Subramanyam to visit the facilities in their districts. State Senator John McGuire (R) will represent the 5th District, succeeding Robert Good (R). The other winners receiving letters include: Senator Tim Kaine (D), and Representatives Don Beyer (D-8), Ben Cline (R-6), Gerry Connolly (D-11), Morgan Griffith (R-9), Jennifer Kiggans (R-2), Bobby Scott (D-3), Jennifer McClellan (D-4), and Rob Wittman (R-1). Will be scheduling Hill visits for early 2025. The party ratio remains the same.

Congratulating Mason's Newly Elected Alumnus to Congress – Sent a letter to Riley Moore (R), who was elected to Congress from the 2nd District in West Virginia (Shepherdstown, Harpers Ferry). He received his BA in Government and International Politics in 2005 from George Mason. Congressman-elect Moore will be on the list for a visit in 2025. Moore will also be invited to George Mason for a tour.

Roundtable on Memory Care - Catherine Tompkins, associate dean for Faculty Affairs, Social Work, in the College of Public Health, participated in a roundtable discussion on memory care conducted by Virginia Sen. Mark Warner. The event was hosted by Rob Liebreich, President and CEO of Goodwin Living at their facility in Falls Church. Roundtable participants included several local political leaders, and representatives

from the medical community, senior living facilities, experts in memory care and other related fields, and a representative from the Youngkin administration. The roundtable featured a wide-ranging discussion on many different aspects of dementia and ageing and various forms of treatment. Tompkins provided a unique perspective offering the potential for non-pharmacological interventions. She appealed for more research funding in this area. Sen. Warner noted that he is co-chair of the Bipartisan Congressional Task Force on Alzheimer's Disease and he was preparing for reauthorization of the Alzheimer's Accountability and Investment Act.

State Government Relations Update:

State Council of Higher Education for Virginia (SCHEV)
On Oct. 21-22, SCHEV met at Reynolds Community College in Richmond. During the meeting, council reviewed and voted on SCHEV's budget and policy recommendations for the 2025 legislative session, which included consideration of system-wide cost increases, student financial aid, and statewide priority areas/initiatives. Council had previously discussed the recommendations during the joint meeting with the Council of Presidents (COP) on Sept. 17.

Joint Legislative Audit & Review Commission (JLARC)
On Oct. 7, JLARC staff presented members of the commission with findings on studies regarding Virginia Military Survivors & Dependents Education Program (VMSDEP), Spending & Efficiency in Higher Education, and Higher Education Institutional Viability. JLARC's presentation on VMSDEP included a list of 10 possible policy options the General Assembly and Administration may consider for funding VMSDEP without changing the program, including a rating of each option's potential reduction in fiscal impact on a scale from one (lowest potential reduction) to three (highest potential reduction). JLARC's presentation on Higher Education Institutional Viability included five recommendations and one policy option for consideration. None of the recommendations or policy options singled out George Mason University for increased monitoring or viability concerns. JLARC's presentation on Spending & Efficiency at Higher Education Institutions included three recommendations to the General Assembly and one recommendation to OpSix.

On Nov. 7, JLARC staff provided members of the commission with findings from staff review of George Mason's compliance with the Level 3 Management Agreement. JLARC determined "GMU operates its business functions consistent with its management agreement terms and meets most relevant business function performance standards."

Preserving VMSDEP Task Force

On Oct. 17, the Preserving VMSDEP Task Force met and received two presentations. The first was from Meredith Beck of The Elizabeth Dole Foundation regarding the impacts on and needs of military and veteran families, particularly caregivers. The second was from Justin Brown, senior associate director of JLARC, summarizing JLARC's report on VMSDEP. The taskforce was presented with several policy options and the potential fiscal impact the potential changes might have on the program size and cost to the Commonwealth. The task force will work in conjunction with the Senate Select Committee on VMSDEP to discuss potential paths forward for the next legislative session. George Mason University has a large veteran and military-associated student population and will continue to support programs that are critical to the retention and success of these students.

Legislative Engagement

On Oct. 15, President Gregory Washington hosted House Majority Leader Charniele Herring, Del. David Reid, Del. Briana Sewell, Del. Laura Jane Cohen, Del. Geary Higgins, Del. Josh Thomas, as well as staff representing the offices of Del. Mark Sickles and Del. Karrie Delaney on the Science and Technology Campus. During the event, President Washington welcomed legislators and gave opening remarks on the Center for Applied Proteomics and Molecular Medicine's (CAPMM) Lyme disease research breakthroughs before a group tour of the CAP/CLIA laboratories. This visit was the penultimate event of a two-day tour across Northern and Central Virginia meeting with legislators highlighting George Mason's outstanding programs, graduation rates and student successes while previewing a few of George Mason's priorities for the 2025 legislative session.

President Washington welcoming legislators and providing opening remarks for a briefing on breakthroughs achieved through CAPMM's Lyme disease research.

Virginia legislators and legislative staff touring CAP/CLIA laboratories on George Mason's Science and Technology Campus.

On Nov. 14, President Washington hosted a legislative dinner at the Mathy House for several members of the House of Delegates from the region. Legislators sitting on both the House Appropriations Committee and the House Education Committee were briefed on George Mason University's budget and legislative priorities for the upcoming General Assembly Session and ways to engage with George Mason campuses throughout the year.

On Nov. 19, the House Appropriations and Finance Committees met in Abingdon, Virginia. Committee members and the public heard overviews and updates on 2025 Session Revenue and Budget Outlook, Virginia's Mental Health System, Community Development in Southwest Virginia, I-81 Improvement, and Southwest Passenger Rail. On Nov. 21-22, the Senate Finance and Appropriations Committee were scheduled to gather in Harrisonburg for its annual meeting.

On Oct. 18, Rochelle R. Davidson Mhonde, assistant professor of global and community health in the College of Public Health, joined the inaugural Black Maternal Health Legislative Summit in Richmond. The summit was hosted by Virginia House Speaker Don Scott and Del. Candi Mundon King. Legislators pledged to work toward policy solutions to combat these healthcare concerns, through awareness, training, and incentives. George Mason University will continue to serve as a resource to policymakers on this critical public health issue.

Dr. Rochelle R. Davidson Mhonde presenting on data-driven policy change
at the Black Maternal Health Legislative Summit

Administration Engagement

On Oct. 7, Executive Vice President for Finance & Administration Deb Dickenson met with Secretary of Finance Stephen Cummings, Deputy Secretary of Finance John Markowitz, and staff from the Department of Planning and Budget to discuss maintenance reserve funding, cash management and modifications to the university's six-year plan.

On Oct. 18, First Lady Suzanne Youngkin and Secretary of Health and Human Resources Janet Kelly joined George Mason student-athletes to discuss the dangers of fentanyl as part of the It Only Takes One initiative. They commended George Mason for "admirably setting the bar high" with REVIVE! opioid reversal training and Narcan accessibility across campus.

Secretary of Health and Human Resources Janet Kelly and First Lady of Virginia Suzanne Youngkin on George Mason's Fairfax Campus to discuss the dangers of fentanyl.

First Lady Suzanne Youngkin and Secretary of Health and Human Resources Janet Kelly with George Mason University student-athletes on Oct. 17, 2024, on George Mason's Fairfax

Hunt Institute Virginia Education Summit

On Oct. 21-22, The Hunt Institute hosted the 2024 Virginia Education Summit in Richmond. The event featured panel discussions with legislators, administration officials, and stakeholders. This included panels titled "Expanding Access to Higher Education through Pell Grants" and "Postsecondary Attainment: Supporting Access and Completion for Adult Learners." The event provided an opportunity for the university to engage with both House and Senate Education Committee members to collaborate on strengthening the pipeline for higher education and increasing economic mobility across the Commonwealth.

Virginia Business Higher Education Council (VBHEC)

On Oct. 28, VBHEC hosted the 2024 Board Retreat in Richmond for discussions and panels that covered statewide and regional work-based learning and the Virginia Economic Development Partnership, as well as award presentations to Senate President Pro Tempore L. Louise Lucas and House Appropriations Committee Chairman Luke Torian. President Washington participated in a scheduled meeting with fellow presidents and chancellors.

President's Other External Activities & Speaking Engagements:

- Participated in the Virginia Council of Presidents (COP) meetings, as well as General Professional Advisory Committee SCHEV sessions.
- Participated in board meetings of the Consortium of Universities of the Washington Metropolitan Area (CUWMA).
- Participated in sessions of the Atlantic 10 Presidents Council, including their annual fall meeting.
- Served as a panelist for the American Council on Education webinar, "The Changing College President: A Discussion with Presidents and Chancellors Who Were Not Provosts."
- Along with Melissa Perry, dean of the College of Public Health, was recognized as one of Northern Virginia's Most Influential People by *Northern Virginia* Magazine at their SuperNoVA access for the Best of NoVA Soiree.
- Served as a panelist for the Regional College Hunger Conference hosted by the Consortium of Universities of the Washington Metropolitan Area (CUWMA).
- Attended the Raise the Region Gala hosted by the Community Foundation for Northern Virginia, at which longtime friend to the university, Kristina Bouweiri, president and CEO of Reston Limousine, was recognized.
- Participated in the panel discussion, "Collaborations in Higher Education & Workforce Training Programs" at the Education and Workforce Conference hosted by the Virginia Business Higher Education Council (VBHEC).
- Provided keynote remarks at the NAACP Arlington Branch Freedom Fund Banquet, themed as "Passing the Baton: A Celebration of Youth, Culture, and Community."
- Attended the annual meeting of the Association of Public and Land-grant Universities in Orlando, Florida.
- Attended and provided remarks at the Arlington Community Foundation "Spirit of the Community" Awards Luncheon.
- Served as the keynote speaker at the Omicron Kappa Kappa Chapter of Omega Psi Phi's Achievement Week Awards Luncheon.

Select President's Internal/Campus-Related Activities & Speaking Engagements:

- With WGMU Studios, recorded episodes of the podcast *Access to Excellence:*
  - An episode with associate professor of computational and data sciences in the College of Engineering and Computing, Anamaria Berea, focusing on humanity's understanding of life and existence in the vast unknown frontiers of outer space.
  - An episode where the presidential election was discussed with Jeremy Mayer, an associate professor and director of the political science doctoral

and master's programs in the Schar School of Policy and Government, and Jennifer Victor, associate professor of political science in the Schar School.

- Recognized Mason's Employees of the Month for October and November: Isela Caballero and Katie Richards, respectively.
- Provided remarks at the Jeremy Starns Celebration of Life and Endowed Scholarship Dedication, a student-initiated scholarship program founded at George Mason in Starns's honor.
- At George Mason University Space Day, provided welcome remarks ahead of the keynote address, delivered by NASA astronaut Dr. Kjell Lindgren.
- Gave welcome remarks at the annual ARTS by George! benefit for the College of Visual and Performing Arts, which raises funds for student scholarships and community arts programs.
- Participated in semesterly engagement with the Staff Senate at their September meeting.
- Presented at a University Life Town Hall, providing a state of the university address and answering questions from students.
- Recognized the contributions of George Mason's Board of Visitors, Board of Trustees, and the Alumni Association at the annual recognition event at the Mathy House.
- Offered remarks at the Celebration of Distinction hosted by the Alumni Association, which recognizes the accomplishments of distinguished alumni.
- Participated in George Mason's Thriving Together 5K Run/Walk hosted by University Life.
- At the annual Fall Admissions Premiere, provided remarks during George Mason's largest open house for prospective freshmen and transfer students.
- Hosted advisory board members of the Antonin Scalia Law School's National Security Institute for the National Security Ecosystem Reception at the Mathy House.
- Hosted the Fall convening of the President's Innovation Advisory Council for a roundtable focused on the new Center for Peace Tech and Entrepreneurship.
- Attended the gala for the Accelerate Investor Conference hosted by the Mason Enterprise team, where remarks were provided.
- Provided a university report and engaged with participants at the annual National Leadership Council session.
- Recognized the accomplishments of senior members of the university faculty, notably Siddhartha Sikdar and Paul Alan Dirmeyer, at the Distinguished University Professor and Robinson Professor Reception.
- Served as the featured speaker at the 2nd annual Diverse Business Summit hosted by the Office of Diversity, Equity, and Inclusion on the topics of the future of diversity

initiatives, emerging opportunities, and the role of inclusive practices in driving long-term business growth.

- Provided university updates and engaged in Q&A with George Mason faculty and staff at the Academic Units Town Hall.
- Provided remarks at the Fall Affinity Networking Reception hosted by the Office of Diversity, Equity, and Inclusion, which welcomed numerous faculty and staff affinity groups: Asian, Asian American, and Pacific Islander (AAPI); Black Male Faculty and Staff; Black, Latine, Indigenous, & Multiracial (BLIM); Disability and Neurodivergence Alliance (DNA); First-Gen; Juntos (Mason Hispanic/Latine Alliance); LGBTQ+ Faculty/Staff Alliance; Scholars Promoting Access, Representation, and Knowledge (SPARK); and Southwest Asian and North African (SWANA).
- Gave remarks at the Inclusive Excellence Advisory Board Meeting hosted by the Office of Diversity, Equity, and Inclusion.
- Celebrated George Mason faculty and staff with 20+ years of service to the Commonwealth at the University Gold Day Lunch.
- Celebrated George Mason faculty and staff with 5, 10, and 15 years of service to the Commonwealth at the University Green Day Breakfast.

President's George Mason-Relevant Board Service:

- Northern Virginia Technology Council
- Consortium of Universities of the Washington Metropolitan Area
- NOVA Chamber of Commerce
- Virginia Business Higher Education Council
- VA250 African American Advisory Council (new as of January 2024)
- Internet2 (Internet2 is a not-for-profit business that supports the research network for all R1 institutions and other select universities, including George Mason University. Eduroam, which supplies George Mason's network, is a product of this not-for-profit company.)

President's External Board Service:

- HBCU-UP Advisory Board
- S&P Global
- WGL

Select Upcoming Events:

- Mathy House Holiday Reception: Dec. 13

- Winter Commencement: Dec. 19
- George Mason University Holiday Closure: Dec. 21 – Jan. 5
- Next Board Committee Sessions *(tentative)*: Feb. 13 or 14, 2025
- Next Board of Visitors Meeting: Feb. 27, 2025

Fall 2024 Update
December Board of Visitors Meeting

Gregory Washington, PhD

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2024-2025 Presidential Performance Metrics

Priority	Weight	Metric	Status	Performance
Deliver a distinctive and inclusive student experience that fosters lifelong engagement	25%	Manage cost growth by executing on core components of the Critical Vacancy Plan	▐▐░	*Projecting balanced budget on E&G, surplus on All Funds*
		Grow undergraduate enrollment by 1.5%	▐▐░	*F24 is +2.6% over F23*
		Maintain graduate and law school enrollment at current numbers	▭ (red) ▭ (red)	*Grad F24 is -3.6% under F23* *Law F24 is -17.1% under F23*
		Grow Mason Korea enrollment by 1.5%	▐▐░	*MK F24 is +8.7% over F23*
Expand the impact of George Mason's research, scholarship, and creative enterprise	20%	Grow research awards and/or expenditures by 5% (15% stretch goal) each year	▐░░ (green) ▐░░ (yellow)	*FY25 Expenditures YoY up 8%* *FY25 Awards YoY down 0.6%*
Expand partnerships for economic and social impact	20%	Grow corporate support by 5% each year, measured in corporate contributions	▐░░	*So far in FY25 corporate giving at $4.4M compared to $3.3M YoY (33% increase)*
		Maintain or improve rankings and work with each dean or unit head to develop a comprehensive plan for rankings improvement for BOV consideration and possible approval	▐░░	*USNWR 2024 52nd Public* *WSJ 30th Public* *Provost charging deans to develop plans during the Spring semester*
		Increase gifts and fundraising to $110M and increase to $140M by FY28	▐░░ (yellow)	*Through October (33% elapsed), $21M* *$21M (19% of goal)*
Exemplify a university culture of diversity, equity, and inclusion	10%	Restructure initiatives per direction of BOV and review of DEI programs	▐▐░	*Reviewed/restructured in line with VA VA DOI plan, climate survey coming S25, implementing Dialogue Across Differences*
		Maintain designation as a Minority Serving Institution	▐░░	*In progress – application for renewal due early in CY25*
Invest in faculty and staff success	15%	Develop a plan to address outcomes of the Gallup surveys	▐░░	*Underway – campuswide activity to address at unit levels*
		Establish or expand two new programs where faculty and staff are recognized		*Several new programs recommended and in progress*
Demonstrate excellence in timely communication and engagement with George Mason University stakeholders	10%	Board of Visitors to conduct evaluation at end of AY 2024-25	▐▐░	*N/A*
		Proactively engage with stakeholders, including community members		*Underway*

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Bottom Line Up Front

What we have accomplished → Currently in flight → Need to accomplish

What we have accomplished

- **FY20**
- **Rankings**
  - **WSJ 184/45**
  - **U.S. News 153/72**
- Research Exp - $154.5M
- **State Appropriation - $190M**
- Net Tuition & Fees - $442M
- Auxiliary Enterprise - $227M
  - Improved faculty and staff support (salary, ombudsman, infrastructure)
- **Improved research and scholarship support**
- Improved state support
- Development of a plan for success (Strategic Plan)

Currently in flight

- Increasing state support
- **Grand Challenge emphasis**
- Upgrading faculty and student support systems (budget model, IDC, Bill of Rights, etc.)
- Strategic Plan refresh
- **Partnership expansion (PIAC, Concierge, government partnership)**

Need to accomplish

- **FY24**
- **Rankings**
  - **WSJ 76/30**
  - **U.S. News 109/52**
- Research Exp - $252M
- **State Appropriation - $328M**
- Net Tuition & Fees - $518M
- Auxiliary Enterprise - $288M
- Gifts and Pledges - $480M
- **Balanced state support**
  - Modernization of budget model, financial systems
- Expanding partnerships (corporate and government)
- Nationally leading student support systems (thought and action leadership)
- **Enterprise-wide AI strategy**
- **Pathway toward AAU**
- **West Campus development[3]**

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Our Plan for Success FY25 – Redefining Excellence

Students First

- Student Bill of Rights
- Mason Virginia Promise
- **Free speech campus**
- Double the Early Identification Program
- Expand direct entry
- **DEI restructure**

Grand Challenge Focus

- **Establish George Mason's Grand Challenges**
- Dialogue Across Differences Series
- **AI initiative**
- Invest in our faculty and staff researchers

Cost of Degree

- **Reduce cost of degree**
- 3-year degree
- Debt-free university
- Expand scholarships
- **Access Academy (Lab School)**

Partner or Perish

- **Comprehensive campaign**
- Medical **education**:
  - Inova, Adventist, VHC
- **Fairfax West Campus expansion**
- **Expand partnership**
- **Invest in our faculty and staff**

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AI Initiative

- Chief AI Officer chosen
- Possible components of the initiative
  - Platform for our faculty and students to use to engage AI/LLMs
  - Develop platforms to help faculty and staff decrease workload
  - Develop training to help use
  - Research support (seed grant, admin support for large proposal development)
  - Develop new academic programs (MS level)
  - Develop AI literacy course (UG level)

Amarda Shehu

5
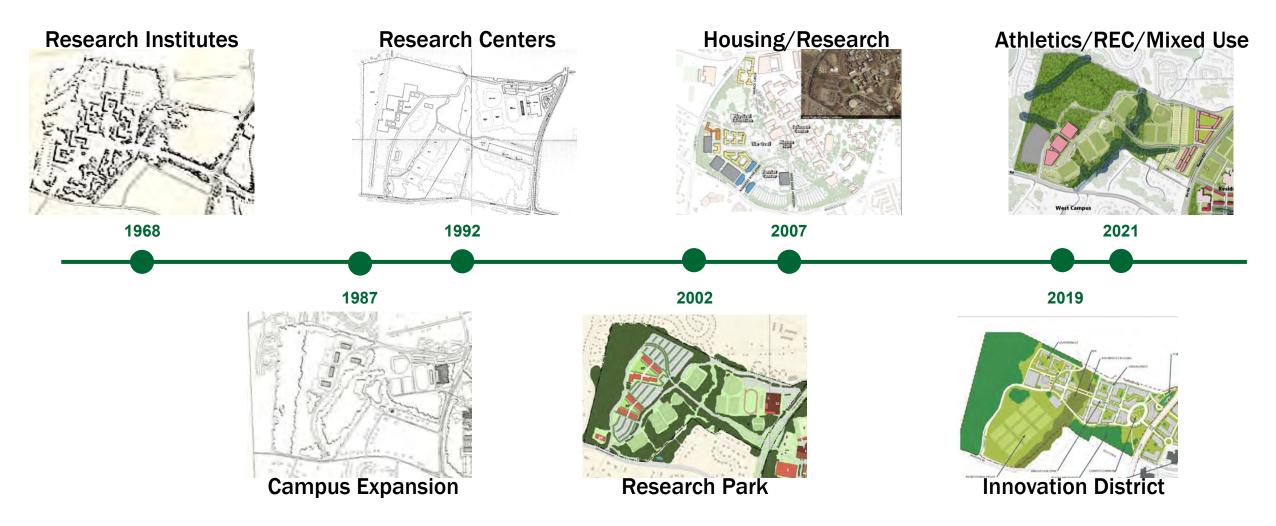
1. Project Objectives
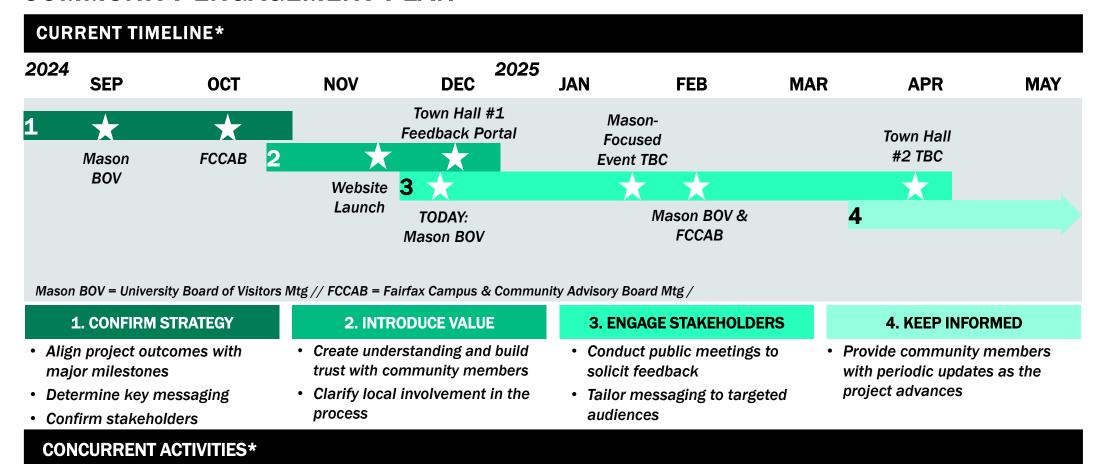
A VISION FOR WEST CAMPUS 50 YEARS IN THE MAKING

Research Institutes

Research Centers

Housing/Research

Athletics/REC/Mixed Use

1968   **1992**   **2007**   **2021**

1987   **2002**   **2019**

Campus Expansion

Research Park

Innovation District

Next Steps

COMMUNITY ENGAGEMENT PLAN

*** Timeline and activities subject to change**

CURRENT TIMELINE*

2024   SEP   OCT   NOV   DEC   **2025** JAN   FEB   MAR   APR   MAY

1 ★ ★
Mason BOV   FCCAB

2 ★ ★
Town Hall #1
Feedback Portal

Website Launch

3 ★   ★   ★   ★
TODAY:
Mason BOV

Mason-
Focused
Event TBC

Mason BOV &
FCCAB

Town Hall
#2 TBC

4

Mason BOV = University Board of Visitors Mtg // FCCAB = Fairfax Campus & Community Advisory Board Mtg /

1. CONFIRM STRATEGY	2. INTRODUCE VALUE	3. ENGAGE STAKEHOLDERS	4. KEEP INFORMED
• **Align project outcomes with major milestones** • **Determine key messaging** • **Confirm stakeholders**	• **Create understanding and build trust with community members** • **Clarify local involvement in the process**	• **Conduct public meetings to solicit feedback** • **Tailor messaging to targeted audiences**	• **Provide community members with periodic updates as the project advances**

CONCURRENT ACTIVITIES*

- **Athletic Engagement Sessions (ongoing): Youth sports, community and collegiate recreation, intercollegiate athletics, and professional sports engagement activities; Student-Athlete Advisory Council**
- **Student, Faculty & Staff Housing Survey (Jan - Feb)**
- **Student Focus Groups & Meetings (e.g., Undergraduate/ Graduate Student Government, student organizations, etc.) (Dec - Jan)**
- **Faculty & Staff Focus Groups (Dec - Jan)**
- **Conversations with Neighborhood & Homeowner Associations (ongoing)**

West Campus Development

- Pedestrian footbridge crossing Ox Road
- Renovation of GMU Townhouses on Ox Road
- Potential student housing community (Living-Learning Community)
- Potential faculty/staff workforce housing
- Athletic facilities
- Greatest opportunity for development in Fairfax County

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DEI Update

- In accordance with the recommendations from the review of our DEI programs and the Presidential goals, we are conducting the following modifications:

Recommendation/Goal	Update	Status
Review resource allocations, current roles, responsibilities, and unit names to ensure alignment	We are in the process of renaming our organizations and reclassifying positions based on their roles and responsibilities	75% complete (on-track)
Initiate a campus climate study conducted by a third party	We are working with a third party to initiate a campus climate study this spring	50% complete (on-Track)
Expand curricular and co-curricular offerings that focus on civil discourse, dialogue and debate	We have held a number of programs focused in this area starting this fall	50% complete (on-Track)
Provost should review and determine whether to continue the implementation of the Just Societies requirement as scheduled	**Provost's initial review complete and the decision** was made to maintain current course with Just Societies as an elective	Complete

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Partner or Perish

- Corporate partner engagement
  - Corporate engagement
  - President's Innovation Advisory Council
  - Career Services
  - Industry-based academic programs
- Direct connection to philanthropy
- Lab to market

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Direct Corporate Engagement
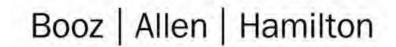
Direct Corporate Engagement

- CGI
- Peraton
- S&P Global
  —Carfax
- Accenture
- GDIT
- Internet2

President's Innovation Advisory Council (PIAC)

- **The President's Innovation Advisory Council (PIAC) comprises George Mason** advocates and industry, community and government leaders essential to the **Arlington Innovation Initiative's success.**

- The committee will provide leadership, vision, and guidance on placemaking, programming, partners, and more, as well as encourage other key partners to contribute to the success of this endeavor.

- Current membership list consists of 38 business and corporate leaders, including:
  - Mahfuz Ahmed, BS '93 – Chairman of the Board, Dexian
  - Sanam Boroumand – CEO, Main Digital
  - AC Chakrabarti, BS '96 – CEO, HireLogic
  - Aneesh Chopra – Chief Strategy Officer, Arcadia
  - Paul Cummings, MS '16, PhD '20 – Chief Technologist, Booz Allen Hamilton
  - Karen Harrington – Director of Innovation, Raytheon
  - Victor Hoskins – President and CEO, Fairfax County Economic Development Authority
  - Delbert Parks – Vice President and Site Executive, Micron Technology
  - Susan Riel – President and CEO, EagleBank
  - Sumeet Shrivastava, MBA '94 – President and CEO, Unissant
  - Vijay Venkateswaran, BS '90 – Founder and CEO, Viventum Inc.

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Internships/Co-op/Fulltime Employment Opportunities

Capstone Projects

Joint Research Projects/Joint Proposals

Sponsored R&D

License New Technologies

Advisory Board Members

Adjunct Faculty Appointments/Joint Faculty Hires

Philanthropy

Program Support (e.g. named speaker series)

Faculty Endowed Fellowships and Chairs

Sponsor Hackathons, Symposia, Events

Provide Input to Curriculum and New Academic Programs

Industry
PARTNERSHIPS

Engagement with State and Local Government and Community

- Extensive meetings with General Assembly members
  - 89 individual meetings with 42 different members
- Meetings with economic development leaders in each of the Virginia municipalities where we have a campus (Hoskins, Touhill, Winn)
  - More than 100K hits at the Fairfax County podcast with Bryan Hill
- Attended or gave address at more than 15 programs in the community this fall

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Critical Vacancy Review (CVR)

- CVR is a process for reviewing and approving positions (new and replacement). The process is initially accomplished at the unit level with senior leaders (President, Provost, and Executive Vice President) making the final decisions.

- **CVR was established to be a "novel" process to manage a $62M E&G** deficit. That was discovered as we emerged from the pandemic.

- The cause of our deficit was increases in operating cost because of inflation, along with increases in staffing (mainly because of fewer separations) and salary increases.

- In addition to the CVR, we prescribed 3% reductions in spending in FY24 and FY25 and allowed units to take these reductions from unfilled vacancies if they had them (most used this mechanism).

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University	Number of Students	Deficit	Solutions	Additional Information
Arizona State University	**181,000 (in person and online)**	**Lost $24M in state funding (state had a $1.8B deficit)**	**Tuition surcharge of $350; closing center in Lake Havasu, affecting 225 students and 20-40 jobs**	**Decreased state support**
Drexel	21,703	$63M	Driven by an enrollment shortfall, the institution is cutting benefits, instituting a 5% salary cut, consolidating colleges, freezing all hiring, asking several deans to step down, reducing the size of administrative and academic units and instituted a voluntary retirement program.	10% structural imbalance in its operating budget. The key drivers of this imbalance largely reflect declining enrollments, increased investments both in financial aid to promote access and affordability and in student supports to ensure their success and well-being, and rising costs associated with doing business.
Pennsylvania State University	**87,903**	**$100M cost cutting**	**383 buyouts shrinking employees 10%, consolidating 11 campuses into four groups**	**Enrollment declines in Commonwealth Campuses, not main campus**
Portland State University	**21,040**	**$18M**	**90 faculty layoff notices, staff reductions**	**Declining enrollment**

University	Number of Students	Deficit	Solutions	Additional Information
University of New Orleans	8,375	$15M	70 positions, reducing athletic budget by 25%	Declining enrollment
University of Wisconsin-Milwaukee	**22,676**	**$18.8M**	**Under a plan, the university would lay off 32 tenured faculty members to close a general studies college created to support two-year degrees at satellite campuses.**	**Enrollment decline of 9.3% from 2017-2023** **UW system $33M deficit**
Virginia Commonwealth University	**28,594**	**$25M**	**Cut 14 faculty, and could cut up to 100 to 150 faculty members next year; one-year contracts for nontenured faculty**	**Enrollment challenges**
Western Illinois University	7,073	$22M	89 employees, including entire library faculty	21% enrollment drop since 2019
West Virginia University	**19,059**	**$45M for FY24 which was estimated to grow to $75M by 2028**	**Shuttered 28 academic programs and eliminated 143 faculty positions: Department of world languages, literatures, and linguistics, puppetry**	**Did not hit projected enrollment growth target**

University	Number of Students	Deficit	Solutions	Additional Information
University of Connecticut	**19,388**	**$70M**	**Reduce operating all its units by 15% over the next five years. Reductions will vary between 2.5 and 4% each year. Hiring freeze.**	**Deficit was found after COVID funds expired. Declining enrollment.**
University of Dayton	11,674	Anticipating enrollment declines	Officials plan to close or merge multiple graduate programs that are underenrolled. The change may affect as many as 20 master's programs and three doctoral programs. The number of jobs cut is not known yet.	"Today, there are fewer high school graduates; we face fierce price competition from flagship public universities; fewer people believe in the value of higher ed; international enrollment is down; and inflation, higher interest rates and other economic challenges negatively impact many families' ability or willingness to pay private tuition."
University of Minnesota, Twin Cities	**39,556**	**$13M**	**Increasing tuition 6.5% to 7.5%**	**Enrollment declines, credit hour declines**
University of Nebraska	**49,749**	**$13M**	**Controlling expenses and tapping reserve, hiring freeze**	**Enrollment declines**

University	Number of Students	Deficit	Solutions	Additional Information
Rutgers University	**69,000**	**$125M over three years**	**Reductions in term faculty, staffing, equipment, travel, or other aspects of their work**	**Major factors contributing to budget challenges include inflation, a shift in overall enrollment, rising costs for health benefits, and the end of COVID relief funds.**
Stanford University	17,529	Cost-cutting measures but no deficit	Within the next two years, 23 lecturers are expected to lose their jobs as administrators rethink a fellowship program and shorten appointments.	
University of Arizona	**42,075**	**$177M**	**Dramatic reductions in faculty and staff. Cuts will continue: $7.8M in FY2026, $17.3M in FY2027, and $26M in FY2028.**	**Some of those cuts will come from reorganizing leadership at one of the regional campuses, consolidating colleges and academic programs, and layoffs.**
University of California, Santa Cruz	**19,764**	**$107M**	**Hiring freeze. Currently not filling open positions; developing plan this fall.**	

Benefited Employee Hiring Trends

Critical Hires Made
in FY24 – **380**

Critical Vacancy Reviews
FY24
82.5% approved
12% not approved*

Benefited	FY19	FY20	FY21	FY22	FY23	FY24
July Headcount	4,267	4,424	4,425	4,577	4,775	4,755
New Hires	547	535	374	646	633	380
Separations	466	426	425	613	552	444
Difference (Hires - Separations)	81	109	-51	33	81	-64
Turnover Rate (July Headcount)	10.9%	9.6%	9.6%	13.4%	11.6%	9.3%

- George Mason has always maintained a very lean workforce.

- While George Mason has instituted a hiring review process, we have continued to hire and grow in critical areas.

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* The remainder of CVRs were either withdrawn or are pending in the system

Employee to Student Ratio

Total Employee FTE / Total Student FTE

George Mason maintains much leaner operations with significantly fewer employees per student than nearly all Virginia doctoral peers.

	UVA	W&M	VCU	VT	GMU	ODU
Employees:	10,893	2,799	7,368	8,861	6,112	3,405
FY23 Students:	26,635	9,344	26,326	38,857	32,828	18,800
Ratio:	**0.38**	**0.30**	**.28**	**.23**	**.19**	**.18**

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Critical Vacancy Review (CVR)

- We have reduced the E&G deficit by more than $50M without massive layoffs or other program reductions.
- Given the alternatives, CVR was successful. When faced with a major budget issue like this, one would hope to develop a process where you have only the growth that was absolutely necessary.
- While no reduction is popular, it should be clear that we avoided much of the heartache that our peers endured.
- We will move to a different form of hiring review starting next academic year to ensure we are managing our spending wisely.

GEORGE MASON UNIVERSITY

23

Strategic Direction Implementation
Update to the Board of Visitors
December 5, 2024

Timeline of the FY23-27 Strategic Plan

Drafted the Implementation Roadmap
September–December 2022
Attain worked with University Business Consulting (UBC) and Leads to flesh out the plan.

Developed the Strategic Plan
February–June 2022
Attain worked with stakeholders to develop the plan.

Execute the Plan; Track Progress
Spring 2023–June 2027
Leads are implementing the plan, with support and coordination provided by UBC.

Refresh the Plan
March–June 2024
Leads had an opportunity to recommend edits to Action language.

University Business Consulting

A Plan Structured to Achieve Outcomes

23 Outcomes

5 Priorities

15 Strategies

66 Actions

200+ Tactics

Link to the published plan

University Business Consulting

The Priorities

Mason Student Experience

Deliver a distinctive and inclusive student experience that fosters lifelong engagement.
Cultivate a high-quality experience that embodies the Mason values and promotes student success, well-being, collaboration, and a lasting connection.

Research

Expand the impact of Mason's research, scholarship, and creative enterprises.
Bolster the infrastructure and systems to support research and collaboration.

Partnerships

Expand partnerships for economic and social impact.
Strengthen partnerships, alumni relations, and community building and engagement informed by Mason's research and pedagogical expertise.

Diversity, Equity, and Inclusion

Exemplify a university culture of diversity, equity, and inclusion.
Live a culture of belonging and inclusion and address disparities to support the values of access, diversity, equity, and inclusion at Mason.

Faculty and Staff

Invest in faculty and staff success.
Ensure appropriate resources, processes, and technologies are in place to better support the faculty and staff experience.

University Business Consulting

The Strategies

Mason Student Experience	Research	Partnerships	Diversity, Equity, and Inclusion	Faculty and Staff
Enhance the academic experience for all learners to thrive throughout their lives.	Grow Mason's research and creative portfolios	Expand national and global partnerships to broaden Mason's reach.	Achieve and sustain a diverse and inclusive population of students, faculty, and staff.	Be a work culture and workplace environment that attracts and retains top talent.
Improve the student engagement experience within the Mason community.	Provide the support structures needed to fuel growth.	Expand community outreach activities and programs to drive impact and add value in the communities we serve.	Be a community resource that can share knowledge and insight on diversity, equity, and inclusivity issues.	Enable faculty and staff success through effective modernization of Mason's technology, process, and sustainable infrastructure.
Build a dynamic alumni engagement strategy.	Promote recognition of Mason's research, scholarship, and creative enterprises.	Strengthen and build relationships with partners to support workforce demands and drive economic growth.	Refine Mason's governance structure, policies, and accountability measures to ensure diverse, equitable, and inclusive practices.	
Modernize the student services experience.				

George Mason University | University Business Consulting

Implementation Structure

45 individuals, across 30 units, have been designated as **Action Leads** and are directing implementation

President Washington

Finance & Administration
22% of Leads

President's Office
20% of Leads

Provost's Office
58% of Leads

Where Are We Now?

Managing via Consolidated Roadmap

- The roadmap is being used by Action Leads and Tactic points of contact
- UBC manages a change request process and republishes the roadmap on a quarterly basis

Maintaining Transparency via Communications

- Monthly emails with updates and resources are sent to individuals involved in implementation
- All Leads meetings are held on a semesterly basis
- The President's website is updated weekly with related news articles

Tracking Progress via Reporting

- Progress reports were last collected in spring 2024
- The next reporting period will be in March 2025, to capture FY25 progress

Assisting via Tailored Individual and Team Support

- UBC is facilitating collaboration sessions for units and between groups when requested
- 1:1 support is provided to Leads as needed

George Mason University — University Business Consulting

Progress to Date
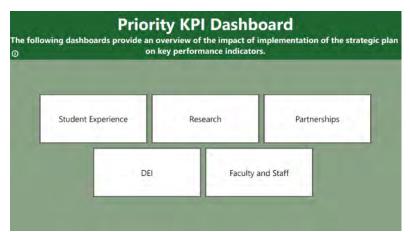
- This summer, the Strategic Direction began **Year 3** of implementation (out of five).
- As of **spring 2024** progress reports:
  - 53 (80%) of the Actions in the plan were **in progress**
  - 4 (6%) of the Actions were **complete**
  - 21 (32%) of the Actions were **delayed**
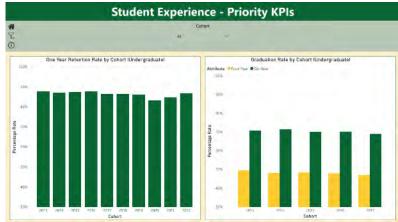
Status of Actions by Priority

Measuring Outcomes – Priority KPIs
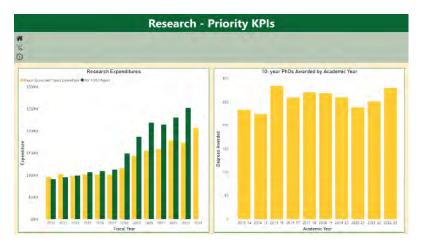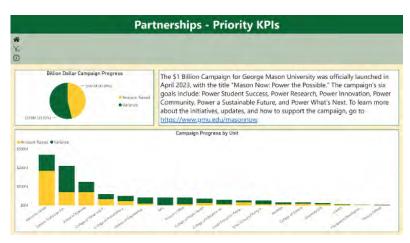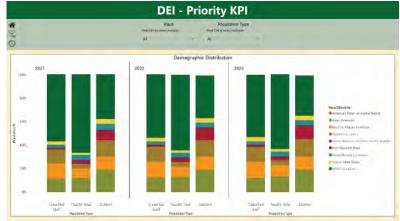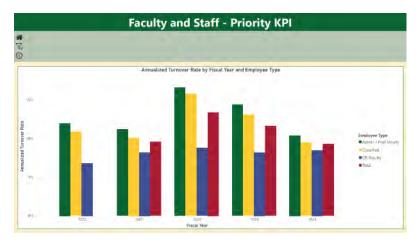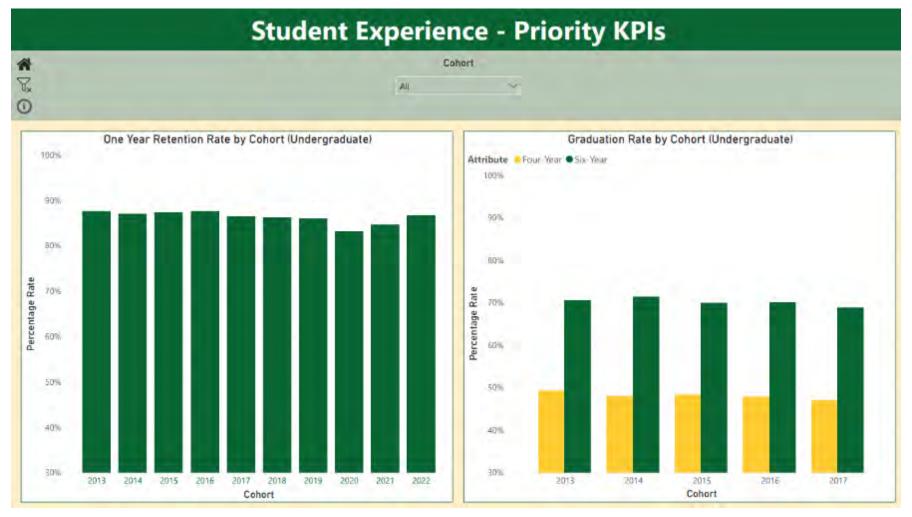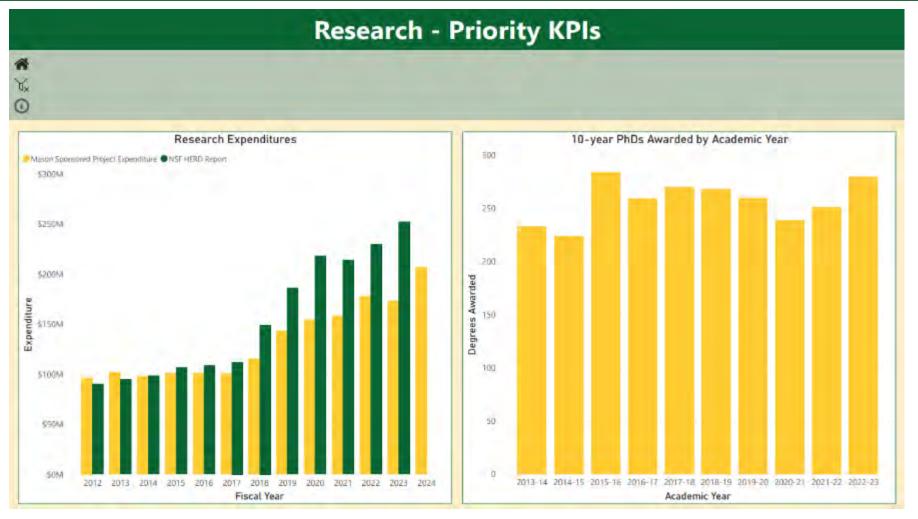
Link to Priority KPIs visualizations

Measuring Outcomes – Priority KPIs

Measuring Outcomes – Priority KPIs

Link to Priority KPIs visualizations

Strategic Direction in the News

Priority: Deliver a distinctive and inclusive student experience that fosters lifelong engagement.

1.1.3 Expand the portfolio of experiential learning opportunities, including internships, entrepreneurship, service learning, community engagement, study abroad, and research opportunities, for students to apply their skills and competencies in and beyond the classroom.

George Mason University ranks #1 in Virginia for best value, internships, and upward mobility

September 24, 2024

George Mason University is Virginia's leading university for value, upward mobility and internships, and ranked in the top 25 nationally for innovation according to U.S. News & World Report's Best Colleges 2025 released today.

1.3.1 Connect current and future alumni to share experiences, obtain career support, and maintain involvement in the Mason community.

2024 Celebration of Distinction honors alumni leaders

October 15, 2024

Each year, the George Mason University Alumni Association's annual Celebration of Distinction recognizes outstanding alumni, faculty members, and students.

University Business Consulting

Strategic Direction in the News

Priority: Expand the impact of Mason's research, scholarship, and creative enterprise.

2.1.2 Establish public and private partnerships in alignment with Mason's values, to address the grand challenges, create community and global impact, and increase funding.

Military 5G gets a security boost with anti-jamming research

October 21, 2024

Over the past year, George Mason professor Moinul Hossain contributed to a research initiative aimed at ensuring the safety and integrity of 5G networks used by the United States military.

2.1.4 Increase the recruitment of and support for doctoral students and post-doctoral fellows across the university to increase research, scholarship, and creative productivity.

$1.2M NSF-funded fellowship aims to foster diversity in quantum science workforce

October 28, 2024

George Mason received a $1.25 million grant from the National Science Foundation (NSF) to launch a postdoctoral fellowship program that will prepare recent PhD graduates to be leaders in quantum education and workforce development research. The program focuses on addressing challenges in quantum education, particularly in building an inclusive and equitable workforce.

Strategic Direction in the News

Priority: Expand partnerships for economic and social impact.

3.1.3   Expand global partnerships and educational opportunities (for example, the Mason Korea model).

Mason Korea's incoming class has students from 15 countries

August 30, 2024

More than 150 students, faculty, and staff gathered at Mason Korea's Fall 2024 Convocation to celebrate the arrival of a new international cohort at the IGC Banquet Hall.

3.3.2   Meet existing and future workforce demands and provide experiential, internship, and life-long learning opportunities for Mason learners by establishing partnerships with federal, state, and local governments and businesses.

George Mason expands partnership with GDIT to build a skilled and diverse technology workforce

October 30, 2024

George Mason University announced this week an expanded partnership with General Dynamics Information Technology (GDIT), a business unit of General Dynamics, to enhance career development opportunities for university students and GDIT's workforce. The focus areas include cybersecurity, artificial intelligence, cloud computing, and government contracting.

Strategic Direction in the News

Priority: Exemplify a university culture of diversity, equity, and inclusion.

4.1.3   Improve access and affordability through expanded financial assistance and partnerships.

Rubiera becomes the first ADVANCE MVP student to matriculate to George Mason

September 9, 2024

Alizé Rubiera is the first ADVANCE Mason Virginia Promise student to enroll at the university. She comes to George Mason from Germanna Community College.

4.2.2   Establish Mason as a state, regional, and national resource for the advancement of diversity, equity, inclusion, and anti-racism.

George Mason University recognized for commitment to access, diversity and inclusion

October 9, 2024

George Mason University has been recognized with a 2024 Higher Education Excellence in Diversity (HEED) Award from Insight into Diversity magazine, an honor given to institutions that demonstrate a commitment to fostering diversity and inclusion across their campuses.

University Business Consulting

Strategic Direction in the News

Priority: Invest in faculty and staff success.

5.2.1   Support Mason's strategic priorities and financial success by implementing a redesigned budget model.

Budget model redesign work begins

September 25, 2024

To better support George Mason's mission and enable more thoughtful decision-making, the administration is launching a budget model redesign.

5.2.4   Leverage existing, and establish new, initiatives and funding to further Mason's sustainability and climate objectives.

Campus Foragers' Forest turns 1

October 23, 2024

This month the organizers of the Foragers' Forest on George Mason's Fairfax Campus marked the project's first anniversary with the planting of endangered American chestnut trees.

University Business Consulting

Ken Walsh

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GEORGE MASON UNIVERSITY

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

November 19, 2024
AGENDA

I. Call to Order

II. Approval of Audit, Risk, and Compliance Committee Minutes

    A. Approval of Committee Minutes for September 26, 2024 Meeting **(ACTION)**

III. New Business

    A. Auditor of Public Accounts Examination Discussion

    B. Information Technology Update (includes **CLOSED SESSION** regarding security of information technology systems (Code of Virginia: §2.2-3711.A.19))

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

    D. Approval of Office of Audit and Compliance Charter **(ACTION)**

IV. Reports

    A. Report of Approved Waivers of Contractual Conflicts of Interest

    B. Report of Compliance with Gramm-Leach-Bliley Act Safeguards Rule

    C. Office of University Audit Summary Report

    D. Review of Office of University Audit Planning

    E. Enterprise Risk Management Program Summary Report

    F. Office of Institutional Compliance Summary Report

    G. Information Technology Risk and Control Infrastructure Program Update

V. Adjournment

The November 19, 2024 meeting of the Audit, Risk, and Compliance Committee will be held virtually, and may be viewed at https://bov.gmu.edu/live/. In the event of a disruption or failure in the live stream, please call (703)-993-8704 and inform Mason staff of the disruption. Gallery seating and viewing of the session will also be available in Merten Hall 1201. Should the meeting format change, a subsequent notice will be issued in accordance with Virginia Code 2.2-3707.

*Written comments will be accepted until the full board meeting adjourns on December 5, 2024. To submit a written public comment, please complete the form at the following link: https://forms.office.com/r/9AcSrVQwiz. Written comments will be entered into the public record of this meeting. **No oral public comment will be taken at this meeting.***

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

September 26, 2024
MINUTES

PRESENT: Chair Oberoi, Vice Chair Alacbay, Visitors Brown, Marcus, and Meese.

ABSENT: Visitor Blackman.

ALSO
PRESENT: Rector Stimson; Visitors Burke, Pence, Peterson, Short, and Thompson; President Washington; Provost and Executive Vice President Antony; Vice President and Chief Diversity Officer Artis; Undergraduate Student Representative Cuesta; Executive Vice President of Finance and Administration Dickenson; Staff Senate Chair Gautney; Special Advisor Healy; Vice President of Finance Heinle; Graduate Student Representative Hoffman; Vice President and Chief Information Officer Madison; Vice President for Research, Innovation, and Economic Development Marshall; Associate University Counsel Schlam; Faculty Senate President Simmons; Assistant Vice President and Deputy Chief Information Officer Spann; Executive Vice President for Strategic Initiatives and Chief of Staff Walsh; Interim Senior Vice President and Chief Risk Officer Zobel; Chief Audit and Compliance Officer Dittmeier; and Associate Vice President for Institutional Compliance Lacovara.

    I.   Chair Oberoi called the meeting to order at 9:30 a.m.

    II.   **Approval of Minutes**

         Chair Oberoi called for any corrections to the minutes of the May 2, 2024 Audit, Risk, and Compliance Committee meeting. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN.**

    III   **New Business**

         A. Enterprise Risk Management Program Update

         Dr. Zobel reviewed with the Committee highlights related to the enterprise risk management program.

         She reminded the Committee the program's purpose is to identify risks; plan, facilitate, and oversee implementation of response strategies; and provide communication to the President and the Committee. Since the

prior Committee meeting, the program has worked with senior leaders and risk owners to facilitate development of mitigation action plans for each of the ten enterprise risks. Ongoing monitoring of internal and external changes in the risk environment has also continued. Funding resources, competition, and cybersecurity remain the high-priority risks for the university. Risk drivers and mitigation actions for these risks were discussed with the Committee. The Committee discussed with management the factors influencing the trends in risk levels for the high priority risks, including the competitive environment for students and for high-performing faculty.

IV.   **Reports**

Chair Oberoi asked for the highlights of the reports received by the Committee to be discussed:

Mr. Dittmeier reported that Derek Butler joined George Mason earlier in September as Deputy University Auditor, succeeding Wendy Watkins who retired recently. Mr. Butler has more than 30 years of internal audit leadership experience, most recently as Chief Auditor of Washington Gas Light, and holds professional certifications as a Certified Internal Auditor and Certified Information Systems Auditor. The portfolio of audit work is being transitioned to Mr. Butler's leadership. Mr. Dittmeier also highlighted that there has been a recent uptick of allegation reports which require investigation; he stated that it was too early to tell whether the uptick represents any systemic concern.

Mr. Lacovara noted there were no significant compliance reports, external reviews, or other matters since the prior Committee meeting. Assessment work is continuing and Institutional Compliance is working with several groups to develop response strategies and action plans related to the Institutional Compliance and Ethics enterprise risk, including assessing the Code of Ethics as well as processes for developing policies, surfacing concerns, and addressing instances of non-compliance.

Dr. Madison described recent IT Risk and Control Infrastructure Program accomplishments which include automation of security awareness training enforcement through password resets, and the establishment and use of domain councils to facilitate governance in George Mason's distributed environment.

VI.   **Adjournment**

Chair Oberoi adjourned the meeting at 9:50 a.m.

AUDIT, RISK, AND COMPLIANCE COMMITTEE
September 26, 2024
Page 3

Edward R. Dittmeier
Secretary pro tem

ITEM NUMBER: III.A.   Auditor of Public Accounts Discussion

PURPOSE OF ITEM: Brief the Audit, Risk, and Compliance Committee regarding the upcoming financial statement audit for the year ended June 30, 2024.

NARRATIVE: The Commonwealth's Auditor of Public Accounts is responsible for auditing the accounts of every state department, officer, board, commission, institution, or other agency handling any state funds. Among other things, the Auditor of Public Accounts determines that state agencies are providing and reporting appropriate information on financial and performance measures.

Zach Borgerding is representing the Auditor of Public Accounts.

ACTION: Receive briefing and discuss.

2024 Financial Statement Audit Entrance Meeting

_____

November 19, 2024

Zach Borgerding, Audit Director

Auditor of Public Accounts

Our Team (Preliminary Staffing)

Zach Borgerding	Justin Rhodes	Carter Ryder	TBD	April Cassada	Brian Deveney	Goran Gusavsson
Project Manager	**In-Charge**	**Audit Staff**	**Audit Staff**	**Data Reviewer**	**Pension/Debt Reviewer**	**ISS Reviewer**
• Director	• Supervisor	• Auditor	• Audit staffing in progress – will add **two** additional general audit staff, at least one ISS auditor, a pension auditor, and a debt auditor	• Director	• Manager	• Director
• 16 years experience	• 6.5 years experience	• 3 years experience (including prior employer)		• 21 years experience	• 11 years experience	• 28 years experience
• Served as GMU PM in 2016/2017	• 4th year assigned to GMU and 3rd year as In-Charge	• 2nd year assigned to GMU		• Manages and reviews all data retrieval work	• Manages and reviews debt, pensions, and OPEBs for spring HEI projects	• Manages and reviews system security work
• Other HEI experience: RU, VT, VSU, ODU, VCCS	• Specializes in higher education	• Specializes in acquisitions and contracts	• To inform management when audit team is finalized	• BS in Accounting, CPA, CISA, and CITP	• CPA, CISA, Masters of Accountancy	• BS in Electrical Engineering and Computer Science, MA in ISS, CISM, and CISSP
• Ultimately responsible for audit	• Runs day-to-day audit operations	• VCA and Masters of Accountancy				
• CPA, CISA, CGFM	• CPA and CISA					

Audit Objectives

- **Basic Financial Statements**
  - Primary objective of audit is to provide an opinion on fair presentation in accordance with GAAP

  - We assess risk of material misstatement at the line item level and design an audit approach responsive to those risks

  - Procedures include a combination of tests of detailed transactions and balances, as well as internal control processes

Audit Objectives

- **Required Supplementary Information (RSI)**

  - We review for consistency with the basic financial statements

  - We perform limited procedures, including management inquiries and review of support

  - We do not provide an opinion concerning RSI

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Significant Risks

Management Override	**Revenue Recognition**	**Transactions with Component Units**
• Risk is present at all organizations • Access controls • Segregation of duties • Culture/tone at the top • Whistleblower communication channels	• Risk is present at all universities • Tuition and fees and auxiliary enterprises demand most attention • Scholarship allowance moderately complex • Grants and contracts generally follow non-exchange recognition criteria	• Purchase of Vernon Smith Hall assets from GMUF is significant ($107 million), infrequent, and moderately complex • GMUF gifted $58 million to support key University initiatives

Audit Objectives

- **Report on Internal Controls and Compliance**

  - We do not provide an opinion on internal controls

  - We are required to report any findings that we deem to be significant deficiencies or material weaknesses

  - Though not required, we plan to issue this report the same week we release the audit opinion

GEORGE MASON UNIVERSITY

REPORT ON AUDIT
FOR THE YEAR ENDED
JUNE 30, 2023

Auditor of Public Accounts
Staci A. Henshaw, CPA
www.apa.virginia.gov
(804) 225-3350

Audit Timeline

Entrance Meeting and Audit Team Finalization

November

Fieldwork Begins

January

Issue Report on Internal Controls and Compliance

April/ May

December

Initial Planning and Data Requests

April
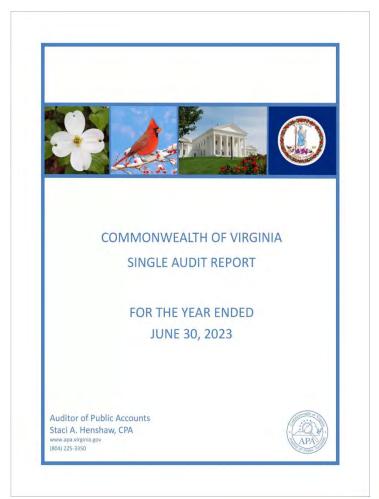
Release opinion in audited Annual Report

Other Audit/Attest Engagements

- ## Single Audit

  - The Single Audit report includes our audit of federal funds received by the Commonwealth and serves as the internal control report for the Commonwealth's Annual Comprehensive Financial Report

  - A separate APA audit team is currently auditing the Student Financial Assistance (SFA) Programs Cluster (including George Mason) and will issue a stand-alone report

  - Findings included in the stand-alone SFA report will be carried forward to the Single Audit report

  - Deadline for Single Audit is February 15th

COMMONWEALTH OF VIRGINIA

SINGLE AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2023

Auditor of Public Accounts
Staci A. Henshaw, CPA
www.apa.virginia.gov
(804) 225-3350

Other Audit/Attest Engagements

- **Agreed-upon Procedures Report for Athletics**

  - Performed by Forvis Mazars

  - Describes procedures over Statement of Revenues and Expenses and related notes

  - Nearing Completion

  - Preliminary report is provided to APA for review prior to issuance

  - Deadline for submission to NCAA is January 15th

George Mason University Intercollegiate Athletics Program

Independent Accountant's Report on Applying Agreed-Upon Procedures Performed on the Intercollegiate Athletics Program as Required by NCAA Bylaw 20.2.4.17.1

Year Ended June 30, 2023

Management Communication

- Entrance/Exit with Management

- Periodic status updates

- When potential concerns are noted:

  - Confirm condition

  - Obtain response

  - Evaluate magnitude and pervasiveness

Audit, Risk, & Compliance Committee Communication

- If you are aware of risks our audit should address, please share those with us

- Unless there are findings requiring your immediate attention, we will present our results to you at the conclusion of the audit

- If earlier communication is warranted, we will coordinate with management to ensure the Committee is informed in a timely manner

Other Significant Correspondence

- Management will separately agree to the terms of the audit engagement and copy the Committee Chair on the communication

- Management will make written representations to us at the end of the audit and copy the Committee Chair on the communication

Intended Use Statement

This presentation is intended solely for the information and use of those charged with governance and management, and is not intended to be, and should not be, used by anyone other than these specified parties.

