

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS MEETING
Thursday, May 1, 2025**

**