Information Technology Update

Board of Visitors – Audit, Risk, & Compliance
Committee Meeting – November 19, 2024

Agenda
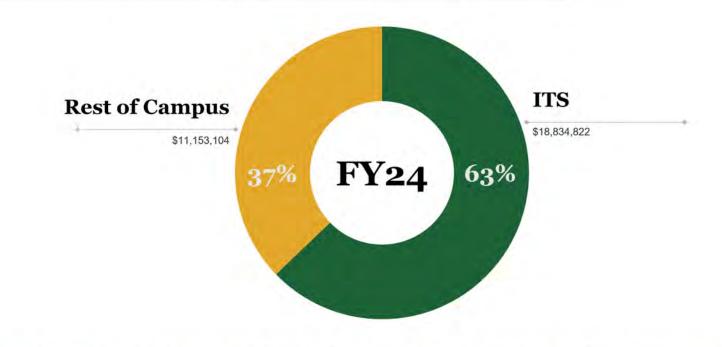
- **Mason Information Technology Overview**

- **Cybersecurity Strategy**

- **Information Technology Risk and Control Infrastructure Program**

- **Security Threat Landscape**

- **Questions and Answers**

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Information Technology at George Mason University

Mason operates in a distributed IT environment with shared governance

- University Research is conducted within Schools, sometimes with shared IT functions (compute, administration)
  - Schools and Colleges, and some units have IT departments
- Demarcations in governance, roles/responsibility not always clearly defined

Information Technology Expenditures – Annual VITA Report

Rest of Campus
$11,153,104

ITS
$18,834,822

37% FY24 63%
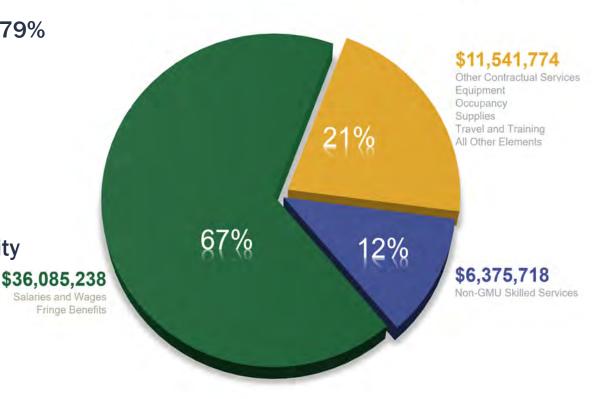
Note: The following accounts codes have been used for comparison: 73720, 73740, 73750, 73760, 73775, 74874, 74883, 74884, 76870, 76873, 76874, 76875, 76876, and 76878.

ITS manages ERP/CRM/HR/PR/LMS/Student

Information Technology Services Structure

- **ITS salaries and contractors account for roughly 79% of ITS spend**

- **ITS employs 269 FTE , 80 student wage, 36 contractors and 28 wage employees**

- **ITS Units; Academic Strategies, Enterprise Applications, Enterprise Infrastructure Services, Enterprise Service Delivery, Learning Support Services, Information Technology Security Office**

ITS Expenditures – Labor vs. Non-Labor E&G Comparison

$11,541,774
Other Contractual Services
Equipment
Occupancy
Supplies
Travel and Training
All Other Elements

21%

12%

67%

$36,085,238
Salaries and Wages
Fringe Benefits

$6,375,718
Non-GMU Skilled Services

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George Mason Cybersecurity Strategy

Our vision is to establish a robust, proactive cybersecurity strategy that not only protects the integrity, confidentiality, and availability of our data but also fosters a secure environment for learning, research, and innovation.

5 Foundational Pillars

- **Data Protection & Privacy** – Safeguarding sensitive personal, academic, and research data is a top priority.
- **Security Awareness & Training** – A well-informed community is our first line of defense
- **Cutting Edge Cybersecurity Research** – As a hub of innovation, we are committed to advancing the field of cybersecurity through interdisciplinary research
- **Technology & Infrastructure** – Our strategy involves continuous investment in cutting-edge cybersecurity technologies, including AI-driven threat detection, network security, and incident response systems, to ensure the university's infrastructure remains resilient and adaptive to evolving threats.
- **Collaboration & Partnership** – We aim to build strong partnerships with government agencies, industry leaders, and other educational institutions to share knowledge, best practices, and resources in cybersecurity. Together, we can stay ahead of emerging cyber threats.

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5

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IT Risk and Control Infrastructure Program

November 2024

Information Technology Risk and Control Infrastructure Program Strategic Programs of Focus

Most outstanding IT Security audit findings have common structural roots in underlying business processes and systems

- George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework

- Portfolio and Project Management

- IT Security Program Management

- Change and Configuration Management

- Identity Management and Access Control

- Risk Assessment and Remediation

GEORGE MASON UNIVERSITY

7

George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework

FY2024 Activities/Accomplishments

- George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework published and beginning of operationalization through release of the updated IT Security Standard.
- In partnership with Risk, Safety, and Resilience team, start of transition of Business Continuity and Disaster Recovery (BC/DR) and Continuity of Operations (COOP) documentation from Kuali to Archer Integrated Risk Management (IRM) platform.
- Banner Core controls assessment conducted to the updated framework and baselines.

FY2025 Planned Initiatives

- Operationalize risk workflows in Archer.
- Focus on APA MP01 remediation activities.

Portfolio and Project Management

FY2024 Activities/Accomplishments
- Introduction of the Domain Councils (DC) concept and operationalization.
- Project Management Module moved into TeamDynamix (TDX) to establish linkage between TDX Project Intake and Project Process Methodology.

FY2025 Planned Initiatives
- Work towards operationalizing Enterprise and the Provost Administration Domain Councils.
- Prepare to launch the Schools & Colleges Domain Council (SCDC) by FY25 Q3.
- Align processes of Facilities, Space, and IT project requests to support Executive Administration Committee (EAC).
- Roll out TeamDynamix automation to support DC1 and DC2 of the Domain Council process to streamline intake and review of requests.

IT Security Program Management

FY2024 Activities/Accomplishments
- Launched project to achieve compliance enforcement for mandatory IT Security Awareness training through automated mechanism.
- Rubrik backup services implemented for Microsoft 365 service.
- Review conducted to evaluate existing Microsoft 365 controls for enhancements and industry best practices.

FY2025 Planned Initiatives
- Completed project for mandatory IT Security Awareness training automated enforcement. As of July 2024, the process is live and operational.
- Finalize the scope and the statement of work for the penetration test.

GEORGE MASON UNIVERSITY

Change and Configuration Management

FY2024 Activities/Accomplishments
- Transitioned the Change Management process from the legacy Change Management Database (CMDB) to TeamDynamix to align with industry best practices and compliance requirements.
- Banner Change Advisory Board (CAB) established.
- Center for Internet Security (CIS) benchmark-based Windows 11 consensus security baselines created.

FY2025 Planned Initiatives
- Enhance the current Service Catalog to enable search of ITS.gmu.edu across TeamDynamix and WordPress catalogs providing better results and user experience.

GEORGE MASON UNIVERSITY

Identity and Access Management

FY2024 Activities/Accomplishments
- Socialized and championed the need for an Identity Access Management program.
  - Project #867: Selection and implementation of an Identity Access Governance tool.
  - Project #866: Establish an IAM program.

FY2025 Planned Initiatives
- Both projects associated with this program area are currently on hold for funding and resource prioritization approvals.

Risk Assessment and Remediation Program

FY2024 Activities/Accomplishments
- Began workflow enhancements in Archer IRM to support risk assessments and issues management.
- Creation of FAR 52-204.21 compliance security plan template for the Hopper High Performance Cluster (HPC) to position Mason to be able to support research grant requests that require compliance to the FAR 52-204.21 controls.

FY2025 Planned Initiatives
- Completed – GLBA and FTI assessment
- MP01 remediation activities for the finding issued by the Virginia Auditor of Accounts (APA) continue to be prioritized. These activities include conducting system risk assessments, creating System Security Plans (SSPs), and documenting Recovery Point Objectives (RPOs) for systems that meet the categorization criteria.

Motion:

I move that the Audit, Risk, and Compliance Committee go into Closed Session under the provisions of Section 2.2-3711.A.19 of the Code of Virginia to discuss the security of university information technology systems.

Motion:

I move that the Audit, Risk, and Compliance Committee go back into Public Session and further move that by ROLL CALL VOTE we 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. Any member of the Committee who believes that there was a departure from the requirements as stated above, shall so state prior to taking the roll call, indicating the substance of the departure that, in their judgment, has taken place.

Questions

ITEM NUMBER: III.C.   Review of Audit, Risk, and Compliance Committee Charter

PURPOSE OF ITEM: This item facilitates the Committee's review of its charter.

NARRATIVE: The Audit, Risk, and Compliance Committee's charter was last approved in September 2023.

- The charter requires the Committee to review the charter annually and update as necessary.

No revisions are recommended to the Committee.

The charter continues to align with the university's bylaws which have not changed since the last approval in September 2023.

RECOMMENDATION: Review Audit, Risk, and Compliance Committee Charter. No action is recommended.

GEORGE MASON UNIVERSITY BOARD OF VISITORS
AUDIT, RISK, and COMPLIANCE COMMITTEE CHARTER

I. PURPOSE

The purpose of the Audit, Risk, and Compliance Committee is to assist the Board of Visitors in fulfilling its oversight responsibilities for:

- the financial reporting process;
- the system of internal controls;
- internal and external auditing;
- institutional compliance processes that monitor compliance with laws and regulations; and
- enterprise risk management processes that assess significant risks to the University and the steps management has taken to monitor and control such risks.

The function of the Audit, Risk, and Compliance Committee is oversight. University management is responsible for (i) preparation, presentation, and integrity of the University's financial statements; (ii) maintenance and implementation of effective policies, procedures, and controls designed to assure compliance with generally accepted accounting principles and applicable laws and regulations; and (iii) identification, assessment, monitoring, and management of significant enterprise-level risks to the University.

II. COMPOSITION

The Audit, Risk, and Compliance Committee will consist of three or more Visitors determined annually by the Board of Visitors. The Rector shall appoint the Chair and Vice Chair subject to confirmation by the Board of Visitors. Each committee member shall be independent as defined by the Board of Visitors. At least one member shall be financially literate as defined by the Board of Visitors.

III. MEETINGS

The schedule of Committee meetings is determined annually by the Board of Visitors; additional meetings may occur as determined by the Committee Chair. The Committee Chair should meet with the Chief Audit and Compliance Officer as necessary and at least prior to each Committee meeting. Committee actions will be reported to the Board of Visitors with such recommendations as the Committee may deem appropriate. The Committee may meet in closed session in accordance with state law.

IV. RESPONSIBILITIES

In fulfilling its oversight responsibilities, the Audit, Risk, and Compliance Committee shall:

A. General

    1. Adopt the Committee's Charter. The charter should be reviewed annually and updated as necessary.

    2. Conduct or authorize its own investigations into issues related to its responsibilities and, as necessary, retain independent advisors to advise the Committee.

    3. Approve the Office of Audit and Compliance Charter. The charter should be reviewed annually and updated as necessary.

B. Financial Reporting Oversight

    1. Review and discuss with management and the University's independent auditors, the Auditor of Public Accounts:

        a. The University's annual financial statements, including footnotes, the University's significant accounting policies, and disclosures made in Management's Discussion and Analysis.

        b. The Auditor of Public Accounts' audit of the financial statements, including their report on internal control over financial reporting and on compliance and other matters.

        c. The effectiveness of the university's system of internal controls over financial reporting.

        d. Any difficulties or disputes with management encountered during the audit.

C. Enterprise Risk Management and Internal Control Oversight

    1. Review and discuss with management and the Chief Audit and Compliance Officer:

        a. The effectiveness of the University's process for identifying and assessing significant enterprise-level risks or exposures and the steps management has taken to monitor and control such risks to the University.

        b. The effectiveness of the University's internal controls, including the status and adequacy of information systems and security.

c. The status and timing of management's actions to monitor and control significant enterprise-level risks and implement recommendations related to internal controls.

2. Review and discuss with management the results of significant reviews by regulatory agencies or other external entities, or summaries thereof, and management's responses.

D. Institutional Compliance Oversight

1. Review and discuss with management, the University Counsel, and the Chief Audit and Compliance Officer:

   a. The effectiveness of the institutional compliance processes for monitoring compliance with laws and regulations, including policies and processes related to ethics and conflicts of interest.

   b. The status and timing of management's actions to monitor and control significant compliance risks.

2. Review and consult, as necessary, with the University Counsel and others regarding any legal or regulatory matters significant to the University.

E. Internal Auditing Oversight

1. Assess the internal audit function's independence and reporting relationships.

2. Review and approve the process for establishing risk-based internal audit plans. Review and discuss with the Chief Audit and Compliance Officer the scope and plans for audits established under this process and factors, including the adequacy of financial and staffing resources, which may affect the effectiveness and timeliness of such audits.

3. Review significant reports to management prepared by the internal audit function, or summaries thereof, and management's responses.

4. Review and discuss with the Chief Audit and Compliance Officer any difficulties encountered, such as restrictions on the scope of the work or access to information.

5. Review and approve the appointment, replacement, performance, and compensation of the Chief Audit and Compliance Officer, who shall report

directly to the Committee for functional purposes, but may report to the University President for administrative purposes.

V. BYLAWS

In the event of a conflict between this Audit, Risk, and Compliance Committee Charter and the Bylaws of the Board of Visitors, the Bylaws shall control.

Effective Date: September 28, 2023

ITEM NUMBER: III.D.   Approval of Office of Audit and Compliance Charter

PURPOSE OF ITEM: This item requests Committee approval of the Office of Audit and Compliance charter.

NARRATIVE: The Committee's Charter requires the Committee to review annually, and update as necessary, the charter for the university's Office of Audit and Compliance.

- The charter was last approved in September 2023.
- The Institute of Internal Auditors has enhanced the International Professional Practices Framework via a comprehensive revision of the Global Internal Audit Standards, effective January 2025.
- The proposed changes to the charter are designed to conform to the revised Standards related to the Committee's approval and oversight of internal auditing at George Mason.
- The proposed changes will also align with the directives of the Office of the State Inspector General.

The proposed charter has been reviewed with President Washington; he is fully supportive of the charter and is committed to providing the Office of Audit and Compliance with the necessary independence, stature, and access to university personnel and resources to accomplish its responsibilities to the Audit, Risk, and Compliance Committee.

Organizational Independence Confirmation: Annually, the Chief Audit and Compliance Officer must confirm the organizational independence of the internal audit function.
It is.

- Clear functional reporting to the Audit, Risk, and Compliance Committee, with full and free access to the Committee.
- Demonstrated oversight by the Audit, Risk, and Compliance Committee.
- Freedom from interference in determining internal audit risk assessments; audit selection and scheduling; audit scope, procedures, frequency, and timing; and audit reporting.
- Unrestricted access to all functions, data, records, information, reports, property, and personnel.
- Non-performance of management or operational responsibilities, including directing any non-Office of Audit and Compliance personnel.

RECOMMENDATION: Approval of the Office of Audit and Compliance charter.

Committee Action Item

Motion:

I move that the Office of Audit and Compliance Charter be approved.

| George Mason University

GEORGE MASON UNIVERSITY

OFFICE OF AUDIT AND COMPLIANCE CHARTER

Adopted by the Audit, Risk, and Compliance Committee of the Board of Visitors

_____   _____
Dolly Oberoi, Chairman,   Date
Audit, Risk, and Compliance Committee

University Management is fully supportive of the Office of Audit and Compliance in the accomplishment of its mission to assist the Board of Visitors and the Board's Audit, Risk, and Compliance Committee with fulfilling their oversight responsibilities through the provision of independent and objective risk-based assurance services; and planning and oversight of the university's institutional compliance and ethics program. Through its administrative reporting relationship, the Office of Audit and Compliance will have the necessary independence, stature, and access to university personnel and resources to accomplish its responsibilities to the Audit, Risk, and Compliance Committee.

_____   _____
Gregory Washington, President   11/4/24
                                                                                                 Date

Purpose:

The Office of Audit and Compliance (OAC) provides risk-based assurance services through independent and objective internal audits; advisory activities; and planning and oversight of the university's institutional compliance and ethics program. It is designed to assist George Mason University's Board of Visitors and the Board's Audit, Risk, and Compliance Committee with fulfilling their oversight responsibilities.

Mission and Mandate:

OAC's mission is to strengthen George Mason's ability to create, enhance, protect, and sustain organizational value by providing risk-based assurance, advice, and insight as follows:

Audit:	Provides independent, objective, risk-based assurance and advisory services designed to add value and improve the university's operations. OAC utilizes a systematic, disciplined, and collaborative approach to evaluate and improve the effectiveness of university governance, risk management, control, and compliance processes.
Institutional Compliance:	Provide oversight of the university's institutional compliance program and the distributed processes that support compliance throughout the university by: • Planning, facilitating, and overseeing regular university-wide assessments of compliance risks, and ensuring management ownership for monitoring and managing compliance risks. • Advising risk owners in their design and implementation of risk-based distributed compliance programs, and evaluating the effectiveness of such risk-owner programs to monitor and manage compliance risks in consideration of legal and regulatory effectiveness requirements. • Ensuring the effectiveness of the institutional compliance program as well as significant compliance risks or exposures and the steps management has taken to monitor and control such risks are communicated to the President and the Audit, Risk, and Compliance Committee.
Ethics and Conflict of Interest Management:	Provide oversight of the university-wide processes that promote an ethical climate, including the university's code of ethics and policies for conflicts of interest and conflicts of commitment, and facilitating conflict evaluation and management processes.

Independence:

To provide for the independence of the OAC, the Chief Audit and Compliance Officer reports functionally to the Audit, Risk, and Compliance Committee of the Board of Visitors and administratively to the President.

The Audit, Risk, and Compliance Committee (i) approves the OAC Charter, and the appointment, replacement, performance, and compensation of the Chief Audit and Compliance Officer, and (ii) reviews the Chief Audit and Compliance Officer's confirmation of the organizational independence of the internal audit function; the internal audit process for establishing risk-based audit plans; the internal audit financial and staffing budget; and reports of significant findings and recommendations; among other things.

University management is responsible for, among other things, (i) the preparation, presentation, and integrity of the University's financial statements; (ii) the maintenance and implementation of effective policies, procedures, and controls designed to ensure compliance with generally accepted accounting principles and applicable laws and regulations; and (iii) the identification, assessment, monitoring, and management of significant enterprise-level risks to the University. OAC supports management by providing oversight, facilitation, coordination, advice, assurance, and reporting for the President and the Audit, Risk, and Compliance Committee. Accordingly, the OAC is prohibited from having management responsibility for any university operational areas and related management decisions. Administrative matters do not include, among other things, matters of audit risk assessments; audit selection and scheduling; audit scope, procedures, frequency, and timing; and audit reporting.

Authority:

The Chief Audit and Compliance Officer and OAC staff are authorized to:
- Have unrestricted access to all functions, data, records, information, reports, property, and personnel.
- Have full and free access to the Audit, Risk, and Compliance Committee.
- Allocate resources, set frequencies, select subjects, determine scope of work, and apply the techniques required to accomplish audit and institutional compliance program objectives.
- Obtain the assistance of university personnel as well as other specialized services from within or outside the university.

The Chief Audit and Compliance Officer and OAC staff are not authorized to:
- Perform any operational duties for the university.
- Initiate or approve accounting transactions external to the OAC.
- Direct the activities of any university personnel not employed by the OAC.

Standards of Practice:

The OAC conducts its internal audit work to conform to (i) the directives of the Commonwealth of Virginia's Office of the State Inspector General and (ii) the mandatory elements of the Institute of Internal Auditors' International Professional Practices Framework, which are the Global Internal Audit Standards and Topical Requirements. To assess such conformance, the Office of University Audit maintains a quality assurance and improvement program that includes (i) internal self-assessments and (ii) external assessments performed by independent third-party assessors. The quality assurance and improvement program covers all aspects of internal audit activities. Results of the quality assurance and improvement program are communicated to management and the Audit, Risk, and Compliance Committee.

The OAC conducts work related to the university's institutional compliance program to achieve effective, risk-based implementation of legal and regulatory compliance program effectiveness requirements.

Effective Date:

This charter is effective November 19, 2024. The charter will be reviewed annually and revised when necessary.

GEORGE MASON UNIVERSITY

OFFICE OF AUDIT AND COMPLIANCE CHARTER

Adopted by the Audit, Risk, and Compliance Committee of the Board of Visitors

_____   _____
Dolly Oberoi, Chairman,   Date
Audit, Risk, and Compliance Committee

University Management is fully supportive of the Office of Audit and Compliance in the accomplishment of its mission to assist the Board of Visitors and the Board's Audit, Risk, and Compliance Committee with fulfilling their oversight responsibilities through the provision of independent and objective risk-based assurance services; and planning and oversight of the university's institutional compliance and ethics program. Through its administrative reporting relationship, the Office of Audit and Compliance will have the necessary independence, stature, and access to university personnel and resources to accomplish its responsibilities to the Audit, Risk, and Compliance Committee.

_____   _____
Gregory Washington, President   Date

~~Introduction~~Purpose:

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Institutional Compliance:	Provide oversight of the university's institutional compliance program and the distributed processes that support compliance throughout the university by: • Planning, facilitating, and overseeing regular university-wide assessments of compliance risks, and ensuring management ownership for monitoring and managing compliance risks. • Advising risk owners in their design and implementation of risk-based distributed compliance programs, and evaluating the effectiveness of such risk-owner programs to monitor and manage compliance risks in consideration of legal and regulatory effectiveness requirements. • Ensuring the effectiveness of the institutional compliance program as well as significant compliance risks or exposures and the steps management has taken to monitor and control such risks are communicated to the President and the Audit, Risk, and Compliance Committee.
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The Audit, Risk, and Compliance Committee (i) approves the OAC Charter, and the appointment, replacement, performance, and compensation of the Chief Audit and Compliance Officer, and (ii) reviews the Chief Audit and Compliance Officer's confirmation of the organizational independence of the internal audit function; the internal audit process for establishing risk-based audit plans; the internal audit financial and staffing budget; and reports of significant findings and recommendations; among other things.

University management is responsible for, among other things, (i) the preparation, presentation, and integrity of the University's financial statements; (ii) the maintenance and implementation of effective policies, procedures, and controls designed to ensure compliance with generally accepted accounting principles and applicable laws and regulations; and (iii) the identification, assessment, monitoring, and management of significant enterprise-level risks to the University. OAC supports management by providing oversight, facilitation, coordination, advice, assurance, and reporting for the President and the Audit, Risk, and Compliance Committee. Accordingly, the OAC is prohibited from having management responsibility for any university operational areas and related management decisions. Administrative matters do not include, among other things, matters of audit risk assessments; audit selection and scheduling; audit scope, procedures, frequency, and timing; and audit reporting.

Authority:

The Chief Audit and Compliance Officer and OAC staff are authorized to:
- Have unrestricted access to all functions, data, records, information~~data~~, reports, property, and personnel.
- Have full and free access to the Audit, Risk, and Compliance Committee.
- Allocate resources, set frequencies, select subjects, determine scope of work, and apply the techniques required to accomplish audit and institutional compliance program objectives.
- Obtain the assistance of university personnel as well as other specialized services from within or outside the university.

The Chief Audit and Compliance Officer and OAC staff are not authorized to:
- Perform any operational duties for the university.
- Initiate or approve accounting transactions external to the OAC.
- Direct the activities of any university personnel not employed by the OAC.

Standards of Practice:

The OAC conducts its internal audit work to conform to (i) the directives of the Commonwealth of Virginia's Office of the State Inspector General and (ii) the mandatory elements ~~professional guidance~~ of the Institute of Internal Auditors' International Professional Practices Framework, which are the Global Internal Audit Standards and Topical Requirements. ~~including: the Definition of Internal Auditing; Code of Ethics; and the Core Principles and the International Standards for the Professional Practice of Internal Auditing.~~ To assess such conformance, the Office of University Audit maintains a quality assurance and improvement program that includes (i) internal self-assessments and (ii) external assessments performed by independent third-party assessors. The quality assurance and improvement program covers all aspects of internal audit activities. Results of the quality assurance and improvement program are communicated to management and the Audit, Risk, and Compliance Committee.

The OAC conducts work related to the university's institutional compliance program to achieve effective, risk-based implementation of legal and regulatory compliance program effectiveness requirements.

Effective Date:

This charter is effective November 19, 2024~~September 28, 2023~~. The charter will be reviewed annually and revised when necessary.

OFFICE OF AUDIT AND COMPLIANCE
George Mason University.

MEMORANDUM

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

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

SUBJECT: Approved Contractual Conflict of Interest Waivers

DATE: November 1, 2024

Pursuant to the Board of Visitors Resolution adopted on August 1, 2014 (Appendix A) delegating to the President the authority to approve waivers of conflicts of interest arising from contracts pursuant to §2.2-3106 and §2.2-3110 of the Code of Virginia, the following is a report of existing approved contractual conflict of interest (COI) waivers at George Mason University (George Mason) as of October 1, 2023.

There are three categories of COI waivers at George Mason:
- Intellectual Property COI waivers: these are waivers of employee conflicts of interest in contracts for research and development or commercialization of intellectual property (§2.2-3106.C.8).
- Other Contractual COI waivers: these are waivers of conflicts of interest in other contracts, not relating to intellectual property (§2.2-3110).
- Immediate Family Waivers: these are waivers of employment of immediate family members at George Mason (§2.2-3106.C.2).

Intellectual Property COI waivers are reviewed and recommended for approval by the Conflict of Interest Committee[1], prior to being approved by the President and the Vice President for Research, Innovation, and Economic Impact. As a condition of each waiver, the employee will not participate, or has no authority to participate, in contract negotiations or oversight on behalf of George Mason or the outside entity. The employee will also follow the requirements of the Outside Employment Policy or Conflict of Commitment Policy, as applicable. All Intellectual Property COI waivers are monitored at least annually by the Office of Institutional Compliance to confirm the terms of the waivers are followed. Appendix B of this report lists the 20

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[1] The Conflict of Interest Committee consists of 14 members: representatives of each College as well as Human Resources, Fiscal Services, Research, and Institutional Compliance.

Intellectual Property COI waivers existing as of October 1, 2023; there were 22 Research COI waivers existing as of November 1, 2023 (the prior report to the Committee).[2]

Other Contractual COI waivers are reviewed and recommended for approval by the Conflict of Interest Committee, prior to being approved by the President and the Executive Vice President for Finance and Administration. As a condition of each waiver, the employee will not participate, or has no authority to participate, in contract negotiations or oversight on behalf of George Mason or the outside entity. The employee will also follow the requirements of the Outside Employment Policy or Conflict of Commitment Policy, as applicable. All Contractual COI waivers are monitored at least annually by the Office of Institutional Compliance to confirm the terms of the waivers are followed. Appendix C of this report lists the 32 Other Contractual COI waivers existing as of October 1, 2024; there were 28 Non-Research COI waivers existing as of November 1, 2023.

Immediate Family Waivers are granted by the University Ethics Officer and Outside Interests Manager when, upon evaluation with the responsible supervisor, it is determined that the dual employment of the immediate family members is in the best interest of the University. The terms of all immediate family waivers require that both immediate family members are engaged in teaching, research, or administrative support positions; neither employee has the sole authority to supervise, evaluate, or make personnel decisions regarding the other, including decisions regarding initial appointment, retention, promotion, tenure, salary, leave of absence, and evaluation; and that the employment of the immediate family members is in the best interests of the institution and the Commonwealth. All immediate family waivers are monitored annually by the Office of Institutional Compliance to confirm the terms of the waivers are followed. Appendix D of this report lists the 139 immediate family waivers existing as of October 1, 2024; there were 134 immediate family waivers existing as of November 1, 2023. Of the 139 immediate family waivers existing on October 1, 2024:
- 51 waivers involve at least one tenured faculty member. In these cases, the other family member was a tenured faculty member (20), non-tenured instructional or research faculty member (20), or not a member of the instructional or research faculty (i.e., administrative or staff, 11).
- 35 waivers involved no tenured faculty and at least one family member being a non-tenured instructional or research faculty member. In these cases, the other family member was a non-tenured instructional or research faculty member (18), or not a member of the instructional or research faculty (i.e., administration or staff, 17).
- 53 waivers involved both family members being members of the administration or staff.

Highlighted Waivers: As of October 1, 2024, there were 6 Intellectual Property or Other Contractual COI waivers (Appended) where the contract giving rise to the COI has the following characteristics:
- the parties are George Mason and a for-profit company,
- the contract is potentially related to the conflicted employee's work at George Mason,
- the contract is negotiated (rather than routine or boilerplate),

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[2] Virginia's Conflict of Interests and Ethics Advisory Council informed George Mason in 2024 that rather than all contracts relating to research, it was only contracts for research and development and commercialization of *intellectual property* which fall under §2.2-3106.C.8.

- the conflicted employee is Faculty or Classified Staff (i.e., not adjunct, or wage employee) with ownership in the for-profit company, and
- George Mason is paying over $5,000 to that company.

1. Paul Allvin, Vice President and Chief Brand Officer, Office of University Branding;
   Brynmor Holdings, LLC;

waiver period: 2/1/2023–1/31/2025 ($14,800 paid by George Mason in FY 2024)
Personal interest: Allvin has 100% ownership in Brynmor Holdings, LLC through his spouse. Brynmor has been contracted to consult with George Mason on the provision of childcare services and to potentially support George Mason in the application for a federal grant. Allvin will have no authority over this contract and will recuse himself from any decisions or discussions which directly involve or affect Brynmor.

2. Vanessa Blair-Lewis, Head Coach Women's Basketball;
   Shoot360;

waiver period: 7/20/2024–7/1/2025 ($4,950 paid by George Mason in FY 2024)
Personal interest: Blair-Lewis has 50% ownership in Shoot360 through her spouse. Shoot360 has been contracted to provide services, technologies and software to enhance the performance of student-athletes. Blair-Lewis will not participate in negotiations or oversee the contract on behalf of George Mason. The waiver specifies oversight and requirements in order to continue George Mason's contractual relationship with Shoot360.

3. Stephen Curtis, Head Coach Women's Tennis;
   James (Jimmy) Davis, Head Coach Men's Tennis;
   A Plus Sports, Burke Racquet & Swim Club;

waiver period: 3/16/2022–3/1/2025 ($24,279 paid by George Mason, $24,195 paid to George Mason in FY 2024)
Personal interest: Curtis and Davis have between 20% and 50% ownership and receive over $5,000 from A Plus Sports (BRSC). George Mason will utilize BRSC facilities for men's and women's tennis practice, as needed, depending on schedules and the weather, as George Mason does not have indoor tennis courts. A Plus Sports (BRSC) will utilize University facilities pursuant to the standard George Mason Recreation facilities use contract and operate a summer sports camp. The waiver specifies oversight and requirements in order to continue George Mason's contractual relationship with BRSC.

4. Andrew Gerard, Director, Men's and Women's Track and Field/Cross Country;
   Andrew Gerard Coaching & Training, LLC;

waiver period: 3/21/2023–1/1/2025 ($9,500 paid by George Mason in FY 2024)
Personal interest: Gerard has 100% ownership of Andrew Gerard Coaching & Training. The LLC will provide timing and results reporting for Cross Country and Track & Field Events. Purchasing and Athletics were directly involved in the arrangement of this contract to confirm George Mason's Purchasing guidelines were followed. Gerard will not participate in negotiations or oversee the contract on behalf of George Mason. The waiver specifies oversight and requirements in order to continue George Mason's contractual relationship with the LLC beyond the current contract.

5.   Yuntao Wu, Professor, Molecular and Microbiology, School of Systems Biology, College of Science;
        Virongy Biosciences, Inc.;

waiver period: 8/19/2022–12/1/2024 ($325,000 paid by George Mason, $5,351 paid to George Mason in FY 2024)

Personal interest: Wu has over 50% but less than 100% ownership of Virongy. George Mason contracts with Virongy to buy research products, such as HIV indicator cells, peptides, etc. used by Wu's lab and other George Mason research labs. Virongy also sponsors research at George Mason. Wu's waiver details the requirements for purchasing oversight by the College of Science Associate Dean for Research, and for research management plans as a condition of granting the COI waiver.

6.   Lap-Fai (Craig) Yu, Associate Professor, Computer Science, College of Engineering and Computing;
        Great Victory Legends, Inc.;

waiver period: 4/22/2024–4/1/2025 ($32,000 paid by George Mason in FY 2024)

Personal interest: Yu has over 50% but less than 100% ownership of Great Victory Legends. George Mason has agreements with Great Victory Legends related to sponsored research. Yu will not participate in negotiations or oversee the contract on behalf of George Mason. Yu's waiver details the requirements for research management plans as a condition of granting the waiver.

Please feel free to contact me (at ewoodley@gmu.edu) should you like to discuss this report.

RESOLUTION
OF THE
BOARD OF VISITORS OF GEORGE MASON UNIVERSITY

Whereas: The State and Local Government Conflict of Interest Act prohibits certain conduct related to contracts, and

Whereas: The General Assembly has recognized the benefits provided to the citizens of Virginia by the scholarly and research activities of the Commonwealth's institutions of higher education, and

Whereas: To facilitate scholarship and research the General Assembly has created generous exceptions to otherwise prohibited conduct specifically for institutions of higher education, and

Whereas: It is the desire of the Board of Visitors to delegate the responsibility for approving waivers to the President in accord with his general authority to manage the affairs of the University, therefore

BE IT RESOLVED:

That the President or his designee is hereby authorized to approve waivers of conflicts of interest arising from contracts pursuant to §2.2-3106 and §2.2-3110.A.5.of the Code of Virginia, in the manner as set forth in the statutes, and,

BE IT FURTHER RESOLVED

That the President or his designee shall report to the Audit Committee of the Board annually, on or before December 1, all contract waivers approved.

Adopted: _August 1, 2014_

[signature]

Rector
Board of Visitors
George Mason University

August 1, 2014
Date

Appendix B: Research and Development of Intellectual Property COI Waivers as of 10/1/2024

I.   **Waivers of personal interests due to ownership and/or income from companies**

#	Employee	Other Interest	Nature of COI	Waiver Period
1	Massimiliano Albanese, Associate Professor, IST Department, College of Engineering and Computing	The MITRE Corporation	• Albanese received over $5,000 annual income from outside consulting[1] for a MITRE project. • George Mason has sponsored research agreements with MITRE. • Albanese has no authority to participate in contract negotiations or oversee the contract on behalf of George Mason or MITRE. • In FY24, George Mason has paid $0 to MITRE. MITRE has paid $170,182 to George Mason.	4/1/2024 – 4/1/2025
2	Maureen Ashbrock, Research Integrity Project Manager, Office of Research Integrity and Assurance	The MITRE Corporation	• Ashbrock received over $5,000 annual income from spouse's employment by MITRE. • George Mason has agreements with MITRE related to sponsored research, but Ashbrock has no involvement in George Mason's contractual relationship with MITRE and will recuse herself from any decisions which involve or affect MITRE. • In FY24, George Mason has paid $0 to MITRE. MITRE has paid $170,182 to George Mason.	8/6/2024– 8/1/2025
3	Mary (Missy) Cummings, Professor, Mechanical Engineering, College of Engineering and Computing	Palantir	• Cummings received over $5,000 annual income from outside consulting, serving on Palantir's privacy and civil liberties advisory board. • George Mason has agreements with Palantir related to sponsored research. • Cummings' research is reviewed to determine whether her interest requires a Management Plan. Cummings does not currently have a Research Management Plan. • In FY24, George Mason has paid $5,986,823 to Palantir. Palantir has paid $0 to George Mason.	11/30/2024– 1/30/2025

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[1] Note on Outside Employment and Consulting: Mason's Outside Employment Policy applies to Administrative/Professional Faculty and Classified Staff. Those employees require approval before engaging in Outside Employment (as defined by that Policy). Mason's Faculty Handbook and Conflict of Commitment Policy apply to Instructional/Research Faculty and require approval of certain Outside Professional Activities, including when they exceed one day per work week. Wage employees and Adjunct Faculty do not require approval for Outside Employment or Outside Professional Activities.

#	Employee	Other Interest	Nature of COI	Waiver Period
4	Robert Elder, Research Professor, Electrical and Computer Engineering, College of Engineering and Computing	Applied Research Associates, Inc. (ARA)	• Elder received over $5,000 annual income from ARA for outside consulting, serving as an NC3 subject matter expert to the Defense Threat Reduction Agency. • George Mason has sponsored research agreements with ARA. • Elder has no authority to participate in contract negotiations or oversee the contract on behalf of George Mason or ARA. • In FY24, George Mason has paid $0 to ARA. ARA has paid $180,815 to George Mason.	11/30/2023-11/30/2024
5	Maryam Sadat Farvid, Associate Professor, Nutrition and Food Studies, College of Public Health	Massachusetts General Hospital	• Farvid received over $5,000 annual income from statistical analysis and writing an article for MGH. • George Mason has agreements with Massachusetts General Hospital related to sponsored research, but Farvid has no involvement in Mason's contractual relationship with Massachusetts General Hospital. • In FY24, George Mason has paid $0 to Massachusetts General Hospital. Massachusetts General Hospital has paid $0 to George Mason.	8/19/2024–8/1/2025
6	Kenneth Griffin, Professor, Global and Community Health, College of Public Health	National Health Promotion Associates, Inc. (NHPA)	• Griffin received over $5,000 annual income from NHPA for outside consulting. • George Mason has subcontracted with NHPA on a sponsored research project. Griffin is Principal Investigator on this research project and has a Research Management Plan approved by the COI Committee. • Griffin's consulting work is unrelated to the subcontract and involves providing general advice and consultation to NHPA staff regarding evaluation design, survey development, and qualitative and quantitative data analysis. • In FY24, George Mason has paid $0 to NHPA. NHPA has paid $22,823 to George Mason.	4/30/2020–12/1/2024
7	Brett Hunter, Associate Professor, Statistics, College of Engineering and Computing	INOVA Health System	• Hunter received over $5,000 annual income from statistical consulting on a research project at INOVA. • George Mason has agreements with INOVA related to sponsored research, but Hunter has no involvement in George Mason's contractual relationship with INOVA. • In FY24, George Mason has paid $2,989 to INOVA. INOVA has paid $0 to George Mason.	9/4/2024–8/1/2025

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#	Employee	Other Interest	Nature of COI	Waiver Period
8	Erin Maughan, Associate Professor, School of Nursing, College of Public Health	Center for School Health Innovation & Quality	• Maughan is the CEO of the Center and receives over $5,000 annual income for work on projects for the Center. • The Center for School Health Innovation & Quality (part of the Public Health Accreditation Board) will establish a research contract or contracts with George Mason. • Maughan has committed to following the procedures below to manage the conflict of interest: 1) In my role as a Mason employee, I will not have authority to approve the contract between Mason and the Center, and while I am a Mason employee I will not take part in negotiations between Mason and the Center. The CPH ADR (Dr. Alison Cuellar) will oversee contracts between Mason and the Center. 2) Each project will have a management plan, and public disclosure of the relationship will be made according to normal practice, or with greater disclosures as determined by that individualized management plan. 3) When a substantial change in situation occurs (such as a major new contract is proposed) or annually when the waiver is renewed, the CPH ADR and CPH Dean will meet with Dr. Chris DiTeresi, Associate Director, Research Integrity, to evaluate whether any changes are needed for the management of the COI. • In FY24, George Mason has paid $0 to the Center. The Center has paid $0 to George Mason.	4/7/2024– 4/1/2025
9	Mikell Paige, Professor, Chemistry and Biochemistry, College of Science	Covenant Therapeutics, LLC	• Paige has 50% ownership of Covenant Therapeutics. • Covenant will establish a research contract or contracts with Mason. • Paige has committed to following the procedures below to manage the conflict of interest: 1) In my role as a Mason employee, I will not have authority to approve the contract between Mason and Covenant, and while I am a Mason employee I will not take part in negotiations between Mason and Covenant. The COS ADR (Dr. Pat Gillevet) will oversee Mason/Covenant contracts. 2) Each research project will have a management plan, and public disclosure of the relationship will be made according to normal practice, or with greater disclosures as determined by that individualized management plan. 3) When a substantial change in situation occurs (such as a major new contract is proposed) or annually when the waiver is renewed, the COS ADR and COS Dean	4/7/2024– 2/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
			will meet with Dr. Chris DiTeresi, Associate Director, Research Integrity, to evaluate whether any changes are needed for the management of the COI. • In FY24, George Mason has paid $0 to Covenant Therapeutics. Covenant Therapeutics has paid $0 to George Mason.	
10	Emanuel (Chip) Petricoin, Professor, Co-Director, Center for Applied Proteomics and Molecular Medicine, College of Science	Perthera, Inc.	• Petricoin is a co-founder of Perthera, Inc., is an equity interest holder (10%), serves as Chief Science Officer, and serves on the Board of Directors. • Perthera will establish a research contract or contracts with George Mason. • Petricoin has committed to following the procedures below to manage the conflict of interest: 1) In his role as a Mason employee, Dr. Petricoin will not have authority over the contract between Mason and Perthera, and while he is a Mason employees he will not take part in negotiations between Mason and Ambrosia. Dr. Pat Gillevet will oversee Mason/Perthera contracts. 2) Employees working in the lab must be informed of Dr. Petricoin's financial interest in Perthera and that they may contact Dr. Gillevet and/or the Department Chair if they have questions or concerns. 3) When a substantial change in situation occurs (such as a new contract is proposed) or annually when the waiver is renewed, Dr. Petricoin will inform ORIA and Institutional Compliance whether any changes are needed for the management of the COI. • In FY24, George Mason has paid $0 to Perthera. Perthera has paid $0 to George Mason.	10/16/2023–10/31/2024[2]
11	Yuntao Wu, Professor, Center for Infectious Disease Research, College of Science	Virongy Biosciences, Inc.	• Wu has over 50% but less than 100% ownership of Virongy. • Virongy is a company based in Virginia which produces research products, such as HIV indicator cells, peptides, etc. used by Dr. Wu's lab and other research labs at the University. Virongy will also sponsor research at George Mason. • Wu has committed to following the procedures below to manage the conflict of interest: (1) I will report any changes in my SFI to George Mason through the COI disclosure process within 30 days. (2) I will not be involved in any purchase decision that involves a Virongy product.	8/19/2022–12/1/2024

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[2] This waiver is in active review, has been approved by the COI Committee, and/or is awaiting signature.

#	Employee	Other Interest	Nature of COI	Waiver Period
			(3) If my lab needs to purchase a unique product that is solely produced by Virongy, a sole source documentation of the product shall be submitted to the university's procurement office. Documentation of the fair market price of the product will be presented. Any requests for purchasing a unique product for my lab for any dollar amount will be first approved by Dr. Pat Gillevet. (4) If a Virongy product is not a sole-source product, at least three (3) quotations from three (3) different vendors will need to be independently acquired and compared, and a purchase decision will be made independently. Dr. Yuntao Wu will not be involved in the processes. Currently, Dr. Pat Gillevet is the purchase decision maker. Dr. Gillevet will monitor this process to ensure that he agrees with the scientific reasons this purchase is in George Mason's best interest. Documentation should be attached to orders submitted to Purchasing, showing this procedure was followed. (5) Any research results and their publications, presentations, and patent application disclosures from Dr. Yuntao Wu's lab will be promptly disclosed to George Mason. (6) Any employees or faculty in Dr. Wu's lab will not be involved in any research and commercialization activity in Virongy. • In addition to the above, any research project at George Mason sponsored by Virongy will be reviewed and subject to a Management Plan. • In FY24, George Mason has paid $325,000 to Virongy. Virongy has paid $5,351 to George Mason.	
12	Lap-Fai (Craig) Yu, Associate Professor, Computer Science, College of Engineering and Computing	Great Victory Legends, Inc.	• Yu is the CEO and has 55% equity ownership of Great Victory Legends. • George Mason has agreements with Great Victory Legends related to sponsored research. • Yu has committed to following the procedures below to manage the conflict of interest: 1) In my role as a Mason employee, I will not have authority to approve the contract between Mason and Great Victory Legends, and while I am a Mason employee I will not take part in negotiations between Mason and Great Victory Legends. The CEC ADR (Dr. Art Pyster) will oversee Mason/Great Victory Legends contracts.	4/22/2024–4/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
			2) Each research project will have a management plan, and public disclosure of the relationship will be made according to normal practice, or with greater disclosures as determined by that individualized management plan. 3) When a substantial change in situation occurs (such as a major new contract is proposed) or annually when the waiver is renewed, the CEC ADR and CEC Dean will meet with Dr. Chris DiTeresi, Associate Director, Research Integrity, to evaluate whether any changes are needed for the management of the COI. • In FY24, George Mason has paid $32,000 to Great Victory Legends. Great Victory Legends has paid $0 to George Mason.	

II.   Waivers of personal interests due to income from private universities:

#	Employee	Other Interest	Nature of COI	Waiver Period
13	Paul Bubbosh, Professor, College of Science	Johns Hopkins University	• Bubbosh receives over $5,000 annual income from approved Outside Employment as an adjunct faculty member at Johns Hopkins. • Bubbosh's research is reviewed to determine whether his interest requires a Management Plan. Bubbosh does not currently have a Research Management Plan. • In FY24, George Mason has paid $45,712 to Johns Hopkins. Johns Hopkins has paid $313,228 to George Mason.	11/30/2024–1/31/2025
14	Lawrence Cheskin, Professor, Nutrition and Food Studies, College of Public Health	Johns Hopkins University	• Cheskin receives over $5,000 annual income from Outside Employment (less than one day per week) at Johns Hopkins. • George Mason has subcontracts with Johns Hopkins University related to sponsored research. • Cheskin is a part-time staff physician at a clinical and research center at Johns Hopkins University, and an adjunct faculty member. His research is reviewed to determine whether his interest requires a Management Plan. Cheskin does not currently have a Research Management Plan. • In FY24, George Mason has paid $45,712 to Johns Hopkins. Johns Hopkins has paid $313,228 to George Mason.	10/7/2021–3/12/2025
15	Annie Green, Data Governance Specialist, ITS	George Washington University	• Green receives over $5,000 annual income from approved Outside Employment as an adjunct faculty member at George Washington University.	1/6/2022–1/31/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
			• George Mason has subcontracts with George Washington University related to sponsored research. • Green's role at Mason and at GW is not involved with sponsored research. • In FY24, George Mason has paid $37,644 to George Washington University. GW has paid $159,545 to George Mason.	
16	David Grossman, Senior Director, Tech Transfer, Office of Technology Transfer	American University	• Grossman received over $5,000 annual income from outside employment at American University, supervising students doing pro-bono patent work. • George Mason has agreements with American University related to sponsored research, but Grossman has no involvement in George Mason's contractual relationship with American and will recuse himself from any decisions which involve or affect American. • In FY24, George Mason has paid $216,983 to American University. American University has paid $0 to George Mason.	8/19/2024–8/1/2025
17	William Hahn, Program Director, GeorgeSquared Advanced Biomedical Sciences Programs, College of Science	Georgetown University	• Hahn receives over $5,000 annual income from approved Outside Employment as an adjunct faculty member at Georgetown. • George Mason has subcontracts with Georgetown related to sponsored research. • Hahn's research is reviewed to determine whether his interest requires a Management Plan. Hahn does not currently have a Research Management Plan. • In FY24, George Mason has paid $353,325 to Georgetown University. Georgetown has paid $265,969 to George Mason.	10/14/2022–8/31/2025
18	Kyung Hyeon Lee, Assistant Professor, Chemistry and Biochemistry, College of Science	Oak Ridge Associated Universities	• Lee received over $5,000 annual income from a fellowship at Walter Reed Army Institute of Research funded by Oak Ridge Associated Universities. • George Mason has agreements with Oak Ridge Associated Universities related to sponsored research, but Lee has no involvement in George Mason's contractual relationship with Oak Ridge Associated Universities. • In FY24, George Mason has paid $0 to Oak Ridge Associated Universities. Oak Ridge Associated Universities has paid $17,657 to George Mason.	6/21/2024–4/30/2025
19	Catherine Creighton Martin, Training and Technical Assistance Center (TTAC)	Marymount University	• Martin receives over $5,000 annual income from approved Outside Employment as an adjunct faculty member at Marymount. • George Mason has contracts with Marymount University related to sponsored research.	9/8/2021–7/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
	Coordinator, College of Education and Human Development		• Martin's research is reviewed to determine whether her interest requires a Management Plan. Martin does have a Research Management Plan. • In FY24, George Mason has paid $0 to Marymount University. Marymount has paid $0 to George Mason.	
20	Pamela Patterson, Associate Vice President, University Life	Stanford University	• Patterson received over $5,000 annual income from Coaching/Consulting Activities at Stanford. • George Mason has agreements with Stanford related to sponsored research, but Patterson has no involvement in George Mason's contractual relationship with Stanford. • In FY24, George Mason has paid $29,289 to Stanford. Stanford has paid $249,132 to George Mason.	3/10/2024– 1/30/2025

Appendix C: Other Contractual COI Waivers as of 10/1/2024

I. **Waivers due to ownership of a contracting entity or income interest in a contracting entity related to Mason employment**

#	Employee	Other Interest	Nature of COI	Waiver Period
1	Paul Allvin, Vice President and Chief Brand Officer, Office of University Branding	Brynmor Holdings, LLC	• Allvin has 100% ownership in Brynmor Holdings, LLC through his spouse. • Brynmor has been contracted to consult with George Mason on the provision of childcare services and to potentially support Mason in the application for a federal grant. • Allvin will have no authority over this contract and will recuse himself from any decisions or discussions which directly involve or affect Brynmor. • In FY24, George Mason has paid $14,800 to Brynmor.	2/1/2023–1/31/2025
2	Vanessa Blair-Lewis, Head Coach Women's Basketball	Shoot360	• Blair-Lewis' spouse has 50% ownership of Shoot360. • George Mason's Women's Basketball team uses Shoot360's services, technologies and software to enhance the performance of student-athletes. • Blair-Lewis will not participate in negotiations or oversee the contract on behalf of George Mason. The waiver specifies oversight and requirements in order to continue George Mason's contractual relationship with Shoot360 beyond the current contract. • In FY24, George Mason has paid $4,950 to Shoot360.	7/20/2024–7/1/2025
3	Mary (Missy) Cummings, Professor, Mechanical Engineering, College of Engineering and Computing	UC Berkeley	• Cummings received over $5,000 annual income from outside consulting[3] with the California Partners for Advanced Transportation Technology (PATH) at UC Berkeley. • George Mason has agreements with UC Berkeley related to sponsored research. • Cummings' research is reviewed to determine whether her interest requires a Management Plan. Cummings does not currently have a Research Management Plan. • In FY24, George Mason has paid $24,181 to UC Berkeley. UC Berkeley has paid $25,461 to George Mason.	11/30/2024–1/30/2025

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[3] Note on Outside Employment and Consulting: Mason's Outside Employment Policy applies to Administrative/Professional Faculty and Classified Staff. Those employees require approval before engaging in Outside Employment (as defined by that Policy). Mason's Faculty Handbook and Conflict of Commitment Policy apply to Instructional/Research Faculty and require approval of certain Outside Professional Activities, including when they exceed one day per work week. Wage employees and Adjunct Faculty do not require approval for Outside Employment or Outside Professional Activities.

#	Employee	Other Interest	Nature of COI	Waiver Period
4	Megan DuBois, Assistant Professor, Global and Community Health, College of Public Health	Utah State University	• DuBois received over $5,000 annual income from outside consulting, serving as an Adjunct Professor at Utah State. • George Mason has agreements with Utah State related to sponsored research. • DuBois' research is reviewed to determine whether her interest requires a Management Plan. Dubois does not currently have a Research Management Plan. • In FY24, George Mason has paid $0 to Utah State. Utah State has paid $0 to George Mason.	1/30/2024–1/30/2025
5	Robert Elder, Research Professor, Electrical and Computer Engineering, College of Engineering and Computing	Georgia Tech Research Corporation (GTRC)	• Elder received over $5,000 annual income from GTRC for outside consulting, serving as Subject Matter Expert. • George Mason has agreements with GTRC related to sponsored research. • Elder has no authority to participate in contract negotiations or oversee the contract on behalf of George Mason or GTRC. • In FY24, George Mason has paid $177,773 to GTRC. GTRC has paid $0 to George Mason.	11/30/2023-11/30/2024
6	Boris Gafurov, Assistant Professor, Special Ed and disability Research, College of Education and Human Development	ATWare Solutions	• Gafurov has 100% ownership of ATWare Solutions. • ATWare Solutions was formed to submit free apps developed at George Mason's Training and Technical Assistance Center (TTAC) for people with disabilities to iTunes and Google Play. • TTAC is a George Mason Center that provides resources and technical assistance to educators. • In FY24, George Mason has paid $1,000 to ATWare Solutions.	9/8/2021-7/1/2025
7	Andrew Gerard, Director, Men's and Women's Track and Field/Cross Country	Andrew Gerard Coaching & Training, LLC	• Gerard has 100% ownership of Andrew Gerard Coaching & Training. • The LLC will provide timing and results reporting for Cross Country and Track & Field Events. Purchasing and Athletics were directly involved in the arrangement of this contract to confirm George Mason's Purchasing guidelines were followed. • Gerard will not participate in negotiations or oversee the contract on behalf of George Mason. The waiver specifies oversight and requirements in order to continue George Mason's contractual relationship with the LLC beyond the current contract. • In FY24, George Mason has paid $9,500 to Gerard Coaching & Training.	3/21/2023–1/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
8	Gerald Matthews, Professor, Psychology, College of Humanities and Social Sciences	University of Central Florida	• Matthews received over $5,000 annual income from outside consulting, consulting on a research project at UCF sponsored by the Nuclear Regulatory Commission. • George Mason has agreements with UCF related to sponsored research. • Matthews' research is reviewed to determine whether his interest requires a Management Plan. Matthews does not currently have a Research Management Plan. • In FY24, George Mason has paid $292, 568 to UCF. UCF has paid $21,073 to George Mason.	11/30/2023–1/30/2025
9	Marybeth (MB) Mitcham, Dir MPH Online Program Global and Community Health, College of Public Health	Cornell University	• Mitcham receives over $5,000 annual income from approved outside consulting as an independent contractor facilitating non-credit-bearing certificate programs at Cornell. • George Mason has agreements with Cornell related to sponsored research. • Mitcham's research is reviewed to determine whether her interest requires a Management Plan. Mitcham does not currently have a Research Management Plan. • In FY24, George Mason has paid $15,000 to Cornell University. Cornell has paid $337,157 to George Mason.	2/6/2023–11/30/2024
10	Dieter Pfoser, Professor, Geography and Geoinformation Science Department, College of Science	Amazon.com, Inc.	• Pfoser is an Amazon Scholar (effort: one day per work week) and receives over $5,000 annual income from Amazon. • George Mason has business interactions with Amazon related to computing. • In Pfoser's role at George Mason, he has no authority to participate in contract negotiations or oversee George Mason's contract with Amazon. Similarly, in his role at Amazon, he has no authority over Amazon's work with George Mason. • In FY24, George Mason has paid $958 to Amazon.	4/30/2024-4/30/2025
11	Robert Simon, Professor, Computer Science, College of Engineering and Computing	Propensity	• Simon has 100% ownership in Propensity, LLC through his spouse. • George Mason's College of Health and Human Services (CHHS) has a contract with Propensity which involves assisting George Mason in placing opinion pieces with media outlets and otherwise gaining visibility for George Mason scholarship. • Simon no authority over this contract and will not negotiate with George Mason on behalf of Propensity. • In FY24, George Mason has paid $0 to Propensity.	2/1/2022-2/1/2025
12	Kun Sun, Professor, Information	Kryptowire, LLC	• Sun receives over $5,000 annual income from consulting for Kryptowire.	9/11/2024–8/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
	Sciences and Technology, College of Engineering and Computing		• George Mason has agreements with Kryptowire related to sponsored research, but Sun has no involvement in George Mason's contractual relationship with Kryptowire. • Kun's research is reviewed to determine whether his interest requires a Management Plan. Kun does not currently have a Research Management Plan. • In FY24, George Mason has paid $72,043 to Kryptowire. Kryptowire has paid $398,608 to George Mason.	
13	Catherine Winkert, Associate Director Finance and Administration, College of Visual and Performing Arts	Monumental Sports & Entertainment	• Winkert receives over $5,000 annual income from her spouse's employment at Monumental Sports & Entertainment at the Capital One Arena. • Monumental Sports & Entertainment manages the Eagle Bank Arena and provides parking attendants during events hosted at the Eagle Bank Arena and for Center for the Arts (CfA). • Winkert does not have the authority to participate and will not participate in contract negotiations with Monumental on behalf of Mason. In addition, Winkert does not sign off on invoices from Monumental Sports & Entertainment. The Front of House Manager at CfA contacts Monumental to make arrangements, and the Finance and Budget Analyst at CfA reviews/approves invoices. • In FY23, George Mason has paid $818,278 to Centre Group LP/EagleBank Arena operated by Monumental Sports & Entertainment. Monumental Sports & Entertainment has paid $2,555,137 to George Mason.	1/25/2019–2/31/2025
14	Xiaokuan Zhang, Assistant Professor, Computer Science Department, College of Engineering and Computing	Ohio State University	• Zhang receives over $5,000 annual income from outside consulting for a sponsored research project at Ohio State. • George Mason has agreements with Ohio State related to sponsored research. • Zhang's research is reviewed to determine whether his interest requires a Management Plan. Zhang does not currently have a Research Management Plan. • In FY24, George Mason has paid $90,066 to Ohio State. Ohio State has paid $98,014 to George Mason.	11/30/2023-11/30/2024

II. Waivers due to Athletics facility contracts (e.g. athletic camps and clinics)

#	Employee	Other Interest	Nature of COI	Waiver Period
15	Frank Beasley, Head Coach, Wrestling	Beasley Training Systems	• Beasley has 100% ownership of Beasley Training Systems. • Beasley Training Systems will utilize University facilities pursuant to the standard facilities use contract and operate a summer wrestling camp. • In FY24, George Mason has paid $0 to Beasley Training Systems. Beasley Training Systems has paid $792 to George Mason.	9/27/2021–6/30/2024[4]
16	Vanessa Blair-Lewis, Head Coach Women's Basketball	Remedy Consulting, LLC	• Blair-Lewis has 100% ownership of Remedy Consulting. • Remedy Consulting will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate sports camps. • In FY24, George Mason has paid $0 to Remedy Consulting. Remedy Consulting has paid $3,506 to George Mason.	6/13/2022–7/1/2025
17	Shawn Camp, Head Coach Baseball	Shawn Camp Baseball Academy, LLC	• Camp has 100% Ownership of Shawn Camp Baseball Academy. • Shawn Camp Baseball Academy will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate clinics and a summer baseball camp. • In FY24, George Mason has paid $0 to Shawn Camp Baseball Academy. Shawn Camp Baseball Academy has paid $12,350 to George Mason.	9/27/2022–8/31/2025
18	Stephen Curtis, Head Coach Women's Tennis	A Plus Sports, Burke Racquet & Swim Club	• Curtis has over 20% but less than 50% ownership of and receives over $5,000 annual income from A Plus Sports (BRSC). • Mason will utilize A Plus Sports (BRSC) facilities for men's and women's tennis practice as needed depending on schedules and the weather, as Mason does not have indoor tennis courts. • A Plus Sports (BRSC) will utilize University facilities pursuant to the standard Mason Recreation facilities use contract and operate a summer sports camp. • The waiver specifies additional oversight and requirements in order to continue Mason's contractual relationship with BRSC. • In FY24, George Mason has paid $24,279 to A Plus Sports (BRSC). A Plus Sports (BRSC) has paid $24,195 to George Mason.	3/16/2022–3/1/2025

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[4] This waiver is in active review, has been approved by the COI Committee, and/or is awaiting signature.

#	Employee	Other Interest	Nature of COI	Waiver Period
19	James Davis, Head Coach Men's Tennis	A Plus Sports, Burke Racquet & Swim Club	• Davis has over 20% but less than 50% ownership of and receives over $5,000 annual income from A Plus Sports (BRSC). • Mason will utilize A Plus Sports (BRSC) facilities for men's and women's tennis practice as needed depending on schedules and the weather, as Mason does not have indoor tennis courts. • A Plus Sports (BRSC) will utilize University facilities pursuant to the standard Mason Recreation facilities use contract and operate a summer sports camp. • The waiver specifies additional oversight and requirements in order to continue Mason's contractual relationship with BRSC. • In FY24, George Mason has paid $24,279 to A Plus Sports (BRSC). A Plus Sports (BRSC) has paid $24,195 to George Mason.	5/11/2022–7/1/2025
20	Jennifer Everett, Sr Associate AD for Finance and Administration, CFO, Athletics	HUSEL, Inc.	• Everett has 98% ownership of HUSEL. • HUSEL rents George Mason turf fields and indoor space to coach youth female field hockey athletes in the community. • In FY24, George Mason has paid $0 to HUSEL. HUSEL has paid $29,120 to Mason.	3/16/2022–1/31/2025
21	Nicholas Mata, Assistant Coach Women's Volleyball	Gold Star Volleyball, LLC	• Mata received over $5,000 annual income from Gold Star Volleyball. • Gold Star Volleyball will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate clinics and a summer volleyball camp. • In FY24, George Mason has paid $0 to Gold Star Volleyball. Gold Star Volleyball has paid $19,115 to George Mason.	6/13/2022–6/1/2025
22	Kara Mupo, Head Coach Women's Lacrosse	Surge Elite Lacrosse Academy	• Mupo has 100% ownership of Surge Elite Lacrosse Academy. • Surge Elite Lacrosse Academy will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate a summer sports camp as well as clinics. • In FY24, George Mason has paid $0 to Surge Elite Lacrosse Academy. Surge Elite Lacrosse Academy has paid $750 to George Mason.	8/20/2021–6/18/2025
23	Justin Ross-Walker, Head Coach Softball	Justin Walker Softball Camp	• Walker has 100% ownership and received over $5,000 annual income from Justin Walker Softball Camp. • Justin Walker Softball Camp will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate a summer sports camp.	8/20/2021–5/31/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
			• In FY24, George Mason has paid $0 to Justin Walker Softball Camp. Justin Walker Softball Camp has paid $5,875 to George Mason.	

III. Waivers due to income from contracting entities unrelated to Mason employment

#	Employee	Other Interest	Nature of COI	Waiver Period
24	Susan Allen, Professor, Carter School	Apple, Inc.	• Allen received over $5,000 annual income from stock ownership in Apple. • Apple, Inc. is a vendor of goods to Mason, but Allen has no involvement in Mason's contractual relationship with Apple. (Note: If Allen were to request to purchase an Apple product at a uniform price available to the general public through Mason's ordinary purchasing process, this would be permissible under the terms of a COI waiver.) • In FY24, George Mason has paid $666,186 to Apple.	6/3/2021–5/18/2024[5]
25	Brian Benison, Director of Graduate Admissions and International Initiatives, Scalia Law School	Ernst & Young	• Benison received over $5,000 annual income from spouse's employment at Ernst & Young. • Ernst & Young has a contract with Mason for academic consulting services, but Benison has no involvement in Mason's contractual relationship with Ernst & Young. • In FY24, George Mason has paid $0 to Ernst & Young.	8/20/2021–7/30/2025
26	Brian Davern, Financial Specialist, Student Accounts	SP Plus Corporation (SP+)	• Davern received over $5,000 annual income from approved Outside Employment at SP+ as a parking enforcement technician. • SP+ contracts with Mason to oversee parking and transportation enforcement on campus, but Davern has no involvement in Mason's contractual relationship with SP+. • In FY24, George Mason has paid $2,819,504 to SP+.	3/16/2022–4/30/2025
27	Nancy Dunham, Grants Project Coordinator,	University of Pennsylvania The Wharton School	• Dunham received over $5,000 annual income from approved Outside Employment at the University of Pennsylvania as an auxiliary application reader for the Wharton MBA Admissions office.	10/11/2021–9/30/2024[5]

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[5]This waiver is in active review, has been approved by the COI Committee, and/or is awaiting signature.

#	Employee	Other Interest	Nature of COI	Waiver Period
	University Accreditation		• Mason and the University of Pennsylvania have contracts and business interactions related to library database access. Dunham has no involvement in Mason's contractual relationship with the University of Pennsylvania. • In FY24, George Mason has paid $169,278 to the University of Pennsylvania. The University of Pennsylvania has paid $213,382 to George Mason.	
28	Jolie Gaspard, Transformation Manager, Office of the Provost	Gartner, Inc.	• Gaspard received over $5,000 annual income from spouse's employment at Gartner. • Mason has a contract with Gartner for access to their Higher Education Reference Library (Core Research), but Gaspard has no involvement in Mason's contractual relationship with Gartner. • In FY23, Mason has paid $268.949 to Gartner.	11/30/2022—8/30/2025[5]
29	Adrianne Jones, Performance Management and Engagement Specialist, HR	Amazon Web Services	• Jones received over $5,000 annual income from spouse's employment at Amazon Web Services. • George Mason has business interactions with Amazon Web Services related to computing, but Jones has no involvement in Mason's contractual relationship with AWS. • In FY24, George Mason has paid $958 to AWS.	12/13/2021–1/31/2025
30	Kenneth Turchi, Associate Dean for External Affairs, Scalia Law School	Indiana University	• Turchi received over $5,000 annual income from editing and design services for Indiana University. • George Mason has agreements with Indiana University related to sponsored research, but Turchi has no involvement in George Mason's contractual relationship with Indiana University. • In FY24, George Mason has paid $6,150 to Indiana University. Indiana University has paid $15,980 to George Mason.	8/19/2024–8/1/2025
31	Matthew Karush, Professor of History, College of Humanities and Social Sciences	University of Oxford, Oxford University Press	• Karush received over $5,000 annual income from Outside Employment as an Editor for OUP for under 1 day per week. • George Mason and OUP have contracts and business interactions related to the purchase of books and textbooks, but Karush has no involvement in Mason's contractual relationship with OUP. (Note: the Virginia COI Act in §2.2-3106(C)(5) exempts personal interests in contracts for textbooks or other educational materials for students, so if Karush were to assign OUP texts to his students that would not require a waiver.)	1/6/2022–10/31/2024

#	Employee	Other Interest	Nature of COI	Waiver Period
			• In FY24, George Mason has paid $259,263 to Oxford University. Oxford University has paid $43,030 to George Mason.	
32	Victoria (Tori) Unterberger, Front of House, Community Inclusion Manager College of Visual and Performing Arts	Ordway Conservatory of Classical Ballet	• Unterberger received over $5,000 annual income from outside employment as a dance instructor at the Conservatory. • George Mason has business interactions with the Ordway Conservatory related to dance education and performance, but Unterberger has no involvement in George Mason's contractual relationship with Ordway Conservatory. • In FY24, George Mason has paid $0 to Ordway Conservatory. Ordway Conservatory has paid $0 to George Mason.	8/19/2024–8/1/2025

Appendix D: Immediate Family Waivers

1.   Jessica (Jessi) Adams, Assistant Director, Knowledge Management, Fiscal Services; and Robert (Wayne) Adams, Director Academic Admin, CPH
2.   Eric G. Anderson, Associate Professor of English, CHSS; and E. Shelley Reid, Executive Dir of Engaged Teaching, Stearns Center
3.   Md Tanvir Arafin, Assistant Professor, Cyber Security Engineering Dept, CEC; and Syeda Sanjidah, Grad Teaching Assistant, Cyber Security Engineering Dept, CEC
4.   Roberto Arbieto, eVA PCard Customer Supp, Purchasing Office; and Nury Terrazas Sanchez, GMU Worker, Purchasing Office
5.   Ann Ardis, Dean, CHSS; and Phillip Mink, Term Assistant Professor, Foundations Instruction, CCB
6.   Deliah Arrington, PSC Site Coordinator, SciTech Campus Executive Office; and Amy Fowler, Associate Professor, Environ Sci & Policy Instruction, COS
7.   Giorgio Ascoli, Professor, Bioengineering, CEC; and Rebecca Goldin, Professor, Mathematical Sciences, COS
8.   Benjamin Ashworth, Sculpture and Foundations Manager, School of Art & Design, CVPA; and Jennifer Ashworth, GMU Worker, Fairfax Galleries, CVPA
9.   Eric Auld, Instructor, English Instruction, CHSS; and Anastasia (Stasia) Kemp, Education Support Specialist, CEC Undergrad Student Services, CEC
10.   Ivan Avramovic, Assistant Professor, Computer Science, CEC; and Sanja Avramovic, Associate Professor, Health Administration and Policy, PH
11.   Pamela Baker, Director, Special Education and disAbility Research/Associate Professor, CEHD; and Robert Baker, Professor, Sport Recreation and Tourism Mgmt, CEHD
12.   Sophia Balakian, Assistant Professor, School of Integrative Studies Instr, CHSS; and Michael Don, Assistant Professor, English Instruction, CHSS
13.   Foteini Baldimtsi, Associate Professor, Computer Science, CEC; and Socrates Dimitriadis, Term Assistant Professor, Computer Science, CEC
14.   Laura Balmaceda, Research Assistant Professor, Physics and Astronomy, COS; and Fernando Mut, GMU Worker, Bioengineering, CEC
15.   Stephanie Barnett, Academic Advisor, Undergraduate Advising; and Thomas (Ryan) Barnett, Assoc Dir Military Services, Office of Military Services
16.   Mariia Belaia, Assistant Professor, Computational and Data Scis Dept, COS; and Dale Rothman, Associate Professor, Computational and Data Scis Dept, COS
17.   Stephanie Benassi, Assistant Professor, School of Art & Design, CVPA; and Jeffrey M. Kenney, Gallery Assistant, Arlington Galleries, CVPA
18.   Lee Black, Assistant Professor, Health Administration & Policy, PH; and Heather Vough, Associate Professor, Management Instruction, Costello College of Business
19.   Derek Borzi, Electrician II, Zone 6 Maintenance, Facilities; and Stacy Borzi, Contracts Specialist, Facilities Purchasing Fiscal Services, Facilities

20. RaShall Brackney, Dstg Prof of Practice, African and African AM Studies Ins, CHSS; and Stefan Wheelock, Associate Professor, English Instruction, CHSS
21. Kurt Brandhorst, Assistant Professor, Philosophy, CHSS; and Rachel Jones, Associate Professor, Philosophy, CHSS
22. Joan Bristol, Associate Professor, History and Art History, CHSS; and Randolph Scully, Associate Professor, History/M.A. History Program Director, History and Art History, CHSS
23. Amanda Bryan, Assistant Professor, English Instruction, CHSS; and Timothee (Tim) W Bryan, Assistant Professor, Mathematics Instruction, COS
24. Zofia Burr, Dean, Honors College; and Alok Yadav, Associate Professor of English, CHSS
25. Chris Burrell, Production Manager, Hylton Performing Arts Center, CVPA; and Diane Burrell, Operations Manager, Hylton Performing Arts Center, CVPA
26. Xiaomei Cai, Associate Professor, Department of Communication, CHSS; and Xiaoquan Zhao, Professor, Department of Communication, CHSS
27. Amanda Caswell, Professor, School of Kinesiology, CEHD; and Shane Caswell, Professor, School of Kinesiology, CEHD
28. Elena Chiru, Director Career Advising, Career Services; and John McShea, IT Project Manager, Project Management Office, ITS
29. Myunghwa Cho, Adjunct Faculty, CHSS; and Byunghwan (Ben) Son, Associate Professor, Global Affairs Program, CHSS
30. John Cicchetti, Director Behavioral Threat Assessment and Management, University Life; and Kaitlin Cicchetti, Director of Advancement, University Life
31. Caroline (Carrie) Cox, Technical Director, Arts Support Umbrella, CVPA; and Sean Cox, Assistant Director of Event Services, Student Centers
32. Arie Croitoru, Professor, Computational and Data Sciences, COS; and Natalie Lapidot-Croitoru, Finance and HR Analyst, Environ Sci & Policy Dept, COS
33. Christopher D'Amboise, Heritage Professor in Dance, School of Dance, CVPA; and Kelly D'Amboise, Adjunct Faculty, School of Dance, CVPA
34. Doran R Davis, Facilities Zone Supervisor, Zone 4 Maintenance, Facilities; and Doran Davis III, Electrical Apprentice, Zone 6 Maintenance, Facilities
35. Rick Davis, Dean, CVPA; and Julie Thompson, Executive Director, Center for the Arts
36. Mark DelVecchio, Research Manager Subcontractor and Program, CEC; and Mollie DelVecchio, Registered Nurse, Student Health Center, University Life
37. Desiree Desierto, Assistant Professor, Economics, CHSS; and Mark Koyama, Associate Professor, Economics, CHSS
38. Nikki Dinh, Senior Database Analyst, Database Middleware and ERP Support, ITS; and Robert Peraino, Advisory Systems Engineer, Enterprise Infrastructure Ops, ITS
39. Carlotta Domeniconi, Professor, Computer Science, CEC; and Sean Luke, Professor, Computer Science, CEC
40. Kevin Dunayer, Associate Professor, School of Theater, CVPA; and Laurel Dunayer, Costume Shop Supervisor, CFA

41. Nour El Meery, Admissions Counselor, Admissions; and Doaa Ibrahim, Sr Budget Analyst, Budget and Planning
42. Elisabeth Epstein, Associate Professor, Biology, COS; and Neil Epstein, Associate Professor, Mathematical Sciences, COS
43. Cory Faber, Telecom Technician, Telecom Admin, ITS; Elizabeth (Lee) Faber, IT Logistics Spc Mgmt Coord, ITS Finance; and Robert (Rob) B Faber, Fiscal Svcs Program Director, Finance
44. Alexandria Frisch Kinory, Assistant Professor, Religious Studies Instruction, CHSS; and Ethan Kinory, Assistant Professor, Accounting Instruction, Costello College of Business
45. Cindy Funes, GMU Worker, Academic Administration, Office of the Provost; and Corina Funes, Business Operations Specialist, Academic Administration, Office of the Provost
46. Boris Gafurov, Assistant Professor, Special Ed & disAbility Research, CEHD; and Anya Evmenova, Professor, Special Ed & disAbility Research, CEHD
47. Lei Gao, Associate Professor, Finance Instruction, Costello College of Business; and Lily Wang, Professor, Statistics, CEC
48. Christian Garcia, Program Support Specialist, Safety Emerg Ent Risk Mgmt Admin; and Lei An Ilan-Garcia, Industrial Hygiene Specialist, Environmnt Health and Safety Admin
49. Daniel Garrison, Assistant Professor, IST Department, CEC; and Victoria Garrison, Associate Professor, Student Health Center
50. Colby Grant, Director of Operations, SciTech Campus Executive Office; and Megan Grant, Fiscal and Administrative Specialist, Biomedical Research Lab, COS
51. Matthew Green, Assistant Director, Undergrad Student Svc, Schar School of Policy and Government; and Alice Magelssen-Green, Assoc Dir Watershed Lit, English Instruction, CHSS
52. Jesse Guessford, Director Curriculum Initiatives, Office of the Provost; and Jill Nelson, Associate Professor, Electrical and Computer Engineering, CEC
53. Mason Guilford, GMU Worker, ITS Finance; and Renate Guilford, Vice Provost Academic Admin, Academic Administration
54. John Hanks, Advisory Network Engineer, Enterprise Infrastructure Ops, ITS; and Tammy Hanks, Admin and Office Spec 3, Facilities Mgmt Admin
55. Nabiha Hasan, Senior IT Sec Ops Engineer, ITS Security; and Ubaidul Khan, Computer Systems Engineer, Cloud Compute & Storage Operations, ITS
56. Donald (Paul) Haspel, Associate Professor of English, CHSS; and Linda H. Mason, Professor and Director Helen A. Kellar Inst for Human disAbilities, CEHD
57. Barbara Helmick, Instr Designer Tech Spec, Global and Community Health, PH; and Greg Helmick, Adjunct Faculty (matrix), Computational and Data Scis Dept
58. John (Jay) Highsmith, Executive Assistant, Intercollegiate Athletics; and Shanelle Highsmith, Program Manager for Outreach and Partnerships, CHSS

59. Brittany Hupp, Assistant Professor, Atmosph Oceanic and Earth Sci Dept, COS; and Daniel Segessenman, Postdoctoral Research Fellow, Atmosph Oceanic and Earth Sci Dept, COS
60. Douglas Irvin-Erickson, Assistant Professor, Carter School; and Yasemin Irvin-Erickson, Assistant Professor, Criminology, Law & Society Department, CHSS
61. Farhana Islam, Acad Unit Admin Spec/Adm Asst, Sociology and Anthropology Instruction, CHSS; and Khondkar Islam, Professor, Information Sciences and Technology, CEC
62. Wassim Itani, Associate Professor, Computer Science Department, CEC; and Maha Shamseddine, Assistant Professor, Computer Science Department, CEC
63. Kristen V Jennette, Computer Systems Engineer, ITS-AE Support, ITS; and Shawn Jennette, Computer Systems Engineer; Cloud Compute & Storage Engineering, ITS
64. Weiwen Jiang, Assistant Professor, ECE Department, CEC; and Lei Yang, Assistant Professor, IST Department, CEC
65. Laurie A Juliana, Faculty RPT Ops Mgr, CEHD; and Hugh McIntosh, Adjunct Faculty, CEHD
66. Cing-Dao (Steve) Kan, Professor, Center for Collision Safety and Analysis, COS; and Chi Yang, Professor, Department of Physics and Astronomy, COS
67. Pilgyu Kang, Assistant Professor, Mechanical Engineering Dept, CEC; and Mirae Kim, Associate Professor, Schar School
68. Erdogan Kaya, Assistant Professor, Elem Lit and Sec Ed, CEHD; and Eter Mjavanadze, Graduate Research Assistant, CEHD
69. John Keady, Adjunct Faculty, Physics & Astronomy Instruction; and Kathleen (Kelly) Keady, Assist Dir Transfer Admissions, Admissions Operations
70. Sarah G Keith, Professor, English Instruction, CHSS; and Juana Medina Rosas, Assistant Professor, School of Art & Design, CVPA
71. Setarra Kennedy, Assistant Director, Arts Management, CVPA; and Charles Nicholson, Director of Brand Operations, Office of University Branding
72. David Kepplinger, Assistant Professor, Statistics, CEC; and Alexandra Patzak, Assistant Professor, Educational Psychology, CEHD
73. Maryam (Mary) Kheirollah, GMU Worker, Academic Administration; and Amir Tofighi, Sr Systems Analyst Devel Lead, Enterprise App Support & Develop, ITS
74. Dae Yong Kim, Term Instructor, Modern and Classical Lang Instr, CHSS; and Woomee Kim, Postdoctoral Research Fellow, CEE Teacher Enrichment Program, CEHD
75. Karen King, Assistant Professor, Business Foundations, Costello College of Business; and Michael (Mike) King, Assistant Professor, ISOM, Costello College of Business
76. Brenda Kling, Admin Assoc, Marketing Instruction, Costello College of Business; and Jeffrey L Kling, Assist Dir CaLT Class Support, Classroom Technologies, ITS
77. Christopher Koper, Professor, Criminology, Law and Society, CHSS; and Cynthia Lum, Professor, Criminology, Law and Society, CHSS
78. Evgenios Kornaropoulos, Assistant Professor, Computer Science Department, CEC; and Mary Righi, Clinical Operations Coord, School of Nursing

79. Davis Kuykendall, Associate Professor, Philosophy, CHSS; and Lauren Kuykendall, Associate Professor, Psychology, CHSS
80. Alison Landsberg, Professor, History Instruction, CHSS; and Matthew Karush, Professor and Department Chair, History and Art History, CHSS
81. Clare Laskofski, Assistant Controller Financial Operations, Finance; and Mike Laskofski, Associate Vice President of Research Services, Office of Sponsored Programs
82. Yi-Ching Lee, Associate Professor, Department of Psychology, CHSS; and Benoit Van Aken, Associate Professor, Department of Chemistry and Biochemistry, COS
83. Stephanie Lessard-Pilon, Associate Professor, Smithsonian-Mason School of Conservation; and James (Jim) McNeil, Associate Professor, Smithsonian-Mason School of Conservation
84. Fei Li, Associate Professor, Computer Science, CEC; and Qi Wei, Associate Professor, Bioengineering, CEC
85. Huwy-min Liu, Assistant Professor, Sociology and Anthropology, CHSS; and Matthew E West, Assistant Professor, Global Affairs Program, CHSS
86. Mingrui Liu, Assistant Professor, Computer Science Dept, CEC; and Jingya Yan, Instructor, Mathematical Sciences Department, COS
87. April Zoraida Lopez, Admin Asst to Dir, Special Ed & disAbility Research, CEHD; and Eduardo Lopez Atencio, Associate Professor, Comp & Data Sciences Instr, COS
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90. Terrence Lyons, Professor, Carter School; and Agnieszka Paczynska, Professor, Carter School
91. Bonnie Madden, Microbiology Phage Lab Mgr, Biology Department, COS; and John Madden, GMU Worker, Biology Department, COS
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96. Wassim Masri, Professor, Computer Science Dept, CEC; and Rima Nakkash, Professor, Global & Community Health, PH
97. Robert Matz, Professor, English Instruction, CHSS; and Teresa Michals, Professor, English, CHSS
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99. Daniel Meehan, Adjunct Faculty, CEHD; and Kelly Reid Meehan, Assoc Dir Comm Mktg Prgm Dev, Student Centers Admin
100. Anna Morgan, Administrative Assistant CCP, Ofc Community College Partnerships; and Carey Morgan, Lead Apple Technician, FFX Desktop Support, ITS
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103. Kelly Nam, Assistant Professor, School of Music, CVPA; and Sang Nam, Professor, Computer Game Design, CVPA
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108. Diana Ottignon, Comp Resources Admin Spec, CEC Central IT Comp Lab Supp Team; and Lauren Ottignon, Student Wage Employee, MCAA Teaching, CVPA
109. Alpaslan Ozerdem, Dean, Carter School; and Ayce Bukulmeyen Ozerdem, Well Being Program Specialist, Center for Adv of Well Being, University Life
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119. Claudia Rich, Mason Student Services Center Generalist, Mason Student Services Center; and Colleen Rich, Editorial Dir, Marketing, University Branding

120. Ellen Rodgers, Associate Professor, Sport, Recreation, and Tourism Mgmt, CEHD; and R.V. Pierre Rodgers, Associate Professor GSE, Sport, Recreation, and Tourism Mgmt, CEHD
121. Elsa Ronzier, Assistant Professor, Institute for Biohealth Innovation; and Remi Veneziano, Associate Professor, Bioengineering Department, CEC
122. James Russell, Director of Purchasing, Purchasing Office; and Rhett Russell, Application Analyst, Finance Technology Services
123. Amanda Sanchez, Assistant Professor, Psychology, CHSS; and Michael Ward, Assistant Director, Student Success Coaching, University Life
124. Evelyn Sander, Professor, Mathematical Sciences, COS; and Thomas Wanner, Professor, Mathematical Sciences, COS
125. Amber Saxton, Sustainability Program Manager, Campus Efficiency, University Sustainability; and Regis Saxton, Manager Pre-Award Administration, Office of Sponsored Programs
126. Laura Scott, Professor, English Department, CHSS; and Dean F. Taciuch, Professor, English Department, CHSS
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128. Daniel (Dann) Sklarew, Professor, Environmental Science and Policy, COS; and Jennifer Sklarew, Assistant Professor, Environmental Science and Policy, COS
129. Charlie Spann, Asst VP Ent Svc Del Dep CIO, ITS; and Charles Spann Jr, (Will Spann), GMU Worker, GMU-TV
130. Kelly Hayward Stone, Facilities Billing Coordinator, Facilities; and Rebecca Hayward Stone, Project Coordinator, Learning Space Design, ITS
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132. Erienne Sutherell, Adjunct Faculty, Scalia Law School; and Shaun Sutherell, Assoc Dean Strategic Initiativ, Law Strategic Initiatives, Scalia Law School
133. Alex Tabarrok, Professor, Economics, CHSS; and Monique van Hoek, Professor, School of Systems Biology, COS
134. Gail Therrien, Professor of Practice, IST; and Ronald Therrien, Adjunct Faculty, IST
135. Christopher Troiano, Historical Ensembles Prog Mgr, Pep Band, CVPA; and JennaMarie Warfield, GMU Worker, Pep Band, CVPA
136. Petrus J. van Oevelen, Professor of Practice, Atmosph Oceanic and Earth Sci Dept, COS; and Fernande P Vervoort, Research Manager, Atmosph Oceanic and Earth Sci Dept, COS
137. Ken Walsh, Vice President for Strategic Initiatives and Chief of Staff; and Tobi Walsh, Assistant Vice President, Capital Strategy and Planning, Office of the Senior Vice President
138. Fei Wang, Assistant Professor, Chemistry and Biochemistry Dept, COS; and Peiyu Yang, Assistant Professor, Modern and Classical Lang Instr, CHSS
139. Binqian Yin, Assistant Professor, Computer Science Department, CEC; and Keren Zhou, Assistant Professor, Computer Science Department, CEC

CAMPUSGUARD®

GLBA Assessment Report

October 11, 2024

Prepared for:

George Mason University
4400 University Drive
Fairfax, Virginia 22030

Prepared by:

Greg Lewis
Security Advisor
CampusGuard

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Contents

Executive Summary

A Gramm-Leach-Bliley Act (GLBA) program is implemented using an organization's information security and privacy programs together with administrative, technical, and physical controls applied in accordance with a risk assessment. The overall goal is to prevent data breaches by securing personal non-public information (NPI) and to minimize the impact of a breach by implementing these controls commensurate with an organization's own determination of relative risk.

Institutions are struggling to keep up with regulatory requirements, economic conditions, and risk management. Often, the role of information security is still not clearly defined in many organizations; some viewing it in isolation as someone else's responsibility, and in many cases, there is no collaborative effort to link the security program to the institution's goals. The need to comply with many regulations and standards such as GLBA, GDPR, HIPAA, FERPA, PCI, etc. has caused institutions to re-think their approach. While it is the intent of nearly all those affected by these regulations to comply, there are many challenges that complicate the overall process.

Due to this intrinsically complex nature of compliance, the difficulty in coordinating efforts across multiple departments, and the changing landscape of information security and privacy in general, George Mason University requested guidance from CampusGuard with the overall goal of leveraging best practices to establish and enhance components of the current information security program. In addition, protecting the sensitive information of current and former George Mason students, faculty, applicants, and friends while minimizing compliance risks and maximizing enterprise value.

The Assessment

A remote GLBA assessment including Federal Tax Information (FTI) was conducted between September 5th and September 19thth, 2024, by CampusGuard for George Mason University. During the review, CampusGuard met with Information Technology and department representatives with a variety of duties and responsibilities pertaining to the management and administration of the George Mason institutional data and infrastructure. We conducted interviews and reviewed documentation to understand the security controls currently in place and assess the maturity and completeness of those controls against the National Institute of Standards and Technology (NIST) Special Publication (SP) 800-171 and general security best practices.

The following report consists of observations from the assessment at George Mason based on the NIST SP 800-171 standard that need addressing to help achieve the goal of compliance with GLBA, but taking various regulations into account (e.g., PCI DSS, GDPR, HIPAA, etc.). Within the NIST SP 800-171, there are a combined 110 Basic and Derived Security Requirements (Appendix F).

The George Mason staff demonstrated a deep understanding of protecting all types of sensitive data through the use of current practices, methodologies, and technologies to protect the George Mason environment. It was a pleasure to work with all personnel involved in the review.

Safeguards Rule Updates

The Federal Trade Commission (FTC) underlined the Safeguards Rule under the Gramm-Leach-Bliley Act. in 2021 The revisions are meant to strengthen the data security safeguards to better protect customer financial information from data breaches and cyberattacks. The revised rule has a number of more specific requirements than the previous rule including access controls, data inventory and classification, vulnerability and penetration testing, authentication, encryption, data disposal, incident response, and risk assessments.

While the revised rule is more prescriptive, the Commission also emphasized that institutions still have the flexibility to implement an information security program that is appropriate to its size and complexity, the nature and scope of its activities, and the sensitivity of customer information.

The FTC summarized the modifications in the new rule as providing:

- More guidance on how to develop and implement specific aspects of an overall information security program.
- New provisions to improve the accountability of information security programs.
- Exemptions for financial institutions that collect less customer information.
- Inclusion of entities engaged in activities that are incidental to financial activities.
- New terms and examples.

The updated rule applies to nonbanking financial institutions including colleges and universities. Most of the more technical requirements took effect on June 9, 2023, eighteen months after the rule was published in the Federal Register. However, several of the new requirements became effective upon publishing on December 9, 2021, including regular testing and monitoring, service provider oversight, and additional risk assessments.

Another update to the Safeguards Rule occurred in May of 2024 which requires notification to the FTC upon discovery of a security event that involves the information of 500 or more individuals. The notification should be made as soon as possible and no more than 30 days after the discovery of the event. Notification can be performed on the FTC website at https://www.ftc.gov and must contain the following information:

- The name and contact information of the reporting financial institution;

- A description of the types of information that were involved in the notification event;

- If the information is possible to determine, the date or date range of the notification event;

- The number of consumers affected or potentially affected by the notification event;

- A general description of the notification event; and

- Whether any law enforcement official has provided you with a written determination that notifying the public of the breach would impede a criminal investigation or cause damage to national security, and a means for the Federal Trade Commission to contact the law enforcement official. A law enforcement official may request an initial delay of up to 30 days

following the date when notice was provided to the Federal Trade Commission. The delay may be extended for an additional period of up to 60 days if the law enforcement official seeks such an extension in writing. Additional delay may be permitted only if the Commission staff determines that public disclosure of a security event continues to impede a criminal investigation or cause damage to national security.

As of the writing of this report, the FTC website did not have an obvious choice/link to use for this reporting requirement.

Assessment Contacts:

George Mason University: Noor Aarohi
                                 Director IT Risk and Compliance
                                 naarohi@gmu.edu

CampusGuard: Greg Lewis   CISA, CMMC RPA, PCIP
                                 Security Advisor
                                 GLewis@CampusGuard.com

                                 Laura Allison   PCIP, PMP, MBA
                                 Senior Customer Relationship Manager
                                 LAllison@CampusGuard.com

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---IMPORTANT---

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Sections of this report have been redacted for containing 'Confidential – Restricted Data' which are excluded from disclosure under the Virginia Freedom of Information Act (Code of Virginia §2.2-3705.2.2 due to descriptions of security mechanisms and §2.2-3705.2.14b for vulnerability assessment information).

Risk Summary

The following observations have been identified as either having a greater impact on George Mason compliance efforts or on the risk of data compromise than other areas and are therefore presented first. It is recommended that these items be given priority for development, implementation, and remediation.

The observations are assessed considering their likelihood and impact. The likelihood is the probability that an observation might occur, and the impact reflects the anticipated size of the occurrence's effect. Both the likelihood and the impact are taken into consideration to determine the risk. Risks are rated as High, Medium, or Low.

Observations	Risk
1. ███████████████████████████████████ ████████████████████████████ ████████████████	High
2. ███████████████████████████████ ████████████████████████	High
3. ██████████████████████████████ █████████	High
4. The existing Information Technology Security Program (Policy 1311) does not contain all the elements for GLBA compliance.	Med
5. A Qualified Individual (QI) to manage and administer the Information Security Program is not formally identified.	Med
6. ██████████████████████████████ ███	Med
7. ██████████████████████████████ ██████████████████	Med
8. The roles, responsibilities and levels of decision making authority are not clearly identified in Incident Management Process.	Med
9. External communication actions and information sharing parameters are not identified in Incident Management Process.	Med
10. The criteria to confirm remediation of a cybersecurity incident are not clearly stated in the Incident Management Process.	Med

Assessment

Purpose
The purpose of this Gramm-Leach-Bliley Act (GLBA) Assessment is to evaluate the adequacy of George Mason University's security controls for storing, processing, and transmitting non-public personal information in scope for GLBA compliance and taking into consideration the use of Federal Tax Information. This risk analysis addresses threats, vulnerabilities, existing security controls, and the likelihood of confidential information exposure and impacts thereof. This assessment provides safeguards to mitigate threats and associated exploitable vulnerabilities.

Background
The Gramm-Leach-Bliley Act (GLBA) of 1999 requires that all financial institutions safeguard customer Non-public Personal Information (NPI). Colleges and universities that offer financial products or services, such as student loans, are considered financial institutions under the GLBA. Further, the Federal Student Aid (FSA) Department published a Dear Colleague Letter stating that colleges and universities must comply with GLBA as outlined in the Program Participation Agreement (PPA) for Title IV Federal student financial aid programs. The GLBA is enforced by the Federal Trade Commission (FTC). Activities that might trigger enforcement action by the FTC include student or employee complaints, press releases, or breach notifications. A data security breach that stems from a gap in GLBA compliance is a violation of federal law. It is worth noting that a college or university that is deemed compliant with the privacy provisions and regulations of the Family Education Rights and Privacy Act (FERPA) is also considered compliant with the privacy provisions and regulations of the GLBA for those student records which are subject to FERPA.

In order to evaluate compliance with the GLBA, organizations need to review the effectiveness of their security and privacy measures. The Gramm-Leach-Bliley Act was intended to be technology neutral and provides little guidance on controls or other implementation measures. The FSA recommends the National Institute of Science and Technology's Special Publication 800-171 controls, intended to protect Controlled Unclassified Information (CUI) as GLBA safeguards, and George Mason has accepted that recommendation for this review.

Scope
The scope of this risk analysis is the information infrastructure supporting financial services offered by George Mason University including confidential data that is created, received, transmitted, or stored; and the controls and resources used to eliminate and/or manage vulnerabilities exploitable by threats internal and external to the organization. If exploited, these vulnerabilities could result in:

- Unauthorized disclosure of data
- Unauthorized changes to the system, its data, or both
- Temporary or permanent loss or corruption of data
- Denial of service, access to data, or both to authorized end-users
- Loss of financial cash flow
- Loss of physical assets or resources
- Noticeable negative affect on the organization's mission, reputation, or interest

Throughout the process, a determination of risk to the *confidentiality* (protection from unauthorized disclosure of system and data information), *integrity* (protection from improper modification of information), and *availability* (loss of access) of the systems and data is made and

documented. The recommended security safeguards in this report will allow management to make decisions about security-related initiatives to accept, reduce, or eliminate identified risks.

Departments interviewed and determined to be inside the scope of GLBA for this assessment are:

- Accounts Receivable
- Enrollment Management
- Enrollment Services
- Financial Aid
- Information Technology Services
- Institutional Effectiveness and Planning
- University Registrar

Departments interviewed and determined to be outside the scope of GLBA for this assessment are:

- Advancement
- Athletics
- Employee Services

Institution Level Guidance

Issues often affect several departments and align better with broader administrative or technical structures rather than individual departments. These issues are listed in this section so the leadership and technical teams can better focus on these higher-level challenges. Some observations might also appear in the discussion of a specific department to draw attention to issues within that department's direct control. Also, broad issues might be covered at a high level in the narrative discussion with more detail appearing in the individual observations.

Governance

Maintaining GLBA compliance requires a program that integrates into the regular activities of the organization and provides appropriate oversight, and ongoing compliance requires coordination of numerous resources, actions, projects, and people. To improve the accountability of institutions' information security programs, the Safeguards Rule requires George Mason to designate a single Qualified Individual to be responsible for overseeing and implementing the information security program (16 CFR 314.4(a)). It should be noted that the updated rule does not specify any particular level of education, experience, or certification providing the university with the flexibility to designate someone appropriate for the institution. Currently, George Mason has not formally designated an individual to oversee the information security plan as the Qualified Individual.

George Mason's designated Qualified Individual is required to regularly update the board of directors on the overall status of George Mason's Information Security Program, the status of compliance with the GLBA, any material events or decisions that impact the program, and any recommended changes to the program (16 CFR 314.4(i)).

The Safeguards Rule also requires George Mason to formally evaluate and adjust its Information Security Program taking into account the results of the risk assessments and testing required by the GLBA, material changes to operations and the institution, and any other changes that have had a material impact on the Information Security Program (16 CFR 314.4(g)).

Federal Tax Information (FTI)

FTI is a type of Controlled Unclassified Information (CUI) designated by the U.S. National Archives and Records Administration (NARA). The use of FTI is limited to purposes of administering financial aid programs, including determining eligibility for, and amounts of, funds under the Title IV, HEA programs and other financial aid programs offered by George Mason University. FTI may not be redisclosed or used for any other purpose, such as for research in promoting college attendance, persistence, and completion.

FTI originates from the Internal Revenue Service (IRS) and institutions that receive Institutional Student Information Records (ISIR) files from the Department of Education must protect the FTI provided to them by the IRS. ISIRs will include two FTI label fields which mark the beginning and end of the IRS data. The start and end of IRS data is designated as: 'CUI//SP-TAX' within the ISIR file. The FTI labels must be retained wherever the data is used and stored which primarily applies to the Student Information System(s).

Incident Response

The Safeguards Rule requires that relative to customer information, the written incident response plan must specifically address (1) the goals of the plan, (2) the process for responding to security events, (3) a clear definition of roles and responsibilities, (4) plans for communicating both internally and externally, (5) requirements for the remediation of weaknesses identified as part of a response, (6) how an incident response will be documented, and (7) how the incident response process will be reviewed both regularly and after an event. George Mason should review the components of its IRP to ensure it addresses the requirements of the updated GLBA rule, and that the plan is reviewed at least annually and after any event for which the plan is activated. George Mason should also consider conducting regular tabletop exercises and including incident response awareness in its training program to ensure the university community is aware of George Mason's policy and how to engage the response plan (16 CFR 314.4(h)).

Policies, Procedures, and Training

The Gramm-Leach-Bliley Act addresses a broad set of privacy and security parameters that involve people, processes, training, and technology. George Mason has many policies and standards published on their website which should be reviewed and updated as needed to reflect GLBA requirements, and then proactively communicated to all members of the campus community.

Departments handling NPI should assess their procedural documentation, and where necessary, develop and/or update procedures that augment institutional guidance to address the risks and needs specific to their environment. It is recommended that all formally published documents have a section documenting reviews and changes including the dates of those reviews, summaries of changes, and the names of the approvers.

The Safeguards Rule has multiple training requirements. While the requirements remain flexible, allowing institutions to adopt training programs appropriate to their needs, the Safeguards Rule requires personnel with information security responsibilities to receive training sufficient for their roles and/or necessary to address relevant risks. The rule also requires that training curriculum be regularly updated to address emerging threats and institutional changes. Steps must also be taken to regularly verify that information security personnel maintain their certifications or appropriate knowledge levels, and where service providers are utilized to meet information security needs, they should be required to regularly provide assurance to George Mason that GLBA training requirements are being met (16 CFR 314.4(e)).

To ensure that compliance obligations to protect sensitive information are understood by the entire university community, it is required that all personnel receive security awareness training when hired and at least annually thereafter. Anyone who handles or is involved in any way with non-public personal information should also receive specific training on their responsibility to protect sensitive information in general and GLBA related data in particular. George Mason should consider extending its awareness training curriculum to include awareness of university policies related to information security and privacy for the entire campus community including faculty (16 CFR 314.4(e)). The assessment revealed that George Mason gives cyber security awareness training, role-based training and role-based highly sensitive data training which are mandatory and required annually for the respective groups.

Personal Computers and Personal Smart Phones

George Mason allows employees to work from home and institutional issued devices (laptops) are used. If the use of personal devices is deemed necessary, the associated risks must be thoroughly assessed, and appropriate safeguards must be established. For example, personal computers accessing the George Mason network, should be segmented from the broader George Mason network, or technical measures should be employed to ensure the protection of customer data. (16 CFR 314.4(c)).

George Mason permits its employees to use personal smartphones for university business, The university should assess the necessity of this practice for its operations. If the use of personal smartphones is deemed essential, they must be subjected to the same risk evaluation and security standards as devices managed by the institution (16 CFR 314.4(c)). Alternatively, George Mason could implement policies and procedures to ensure that only fully managed devices are utilized for storing, processing, or transmitting sensitive data.

Risk Assessment

IT risk assessments that account for the risks associated with the handling of sensitive personal information are regularly performed. Generally, Information Technology Services would conduct the risk assessment of the IT infrastructure; responsible departments would conduct or participate in assessments of their environments; the administration would contribute through its involvement with the risk management team which is responsible for the overall assessment that pulls the individual assessments into a cohesive whole. George Mason has extended its risk management program to include regular IT risk assessments and ensure the risks associated with handling GLBA related data are addressed (16 CFR 314.4(b)).

The Safeguards Rule requires risk assessments be conducted periodically. In addition, George Mason is required to perform more frequent risk assessments that specifically review the material risks identified by the primary risk assessment along with the effectiveness of any controls put in place to control those risks. Like the primary risk assessment, these additional assessments should update the regular evaluation of the information security program. George Mason should review its risk management program to assure it takes the specifically identified risks associated with handling GLBA related data into account, and that the program itself is reviewed at least annually (16 CFR 314.4(b)(2)).

Storage of Sensitive Data and Encryption

Currently, sensitive data is being stored electronically at George Mason. However, data retention is not consistent. The storage of sensitive data, the standards, processes, and procedures governing the lifecycle of that data will need to be reviewed and developed and/or updated as appropriate. The retention period must be formally documented, and that period must be based upon either a legal requirement or a reasonable business need. Processes must be developed and implemented to regularly review all stored sensitive data to assure the retention period is not exceeded and expired data is securely destroyed. George Mason should also evaluate its business and legal need to store sensitive data and, if appropriate, redesign its business processes to eliminate the need to store that data (16 CFR 314.4(c)(6)).

The Safeguards Rule also requires encryption of customer information both in transit and at rest. This requirement has flexibility to secure customer information with alterative equivalent controls

that have been reviewed and approved by the designated Qualified Individual. George Mason should review all systems where customer information is stored to ensure that information is either encrypted or adequately protected. Additionally, George Mason should review its policies to ensure sensitive information is encrypted both in transit and at rest (16 CFR 314.4(c)(3)).

Service Providers

George Mason uses third-party service providers to handle aspects of their data processing environment. All third parties used in the processing of sensitive information must provide evidence to George Mason of their privacy and security programs effectiveness. George Mason should review its vendor management program to ensure it includes a process that documents the responsibilities of each of its service providers, as well as their associated attestations of GLBA compliance. The GLBA Safeguards Rule requires George Mason to oversee its service providers and also requires those providers be periodically reviewed. All third parties used in the processing of sensitive information must provide evidence to George Mason of the effectiveness of their privacy and security programs at least annually. Both the program and the compliance status of George Mason's service providers must be reviewed at least annually (16 CFR 314.4(f)).

Shared Services

The impact of services like Active Directory that can be shared between the systems servicing sensitive data and the broader campus environment should be reviewed. Any system that stores, processes, or transmits GLBA data, or that can affect the security of that data could be in the scope of GLBA requirements. Typically, these services include (but are not limited to) account management and authentication, patch management, antivirus, time synchronization, and DNS. The Risk and Compliance Team should evaluate and define both the current scope and alternatives for scope reduction.

User Accounts and Access Control

George Mason leverages user accounts and groups to manage access to systems and applications. The standards governing these accounts and groups provide security and accountability across the information environment. Creating, managing, and monitoring accounts is a cornerstone to the information security strategy. Also, the need for assigned access privileges changes over time reflecting changes in organization, operations, and threats. George Mason has formal policies and procedures that manage the creation, modification, and deletion of user accounts and group membership address the requirements of managing access to customer information.

In many cases the responsibility to manage group memberships and other measures that control access to NPI is distributed to departments and custodians. It is recommended that the process be reviewed to confirm that the approval and review workflows are in-place, documented, and operating correctly (16 CFR 314.4(c)).

George Mason uses a Banner Administrative Systems Account Request form and has Banner Security Officers to document and control access to the Banner student information system. Access to Banner is periodically reviewed to ensure only authorized users are allowed access to Banner.

System Monitoring

The Safeguards Rule requires George Mason to monitor systems for unauthorized access of customer information. The rule offers two paths to compliance: periodic penetration testing or continuous monitoring and vulnerability assessments. Continuous monitoring is real-time, ongoing monitoring of security threats, configuration changes, and other identified vulnerabilities. Alternatively, George Mason can perform both annual penetration testing and vulnerability assessments. Currently, George Mason performs continuous monitoring, vulnerability scanning and is in the process of performing penetration testing. The university should review these programs to ensure they include all in-scope systems. Additionally George Mason should review its current systems and vulnerability management programs to determine the most appropriate way to address the requirements and ensure its practices are reflected in its policies and procedures (16 CFR 314.4(d)). Currently, George Mason uses Splunk as their SIEM for monitoring and alerting.

Multi-factor Authentication(MFA)

The Safeguards Rule requires institutions to implement MFA to control access to customer information for both systems and networks that contain GLBA in scope data. It should be noted that the rule provides George Mason some flexibility on the requirement allowing the use of alternative and equivalent access controls with the written approval of the designated Qualified Individual (16 CFR 314.4(c)(5)). The university should implement a process to regularly verify that all access to in-scope GLBA data requires the use of MFA.

General Guidance/Recommendations

Assessments often lead to observations that are not categorized into specific regulatory requirements, but should be reviewed and addresses, or whose risks should be evaluated.

- Retain the CUI labeling of FTI wherever ISIR data is stored and used within the student information system(s).
- Consider developing a diagram of data flows for GLBA data.
- Confirm GLBA training clearly defines in-scope GLBA data.
- Recommend the use of data sharing agreements for financial aid data.
- Review HR processes to ensure access reviews are included for internal transfers.
- Confirm data retention policy addresses email containing NPI.
- Review data repository data retention practices (imaging, shared storage, etc.)
- Ensure data classification-based controls account for GLBA.
- Ensure all systems/servers in GLBA scope are sending logs to Splunk.
- Consider developing a formal "Clean Desk" policy for departments that handle sensitive data.
- Consider using a FACTA Red Flags training program. [FACTA Red Flags: Program Checklist - CampusGuard](#)
- Ensure separation of duties occurs in Financial Aid office when granting access or sharing data. Recommend Director Student Financial Aid only approve requests and Assistant Director only implements the requests.

Understanding the GLBA Assessment Tables in the Report

This GLBA assessment report is divided into two sections of observations. The first section, *Institutional Observations*, details those observations of risk that were found across multiple or all departments. The second section, *Departmental Observations*, breaks down observations for each department so that a more focused approach may be applied where necessary. The observations and mitigations, along with assumed risk and relevant NIST 800-171 controls, are presented in the following table format:

Observation #	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
Description of the risk to systems, processes, or information.	Low /Med/ High	Low /Med/ High	Low /Med/ High	Low /Med/ High
Recommendation(s)				
• Suggested action(s) to take for mitigation of risk.				
GLBA Safeguards Rule Reference(s)				
• §314.3 Standards for safeguarding customer information.				
NIST SP 800-171 Reference(s)				
• 3.1 Access Control(s)				

Observation – Description of the risk to systems, processes, or information.

Threat Evaluation – Indicates the likelihood of occurrence of the threat, potential impact due to a failure to mitigate the threat, and overall risk to the organization that is posed by the threat. See *Appendix B: Risk Scale and Necessary Actions* for explanation of Low/Med/High ratings.

Mitigation Effort – Indicates the level of difficulty or cost associated with mitigating the threat as recommended.

Recommendation(s) – Suggested action(s) to take for mitigation of risk.

Institutional Observations

Issues identified that align better with broader administrative or technical structures, rather than individual departments, are listed in this section so the leadership and technical teams can provide an organizationally higher level of focus to these challenges. There may be some crossover between these issues and those found in individual departments and the effort to mitigate or reduce the risks may also be shared with those departments.

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
The existing Information Technology Security Program (Policy 1311) does not contain all the elements for GLBA compliance.	Med	Med	Med	Med

Recommendation(s)

- Develop a Written Information Security Program (WISP) for the purposes of GLBA compliance or expand policy 1311. At a minimum, the WISP must address the 9 required elements outlined by the FTC.
- https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2023-02-09/updates-gramm-leach-bliley-act-cybersecurity-requirements
- Communicate George Mason's GLBA compliance on GMU.edu website and direct compliance inquiries/requests to the appropriate George Mason individual/role (QI).
- Optionally, provide mechanism for WISP to be downloaded for audit purposes.

GLBA Safeguards Rule Reference(s)

- **§314.3(a)** Information security program. You shall develop, implement, and maintain a comprehensive information security program that is written in one or more readily accessible parts and contains administrative, technical, and physical safeguards that are appropriate to your size and complexity, the nature and scope of your activities, and the sensitivity of any customer information at issue. The information security program shall include the elements set forth in § 314.4 and shall be reasonably designed to achieve the objectives of this part, as set forth in paragraph (b) of this section.

NIST SP 800-171 Reference(s)

- **Not Applicable**

Observation 2	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
A Qualified Individual (QI) to manage and administer the Information Security Program is not formally identified.	Low	Low	Med	Med

Recommendation(s)

- Formally designate in writing the role or individual who is responsible for managing and administering the Information Security Program for George Mason University.
- Alternatively, the role can be outsourced which adds additional requirements. See CFR 314.4(a)(1), 314.4(a)(2) & 314.4(a)(3).

GLBA Safeguards Rule Reference(s)

- **§314.4(a)** Designate a qualified individual responsible for overseeing and implementing your information security program and enforcing your information security program (for purposes of this part, "Qualified Individual"). The Qualified Individual may be employed by you, an affiliate, or a service provider. To the extent the requirement in this paragraph (a) is met using a service provider or an affiliate, you shall:
- **§314.4(a)(1)** Retain responsibility for compliance with this part;
- **§314.4(a)(2)** Designate a senior member of your personnel responsible for direction and oversight of the Qualified Individual; and
- **§314.4(a)(3)** Require the service provider or affiliate to maintain an information security program that protects you in accordance with the requirements of this part.

NIST SP 800-171 Reference(s)

- **Not Applicable**

Departmental Observations

During the assessment, CampusGuard met with multiple departments to discuss their business practices and technical processes. Several issues were identified ranging from simple items such as a lack of written procedures to more complex items such as the use of unsecured email for the transmission of NPI. Those identified issues are covered below. There may be some crossover in observations both between departments and the institution. Also, the controls to mitigate or reduce the risks may be shared.

Accounts Receivable

Interviewees: Clare Laskofski

Bill Cunningham

Upon completion of interview, it was determined that Accounts Receivable falls inside of GLBA scope but no concerns around GLBA compliance were found.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

Advancement

Interviewees: John Smilde

Upon completion of interview, it was determined that Advancement is outside of GLBA scope.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

Athletics

Interviewees: Robert Smith

                                                                Malcolm Grace

Upon completion of interview, it was determined that Athletics is outside of GLBA scope.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

Employee Services

Interviewees: Andrew Lane
                                                            Clifton Murray
                                                            Michelle Lim
                                                            Patricia Coray
                                                            Robyn Madar

Upon completion of interview, it was determined that Employee Services is outside of GLBA scope.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

Enrollment Management

Interviewees: Dan Fisher

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
GLBA training being offered/completed is unconfirmed.	Low	Low	Low	Low

Recommendation(s)

- Ensure all in-scope GLBA departments complete GLBA training annually.

GLBA Safeguards Rule Reference(s)

- §314.4(e)(1) Providing your personnel with security awareness training that is updated as necessary to reflect risks identified by the risk assessment.

NIST SP 800-171 Reference(s)

- **3.2.1** Ensure that managers, systems administrators, and users of organizational systems are made aware of the security risks associated with their activities and of the applicable policies, standards, and procedures related to the security of those systems.
- **3.2.2** Ensure that personnel are trained to carry out their assigned information security-related duties and responsibilities.

Enrollment Services

Interviewees: Andrew Bunting
                                                                  Kathy Zimmerman

Upon completion of interview, it was determined that Enrollment Services falls inside of GLBA scope but no concerns around GLBA compliance were found.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

Financial Aid

Interviewees:

Alethia Shipman

Cassandra Thomas

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
███████████████ ██████████████ ████████	Low	Low	Low	Low

Note:
███████████████████

Recommendation(s)
• ████████████████████████████████ ███████████████████████████████ ██████████████████████   • ████████████████████████████████████

GLBA Safeguards Rule Reference(s)

- **§314.4(c)(6)(i)** Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained.
- **§314.4(c)(6)(ii)** Periodically review your data retention policy to minimize the unnecessary retention of data.

NIST SP 800-171 Reference(s)

- **Not Applicable**

Information Technology Services (ITS)

Interviewees:

Allen Santora
Casey Campbell
Haoxin Song
Lori Polnow
Nico Clemente

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
████████████ ███████████████ ████████████ ████████	Med	Med	High	Med

Recommendation(s)
• ████████████████████████████████ ██████████████████████

GLBA Safeguards Rule Reference(s)
• **§314.4(c)(3)** Protect by encryption all customer information held or transmitted by you both in transit over external networks and at rest. To the extent you determine that encryption of customer information, either in transit over external networks or at rest, is infeasible, you may instead secure such customer information using effective alternative compensating controls reviewed and approved by your Qualified Individual.

NIST SP 800-171 Reference(s)
• **3.13.16** Protect the confidentiality of CUI at rest.

Observation 2	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
████████████████████████ ████████████	Med	Med	High	Low

Recommendation(s)

- ██ ██

GLBA Safeguards Rule Reference(s)

- **§314.4(c)(3)** Protect by encryption all customer information held or transmitted by you both in transit over external networks and at rest. To the extent you determine that encryption of customer information, either in transit over external networks or at rest, is infeasible, you may instead secure such customer information using effective alternative compensating controls reviewed and approved by your Qualified Individual.

NIST SP 800-171 Reference(s)

- **3.13.16** Protect the confidentiality of CUI at rest.

Observation 3	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
████████████████████ ████████████████ ██████	Med	Med	Med	Med

Recommendation(s)

- ██ ████████████████

GLBA Safeguards Rule Reference(s)

- **§314.4(c)(8)** Implement policies, procedures, and controls designed to monitor and log the activity of authorized users and detect unauthorized access or use of, or tampering with, customer information by such users.

NIST SP 800-171 Reference(s)

- **3.14.3** Monitor system security alerts and advisories and take action in response.
- **3.14.7** Identify unauthorized use of organizational systems.

Observation 4	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
██████████████████████ ████████████████ ███████████████████ ██████	Med	Med	Med	Low

Recommendation(s)

- ██
████████████
- ██
██
████████████

GLBA Safeguards Rule Reference(s)

- **§314.4(c)(6)(i)** Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained; and
- **§314.4(c)(6)(ii)** Periodically review your data retention policy to minimize the unnecessary retention of data.

NIST SP 800-171 Reference(s)

- **Not Applicable**

Observation 5	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
The roles, responsibilities and levels of decision-making authority are not clearly identified in Incident Management Process.	Med	Med	Med	Med

Recommendation(s)

- Update ITS.ESD-PRS004 Incident Management Process v3.0final_Level 3.pdf to include a RACI chart of Responsibilities, Accountability, Consulted and Informed.

GLBA Safeguards Rule Reference(s)

- **§314.4(h)(3)** The definition of clear roles, responsibilities, and levels of decision-making authority;

NIST SP 800-171 Reference(s)

- **3.6.1** Establish an operational incident-handling capability for organizational systems that includes preparation, detection, analysis, containment, recovery, and user response activities.

Observation 6	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
External communication actions and information sharing parameters are not identified in Incident Management Process.	Med	Med	Med	Med

Recommendation(s)

- Update ITS.ESD-PRS004 Incident Management Process v3.0final_Level 3.pdf to include a RACI chart of Responsibilities, Accountability, Consulted and Informed.

GLBA Safeguards Rule Reference(s)

- **§314.4(h)(4)** External and internal communications and information sharing.

NIST SP 800-171 Reference(s)

- **3.6.2** Track, document, and report incidents to designated officials and/or authorities both internal and external to the organization.

Observation 7	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
The criteria to confirm remediation of a cybersecurity incident are not clearly stated in the Incident Management Process.	Low	Med	Med	Low

Recommendation(s)

- Update ITS.ESD-PRS004 Incident Management Process v3.0final_Level 3.pdf to include the parameters/conditions of a successful recovery from a cybersecurity event/incident.

GLBA Safeguards Rule Reference(s)

- **§314.4(h)(5)** Identification of requirements for the remediation of any identified weaknesses in information systems and associated controls;

NIST SP 800-171 Reference(s)

- **3.6.1** Establish an operational incident-handling capability for organizational systems that includes preparation, detection, analysis, containment, recovery, and user response activities.
- **3.6.3** Test the organizational incident response capability.

Observation 8	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
Existing inventories do not identify in-scope GLBA systems and data.	Low	Med	Med	Med

Recommendation(s)

- Improve inventories to distinguish in-scope GLBA systems and whether the systems process, store or transmit Non-public Personal Information.

GLBA Safeguards Rule Reference(s)

- §314.4(c)(2) Identify and manage the data, personnel, devices, systems, and facilities that enable you to achieve business purposes in accordance with their relative importance to business objectives and your risk strategy.

NIST SP 800-171 Reference(s)

- 3.4.1 Establish and maintain baseline configurations and inventories of organizational systems (including hardware, software, firmware, and documentation) throughout the respective system development life cycles.

Observation 9	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
There are no data flow diagrams that show the flow of sensitive data from Banner to other interconnected systems.	Low	Med	Med	Med

Recommendation(s)

- Identify and document all in-scope GLBA data contained in Banner and the subsequent systems that Banner feeds.

GLBA Safeguards Rule Reference(s)

- §314.4(c)(2) Identify and manage the data, personnel, devices, systems, and facilities that enable you to achieve business purposes in accordance with their relative importance to business objectives and your risk strategy.

NIST SP 800-171 Reference(s)

- 3.12.4 Develop, document, and periodically update system security plans that describe system boundaries, system environments of operation, how security requirements are implemented, and the relationships with or connections to other systems.

Observation 10	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
████████████████████ ███████████	Med	Med	Med	Low

Recommendation(s)
• ██ ██████████████
• Consider update to https://its.gmu.edu/working-with-its/it-security-office/it-security-standards/password-complexity-standard/ to include a section for GLBA compliance that is similar to the section *For PCI Compliance*.

GLBA Safeguards Rule Reference(s)
• **§314.3(b)(3)** Protect against unauthorized access to or use of such information that could result in substantial harm or inconvenience to any customer.

NIST SP 800-171 Reference(s)
• **3.5.5** Prevent reuse of identifiers for a defined period.

Institutional Effectiveness and Planning

Interviewees:

Gesele Durham
Patrick Kimball
Lisa Anh Nguyen
Yi Yuan

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
▓▓▓▓▓▓▓▓▓▓▓▓ ▓▓▓▓▓▓▓▓▓ ▓▓▓▓▓▓	Low	Med	Med	Low

Recommendation(s)
• ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ ▓▓▓▓▓▓▓▓▓▓▓   • ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓   • ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

GLBA Safeguards Rule Reference(s)
• **§314.4(c)(1)(i)** Authenticate and permit access only to authorized users to protect against the unauthorized acquisition of customer information.

NIST SP 800-171 Reference(s)
• **3.5.3** Use multifactor authentication for local and network access to privileged accounts and for network access to non-privileged accounts.

Observation 2	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
████████████ ████████████ ██████	Med	Med	High	Low

Recommendation(s)

- Follow secure disposal guidance from University Records Management office. In lieu of institutional guidance, follow state of Virginia guidance.
- Document process and perform secure disposal of data on a periodic basis or annual frequency at minimum unless a business justification exists. If extended data retention is necessary, ensure QI approves documented process in writing.

GLBA Safeguards Rule Reference(s)

- **§314.4(c)(6)(i)** Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained.
- **§314.4(c)(6)(ii)** Periodically review your data retention policy to minimize the unnecessary retention of data.

NIST SP 800-171 Reference(s)

- **3.8.1** Protect (i.e., physically control and securely store) system media containing CUI, both paper and digital.
- **3.8.9** Protect the confidentiality of backup CUI at storage locations.

University Registrar

Interviewees: Doug McKenna

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	**Impact**	**Risk**	
███████████████ ████████████ █████████	Low	Med	Med	Low

Recommendation(s)
• Follow secure disposal guidance from University Records Management office. In lieu of institutional guidance, follow state of Virginia guidance.   • Document process and perform secure disposal of data on a periodic basis or annual frequency at minimum unless a business justification exists. If extended data retention is necessary, ensure QI approves documented process in writing.

GLBA Safeguards Rule Reference(s)
• **§314.4(c)(6)(i)** Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained.   • **§314.4(c)(6)(ii)** Periodically review your data retention policy to minimize the unnecessary retention of data.

NIST SP 800-171 Reference(s)
• **Not Applicable**

Closing

Protection of data for regulatory purposes requires the cooperative synergy of an organization's information security and privacy programs along with administrative, technical, and physical controls applied in accordance with a risk assessment. The overall goal is to prevent and minimize the impact of a breach by implementing technical and administrative controls commensurate with the relative risk to sensitive information.

Observations in this report should improve management awareness of actions needed to continue critical efforts to comply with the Gramm-Leach-Bliley Act and reduce the likelihood of data being compromised. Some of the risks that require management action include training for those with information security responsibilities; the review and updating of policies, plans, and procedures that govern data access; and investment of time and resources to procure, install, maintain, and operate systems that provide and monitor the security of customer information.

Once the report is reviewed, it is recommended the university leverage the report to enhance the ongoing efforts of reducing risk by guiding staff through remediation and implementation of recommendations. The observations in this report can be used to develop a project plan for managing and prioritizing remediation. Because information security presents ever-evolving challenges, George Mason University will need to keep the plan current by staying abreast of industry and regulatory changes and regularly assessing risk.

It should be mentioned that some of the recommendations that are given may already have been implemented by the time the report is reviewed. Many of the staff were willing to address what is necessary to protect customer information and may have already acted on some recommendations discussed during the interview process.

CampusGuard thanks the George Mason University team for their assistance and involvement during the remote interview process. We look forward to a continued partnership and your ongoing information security and GLBA compliance efforts.

Greg Lewis
Security Advisor
CampusGuard

Appendix A: Threat Identification Overview

This information was taken directly from the NIST SP 800-30

Threat Identification Overview

NIST SP 800-30 describes the identification of the threat, the threat source and threat action for use in the assessment process. The following is a definition for each:

1. **Threat** – The potential for a particular threat-source to successfully exercise a particular vulnerability. *(A **vulnerability** is a flaw or weakness that can be accidentally triggered or intentionally exploited and result in a security breach or violation of policy).*

2. **Threat Source** – Any circumstance or event with the potential to cause harm to an IT system. The common threat sources can be natural, human, or environmental which can impact the organization's ability to protect confidential or sensitive data.

3. **Threat Action** – The method by which an attack might be carried out (e.g., hacking, system intrusion).

Threat Sources

A threat-source is any circumstance or event with the potential to cause harm to an information technology system and its processing environment. Common threat-sources are natural, human, and environmental. Threat sources can threaten the facilities, systems, data, personnel, utilities, and physical operations and how they function, their ability to perform their responsibilities/duties, or exposes them to disruption and/or harm.

Level	Likelihood Definitions
Threat	The potential for a particular threat-source to successfully exercise a particular vulnerability. *(A **vulnerability** is a flaw or weakness that can be accidentally triggered or intentionally exploited and result in a security breach or violation of policy).*
Threat Source	Any circumstance or event with the potential to cause harm to an IT system. The common threat sources can be natural, human, or environmental which can impact the organization's ability to protect confidential or sensitive data.
Threat Action	The method by which an attack might be carried out (e.g., hacking, system intrusion).

Appendix B: Risk Scale and Necessary Actions

This information was taken directly from the NIST SP 800-30

The following Risk Scale and Necessary Actions table presents actions that NIST SP 800-30 recommends senior management (the mission owners) must take for each risk level. George Mason University to determine if this will be used, or another methodology.

Risk Level	Risk Description and Necessary Actions
High	If an observation or observation or is evaluated as a high risk, there is a strong need for corrective measures. An existing system may continue to operate, but a corrective action plan must be put in place as soon as possible.
Medium	If an observation or observation is rated as medium risk, corrective actions are needed, and a plan must be developed to incorporate these actions within a reasonable period of time.
Low	If an observation or observation is described as low risk, the system's Designated Approving Authority (DAA) must determine whether corrective actions are still required or decide to accept the risk.

Appendix C: Risk Likelihood, Risk Impact, and Risk Level Definitions

This information was taken directly from the NIST SP 800-30

Level	Likelihood Definitions
High	The threat source is highly motivated and sufficiently capable, and controls to prevent the vulnerability from being exercised are ineffective.
Moderate	The threat source is motivated and capable, but controls are in place that may impede successful exercise of the vulnerability.
Low	The threat source lacks motivation or capability, or controls are in place to prevent, or at least significantly impede, the vulnerability from being exercised.

Impact Analysis: The adverse impact of a security event in terms of loss or degradation of any, or a combination of any, of the following three security goals, resulting from successful exploitation of a vulnerability:

- Loss of Confidentiality – Impact of unauthorized disclosure of confidential information (ex. Privacy Act). Unauthorized, unanticipated, or unintentional disclosure could result in loss of public confidence, embarrassment, or legal action against the organization.
- Loss of Integrity – Impact if system or data integrity is compromised by intentional or accidental changes to the data or system.
- Loss of Availability – Impact to system functionality and operational effectiveness should systems be unavailable to end users.

Magnitude of Impact	Impact Definitions
High	Exercise of the vulnerability (1) may result in the highly costly loss of major tangible assets or resources; (2) may significantly violate, harm, or impede an organization's mission, reputation, or interest; or (3) may result in human death or serious injury.
Medium	Exercise of the vulnerability (1) may result in the costly loss of tangible assets or resources; (2) may violate, harm or impeded an organization's mission, reputation, or interest; or (3) may result in human injury.
Low	Exercise of the vulnerability (1) may result in the loss of some tangible assets or resources; (2) may noticeably affect an organization's mission, reputation, or interest.

Risk Level Determination: These levels represent the degree or level of risk to which an IT system, facility, or procedure might be exposed if a given vulnerability were exercised:

- The likelihood of a given threat source's attempting to exercise a given vulnerability.
- The magnitude of the impact should a threat-source successfully exercise the vulnerability.
- The adequacy of planned or existing security controls for reducing or eliminating risk.

Magnitude of Impact	Risk Level Definitions
High	There is a strong need for corrective measures. An existing system may continue to operate, but a corrective action plan must be put in place as soon as possible.
Medium	Corrective actions are needed, and a plan must be developed to incorporate these actions within a reasonable period of time.
Low	The system's Authorizing Official must determine whether corrective actions are still required or decide to accept the risk.

Appendix D: NIST Risk Mitigation Methodology Activities

This information was taken directly from the NIST SP 800-30

Input	Risk Mitigation Activities	Output
Risk levels from the risk assessment report	Step 1. Prioritize Actions	Actions ranking from high to low
Risk assessment report	Step 2. Evaluate Recommended Control Options • Feasibility • Effectiveness	List of possible controls
	Step 3. Conduct Cost-Benefit Analysis • Impact of implementing • Impact of not implementing • Associated costs	Cost-benefit analysis
	Step 4: Select Controls	Selected controls
	Step 5: Assign Responsibility	List of responsible persons
	Step 6: Develop Safeguard Implementation Plan • Risks and Associated Risk Levels • Prioritized Actions • Recommended Controls • Selected Planned Controls • Responsible Persons • Start Date • Target Completion Date • Maintenance Requirements	Safeguard implementation plan
	Step 7: Implement Selected Controls	Residual risks

Appendix E: Risk Analysis and Management

Risk Analysis Approach

Methodology
The risk analysis was conducted using guidelines in NIST SP 800-30, *Risk Management Guide for Information Technology Systems*. There are three main segments of control that are evaluated during the assessment:

- *Management Controls:* Management of the information technology security system and the acceptance of risk.
- *Operational Controls:* Security methods focusing on mechanisms implemented and executed primarily by people (as opposed to systems or technology), including all aspects of physical security, media safeguards, and inventory controls.
- *Technical Controls:* Hardware and software controls providing automated protection to the systems or applications (technical controls operate within the IT system and applications).

Data Collection Phase
The data collection and assessment phase included identifying and interviewing key personnel within the organization and conducting document reviews. Interviews were focused on the operating environment, process, and procedures. Documents were reviewed to provide a base on which to evaluate compliance with security policies and procedures.

The interview process was also used to identify system and location-specific threats and vulnerabilities (Appendix B), and associated controls. An understanding of the technical and non-technical security controls in place at an organization helps identify opportunities to reduce the list of vulnerabilities, as well as the probability of a threat being exploited and compromising confidential information.

Risks to systems were ranked based on risk tolerance and operational objectives important to the organization. Vulnerabilities may be identified as individual risks or may be combined into a single risk based upon likelihood and impact (Appendix C).

Risk Likelihood, Impact Analysis, & Determination
The goal of this step is to determine an overall likelihood rating that indicates the probability that a vulnerability could be exploited by a threat-source given the existing or planned security controls, as well as the level of adverse impact that would result from a threat successfully exploiting a vulnerability.

The likelihood that a potential vulnerability may happen, the impact that would result from a successful threat exploiting a vulnerability, and the risk determination (level of risk) were determined by using the NIST SP 800-30 Risk Likelihood, Risk Impact, and Risk Level Definitions (Appendix D).

Risk Management Approach

Risk Mitigation
Risk mitigation involves evaluating, prioritizing, and implementing appropriate safeguards to reduce identified risks during the risk analysis process. The goal is to ensure the confidentiality, integrity, and availability of George Mason's systems.

Because the elimination of all risk is impractical, senior management, risk managers, and business managers will assess control recommendations, determine the acceptable level of residual risk, perform cost-benefit analyses, and approve implementation of those controls that have the greatest risk reduction impact in the most cost-effective manner to meet security regulation requirements.

Refer to Appendix E for NIST Risk Mitigation Activities, and to NIST SP 800-30 for additional methods to mitigate known and potential risks.

Evaluate and Prioritize Risks
Safeguarding recommendations are the results of the risk analysis process and provide a basis by which the authorizing official can evaluate and prioritize the identified risks and their associated controls.

The project team will work across the organization to develop a Risk Mitigation Implementation Plan if necessary, including recommended controls. At this point, the system contacts can collaborate to either accept the control recommendations, provide alternative suggestions, or reject the control recommendations and accept the risk.

The Risk Mitigation Implementation Plan should include risks identified as medium to high priority levels. Low risk priority levels are not generally included as they are assumed to currently be organizationally accepted risks but should be evaluated once the medium to high priority risks are addressed.

Identify Controls to Mitigate or Eliminate Risks
Controls, safeguarding recommendations, and/or actions that could reduce or eliminate the likelihood and/or impact of the associated risks that are identified should be documented in the Risk Mitigation Implementation Plan.

The Security Advisor considered all of the following factors when recommending controls and solutions to minimize or eliminate risks (note: these are not in any particular order):

- Sensitivity of the data and the system
- Previous security incidents
- Safety, reliability, and/or effectiveness of controls
- System compatibility and dependencies
- Incompatibilities with other controls
- Legislation and regulations
- Organizational policies and procedures
- Operational impact
- Budgetary constraints

- Other resource constraints

Implement Safeguards Based on NIST SP 800-171 Controls
- Implement the controls that have been approved and budgeted by senior management, in order of priority (e.g., greatest impact first).
- Wherever possible, objectively measure the effective reduction in risk as a result of the control and document this result.
- Identify and resolve unintended problems associated with the control implementation.

Ongoing Monitoring
- Ongoing monitoring will be done to determine if new risks have developed.
- Ongoing monitoring includes, but is not limited to, the following:
  o Conduct periodic reviews/mini risk assessment of security controls to measure their ongoing effectiveness and document the results.
  o Perform periodic system audits/mini risk assessment, such as before upgrading and purchasing new systems, with significant personnel changes, implementing new security policies, etc. When a new or upgraded system is introduced to the organization, a review must be done in order to determine if a new risk analysis must be conducted due to the introduction of new assets in the organization.
  o After conducting ongoing risk evaluation mitigate new risks identified.
- Complete a Risk Analysis/Assessment on a scheduled basis (e.g., every year or as needed to meet the organization's risk needs, regulatory requirements, other applicable Standards, etc.).

Results Documentation and Reporting to Management
- Provide an annual summary of the risk analysis to management to:
  o Help management understand the risks.
  o Help make decisions on policy, procedure, budget, and system operational and management changes.
  o Help make resource allocation decisions to reduce and correct potential and known risks.
- Fully document risk mitigation strategies and processes including those that:
  o Have been approved, budgeted, and implemented.
  o Have been approved and budgeted, but not yet implemented.
  o Have been approved but are not yet budgeted.
  o Have not been approved (including the reason).
  o The above documentation will be maintained for a period of time commensurate with the documented retention policy.

Appendix F: NIST SP 800-171 Requirements

This information was taken directly from the NIST SP 800-171

3.1 ACCESS CONTROL

Basic Security Requirements

> **3.1.1** Limit system access to authorized users, processes acting on behalf of authorized users, and devices (including other systems).
>
> **3.1.2** Limit system access to the types of transactions and functions that authorized users are permitted to execute.

Derived Security Requirements

> **3.1.3** Control the flow of CUI in accordance with approved authorizations.
>
> **3.1.4** Separate the duties of individuals to reduce the risk of malevolent activity without collusion.
>
> **3.1.5** Employ the principle of least privilege, including for specific security functions and privileged accounts.
>
> **3.1.6** Use non-privileged accounts or roles when accessing non-security functions.
>
> **3.1.7** Prevent non-privileged users from executing privileged functions and capture the execution of such functions in audit logs.
>
> **3.1.8** Limit unsuccessful logon attempts.
>
> **3.1.9** Provide privacy and security notices consistent with applicable CUI rules.
>
> **3.1.10** Use session lock with pattern-hiding displays to prevent access and viewing of data after a period of inactivity.
>
> **3.1.11** Terminate (automatically) a user session after a defined condition.
>
> **3.1.12** Monitor and control remote access sessions.
>
> **3.1.13** Employ cryptographic mechanisms to protect the confidentiality of remote access sessions.
>
> **3.1.14** Route remote access via managed access control points.
>
> **3.1.15** Authorize remote execution of privileged commands and remote access to security-relevant information.
>
> **3.1.16** Authorize wireless access prior to allowing such connections.
>
> **3.1.17** Protect wireless access using authentication and encryption.
>
> **3.1.18** Control connection of mobile devices.
>
> **3.1.19** Encrypt CUI on mobile devices and mobile computing platforms.21
>
> **3.1.20** Verify and control/limit connections to and use of external systems.
>
> **3.1.21** Limit use of portable storage devices on external systems.
>
> **3.1.22** Control CUI posted or processed on publicly accessible systems.

3.2 AWARENESS AND TRAINING

Basic Security Requirements

> **3.2.1** Ensure that managers, systems administrators, and users of organizational systems are made aware of the security risks associated with their activities and of the applicable policies, standards, and procedures related to the security of those systems.
>
> **3.2.2** Ensure that personnel are trained to carry out their assigned information security-related duties and responsibilities.

Derived Security Requirements

> **3.2.3** Provide security awareness training on recognizing and reporting potential indicators of insider threat.

3.3 AUDIT AND ACCOUNTABILITY

Basic Security Requirements

> **3.3.1** Create and retain system audit logs and records to the extent needed to enable the monitoring, analysis, investigation, and reporting of unlawful or unauthorized system activity.
>
> **3.3.2** Ensure that the actions of individual system users can be uniquely traced to those users so they can be held accountable for their actions.

Derived Security Requirements

> **3.3.3** Review and update logged events.
>
> **3.3.4** Alert in the event of an audit logging process failure.
>
> **3.3.5** Correlate audit record review, analysis, and reporting processes for investigation and response to indications of unlawful, unauthorized, suspicious, or unusual activity.
>
> **3.3.6** Provide audit record reduction and report generation to support on-demand analysis and reporting.
>
> **3.3.7** Provide a system capability that compares and synchronizes internal system clocks with an authoritative source to generate time stamps for audit records.
>
> **3.3.8** Protect audit information and audit logging tools from unauthorized access, modification, and deletion.
>
> **3.3.9** Limit management of audit logging functionality to a subset of privileged users.

3.4 CONFIGURATION MANAGEMENT

Basic Security Requirements

> **3.4.1** Establish and maintain baseline configurations and inventories of organizational systems (including hardware, software, firmware, and documentation) throughout the respective system development life cycles.
>
> **3.4.2** Establish and enforce security configuration settings for information technology products employed in organizational systems.

Derived Security Requirements

> **3.4.3** Track, review, approve or disapprove, and log changes to organizational systems.
>
> **3.4.4** Analyze the security impact of changes prior to implementation.
>
> **3.4.5** Define, document, approve, and enforce physical and logical access restrictions associated with changes to organizational systems.
>
> **3.4.6** Employ the principle of least functionality by configuring organizational systems to provide only essential capabilities.
>
> **3.4.7** Restrict, disable, or prevent the use of nonessential programs, functions, ports, protocols, and services.
>
> **3.4.8** Apply deny-by-exception (blacklisting) policy to prevent the use of unauthorized software or deny-all, permit-by-exception (whitelisting) policy to allow the execution of authorized software.
>
> **3.4.9** Control and monitor user-installed software.

3.5 IDENTIFICATION AND AUTHENTICATION

Basic Security Requirements

> **3.5.1** Identify system users, processes acting on behalf of users, and devices.
>
> **3.5.2** Authenticate (or verify) the identities of users, processes, or devices, as a prerequisite to allowing access to organizational systems.

Derived Security Requirements

3.5.3 Use multifactor authentication22 for local and network access23 to privileged accounts and for network access to non-privileged accounts.

3.5.4 Employ replay-resistant authentication mechanisms for network access to privileged and non- privileged accounts.

3.5.5 Prevent reuse of identifiers for a defined period.

3.5.6 Disable identifiers after a defined period of inactivity.

3.5.7 Enforce a minimum password complexity and change of characters when new passwords are created.

3.5.8 Prohibit password reuse for a specified number of generations.

3.5.9 Allow temporary password use for system logons with an immediate change to a permanent password.

3.5.10 Store and transmit only cryptographically-protected passwords.

3.5.11 Obscure feedback of authentication information.

3.6 INCIDENT RESPONSE
Basic Security Requirements

3.6.1 Establish an operational incident-handling capability for organizational systems that includes preparation, detection, analysis, containment, recovery, and user response activities.

3.6.2 Track, document, and report incidents to designated officials and/or authorities both internal and external to the organization.

Derived Security Requirements

3.6.3 Test the organizational incident response capability.

3.7 MAINTENANCE
Basic Security Requirements

3.7.1 Perform maintenance on organizational systems.

3.7.2 Provide controls on the tools, techniques, mechanisms, and personnel used to conduct system maintenance.

Derived Security Requirements

3.7.3 Ensure equipment removed for off-site maintenance is sanitized of any CUI.

3.7.4 Check media containing diagnostic and test programs for malicious code before the media are used in organizational systems.

3.7.5 Require multifactor authentication to establish nonlocal maintenance sessions via external network connections and terminate such connections when nonlocal maintenance is complete.

3.7.6 Supervise the maintenance activities of maintenance personnel without required access authorization.

3.8 MEDIA PROTECTION
Basic Security Requirements

3.8.1 Protect (i.e., physically control and securely store) system media containing CUI, both paper and digital.

3.8.2 Limit access to CUI on system media to authorized users.

3.8.3 Sanitize or destroy system media containing CUI before disposal or release for reuse.

Derived Security Requirements

3.8.4 Mark media with necessary CUI markings and distribution limitations.

3.8.5 Control access to media containing CUI and maintain accountability for media during transport outside of controlled areas.

3.8.6 Implement cryptographic mechanisms to protect the confidentiality of CUI stored on digital media during transport unless otherwise protected by alternative physical safeguards.

3.8.7 Control the use of removable media on system components.

3.8.8 Prohibit the use of portable storage devices when such devices have no identifiable owner.

3.8.9 Protect the confidentiality of backup CUI at storage locations.

3.9 PERSONNEL SECURITY
Basic Security Requirements

3.9.1 Screen individuals prior to authorizing access to organizational systems containing CUI.

3.9.2 Ensure that organizational systems containing CUI are protected during and after personnel actions such as terminations and transfers.

3.10 PHYSICAL PROTECTION
Basic Security Requirements

3.10.1 Limit physical access to organizational systems, equipment, and the respective operating environments to authorized individuals.

3.10.2 Protect and monitor the physical facility and support infrastructure for organizational systems.

Derived Security Requirements

3.10.3 Escort visitors and monitor visitor activity.

3.10.4 Maintain audit logs of physical access.

3.10.5 Control and manage physical access devices.

3.10.6 Enforce safeguarding measures for CUI at alternate work sites.

3.11 RISK ASSESSMENT
Basic Security Requirements

3.11.1 Periodically assess the risk to organizational operations (including mission, functions, image, or reputation), organizational assets, and individuals, resulting from the operation of organizational systems and the associated processing, storage, or transmission of CUI.

Derived Security Requirements

3.11.2 Scan for vulnerabilities in organizational systems and applications periodically and when new vulnerabilities affecting those systems and applications are identified.

3.11.3 Remediate vulnerabilities in accordance with risk assessments.

3.12 SECURITY ASSESSMENT
Basic Security Requirements

3.12.1 Periodically assess the security controls in organizational systems to determine if the controls are effective in their application.

3.12.2 Develop and implement plans of action designed to correct deficiencies and reduce or eliminate vulnerabilities in organizational systems.

3.12.3 Monitor security controls on an ongoing basis to ensure the continued effectiveness of the controls.

3.12.4 Develop, document, and periodically update system security plans that describe system boundaries, system environments of operation, how security requirements are implemented, and the relationships with or connections to other systems.

3.13 SYSTEM AND COMMUNICATIONS PROTECTION
Basic Security Requirements

3.13.1 Monitor, control, and protect communications (i.e., information transmitted or received by organizational systems) at the external boundaries and key internal boundaries of organizational systems.

3.13.2 Employ architectural designs, software development techniques, and systems engineering principles that promote effective information security within organizational systems.

Derived Security Requirements

3.13.3 Separate user functionality from system management functionality.

3.13.4 Prevent unauthorized and unintended information transfer via shared system resources.

3.13.5 Implement subnetworks for publicly accessible system components that are physically or logically separated from internal networks.

3.13.6 Deny network communications traffic by default and allow network communications traffic by exception (i.e., deny all, permit by exception).

3.13.7 Prevent remote devices from simultaneously establishing non-remote connections with organizational systems and communicating via some other connection to resources in external networks (i.e., split tunneling).

3.13.8 Implement cryptographic mechanisms to prevent unauthorized disclosure of CUI during transmission unless otherwise protected by alternative physical safeguards.

3.13.9 Terminate network connections associated with communications sessions at the end of the sessions or after a defined period of inactivity.

3.13.10 Establish and manage cryptographic keys for cryptography employed in organizational systems.

3.13.11 Employ FIPS-validated cryptography when used to protect the confidentiality of CUI.

3.13.12 Prohibit remote activation of collaborative computing devices and provide indication of devices in use to users present at the device.

3.13.13 Control and monitor the use of mobile code.

3.13.14 Control and monitor the use of Voice over Internet Protocol (VoIP) technologies.

3.13.15 Protect the authenticity of communications sessions.

3.13.16 Protect the confidentiality of CUI at rest.

3.14 SYSTEM AND INFORMATION INTEGRITY
Basic Security Requirements

3.14.1 Identify, report, and correct system flaws in a timely manner.

3.14.2 Provide protection from malicious code at designated locations within organizational systems.

3.14.3 Monitor system security alerts and advisories and take action in response.

Derived Security Requirements

3.14.4 Update malicious code protection mechanisms when new releases are available.

3.14.5 Perform periodic scans of organizational systems and real-time scans of files from external sources as files are downloaded, opened, or executed.

3.14.6 Monitor organizational systems, including inbound and outbound communications traffic, to detect attacks and indicators of potential attacks.
3.14.7 Identify unauthorized use of organizational systems.

Appendix G: GLBA controls without Observations

This section identifies GLBA Safeguards Rule controls that did not present significant observations during the assessment. While observations were not discovered during this year's assessment, continued vigilance is necessary in today's ever-changing information security threat landscape. These controls should still be reviewed year-over-year to ensure George Mason compliance with the GLBA Safeguards Rule.

CFR #	CFR Description
§314.3(b)	Objectives. The objectives of section 501(b) of the Act, and of this part, are to:
§314.3(b)(1)	Insure the security and confidentiality of customer information;
§314.3(b)(2)	Protect against any anticipated threats or hazards to the security or integrity of such information.
§314.4(b)	Base your information security program on a risk assessment that identifies reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and assesses the sufficiency of any safeguards in place to control these risks.
§314.4(b)(1)	The risk assessment shall be written and shall include:
§314.4(b)(1)(i)	Criteria for the evaluation and categorization of identified security risks or threats you face;
§314.4(b)(1)(ii)	Criteria for the assessment of the confidentiality, integrity, and availability of your information systems and customer information, including the adequacy of the existing controls in the context of the identified risks or threats you face; and
§314.4(b)(1)(iii)	Requirements describing how identified risks will be mitigated or accepted based on the risk assessment and how the information security program will address the risks.
§314.4(b)(2)	You shall periodically perform additional risk assessments that reexamine the reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and reassess the sufficiency of any safeguards in place to control these risks.
§314.4(c)	Design and implement safeguards to control the risks you identity through risk assessment, including by:
§314.4(c)(1)	Implementing and periodically reviewing access controls, including technical and, as appropriate, physical controls
§314.4(c)(1)(i)	Authenticate and permit access only to authorized users to protect against the unauthorized acquisition of customer information; and
§314.4(c)(4)	Adopt secure development practices for in-house developed applications utilized by you for transmitting, accessing, or storing customer information and procedures for evaluating, assessing, or testing the security of externally developed applications you utilize to transmit, access, or store customer information;
§314.4(c)(6)	Intentionally left blank
§314.4(c)(7)	Adopt procedures for change management; and
§314.4(d)	Intentionally left blank
§314.4(d)(1)	Regularly test or otherwise monitor the effectiveness of the safeguards' key controls, systems, and procedures, including those to detect actual and attempted attacks on, or intrusions into, information systems.

§314.4(d)(2)	For information systems, the monitoring and testing shall include continuous monitoring or periodic penetration testing and vulnerability assessments. Absent effective continuous monitoring or other systems to detect, on an ongoing basis, changes in information systems that may create vulnerabilities, you shall conduct:
§314.4(d)(2)(i)	Annual penetration testing of your information systems determined each given year based on relevant identified risks in accordance with the risk assessment; and
§314.4(d)(2)(ii)	Vulnerability assessments, including any systemic scans or reviews of information systems reasonably designed to identify publicly known security vulnerabilities in your information systems based on the risk assessment, at least every six months; and whenever there are material changes to your operations or business arrangements; and whenever there are circumstances you know or have reason to know may have a material impact on your information security program.
§314.4(e)	Implement policies and procedures to ensure that personnel are able to enact your information security program
§314.4(e)(2)	Utilizing qualified information security personnel employed by you or an affiliate or service provider sufficient to manage your information security risks and to perform or oversee the information security program;
§314.4(e)(3)	Providing information security personnel with security updates and training sufficient to address relevant security risks; and
§314.4(e)(4)	Verifying that key information security personnel take steps to maintain current knowledge of changing information security threats and countermeasures.
§314.4(f)	Oversee service providers, by:
§314.4(f)(1)	Taking reasonable steps to select and retain service providers that are capable of maintaining appropriate safeguards for the customer information at issue;
§314.4(f)(2)	Requiring your service providers by contract to implement and maintain such safeguards; and
§314.4(f)(3)	Periodically assessing your service providers based on the risk they present and the continued adequacy of their safeguards.
§314.4(g)	Evaluate and adjust your information security program in light of the results of the testing and monitoring required by paragraph (d) of this section; any material changes to your operations or business arrangements; the results of risk assessments performed under paragraph (b)(2) of this section; or any other circumstances that you know or have reason to know may have a material impact on your information security program.
§314.4(h)	Establish a written incident response plan designed to promptly respond to, and recover from, any security event materially affecting the confidentiality, integrity, or availability of customer information in your control. Such incident response plan shall address the following areas:
§314.4(h)(1)	The goals of the incident response plan;
§314.4(h)(2)	The internal processes for responding to a security event;
§314.4(h)(3)	The definition of clear roles, responsibilities, and levels of decision-making authority;
§314.4(h)(4)	External and internal communications and information sharing;
§314.4(h)(5)	Identification of requirements for the remediation of any identified weaknesses in information systems and associated controls;
§314.4(h)(6)	Documentation and reporting regarding security events and related incident response activities; and
§314.4(h)(7)	The evaluation and revision as necessary of the incident response plan following a security event.

§314.4(i)	Require your Qualified Individual to report in writing, regularly and at least annually, to your board of directors or equivalent governing body. If no such board of directors or equivalent governing body exists, such report shall be timely presented to a senior officer responsible for your information security program. The report shall include the following information:
§314.4(i)(1)	The overall status of the information security program and your compliance with this part; and
§314.4(i)(2)	Material matters related to the information security program, addressing issues such as risk assessment, risk management and control decisions, service provider arrangements, results of testing, security events or violations and management's responses thereto, and recommendations for changes in the information security program.

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

November 19, 2024

EXECUTIVE SUMMARY

- Audit Staffing:
  - We continue to utilize our hybrid organizational model to provide assurance services for George Mason. The model blends full time professional staff with co-sourced professionals from national and local accounting firms that bring specialized expertise to execute specific audit engagements. As of November 1, 2024, the full-time staff consists of four professionals. Seeking the right balance of audit professionals who are George Mason employees and those who are co-sourced professionals is being managed continuously by University Audit leadership.

  - Co-sourced resources are being utilized to complete the following audit engagements:
    - Information technology process infrastructure monitoring.
    - Information technology configuration and change management.
    - Information technology project management office (PMO) methodology.
    - Accounts Payable.
    - Housing and Residence Life.

- Four audit memos were issued since the last meeting including:
  - Banner Core Physical Access,
  - Student Bar Association (SBA) – Governance and Oversight,
  - Two memos related to Biomedical Research Laboratory (BRL) employee timekeeping practices impacting controls in payroll and grant allocation.

- Remediation of six audit issues is in progress as of November 1, 2024.

- Audit Plan status:
  - Planned audit work remains consistent with the 3+6 Audit Plan reviewed at the prior meeting. However, the timing of planned audit work continues to be reevaluated in consideration of the use of co-sourced audit resources.

- Status of fraud, waste, and abuse investigations:
  - Five investigations were completed since the prior meeting; they are isolated in nature with negligible impact to the University.
  - There are three investigations in progress.

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1 SUMMARY OF AUDIT REPORTS

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

- Audit Memos:
    - Banner Core Physical Access Controls (Aquia Data Center)
    - Student Bar Association – Governance and Oversight
    - Biomedical Research Laboratory Employee Timekeeping Practices (Payroll Controls)
    - Biomedical Research Laboratory Employee Timekeeping Practices (Compensation Time Review and Grant Allocation)

SUMMARY OF AUDIT MEMOS:

Audit Memos are communications which provide assurance related to a narrow, targeted topic or provide interim updates on longer-term assurance activities.

Banner Core Physical Access Controls (Aquia Data Center):

- Confidential – Restricted Data: Critical Infrastructure Vulnerability Assessment Information (Code of VA: 2.2-3705.2.4).

Student Bar Association – Governance and Oversight

- University Policy 6000 (Student Organizations and Fiscal Policy) defines the various types of student organizations and prescribes the procedures for registration and governance, and funding from university and non-university sources. This review assessed certain governance and oversight practices related to Student Bar Association activities. Management is reviewing, clarifying, and establishing appropriate protocols and communications to strengthen oversight of Student Bar Association activities, including the use and handling of university-provided funding for Student Bar Association activities, in the areas of student organization independence from the university, governance and oversight for Student Organizations, the administration and use of self-generated revenues, and the consumption of alcohol at student events funded by university-provided funds or on university properties.

Biomedical Research Laboratory Employee Timekeeping Practices
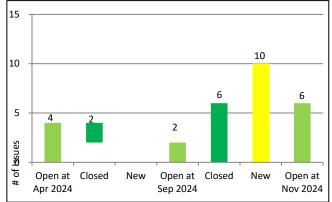
- This review of BRL Employee Timekeeping practices recommended actions to strengthen timesheet review and approval, accurate reporting of time, review of certain positions, review of the earning and use of compensatory time, and review of the allocation of expenses to a research award.
- The review also recommended enhancements to Payroll controls for monitoring of compensatory time charged and providing guidance and training for employees and supervisors in certain positions.

SUMMARY STATUS OF AUDIT ISSUES AS OF NOVEMBER 1, 2024
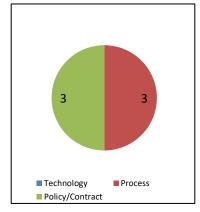
Six audit issues were closed since the last meeting. There were six open audit issues as of November 1, 2024.
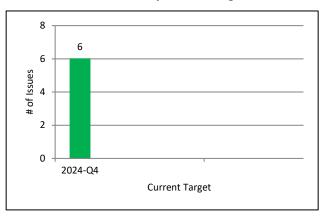
Audit Issue Inventory Movement

Audit Issues by Type

Audit Issues by Current Target

Audit Report	Report Date	Open at Apr 2024	New	Closed	Open at Sep 2024	New	Closed	Open at Nov 2024
Biomedical Research Laboratory Employee Timekeeping Practices	11/1/24	0	-	-	0	6	(5)	1
Student Bar Association Governance and Oversight	10/8/24	0	-	-	0	4	-	4
IT Third Party Service Providers	9/13/23	1	-	(1)	0	-	-	0
Background Investigations	4/20/23	2	-	-	2	-	(1)	1
Academic Integrity	8/29/22	1	-	(1)	0	-	-	0
		4	0	(2)	2	10	(6)	6

STATUS OF AUDIT PLAN AS OF NOVEMBER 1, 2024

The 3+6 Audit Plan as of November 1, 2024 (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	9 30	12 31	3 31	6 30
Aligned with University-Level Risk Areas					
IT Risk and Control Infrastructure Program	• Monitor ITS program workstreams to strengthen the risk and control infrastructure and improve technology service delivery.				
Information Security Program	• Monitor projects to further strengthen security of George Mason's entire technology environment.				
Research Security	• Monitor cybersecurity assessments of research computing environments, including NSPM-33 expectations.				
Housing and Residence Life	• Assess business and compliance processes relevant to student housing and residence life.				
Business Continuity and Disaster Recovery Planning	• Assess business continuity, disaster recovery, and continuity of operations planning.				
Compliance with TTIP MOUs	• Assess progress in achieving obligations under Tech Talent Investment Program memoranda of understanding and related reporting.				
Construction Payments and Change Orders	• Monitor and assess payments related to planned campus construction projects.				
Additional Areas					
Accounts Payable Processing	• Assess processes for ensuring authorized, accurate, and timely payment transactions.				
Issue Validation Procedures	• Validate management has remediated audit issues in a comprehensive and sustainable manner.				
Hotline Investigations Referred by OSIG	• Investigate allegations of fraud, waste, or abuse received from the Commonwealth's Office of the State Inspector General.				

STATUS OF INVESTIGATIONS AS OF NOVEMBER 1, 2024
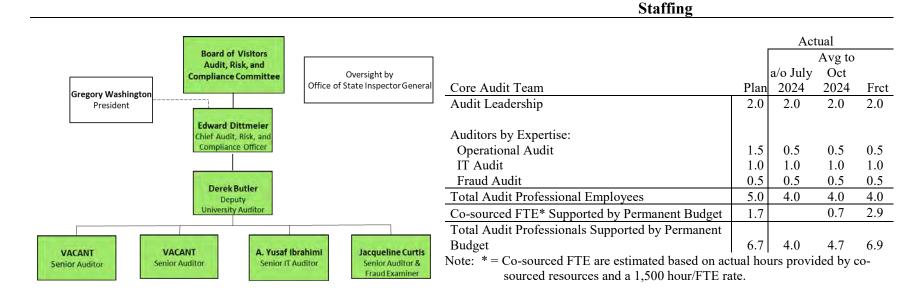
Nature of Allegation	Type	Status	Remarks
Potential falsification of timesheets	Fraud	Completed	*Certain time sheet review and approval controls and payroll monitoring controls were strengthened.*
Potential falsification of timesheets	Fraud	Completed	
Potential mismanagement of research funds	Abuse	Completed	*Minor adjustment of expenses charged to research award was made.*
Potential mismanagement of student fee monies	Abuse	Completed	*Management is reviewing, clarifying, and establishing appropriate protocols and communications to strengthen oversight in various areas.*
Potential abuse of procurement/P-Card policies	Abuse	Completed	
Potential noncompliance with development policies	Abuse	In Progress	
Potential time abuse and conflict of interest	Fraud	In Progress	
Potential non-compliance with conflict of interest policy	Abuse	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.

University Audit utilizes a hybrid organizational model to provide assurance services for George Mason. The model is designed to blend full time professional staff with co-sourced professionals from national and local accounting firms that bring specialized expertise to execute specific audit engagements under the Deputy University Auditor's direction and supervision. As of November 1, 2024, the full-time staff consists of four professionals.

Staffing

Core Audit Team	Plan	a/o July 2024	Avg to Oct 2024	Frct
Audit Leadership	2.0	2.0	2.0	2.0
Auditors by Expertise:				
Operational Audit	1.5	0.5	0.5	0.5
IT Audit	1.0	1.0	1.0	1.0
Fraud Audit	0.5	0.5	0.5	0.5
Total Audit Professional Employees	5.0	4.0	4.0	4.0
Co-sourced FTE* Supported by Permanent Budget	1.7		0.7	2.9
Total Audit Professionals Supported by Permanent Budget	6.7	4.0	4.7	6.9

Note: * = Co-sourced FTE are estimated based on actual hours provided by co-sourced resources and a 1,500 hour/FTE rate.

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
1	**Report Name:** Background Investigations **Report Date:** 4/19/23 **Management:** Michelle Lim, Interim Vice President and Chief Human Resources Officer	**Ensure All Employees Have Completed Required Background Investigations:** Central HR should ensure all current and prospective employees have completed background investigations prior to beginning work; establish communication mechanisms to inform hiring departments of the status of a prospective employee's background investigation; develop automated procedures for ensuring regular integration of Truescreen background investigation data into Banner; implement a continuous monitoring program; and create a central repository of all completed background investigations.	All current employees hired on or after July 1, 2016 have a background investigation on file. Since George Mason's policy prior to this date did not require all employees to have a background investigation, the Executive Vice President of Finance and Administration decided to focus efforts on ensuring background investigations are on file for all employees hired on or after July 1, 2016. IT enhancements now halt the employee onboarding process if there is no background investigation on file. A dashboard now assists the Background Specialist with monitoring background investigations status/data. Banner and the background investigation vendor have been fully integrated to ensure near real time updates of background investigation status. The establishment of processes and procedures to ensure timely background investigations for adjunct faculty, a population which may not maintain consistent employment, has been delayed due to departures of senior human resources leaders.	9/30/23	12/31/24
2	**Report Name:** Student Bar Association- Governance and Oversight **Report Date:** 10/8/24 **Management:** Rose Pascarell, Vice President, University Life	**Student Organization Independence from the University:** The SBA and related LSSOs are not registered student organizations and are not subject to the policies or procedures of the Student Involvement Office. It is not clear whether any of these student organizations are 'independent' given the requirements to adhere to university policies and procedures, and dependency on funds from university sources. Given that student organizations are considered by the University to be independent, Leadership in the Law School believe they do not have the authority to control how university	The Vice President, University Life will work with University Counsel and university management (including representation from the Law School) to clarify whether student organizations are independent from the university and document the authority provided to management. The Vice President, University Life will also convene the appropriate parties and stakeholders to assess the current governance, oversight, policies, and procedures used across student organizations, including the SBA and LSSOs.	12/31/24	12/31/24

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
		funds were being used by the SBA and the related LSSOs.			
3	**Report Name:** Student Bar Association- Governance and Oversight **Report Date:** 10/8/24 **Management:** Rose Pascarell, Vice President, University Life	**Governance and Oversight for Student Organizations:** A review of the SBA and LSSO expenditures between January 1, 2023 and April 18, 2024 noted items that are not typically approved expenditures by the SFB for RSOs or by the university. These items include: events that are not free, open and accessible to all students (formals/banquets closed or designed specifically for the group, i.e., Barrister's Ball), bartending services at on-campus events; and branded/non-branded apparel ($4,005 for embroidered sweat shirts). On the other hand, the SBA does not reimburse for student organization travel to and from the airport or train station to minimize expenses; whereas the RSOs are permitted to request reimbursement for these items, and are reimbursable per the university's travel policy.	The Vice President, University Life will work with University Counsel and university management (including representation from the Law School) to clarify whether student organizations are independent from the university and document the authority provided to management. The Vice President, University Life will also convene the appropriate parties and stakeholders to assess the current governance, oversight, policies, and procedures used across student organizations, including the SBA and LSSOs.	12/31/24	12/31/24
4	**Report Name:** Student Bar Association- Governance and Oversight **Report Date:** 10/8/24 **Management:** Rose Pascarell, Vice President, University Life	**Self-Generated Revenues:** Per UP 6000, self-generated revenue is money raised by an organization through various activities, such as the collection of dues from its members, charging admission to its events, fundraising, advertising, submission fees, and sales. These funds are kept in an off-campus bank account and managed by the student organizations (SBA, LSSOs and RSOs). Since these funds are not held in a university account, the university has no visibility into the account activity or say into how the funds are spent. The SBA charges admission to certain university funded events (Barrister's Ball, Casino Night). These funds have been used to cover the cost of alcohol which cannot be paid for using funds from university sources. Funds from the university account are used to cover the cost of the venue, food and entertainment.	The Vice President, University Life will work with University Counsel and university management (including representation from the Law School) to clarify whether student organizations are independent from the university and document the authority provided to management. The Vice President, University Life will also convene the appropriate parties and stakeholders to assess the current governance, oversight, policies, and procedures used across student organizations, including the SBA and LSSOs.	12/31/24	12/31/24

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
5	**Report Name:** Student Bar Association- Governance and Oversight **Report Date:** 10/8/24 **Management:** Rose Pascarell, Vice President, University Life	**Alcohol at University Funded Events:** Alcohol is provided and consumed at various SBA events funded by university sources. These events can occur on the Arlington campus (Casino Night) or off campus (Barrister's Ball). While admission fees (self-generated revenue) and Foundation monies cover the cost of the alcohol for such events, funds from the university are used to pay the cost of the venue, food and entertainment	Enhanced requirements will be established that ensure consistent execution of university policies across student organizations, with specific attention on guidelines that govern the use of alcohol at student events funded by the university whether held on or off university properties.	12/31/24	12/31/24
6	**Report Name:** Biomedical Research Laboratory (BRL) Employee Timekeeping Practices Report Date: 11/1/24 **Management:** Sonya Howell, Director Payroll, Fiscal Services	Payroll should issue additional guidance or resources to educate impacted employees and supervisors on eligibility criteria for earning compensatory time, procedures for recording such time, and procedures for recording compensatory time taken (similar to previous timesheet guidelines which were published on University Policy #2205).	Payroll will coordinate with Fiscal Learning & Engagement to publish additional timesheet resources to the Fiscal Services website to assist impacted employees and supervisors with recording and approving compensatory time earned and taken. In addition, Payroll will partner with Human Resources (who administers leave) to include a notice in the HR Liaisons Newsletter at least annually outlining eligibility criteria for earning compensatory time and a link to procedures for recording such time earned and taken.	12/31/24	12/31/24

Office of University Audit

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

Report to Audit, Risk and Compliance Committee
November 19, 2024
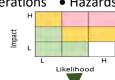
Audit priorities are determined in a dynamic, flexible, risk-based manner using a frequently refreshed audit risk assessment. Planning is governed by an Audit Policy originally endorsed by the Committee in 2016; essential elements are:

Top-Down Analysis

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

Bottom-Up Analysis

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

Monitoring

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

Key Stakeholder Input

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

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

Proposed 3+6 Audit Plan

Evaluate Resources

- Resource levels
- Skill needs

Seek Review

- Chairman review
- Committee review

2

Consistent with our most recent view formed in June 2024, university-level risk areas include:

Risk Area	Description	Potential Internal Audit Work
Enrollment Changes	Student enrollment processes drive the quality and diversity of the university community while sourcing ~ 50% of revenues through net tuition, fee, housing, and dining revenues. Success is dependent on achieving an balanced student size, mix, diversity, and financial capability while managing to limit the impacts of potential changes in enrollment due to competitiveness, relevance, demographics, economics, or other reasons.	• **Evaluate academic integrity processes.** • **Evaluate university registrar processes.** • Monitor APA student financial aid testing (fall 2024); consider supplemental procedures. • Monitor ADVANCE program with NOVA and other community colleges. • Monitor pricing/competition as other universities expand offerings in Northern Virginia.
Research Enterprise Growth	The university is continuing to expand research substantially to strengthen research impact and sustain a Carnegie Very High Research Activity (R1) classification. Growth in research faculty and scalable support, including infrastructure capabilities (people, facilities, computing, funding, and processes), need to support planned growth.	• **Assess research proposal development process.** • **Evaluate financial administration of sponsored programs.** • **Monitor cyber security assessment of research computing environments.** Continue. • Monitor strengthening of research security process enhancements related to federal requirements.
Financial Stewardship and Funding Uncertainty	Legislative processes, inflationary impacts on costs, expiration of pandemic-era relief actions, and overall volatility in higher education are challenging available resources. Financial planning, analysis, reporting, and governance processes are being adjusted to better align resource allocation with achieving strategic goals and the university's instructional and research missions while protecting the university's creditworthiness and balancing current needs with longer-term investments.	• **Evaluate student billing processes.** • Evaluate accounts payable processing. • Monitor budget model redesign initiative. • Monitor processes for managing reserve levels. • Monitor compliance with Tech Talent Investment Program agreements. • Monitor investment planning processes.
Campus Safety, Security, Health and Well Being	Providing a safe, secure, and healthy environment for students, employees, and other community members is essential to the accomplishment of the university's instructional, research, and public service missions.	• Monitor self-assessment of emergency management program. • Evaluate compliance with Commonwealth violence prevention requirements, including recent threat assessment legislation. • Monitor active threat-related training completion rates by students and employees. • Monitor status of mental health programs with selected comparable peers.

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

Consistent with our most recent view formed in June 2024, university-level risk areas include:

Risk Area	Description	Potential Internal Audit Work
Operating Infrastructure Robustness	Mason's workforce and important core processes, technology, and facilities are likely to require further strengthening and investment to appropriately support scalable growth and innovation while ensuring core processing is effective and efficient.	• **Evaluate university registrar processes.** • **Monitor actions to improve IT governance and process infrastructure projects.** • **Evaluate student billing processes.** • **Evaluate financial administration of sponsored programs.** • Evaluate Housing and Residence Life processes. • Evaluate accounts payable processing. • Continue to monitor implementation of IT governance and process infrastructure projects. • Evaluate IT configuration and change management processes. • Monitor strengthening of intercollegiate athletics compliance processes. • Evaluate processes to manage Banner Access authorization, management, and termination. • Evaluate disaster recovery and continuity of operations planning and capabilities. • Monitor selected construction projects.
Information Protection (Cyber Threats)	The university holds large volumes of protected (personally identifiable, classified, and controlled unclassified) information in a globally connected, decentralized technology environment.	• **Monitor actions to improve IT governance and process infrastructure projects.** • **Monitor cyber security assessment of research computing environments.** Continue. • Continue to monitor implementation of IT governance and process infrastructure projects. • Monitor IT vulnerability and patch management processes. • Evaluate disaster recovery and continuity of operations planning and capabilities.
Key Role Succession	Turnover in certain leadership positions and key roles has been experienced recently and is expected in the near future (due to planned retirements). The orderly filling and acclimation of strong individuals for these positions is important to sustaining strategic momentum.	• **Monitor recruitment searches, on-boarding, and assimilation for certain roles.** Continue.

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

GEORGE MASON UNIVERSITY® **Office of University Audit**

Our view of university-level risk areas maps well to management's enterprise risk areas.

	Funding Resources	Competition	Cybersecurity	Governance Volatility	Campus Safety & Security	Physical & Technology Infrastructure	Global Volatility	Compliance and Ethics	Business Practices	Student Success
Enrollment Changes	🟥	🟥		🟧			🟨		🟩	🟩
Research Enterprise Growth	🟥	🟥	🟥		🟧	🟧		🟨		
Financial Stewardship & Funding Uncertainty	🟥	🟥	🟥	🟧		🟧			🟩	
Campus Safety, Security, Health, and Well Being				🟧	🟧		🟨			🟩
Operating Infrastructure Robustness			🟥			🟧		🟨	🟩	
Information Protection (Cyber)	🟥		🟥			🟧			🟩	
Key Role Succession		🟥		🟧					🟩	

Risk assessment results highlight areas with potentially high impact.

RISK FACTOR	DESCRIPTION	DISTRIBUTION OF AUDITABLE UNITS
STRATEGIC	The risk of this auditable unit to GMU's people, reputation, or financial position, and to the achievement of GMU's Mission, Values, and Strategic Plan objectives arising from ineffective business strategies and tactics; adverse business decisions; insufficient resources, funding, or management focus; ineffective implementation of decisions; or lack of responsiveness to changes in business environment.	Impact: H: 12, 8, 0 / M: 26, 17, 0 / L: 16, 1, 0 — Likelihood: L M H
FINANCIAL and FINANCIAL REPORTING	The risk of this auditable unit to GMU's people, reputation, or financial position arising from inadequate or ineffective management of financial-related processes and reporting or external events, including processes upstream from those normally associated with financial aspects of the university. Among other things, this includes risks associated with credit, investments, financings, currencies, financial models, markets, and related transaction processing, accounting, and reporting activities.	Impact: H: 3, 3, 1 / M: 7, 11, 0 / L: 47, 8, 0 — Likelihood: L M H
REGULATORY COMPLIANCE	The risk of this auditable unit to GMU's people, reputation, or financial position arising from violations of, or non-compliance with, current and changing laws, regulations, supervisory guidance, or regulatory expectations.	Impact: H: 8, 9, 0 / M: 6, 20, 0 / L: 36, 1, 0 — Likelihood: L M H
OPERATIONS	The risk of this auditable unit to GMU's people, reputation, or financial position arising from inadequate or failed internal processes, people, and systems or from external events. This includes the following types of risk: technology-related risk, which is the risk arising from the University's overall use of technology (whether centralized or decentralized) and includes, among other things, its governance, processes, infrastructure, applications, security, and reliability; and legal risk, which is the risk arising from defective transactions, litigation or claims made, or the failure to protect university assets.	Impact: H: 3, 6, 2 / M: 6, 40, 2 / L: 14, 6, 1 — Likelihood: L M H
HAZARD	The risk of this auditable unit to GMU's people, reputation, or financial position arising from inadequate or failed internal processes, people, and systems or from external events. This includes the following types of risk: (i) health, safety, and environmental risks, which is the risk arising from processes or events that potentially cause damage, harm, or adverse effects to someone (e.g., health) or something (e.g., property).	Impact: H: 0, 1, 0 / M: 7, 11, 0 / L: 60, 1, 0 — Likelihood: L M H

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
1	Provost	Antonin Scalia School of Law		Mod	Low	Mod	Mod	Low	
2	Provost	College of Education & Human Development (CEHD)		Mod	Low	Mod	Mod	Low	10/27/22 – IT Risk Self-Assessment 4/8/22 – Research Proposal Process Review 10/1/20 - Confucius Institute Financial Review
3	Provost	College of Engineering & Computing		High	Low	High	Mod	Low	5/6/24 - RPRC CMMC and SPRS Scoring Validation; 9/6/22 - RPRC SSP and POA&M Assessment; 4/8/22 – Research Proposal Process Review;
4	Provost	College of Humanities & Social Sciences (CHSS)		Mod	Low	Mod	Mod	Low	4/8/22 – Research Proposal Process Review
5	Provost	College of Public Health		Mod	Low	Mod	Mod	Low	8/10/2022 - IT Risk Self-Assessment
6	Provost	College of Science (CoS)		High	Low	Mod	Mod	Mod	5/24/24 - IT Risk Self-Assessment; 4/8/22 – Research Proposal Process Review 2/27/20 – IT Security Self-Assessment 12/16/19 – Validation of IT Security Self-Assessment Results;
7	Provost	College of Visual & Performing Arts (CVPA)		Low	Low	Mod	Mod	Low	10/26/20 – CVPA Wage Employee Charges 6/17/20 - Assessment of Interest and Other Matters 11/25/19 - Computer Game Design Scholarship Program 8/7/19 – Validation of IT Security Self-Assessment Results
8	Provost	Costello College of Business		Mod	Low	Mod	Mod	Low	2/27/23 - IT Risk Self-Assessment Results: School of Business
9	Provost	Honors College		Low	Low	Mod	Low	Low	
10	Provost	Jimmy and Rosalynn Carter School of Peace and Conflict Resolution		Low	Low	Mod	Low	Low	
11	Provost	Schar School of Policy & Government		Mod	Low	Mod	Mod	Low	
12	Provost	Cross-functional (formerly Research & Innovation Initiatives)	Smithsonian Mason School of Conservation	Low	Low	Low	Low	Low	
13	Provost	Entrepreneurship Programming	Mason Enterprise	Mod	Low	Low	Low	Low	

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
14	Provost	Research & Innovation Initiatives	Research Development and Computing	Mod	Low	Mod	Mod	Low	5/6/24 - SRC CMMC and SPRS Scoring Validation; 8/29/22 - SRC CUI SSP and POA&M Assessment
15	Provost	Research & Innovation Initiatives	University Institutes and Centers	High	Low	Low	Mod	High	
16	Provost	Research Services	Research Services - Integrity & Assurance	Mod	Low	High	Mod	Low	5/6/24 - RPRC CMMC and SPRS Scoring Validation; 5/6/24 - SRC CMMC and SPRS Scoring Validation; 9/6/22 - RPRC SSP and POA&M Assessment 8/29/22 - SRC CUI SSP and POA&M Assessment
17	Provost	Research Services	Research Services - Sponsored Programs Administration	Mod	High	Mod	High	Low	2/8/24 - GMU Research and Development Testing Results 4/8/22 – Research Proposal Process Review 5/1/20 - Continuance Audit of Federally Sponsored Fund Reconciliations
18	Provost	Academic Administration		Low	Low	Low	Low	Low	
19	Provost	Enrollment Management	Admissions and Enrollment Planning	High	Low	Mod	Mod	Low	11/4/21 - Office of Admissions
20	Provost	Enrollment Management	Student Financial Aid	Low	Mod	Mod	Mod	Low	12/12/23 - Review of Satisfactory Academic Progress; 11/10/21 - Student Financial Aid 1/25/21 - Use and Distribution of GEERF 12/18/20 - Use and Distribution of CARES Act Funding
21	Provost	Institutional Effectiveness and Planning		Mod	Low	Mod	Mod	Low	
22	Provost	Academic Affairs	Registrar	Low	Low	High	Mod	Low	12/8/22 - Office of University Registrar Audit
23	Provost	Academic Affairs	Undergraduate Education	Low	Low	Low	Mod	Low	
24	Provost	Academic Affairs	Graduate Education	Low	Low	Low	Mod	Low	
25	Provost	Academic Affairs	Accreditation	Mod	Low	High	Mod	Low	
26	Provost	Academic Affairs	Global Education Office	Low	Low	Low	Low	Mod	
27	Provost	Academic Affairs	INTO Mason	Low	Low	Low	Low	Low	
28	Provost	Academic Affairs	Mason Continuing and Professional Education	Low	Low	Low	Low	Low	

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
29	Provost	Academic Affairs	ADVANCE and Other Community College Partnerships	Mod	Low	Low	Low	Low	
30	Provost	Academic Affairs	Provost Activities (incl Mercatus Center)	Mod	Low	Low	Mod	Low	
31	Provost	Faculty Affairs		Low	Low	Low	Low	Low	8/26/2020 - Online Graduate Learning Arrangement Wiley
32	Provost	Mason Korea		Mod	Low	Low	Low	Low	
33	Provost	University Life	Access and Holistic Student Support Services	Low	Low	High	Mod	Mod	8/29/22 - Academic Integrity 12/18/20 - Use and Distribution of CARES Act Funding 12/16/19 - Drug and Alcohol Prevention Program
34	Provost	University Life - Student Engagement	Housing and Residential Life	Mod	Low	Low	Mod	Mod	
35	Provost	University Life - Student Engagement	Recreations	Low	Low	Low	Low	Low	
36	Provost	University Life - Student Engagement	Student Organizations	Low	Low	Low	Low	Mod	7/10/24 - Campus Ministry Association (CMA) Affiliate Review;
37	Provost	University Libraries		Low	Low	Low	Low	Low	8/7/19 – Validation of IT Security Self-Assessment Results
38	Administration	Fiscal Services	Accounts Payable	Low	Mod	Mod	Mod	Low	
39	Administration	Fiscal Services	General Accounting (and Financial Reporting & ARMICS)	Low	High	Mod	Mod	Low	9/3/21 - Clearing Accounts 6/17/21 - Bank Accounts 4/15/21 - Foreign Gifts and Contracts 2/5/21 - Enhanced ARMICS IT Assurance Control Assessment
40	Administration	Fiscal Services	Payroll Processing	Mod	Mod	Mod	Mod	Low	4/23/20- Wage Employee Time Entry and Annual Leave Usage for Administrative Faculty
41	Administration	Fiscal Services	Purchasing and Central Receiving	Low	Mod	Mod	Low	Low	
42	Administration	Fiscal Services	Strategic Planning and Budget	High	Mod	Mod	Mod	Low	

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The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
43	Administration	Fiscal Services	Student Fiscal Services	Low	Mod	Mod	Mod	Low	10/12/23 - Student Accounts Office 7/19/19 – Student Fiscal Services
44	Administration	Fiscal Services	Treasury and Debt Management	Mod	Mod	Mod	Mod	Low	
45	Administration	Human Resources and Benefits	Human Resources	Mod	Low	Mod	High	Low	4/20/23 - Background Investigations 7/23/19 – Recruiting Processes
46	Administration	Information Technology Services	Enterprise Applications / Banner Support	Low	Mod	Low	High	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results; 5/9/24 – Feedback on Banner Core SSP and POA&M; 3/8/24 – Facilitated Banner Core Self-Assessment; 4/9/21 - IAM Identity Management 6/11/21 - IAM Access Management 10/5/20 - Security Over Highly Privileged Banner Account 7/22/19 - Assessment of Banner 9 Upgrade System testing
47	Administration	Information Technology Services	Enterprise Applications / Banner Development, Change Management, and Operations (SDLC)	Low	Low	Low	Mod	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results;
48	Administration	Information Technology Services	Enterprise Applications / Database, Middleware, and ERP Support	Low	Mod	Low	High	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results;
49	Administration	Information Technology Services	Cloud Computing and Storage	Low	Mod	Low	High	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results; 9/14/23 – IT Third Party Service Providers; 10/30/18 – Monitoring Server Configuration Benchmarks and Implementations
50	Administration	Information Technology Services	Enterprise Service Delivery / Business Continuity & Recovery	Mod	Low	Low	Mod	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results; 1/3/23 - ITS Disaster Recovery Exercise - Banner
51	Administration	Information Technology Services	Enterprise Service Delivery / Technology Support Services	Low	Low	Low	Low	Low	

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
52	Administration	Information Technology Services	IT Security	Mod	Low	Mod	High	Low	5/9/24 - Feedback on Updated Banner Core System Security Plan (SSP) and Plan of Action and Milestones (POA&M); 5/9/24 - Updated IT Security Standard; 2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results; 1/29/24 - University-Wide Incident Response Policies and Procedures; 5/10/23 - Feedback on ITS Security Awareness Training Updates 1/18/23 - IT Risk Self-Assessment Results: Enterprise-wide Guidance 11/4/22 - Feedback on Proposed University-wide Information Security Control Baselines 8/26/22 - IT Risk and Control Infrastructure Program Monitoring 9/17/21 - Compare Mason's IT Security Program with NIST Controls Framework 9/15/21 - Remediation of 3rd Party Service Provider Oversight 3/25/20 - Validation of Management's Remediation of APA's Firewall security issues 12/16/19 – Enterprise CUI Environment Assessment of Certain Control Requirements & CUI Project Intake Process Design
53	Administration	Information Technology Services	Learning Support Services / Online Learning Resources	Mod	Low	Low	Mod	Low	
54	Administration	Information Technology Services	Network IT Infrastructure	Mod	Mod	Low	High	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results;
55	Administration	Information Technology Services	Physical IT Infrastructure (+ physical server management)	Low	High	Low	Mod	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results;
56	Administration	Information Technology Services	Strategic Business Operations / Process and Planning	Mod	Low	Low	High	Low	3/14/23 - Feedback on ITS Portfolio and Project Management Updates 9/17/20 - IT Portfolio Management
57	Administration	Capital Strategy and Planning		High	Low	Low	Low	Low	
58	Administration	Facilities	Facilities Management Maintenance & Utilities	Low	Low	Low	Mod	Low	
59	Administration	Facilities	Planning, Design and Construction (including University Building Official)	High	High	High	Mod	Mod	11/15/22 - Life Sciences and Engineering Building Pre-Construction GMP 2 Proposal 9/21/22 - GMU Design Manual: Suggested Areas to Clarify 5/8/20 - Construction Contract Payment Processing - Robinson Hall Replacement Project 7/2/19 - Construction Contract Payment Processing - Core Campus Project

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
60	Administration	Risk, Safety, and Resilience	Enterprise Risk Management	High	Low	Low	Mod	Low	
61	Administration	Risk, Safety, and Resilience	Public Health Management	Low	Low	Mod	Low	Mod	
62	Administration	Risk, Safety, and Resilience	Risk Management (Insurance)	Low	Low	Low	Low	Low	
63	Administration	Risk, Safety, and Resilience	Safety and Emergency Services	Low	Low	Mod	Low	Mod	
64	Administration	Auxiliary Operations & Services	Eagle Bank Arena	Low	Low	Low	Mod	Low	
65	Administration	Auxiliary Operations & Services	Food-Related Services; including related facilities and maintenance (& Independent Food)	Low	Low	Low	Mod	Mod	
66	Administration	Auxiliary Operations & Services	Mason Card	Low	Low	Low	Low	Low	
67	Administration	Auxiliary Operations & Services	Parking, Shuttles, and Transportation	Low	Low	Low	Mod	Low	
68	Administration	Auxiliary Operations & Services	Print and Mail Services	Low	Low	Low	Low	Low	
69	Administration	Auxiliary Operations & Services	Retail-Related Services (& Independent Retail)	Low	Low	Low	Mod	Low	
70	Administration	Real Estate	Real Estate Administration (Lease Properties)	Low	Mod	Low	Low	Low	
71	Advancement	University Advancement and Alumni Relations	University Advancement	Mod	Low	Low	Low	Low	6/22/20 - Gift Acceptance Policy Implementation
72	Athletics	Intercollegiate Athletics	External Affairs, Fund Raising and Funds Management	Low	Mod	Low	Mod	Low	7/25/24 - Intercollegiate Athletics Certain Compliance Areas; 2/10/20 - Intercollegiate Audit: reopening of audit issues
73	Athletics	Intercollegiate Athletics	Student-Athlete Processes	Low	Mod	High	Mod	Mod	2/10/20 - Intercollegiate Audit: reopening of audit issues
74	Branding	Strategic Communications and Marketing		Mod	Low	Low	Mod	Low	4/24/23 - Noncompliance with Hiring Practices

GEORGE MASON UNIVERSITY **Office of University Audit**

The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
75	Diversity, Equity and Inclusion	Diversity, Equity and Inclusion		Mod	Low	High	Mod	Low	12/14/20 - Handling Investigations of Allegations of Discrimination 6/11/20 - Possible conflict of personal interest and misuse of Mason resources for private business 12/13/19 - Employee Disclosures and evaluation of Personal Interest 11/19/19 - Possible misuse of 3D Printer
76	Govt & Comm Relations	Government and Community Relations		Mod	Low	Mod	Low	Low	
77	Police and Public Safety	Police and Public Safety		Low	Low	Low	Mod	Mod	9/19/19 - Separation of Purchasing and Inventory Responsibilities
78	President	Audit and Compliance	Institutional Compliance Program	Low	Low	Mod	Mod	Low	6/15/22 - Ethics Program Initial Assessment
79	President	University Counsel		Low	Low	High	Mod	Low	
80	President	President's Office		Mod	Low	Low	Low	Low	1/21/20 - Noticing of December 2019 Presidential Search Committee Meeting

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Enterprise Risk Management Update
Audit, Risk, and Compliance Committee of the Board of Visitors
November 19, 2024

The following information is an update to the reports provided to the Board in FY24 and September 2024. It is important to note that enterprise risk management is a continuous improvement process and therefore the assessment provided herein may continue to change as the risk landscape and conditions change both internally and externally. At this time, the highest priority risks are Funding Resources, Competition, and Cybersecurity. A summary of the mitigation actions for these three highest priority risks are shown in Figure 2.

Since the last report provided to the Board, Executive Risk Owners (ERO) and Action Plan Risk Owners (APRO) have continued to implement the action plans aligned with the mitigation strategies for all 10 enterprise risks. These strategies will continue to be refined and implemented as appropriate until the risks are reduced to an acceptable level. The Chief Risk Officer is working with ERO on financial analyses to ensure limited resources are appropriated prudently for action plans that require additional funding.

Some action plan highlights pertaining to the highest priority risks from recent months:
- As part of the mitigation strategy addressing **Funding Resources**:
  - Advocacy for Commonwealth funding resulted in receiving ~$7.9m for FY25 for the VMSDEP program, with a similar amount expected in FY26.
  - The Budget Model Redesign project is underway, with an expected timeline allowing its use in FY26 budget development.
- As part of the mitigation strategy addressing **Competition**:
  - Human Resources has automated a host of recruitment sites (LinkedIn, HigherEd Jobs, etc.) to enable more streamlined recruitment processes.
  - Gallup engagement survey results were shared with the university, and reports are available to unit leaders.
  - The Office of University Branding continues to support the university's competitiveness through marketing strategies; for instance, brand advertising featuring top faculty and national rankings continues regionally and digitally, generating millions of impressions.
  - Improved access and affordability are being achieved via an extension of the Mason Virginia Promise Grant to all full Pell recipients starting with the fall 2025 semester, as well as an expected expansion of the ADVANCE-Mason Virginia Promise program to two new institutions.
- As part of the mitigation strategy addressing **Cybersecurity**:
  - The university continues to make progress towards establishing an identity and access management solution.
  - George Mason is creating an Office of Research Security within the Office of Research Integrity and Assurance to ensure the effective implementation of research security measures, including National Security Presidential Memo-33.

Lastly, the environment is continually scanned for internal and external factors that impact enterprise risks, to ensure risk response efforts are focused in the most critical areas. The trend assessment for each of the 10 enterprise risks is shown in Table 1.

ERM Update   1
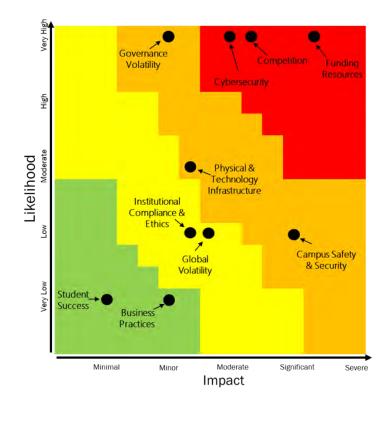
Figure 1. FY24/25 Enterprise Risk Heat Map

Table 1. FY24/25 Ranked Enterprise Risks

Risk Name	Priority/ Rank	Risk Level	Risk Trend*
Funding Resources	1	🟥	Neutral
Competition	2	🟥	Increasing
Cybersecurity	3	🟥	Neutral
Governance Volatility	4	🟧	Increasing
Campus Safety & Security	5	🟧	Increasing
Physical & Technology Infrastructure	6	🟧	Increasing
Global Volatility	7	🟨	Decreasing
Institutional Compliance & Ethics	8	🟨	Decreasing
Business Practices	9	🟩	Neutral
Student Success	10	🟩	Neutral

Compared to September 2024 BOV Report

Figure 2. Highest Priority Enterprise Risks

Funding Resources	Competition	Cybersecurity
Risk Drivers	**Risk Drivers**	**Risk Drivers**
• Funding (State and Federal support) and financial aid • Economic environment • Reduced revenue/enrollments • Tuition funding directives and unfunded mandates from state • Historic underinvestment in systems and infrastructure • Workforce shortages/Skill gaps in critical areas	• Increased competition for student enrollment from a growing number of institutions • Stagnant/declining number of high school graduates from key markets • Changing value proposition associated with higher education • Student/faculty/staff recruitment, retention, engagement and inclusivity • Faculty/staff total compensation	• Network, Application, Information, and Operational Security • Disaster recovery and business continuity • Increased sophistication in threat actor activity; (i.e., ransomware attacks) • Third party applications • End-user behavior
Mitigation Actions	**Mitigation Actions**	**Mitigation Actions**
• Advocate for Commonwealth funding • Manage tuition, room and board rates • Meet enrollment targets in the SCHEV Six-Year plan • Execute unit budget reductions & cost containment • Continue revenue diversification • Align service models and organization • Continue to enhance operational efficiency and effectiveness • Propose and implement retirement incentives • Manage enrollment revenue through deliberate student aid practices • Catalyze early-stage and large-scale research activity • Leverage congressionally directed funding • Scale Research, Innovation, and Entrepreneurship infrastructure through external support • Launch and execute billion-dollar comprehensive campaign	• Enhance student/faculty/staff recruitment technology and process • Upgrade performance management system • Continually assess market compensation • Expand employee engagement • Expand professional development offerings • Provide recruitment central support • Provide research support and training • Provide graduate and postdoctoral fellow student support • Increase competitiveness through marketing strategies • Improve access and affordability through expanded financial assistance and partnerships	• Apply IT Security Standard • Establish identity and access management program • Exercise change and configuration management • Enhance IT Security end-user education frequency and modality • Improve disaster recovery infrastructure leveraging cloud services • Enhance risk assessment and remediation program • Launch MIDAS (Mason Insights – Data to Analytics Solutions) project • Enhance data loss prevention capabilities in Microsoft365 service • Implement Cloud Access Security Broker • Assess research cybersecurity

ERM Update

George Mason University

Office of Institutional Compliance

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

November 19, 2024

EXECUTIVE SUMMARY

This report summarizes Institutional Compliance activities since the prior Committee meeting:

- Compliance assessment activity:
    - Inventory: 458 laws and regulations applicable to George Mason tracked, up from 454.
        - Risk ownership has been identified and confirmed for 444 laws and regulations, up from 439 (97%).
    - Guided, granular regulatory risk assessments for priority risk areas continue:
        - In Progress: FAR/DFARS, award management and costing
    - Guided, program maturity self-assessments of distributed compliance programs continue:
        - Completed: Counseling and Psychological Services, Center for Community Mental Health Records Management
        - In Progress: FAR/DFARS, Award Management and Costing, Athletics Privacy
    - External reviews: One new external review was announced since the last meeting and is in progress. One review remains in progress since the last meeting and two were completed.

- Status of reported compliance matters:
    - One potential compliance matter was reported to Institutional Compliance since the prior meeting, and was referred to another unit for investigation. Two matters investigated directly by Institutional Compliance were closed since the last meeting and one remains in progress. None of the matters appear significant to George Mason.
    - Coordination of investigations and investigative protocols continues to occur with units such as Research Integrity and Assurance; Diversity, Equity, and Inclusion; Human Resources; Information Technology Services; and the Office of the Registrar

- Additional institutional compliance activities:
    - Institutional Compliance continues to work with the Enterprise Risk Management Program and other groups to refine action plans to address the Institutional Compliance and Ethics enterprise risk and to strengthen George Mason's culture of integrity, ethics, and compliance; the action plans will be reviewed with senior leaders in early 2025.
    - Institutional Compliance continues to support substantial university-wide efforts to strengthen conflict of interest and related disclosure and management processes. Ongoing work includes: improving workflows, participating in the new review committee for organizational conflict of interests, ongoing development of an organizational conflict of interest policy and process, and additional communications and training.
    - Institutional Compliance benchmarked peer institution anonymous reporting capabilities, and has begun socializing such a capability for George Mason prior to implementation.

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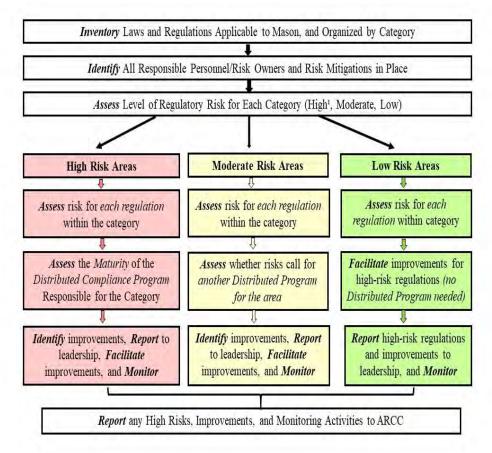
Topic

1   SUMMARY OF ASSESSMENT AND MONITORING ACTIVITY
- Approach
- Inventory of Laws and Regulations and Accountable Personnel
- Assessment Prioritization and Status
- Summary Status of In-Progress Assessments
- Summary Status of External Reviews

2   SUMMARY OF REPORTING MECHANISMS AND MATTERS

3   SUMMARY OF ADDITIONAL COMPLIANCE ACTIVITIES
- Institutional Compliance Enterprise Risk Mitigation Strategy
- Training and Communication Activities

4   INSTITUTIONAL COMPLIANCE STAFFING

5   APPENDIX:
- Counseling and Psychological Services Maturity Assessment Report
- Center for Community Mental Health Maturity Assessment Report
- Schedule of Assessments Completed Since 2021

SUMMARY OF ASSESSMENT AND MONITORING ACTIVITY

APPROACH:

The Audit, Risk, and Compliance Committee of the Board has a Charter responsibility to oversee the effectiveness of institutional compliance processes for monitoring compliance with laws and regulations, including policies and processes related to ethics and conflicts of interest. Institutional Compliance supports the Committee's accomplishment of this responsibility through planning, facilitating, and overseeing regular university-wide assessments of compliance risks guided by the elements of effective compliance programs in the *US Federal Sentencing Guidelines for Organizations* and related guidance from the Department of Justice; ensuring management ownership for monitoring and managing compliance risks; evaluating the effectiveness of risk-owner programs to monitor and manage compliance risks; and ensuring communication to leadership and the Committee. The assessment and monitoring approach are depicted in the chart below.

Factors considered in assessing the level of regulatory risk include the potential for adverse regulatory action or critical interest by legislative or investigative entities which could result in governmental penalties, disruption or suspension of operations, programs, accreditation, or licensure, loss or reduction of funding, or sustained adverse public attention. The assessment of the level of regulatory risk indicates the expected robustness of the associated mitigation activities, including the formality and maturity of the related distributed risk-area compliance program.

INVENTORY OF LAWS AND REGULATIONS AND ACCOUNTABLE PERSONNEL:

As of November 1, 2024, an inventory of 458 laws and regulations applicable to George Mason has been compiled and was reviewed with the Office of University Counsel for completeness and applicability. Risk owners have been identified and confirmed for 444 (97%) of the 458 laws and regulations; these owners have confirmed and accepted their responsibilities related to the 444 laws and regulations. Ownership and identification work is ongoing. The table below summarizes the inventory of laws and regulations by category together with those laws and regulations where ownership has been confirmed and accepted.

	Regulatory Category	Number of Laws and Regulations Tracked			Number of Laws and Regulations for which Ownership Confirmed		
		9/13/24	11/1/24	Change	9/13/24	11/1/24	Change
1	Compliance and Ethics Program	3	4	+1	3	4	+1
2	Copyright and Intellectual Property	9	-	-	9	9	-
3	Employment	93	94	+1	92	93	+1
4	Environmental Health and Safety and Occupational Health & Safety	53	53	-	53	53	-
5	Facilities, Construction, and Renovation	4	4	-	3	4	+1
6	Finance and Tax	45	45	-	45	45	-
7	Information Management and Security, and Privacy	50	50	-	43	43	-
8	Procurement and Contracting	21	21	-	20	20	-
9	Research	69	71	+2	69	71	+2
10	Students and Academic Policy	104	104	-	102	102	-
11	Miscellaneous	3	3	-	-		-
	Totals	**454**	**458**	**+5**	**439**	**444**	**+5**

ASSESSMENT PRIORITIZATION AND STATUS:

Institutional Compliance, in coordination with University Counsel, compiled a preliminary assessment of regulatory risks facing large, public research universities that are similar to George Mason. The assessment was completed using the inventory of laws and regulations by category and subcategory. It does not represent an assessment of specific risks or risk levels at George Mason; it is solely intended to provide a basis for identifying and prioritizing future George Mason-specific assessment activities. The preliminary assessment, summarized below, was shared with senior leaders and their input was used to prioritize further assessment work.

In coordination with Counsel, the Enterprise Risk Management Program, and leadership, the prioritization will be reviewed and modified as necessary in 2025.

EMPLOYEES	Industry Risk	Mason Timing	Status
EO/Non-Discrimination	High	Nearer Term	DONE 9/23/22
Hiring/Administration	Low	Longer Term	DONE 9/23/22
Benefits	Low	Longer Term	DONE 9/23/22
Reporting/Notices/Disclosures	Low	Longer Term	DONE 9/23/22

BUSINESS PRACTICES	Industry Risk	Mason Timing	Status
Anti-Corruption	High	Mid Term	
Procurement: Equal Opportunity	Moderate	Mid Term	
Procurement: Ethics/Integrity	Moderate	Mid Term	
Compliance and Ethics Program	Moderate	Mid Term	DONE 10/26/22
Financial Accounting/Management	Moderate	Mid Term	
Procurement: Contracting	Low	Longer Term	
Facilities/Construction/Renovation	Low	Longer Term	
Procurement: Purchasing	Low	Longer Term	
Reporting/Notices/Disclosures	Low	Longer Term	
Tax	Low	Longer Term	

RESEARCH	Industry Risk	Mason Timing	Status
Award Management/Costing	High	Longer Term	In Progress
Human Subjects	High	Nearer Term	
Animal Welfare	High	Nearer Term	
Export Control	High	Nearer Term	DONE 12/1/22
Biosafety Facilities/Lab Safety	High	Nearer Term	DONE 1/29/24
Ethics/Integrity	High	Nearer Term	In Progress
FAR/DFARS	High	Nearer Term	In Progress
Reporting/Notices/Disclosures	Low	Longer Term	

INFORMATION & PRIVACY	Industry Risk	Mason Timing	Status
Information Security/Privacy	High	Mid Term	DONE 3/5/24
Reporting/Notices/Disclosures	Moderate	Mid Term	
Information Management Practices	Moderate	Mid Term	DONE 3/5/24
Copyright/Patent/Trademark	Low	Longer Term	
Electronic Communication Privacy	Low	Longer Term	DONE 3/5/24
Telecomm	Low	Longer Term	

STUDENTS	Industry Risk	Mason Timing	Status
EO/Non-Discrimination	High	Nearer Term	DONE 8/10/22
Health & Safety	High	Nearer Term	DONE 7/8/24
Visiting Students/Scholars	Moderate	Mid Term	
Education Policy	Low	Longer Term	
Grants, Aid, & HEA	Low	Longer Term	
Reporting/Notices/Disclosures	Low	Longer Term	
Veterans/Service-members	Low	Longer Term	

HEALTH & SAFETY	Industry Risk	Mason Timing	Status
Hazards/Hazardous Substances	High	Mid Term	DONE 7/8/24
Occupational Health/Safety	High	Mid Term	DONE 7/8/24
Emergency Planning	Low	Longer Term	DONE 7/8/24
Pollution Control/Sustainability	Low	Longer Term	

MISCELLANEOUS	Industry Risk	Mason Timing	Status
Miscellaneous	Low	Longer Term	

IN-PROGRESS ASSESSMENTS:

Assessments of distributed, risk-specific programs are planned and facilitated based upon the prioritization of risk areas, as well as upon request by distributed program owners. The assessment of the level of regulatory risk in a given category indicates the expected robustness of the associated mitigation activities, including the formality and maturity of the related distributed risk-area compliance program. Assessment activities completed, in progress, and planned are summarized in the following chart:

Summary of Assessment Activity	As of 9/13/24	As of 11/1/24
Regulatory Risk Assessments:		
Federal Contracting (FAR/DFARS)	IP	IP

Program Maturity Guided Self-Assessments:		
Counseling and Psychological Services – Privacy	Draft	DONE
Center for Community Mental Health – Privacy	Draft	DONE
Records Management	Draft	DONE
Research – Award Management and Costing	Draft	Draft
Athletics – Privacy	Draft	Draft
Research – Ethics, Conflict of Interest and Commitment, Foreign Influence, Organizational Conflict of Interest	IP	IP
Federal Contracting (FAR/DFARS)	IP	IP

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

SUMMARY STATUS OF EXTERNAL REVIEWS:

The Committee has a Charter responsibility to "review and discuss with management the results of significant reviews by regulatory agencies or other external entities, or summaries thereof, and management's responses." University policy requires that all notices of any external review be reported to the Institutional Compliance Leader for tracking, reporting, and follow-up. One new external review was announced since the prior meeting and is in progress. One remains in progress since the last meeting and two were completed. The table below summarizes external review activity since the prior meeting.

Reviewing Entity	As of 9/26/24	As of 11/1/24	Remarks
Auditor of Public Accounts (APA)	Not Announced	In Progress	Statewide Financial Aid Audit, including evaluation of GLBA compliance.
Virginia Joint Legislative Audit & Review Commission (JLARC)	In Progress	In Progress	Statutory review of George Mason's tier 3 management authority; scheduled for review with Commission in November 2024.
Office of Naval Research (ONR)	In Progress	Complete	Annual desk review of George Mason's property management system. Review completed with no findings.
Office of the State Inspector General (OSIG)	In Progress	Complete	Performance review related to higher education institution security programs for responding to cyber-attacks. Includes all Commonwealth universities and VCCS. Review complete and report received.

SUMMARY OF REPORTING MECHANISMS AND MATTERS

Institutional Compliance conducts, oversees, coordinates, and/or monitors investigations of allegations of non-compliance or ethical misconduct. The office utilizes up-to-date, detailed guidelines for conducting compliance investigations, which are incorporated into the Institutional Compliance and Ethics Program operating manual. A process also was implemented for tracking the disposition of reported matters investigated by Institutional Compliance; additional processes are being developed to monitor the disposition of certain reported matters referred to other units.

To encourage reporting, a landing website is maintained by Institutional Compliance that links to reporting mechanisms for various constituencies and issue types across campus. To further encourage reporting, and to reduce risk and to meet accepted standards for effective compliance and ethics programs, Institutional Compliance benchmarked anonymous reporting capabilities at numerous peer institutions, and has begun the process of socializing and implementing the addition of such a mechanism for George Mason.

Institutional Compliance received one new allegation of non-compliance or ethical misconduct since the last Committee report, which matter was referred to other units. Two matters under investigation by Institutional Compliance and/or University Audit as of the last report were closed, and one remains in progress. None of the matters reported appear significant to George Mason. The table below shows the status of matters reported to Institutional Compliance, and whether referred to other units for handling or handled directly by Institutional Compliance and/or University Audit.

Status	6/12/24 to 9/13/24	9/13/24 to 11/1/24	Total
Matters Reported to Institutional Compliance in Period	4	1	5
Matters Referred to Other Units for Handling in Period	2	1	3
Matters Reported in Period Investigated by Institutional Compliance or University Audit	2	-	2
In Progress of Investigation	1	1	2
Closed - Non-Compliance Not Substantiated	1	2	3
Closed where Non-Compliance Substantiated	-	-	-
Closed where Non-Compliance was Significant	-	-	-

The table below lists the reported matters since the last meeting by topic area.

Topic Area	#
Research	1
Total	1

SUMMARY OF ADDITIONAL COMPLIANCE ACTIVITIES

INSTITUTIONAL COMPLIANCE ENTERPRISE RISK MITIGATION STRATEGY:

Since the prior meeting, Institutional Compliance has worked with Risk, Safety, and Resilience and other groups to refine action plans to address the Institutional Compliance and Ethics enterprise risk and to strengthen George Mason's culture of integrity, ethics, and compliance. The action plans provide a roadmap for further build-out of George Mason's institutional compliance and ethics program; they will be reviewed with senior leaders in 2025.

The table below summarizes each area of focus within the draft strategy, and the status of each. Institutional Compliance will update the Committee when the strategy has been finalized, and will provide updates regarding each focus area.

1. Design and implement processes to increase compliance with mandated trainings	IP
2. Review Core Values and Code of Ethics; update if needed	IP
3. Build consensus for and implement a university-wide process for surfacing concerns about integrity, ethics, and compliance matters	IP
4. Improve the institutional policy development, review, and communication process	IP
5. Develop and implement compliance escalation matrix	IP

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

TRAINING AND COMMUNICATION ACTIVITIES:

The following activities advance the preliminary institutional compliance and ethics risk management action plans described above.

- Additional George Mason-specific compliance awareness training content has been developed and is undergoing stakeholder review. The training is anticipated to also be used for new employee and new faculty orientations. Implementation is anticipated for 2025.

- Conflict of Interest/Conflict of Commitment guides, training, and other resources were added and improved and made available to users through the RAMP platform on George Mason's COI website. Institutional Compliance is evaluating whether and where additional conflict of interest training might be needed.

- In order to improve tracking and enforcement of all training required for all employees (e.g., ethics, information security, student privacy, Title IX, violence prevention, and others), Institutional Compliance worked with Human Resources to obtain access to training completion data, and has developed preliminary metrics for providing training data to leadership. A process for sending automated reminders for all training modules is anticipated to be implemented in 2025.

- The draft compliance communications calendar, setting forth key compliance deadlines and information about common compliance risks, continues to be refined and expanded. Once implemented, the calendar will assist George Mason in meeting compliance communication expectations, as well as socialize Institutional Compliance resources with the campus community.

INSTITUTIONAL COMPLIANCE STAFFING

There have been no changes to Institutional Compliance staffing since the last Committee report. Below are professional biographies for the two team members.

Vin Lacovara, Associate Vice President for Institutional Compliance
vlacovar@gmu.edu

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

Prior to joining George Mason, Vin implemented and managed the compliance and ethics program for Catholic University for ten years. For seven years prior to joining Catholic, he worked alongside George Washington University's compliance officer in managing all aspects of its compliance and ethics program, and was in the private practice of law for seven years prior to becoming a compliance professional. Vin earned bachelor's degrees in English and political science from Duke University, and a law degree from Catholic University's Columbus School of Law. He is also a Certified Compliance and Ethics Professional©, and has presented at national industry conferences on the topics of compliance program implementation, compliance assessment frameworks, and compliance investigations.

Elizabeth Woodley, University Ethics Officer and Outside Interests Manager
ewoodley@gmu.edu

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

After serving as a Robert F. Kennedy Public Service Fellow with the University Counsel's Office, Elizabeth joined George Mason's Compliance, Diversity, and Ethics office in 2013 as the University Policy Manager. She later added responsibilities as the FOIA Compliance Officer in 2014 and the Ethics Officer in 2016. Elizabeth earned a bachelor's degree in history and art history from the University of Virginia, and a law degree from the University of Virginia School of Law. She is also a Certified Compliance and Ethics Professional©.

APPENDIX

- Reports
    - Counseling and Psychological Services Privacy Program Maturity Assessment Report
    - Center for Community Publish Health Privacy Program Maturity Assessment Report
- Schedule of Assessments Completed Since 2021

Office of Institutional Compliance   # ASSESSMENT REPORT

Report Title:	Counseling and Psychological Services Privacy Program Maturity Self-Assessment	Report Date:	October 1, 2024
Responsible Manager:	Dr. Jennifer Kahler Director, Counseling and Psychological Services		

EXECUTIVE SUMMARY:

Background

Distributed Compliance Programs should evaluate regularly whether their design is tailored to Mason's operations and level of risk, and whether they are working effectively in practice. In May 2024, the Office of Institutional Compliance facilitated a self-assessment of the maturity of Mason's Office of Counseling and Psychological Services. The self-assessment evaluated the design adequacy and operating effectiveness of each of the elements necessary for an effective program.

The Family Educational Rights and Privacy Act (FERPA) protects student "treatment records," which are records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or paraprofessional capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student. Per FERPA, treatment records may only be shared with other treatment providers except with the student's consent[1].

Counseling and Psychological Services (CAPS) seeks to cultivate a thriving George Mason community through inclusive, innovative, and compassionate student care. Its mission is to support students through ethical and responsive care and prevention, and fostering the well-being of the diverse George Mason community through psychological, outreach, and consultation services. CAPS is committed to excellence in psychological services by promoting student safety, enhancing emotional growth, and supporting academic success. The Director of CAPS reports to the Associate Dean and Chief Mental Health Officer and is composed of 35 staff members at two campus locations.

Conclusion

The overall self-assessment concluded that the CAPS Privacy Program is **well defined** and **trending toward mature**, and working well in practice. The Program has a designated leader with a clearly documented role and authority, skilled staff and clinicians, engaged and effective oversight, detailed and current policies and procedures, required and current training, and a culture of risk-based

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[1] NOTE: If the university engages in electronic transactions with respect to the student's treatment, particularly in the area of billing, the Health Insurance Portability and Accountability Act (HIPAA) would then apply. CAPS does not bill electronically for services provided, and thus only FERPA applies.

assessment and continuous improvement. Collaboration with relevant units (e.g., Student Health Services; Diversity, Equity, and Inclusion; International Programs and Services, INTO Mason, and Institutional Compliance) is effective.

Assessment

CAPS has a designated Program leader (the Director) who is appropriately skilled and credentialed, and who has a clearly documented role and authority as set forth in her position description. The Program leader reports to the Associate Dean and Chief Mental Health Officer (CMHO), who oversees and is knowledgeable and supportive of the Program. The Associate Vice President (AVP) for University Life and the Vice President (VP) for University Life also are knowledgeable about and support the Program. The Program leader provides weekly briefings to the CMHO about the Program, and twice per month reports to the CMHO on Program changes. Reports are forwarded to the AVP University Life and to the VP University Life who provides such reports to the Provost. This reporting and oversight process is a particular strength.

Required background investigations are administered centrally by Human Resources, and the Program confirms that prospective staff are licensed and have not been subject to disciplinary action by credentialing authorities. Extensive ethics questions are asked during the interview process, and upon extending a conditional offer of employment, the Program conducts extensive record checks (including two prior supervisor references and a non-supervisor reference). These are Program strengths.

George Mason maintains a central FERPA Compliance Policy that clearly defines "treatment records" as distinct from other forms of student records, and includes the specific limitations on sharing treatment records as set forth in the law. CAPS maintains a Policy and Procedures (P&P) Manual that contains all key policies, such as those addressing physical access, access to the electronic medical records system, appropriate electronic communications, and accurate and confidential recordkeeping. The Manual is organized and clear, current, tailored to the Program, and is reviewed every other year. Per P&P 1004, Ethical Principles and Codes of Conduct, staff must follow George Mason policies as well as ethical principles and codes specific to their discipline, and when there is a difference in standards, the more stringent will apply. The Program website is clear and easy to navigate, and also includes FAQs with a link to the students' rights as clients, including the right to confidentiality, to review and release records, and to share concerns and present a complaint. To improve Program maturity further, consider adding a table of contents to the P&P Manual, and consider adding the last date the Manual was reviewed and/or revised.

CAPS uses the secure Titanium electronic medical records system , managed on premises by Information Technology Services, to store treatment records. CAPS also requires that all clinicians sign a Confidentiality Agreement with respect to secure and appropriate treatment of records. A student Release of Information Form that is specific and detailed also is utilized to prevent against unauthorized disclosure of records. These are all program strengths.

All Program staff complete university FERPA training, which is clear and current. Staff also complete initial and annual refresher privacy training specific to CAPS operations. The initial and refresher modules are reviewed annually and revised as necessary to include new and revised requirements and resources, which are also communicated on an ongoing basis. Orientation training materials also are in

place for new staff, and address confidential data and its limits, guidelines for safeguarding such data, student consent and record requests, confidential storage areas, secure communications, computer security, and breach procedures. All new staff must acknowledge that they have reviewed the orientation training material. In addition, a senior clinician is assigned to each junior clinician to serve as a consultant and mentor, a particular Program strength. Training completion is tracked and, where appropriate, non-compliance is escalated and system access may be revoked. However, tracking does not occur formally or regularly. To improve Program maturity, consider implementing a mechanism to regularly track, enforce, and document training completion by all staff, and to reinforce consequences for non-completion.

The Program has a culture of continuous assessment and improvement. Program staff assess risks and trends in real-time, and promptly implement improvements. Formal, regular Program assessments occur annually. For example, a formal chart audit is conducted annually whereby medical charts are randomly reviewed for compliance with requirements regarding notice and informed consent. No significant issues were identified with respect to the assessments conducted. The Program also undergoes regular external audits by the International Association of Counseling Services (IACS), which reviews licensure, administrative staffing, reasons for clinicians leaving George Mason employment, supervision and training, changes to the reporting structure, and any larger changes that could affect clinical work. The Program should confirm that annual assessments and audits are documented.

Per P&P 1008 Client Feedback About Services, students have the opportunity to raise concerns or complaints with the Program. The Program website also includes FAQs with a link to the students' rights as clients, including the right to share concerns and present a complaint. The Associate Director is listed by title and telephone as the point of contact for concerns and complaints. Specific investigative and disciplinary steps are in place, including coordination with Human Resources on employee relations and performance matters. A consistent investigative rubric is utilized, though tailored as needed for specific circumstances. To improve Program maturity, confirm that the investigative steps and disciplinary rubric are documented. Also, consider comparing investigative protocols against those maintained and utilized by Institutional Compliance.

Office of Institutional Compliance **ASSESSMENT REPORT**

Report Title:	Center for Community Mental Health Privacy Program Maturity Self-Assessment	Report Date:	October 1, 2024
Responsible Manager:	Dr. Robyn Mehlenbeck Director, Center for Community Mental Health		

EXECUTIVE SUMMARY:

Background

Distributed Compliance Programs should evaluate regularly whether their design is tailored to Mason's operations and level of risk, and whether they are working effectively in practice. In July 2024, the Office of Institutional Compliance facilitated a self-assessment of the maturity of Mason's Center for Community Mental Health (CCMH) Privacy Program. The self-assessment evaluated the design adequacy and operating effectiveness of each of the elements necessary for an effective program.

The Health Insurance Portability and Accountability Act (HIPAA), the Health Information Technology for Economic and Clinical Health (HITECH) Act, and the Virginia Health Records Act, impose privacy and security requirements on institutions that collect, use, store, and/or share Protected Health Information[1]. Such requirements include privacy notices to consumers and a right to access their records, data encryption, a formal security plan with administrative, physical, and technical safeguards, and breach notification protocols. These requirements can overlap with certain Family Educational Rights and Privacy Act (FERPA) privacy provisions. Fines and penalties for non-compliance with HIPAA and HITECH can reach $4 million per year, and the Acts provide for private rights of action for individuals.

The Center for Community Mental Health (CCMH) is a multidisciplinary training facility for students in behavioral health, which serves the wider community. Its mission is to provide culturally responsive evidence-based clinical training in assessment, consultation, and intervention, as well as to provide accessible, culturally sensitive, state-of-the-art mental health services to the community. CCMH also participates in clinical research to help improve the quality of existing interventions and contribute to the scientific community. The Director of CCMH reports to the Chair of the Department of Psychology in the College of Humanities and Social Sciences, and CCMH is composed of approximately 17 staff members and faculty advisors at one campus location.

Conclusion

The overall self-assessment concluded that the CCMH Privacy Program is **well defined** and **trending toward mature**, and working well in practice. The Program has a designated leader with a clearly documented role and authority, skilled staff and clinicians, oversight by the Department of Psychology in the College of Humanities and Social Sciences and support and engagement from the Department, Dean, and Provost. The Program also has detailed and current policies and procedures, required and

current training, and a culture of risk-based assessment and continuous improvement. Collaboration with relevant units (e.g., Counseling and Psychological Services; Student Health Services, Mason and Partners Clinic; University Counsel, and Institutional Compliance) is effective.

Assessment

CCMH has a designated Program leader (the Director) who is appropriately skilled and credentialed, and who has a clearly documented role and authority as set forth in her position description, which also includes responsibility for responding to concerns. The Program leader reports to the Chair of the Department of Psychology in the College of Humanities and Social Sciences, who oversees and is knowledgeable and supportive of the Program, and who receives the Program's annual report. The Dean and the previous Provost was also both aware and supportive of the Program. The Program should seek continued awareness and support from the new Provost. The Director affirmatively fosters a culture of collaboration within the unit, as well as with other key units as described above. The Program also is part of the institutional Mental Health Task Force, which fosters further collaboration and provides additional ongoing information to leadership about the Program. Reporting, oversight and collaboration processes are particular Program strengths.

Required background investigations for staff are administered centrally by Human Resources, and the Program confirms that prospective staff have the appropriate psychological or counseling licenses. Background investigations also are conducted for student trainees who work with minors. Licensed staff complete appropriate continuing education and are required to meet certification requirements, which is monitored by Program staff. To improve Program maturity, consider more formal tracking that psychological and counseling licenses are current and that continuing education and certification requirements have been met.

George Mason maintains an institutional HIPAA compliance policy that clearly defines regulatory requirements and is current. HIPAA data also is defined as Protected-Highly Sensitive in George Mason's institutional Data Stewardship Policy. CCMH maintains a *Center Training Book* for students that contains provisions pertaining to confidentiality, and references HIPAA requirements extensively and clearly. The *Center Training Book* is comprehensive and complete, is reviewed annually prior to each academic year, and includes contact information for pertinent staff and encourages students to raise questions. As the *Center Training Book* also acts as an operational document for student trainees, CCMH might consider renaming the document to reflect its ongoing operational nature.

CCMH also maintains a *Supervisor Handbook* for staff who oversee student trainees, and which contains provisions regarding orientation, supervisor oversight responsibilities, confidentiality, physical and technological security requirements, ongoing assessment responsibilities, and contact information for key personnel. The *Supervisor Handbook* is clear and comprehensible and is reviewed annually prior to the start of the academic year. Standards and policies as described are a program strength. To improve Program maturity, CCMH should consider stating more directly in the *Center Training Book* and the *Supervisor Handbook* that reports and concerns should be directed to Director, and include contact information for the director. Consider also providing clear information to the public regarding Center policies, procedures and information on how to share any concerns, and how to follow up on any concerns, potentially through FAQs on the website.

Program staff are skilled at reviewing instances of potential HIPAA non-compliance, though formal protocols are not currently documented. While consequences for non-compliance with Program standards are applied, when necessary, such consequences are not documented. To improve Program maturity, consider including statements in the *Center Training Book* and *Supervisor Handbook* regarding consequences for non-compliance with privacy requirements. Consider also working with Institutional Compliance to develop more formal processes for prompt and thorough triage and review of concerns raised.

The Program website clearly describes CCMH and its role and approach, as well as fee and insurance information. The Director, staff, clinicians, and supervisors are listed by title, though only general contact information for the unit is provided. To improve Program maturity, consider adding additional contact information for personnel to both the Handbooks and TEAMS folders accessible by everyone working at the Center, and consider adding language and contact information for reporting concerns. As noted above, consider also making a more detailed FAQ on the website for the public.

CCMH uses the secure Titanium electronic medical records system to store treatment records, and requires that all clinicians and students sign a Confidentiality Agreement with respect to secure and appropriate treatment of records. A current and complete Notice of Privacy Practices is provided to all who utilize the center, and Release of Information (ROI) Forms are used to obtain authorization to release information.

All Program staff complete required institutional Information Technology Services Security and FERPA training, which are clear and current. Institutional training is tracked, and access to the electronic medical records system is denied or suspended if both modules are not completed. Staff and student trainees also complete initial and annual refresher training that addresses HIPAA and Protected Health Information (PHI), as well as confidentiality requirements. Training is tailored to the particular audience (i.e., clinicians, student trainees, staff), is tracked, and student trainees are not permitted to see clients until training is completed. During annual and refresher training staff and students are provided with the *Center Training Book* or the *Supervisor Handbook*, as applicable. The initial and refresher modules are reviewed annually and revised as necessary to include new and revised requirements and resources, which are also communicated on an ongoing basis. These are program strengths.

The Program uses an ongoing, risk-based approach to assessing HIPAA compliance. Several layers of supervision for student trainees are in place so that such trainees always have an avenue for support and client safety. This approach is incorporated into ongoing in-person communication and supervision of trainees, through targeted reviews of trainee cohort performance, and into annual training revisions. Root causes analyses of trends are conducted, and modifications and improvements to the Program are made in real time as part of the culture of continuous assessment, a Program strength.

SCHEDULE OF COMPLETED COMPLIANCE ASSESSMENTS SINCE 2021

This Appendix provides a schedule of regulatory risk assessments and program maturity guided self-assessments completed since the Program's inception in 2021.

Summary of Assessment Activity	Date Completed
Regulatory Risk Assessments:	
Equal Opportunity and Title IX (DEI)	12/8/2021
Equal Opportunity (HR)	3/30/2022
Human Resources Benefits	3/30/2022
Human Resources Hiring and Administration	3/30/2022
Office of the Registrar	10/12/2022
Laboratory Safety	5/1/2023
Institutional Privacy	3/5/2024
Health, Safety, and Emergency Planning and Response	2/27/2024
Research Award Management and Costing	3/14/2024
Program Maturity Guided Self-Assessments:	
Equal Opportunity and Title IX (DEI)	8/12/2022
Research: Export Control	12/9/2022
Office of the Registrar	10/10/2023
Student Health Services Privacy	12/7/2023
Laboratory Safety	1/29/2024
Health, Safety, and Emergency Planning and Response	7/8/2024
Mason and Partners Clinics and Population Health Center Privacy	8/26/2024
Counseling and Psychological Services Privacy Program	10/1/2024
Center for Community Mental Health Privacy Program	10/1/2024
Records Management Program	10/3/2024

Information Technology Risk and Control Infrastructure Program
Update for the Board of Visitors
Audit, Risk, and Compliance Committee

October 2024

Prepared by

Dr. Charmaine Madison, Vice President and Chief Information Officer

Charlie Spann, Assistant Vice President, Enterprise Service Delivery and Deputy CIO

Noor Aarohi, Director - IT Risk and Compliance

Curtis McNay, Director - IT Security Office

Executive Summary

The following update provides a report of activities and accomplishments for September and October of Fiscal Year (FY) 25. This summarizes activities for maturing technical capabilities and controls focusing on specific program areas.

Since December 2021, with the input of the Office of University Audit (OUA), Information Technology Services (ITS) has established a multi-year program to strengthen the risk and control infrastructure at George Mason University and improve the quality of technology services delivered. The purpose of this report is to update the Audit, Risk, and Compliance Committee on the status of these efforts.

October 2024: George Mason's [Cyber Security Strategy](#) Published

Key Pillars:

- Data Protection & Privacy
- Security Awareness & Training
- Cutting-edge Cybersecurity Research
- Technology & Infrastructure
- Collaboration & Partnerships

The program is comprised of six areas of focus designed to guide the adoption and implementation of a set of controls derived from the National Institute of Standards and Technology (NIST) Special Publication (SP) 800-53 moderate baseline, scoped and tailored to the context of institutions of higher education as well as to help support the academic and research efforts while maintaining a strong information security posture. This will strengthen policies, standards, processes, and procedures related to George Mason's quality management and Information Security Management programs to improve IT service quality, reliability, and security. The overall program includes the following focus areas:

- [George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework](#)
- [Portfolio and Project Management](#)
- [Information Security Program Management](#)
- [Risk Assessment and Remediation](#)
- [Change and Configuration Management](#)
- [Identity Management and Access Control](#)

Each area is comprised of activities tied to projects and assigned priority and ownership. This report outlines the status in each of the areas. Please note that these projects are only a subset of the technology investments currently being made at the university. All ITS-managed and administered information technology projects (including those related to these focus areas) are available for review at https://its.gmu.edu/working-with-its/ppmo/projects-dashboard/.

Since the prior report submitted covered activities through August 31, 2024, this report is pertinent to activities that occurred from September (partial FY25 Q1) through October 31, 2024 (partial FY25 Q2).

FY25 Q1 (September) & Q2 (October) Accomplishments, and FY25 Q2 (Nov-Dec) Planned Activities

George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework

Adoption of a NIST 800-53 controls set that has been scoped and tailored to the context of institutions of higher education and to help support the academic and research efforts while maintaining a strong information security posture. Supporting policy and standards underpin our internal quality management for central ITS and our distributed partners.

FY25 September-October Accomplishments:

- Project #853: George Mason Scoped and Tailored NIST 800-53 Security Baselines Rollout - Project closeout activities have been initiated. Processes and documentation that have been put in place will continue to be socialized through the System Administrator Leadership Team (SALT) monthly meetings and training sessions.
- Security configurations based on Center for Internet Security (CIS) Level 1 recommendations for Windows 11 and Mac OS were reviewed and formalized, and consensus baselines have been deployed to all centrally managed macOS and Windows 11 endpoint machines. CIS benchmarks are configuration baselines and best practices for securely configuring a system. They are developed by the CIS and provide guidelines to enhance an organization's ability to prevent, detect, and respond to cyber threats.
- After Action Report (AAR) from the annual Disaster Recovery (DR) exercise was published to the stakeholders including the Risk, Safety, and Resilience team.

FY25 Q2 (November-December) Planned Activities:

- Initiate security consensus baselines based on the Center for Internet Security's (CIS) or equivalent benchmarks for at least one additional technology i.e., a server or network component.
- Continue work to update the Continuity of Operations (COOP) plans and create a new disaster recovery (DR) plan template that can be used across various applications and systems that are hosted on-premises within the George Mason primary data center.

Portfolio and Project Management

Enhancements to the Portfolio and Project Management processes to align with the investment lifecycle and towards better program/project artifact management.

FY25 September-October Accomplishments:

- The Enterprise and the Provost Administration Domain Councils have been scheduled to launch in November. The Domain Councils govern phase transitions and establish the portfolio structure aligned with client area domains. Each council is accountable for project activation approval, prioritization, and progress monitoring for their area and jurisdiction. The Domain Councils fall under a new Executive Administration Committee (EAC) created by the Senior Vice President to provide senior leadership insight into Facilities, Space, and IT project requests.
- Work is underway to establish the support structure for the Executive Administration Committee.

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- Additional data fields have been configured in TeamDynamix and Power Business Intelligence (BI) dashboard such as Lifecycle Documents have been updated to report Domain Council status.

FY25 Q2 (November-December) Planned Activities:

- Work towards operationalizing Enterprise and the Provost Administration Domain Councils by FY25 Q3.
- Prepare to launch the Schools & Colleges Domain Council (SCDC) by FY25 Q3.
- Align processes of Facilities, Space, and IT project requests to support Executive Administration Committee (EAC)
- Roll out TeamDynamix automation to support DC1 and DC2 of the Domain Council process to streamline intake and review of requests

Information Security Program Management

Program enhancements for maturing the information security program at George Mason University, including protecting the confidentiality, integrity, and availability of data and systems while balancing access and productivity for the George Mason community.

FY25 September-October Accomplishments:

- Project #854: Enforcing Mandatory Trainings Compliance Through NetID Password Reset Page – This project has been closed out. Enforcement through the automated process is now operational.
- Project #861: Microsoft 365 (M365) Security, Optimization, Assessment, and Remediation (SOAR) – The team continued to work through the planned tasks list to bolster the control enhancements in the M365 environment, completing 18 remediation tasks out of 44, with 5 items currently in progress. Note that from the previous update, the total tasks decreased from 46 to 44. One item was an administrative correction from the deferred tasks list, and another was moved to Phase 4, which are items needing to be a large project on their own.
- Project #758: Migrate MESA M: drive data to Microsoft 365 services – As part of the migration the project team implemented data labels and tags in Teams SharePoint libraries for inventorying Protected categories of data and monitoring. The data from M: Drive was successfully migrated to newer secure repositories.
- The ITS Support Center services were moved to Anthology (vendor) who will now provide 24/7 support to the George Mason community. System accesses, data, and support processes were reviewed for security context and workflows were designed to manage potential risks associated with outsourcing.
- Cybersecurity Awareness Month activities: Multiple activities were organized, and articles were published to raise awareness around cybersecurity-related topics. Additionally, an "Ask Me Anything" Reddit thread was hosted by the IT Security Office to answer questions from the George Mason community.
- George Mason is a founding member and a member of the Virginia Alliance for Secure Computing and Networking (VASCAN) steering committee. The VASCAN annual conference was hosted by William & Mary this year and George Mason conducted sessions on 'Securing the Future: Navigating Microsoft Purview for Information Protection' and on 'Linux Forensics'.

FY25 Q2 (November-December) Planned Activities:

- Finalize the scope and the statement of work for the penetration test. This is to help George Mason align with industry best practices in this area, augment existing continuous monitoring as well as risk reduction efforts, and meet specific regulatory requirements.

Risk Assessment and Remediation

Program enhancements to mature the risk assessment and remediation processes at George Mason, including a Governance, Risk, and Compliance (GRC) program.

FY25 September-October Accomplishments:

- ITS has begun conducting risk assessments using the workflows now available in the Archer Integrated Risk Management (IRM) tool.
- The cybersecurity review by the Office of State Inspector General has concluded. George Mason was able to close out 80% of the findings and has action plans to address the rest by FY26 Q1.
- George Mason commissioned and completed a Gramm–Leach–Bliley Act (GLBA) and Federal Tax Information (FTI) assessment. Periodic assessments for compliance and associated reporting to the Board are required under GLBA.

FY25 Q2 (November-December) Planned Activities:
- Continue to configure and operationalize the issues, action plans, and exceptions management functionality in the Archer IRM application.
- Publish and socialize the new Risk Assessment procedure.
- MP01 remediation activities for the finding issued by the Virginia Auditor of Accounts (APA), continue to be prioritized with help from contract personnel in addition to ITS staff supporting the remediation tasks. These activities include conducting system risk assessments, creating System Security Plans (SSPs), and documenting Recovery Point Objectives (RPOs) for systems that meet the categorization criteria.

Change and Configuration Management

Establish a Quality Management Program to improve the delivery of IT services at George Mason, with a first area of focus on asset management and change/configuration management across the service portfolio.

FY25 September-October Accomplishments:

- Project #617: Implement TeamDynamix Asset and Change Management (Phase 2) – The project was closed out in March 2024. As part of maturing the operational process, the operations team is finishing moving IT asset listings into TeamDynamix and by December 2024 plans to have the process fully operationalized.
- Project #864: DevOps practice implementation and technology acquisition & operationalization - This project remains in the approval pipeline pending funding and resource prioritization decisions.
- The effort to update the Service Catalog by incorporating TeamDynamix is underway and should be complete by December 2024. The Service Catalog will then be able to search ITS.gmu.edu across TeamDynamix and WordPress catalogs providing better results and user experience.

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FY25 Q2 Planned Activities:

- Continue work to improve the search options within the new TeamDynamix Service Catalog for a better user experience and functionality.

Identity Management and Access Control

Continuously improve and mature the processes that support identity and access management (IAM) at George Mason.

FY25 September-October Accomplishments:

- Project #867: Selection and implementation of an Identity Access Governance tool – No change in status. The project is on hold for funding and resource prioritization approvals.
- Project #866: Establish an IAM program as recommended by the Identity Access Management current state review and maturity consulting engagements. The proposed scope for this project includes staffing for support personnel, engaging functional partners, and establishing governance. This project is currently also on hold pending funding and prioritization decisions.

   The purpose of both these projects is to establish and mature IAM capability at George Mason.

FY25 Q2 Planned Activities:

- There are no specific activities planned for this program area for the FY25 Q2. Both projects associated with this program area are currently on hold for funding and resource prioritization approvals.

All ITS-managed/administered information technology projects (including those related to these focus areas) are available for review online at https://its.gmu.edu/working-with-its/ppmo/projects-dashboard/. Questions regarding projects in the portfolio can be addressed to Charmaine Madison (cmadiso@gmu.edu).

GEORGE MASON UNIVERSITY

BOARD OF VISITORS

Academic Programs, Diversity, and University Community Committee Meeting

Tuesday, November 19, 2024, 10:00 a.m.

AGENDA

I. **Call to Order**

II. **Approval of Academic Programs, Diversity and University Community Committee Minutes from September 17, 2024 (Action Item)**

III. **New Business**

   A. Provost's Report (J. Antony)

   B. The Use of Standardized Tests in Undergraduate Admissions (D. Burge)

   C. Institutional Neutrality Discussion Updates (L. Burke, J. Antony)

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

   1. New Degree Programs

      a. MEd in Elementary Education (CEHD)

      b. MEd in Secondary Education (CEHD)

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

   1. Conferral of Emeritus/Emerita Status

   F. Announcements

   1. Appointment of Faculty

   2. Appointment of Administrative and Professional Faculty

   3. Appointment & Reappointment of Deans, Department Chairs and School Directors

   4. Renewals and Reappointments

   5. Separations

   6. Other Announcements

   7. Summary Sheet- December 2024

IV. **Adjournment**

The November 19, 2024 meeting of the Academic Programs, Diversity, and University Community Committee will be held in person. Gallery seating will be available in Merten Hall 1201 (Hazel Conference Room).

*Written comments will be accepted until the full board meeting adjourns on December 5, 2024. To submit a written public comment, please complete the form at the following link: https://forms.office.com/r/9AcSrVQwiz. Written comments will be entered into the public record of this meeting. **No oral public comment will be taken at this meeting.***

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

MINUTES
Tuesday, September 17, 2024

COMMITTEE MEMBERS PRESENT: Chair: Lindsey Burke; Visitors: Ken Marcus, Mike Meese, Nina Rees; Staff Representatives: Provost Jim Antony, Sharnnia Artis, Faculty Senate President: Solon Simmons; Staff Senate Chair: William Gautney; Faculty Representatives: Cameron Harris, Melissa Broeckelman-Post; Student Representatives: Maria Cuesta, Carolyn Faith Hoffman

ABSENT: Visitors: Nancy Prowitt, Jeff Rosen, Marc Short

ALSO PRESENT: Rector Stimson, President Washington; Visitors:

I. **The meeting was called to order by Chair Lindsey Burke at 12:02 p.m.**

II. **Approval of Minutes (Action Item)**
It was **MOVED** by Chairperson Burke to approve the minutes from the May 2, 2024 APDUC Committee Meeting. Approval of the meeting minutes was unanimously approved with no changes or discussion.

III. **New Business**
A. Provost's Update
James Antony – Provost and Executive Vice President
Dr. James Antony, the new provost and executive vice president, began by highlighting his reasons for joining George Mason University, emphasizing its mission to broaden access to education and its rapid growth as a research institution. He shared insights from his first two months, where he has been actively listening and learning about the university's operations, programs, and budget. Key emerging priorities include streamlining faculty hiring, improving communication, and refining graduate education. Provost Antony welcomed Dr. Joshua Park as the new dean of the Mason Korea Campus and provided an update on the search for the next dean of the College of Science, with recruitment of candidates taking place now and in person interviews anticipated in the spring. Next Provost Antony provided an update on Just Societies and communicated his commitment to follow through with the plan that his predecessor began, which was outlined in a campus-wide note detailing the university's pause of any implementation of a requirement. Through this pause, the campus will engage in an assessment of the learning outcomes of all courses that are being offered that meet the intended Just Societies learning outcomes. He also offered an overview of one of the reports included in the materials on degrees awarded in the last academic year. He concluded his report with highlights of accomplishments by some of our students and faculty members.

B. Enrollment Update
David Burge – Vice President for Enrollment Management
Alan Byrd – Dean of Admissions

David Burge, vice president for enrollment management, and Alan Byrd, dean of Admissions, reported on admissions and enrollment for the fall 2024 semester. The enrollment report emphasized George Mason's growth trajectory, especially within Northern Virginia. The university is experiencing significant enrollment growth, with fall 2024 marking the largest first-year class in its history—over 4,500 students. The university now has over 29,000 undergraduates, 10,500 graduate students, and 650 law students, including those students enrolled at Mason Korea. He noted that while there is a nationwide decline in out-of-state master's students due to decreased international enrollment, in-state master's enrollment has slightly increased. George Mason is one of five Virginia universities experiencing growth, driven by Northern Virginia. Enrollment targets are aligned with state obligations, with instances given where the university has increased enrollment for these reasons. Despite the national "enrollment cliff" challenge, George Mason's leadership remains optimistic due to projected increases in high school graduates in Northern Virginia, and continued growth is supported by SCHEV-approved plans.

Alan Byrd provided an overview of the Mason Ambassador programs and student tour information, highlighting the ongoing training and meetings that they receive and how the program is unique from other institutions.

C. **Program Actions and Faculty Actions**

Provost Antony provided an overview of both the Program Actions and Faculty Actions.
Chairperson Burke called for a **MOTION** to approve the Program Actions and Faculty Actions en bloc; Visitor Meese **MOVED**; Visitor Rees **SECONDED** the following program actions:

1. New Degree Programs
   a. MS Behavior Analysis
   b. PhD in Cyber Security Engineering
2. Conferral of Emeritus/Emerita Status

MOTION CARRIED BY VOICE VOTE.

Yes – 4

Absent – Visitors: Nancy Prowitt, Jeff Rosen, Marc Short

D. **Announcements and Reports**

Announcements and reports were acknowledged for the Committee's benefit. It was noted that the Admissions & Student Profile Report will be added to the board materials in the post-committee meeting update to the materials. No further discussion was held.

IV. **Adjournment**

The meeting was adjourned at 1:09 p.m.

Respectfully submitted,

Sarah Parnell
Secretary Pro Tem

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

Office of the Provost
November 19, 2024

Agenda

I. **Call to Order**

II. **Approval of Minutes (**Action Item**)**

III. **New Business**

    A. Provost's Report

    B. The Use of Standardized Tests in Undergraduate Admissions

    C. Institutional Neutrality Discussion Updates

    D. Program Actions (Action Item)

    E. Faculty Actions (Action Item)

    F. Announcements

IV. **Adjournment**

Action Item

Approval of Minutes

September 17, 2024

Provost's Update

James Antony, PhD
Provost and Executive Vice President

Enrollment Overview
Fall 2024

40,449 Students

Undergraduate Enrollment: **29,009**
Graduate Enrollment: **10,772**
Law Enrollment: **668**
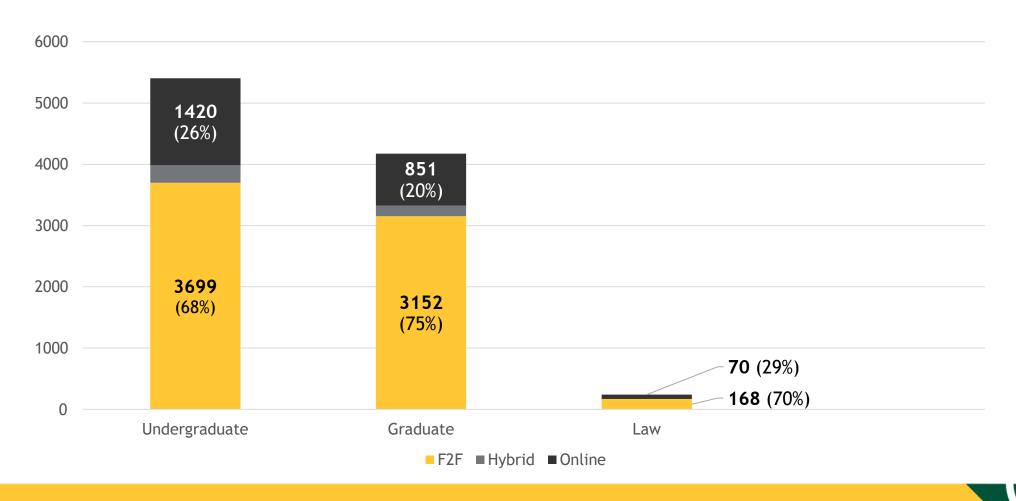
New Student Numbers:

- **4,551** *New Freshmen*
- **2,774** *New Transfer*

- **2,472** *New Masters*
- **363** *New Doctorates*
- **346** *New Graduate Certificates*
- **227** *New JD*

Sections by Modality: Fall 2024

Winter Graduation

Commencement Ceremony

- Thursday, December 19
- 9:30 a.m. EagleBank Arena
- Formal faculty procession, music, keynote speaker, etc.
- Doctoral student recognition

Degree Celebrations

- December 18, 4:30 p.m.
  - CEHD / CVPA / SCHAR / CARTER
- December 19:
  - 2:00 p.m. COS / CPH / CHSS
  - 6:30 p.m. CCB / CEC

Winter Graduates*

- 106 Doctoral Students
- 1,230 Graduate Students
- 1,921 Undergraduate Students
- 71 Law Students

Applied to graduate as of 11/06/24

Spring Academic Calendar

Spring Semester

Tuesday, January 21 – Monday, May 5
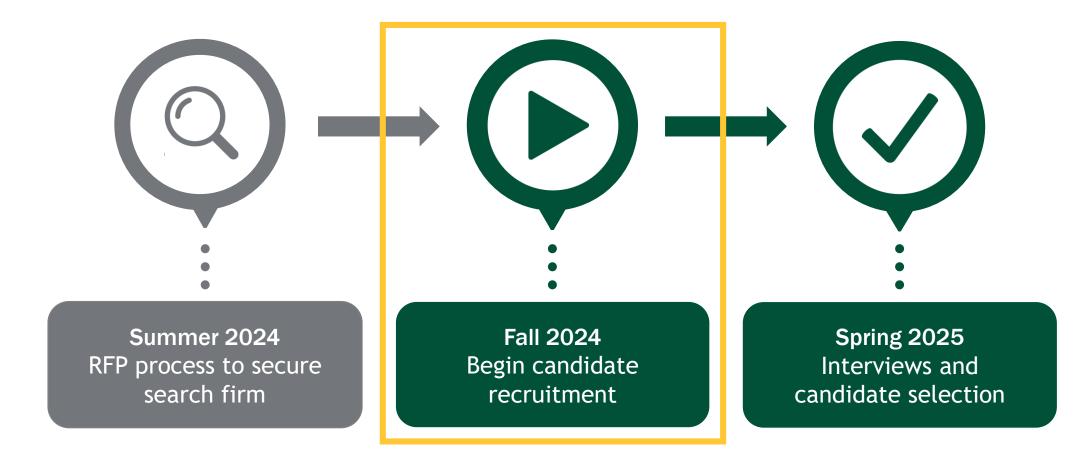
Spring Recess

Monday, March 10 – Sunday, March 16

Spring Commencement

Thursday, May 15

COS Dean Search Update

Summer 2024
RFP process to secure search firm

Fall 2024
Begin candidate recruitment

Spring 2025
Interviews and candidate selection

9

Artificial Intelligence (AI)

Amarda Shehu, Vice President and Chief AI Officer

Create a collaborative path forward

Form an inclusive **AI Visioning Task Force**

Perform a comprehensive landscape analysis

Provost Priorities

Communication

Research

Budget Model Redesign

Budget Model Redesign: Engagement

The Budget Model Redesign is a university-wide effort to improve alignment of resource allocation and incentivize progress toward key strategic goals.

Committees	Website	Inquiry Form	Feedback Forums
• Executive Committee • Cost of Space Workgroup • Indirect Cost (IDC) Workgroup	• Overview • Timeline • Governance and Committees • FAQs • Engagement Opportunities https://fiscal.gmu.edu/budget-model-redesign/	Submit questions, comments, and feedback	• Faculty Senate • Staff Senate • Deans' Council • Executive Committee • Way and Means • University Information Network • Department Chairs' Meeting
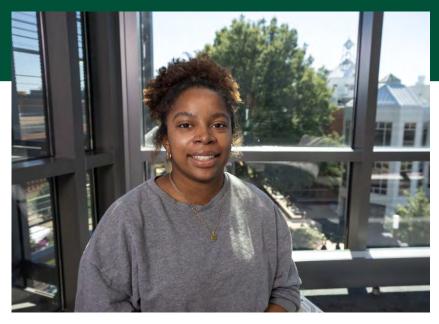
Provost's Critical Vacancies Review Prioritization

- Accelerated review (if budgeted):
  - Faculty and student-facing positions
  - Existing fully-funded and budgeted vacancies
  - Grant-funded direct charge positions
  - Philanthropic-funded positions

- Anything that requires new money is reviewed more carefully, with analysis of proposed funding sources and long-term sustainability of funding.

- Administrative positions that are similar across units will be examined for strategic priorities and alignment potential.

Student Highlights

Jasmine Haskins
First recipient of the Bill Miller BFA Scholarship in Creative Writing

Samuel Best, Noah Korzak, and Tommy Chin
Won first place in the Naval Surface Warfare Center Dahlgren Division (NSWCDD) Cyber Resiliency and Measurement Challenge
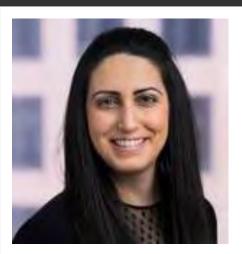
Faculty Highlights

Schar School of Policy and Government

David Hart

Senior Fellow for Climate and Energy at the Council on Foreign Relations

College of Humanities and Social Sciences

Yasemin Irvin-Erickson

ASC Division of Victimology Faculty Teacher of the Year Award

Schar School of Policy and Government

Jennifer Victor

2024 NCAPSA Pi Sigma Alpha Award for Undergraduate Mentoring

SCHEV Outstanding Faculty Award Nominations

Antonios Anastasopoulos

Computer Science, *College of Engineering and Computing*

Christianne Esposito-Smythers

Psychology, *College of Humanities and Social Sciences*

Anna Evmenova

Special Education and disAbility Research, *College of Education and Human Development*

Allison Redlich

Criminology, Law, and Society, *College of Humanities and Social Sciences*

Staff Highlights

Amir Hasan
Office Manager

Department of Statistics

Isela Caballero
Communications Coordinator

Department of Health Administration and Policy

Katie Richards
Senior Graduate Program Coordinator

Higher Education Program

The Use of Standardized Tests in Undergraduate Admissions

David Burge
Vice President for Enrollment Management

Since Going Test Optional in 2007, George Mason Has...

Increased Our Market

Every year, more Virginia high school graduates submit applications

18.4% of fall 2024 seniors

Stronger Freshmen Profile

Standardized test scores **AND** high school GPA median scores have increased

Improved Retention

Other than COVID-19 stress, George Mason's retention has consistently been between 86.5% and 87.5%

Up from 83.5%

How is the SAT Playing Out in Virginia?

2024
49,631

2019
61,182

CollegeBoard Suite of Assessments Annual Reports

18.9% Decrease in the number of Virginia SAT test takers

FairTest

Institution Name	Current Testing Policy	Temporary?
Christopher Newport University	Test Optional	No
George Mason University	Test Optional	No
James Madison University	Test Optional	No
Longwood University	Test Optional	No
Old Dominion University	Test Optional	No
Radford University	Test Optional	No
University of Mary Washington	Test Optional	No
Virginia Commonwealth University	Test Optional	No
Virginia State University	Test Optional	Unannounced
William & Mary	Test Optional	No
Norfolk State University	Test Optional	Yes
University of Virginia-Main Campus	Test Optional	Yes
Virginia Military Institute	Test Optional	Yes
Virginia Tech	Test Optional	Yes

George Mason Market Share of VA High School Graduates

Public High School Seniors' Application Ratio

VA HS Seniors: 93,630 (2018-2019), 93,843 (2019-2020), 94,338 (2020-2021), 94,419 (2021-2022), 94,325 (2022-2023), 94,643 (2023-2024)

~% Applied to Mason: 14.8%, 15.2%, 14.8%, 15.5%, 17.0%, 18.4%

Legend: ■ VA HS Seniors — ~% Applied to Mason

George Mason SAT Test Scores and GPA

Admitted/Enrolled SAT

SAT scores follow GPA trendlines

Median Confirmed Total Score

Median of Confirmed Total Score vs. median of clean HS GPA. Details are shown for App G Number. The data is filtered on Valid High Total SAT, App Admit and App Enroll App. The Valid High Total SAT filter keeps Valid SAT. The App Admit filter keeps Y. The App Enroll App filter keeps N and Y.

George Mason Freshman Profile

	Total # of Entering Freshmen	Total # w/ SAT	% w/ SAT	Median SAT	Median HS GPA
2006-07	2,435	2,356	96.8%	1100	3.36
2007-08	2,229	2,000	89.7%	1110	3.4
2008-09	2,549	2,101	82.4%	1110	3.4
2009-10	2,656	2,068	77.9%	1130	3.5
2010-11	2,601	2,089	80.3%	1140	3.56
2011-12	2,659	2,050	77.1%	1150	3.6
2012-13	2,696	2,058	76.3%	1150	3.6
2013-14	3,011	2,245	74.6%	1140	3.6
2014-15	3,091	2,236	72.3%	1140	3.64
2015-16	3,227	2,178	67.5%	1140	3.65
2016-17	3,219	2,114	65.7%	1150	3.64
2017-18	3,497	2,465	70.5%	1190	3.67
2018-19	3,720	2,627	70.6%	1210	3.47
2019-20	3,779	2,726	72.1%	1210	3.7
2020-21	3,577	2,438	68.2%	1190	3.7
2021-22	4,016	1,484	37.0%	1230	3.75
2022-23	4,156	1,565	37.7%	1240	3.76
2023-24	4,462	1,558	34.9%	1240	3.75
2024-25	4,498	838	18.6%	1260	3.75

SCHEV B10: Admissions First Time Freshman Profile

Retention Since Moving to Test Optional in Freshmen Admissions

George Mason was one of the first institutions to make such a move

First Year Retention – First Time, Full Time

George Mason goes Test Optional

COVID-19

SCHEV RT02: 10-Year Retention Rates of First-time, Full-time Undergraduate

The Freshmen Application Process

Most George Mason Majors

- Official high school transcript
- Standardized test scores (*optional*)
- Essay (*optional*)
- Letters of recommendation (*optional*)

Honors College

- Required essay
- Resume or activity section of application
- Letters of recommendation encouraged

Engineering and Computing

Pursue four years of math in high school <u>and</u> receive a B or higher in each course

OR

550 SAT <u>or</u> 24 ACT (math section)

Institutional Neutrality Discussion Updates

ACTION ITEMS

Program Actions

New Degree Programs

MEd in Elementary Education	MEd in Secondary Education
College of Education and Human Development	*College of Education and Human Development*

Faculty Actions
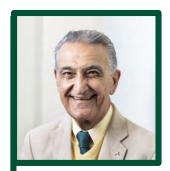
Conferral of Emeritus/Emerita Status

Deborah Goodings
CEC, *15 years of service*

David Hart
SCHAR, *20 years of service*

Anthony Maiello
CVPA, *38 years of service*

Elizabeth Price
CVPA, *30 years of service*

Louise Shelley
SCHAR, *17 years of service*

Glenn Smith
CVPA, *46 years of service*

Valeriu Soltan
COS, *25 years of service*

Action Items

MOTION

To approve the following actions, en bloc, as they are outlined in the meeting materials:

- New Degree Programs
    a. MEd in Elementary Education
    b. MEd in Secondary Education
- Conferral of Emeritus/Emerita Status

Announcements

- Appointment of Faculty
- Appointment of Administrative and Professional Faculty
- Appointment and Reappointment of Deans, Department Chairs, and School Directors
- Renewals and Reappointments
- Separations
- Other Announcements
- Summary Sheet, December 2024

Adjournment

PROVOST.GMU.EDU

Subject: Institutional Neutrality Discussion Invitation

Dear Faculty Senate Leaders/Deans/Student Leaders/Executive Council,

At its most recent meeting, the Board of Visitors raised the question of whether George Mason University should adopt the principles of the University of Chicago's *Report on the University's Role in Political and Social Action*, widely known as the Kalven Report. The BOV agreed this topic was worthy of robust discussion, and directed its committee on Academic Programs, Diversity, and University Community (APDUC) to lead an inclusive conversation, with the goal of helping guide the BOV's consideration of the question. APDUC Chair, Visitor Lindsey Burke, and I would therefore like to host a series of conversations that allow us to hear from others, and to gather input.

Specifically, we would like to discuss the implications of institutional neutrality, as outlined in the Kalven Report, and hear what others believe might be the benefits and drawbacks of adopting such a stance. Perhaps others have ideas about alternative approaches or frameworks that also can be brought to bear on the question, and we would welcome hearing those, as well.

As a start, Visitor Burke and I would like to have a discussions with Deans, the Executive Committee of Faculty Senate, and with Student Government Leaders. In preparation for these discussions we are attaching several items to stimulate discussion:

1) A link to the Kalven Report
2) Mason's "When the University Speaks" document, shared by Paul Allvin (attached)
3) Faculty Senate's correspondence to President Washington on October 2, 2024 (attached)
4) President Washington's response to Faculty Senate on October 8, 2024 (attached)
5) Link(s) to articles

My office will reach out soon to schedule these discussions.

Jim

When the university speaks

When should George Mason University deploy its institutional voice, particularly via its president? Outside of pedestrian administrative announcements, there are times when university leaders may be called upon, or feel the need, to speak out on issues impacting the university. At all times, it strives to maintain strict impartiality.

When to consider a presidential message
Consideration begins with demand signals either from members of the community, or when events or dialogue on campus call for a message of clarification or de-escalation. When a leader – administrative, faculty, staff, or student – alerts the Office of the President, consideration begins, which starts with engaging the Office of University Branding, but usually widens to include representatives from other, relevant offices.

Four reasons to speak
Throughout the administration of President Gregory Washington, leadership has spoken out when events have arisen that impact the university community enough to merit a presidential voice to:

- Instruct – At times, the university community must act in unison to respond to events in a particular way, such as the many COVID messages that President Washington issued to guide the campus through an uncertain and often frightening unknown. The voice of a leader was instructive in holding the shaken community together. Here is an example from August 10, 2020.

- Explain – Sense-making from the top leader can help to maintain productivity and a sense of normalcy in times of duress. When the US Supreme Court decision ending Affirmative Action in college admissions was issued, it was important to correct an inaccurate narrative spreading on campus, that the decision would deeply impact George Mason diversity. The inaccurate narrative could have deeply discouraged student applications. This June 29, 2023 message explained how the landmark decision would (and would not) impact the university.

- Console – The community can come together around events that are devastating, and a message from leadership may be very helpful to move the community along with offers of solace and help for those in crisis. This January 30, 2023 message acknowledged a string of violent episodes around the nation that were taking a collective toll on the well-being of campus community members, particularly students.

- De-escalate – Volatile social conditions elsewhere may give way to volatile campus conditions that threaten campus safety and the ability to deliver on our mission without disruption. Heading off unrest and even violence was the goal of this May 1, 2024 message about campus safety measures used, as well as rules of engagement that must be observed, in light of the Israel-Hamas fighting.

In fact, most presidential messages address more than one of these conditions, but any one of them may be present to consider issuing such a message. Vetting of message drafts to determine if and what to issue occurs in collaboration with the Office of University Branding, the Office of the President, and whatever additional offices are relevant to the subject matter being addressed.

FACULTY SENATE
George Mason University

President Gregory Washington
Office of the President
George Mason University
4400 University Drive
Fairfax, VA 22030
United States

October 2. 2024

Dear President Washington:

At the Board of Visitors meeting on September 26th 2024, we discussed the issue of adopting the principles of the 1967 Kalven Committee of the University of Chicago. There were a number of questions raised about what the adoption would mean for the university and the faculty were specifically invited to share our views on the matter.

The Executive Committee of Faculty Senate met on October 2 to discuss the issue and decided to initiate a process to develop what we would call "the Mason Way" to approach the issue of institutional neutrality. We are in agreement that a document produced over fifty years ago and under very different circumstances should be examined carefully before being adopted. We also plan to hold a formal debate on the issue in our October Faculty Senate meeting.

In preparation for the Senate debate on the issue, we request that you share your view on what adoption of the Kalven Committee principles would mean for the university.

Sincerely,

Solon J Simmons

Solon Simmons
President of the Faculty Senate
George Mason University

GREGORY WASHINGTON, Ph.D.
President
4400 University Drive, MS 3A1, Fairfax, Virginia 22030
Phone: 703-993-8700; Email: president@gmu.edu

October 8, 2024

Professor Solon Simmons
President of the Faculty Senate
George Mason University

Dear Professor Simmons:

This is a direct response to your request for me to provide formal feedback on the concept of **Institutional Neutrality**. Towards that end, I will outline the arguments for and against our university adopting such an endeavor. I will also offer a final assessment of the direction we should consider as we move forward.

The definition:
It is important to define what we mean by "institutional neutrality," as each word in the phrase can be misconstrued:

"Institutional" – In question is not whether faculty or students should be free to speak out, but rather university leadership.

"Neutrality" – This word is being equated with silence, but the meaning – and I believe the true benefit of neutrality – is to refrain from taking sides on events outside of university business. Neutrality does not mean silence. In fact, in times of urgency or distress, university leadership must be able to speak to the impact of outside events that affect significant university populations or operations, while remaining neutral, in order to effectively lead what equates to a small city of students, faculty, staff, contractors, and campus visitors.

Arguments for institutional neutrality:
1. *Greater University Focus:* The chance of the university being distracted by external political pressures will be reduced. This provides the institution with more time to focus on the pursuit of knowledge. Students from 114 countries attend George Mason University. If the leadership spends a significant amount of time addressing the challenges of just a fraction, it can be a huge distraction.

2. *Simpler Management Environment:* The world in which we live is incredibly polarized from a political standpoint and as such any stance the institution takes, whether neutral or not, will be upsetting to some group complicating the management environment of the leadership team.

3. *Support of Individual Freedom and Responsibility:* Neutrality encourages students, faculty and staff to exercise their freedoms independent of university influence. This encourages personal responsibility for one's actions.

Arguments against institutional neutrality:
1. *Limitations on addressing institutional values:* While the original version of the Kalven report expressly allows for an institution to engage when its core institutional values or academic freedom is threatened, adaptations of the report remove or underemphasize this exception. Should an institution be silent even when its core tenets, ideals and values are threatened?

2. *The current process is occurring within a politically polarized moment:* Institutional neutrality since its inception has been politically divisive. Early adoption of neutrality by many institutions followed pressure from faculty, staff and students at those institutions to officially support the Civil Rights movement or not support the Vietnam War. Most institutions who have adopted neutrality over the last few years have done so via pressure or outright requirements from state leaders who have politicized the issue. Any acceptance of a process that is itself political for the express purpose of avoiding politics should invoke a heavy amount of skepticism.

3. *Perceived Indifference:* When institutional neutrality becomes silence on issues of social or political import, it can make the university project indifference to those in need of its help, support, and sense of belonging in an environment they find suddenly threatening. This projection of indifference, whether perceived or actual, can be perceived as a lack of support to the students, faculty, and staff who are affected by them. For those from marginalized groups this can lead to feelings of institutional abandonment, or even hostility, which in turn can do lasting damage to employee and student recruitment and retention, alumni engagement, and private donor support.

4. *Missed Opportunities for Responsibility and Leadership:* In today's environment, institutions are expected to have significant social and cultural influence, and many argue that they have the responsibility to take a leadership role in addressing societal challenges in times of moral urgency.

My Assessment:

The original Kalven Committee report's principle of neutrality was developed for a specific type of institution at a specific time in our nation's development. George Mason University is simply a different institution. For example, private institutions don't have to abide by the First Amendment and some other parts of the Constitution in the way public universities must. Thus, they may need an additional set of principles that protect their faculty and students relative to free inquiry and expression. Private Institutions are often beholden to their trustees and benefactors. Large Public Institutions are beholden to the citizens of the states that support them and that's a broader more complex responsibility. I can't imagine this institution with its focus on upward mobility and inclusivity not addressing the institutional impact of atrocities surrounding the Israel-Gaza war or the death of George Floyd. Both had profound effects on campus life and operations. Students sought out our support services. They sought out guidance on how they can express themselves within the guardrails of laws and university policies. They sought out a greater understanding of what is unfolding, and a stronger support system than what was available to them when they left home to join our community. As an educational family, we have collectively accepted and embraced these responsibilities not from a platform of indoctrination, but from a platform of neutrality and its paying huge dividends for our students.

Thus, my assessment is that we should adhere to – *and have adhered to* – neutrality for social and political issues that affect our campus without being silent about their impacts on university life. Our core values describe a standard that can be utilized to determine when university leadership should speak and when it should not. I also agree with the original assertion of the Kalven Committee that an institution can't be silent when our core institutional values or academic freedom are threatened. Towards that end, we need a modified philosophy that incorporates who we are: A large, diverse and inclusive institution dedicated to both free inquiry and inclusivity. We thus need a set of "Mason Principles" as you have so eloquently described it. I

believe that we (the faculty, staff, students, administration and the board of visitors) can develop such a framework and that it can be a model for similar institutions nationally.

Sincerely

Gregory Washington
GW/sg

ITEM NUMBER:
Master of Education (MEd) in Elementary Education Degree Program Proposal

PURPOSE OF ITEM:
The MEd in Elementary Education degree program proposal is in development for submission to the State Council of Higher Education for Virginia (SCHEV) for Fall 2025. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:
Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:
The MEd in Elementary Education degree program proposal has been prepared according to specialized SCHEV guidance to promote the development of new licensure-qualifying degree programs by Virginia public higher education institutions that will contribute to alleviating shortages of licensed personnel in Virginia's school districts.

The proposed degree program will prepare educators who are responsive to the needs of PK-6 learners. Through course and field-based experiences, students will acquire the professional and pedagogical knowledge and skills necessary for creating developmentally appropriate classroom communities that support all learners in grades PK-6. Students will learn to plan and implement engaging, differentiated instruction that meets the diverse social-emotional, cognitive, linguistic, and physical needs of elementary learners.

Through the proposed MEd, students will acquire an understanding of critical concepts and principles of elementary education. Students will learn to create safe and equitable learning environments. Students will develop a robust understanding of learners as a foundation for planning, instruction, and management. Students will learn how educators collaborate with families, students, and colleagues. Students will enact the ethical and professional responsibilities required of PK-6 teachers.

The curriculum for the proposed degree program has been designed to meet Virginia Department of Education (VDOE) licensure standards for Elementary Education. The proposed program fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP).

REVENUE IMPLICATIONS:
The MEd in Elementary Education program will be revenue neutral. All courses required for the degree currently exist as part of the MEd in Curriculum and Instruction, concentration in Elementary Education.

STAFF RECOMMENDATION:
Staff recommends Board approval.

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Description of Proposed Program

Program Background

George Mason University seeks approval for a Master of Education (MEd) degree program in Elementary Education. The proposed degree program will be administered by the College of Education and Human Development, School of Education. The anticipated initiation date is Fall 2025.

First opening in 1957 as the Northern Virginia branch of the University of Virginia, George Mason University was established as an independent four-year, degree-granting institution in 1972. Since its inception the University has offered teacher preparation degree programs. Currently, the College of Education and Human Development's School of Education has more than 2,500 students enrolled. Degree offerings in teacher preparation include undergraduate and graduate pathways to more than 30 different licensure and endorsement areas in Virginia.

To identify the proposed MEd degree program as appropriate for submission, the College of Education and Human Development examined degree programs that would address critical shortages in teaching endorsement areas in Virginia as identified by the Virginia Department of Education (VDOE).[1] Data from market studies, professional organizations, and considerations of legislative changes were also used to determine new degree programs. The proposed MEd degree program in Elementary Education provides pathways for Virginia licensure in Elementary Education, PreK-6. The proposed degree program will address the 2024-2025 top critical shortage teaching endorsement area identified by the Virginia Department of Education: Elementary Education, PreK-6.[2] Critical shortages have consistently been identified for this teaching endorsement area since the 2005-2006 school year.

Elementary education is key to a child's intellectual and social development. There is a critical demand for the preparation of individuals to assume teaching elementary aged students. Currently, George Mason University offers two pathways to licensure for Elementary Education. Students can earn a Master of Education (MEd) degree in Curriculum and Instruction with a concentration in Elementary Education, or students can earn a Bachelor of Science in Education (BSEd) degree in Elementary Education. The proposed degree program will expand the existing concentration from the MEd in Curriculum and Instruction degree program into a stand-alone MEd degree program in order to address the demand for licensed educators in grades PK-6.

Accreditation

The proposed MEd in Elementary Education will be accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a professional accreditor for education

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[1] Virginia Department of Education. (n.d.) *Commonwealth of Virginia critical shortage teaching endorsement areas for 2023-2024 school year.* https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports. www.doe.virginia.gov.docx (live.com)

[2] Virginia Department of Education. (n.d.) *Critical Teaching Shortage Areas in Virginia, 2024-2025 Critical Teaching Shortage Areas.* Accessed at: https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports

preparation providers. The CAEP accreditation process ensures educator preparation providers whose programs lead to certification, licensure, or endorsement meet demanding standards for the preparation of educators and other professional school personnel. Through standards that focus on systematic assessment of candidate learning, CAEP encourages accredited institutions to engage in continuous improvement based on accurate and consistent data.

George Mason University's existing Master of Education (MEd) in Curriculum and Instruction degree program with a concentration in Elementary Education is presently accredited by CAEP through Spring 2026. George Mason University will comply with the following re-accreditation timeline:

February 2025	Submit self-study document
October 2025	Site visit by accreditation team
April 2026	Decision rendered about accreditation status

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State Licensing Agency
Virginia Department of Education

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The proposed MEd degree program in Elementary Education is required to meet the biennial measures prescribed by the Virginia State Board of Education. The Virginia Department of Education provides detailed and specific information for meeting the standards and competencies expected of Virginia's educators in their respective disciplines. The requirements are extensive, and all educator preparation programs must meet all the licensure regulations, professional studies, and endorsement requirements for each discipline/teaching area to be approved to offer Educator Preparation Programs.

The existing Master of Education (MEd) in Curriculum and Instruction, concentration in Elementary Education is designed to meet the Virginia Department of Education standards and regulations. In 2021, George Mason University submitted its biennial report for 2019-2021, which evaluates all educator preparation programs offered by the University. The Virginia Department of Education approved the existing concentration in Elementary Education in this report. The biennial report for 2021-2023 was submitted in fall 2023. The next report to address 2023-2025 will be submitted to the Virginia Department of Education in fall 2025.

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Admission Criteria

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All students will be required to fulfill the graduate admission requirements of the University. Applicants must:
- Complete an online Application for Graduate Study.
- Pay a nonrefundable application fee or receive a fee waiver.
- Have earned a baccalaureate from an institution of higher education accredited by a Mason-recognized U.S. institutional accrediting agency, or international equivalent, with verified official transcripts.
- Have a minimum 3.00 GPA on a 4.00 scale in baccalaureate study.
- Submit official transcripts from all institutions attended for each program applied to unless the programs are in the same college or school.

- Submit a goals statement.
- Submit two letters of recommendation as required by the program.
- Submit an application for Virginia In-State Tuition Rates, if claiming entitlement to these rates.

The College of Education and Human Development will require applicants to the proposed degree program to satisfy additional requirements. Applicants must:
- Submit a resume.

Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:
- Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:
- 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.
- Documents required to receive the Form I-20 can be submitted with the application and fee or after an admission decision has been received. Those required documents are:
    - A Certificate of Financial Responsibility (CFR)
    - Financial support documents
    - Copy of passport identification page
    - For those present in the United States, copies of immigration documents verifying current nonimmigrant status
- Proof of English proficiency: either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) academic exam, or the Pearson Tests of English (PTE) meeting the minimum requirements:
    - TOEFL: 88 points total and a minimum of 20 points in each section
    - IELTS: 7.0 and 6.5 each subsection
    - PTE: 67 overall score
    - Duolingo English Test: 120 (accepted through 2024)
    - INTO Mason Academic English Test: 7

Curriculum

The proposed MEd degree program in Elementary Education will require 39 credit hours. An internship course is required.

The curriculum of the proposed degree program focuses on preparing and enhancing elementary educators' professional and pedagogical knowledge and skill in creating engaging and differentiated classroom communities. The core coursework integrates evidence-based recommended practices to support all learners in grades PK-6. Students will learn to engage diverse learners in developmentally appropriate and disciplinary specific ways to support children's social-emotional, cognitive, linguistic, and physical development. Students will develop pedagogical and assessment knowledge and skills to provide differentiated and equitable learning experiences for children in grades PK-6. The curriculum emphasizes the students' responsibility to provide effective, differentiated instructional experiences for ability-diverse and culturally diverse students.

The core curriculum has been designed to meet Virginia Department of Education (VDOE) licensure standards for Elementary Educators (PK-6). The proposed program also fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP). Coursework meets the professional standards articulated by the Interstate Teacher Assessment and Support Consortium (InTASC).

No new courses were developed for the proposed degree program.

Program Requirements

Core Courses: 36 credits
ELED 542: Foundations of Elementary Education (3 credits)
ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 credits)
ELED 544: Introduction to Elementary Methods and Management (3 credits)
ELED 545: Differentiating Elementary Methods and Management (3 credits)
ELED 552: Mathematics Methods for the Elementary Classroom (3 credits)
ELED 553: Science Methods for the Elementary Classroom (3 credits)
ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary
    Classroom (3 credits)
ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 credits)
ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 credits)
ELED 559: Research and Assessment in Elementary Education (3 credits)
ELED 790: Internship in Elementary Education (1-6 credits)

Elective Courses: 3 credits
Students select from a list of courses.
EDSE 501: Introduction to Special Education (3 credits)
EDUC 537: Introduction to Culturally and Linguistically Diverse Learners (3 credits)
ELED 558: Cambridge Schools Experience (3 credits)
ELED 790: Internship in Elementary Education (1-6 credits)

Total credit hours: 39

Internship Requirement
Students in programs leading to licensure are required to take a supervised internship course in which they will complete a minimum of 10 weeks supervised experience. In the MEd in Elementary Education, students will complete ELED 790 per VDOE requirements. Students must document a minimum of 300 clock hours of direct teaching experience with students in endorsement area. Six (6) credits of ELED 790 are required for licensure. Year-long internship students must register for three (3) credits in the fall semester and six (6) credits in the spring semester. Semester-long internship students must register for six (6) credits during their internship and complete three (3) credits of elective coursework. Throughout the internship, the student will be evaluated based on observations of instruction and assignments using standardized rubrics. Students will be required to maintain a log to track their instructional hours. Students will be assessed on completion of online modules, maintaining a reflection journal, formal internship meetings, and observations by the University Supervisor. If students do not

successfully complete all hours or assignments, they may be required to repeat the internship. If a student fails the internship course, students will be given an opportunity to retake the course at an alternative location.

See Appendix A for Sample Plans of Study.
See Appendix B for Course Descriptions.

Transfer Virginia Common Curriculum

The agreements framed under the Virginia Common Curriculum and Transfer VA are not applicable to students entering master's-level, education specialist (EdS), or doctoral (PhD) degree programs at George Mason University.

Faculty Resources

The College of Education and Human Development's School of Education includes six (6) full time and six (6) part time faculty members teaching elementary education coursework. Three (3) of these faculty have expertise in literacy, four (4) in general methods, and four (4) in elementary content areas (math, science, social studies, and technology). These faculty will teach required courses for the proposed MEd in Elementary Education degree program. Faculty hold doctoral degrees in Education, Elementary Education, Curriculum and Instruction, and Literacy.

Faculty teaching elementary education coursework collectively have more than 100 years of higher education teaching experience and are active in their professional organizations including Virginia Association of Colleges and Teacher Educators, American Educational Research Association, Association of Literacy Educators and Researchers, Association of Teacher Educators, Literacy Research Association, National Science Teachers Association, National Council for Teachers of Mathematics, International Society for Technology in Education, and the National Council for the Social Studies. They share their knowledge through presentations at conferences, maintain ongoing research programs, pursue grant funding, and publish in top-tier peer-reviewed journals such as *Action in Teacher Education, Reading Psychology, Educational Researcher, The New Educator, Teaching and Teacher Education, Reading Research Quarterly, Journal of Research in Science Teaching,* and *Journal of Mathematics Teacher Education.*

Faculty members have extensive experience working with diverse children and school partners in grades PK-6. Faculty members have worked in elementary settings as classroom teachers (PK-grade 8), instructional coaches, resource teachers, and reading specialists. The Elementary Education faculty possesses the proper academic training, teaching experience, experience with school partners, and professional expertise to provide competent instruction, supervision, and mentoring in elementary education courses.

The proposed MEd degree program in Elementary Education will also be supported by eight (8) adjunct faculty members who have earned doctoral degrees in Elementary Education, Teacher Education, Literacy, and/or related fields and graduate lecturers (i.e., doctoral candidates), working in collaboration with full-time faculty, who provide course instruction and field

supervision. The credentials of all instructors in the program are evaluated by the College to ensure they have the required experience to teach each course they are assigned.

Student Learning Assessment

Students who complete the proposed MEd in Elementary Education degree program will possess the required expertise to work in elementary classrooms serving diverse learners. Assessment of student learning in the proposed degree program will be conducted through analysis of systematic metrics specifically designed to measure student performance. Student assessment outcomes are aligned with InTASC Teaching Standards and Learning Progressions for Teachers.[3]

Student learning will be assessed throughout the program through a variety of evaluative assessment experiences. Assessment measures will include but not be limited to course assignments, activities and an array of applied projects designed to facilitate the achievement of learning outcomes in field-based settings. The capstone course options are completed at or near the end of a student's program of study. Capstone course opportunities are designed to meet students' individual professional goals through the completion of an internship experience, as well as a classroom, school, or community-based action research project or proposal.

Learning Outcomes
Grounded in InTASC standards, graduates will demonstrate knowledge and skill in four general categories (1) The Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. These outcomes align with licensure requirements articulated by the VDOE for Elementary Educators (PK-6).

The Learner and Learning: Demonstrate knowledge of developmentally appropriate pedagogies and recommended instructional practices to create inclusive learning environments and experiences that honor diverse cultures and individual learning differences to meet high standards and promote learners' cognitive, linguistic, social, emotional, and physical development. Students will be able to:
- 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 others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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[3] Council of Chief State School Officers. 2013. InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. https:\\ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Content: Demonstrate an ability to apply deep and flexible content area knowledge in real world secondary education contexts to assure learners achieve mastery of targeted developmentally appropriate content knowledge and skills. Students will be able to:

- 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.
- 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.

Instructional Practice: Design, implement, and refine instructional practices (including assessment practices, and the integration of diverse instructional strategies) to maximize and individualize learning. Students will be able to:

- 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.

Professional Responsibility: Model practices demonstrating professional responsibility to include engaging in cycles of continuous self-improvement, collaborative professional environments with colleagues, learners, families, school professionals, and community members, and ethical behavior to enact change in practice.

- 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.
- 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.

Curriculum map for MEd in Elementary Education

InTASC Standards/Learning Outcomes	Courses	Assessment Measures
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	ELED 543: Children, Family, Culture, and Schools (ages 4-12)	Formative: class discussions, application activities (lesson planning, field observation reflective assignments)

	ELED 544: Introduction to Elementary Methods and Management	Summative: Internship experiences (formal observations), final projects
cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management ELED 790: Internship in Elementary Education	Summative: Internship experiences (formal observations), final projects
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.	ELED 543: Children, Family, Culture, and Schools (ages 4-12) ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management ELED 790: Internship in Elementary Education	Formative: class discussions, application activities (lesson planning, field observation reflective assignments) Summative: Internship experiences (formal observations), final projects
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.	ELED 543: Children, Family, Culture, and Schools (ages 4-12) ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management	Formative: class discussions, application activities (lesson planning, field observation reflective assignments) Summative: Internship experiences (formal observations), final projects

	ELED 790: Internship in Elementary Education	
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.	ELED 552: Mathematics Methods in Elementary Classrooms ELED 553: Science Methods for the Elementary Classroom ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II ELED 790: Internship in Elementary Education	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, mini units Summative: Internship experiences (formal observations); content area review documentation; passing Praxis II scores; final projects
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.	ELED 552: Mathematics Methods in Elementary Classrooms ELED 553: Science Methods for the Elementary Classroom ELED 554: Methods of Teaching Social	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, mini units Summative: Internship experiences (formal observations); final projects

	Studies and Integrating Fine Arts ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II ELED 790: Internship in Elementary Education	
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.	ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities Summative: Internship experiences (formal observations); final projects
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.	ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities Summative: Internship experiences (formal observations); final projects
Standard #8: Instructional Strategies The teacher under-stands and uses a var-iety of instructional strategies to encour-age learners to devel-op deep understand-ing of content areas and	ELED 544: Introduction to Elementary Methods and Management	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities

their connections, and to build skills to apply knowledge in meaningful ways.	ELED 545: Differentiating Elementary Methods and Management	Summative: Internship experiences (formal observations); final projects
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.	ELED 542: Foundations of Elementary Education ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management ELED 790: Internship in Elementary Education	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities Summative: Internship experiences (formal observations); final projects
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.	ELED 542: Foundations of Elementary Education ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management ELED 790: Internship in Elementary Education	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities Summative: Internship experiences (formal observations); final projects

During the teaching internship experiences, students are expected to demonstrate the principles and practices of educators working in grades PK-6 in accordance with the InTASC Teaching

Standards and Learning Progressions for Teachers. Students will be mentored during the internship experiences and demonstrate their abilities to meet the learning outcomes outlined above by designing learning assignments, constructing methods for assessing, integrating instructional strategies for teaching culturally, linguistically, and ability diverse students, demonstrating effective classroom management techniques, and communicating/collaborating with stakeholders.

Relation to Existing George Mason University Degree Programs

George Mason University's College of Education and Human Development offers a Master of Education (MEd) degree program in Curriculum and Instruction with a concentration in Elementary Education (PK-6) and a Bachelor of Science in Education (BSEd) degree program in Elementary Education (PK-6). Currently, all students seeking licensure as an elementary (PK-6) educator complete one of these two degree programs. If the proposed MEd in Elementary Education is approved, prospective students seeking licensure at the graduate level as an elementary educator or seeking to develop expertise in the field will be admitted directly into the proposed MEd in Elementary Education. The current Elementary Education concentration in the MEd in Curriculum and Instruction will be discontinued.

Because the proposed degree program will draw from the same pool of prospective students as the current degree programs, there is no anticipated overall negative impact on student enrollment. Resources currently used to support the operation of the MEd in Curriculum and Instruction, concentration in Elementary Education will be reallocated to support the initiation and operation of the proposed MEd in Elementary Education.

<u>Justification for the Proposed Program</u>

Response to Current Needs (Specific Demand)

The Commonwealth of Virginia and the nation as a whole is experiencing a severe and growing shortage of qualified teachers. The shortage is at a crisis level especially in high-poverty and diverse school divisions. In Virginia, 4.5% of teaching positions were vacant at the start of the 2023-24 school year—an increase from 3.9% in the 2022-23 school year.[4] In response to the growing teaching shortage, Governor Glenn Youngkin signed Executive Directive 3, charging the field to: 1) Reduce barriers for qualified individuals to enter the profession, 2) Increase the number of candidates eligible to fill public school divisions' hard-to-staff positions, and, 3) Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce.[5]

The Virginia Department of Education has also identified 10 critical shortage areas (i.e., those disciplinary areas for which school divisions face the largest difficulty filling positions with

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[4] Joint Legislative Audit and Review Commission (JLARC). (2023). Virginia's K-12 Pipeline. Retrieved from: https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic)%3B%20and

[5] Commonwealth of Virginia Executive Department (2022). Executive Directive Number Three. Retrieved from: https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/ed/ED-3---Addressing-Teacher-Shortages-in-Virginia-Schools.pdf

qualified educators). Elementary PreK-6 has been in the top ten areas on the list since 2005, and is currently ranked second in terms of difficulty filling positions behind Special Education. As a result of instituting the proposed stand-alone degree program, George Mason University anticipates producing a total of 70 Elementary PreK-6 teachers annually by program maturity in 2029-2030. This is an annual net increase of 10 elementary teachers over the current degree program.

The proposed degree program will enable the increased production of teachers with elementary expertise by providing expanded access and clarity for marketing to prospective students. A stand-alone degree program in "Elementary Education," as opposed to a concentration buried within a "Curriculum and Instruction" degree program, will clearly identify for students the specific degree they wish to pursue. The proposed degree program will also provide expanded access by offering students the opportunity to begin study in either the fall or spring semesters and providing options to complete some coursework through online delivery.

Duplication

Ten (10) four-year, public universities in Virginia offer degree programs similar to the proposed degree program. Christopher Newport University, the College of William & Mary in Virginia, Norfolk State University, Old Dominion University, Radford University, the University of Mary Washington, the University of Virginia, Virginia Commonwealth University, Virginia State University, and the Virginia Polytechnic Institute and State University offer degree programs similar to the proposed degree program.

Christopher Newport University (CNU)
CNU offers a Master of Arts in Teaching (MAT) with Licensure. The degree program is offered face to face.

College of William & Mary in Virginia (William & Mary)
William & Mary offers a Master of Arts in Education (MAEd) in Curriculum and Instruction with a concentration in Elementary Education. The degree program is offered face to face.

Norfolk State University (NSU)
NSU offers a Masters of Arts in Teaching (MAT) in Elementary Education (PreK-6). The degree program is offered online.

Old Dominion University (ODU)
ODU offers a Master of Science in Education (MSEd) degree in Elementary Education, concentration in Initial Licensure-PreK-6. The degree program is offered online and fully face to face.

Radford University (Radford)
Radford offers a Master of Science (MS) in Education with a concentration in Curriculum and Instruction with licensure. The degree program is offered face to face.

University of Mary Washington (UMW)
UMW offers a Master of Education (MEd) in Elementary Education. The degree program is offered face to face and online.

University of Virginia (UVA)
UVA offers a Masters of Teaching (MT), concentration in Elementary Education. The degree program is offered face to face.

Virginia Commonwealth University (VCU)
VCU offers a Masters of Teaching (MT), concentration in Elementary Education. The degree program is offered face to face.

Virginia Polytechnic Institute and State University (Virginia Tech)
Virginia Tech offers a Masters of Arts in Education (MAEd) in Curriculum and Instruction, with professional licensure in PK-6. The degree program is offered face to face.

Virginia State University (VSU)
Virginia State University offers a Masters of Education (MEd) with a concentration in Elementary Education, with professional licensure in PK-6. The degree program is offered face to face.

State Council of Higher Education for Virginia
Summary of Projected Enrollments in Proposed Program

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2025 - 2026		2026 - 2027		2027 - 2028		2028 - 2029			2029 - 2030		
HDCT 75	FTES 45	HDCT 144	FTES 86	HDCT 217	FTES 130	HDCT 289	FTES 173	GRAD ____	HDCT 298	FTES 179	GRAD 70

Assumptions:
85% Retention
40 % Full-time students 60% part-time students
Full-time students graduate in 2 years
Part-time students graduate in 3 years
Full-time students: 9 credit hours per semester
Part-time students: 6 credit hours per semester

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 transition and sustain the proposed MEd in Elementary Education. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Fall 2025 semester through the target year 2029-2030. Assessments of need for full-time faculty and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 10 FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 4.50 FTE to initiate increasing to 17.9 FTE by the target year of 2029-2030.

Full-time Faculty
A faculty member currently teaching in the School of Education will serve as program coordinator for the proposed program. The program coordinator will be responsible for curriculum oversight, scheduling, marketing and recruitment strategy, and student satisfaction. The program coordinator will devote 0.50 FTE to teach core and required courses in the proposed program from the initiation year through the target enrollment year.

Five (5) faculty members currently teaching in the School of Education will devote .50 FTE each to teach required courses in the proposed program in the initiation year, rising to 1.00 FTE each by the target enrollment year.

The proposed program will require 3.00 FTE of full-time faculty effort to initiate, rising to 5.50 FTE by the target enrollment year.

Part-time Faculty
Six (6) existing faculty members in the School of Education will devote .25 FTE each to teach required courses beginning in the initiation year of the program's operation, rising to .75 by the target enrollment year.

The proposed program will require 1.50 FTE of part-time faculty effort to initiate, rising to 4.50 FTE by the target enrollment year.

Adjunct Faculty
Eight (8) adjunct faculty members teaching in the School of Education will devote 1.00 FTE each to teach required courses beginning in the second year of the program's operation through the target enrollment year. Adjunct faculty teaching graduate courses in the College of Education and Human Development are paid approximately $5,313 per course with no fringe benefits. The cost for adjunct faculty teaching in the proposed degree program is expected to be $127,512 by the target enrollment year.

The proposed program will require 0.0 FTE of adjunct faculty effort to initiate, rising to approximately 8.00 FTE by the target enrollment year.

Graduate Assistants

No graduate assistants will be utilized to initiate or sustain the proposed program.

Classified Positions

No additional classified support will be utilized to initiate or sustain the proposed program.

Equipment (including computers)

No additional equipment will be utilized to initiate or sustain the proposed program.

Library

George Mason University Libraries has an extensive collection of journals and publications to support the proposed degree program. As a member of the Virtual Library of Virginia (VIVA), online access to journals is available.

Telecommunications

No new telecommunications will be required to initiate or sustain the proposed program.

Space

No additional space will be required to initiate or sustain the proposed program.

Targeted Financial Aid

No targeted financial aid is required or designated to initiate and sustain the proposed degree program.

Special Tuition or Fee Charges

No special tuition or fee charges will be utilized or instituted to initiate and sustain the proposed degree program.

Other Resources

No additional College of Education and Human Development resources will be utilized to initiate or sustain the proposed program.

Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions a correct, or require modifications as a condition of approval.

Note: Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year**	**Program Target Year**
	20 25 - 20 26	**20 29 - 20 30**
1. Projected Enrollment (Headcount)	75	298
2. Projected Enrollment (FTES)	45	179
3. Projected Enrollment Headcount of In-State Students	71	283
4. Projected Enrollment Headcount of Out-of-State Students	4	15
5. Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	$17,954	$17,954
6. **Revenue** from Tuition and E&G Fees for In-State Students Due to the Proposed Program	$1,274,734	$5,080,982
7. Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	$22,764	$22,764
8. **Revenue** from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	$91,056	$341,460
9. **Projected Revenue Total from Tuition and E&G Fees Due to the Proposed Program**	**$1,365,790**	**$5,422,442**
10. Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)	$0	$0
11. **Total Funding**	**$1,365,790**	**$5,422,442**

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Part V: Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

    Yes ☐

    No ☒

    If "Yes" is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution's most recent six-year plan.

    Yes ☒

    No ☐

    If "No" is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution's governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

    Yes ☐
    No ☒

    If "No" is checked, include narrative text to explain why the governing board has not been provided the information.

George Mason University's Board of Visitors' approval is anticipated at the December 5, 2024 meeting.

The institution's Chief Academic Officer attests to the accuracy of the above statements.

| James Antony, PhD |
| Name (Printed) |

| | October 14, 2024 |
| Signature | Date |

Appendices

Appendix A - Sample Plan of Study
Full-Time Students

Yr	Fall Semester	Spring Semester	Summer Semester
1	ELED 542: Foundations of Elementary Education (3 cr) ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 cr) ELED 544: Introduction to Elementary Methods and Management (3 cr)	ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 cr) ELED 545: Differentiating Elementary Methods and Management (3 cr) ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 cr)	Elective (3 cr)
2	ELED 552: Mathematics Methods for the Elementary Classroom (3 cr) ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 cr) ELED 553: Science Methods for Elementary Classroom (3 cr)	ELED 790: Internship in Elementary Education (6 cr) ELED 559: Research and Assessment in Elementary Education (3 cr) Elective (3 cr)	

Credit Hours – First Year – Fall Term	9
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	3
Year 1 Subtotal:	**21 credits**
Credit Hours – Second Year – Fall Term	9
Credit Hours – Second Year – Spring Term	9
Year 2 Subtotal:	**18 credits**
Total Credit Hours	**39 credits**

Sample Plan of Study
Part time Students

Yr	Fall Semester	Spring Semester	Summer Semester
1	ELED 542: Foundations of Elementary Education (3 cr) ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 cr)	ELED 544: Introduction to Elementary Methods and Management (3 cr) ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 cr)	ELED 545: Differentiating Elementary Methods and Management (3 cr) ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 cr)
2	ELED 552: Mathematics Methods for the Elementary Classroom (3 cr) ELED 553: Science Methods for Elementary Classroom (3 cr)	ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 cr) ELED 790: Internship in Elementary Education (6 cr)	ELED 559: Research and Assessment in Elementary Education (3 cr) Elective (3 cr)
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Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   6
Credit Hours – First Year – Summer Term   6
Year 1 Subtotal: **18 credits**

Credit Hours – Second Year – Fall Term   6
Credit Hours – Second Year – Spring Term   6
Credit Hours – Second Year – Summer Term   6
Year 2 Subtotal: **18 credits**

Total Credit Hours   **39 credits**

Appendix B – Course Descriptions

Core Courses

ELED 542: Foundations of Elementary Education (3 credits)
Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education.

ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 credits)
Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

ELED 544: Introduction to Elementary Methods and Management (3 credits)
Introduces general methods of teaching and management in elementary schools with an emphasis on using the foundational principles of curriculum, instruction, assessment, and management to plan instruction for diverse learners.

ELED 545: Differentiating Elementary Methods and Management (3 credits)
Provides an introduction to differentiated instruction and management for children in grades PK-6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners.

ELED 552: Mathematics Methods for the Elementary Classroom (3 credits)
Introduces methods for teaching topics in arithmetic, geometry, algebra, probability, and statistics in elementary grades. Focuses on using manipulatives and technologies to explore mathematics and solve problems.

ELED 553: Science Methods for the Elementary Classroom (3 credits)
Develops skills and abilities in science teaching methods, applications of technology, safety practices, and creation of integrated science curricula. Examines science teaching based on contemporary theory, practice, and standards.

ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 credits)
Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning.

ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 credits)
Provides research-based introduction to literacy teaching and learning for ages 4-12 years. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 credits)
Provides research-based introduction to literacy teaching and learning for PK-6 learners. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum.

ELED 559: Research and Assessment in Elementary Education (3 credits)
Provides an understanding of research paradigms utilizing systematic evidence to improve practice and further skills in assessment of learning outcomes. Emphasizes the linkage of research and practice and making instructional decisions based on systematically collected data.

ELED 790: Internship in Elementary Education (6-9 credits) (semester-long interns complete 6 credits; year-long interns complete 9 credits)
Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Provides supervision for teacher candidates in a school placement setting that includes observations and seminar experiences.

Elective Courses

EDSE 501: Introduction to Special Education (3 credits)
Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals having needs for intervention ranging from mild to severe. Includes the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

EDUC 537: Introduction to Culturally & Linguistically Diverse Learners (3 credits)
Examines the ways intersections of race, ethnicity, language, socioeconomic status, gender, sexual orientation, and ability affect equity for PK-12 culturally and linguistically diverse (CLD) learners. Invites educators to interrogate ways that personal cultural identity and biases influence instructional and assessment practices with CLD learners and relationships with families.

ELED 558: Cambridge Schools Experience (3 credits)
Provides intensive supervised clinical experience in a primary school in Cambridge, England.

ITEM NUMBER:
Master of Education (MEd) in Secondary Education Degree Program Proposal

PURPOSE OF ITEM:
The MEd in Secondary Education degree program proposal is in development for submission to the State Council of Higher Education for Virginia (SCHEV) for Fall 2025. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:
Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:
The MEd in Secondary Education degree program proposal has been prepared according to specialized SCHEV guidance to promote the development of new licensure-qualifying degree programs by Virginia public higher education institutions that will contribute to alleviating shortages of licensed personnel in Virginia's school districts.

The proposed degree program will develop the requisite knowledge and skills needed by secondary teachers. The MEd in Secondary Education will prepare students to advocate for adolescents' academic success and well-being, develop respectful relationships with young people, inquire into and reflect on professional practices, and engage as partners with colleagues and students' families. Students will learn to teach a wide diversity of learners in developmentally appropriate and content-specific ways.

Through the proposed MEd, students will develop an understanding of essential concepts and principles of their respective disciplines (history/social science, English, biology, chemistry, Earth science, physics, math, and computer science). The proposed program will develop prospective teachers' skills to collaborate and co-teach with other professionals.

The curriculum for the degree program is designed to meet the Virginia Department of Education (VDOE) licensure standards for secondary education learners (grades 6-12) in all eight of the program's proposed content area tracks. The proposed program fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP). Coursework addresses the professional standards articulated by the National Council for the Social Studies, the National Council of Teachers of English, the National Science Teachers Association, the National Council of Teachers of Mathematics, and the Computer Science Teachers Association.

REVENUE IMPLICATIONS:
The MEd in Secondary Education will be revenue neutral. All courses required for the degree currently exist as part of the MEd in Curriculum and Instruction, Secondary Education Concentration and the Graduate Certificate in Secondary Education.

STAFF RECOMMENDATION:
Staff recommends Board approval.

Table of Contents

<u>Description of Proposed Program</u>

Program Background

George Mason University seeks approval for a Master of Education (MEd) degree program in Secondary Education. The proposed degree program will be administered by the College of Education and Human Development, School of Education. The anticipated initiation date is Fall 2025.

First opening in 1957 as the Northern Virginia branch of the University of Virginia, George Mason University was established as an independent four-year, degree-granting institution in 1972. Since its inception the University has offered teacher preparation degree programs. Currently, the College of Education and Human Development's School of Education has more than 2,500 students enrolled. Degree offerings in teacher preparation include undergraduate and graduate pathways to more than 30 different licensure and endorsement areas in Virginia.

To identify the proposed MEd degree program as appropriate for submission, the College of Education and Human Development examined degree programs that would address critical shortages in teaching endorsement areas in Virginia as identified by the Virginia Department of Education (VDOE).[1] Data from market studies, professional organizations, and considerations of legislative changes were also used to determine new degree programs. The proposed MEd degree program in Secondary Education provides pathways for licensure in biology, chemistry, computer science, Earth science, English, history/social science, math, and physics in grades 6-12. All of these endorsement areas are currently identified as high need by the Virginia Department of Education (VDOE). Virginia is expected to have an annual average of approximately 6,700 secondary teacher openings between 2022 and 2032.[2]

Secondary teacher education is critical to the development and increase of teachers to the middle and high schools of the northern Virginia region and the Commonwealth. Secondary teachers are responsible for educating their students in the core content of the Virginia Standards of Learning. Secondary teachers also prepare students to be informed and engaged citizens, and to be career- and college-ready citizens.

Currently, George Mason University offers four pathways to licensure for Secondary Education: 1) an MEd in Curriculum and Instruction with a concentration in Secondary Education, 2) a BSEd in Secondary Education, 3) seven (7) undergraduate certificates in content area licensure, and 4) a post-baccalaureate certificate in secondary education. The proposed degree program will replace the concentration in Secondary Education in the MEd in Curriculum and Instruction. The proposed degree program will expand the existing concentration from the MEd in Curriculum and Instruction degree program into a stand-alone MEd degree program in order to address the demand for licensed educators in secondary education settings. The post-baccalaureate certificate

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[1] Virginia Department of Education. (n.d.) *Commonwealth of Virginia critical shortage teaching endorsement areas for 2023-2024 school year.* https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports. www.doe.virginia.gov.docx (live.com)

[2] US Department of Labor (2024). Retrieved from https://www.onetonline.org/link/details/25-2031.00

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in secondary education will remain active for students who already have earned a master's degree or who do not elect to pursue a full graduate degree.

Delivery Format

The proposed MEd degree program in Secondary Education will be offered in a hybrid delivery format. The proposed degree program will be offered in a face-to-face delivery format, with two core courses, EDRD 619 and SEED 540, available only as online courses. The online courses are supported by a personal support center through the university's primary learning management system, Canvas. Canvas is centrally supported by the university's Information Technology Services (ITS), which provides technical assistance, training, and system administration 24 hours a day every day. ITS also supports a portfolio of academic technology applications for use in online courses. The ITS Learning Support Center and the Stearns Center for Teaching and Learning provide training to faculty in both the use of the Canvas software and in the design of courses.

All students will have access to online resources through security-protected access credentials. Support services for students will include access to online systems such as electronic mail, online library resources, PatriotWeb (a self-service site for students to manage their administrative records and accounts), financial aid, academic services, career services, disability services, and the University Bookstore. Computer support is available 24 hours a day every day. Phone support is available every day at hours posted on the ITS Support Center website. For the traditional, face-to-face delivery of the two-day residency, George Mason University has adequate classroom space and associated equipment to successfully deliver the proposed degree program.

Accreditation

The proposed MEd in Secondary Education will be accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a professional accreditor for education preparation providers. The CAEP accreditation process ensures educator preparation providers whose programs lead to certification, licensure, or endorsement meet demanding standards for the preparation of educators and other professional school personnel. Through standards that focus on systematic assessment of candidate learning, CAEP encourages accredited institutions to engage in continuous improvement based on accurate and consistent data.

George Mason University's existing Master of Education (MEd) in Curriculum and Instruction degree program with a concentration in Secondary Education is presently accredited by CAEP through Spring 2026. George Mason University will comply with the following re-accreditation timeline:

February 2025:	Submit self-study document
October 2025:	Site visit by accreditation team
April 2026:	Decision rendered about accreditation status

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State Licensing Agency
Virginia Department of Education

The proposed MEd degree program in Secondary Education is required to meet the biennial measures prescribed by the Virginia State Board of Education. The Virginia Department of Education provides detailed and specific information for meeting the standards and competencies expected of Virginia's educators in their respective disciplines. The requirements are extensive, and all educator preparation programs must meet all the licensure regulations, professional studies, and endorsement requirements for each discipline/teaching area to be approved to offer Educator Preparation Programs.

The existing Master of Education (MEd) in Curriculum and Instruction, concentration in Secondary Education is designed to meet the Virginia Department of Education standards and regulations. In 2021, George Mason University submitted its biennial report for 2019-2021, which evaluates all educator preparation programs offered by the University. The Virginia Department of Education approved the existing concentrations in Secondary Education (biology, chemistry, computer science, Earth science, English, history/social science, math, and physics) in this report. The biennial report for 2021-2023 was submitted in fall 2023. The next report to address 2023-2025 will be submitted to the Virginia Department of Education in fall 2025.

Admission Criteria

All students will be required to fulfill the graduate admission requirements of the University. Applicants must:
- Graduate application and fee
- 750- to 1,000-word written statement of applicant's goals and interest in the program
- Two letters of recommendation
- Transcripts from all previous institutions attended in the United States.
- Applicants with transcripts from institutions outside of the United States could have additional requirements.

The College of Education and Human Development will require applicants to the proposed degree program to satisfy additional requirements. Applicants must:
- Submit a resume.
- Complete an admissions interview.

Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:
- 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.
- Documents required to receive the Form I-20 can be submitted with the application and fee or after an admission decision has been received. Those required documents are:
  - A Certificate of Financial Responsibility (CFR)
  - Financial support documents
  - Copy of passport identification page

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- o For those present in the United States, copies of immigration documents verifying current nonimmigrant status
- Proof of English proficiency: either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) academic exam, or the Pearson Tests of English (PTE) meeting the minimum requirements:
  - o TOEFL: 88 points total and a minimum of 20 points in each section
  - o IELTS: 7.0 and 6.5 each subsection
  - o PTE: 67 overall score
  - o Duolingo English Test: 120 (accepted through 2024)
  - o INTO Mason Academic English Test: 7

Curriculum

The proposed MEd degree program in Secondary Education will require 30 credit hours. An internship course is required.

Through the proposed program, students will develop an understanding of essential concepts and principles of their respective disciplines (history/social science, English, biology, chemistry, Earth science, physics, math, and computer science). Through a field-based approach to teacher education, students will be guided by university- and school-based teacher educators to provide inclusive learning experiences for adolescents in both high school and middle school contexts. The proposed program will develop prospective teachers' skills to collaborate with other professionals, young people, and their families. The program ensures all students exit the program with essential knowledge, skills, abilities, and dispositions for teaching and learning in grades 6-12 in terms of learner development, learner differences, classroom environments, content knowledge, content application, planning, assessment, management, professional learning/ethical practice, and leadership/collaboration.

The curriculum incorporates all licensure requirements into courses completed by all students in the Secondary Education program. In addition, the course content addresses each of the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards.

All students select one of five concentration areas: 1) Computer Science, 2) English, 3) History and Social Science, 4) Mathematics, or 5) Science. The concentration area coursework is designed to meet the Virginia Department of Education (VDOE) licensure standards for secondary education learners (grades 6-12) in eight (8) content areas: biology, chemistry, computer science, Earth science, English, history/social science, mathematics and physics. Coursework addresses the professional standards articulated by the National Council for the Social Studies, the National Council of Teachers of English, the National Science Teachers Association, the National Council of Teachers of Mathematics, and the Computer Science Teachers Association.

New courses are indicated with an asterisk.

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Program Requirements

Core Courses: 12 credits
SEED 522: Foundations of Secondary Education (3 credits)
SEED 540: Human Development, Learning, and Teaching (3 credits)
EDRD 619: Disciplinary Literacy (3 credits)
SEED 677: Studying Teaching Impact on Student Learning (1 credits)
SEED 678: Implementing Teacher Impact on Student Learning (2 credits)

Concentration Areas: 18 credits

Computer Science
Students take coursework that leads to licensure in Computer Science (grades 6-12).

Required Courses (12 credits)
SEED 566: Teaching Computer Science in the Secondary School (3 credits)
SEED 676: Advanced Teaching of Computer Science in the Secondary School (3 credits)
SEED 796: Internship: Secondary Education Computer Science (1-6 credits) (Students take 6 credits.)

Elective Courses (6 credits)
Students work with their advisor to select six (6) credits of education or computer science coursework at the 500-level or above.

English
Students take coursework that leads to licensure in English (grades 6-12).

Required Courses (15 credits)
SEED 569: Teaching English in the Secondary School (3 credits)
SEED 669: Advanced Teaching of English in the Secondary School (3 credits)
SEED 502: Young Adult Literature in Multicultural Settings (3 credits)
SEED 792: Internship: Secondary Education English (1-6 credits) (Students take 6 credits.)

Elective Course (3 credits)
Students work with their advisor to select an education or English course at the 500-level or above.

History and Social Science
Students take coursework that leads to licensure in History/Social Science (grades 6-12).

Required Courses (15 credits)
SEED 567: Teaching Social Studies in the Secondary School (3 credits)
SEED 667: Advanced Teaching of Social Sciences in the Secondary School (3 credits)
SEED 505: Teaching and Learning Difficult Histories (3 credits)
SEED 795: Internship: Secondary Education Social Studies (1-6 credits) (Students take 6 credits)

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Elective Course (3 credits)
Students work with their advisors to select an education or history/social science course at the 500-level or above.

Mathematics
Students take coursework that leads to licensure in Math (grades 6-12).

Required Courses (12 credits)
SEED 572: Teaching Math in the Secondary School (3 credits)
SEED 672: Advanced Teaching of Math in the Secondary School (3 credits)
SEED 793: Internship: Secondary Education Math (1-6 credits) (Students take 6 credits)

Elective Courses (6 credits)
Students work with their advisors to select six (6) credits of education or mathematics coursework at the 500-level or above.

Science
Students in the Science concentration take coursework that leads to licensure in Biology (grades 6-12), Chemistry (grades 6-12), Earth Science (grades 6-12), or Physics (grades 6-12).

Required Courses (15 credits)
SEED 573: Teaching Science in the Secondary School (3 credits)
SEED 583: Advanced Teaching of Science in the Secondary School (3 credits)
EDUC 545: Teaching Science and Engineering Practices (3 credits)*
SEED 794: Internship: Secondary Education Science (1-6 credits) (Students take 6 credits)

Elective Course (3 credits)
Students work with their advisors to select an education or science course at the 500-level or above.

Total credit hours: 30

Internship Requirement
Students in the MEd concentrations leading to licensure are required to take a supervised internship course in which they will complete a minimum of 10 weeks supervised experience. Based on concentration area students will complete an internship, per VDOE requirements. Students must document a minimum of 300 clock hours of direct and indirect teaching experience with students in their respective endorsement area (biology, chemistry, computer science, Earth science, English, history/social science, mathematics and physics). Throughout the internship, the student will be evaluated based on observations of instruction and assignments using standardized rubrics. Students will be required to maintain a log to track their instructional hours. Students will be assessed on completion of weekly reflections, formal internship meetings, and observations by the University Supervisor. If students do not successfully complete all hours or assignments, they may be required to repeat the internship. If a student fails the internship course, students will be given an opportunity to retake the course at an alternative location.

See Appendix A for a Sample Plan of Study.
See Appendix B for Course Descriptions.

Transfer Virginia Common Curriculum

The agreements framed under the Virginia Common Curriculum and Transfer VA are not applicable to students entering master's-level, education specialist (EdS), or doctoral (PhD) degree programs at George Mason University.

Faculty Resources

The College of Education and Human Development's School of Education includes five (5) full-time and three (3) part-time faculty members teaching in the secondary education program. All of these faculty members have expertise in general instructional methods and teacher research. Each of the full-time faculty members has an expertise in their respective content area (English/literacy, science, math, computer science, history/social science), and the three part-time faculty members collectively have expertise in teacher research, literacy, educational psychology, foundations of education, and history/social science. Full- and part-time also have expertise in educational psychology, educational foundations, and assessment. These faculty will teach the required courses for the proposed MEd in Secondary Education. Faculty hold doctoral degrees in Education, Curriculum and Instruction, Teacher Education, and Literacy.

Secondary education faculty collectively have more than 80 years of higher education teaching experience and are active in their professional organizations including Virginia Association of Colleges and Teacher Educators, American Educational Research Association, Association of Teacher Educators, Literacy Research Association, National Science Teachers Association, National Council for Teachers of Mathematics, International Society for Technology in Education, the National Council for the Social Studies, Computer Science Teachers Association, National Council for the Teaching of English, and the American Association of Colleges for Teacher Education. They share their knowledge through presentations at conferences, maintain ongoing research programs, pursue grant funding, and publish in top-tier peer-reviewed journals such as *Action in Teacher Education*, *Educational Researcher*, *The New Educator*, *Teaching and Teacher Education*, *Journal of Research in Science Teaching*.

Faculty members have extensive experience working with diverse young adults and school partners in grades 6-12. Faculty members have worked in secondary settings as classroom teachers, instructional coaches, and resource teachers. The Secondary Education faculty members possess the proper academic training, teaching experience, experience with school partners, and professional expertise to provide competent instruction, supervision, and mentoring in secondary education courses.

The proposed MEd degree program in Secondary Education will also be supported by seven (7) adjunct faculty members who have earned doctoral degrees in Curriculum and Instruction, Educational Psychology, Literacy, Teacher Education, Literacy, and/or related fields and graduate lecturers (i.e., doctoral candidates), working in collaboration with full-time faculty, who provide course instruction and field supervision. The credentials of all instructors in the program

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are evaluated by the College to ensure they have the required experience to teach each course they are assigned.

Student Learning Assessment

Students who complete the proposed MEd in Secondary Education degree program will possess the required expertise to work in a variety of secondary education contexts serving diverse adolescent learners and families. Assessment of student learning in the proposed degree program will be conducted through analysis of systematic metrics specifically designed to measure student performance. Student assessment outcomes are aligned with InTASC Teaching Standards and Learning Progressions for Teachers[3].

Student learning will be assessed throughout the program through a variety of evaluative assessment experiences. Assessment measures will include but not be limited to course assignments, activities, and an array of applied projects designed to facilitate the achievement of learning outcomes. The capstone course options are completed at or near the end of a student's program of study. Capstone course opportunities are designed to meet students' individual professional goals through the completion of an internship experience and a classroom action research project.

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.

Learning Outcomes
Grounded in InTASC standards graduates will demonstrate knowledge and skill in four general categories: (1) The Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. Each of these categories includes specific outcomes, articulated below. These outcomes align with licensure requirements articulated by the VDOE for Secondary Educator (grades 6-12).

The Learner and Learning: Demonstrate knowledge of developmentally appropriate pedagogies and recommended instructional practices to create inclusive learning environments and experiences that honor diverse cultures and individual learning differences to meet high standards and promote learners' cognitive, linguistic, social, emotional, and physical development. Students will be able to:
- 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.

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[3] Council of Chief State School Officers. 2013. InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. https:\\ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

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- 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.

Content: Demonstrate an ability to apply deep and flexible content area knowledge in real world secondary education contexts to assure learners achieve mastery of targeted developmentally appropriate content knowledge and skills. Students will be able to:
- 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.
- 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.

Instructional Practice: Design, implement, and refine instructional practices (including assessment practices, and the integration of diverse instructional strategies) to maximize and individualize learning. Students will be able to:
- 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.

Professional Responsibility: Model practices demonstrating professional responsibility to include engaging in cycles of continuous self-improvement, collaborative professional environments with colleagues, learners, families, school professionals, and community members, and ethical behavior to enact change in practice.
- 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.
- 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.

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Curriculum map for MEd in Secondary Education

Learning Outcomes	Core or Required Courses	Assessment Measures
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.	Foundations course SEED 522: Foundations of Secondary Education Human Development and Learning course SEED 540: Human Development & Learning Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School	Foundations course Formative: Multiple rounds of iterative feedback on Clinical Experience Project Summative: Final summative feedback on and assessment of Clinical Experience Project Human Development and Learning course Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and assessment of unit plan using INTASC rubric

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	Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of- semester feedback on and assessment of implementation in internship classroom
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.	Foundations course SEED 522: Foundations of Secondary Education Human Development and Learning course SEED 540: Human Development & Learning Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School	Foundations course Formative: Multiple rounds of iterative feedback on Clinical Experience Project Summative: Final summative feedback on and assessment of Clinical Experience Project Human Development and Learning course Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and

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| | SEED 672: Advanced Methods of Teaching Math in the Secondary School
SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School
SEED 683: Advanced Methods of Teaching Science in the Secondary School

Internship courses
SEED 792: Internship: Secondary English
SEED 793: Internship: Secondary Math
SEED 794: Internship: Secondary Science
SEED 795: Internship: Secondary Education Social Studies
SEED 796: Internship: Secondary Computer Science | assessment of lesson plan using INTASC rubric

Methods II courses
Formative: Multiple rounds of iterative feedback on unit plan drafts

Summative: Final summative feedback on and assessment of unit plan using INTASC rubric

Internship courses
Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom

Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom |
| 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. | Foundations course
SEED 522: Foundations of Secondary Education

Methods I courses
SEED 566: Teaching Computer Science in the Secondary School
SEED 567: Teaching Social Studies in the Secondary School
SEED 569: Teaching English in the Secondary School
SEED 572: Teaching Math in the Secondary School
SEED 573: Teaching Science in the Secondary School | Foundations course
Formative: Multiple rounds of iterative feedback on Clinical Experience Project

Summative: Final summative feedback on and assessment of Clinical Experience Project

Methods I courses
Formative: Multiple rounds of iterative feedback on lesson plan drafts

Summative: Final summative feedback on and |

	Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and assessment of unit plan using INTASC rubric Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom
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.	Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School	Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and

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	Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	assessment of unit plan using INTASC rubric Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom
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.	Foundations course SEED 522: Foundations of Secondary Education Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School	Foundations course Formative: Multiple rounds of iterative feedback on Clinical Experience Project Summative: Final summative feedback on and assessment of Clinical Experience Project Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and

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	Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and assessment of unit plan using INTASC rubric Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom
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.	Foundations course SEED 522: Foundations of Secondary Education Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School	Foundations course Formative: Multiple rounds of iterative feedback on Clinical Experience Project Summative: Final summative feedback on and assessment of Clinical Experience Project Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and

	Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and assessment of unit plan using INTASC rubric Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom
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.	Foundations course SEED 522: Foundations of Secondary Education Human Development and Learning course SEED 540: Human Development & Learning Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School	Foundations course Formative: Multiple rounds of iterative feedback on Clinical Experience Project Summative: Final summative feedback on and assessment of Clinical Experience Project Human Development and Learning course Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application

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	SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and assessment of unit plan using INTASC rubric Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom
Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage	Foundations course SEED 522: Foundations of Secondary Education	Foundations course Formative: Multiple rounds of iterative feedback on Clinical Experience Project

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learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Human Development and Learning course SEED 540: Human Development & Learning Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies	Summative: Final summative feedback on and assessment of Clinical Experience Project Human Development and Learning course Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and assessment of unit plan using INTASC rubric Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom

	SEED 796: Internship: Secondary Computer Science	Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom
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.	Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science	Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and assessment of unit plan using INTASC rubric Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom

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	SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	
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.	Methods I courses SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School Methods II courses SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School Internship courses SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies	Methods I courses Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric Methods II courses Formative: Multiple rounds of iterative feedback on unit plan drafts Summative: Final summative feedback on and assessment of unit plan using INTASC rubric Internship courses Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom

	SEED 796: Internship: Secondary Computer Science	

Effect on Existing George Mason University Degree Programs

George Mason University's College of Education and Human Development offers a Master of Education (MEd) degree program in Curriculum and Instruction with a concentration in Secondary Education (grades 6-12), a Bachelor of Education in Secondary Education (grades 6-12), seven post-baccalaureate certificates in licensure content areas, and a post-baccalaureate certificate in secondary education. Currently, all students seeking licensure as a secondary (grades 6-12) educator complete one of these four pathways. If the proposed MEd in Secondary Education is approved, prospective graduate students seeking licensure as a secondary educator or seeking to develop expertise in the field will be admitted directly into the proposed MEd in Secondary Education. The Secondary Education concentration in the MEd in Curriculum and Instruction will be discontinued.

Because the proposed degree program will draw from the same pool of prospective students as the current degree programs, there is no anticipated overall negative impact on student enrollment. Resources currently used to support the operation of the MEd in Curriculum and Instruction, concentration in Secondary Education will be reallocated to support the initiation and operation of the proposed MEd in Secondary Education degree program.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The Commonwealth of Virginia and the nation as a whole are experiencing a severe and growing shortage of qualified teachers. The shortage is at a crisis level especially in high-poverty and diverse school divisions. In Virginia, 4.5% of teaching positions were vacant at the start of the school year—an increase from 3.9% in the 2022-23 school year.[4] In response to the growing teaching shortage, Governor Glenn Youngkin signed Executive Directive 3, charging the field to: 1) Reduce barriers for qualified individuals to enter the profession, 2) Increase the number of candidates eligible to fill public school divisions' hard-to-staff positions, and, 3) Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce.[5]

The proposed MEd degree program in Secondary Education provides pathways for licensure in biology, chemistry, computer science, Earth science, English, history/social science, math, and physics (all in grades 6-12). All of these endorsement areas are currently identified as high need

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[4] Joint Legislative Audit and Review Commission (JLARC). (2023). Virginia's K-12 Pipeline. Retrieved from: https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic)%3B%20and
[5] Commonwealth of Virginia Executive Department (2022). Executive Directive Number Three. Retrieved from: https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/ed/ED-3---Addressing-Teacher-Shortages-in-Virginia-Schools.pdf

by the Virginia Department of Education (VDOE). Virginia is expected to have an annual average of approximately 6,700 secondary teacher openings between 2022 and 2032.[6]

The proposed MEd in Secondary Education program is responsive to current trends in secondary education. The proposed degree program will support an efficient transition from pre-service to in-service teacher. The curriculum emphasizes development of knowledge, skills, and dispositions for creating instruction and classroom environments that meet the diverse needs of grade 6-12 learners across all core subject areas through coursework and field experiences. The degree program's design includes a core of courses that are completed in cross-subject area groups to enhance collaboration amongst future teachers. To specialize in a licensure content area, students take content-specific courses to hone their disciplinary teaching expertise.

Approximately 50 students graduate each year from the existing Secondary Education concentrations embedded in the existing MEd degree programs in Curriculum and Instruction. As a result of instituting the proposed stand-alone degree program, George Mason University anticipates producing a total of 61 Secondary Education graduates yearly by the target enrollment year 2029-2030. This is a net increase of 11 graduates over the existing production of graduates in these areas.

The proposed degree program will be able to fulfill the asserted increased production of teachers by providing expanded access to prospective students, as well as clarity for marketing. George Mason University's current graduate-level secondary education licensure program is delivered by a concentration embedded within a degree in Curriculum and Instruction. By clearly identifying the specialized knowledge and skill that students will obtain (i.e, "MEd in Secondary Education"), the proposed degree program will have increased visible relevance for prospective students. Offering program pathways that can be completed with varied semester start options and with hybrid course offerings will also increase access. Expanding the existing concentration into a stand-alone degree program will increase visibility and therefore access to the licensure degree program.

Duplication

Seven (7) public institutions in Virginia offer degree programs similar to the proposed degree program. The College of William & Mary in Virginia, James Madison University, Old Dominion University, Radford University, the University of Mary Washington, Virginia Commonwealth University, and the University of Virginia offer degree programs similar to the proposed degree program.

College of William & Mary in Virginia (William & Mary)
William & Mary offers a Master of Arts in Education (MAEd) in Curriculum and Instruction, with a concentration in Secondary Education. The degree program is offered face to face.

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[6] US Department of Labor (2024). Retrieved from https://www.onetonline.org/link/details/25-2031.00

James Madison University (JMU)
JMU offers a Master of Arts in Teaching (MAT) degree program in Education with a concentration in Initial Licensure in Secondary Education. The degree program is offered face to face.

Old Dominion University (ODU)
ODU offers a Master of Science in Education (MSEd) with a concentration in Secondary Education 6-12. The degree program is offered face to face and online.

Radford University (Radford)
Radford offers a Master of Science (MS) in Curriculum and Instruction with a Licensure concentration. The degree program is offered face to face.

University of Mary Washington (UMW)
The University of Mary Washington offers a Master of Education (MEd) in Secondary Education. The degree program is offered online and face to face.

Virginia Commonwealth University (VCU)
VCU offers a Master of Teaching (MT) degree with concentrations in English, History/Social Studies, and Math. The degree program is offered face to face.

University of Virginia (UVA)
UVA offers a Master of Teaching (MT) degree in Education with concentrations in Science Education, English Education, Mathematics Education, and Social Studies Education. The degree program is offered face to face.

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Year 1		Year 2		Year 3		Year 4 **Target Year** **(2-year institutions)**			Year 5 **Target Year** **(4-year institutions)**		
2025 - 2026		2026 - 2027		2027 - 2028		2028 - 2029			2029 - 2030		
HDCT 65	FTES 37	HDCT 125	FTES 72	HDCT 190	FTES 109	HDCT 254	FTES 146	GRAD ___	HDCT 262	FTES 151	GRAD 61

Assumptions:
85 % Retention
30 % Full-time students 70 % part-time students
Full-time students: 9 credit hours per semester
Full-time students: 6 credit hours per semester
Full-time students graduate in 2 years
Part-time students graduate in 3 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 transition and sustain the proposed MEd in Secondary Education. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Fall 2025 semester through the target year 2029-2030. Assessments of need for full-time faculty and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 10 FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 3.7 FTE to launch increasing to 15.1 FTE by the target year of 2029-2030.

Full-time Faculty
A faculty member currently teaching in the School of Education will serve as program coordinator for the proposed program. The program coordinator will be responsible for curriculum oversight, scheduling, marketing and recruitment strategies, and student satisfaction assessments. The program coordinator will devote .50 FTE to teach core and required courses in the proposed program from the initiation year rising to .80 through the target enrollment year.

Five (5) faculty members currently teaching in the School of Education will devote .50 FTE each to teach required courses in the proposed program in the initiation year, rising to 1.0 FTE each by the target enrollment year.

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The proposed program will require 3.0 FTE of full-time faculty effort to initiate, rising to 5.80 FTE by the target enrollment year.

Part-time Faculty
Three (3) existing faculty members in the School of Education will devote .25 FTE each to teach required courses beginning in the initiation year of the program's operation rising to .75 by the target enrollment year.

The proposed program will require .75 FTE of part-time faculty effort to initiate, rising to 2.25 FTE by the target enrollment year.

Adjunct Faculty
Seven (7) adjunct faculty members teaching in the School of Education will devote 1.0 FTE each to teach required courses beginning in the second year of the program's operation through the target enrollment year. Adjunct faculty teaching graduate courses in the College of Education and Human Development are paid approximately $5,313 per course with no fringe benefits. The cost for adjunct faculty teaching in the proposed degree program is expected to be $111,573 by the target enrollment year.

The proposed program will require 0.0 FTE of adjunct faculty effort to initiate, rising to 7.0 FTE by the target enrollment year.

Graduate Assistants
No graduate assistants will be utilized to initiate or sustain the proposed program.

Classified Positions
No additional classified support will be utilized to initiate or sustain the proposed program.

Equipment (including computers)
No additional equipment will be utilized to initiate or sustain the proposed program.

Library
George Mason University Libraries has an extensive collection of journals and publications to support the proposed degree program. As a member of the Virtual Library of Virginia (VIVA), online access to journals is available.

Telecommunications
No new telecommunications will be required to initiate or sustain the proposed program. Telecommunications are available and will be utilized for the new hires.

Space
No additional space will be required to initiate or sustain the proposed program.

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

Special Tuition or Fee Charges
No special tuition or fee charges will be utilized or instituted to initiate and sustain the proposed degree program.

Other Resources
No additional College of Education and Human Development resources will be utilized to initiate or sustain the proposed program.

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Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

Note: Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year**	**Program Target Year**
	20 _25_ - 20 _26_	**20 _29_ - 20 _30_**
1. Projected Enrollment (Headcount)	65	262
2. Projected Enrollment (FTES)	37	151
3. Projected Enrollment Headcount of In-State Students	59	236
4. Projected Enrollment Headcount of Out-of-State Students	6	26
5. Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	$17,954	$17,954
6. **Revenue** from Tuition and E&G Fees for In-State Students Due to the Proposed Program	$1,059,286	$4,237,144
7. Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	$22,764	$22,764
8. **Revenue** from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	$136,584	$591,864
9. **Projected Revenue Total from Tuition and E&G Fees Due to the Proposed Program**	**$1,195,870**	**$4,829,008**
10. Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)	$0	$0
11. **Total Funding**	**$1,195,870**	**$4,829,008**

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Part V: Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

   Yes ☐
   No ☒

   If "Yes" is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution's most recent six-year plan.

   Yes ☒
   No ☐

   If "No" is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution's governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

   Yes ☐
   No ☒

   If "No" is checked, include narrative text to explain why the governing board has not been provided the information.

George Mason University's Board of Visitors' approval is anticipated at the December 5, 2024 meeting.

The institution's Chief Academic Officer attests to the accuracy of the above statements.

James Antony, PhD	
Name (Printed)	

	October 14, 2024
Signature	Date

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Appendices

Appendix A – Sample Plan of Study
Full-Time Students

Computer Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 566: Teaching Computer Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 cr)	Elective (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 796: Internship in Secondary Education Computer Science (6 cr)		

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   9
Credit Hours – First Year – Summer Term   7
Year 1 Subtotal: **22 credits**

Credit Hours – Second Year – Fall Term   8
Year 2 Subtotal: **8 credits**

Total Credit Hours   **30 credits**

Sample Plan of Study
Part-Time Students

Computer Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 566: Teaching Computer Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 796: Internship in Secondary Education Computer Science (6 cr)	

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   6
Credit Hours – First Year – Summer Term   6
Year 1 Subtotal: **18 credits**

Credit Hours – Second Year – Fall Term   4
Credit Hours – Second Year – Fall Term   8
Year 2 Subtotal: **12 credits**

Total Credit Hours   **30 credits**

Sample Plan of Study
Full-Time Students

English concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 569: Teaching English in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 669: Advanced Methods of Teaching English in the Secondary School (3 cr)	Elective (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 792: Internship in Secondary Education English (6 cr)		

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   9
Credit Hours – First Year – Summer Term   7
Year 1 Subtotal: **22 credits**

Credit Hours – Second Year – Fall Term   8
Year 2 Subtotal: **8 credits**

Total Credit Hours   **30 credits**

Sample Plan of Study
Part-Time Students

English concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 569: Teaching English in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 669: Advanced Methods of Teaching English in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 792: Internship in Secondary Education English (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
Year 1 Subtotal:	18 **credits**
Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Fall Term	8
Year 2 Subtotal:	**12 credits**
Total Credit Hours	**30 credits**

Sample Plan of Study
Full-Time Students

History/Social Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 567: Teaching Social Studies in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 cr)	Elective (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 795: Internship in Secondary Education Social Studies (6 cr)		

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   9
Credit Hours – First Year – Summer Term   7
Year 1 Subtotal: **22 credits**

Credit Hours – Second Year – Fall Term   8
Year 2 Subtotal: **8 credits**

Total Credit Hours   **30 credits**

Sample Plan of Study
Part-Time Students

History/Social Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 567: Teaching Social Studies in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 795: Internship in Secondary Education Social Studies (6 cr)	

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   6
Credit Hours – First Year – Summer Term   6
Year 1 Subtotal: 18 **credits**

Credit Hours – Second Year – Fall Term   4
Credit Hours – Second Year – Fall Term   8
Year 2 Subtotal: **12 credits**

Total Credit Hours   **30 credits**

Sample Plan of Study
Full-Time Students

Math concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 572: Teaching Math in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 cr)	Elective (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 793: Internship in Secondary Education Math (6 cr)		

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   9
Credit Hours – First Year – Summer Term   7
Year 1 Subtotal: **22 credits**

Credit Hours – Second Year – Fall Term   8
Year 2 Subtotal: **8 credits**

Total Credit Hours   **30 credits**

**Sample Plan of Study
Part-Time Students**

Math concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 572: Teaching Math in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 793: Internship in Secondary Education Math (6 cr)	

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   6
Credit Hours – First Year – Summer Term   6
Year 1 Subtotal: **18 credits**

Credit Hours – Second Year – Fall Term   4
Credit Hours – Second Year – Fall Term   8
Year 2 Subtotal: **12 credits**

Total Credit Hours   **30 credits**

Sample Plan of Study
Full-Time Students

Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 573: Teaching Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 cr)	EDUC 545: Teaching Science and Engineering Practices (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 794: Internship in Secondary Education Science (6 cr)		

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   9
Credit Hours – First Year – Summer Term   7
Year 1 Subtotal: **22 credits**

Credit Hours – Second Year – Fall Term   8
Year 2 Subtotal: **8 credits**

Total Credit Hours   **30 credits**

Sample Plan of Study
Part-Time Students

Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 573: Teaching Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) EDUC 545: Teaching Science and Engineering Practices (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) SEED 678: Action Research Seminar in Secondary Education (2 cr) Elective (3 cr)	SEED 794: Internship in Secondary Education Science (6 cr)	

Credit Hours – First Year – Fall Term   6
Credit Hours – First Year – Spring Term   6
Credit Hours – First Year – Summer Term   6
Year 1 Subtotal: **18 credits**

Credit Hours – Second Year – Fall Term   6
Credit Hours – Second Year – Spring Term   6
Year 2 Subtotal: **12 credits**

Total Credit Hours   **30 credits**

Appendix B – Course Descriptions

New course are indicated with an asterisk.

Core Courses

SEED 522: Foundations of Secondary Education (3 credits)
Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required.

SEED 540: Human Development, Learning, and Teaching (3 credits)
Explores developmental issues associated with middle and high school students, and theories that provide basis for understanding learning process. Addresses implications for designing instruction and curriculum.

EDRD 619: Disciplinary Literacy (3 credits)
Examines language and literacy processes of adolescent learners. Builds understanding of reading, writing, listening, speaking, viewing, and visually representing in content areas. Evaluates disciplinary instructional strategies to support students' development of academic language and comprehension, including adaptations for diverse learners' needs. Fosters an awareness of the role of multiple texts and independent reading in adolescent learners' literacy practices.

SEED 677: Studying Teaching Impact on Student Learning (1 credits)
Links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms and reviewing literature, to plan for systematically collecting and interpreting evidence to improve practice.

SEED 678: Implementing Teacher Impact on Student Learning (2 credits)
Focuses on critical reflection regarding the effects of teacher actions on others; develops skills as a reflective practitioner. Links evidence of student learning collected in instructional setting to make informed instructional decisions. Engages students in systematic collection and interpretation of evidence to improve practice. Presents research-based rationales for instructional decision-making. Serves as a follow-up for SEED 677. Note: Requires students to be working daily in or have access to a classroom setting to implement the classroom-based teacher research project designed in SEED 677.

Concentration Areas

Computer Science

SEED 566: Teaching Computer Science in the Secondary School (3 credits)
Emphasizes developing different styles of teaching and covers curricula, current issues, and research literature in secondary school computer science. Note: School-based field experience required.

SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 credits)
Emphasizes learning processes for computer science (CS). Introduces national and state standards regarding content and methodologies for teaching CS. Examines instructional methods and materials in relation to secondary CS content, curriculum, and assessment. Note: School-based field experience required.

SEED 796: Internship: Secondary Education Computer Science (1-6 credits)
Provides an intensive, supervised clinical experience in a computer science grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

English
SEED 569: Teaching English in the Secondary School (3 credits)
Provides study of methods, materials, content, and organization of English programs in secondary school. Notes: 15 hours school-based field experience required.

SEED 669: Advanced Methods of Teaching English in the Secondary School (3 credits)
Guides students in working effectively with national and local standards for teaching secondary English. Note: School-based clinical experience required.

SEED 502: Young Adult Literature in Multicultural Settings
Examines the historical development of literary works written for and about young adults. Considers critical issues surrounding the use and teaching of young adult literature in today's culturally diverse public schools. Requires the reading and review of young adult literature in a variety of genres.

SEED 792: Internship: Secondary Education English (1-6 credits)
Examines the historical development of literary works written for and about young adults. Considers critical issues surrounding the use and teaching of young adult literature in today's culturally diverse public schools. Requires the reading and review of young adult literature in a variety of genres.

History and Social Science
SEED 567: Teaching Social Studies in the Secondary School (3 credits)
Provides teacher candidates an introduction to methods, frameworks, and practices of teaching social studies in secondary schools. Notes: Requires 15 hours of school-based field experience.

SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 credits)
Emphasizes interdisciplinary curriculum and instruction and implementing national state standards, authentic assessment, and adaptations for diverse populations. Notes: School-based clinical experience required.

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SEED 505: Teaching and Learning Difficult Histories
Provides study of the issues, concepts, and problems of secondary education practice related to difficult history, including traumatic historical events and moments. Enables students to create culturally responsive, student-centered secondary education lesson plans focused on difficult history topics.

SEED 795: Internship: Secondary Education Social Studies (1-6 credits)
Provides an intensive, supervised clinical experience in a social studies grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

Mathematics
SEED 572: Teaching Math in the Secondary School (3 credits)
Emphasizes developing different styles of teaching and covers curricula, current issues, and research literature in secondary school mathematics. Notes: 15 hours of school-based field experience required.

SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 credits)
Focuses on learning processes for mathematics. Introduces national and state standards regarding content and methodologies for teaching mathematics. Examines instructional methods and materials in relation to secondary mathematical content, curriculum, and assessment. Note: School-based field experience required.

SEED 793: Internship: Secondary Education Math (1-6 credits)
Provides an intensive, supervised clinical experience in a math grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

Science
SEED 573: Teaching Science in the Secondary School (3 credits)
Provides advanced study of teaching and curriculum development based on research and current issues. Emphasizes integrating science and technology, and adapting instruction to the needs of diverse learners. School-based field experience required.

SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 credits)
Provides advanced study of teaching and curriculum development based on research and current issues. Emphasizes integrating science and technology, and adapting instruction to the needs of diverse learners. School-based field experience required.

EDUC 545: Teaching Science and Engineering Practices (3 credits)*
Incorporates understanding about teaching science and engineering practices in K-12 classrooms. Builds fundamental knowledge of science and engineering disciplinary practices and skills to

weave this knowledge explicitly in curriculum. Focuses on developing researched-based lessons for students to investigate science phenomenon and engineering problems.

SEED 794: Internship: Secondary Education Science (1-6 credits)
Provides an intensive, supervised clinical experience in a math grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

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ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

December 5, 2024

CONFERRAL OF EMERITUS/EMERITA STATUS

LAST NAME	FIRST NAME	EFFECTIVE DATE
Baker	**Robert E.**	2/2/2025

Title: Professor Emeritus of Sport, Recreation, and Tourism Management
Local Academic Unit: College of Education and Human Development

Goodings	**Deborah J.**	2/2/2025

Title: Dewberry Professor Emerita of Civil, Infrastructure and Environmental Engineering
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Hart	**David M.**	2/2/2025

Title: Professor Emeritus of Policy and Government
Local Academic Unit: Schar School of Policy and Government

Maiello	**Anthony J.**	12/5/2024

Title: Distinguished University Professor Emeritus
Local Academic Unit: Music (CVPA)

Price	**Elizabeth C.**	12/5/2024

Title: Associate Professor Emerita
Local Academic Unit: Dance (CVPA)

Shelley	**Louise I.**	2/2/2025

Title: Distinguished University Professor Emerita of Policy and Government
Local Academic Unit: Schar School of Policy and Government

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

December 5, 2024

CONFERRAL OF EMERITUS/EMERITA STATUS

LAST NAME	FIRST NAME	EFFECTIVE DATE
Smith	**Glenn E.**	12/5/2024

Title: Professor Emeritus
Local Academic Unit: Music (CVPA)

Soltan	**Valeriu**	12/5/2024

Title: Professor Emeritus
Local Academic Unit: Mathematical Science (COS)

To:	James Soto Antony, PhD, Provost and Executive Vice President Gregory Washington, PhD, President
From:	Ingrid Guerra-López, PhD, Dean College of Education and Human Development (CEHD)
Subject:	Emeritus Designation for Dr. Robert E. Baker
Date:	October 17, 2024

I am writing to request that Dr. Robert E. Baker be awarded the title Professor Emeritus of Sport, Recreation, and Tourism Management, effective February 2, 2025.

Dr. Baker began at Mason in 2005 as an associate professor and earned promotion to the rank of professor in 2014. His numerous leadership positions include serving as Interim Dean; School Director of the School of Sport, Recreation, and Tourism Management; Interim School Director of the School of Kinesiology; and Director of the Center for Sport Management.

Dr. Baker's research has had a major impact in advancing the field, including in the areas of sport diplomacy and sport analytics. His output includes six books; 18 book chapters; 28 journal articles, including in top journals in the field; and 29 other publications. He has delivered 14 keynote presentations and scholarly workshops, and 86 refereed state/national/international presentations. His numerous grant awards include continuous funding from such organizations as the U.S. Department of State's prestigious Bureau of Education and Cultural Affairs Sport Visitors Program, totaling over $7M.

During his time at Mason, Dr. Baker taught multiple sections of 19 distinct courses, made significant contributions to curriculum development and transitioning courses to online formats, and developed a Research Mentoring program. He received the Distinguished Sport Management Educator Award by the North American Society for Sport Management and was the finalist for the GMU Teaching Excellence Award and GMU Career Connection Award for his student mentoring.

Dr. Baker's service has been outstanding at all levels. He has served on multiple college and university committees, served as President of the North American Society for Sport Management, and was a founding Board Member of the World Association for Sport Management. He received the Sport Management Outstanding Achievement Award by the National Association for Sport and Physical Education for his lifetime achievements in scholarship, teaching, and service in sport management.

Dr. Baker is a highly respected and an outstanding member of the Mason community who has made extraordinary across-the-board contributions. I highly recommend him for emeritus status.

Approved ✔ Not Approved __

James Antony, PhD, Provost and Executive Vice President

Approved ✔ Not Approved __

Gregory Washington, PhD, 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 Engineering and Computing

Nguyen Engineering Building, Suite 5100
4400 University Drive, MS 4A3, Fairfax, Virginia 22030
Phone: 703-993-1497; Fax: 703-993-1734
Web: cec.gmu.edu

To: James Anthony, Provost and Executive Vice President
            Gregory N. Washington, President
From: Kenneth S. Ball, P.E., Dean
            College of Engineering and Computing
Subject: Emeritus Designation for Dr. Deborah J. Goodings
Date: 17 October 2024

I am writing to request that Dr. Deborah J. Goodings be awarded the title **Dewberry Professor Emerita of Civil, Infrastructure and Environmental Engineering** (CEIE) effective **February 2, 2025**. Dr. Goodings received her Ph.D. in Geotechnical Engineering from Cambridge University. She joined Mason in 2009 as Chair of the Sid and Reva Dewberry Department of Civil, Environmental, and Infrastructure Engineering and to hold the endowed Dewberry Chair in Civil Engineering. Prior to that she had served as a Professor in the Department of Civil and Environmental Engineering at the University of Maryland. Between 2015 to 2018 she joined the National Science Foundation (NSF) through an IPA, to serve as a member of the Senior Management Team for the Engineering Directorate as Director of the Civil, Mechanical, and Manufacturing Innovation (CMMI) Directorate. Since 2018 she has served as Associate Dean of Graduate Affairs for the College of Engineering and Computing (CEC).

Dr. Goodings has made significant contributions to education within CEC. As Department Chair of CEIE, she grew the faculty by 50%, updated the undergraduate and graduate curricula, raised funds for a new undergraduate teaching laboratory, an endowed chair and student fellowships, and strengthened engagement with the Department's board of industry advisors, which today is a marked strength of the department. As Associate Dean, she oversaw graduate education during a period of tremendous growth in the CEC graduate student population, and provided proactive leadership, supervision, guidance, and accountability for CEC graduate education, including its intersection with research and administration. She was also very involved in graduate education initiatives across the university, working with other colleges and central university administrative offices to advance the university's broader goals in research, education, and administrative vitality.

In her role as a Director at NSF, she was an advocate for U.S. university research and education in engineering through both direct awards and support of shared national facilities, with broader impacts leading to breakthroughs that advanced the nation's health, economy, and sustainability and resilience. That experience exposed her to the national landscape of academic research and led her to create a seminar series for incoming CEC faculty on research portfolio development when she completed her NSF detail. Her experience and expertise led to her current appointment to the White House National Infrastructure Advisory Council (NIAC) workforce development sub-committee and to a parallel committee of the American Society of Civil Engineers. Her past appointments include service to the U.S. National Academies/National Research Council, as well as to institutional visiting and review committees both in the United States and Canada. She is a Fellow of the American Society of Civil Engineers and a registered professional engineer.

In summary, Dr. Goodings has over 15 years of exemplary service to Mason with significant contributions in education, research and advancing our reputation. In recognition of her many contributions, I recommend that Dr. Deborah Goodings be granted the status of Dewberry Professor Emerita of Civil, Infrastructure, and Environmental Engineering.,

Approval ✓ Disapproval ___   _____
                              James Anthony, PhD, Provost and Executive Vice President

Approval ✓ Disapproval ___   _____
                              Gregory Washington, PhD, 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

To: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, President

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

Subject: Emeritus Designation for Distinguished Professor David Hart

Date: October 1, 2024

This memo nominates Dr. David Hart as Professor Emeritus of Policy and Government. Dr. Hart first joined Mason as Associate Professor in 2004 after ten years as a professor at Harvard University's Kennedy School of Government. He served our school as Senior Associate Dean from 2013 to 2015.

Dr. Hart is a senior fellow for climate and energy at the Council on Foreign Relations (CFR), and previously was assistant director for innovation policy at the White House Office of Science and Technology Policy, and director of the Center for Clean Energy Innovation at the Information Technology and Innovation. Dr. Hart was named a lifetime Fellow of the American Association for the Advancement of Science, the world's largest multidisciplinary scientific society, in 2023.

Dr. Hart's work contributed to the expansion of the federal energy R&D budget, the establishment of the U.S. Department of Energy's Office of Clean Energy Demonstrations and the creation of the Foundation for Energy Security and Innovation. Dr. Hart co-authored the books *Energizing America* (Columbia University Center for Global Energy Policy, 2020) and *Unlocking Energy Innovation* (MIT Press, 2012).

Dr. Hart earned a BA in the Science in Society Program at Wesleyan University, and a PhD from the Department of Political Science at the Massachusetts Institute of Technology.

It gives me great honor to nominate Dr. David Hart for consideration as Professor Emeritus of Policy and Government, effective February 2, 2025.

Approval ✓ Disapproval ___ _____
James Antony, PhD, Provost and Executive Vice President

Approval ✓ Disapproval ___ _____
Gregory Washington, 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.

GEORGE MASON UNIVERSITY.

College of Visual and Performing Arts
Office of the Dean

To: James Antony, Provost and Executive Vice President
Gregory Washington, President

From: Rick Davis, Dean, CVPA
Re: Emeritus designation for Anthony Maiello
Date: October 15, 2024

It is my honor to recommend Distinguished University Professor Anthony (Tony) Maiello (ret.) of the Dewberry School of Music for appointment to the rank of Distinguished University Professor Emeritus, effective December 5, 2024. Tony retired in June, 2024 having served George Mason University for 38 years with distinction, generosity, and (a word I use very seldom) zeal. His work as a teacher and conductor was one of the most important factors in the growth of the Music program at George Mason, and he created a foundation on which the current Dewberry School of Music is still building.

As Director Linda Monson's letter details, Tony Maiello combined a passion for teaching with an internationally-acclaimed career as a conductor, clinician, author, and arranger. His laurels include serving as a cover conductor for Leonard Slatkin and the National Symphony Orchestra; numerous recordings in the band/wind ensemble area; conductor for the Gold Medal Ceremonies at the Lake Placid Winter Olympics; Honorary Conductor, U.S. Navy Band; and many others.

Closer to home, Prof. Maiello founded the American Festival Pops Orchestra under the auspices of our Center for the Arts and Hylton Performing Arts Center's professional presenting series, and built it into one of the premier attractions at both venues. His twelve years of service to AFPO (he retired from that podium in 2022) have created a legacy of top-level music-making that continues to delight audiences in Northern Virginia, and offers professional performance opportunities for select Mason faculty and students (and the occasional Dean).

I endorse this Emeritus appointment with wholehearted enthusiasm.

✓ approved   ___ not approved   _____
                                   James Antony, PhD, Provost

✓ approved   ___ not approved   _____
                                   Gregory Washington, PhD, 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 Visual and Performing Arts
Office of the Dean

To: James Antony, Provost and Executive Vice President
Gregory Washington, President
From: Rick Davis, Dean, CVPA
Re: Emeritus designation for Elizabeth Price
Date: October 15, 2024

It is my honor to recommend Associate Professor Elizabeth (Buffy) Price (ret.) of the School of Dance for appointment to the rank of Associate Professor Emerita, effective December 5, 2024. Buffy retired in May, 2021 having served George Mason University for 30 years, in a series of increasingly consequential positions culminating in her brilliant service as Chair/Director of the Department/School of Dance from 2003 to 2013. As Director Susan Shields's letter details, she shaped many aspects of the School, both curricular and production-based, that helped create the nationally-competitive program that we have today.

Buffy's career in New York and D.C. as a dancer, artistic director, and choreographer prepared her well for her innovative and effective approach to integrating professional artists into the School of Dance, both as faculty and guests, another continuing factor in our School's high reputation. Her teaching was always highly regarded, so much so that she won the university's highest teaching honor, the David King Award. And she has continued to support the School as a member of the Dance Partnership Council.

I endorse this Emerita appointment with wholehearted enthusiasm.

√ approved _____ not approved   _James Antony_____
                                 James Antony, PhD, Provost

√ approved _____ not approved   _Gregory Washington_____
                                 Gregory Washington, PhD, 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.

To: James Antony, PhD, Provost and Executive Vice President
            Gregory Washington, President

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

Subject: Emerita Designation for Distinguished University Professor Louise Shelley

Date: October 1, 2024

This memo nominates Dr. Louise Shelley as Distinguished University Professor Emerita of Policy and Government. Dr. Shelley first joined Mason as Professor in 2007, bringing with her the Transnational Crime and Corruption Center (TraCCC), first founded in 1997. She was designated Distinguished University Professor in 2011.

Dr. Shelley, among other grants and awards, has held fellowships from the Carnegie Corporation, the Guggenheim, NEH, IREX, Kennan Institute, and Fulbright, and is the recipient of a MacArthur grant. She has testified before numerous U.S. House and Senate committees on issues concerning organized crime, corruption, and trafficking, on which she is an internationally recognized expert. Shelley served on the Global Agenda Council on Illicit Trade and Organized Crime of the World Economic Forum (WEF) and was the first cochair of its Council on Organized Crime. She is a life member of the Council on Foreign Relations.

Dr. Shelley is the author of books *Dirty Entanglements: Corruption, Crime and Terrorism* (Cambridge University Press), *Human Trafficking: A Global Perspective* (Cambridge University Press), *Dark Commerce: How a New Illicit Economy is Threatening our Future* (Princeton University Press), among other books, book chapters, and articles.

Dr. Shelley earned a BA in penology and Russian literature from the Cornell University, and a MA in criminology and PhD in sociology from the University of Pennsylvania.

It gives me great honor to nominate Dr. Louise Shelley for consideration as Distinguished University Professor Emerita of Policy and Government, effective February 2, 2025.

Approval ✔ Disapproval ___   _____
                              James Antony, PhD, Provost and Executive Vice President

Approval ✔ Disapproval ___   _____
                              Gregory Washington, 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.

GEORGE MASON UNIVERSITY

College of Visual and Performing Arts
Office of the Dean

To: James Antony, Provost and Executive Vice President
Gregory Washington, President
From: Rick Davis, Dean, CVPA
Re: Emeritus designation for Glenn Smith
Date: October 15, 2024

It is my honor to recommend Professor Glenn Smith (ret.) of the Dewberry School of Music for appointment to the rank of Emeritus Professor, effective December 5, 2024. Glenn retired in June, 2023 having served George Mason University for 46 years, helping to build the music and arts profile of the young university with his artistry as a composer, his dedication and passion as a teacher, and his commitment to innovation in matters of curriculum.

As Director Linda Monson's letter details, Glenn Smith's work as a composer achieved wide acclaim, with performances at venues such as Carnegie Recital hall, Wolf Trap Farm Park, National Gallery of Art, Library of Congress, CBC Television, and National Public Radio. He has been repeatedly lauded by ASCAP, the professional society for composers and arrangers.

Glenn's compositional and pedagogical interests have broadened to include music as a healing art, and his creation of an undergraduate minor and a graduate certificate program in this area leaves a lasting legacy of his commitment to the power of music as a positive force in the world beyond its purely aesthetic qualities. In addition, Glenn has been a generous mentor to students, colleagues, and alumni working in this emerging area.

I endorse this Emeritus appointment with wholehearted enthusiasm.

✓ approved   ____ not approved   _____
                                           James Antony, Provost

✓ approved   ____ not approved   _____
                                           Gregory Washington, 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
George Mason University®

Fairfax Campus, Exploratory Hall
4400 University Drive, MSN 5C3, Fairfax, VA 22030
Phone: 703-993-3622; Web: science.gmu.edu

To: James Antony, Provost and Executive Vice President
            Gregory Washington, President

From: Cody W. Edwards, Interim Dean, College of Science

Subject: Emeritus Designation for Dr. Valeriu Soltan

Date: October 14, 2024

Dr. Valeriu Soltan joined George Mason on January 25, 1999 and began work in the Department of Mathematics as an Associate Professor on August 25, 2001. He retired in May 2024 with an exemplary record of teaching and research, and service as a Professor in the College of Science and to the George Mason community. Dr. Soltan also forged relationships and mentored students and junior colleagues and has garnered international recognition in his field. Post retirement, Dr. Soltan is continuing to focus on his research and continues to maintain a relationship with the College of Science.

I am pleased to support the nomination of Dr. Soltan for the rank of Emeritus Professor, as recommended by Dr. Maria Emelianenko, Chair of his former department, Mathematical Sciences. Given Dr. Soltan's contributions and impact at George Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approval ✓ Disapproval ___

James Antony, PhD
Provost and Executive Vice President

Approval ✓ Disapproval ___

Gregory Washington, PhD
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, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

APPOINTMENT OF FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Cohen	**Martin**	1/10/2025	1.5 years

Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Das	**Sanchari**	12/1/2024	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Gomez	**Patricia**	9/10/2024	1 year

Title: Term Instructor of Spanish
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Johnston	**Craig D.**	8/25/2024	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Kwon	**Suyoung**	1/10/2025	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Nursing (CPH)

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APPOINTMENT OF FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Mehta	**Kumar**	1/10/2025	3.5 years

Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Mobahi	**Hedyeh**	1/10/2025	1.5 years

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

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APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Bergene	**Karissa**	9/10/2024

Title: Assistant Director of Research Operations (CISPDS Lab)
Classification: At will - Admin/Professional
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Billups	**Kesha A.**	9/23/2024

Title: Health Promotion Nurse Practitioner
Classification: At will - Admin/Professional
Local Academic Unit: Student Health Services (UL)

Butler	**Derek**	9/9/2024

Title: Deputy University Auditor
Classification: At will - Admin/Professional
Local Academic Unit: University Audit

Caputy	**Kiersten J.**	10/21/2024

Title: Associate Director of Constituent Engagement, CEHD
Classification: At will - Admin/Professional
Local Academic Unit: College of Education and Human Development

Crickenberger	**Taylor**	9/25/2024

Title: Assistant Director for Financial Well-Being
Classification: At will - Admin/Professional
Local Academic Unit: Student Support and Advocacy Center (UL)

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APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Edney	**Marshell N.**	9/16/2024

Title: Assistant Director for Orientation
Classification: At will - Admin/Professional
Local Academic Unit: New Student and Family Programs (UL)

Estell	**Janard A.**	10/25/2024

Title: Associate Director of Development (Major Gift Officer)
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Foley	**Hannah S.**	9/9/2024

Title: Assistant Director, Athletic Communications
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Gandolfo-Muller	**Marissa L.**	10/7/2024

Title: Assistant Director for Sexual and Interpersonal Violence and Student Support Services
Classification: At will - Admin/Professional
Local Academic Unit: Student Support and Advocacy Center (UL)

Gibson	**Kristin**	10/7/2024

Title: Associate Director
Classification: At will - Admin/Professional
Local Academic Unit: Student Support and Advocacy Center (UL)

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APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Harvey	**Korrin**	9/25/2024

Title: Associate Director of Graduate Recruitment and Admissions
Classification: At will - Admin/Professional
Local Academic Unit: Schar School of Policy and Government

Marin Ciro	**Nicolas**	10/7/2024

Title: User Experience Manager
Classification: At will - Admin/Professional
Local Academic Unit: University Life Process and Project Management (UL)

Murin	**Max M.**	9/27/2024

Title: Head Assistant Coach, Wrestling
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Podesta	**Kristina**	9/16/2024

Title: Senior Research Associate
Classification: At will - Admin/Professional
Local Academic Unit: Institutional Effectiveness and Planning (Provost)

Romail	**Hoorab**	9/9/2024

Title: Coordinator of Residence Life for Residential Academic Engagement
Classification: At will - Admin/Professional
Local Academic Unit: Housing and Residence Life (UL)

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APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Rothstein	**Emily C.**	9/16/2024

Title: International Advisor
Classification: At will - Admin/Professional
Local Academic Unit: International Programs and Services (UL)

Ryan	**Alexis**	10/28/2024

Title: Assistant Director for First-Gen+ Center
Classification: At will - Admin/Professional
Local Academic Unit: First Gen+ Center (UL)

Sarro	**Victoria L.**	9/10/2024

Title: Business Analyst for Operations and Continuity
Classification: At will - Admin/Professional
Local Academic Unit: Office of the Registrar

Severo	**Kelly M.**	11/10/2024

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

Sinagra	**Samantha L.**	8/25/2024

Title: Assistant Director of Film and Video Studies Program
Classification: At will - Admin/Professional
Local Academic Unit: Film & Video Studies (CVPA)

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APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Smith	**David R.**	9/23/2024

Title: Director of Professional Standards and Internal Affairs
Classification: At will - Admin/Professional
Local Academic Unit: Police and Public Safety

Zia	**Hilah**	10/14/2024

Title: Director of Research Administration
Classification: At will - Admin/Professional
Local Academic Unit: College of Engineering and Computing (CEC)

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

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Chen	**Pushih D.**	8/25/2024	1 year

Title: Interim Executive Director
Local Academic Unit: Integrative Studies (CHSS)

Fuchs	**Cynthia J.**	8/25/2024	1 year

Title: Interim Director
Local Academic Unit: Film & Video Studies (CVPA)

Mark	**Brian L.**	8/25/2024	1 year

Title: Interim Chair, Department of Electrical and Computer Engineering
Local Academic Unit: Electrical and Computer Engineering (CEC)

<u>**ANNOUNCEMENT**</u>

Academic Programs, Diversity, and University Community Committee

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Alishetty	**Suman**	9/10/2024	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Bioengineering (CEC)

Birerdinc	**Aybike**	10/10/2024	< 1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Systems Biology (COS)

Brown	**Daniel L.**	8/25/2024	1 year

Title: Research Associate (Instructor)
Rank: Research Associate (Instructor)
Classification: Term - Research
Local Academic Unit: Collision Safety and Analysis (COS)

Casserly	**Charles J.**	8/25/2024	1 year

Title: Executive in Residence/Instructor of Sport Management
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Frederick	**Joanne J.**	8/25/2024	1 year

Title: Associate Professor of Education
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

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RENEWALS AND REAPPOINTMENTS

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Geiger	**Erin K.**	8/25/2024	1 year

Title: Assistant Professor of Education
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Gonzalez Samudio	**David Ignacio**	8/25/2024	2 years

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computer Science (CEC)

Helsing	**Jeffrey W.**	10/1/2024	1 year

Title: Research Associate Professor
Rank: Research Associate Professor
Classification: Term - Research
Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

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

Horak	**Anne K.**	8/25/2024	1 year

Title: Project Director
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: College of Education and Human Development

Krout	**Linda M.**	8/25/2024	1 year

Title: Instructor of Physical Education and Health
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

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RENEWALS AND REAPPOINTMENTS

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Lockhart	**Christopher B.**	5/10/2024	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Systems Biology (COS)

Maloney	**Brenna**	8/25/2024	1 year

Title: Instructor of Journalism
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Communication (CHSS)

Note(s): Additional Title: Journalism Coordinator

Mitsui	**Ayaka**	8/25/2024	1 year

Title: Instructor of Japanese
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

Odstrcil	**Dusan**	1/10/2025	1 year

Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

Raines	**Alexandra R.**	8/25/2024	1 year

Title: Assistant Professor of Education
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

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RENEWALS AND REAPPOINTMENTS

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Schnur	**Joel M.**	1/10/2025	< 1 year

Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: College of Science

Sleeter	**Nathan M.**	8/25/2024	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: History and Art History (CHSS)

Note(s): Additional Title: Director of Educational Projects

Terrell	**Anthony S.**	8/25/2024	1 year

Title: Assistant Professor of Education
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Tomasovic	**Susan K.**	8/25/2024	1 year

Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Communication (CHSS)

Yu	**Bo**	8/10/2024	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Center for Excellence in Command, Control, Communications, Computing, Intelligence and Cyber (CEC)

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RENEWALS AND REAPPOINTMENTS

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Zhou	**Weidong**	9/25/2024	1 year

Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

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SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Andalibi	**Ali**	Retirement	08/24/2024

Title: Associate Dean Research COS
Classification: At will - Admin/Professional
Local Academic Unit: College of Science

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Anthes	**Daniel W.**	Resignation	08/16/2024

Title: Director, Technology Services
Classification: At will - Admin/Professional
Local Academic Unit: University Life

Note(s): Mr. Anthes has accepted a position with University of Virginia.

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Baker	**Robert E.**	Retirement	01/24/2025

Title: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: College of Education and Human Development

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Baldelli	**Elisa**	Resignation	10/09/2024

Title: Research Associate (Instructor)
Classification: Term - Research
Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Barnes	**James S.**	Resignation	09/24/2024

Title: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

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SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Blackbourn	**Anne**	Contract expiration	10/04/2024

Title: Higher Ed Law Fellow
Classification: At will - Admin/Professional
Local Academic Unit: University Counsel

Note(s): Ms. Blackbourn has accepted a position with Department of Education.

Buchy	**Jaclyn K.**	Resignation	10/18/2024

Title: Senior Director, Specialized Master's Programs
Classification: At will - Admin/Professional
Local Academic Unit: Costello College of Business

Callahan	**Deniz**	Resignation	10/04/2024

Title: Engineering Planner
Classification: At will - Admin/Professional
Local Academic Unit: Facilities

Cox	**Harold**	Retirement	09/30/2024

Title: Project Director
Classification: At will - Admin/Professional
Local Academic Unit: College of Education and Human Development

Freeman	**Daniel**	Resignation	09/20/2024

Title: Director of Development
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

Note(s): Mr. Freeman has accepted a position with Gaston College.

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Academic Programs, Diversity, and University Community Committee

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SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Goodings	**Deborah J.**	Retirement	01/09/2025

Title: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Hart	**David M.**	Resignation	01/09/2025

Title: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Schar School of Policy and Government

Hutchens	**Leslie**	Resignation	09/03/2024

Title: Director of Parent and Family Philanthropy
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

Kennedy	**Eileen**	Resignation	10/04/2024

Title: Associate Vice President of Development
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

Note(s): Ms. Kennedy has accepted a position with Harvard University.

Ledesma	**Danielle I.**	Contract expiration	07/24/2024

Title: Psychology Intern
Classification: At will - Admin/Professional
Local Academic Unit: Counseling and Psychological Services (UL)

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SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Lewis	**Jocelyn A.**	Resignation	08/30/2024

Title: Head, Resource Acquisition
Classification: At will - Admin/Professional
Local Academic Unit: University Libraries

Lucal	**Mary**	Resignation	08/11/2024

Title: Vice President of Human Resources and Chief Human Resource Officer
Classification: At will - Admin/Professional
Local Academic Unit: Human Resources

Martin	**Ansonia**	Resignation	09/04/2024

Title: Financial Aid Counselor
Classification: At will - Admin/Professional
Local Academic Unit: Student Financial Aid (Provost)

Morehouse	**Stephen G.**	Retirement	10/24/2024

Title: Executive Director of Student Centers, Event Services, and EagleBank Arena
Classification: At will - Admin/Professional
Local Academic Unit: Auxiliary Services and Operations (SVP)

Myers	**Daniel**	Contract expiration	11/29/2024

Title: Technology Mentor
Classification: At will - Admin/Professional
Local Academic Unit: Office of the Provost

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SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Oluseyi	**Hakeem M.**	Contract expiration	05/24/2024

Title: Research Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

Osborne	**Brittani G.**	Resignation	10/18/2024

Title: Employer Engagement Consultant
Classification: At will - Admin/Professional
Local Academic Unit: University Career Services (UL)

Rollins	**Christine**	Resignation	10/25/2024

Title: Coordinator of Care and Outreach
Classification: At will - Admin/Professional
Local Academic Unit: Housing and Residence Life (UL)

Note(s): Mrs. Rollins has accepted a position with University of South Carolina.

Sachedina	**Abdulaziz A.**	Resignation	10/23/2024

Title: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Religious Studies (CHSS)

Sanders	**Tatiyanna**	Resignation	09/06/2024

Title: Academic Coordinator
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

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SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Shelley	**Louise I.**	Retirement	01/09/2025

Title: Distinguished University Professor
Classification: Tenured (without term) - Instructional
Local Academic Unit: Schar School of Policy and Government

Sommer	**Philippe**	Resignation	08/15/2024

Title: Life Science Business Mentor
Classification: At will - Admin/Professional
Local Academic Unit: Office of the Provost

Stafford	**Heather**	Resignation	09/18/2024

Title: Assistant Coach, Women's Rowing
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Thees	**Windy**	Resignation	08/15/2024

Title: Assistant Coach, Softbal
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Note(s): Mrs. Thees has accepted a position with Indiana State University.

Watkins	**Wendy V.**	Retirement	09/24/2024

Title: Associate University Auditor
Classification: At will - Admin/Professional
Local Academic Unit: University Audit

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SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Wheeler	**Diek W.**	Contract expiration	08/24/2024

Title: Research Associate Professor
Classification: Term - Research
Local Academic Unit: Bioengineering (CEC)

Winstead	**Leigh M.**	Resignation	08/16/2024

Title: Deputy Director, M-VETS
Classification: At will - Admin/Professional
Local Academic Unit: Antonin Scalia Law School

Note(s): Mrs. Winstead has accepted a position with Marymount University.

Yaroslavtsev	**Grigory**	Resignation	05/24/2024

Title: Assistant Professor
Classification: Tenure track - Instructional
Local Academic Unit: Computer Science (CEC)

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OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Akhtari	**Humaira**	Title Change

Title: Assistant Chair for Undergraduate, Graduate and Online Studies
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Instructor

Albanese	**Massimilano**	Title Change

Title: Associate Director for the Center for Secure Information Systems
Local Academic Unit: Information Sciences and Technology (CEC)

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

Albanese	**Massimilano**	Title Change

Title: Associate Chair for Research, Information Sciences and Technology Department
Local Academic Unit: Information Sciences and Technology (CEC)

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

Altug	**Mehmet S.**	Title Change

Title: Director, Center for Retail Transformation
Local Academic Unit: Costello College of Business

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

Altug	**Mehmet S.**	Title Change

Title: Academic Director, MS in Business Analytics
Local Academic Unit: Costello College of Business

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

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Antil	**Harbir**	Title Change

Title: Director of the Center for Mathematics and Artificial Intelligence
Local Academic Unit: Mathematical Science (COS)

Note(s): Retained Title-Professor without Term

Baldimtsi	**Foteini**	Leave with Partial Pay

Title: Associate Professor
Local Academic Unit: Computer Science (CEC)

Note(s): Professor Baldimtsi has been awarded a Faculty Study Leave for AY 2024-2025.

Baldo	**James**	Title Change

Title: Director of the Master of Science in Data Analytics Engineering Program
Local Academic Unit: Systems Engineering and Operations Research (CEC)

Note(s): Retained Title-Associate Professor

Barnes	**Steven A.**	Title Change

Title: Director, Russian and Eurasian Studies Program
Local Academic Unit: History and Art History (CHSS)

Note(s): Retained Title-Associate Professor

Bellos	**Ioannis**	Title Change

Title: Director, Master of Business Administration (MBA)
Local Academic Unit:

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

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Berg	**Colleen F.**	Title Change

Title: Associate Chair, Department of Mechanical Engineering
Local Academic Unit: Mechanical Engineering (CEC)

Note(s): Retained Title-Instructor

Billingham	**Lisa A.**	Leave with Pay

Title: Professor
Local Academic Unit: Music (CVPA)

Note(s): Professor Billingham has been awarded a Faculty Study Leave for Fall Semester 2024.

Britt	**Thomas**	Leave with Pay

Title: Professor
Local Academic Unit: Film and Video Studies Program

Note(s): Professor Britt has been awarded a Faculty Study Leave for Spring Semester 2025.

Brouse	**Peggy S.**	Title Change

Title: Associate Chair for Undergraduate Studies, CYSE
Local Academic Unit: Systems Engineering and Operations Research (CEC)

Note(s): Retained Title-Professor

Brown	**Jacquelyn D.**	Title Change

Title: Instructional Assistant Professor
Local Academic Unit: Costello College of Business

Note(s): Previous Title:Senior Instructor

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OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Burt	**Jo-Marie**	Leave with Partial Pay

Title: Associate Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Burt has been awarded a Faculty Study Leave for AY 2024-2025.

Chang	**Kuo-Chu**	Leave with Pay

Title: Professor without Term

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

Note(s): Professor Chang has been awarded a Faculty Study Leave for Spring 2025.

Chitnis	**Parag**	Title Change

Title: Associate Chair, Graduate Program, Bioengineering Department

Local Academic Unit: Bioengineering (CEC)

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

Correa-Cabrera	**Guadalupe**	Leave without Pay

Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s):
 Professor Correa-Cabrera will be on Educational Leave without pay for Academic Year 2024-2025.

Dakake	**Maria M.**	Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Religious Studies (CHSS)

Note(s): Professor Dakake has been awarded a Faculty Study Leave for Fall Semester 2024.

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OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Danquah-Brobby	**Paula**	Title Change

Title: Associate Dean of Access, Belonging and Community Engagement (ABCE)
Local Academic Unit: College of Science

Note(s): Previous Title:Director of Diversity, Equity and Inclusion

Dhokai	**Niyati S.**	Title Change

Title: Faculty Fellow for Curriculum
Local Academic Unit: College of Visual and Performing Arts

Note(s): Retained Title-Research Associate Professor

Dunne	**Kelly B.**	Title Change

Title: Interim Senior Director of the School of Integrative Studies
Local Academic Unit: Integrative Studies (CHSS)

Note(s): Retained Title-Term Instructor

Dwyer	**Leslie K.**	Title Change

Title: Diversity Equity & Inclusion Committee Chair
Local Academic Unit: School for Conflict Analysis and Resolution

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

Eshete	**Zelalem**	Title Change

Title: KEEN Faculty Learning Community
Local Academic Unit: Mechanical Engineering (CEC)

Note(s): Retained Title-Assistant Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Evans Cuellar	**Alison**	Title Change

Title: Associate Dean for Research
Local Academic Unit: College of Public Health

Note(s): Retained Title-Professor without Term

Eyman	**Douglas**	Leave with Pay

Title: Associate Professor
Local Academic Unit: English (CHSS)

Note(s): Professor Eyman has been awarded a Faculty Study Leave for Fall Semester 2024.

Gaj	**Krzysztof M.**	Title Change

Title: Associate Chair for Graduate Programs, ECE
Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Professor without Term

Garcia	**Toni C.**	Title Change

Title: Concentration Director, Business Analytics
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Senior Instructor

Garrison	**Daniel J.**	Title Change

Title: Director of Cardinal Education (formerly CGEP)
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Assistant Professor

<u>**ANNOUNCEMENT**</u>

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Garrison	**Daniel J.**	Title Change

Title: Director of Online Programs
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Assistant Professor

Gatling	**Benjamin C.**	Title Change

Title: Interim Director of MAIS in the School of Integrative Studies
Local Academic Unit: English (CHSS)

Note(s): Retained Title-Associate Professor

Genaro Motti	**Vivian**	Leave with Partial Pay

Title: Associate Professor
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s):
Professor Genaro Motti has been awarded a Faculty Study Leave for the academic year 2024-2025.

Gest	**Justin D.**	Leave with Pay

Title: Professor without Term
Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Gest has been awarded a Faculty Study Leave for Fall Semester 2024.

Gilman	**Lisa M.**	Leave with Pay

Title: Professor without Term
Local Academic Unit: English (CHSS)

Note(s):
Professor Gilman will be on Educational Leave with pay for Academic Year 2024-2025.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Gonzalez Samudio	**David Ignacio**	Title Change

Title: Instructional Assistant Professor
Local Academic Unit: Computer Science (CEC)

Note(s): Previous Title:Instructor

Gopin	**Marc**	Title Change

Title: Faculty Board Chair
Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Note(s): Retained Title-Professor

Grady	**Victoria M.**	Title Change

Title: Academic Director, Master of Science in Management (MSM)
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Associate Professor

Green	**Emily H.**	Title Change

Title: Faculty Fellow for Curriculum
Local Academic Unit: Music (CVPA)

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

Haddad	**Bassam S.**	Leave with Pay

Title: Associate Professor without Term
Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Haddad has been awarded a Faculty Study Leave for Fall Semester 2024.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Horstmeyer	**Derek M.**	Title Change

Title: Director, Student Managed Investment Fund
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Professor

Hull	**David I.**	Title Change

Title: Senior Associate Dean
Local Academic Unit: Antonin Scalia Law School

Note(s): Retained Title-Assistant Dean, Academic Administration

Hunter	**Brett D.**	Title Change

Title: Associate Chair of Education, Department of Statistics
Local Academic Unit: Statistics (CEC)

Note(s): Retained Title-Associate Professor

Irvin-Erickson	**Douglas S.**	Title Change

Title: Scheidt Fellow Directorship
Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Note(s): Retained Title-Assistant Professor

Islam	**Khondkar R.**	Title Change

Title: Associate Chair for Undergraduate Education
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor

<u>ANNOUNCEMENT</u>

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Johnson	**Bret A.**	Title Change

Title: Academic Director, MS in Accounting
Local Academic Unit: Costello College of Business

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

Jones	**Rochelle R.**	Title Change

Title: KEEN Faculty Learning Community
Local Academic Unit: College of Engineering and Computing (CEC)

Note(s): Retained Title-Associate Professor

Jones	**Rebecca M.**	Title Change

Title: Interim STEM Accelerator Director
Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): Retained Title-Professor

Kathir	**Nathan**	Title Change

Title: KEEN Faculty Learning Community
Local Academic Unit: College of Engineering and Computing (CEC)

Note(s): Retained Title-Professor

Kathir	**Nathan**	Title Change

Title: Director Senior Projects, Department of Mechanical Engineering
Local Academic Unit: Mechanical Engineering (CEC)

Note(s): Retained Title-Professor

<u>**ANNOUNCEMENT**</u>

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Kelly	**Anthony E.**	Leave with Pay

Title: Professor
Local Academic Unit: College of Education and Human Development

Note(s): Professor Kelly has been awarded a Faculty Study Leave for Fall Semester 2024.

Khasawneh	**Khaled**	Title Change

Title: Associate Director, C-TASC
Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Assistant Professor

Kochan	**Donald J.**	Title Change

Title: Executive Director, Law and Economics Center
Local Academic Unit: Antonin Scalia Law School

Note(s): Retained Title-Professor without Term

Korostelina	**Karina V.**	Title Change

Title: Research Committee Chair
Local Academic Unit: School for Conflict Analysis and Resolution

Note(s): Retained Title-Professor without Term

Kosoglu	**Laura**	Title Change

Title: Associate Chair and Graduate Program Director, Sid and Reva Dewberry, CEIE
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Note(s): Retained Title-Term Associate Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Kugler	**Maurice D.**	Leave with Pay

Title: Professor without Term
Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Kugler has been awarded a Faculty Study Leave for Fall Semester 2024.

Kurtay	**Pelin A.**	Title Change

Title: Senior Associate Chair, Department of Electrical and Computer Engineering
Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Professor

Kurtay	**Pelin A.**	Title Change

Title: KEEN Faculty Learning Community
Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Professor

Laporte	**Todd M.**	Leave with Pay

Title: Associate Professor
Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Laporte has been awarded a Faculty Study Leave for Fall Semester 2024.

Lee	**Karen T.**	Title Change

Title: Associate Director, Office of Student Creative Activities and Research (OSCAR)
Local Academic Unit: Undergraduate Education (Provost)

Note(s): Previous Title:Assistant Director, OSCAR

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Lockwood	**Jennifer S.**	Leave with Pay

Title: Associate Professor without Term
Local Academic Unit: English (CHSS)

Note(s): Professor Lockwood has been awarded a Faculty Study Leave for Spring 2025.

Lopez Bunyasi	**Tehama M.**	Title Change

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

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

Maggioni	**Viviana**	Title Change

Title: Undergraduate Program Director, Sid and Reva Dewberry Department of Civil, Environmental, and Infrastructure Engineering
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

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

Mainkar	**Avinash V.**	Title Change

Title: BUS 498 Case Competition Coordinator
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Associate Professor

Mandaville	**Peter**	Leave without Pay

Title: Professor without Term
Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Mandaville will be on Educational Leave without pay for Fall 2024.

<u>**ANNOUNCEMENT**</u>

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Mason	**Linda H.**	Title Change

Title: Endowed Director of the Helen A. Kellar Institute for Human DisAbilities
Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor of Education

McDermott	**Michael W.**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Art (CVPA)

Note(s): Retained Title-Assistant Professor

McDonald	**Heather R.**	Title Change

Title: Writer-in-Residence
Local Academic Unit: Theater (CVPA)

Note(s): Retained Title-Professor without Term

Miller	**Toyah L.**	Title Change

Title: Director, Research (CIE)
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Professor without Term

Novak	**Andrew**	Leave with Pay

Title: Instructional Associate Professor
Local Academic Unit: Criminology, Law and Society (CHSS)

Note(s): Professor Novak has been awarded a Faculty Study leave for Spring 2025.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Nykyforovych	**Maria**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Costello College of Business

Oh	**Kyeung M.**	Title Change

Title: PhD Program Director
Local Academic Unit: Nursing (CPH)

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

Osgood	**Robert**	Title Change

Title: Interim Director, MS Program in Telecommunications
Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Professor

Osgood	**Robert**	Title Change

Title: Director, MS in Digital Forensics (DFOR), Department of Electrical and Computer Engineering
Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Professor

Owens	**Thomas C.**	Title Change

Title: Associate Director, School of Music
Local Academic Unit: College of Visual and Performing Arts

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

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Park	**Hayon**	Conversion

Title: Assistant Professor
Local Academic Unit: Art Education (CVPA)

Pathak	**Parth**	Leave with Pay

Title: Associate Professor
Local Academic Unit: Computer Science (CEC)

Note(s): Professor Pathak has been awarded a Faculty Study Leave for Spring 2025.

Peters-Burton	**Erin E.**	Title Change

Title: Donna R & David E Sterling Endowed Professor in Science Education
Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor

Pettit	**Robert**	Title Change

Title: Associate Chair for Graduate Studies and Director of New Graduate Programs, Department of Computer Science
Local Academic Unit: Computer Science (CEC)

Note(s): Retained Title-Professor of Practice

Pham	**Anh T.**	Leave with Pay

Title: Associate Professor
Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Pham has been awarded a Faculty Study Leave for Spring Semester 2025.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Plotnick	**Jeremy E.**	Title Change

Title: FPWM Advisory Board Program Fellow
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Assistant Professor

Plotnick	**Jeremy E.**	Title Change

Title: Concentration Director, FPWM
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Assistant Professor

Plotnick	**Jeremy E.**	Title Change

Title: Director of Minor Programs
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Assistant Professor

Raffegeau	**Tiphanie E.**	Tenure Track Contract Extension

Title: Assistant Professor of Kinesiology
Local Academic Unit: College of Education and Human Development

Rebhuhn-Glanz	**Rebecca**	Leave with Pay

Title: Associate Professor without Term
Local Academic Unit: Mathematical Science (COS)

Note(s): Professor Rebhuhn-Glanz has been awarded a Faculty Study Leave for Spring Semester 2025.

<u>**ANNOUNCEMENT**</u>

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Requeijo	**Tiago C.**	Title Change

Title: Academic Director, MS FNAN
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Assistant Professor, Finance

Robinson	**Gregory J.**	Title Change

Title: Director of Graduate Studies
Local Academic Unit: Music (CVPA)

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

Ross	**Shani E.**	Title Change

Title: Associate Chair, Undergraduate Program
Local Academic Unit: Bioengineering (CEC)

Note(s): Retained Title-Instructional Associate Professor

Rothbart	**Daniel**	Title Change

Title: Promotion & Tenure Committee Chair
Local Academic Unit: Philosophy

Note(s): Retained Title-Professor of Conflict Analysis and Resolution

Rytikova	**Ioulia**	Title Change

Title: MS AIT Risepoint Online Program Director
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor

<u>**ANNOUNCEMENT**</u>

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Sanders	**Quentin**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Bioengineering (CEC)

Saunders	**Catherine E.**	Leave with Pay

Title: Instructional Professor
Local Academic Unit: English (CHSS)

Note(s): Professor Saunders has been awarded a Faculty Study Leave for Spring Semester 2025.

Schmidt	**Bernard**	Title Change

Title: Assistant Program Director, MS in Data Analytics Engineering Program
Local Academic Unit: MS Data Analytics Engineering Program (CEC)

Note(s): Retained Title-Instructor

Schrum	**Kelly R.**	Title Change

Title: Interim Director for Graduate Programs and the Higher Education Program
Local Academic Unit: Higher Education Program (CHSS)

Note(s): Retained Title-Professor without Term

Shehu	**Amarda**	Title Change

Title: Vice President and Chief AI Officer
Local Academic Unit: Office of Research, Innovation and Economic Impact

Note(s): Previous Title:Associate Vice President of Research for IDIA & Associate Dean for AII for CEC

<u>**ANNOUNCEMENT**</u>

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Sherry	**Lance C.**	Title Change

Title: Associate Chair Research, SEOR
Local Academic Unit: Systems Engineering and Operations Research (CEC)

Note(s): Retained Title-Professor without Term

Sincere	**Shakiyla**	Leave with Partial Pay

Title: Community Director for Beacon Hall
Local Academic Unit: Housing and Residence Life (UL)

Note(s): Professor Sincere will be on Educational Leave with partial pay for Fall 2024.

Smith	**Cassandra D.**	Title Change

Title: Associate Director of Student Success Technology
Local Academic Unit: University Life Technology Services (UL)

Note(s): Previous Title:Assistant Director Off Campus Student Services

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Snyder	**Mark H.**	Title Change

Title: Associate Chair for Undergraduate Studies, Department of Computer Science
Local Academic Unit: Computer Science (CEC)

Note(s): Retained Title-Instructional Professor

Sokolov	**Vadim**	Leave with Pay

Title: Associate Professor without Term
Local Academic Unit: Systems Engineering and Operations Research (CEC)

Note(s): Professor Sokolov has been awarded a Faculty Study Leave for Fall Semester 2024.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Soundararajan	**Shvetha**	Title Change

Title: Associate Chair, Department of Computer Science
Local Academic Unit: Computer Science (CEC)

Note(s): Retained Title-Instructional Associate Professor

Soyata	**Tolga**	Title Change

Title: BS/MS Computer Engineering Coordinator
Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Associate Professor

Stafford	**Richard T.**	Title Change

Title: Director of Communications
Local Academic Unit: Honors College

Note(s): Administrative Faculty promoted to the rank of Assistant Professor.

Stufken	**John**	Title Change

Title: MS Program Coordinator & Associate Chair of Research, STATS
Local Academic Unit: Statistics (CEC)

Note(s): Retained Title-Professor without Term

Sun	**Kun**	Title Change

Title: Associate Director for the Center for Secure Information Systems
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor without Term

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Tanyu	**Burak**	Leave with Pay

Title: Professor without Term
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Note(s): Professor Tanyu has been awarded a Faculty Study Leave for Spring 2025.

Taxman	**Faye S.**	Leave with Pay

Title: Distinguished University Professor
Local Academic Unit: Schar School of Policy and Government

Note(s):
 Professor Taxman has been awarded a Faculty Study Leave with pay for AY 2024-2025.

Therrien	**Gail D.**	Title Change

Title: Assistant Chair for Undergraduate, Graduate and Online Studies - IST
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor of Practice

Tsirigotis	**Eugenia P.**	Title Change

Title: Assistant Area Chair of Accounting
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructor

Vlastara	**Niki Maria**	Title Change

Title: Associate Director, Center for Retail Transformation
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Assistant Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Vough	**Heather C.**	Title Change

Title: Program Director, PhD
Local Academic Unit: Costello College of Business

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

Waters	**Nakia**	Title Change

Title: Interim Director
Local Academic Unit: First Gen+ Center (UL)

Note(s): Retained Title-Assistant Director for First-Generation Student Support

Yoho	**Rachel**	Title Change

Title: Assistant Director
Local Academic Unit: Stearns Center for Teaching and Learning (Provost)

Note(s): Previous Title:Educational Developer, Stearns Center for Teaching and Learning

Yuckenberg	**Ashley K.**	Title Change

Title: Writing Intensive Coordinator
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Assistant Professor

Zeng	**Kai**	Title Change

Title: Director, Wireless Cyber Center
Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Professor

<u>ANNOUNCEMENT</u>

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Zhang	**Xijin**	Title Change

Title: KEEN Faculty Learning Community
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Note(s): Retained Title-Assistant Professor

Zolnik	**Edmund J.**	Leave with Pay

Title: Associate Professor without Term
Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Zolnik has been awarded a Faculty Study Leave for Fall Semester 2024.

Faculty and Academic Standards Committee					
December 5, 2024					
SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS					

APPOINTMENT OF FACULTY

	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor	1	0	0	0	0	0
Senior Instructor	0	0	0	0	0	0
Master Instructor	0	0	0	0	0	0
Professor of Practice	0	0	0	0	0	0
Assistant Professor	1	1	1	1	1	1
Associate Professor	1	1	0	0	0	0
Professor	0	0	0	0	0	0
Administrative/Professional	0	22	0	0	0	1
Totals	3	24	1	1	1	2

RENEWALS/REAPPOINTMENTS

	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor	4	2	0	0		6
Senior Instructor	0	0	0	0		0
Master Instructor	0	0	0	0		0
Professor of Practice	0	0	0	0		0
Assistant Professor	3	7	0	0		10
Associate Professor	1	2	0	0		3
Professor	0	2	0	0		2
Administrative/Professional	0	0	0	0		0
Totals	8	13	0	0		21

SEPARATIONS

	Resignation	Retirement	Contract Expiration	Deceased		Total
	21	7	5	0		33

OTHER ANNOUNCEMENTS

	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	25	2	85	1	4	117

*Summary Excludes Postdoctoral Research Fellows and Research Staff

The Use of Standardized Tests in Undergraduate Admissions

David Burge
Vice President for Enrollment Management Management

Since Going Test Optional in 2007, George Mason Has...

Increased Our Market

Every year, more Virginia high school graduates submit applications

18.4% of fall 2024 seniors

Stronger Freshmen Profile

Standardized test scores **AND** high school GPA median scores have increased

Improved Retention

Other than COVID-19 stress, George Mason's retention has consistently been between 86.5% and 87.5%

Up from 83.5%

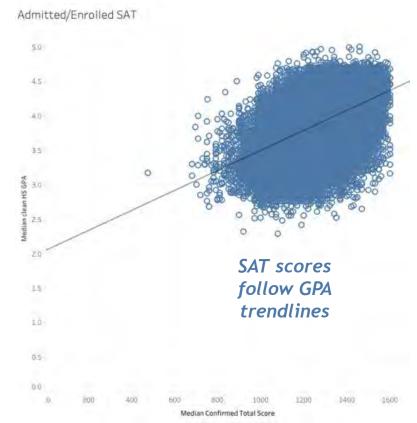# How is the SAT Playing Out in Virginia?

2024
49,631

2019
61,182

CollegeBoard Suite of Assessments Annual Reports

18.9% Decrease in the number of Virginia SAT test takers

FairTest

Institution Name	Current Testing Policy	Temporary?
Christopher Newport University	Test Optional	No
George Mason University	Test Optional	No
James Madison University	Test Optional	No
Longwood University	Test Optional	No
Old Dominion University	Test Optional	No
Radford University	Test Optional	No
University of Mary Washington	Test Optional	No
Virginia Commonwealth University	Test Optional	No
Virginia State University	Test Optional	Unannounced
William & Mary	Test Optional	No
Norfolk State University	Test Optional	Yes
University of Virginia-Main Campus	Test Optional	Yes
Virginia Military Institute	Test Optional	Yes
Virginia Tech	Test Optional	Yes

George Mason SAT Test Scores and GPA

Admitted/Enrolled SAT

SAT scores follow GPA trendlines

Median of Confirmed Total Score vs. median of clean HS GPA. Details are shown for App G Number. The data is filtered on Valid High Total SAT, App Admit and App Enroll App. The Valid High Total SAT filter keeps Valid SAT. The App Admit filter keeps Y. The App Enroll App filter keeps N and Y.

George Mason Freshman Profile

	Total # of Entering Freshmen	Total # w/ SAT	% w/ SAT	Median SAT	Median HS GPA
2006-07	2,435	2,356	96.8%	1100	3.36
2007-08	2,229	2,000	89.7%	1110	3.4
2008-09	2,549	2,101	82.4%	1110	3.4
2009-10	2,656	2,068	77.9%	1130	3.5
2010-11	2,601	2,089	80.3%	1140	3.56
2011-12	2,659	2,050	77.1%	1150	3.6
2012-13	2,696	2,058	76.3%	1150	3.6
2013-14	3,011	2,245	74.6%	1140	3.6
2014-15	3,091	2,236	72.3%	1140	3.64
2015-16	3,227	2,178	67.5%	1140	3.65
2016-17	3,219	2,114	65.7%	1150	3.64
2017-18	3,497	2,465	70.5%	1190	3.67
2018-19	3,720	2,627	70.6%	1210	3.47
2019-20	3,779	2,726	72.1%	1210	3.7
2020-21	3,577	2,438	68.2%	1190	3.7
2021-22	4,016	1,484	37.0%	1230	3.75
2022-23	4,156	1,565	37.7%	1240	3.76
2023-24	4,462	1,558	34.9%	1240	3.75
2024-25	4,498	838	18.6%	1260	3.75

SCHEV B10: Admissions First Time Freshman Profile

GEORGE MASON UNIVERSITY
BOARD OF VISITORS

September 26, 2024 BOV Meeting and September 17 Committee Meetings
Executive Summary

Development Committee

Highlights:

George Mason University Foundation Chair – Sumeet Shrivastava

- Effective July 1, 2024, the foundation warmly welcomed a new slate of officers and three new Trustees to the Board.
- Chair Shrivastava highlighted board operations and shared that the Investment Committee met last week and reviewed the fiscal year 2024 investment results. He was happy to report that the endowment returned a positive 15.45%, and the market value at June 30 was $222 million. The endowment paid out $6 million in support for university students, faculty, and programs.
- In the upcoming year, engagement plans are being developed for all trustees to leverage expertise and opportunities in support of the campaign.
    - o Trustee Delbert Parks, Vice President and Site Executive at Micron, is a model of strong engagement with the university. Micron provides opportunities to students, engages alumni, and supports the university philanthropically.

Ms. Trishana Bowden, Vice President of Advancement and Alumni Relations and President of the George Mason University Foundation:

- Ms. Bowden provided a brief update to the board and referenced the Development Committee Report that was submitted in advance of the meeting.

Dr. Keith Renshaw- Senior Associate Provost for Undergraduate Education: The Military, Veterans, and Families Initiative (MVFI)

- Dr. Renshaw explained that MVFI was established to connect and highlight the various initiatives at George Mason aimed at supporting military service members, veterans, and their families within the student body and the wider community.
- George Mason offers support to service members, veterans, and their families through scholarships, student resources, and specialized curriculum pathways and programs.
- MVFI is introducing several new initiatives and exploring opportunities to formalize its role as a university center, focusing on key areas such as:
    - o Student Success
    - o Regional Workforce
    - o Community Engagement
    - o Research
- Dr. Renshaw discussed the goal of creating a National Model through philanthropy, aiming to develop a comprehensive strategy to engage the community in building a transformative center for service members, veterans, and their families while enhancing philanthropic support.

Motions for Board:

- None.

Academic Programs, Diversity and University Community Committee (September 17)

Highlights:

- Dr. James Antony, provost and executive vice president, began by highlighting his reasons for joining George Mason University, emphasizing its mission to broaden access to education and its rapid growth

as a research institution. He shared insights from his first two months, where he has been actively listening and learning about the university's operations, programs, and budget. Provost Antony welcomed Dr. Joshua Park as the new dean of the Mason Korea Campus and provided an update on the search for the next dean of the College of Science, with recruitment of candidates taking place now and in person interviews anticipated in the spring. Next Provost Antony provided an update on Just Societies and communicated his commitment to follow through with the plan that his predecessor began, which was outlined in a campus-wide note detailing the university's pause of any implementation of a requirement. Through this pause, the campus will engage in an assessment of the learning outcomes of all courses that are being offered that meet the intended Just Societies learning outcomes. He also offered an overview of one of the reports included in the materials on degrees awarded in the last academic year. He concluded his report with highlights of accomplishments by some of our students and faculty members.

- David Burge, vice president for enrollment management, and Alan Byrd, dean of Admissions, reported on admissions and enrollment for the fall 2024 semester. The enrollment report emphasized George Mason's growth trajectory, especially within Northern Virginia. The university is experiencing significant enrollment growth, with fall 2024 marking the largest first-year class in its history—over 4,500 students. He noted that while there is a nationwide decline in out-of-state master's students due to decreased international enrollment, in-state master's enrollment has slightly increased. George Mason is one of five Virginia universities experiencing growth, driven by Northern Virginia. Enrollment targets are aligned with state obligations, with instances given where the university has increased enrollment for these reasons. Despite the national "enrollment cliff" challenge, George Mason's leadership remains optimistic due to projected increases in high school graduates in Northern Virginia, and continued growth is supported by SCHEV-approved plans.

- Alan Byrd provided an overview of the Mason Ambassador programs and student tour information, highlighting the ongoing training and meetings that they receive and how the program is unique from other institutions.

The following action items were approved to be brought to the full board:
- New Degree Program: MS Behavior Analysis
- New Degree Program: PhD in Cyber Security Engineering
- Faculty Action: Conferral of Emeritus/Emerita Status

Audit, Risk, and Compliance Committee
Highlights:
- Enterprise Risk Management Program Update: The Committee reviewed the status of the enterprise risk management program with Chief Risk Officer Julie Zobel. Funding resources, competition, and cybersecurity remain the high-priority risks for the university. We discussed with management the competitive environment for students and for high-performing faculty.
- Reports: The Committee reviewed the University Audit, Institutional Compliance, and Information Technology Program Summary Reports. University Audit has recruited Derek Butler as Deputy University Auditor succeeding Wendy Watkins who retired recently. Mr. Butler has more than 30 years of private sector internal audit leadership experience and holds professional certifications as a Certified Internal Auditor and Certified Information Systems Auditor.

Follow-Up:
- None.

Motions for Board:
- None.

Finance and Land Use Committee (September 17)

Highlights:
- The Finance and Land Use Committee was provided with a financial update and had discussions regarding student fees, where additional information was provided on how fees are determined, what they support, and how they are communicated. Management agreed to find ways to be more proactive and transparent with students about fees, including course and program fees. The Committee approved FOUR action items:
- The Committee approved revisions to the university's Debt Policy #2111 which applies to all debt financing activities of the University. The revisions include:
  - language from George Mason's Management Agreement to notify the State Treasurer prior to the issuance of bonds; and
  - language to comply with GASB accounting changes related to leases and subscription-based information technology arrangements.
- The Committee approved revisions to the university's Investment Policy #2116 which applies to the investment and management of all university funds not held by the State Treasury. The revisions incorporate language from George Mason's Management Agreement to ensure investment of public funds in a manner that will provide the highest investment return with the maximum security while meeting the daily cash flow demands.
- The Committee voted to affirm the State Six-Year Operating Plan, which is an update to the of Six-Year Plan approved in 2023 and has been submitted to SCHEV *(State Council for Higher Education in Virginia)*. The plan supports the Governor's Higher Education Agenda by providing resources towards continued academic excellence and service for our students and community.
- The Committee voted to revoke any and all authorization granted to the university on December 14, 2023, regarding a ground lease or any other documents, instruments, or certificates in furtherance of a shared temporary cricket/baseball stadium.

The following action items were approved to be brought to the full board:
- University Debt Policy Update
- University Investment Policy Update
- Affirmation of State Six-Year Operating Plan
- Revocation of Prior Cricket Authorization

Research Committee
- Vice President for Research, Innovation, and Economic Impact Andre Marshall identified major faculty research gains, shared details about a new partnership with Naval Sea Systems Command, and provided data from the recent, and very successful, Accelerate Investor Conference. He also shared an overview of the infrastructure available on the Science and Technology campus and gave an update of the Research Administration Management Portal implementation and the services it provides.
- Biology professor Aarthi Narayanan outlined her efforts on addressing critical knowledge gaps around how viral infections impact human and animal health, and on delivering robust platform technologies that can enable rapid response to current and future challenges. Following her remarks, Forensic Science Program director Mary Ellen O'Toole described the training and research occurring at Mason's Forensic Science Research and Training Laboratory which is designed to study human decomposition and identify human remains.

Full Board

Highlights:

- Secretary Alacbay and Visitor Oberoi led an initial conversation about the possibility of the university officially adopting the principles outlined in the Kalven Report on the University's Role in Political and Social Action. The rector referred the matter to the APDUC committee to facilitate further exploration and engagement with the appropriate university constituencies.
- President Washington presented and the board approved revisions to his Presidential Goals for FY2025.
- The board received a tour of campus facilities and discussed the future of Mason's campus as it relates to housing, athletic facilities, and west campus.
- The board received updates on the Just Societies program, enrollment, and student fees.

Action Items:

- Planning Conference Minutes for July 25, 2024
- Annual Meeting Minutes for July 26, 2024
- FY2025 Presidential Goals
- Emergency Operations Plan
- New Degree Program: MS Behavior Analysis (CEHD)
- New Degree Program: PhD in Cyber Security Engineering (CEC)
- Faculty Actions: Conferral of Emeritus/Emerita Status
- Affirmation of State Six Year Operating Plan
- University Debt Policy Update
- University Investment Policy Update
- Revocation of Prior Cricket Authorization
- Approval of Honorary Degrees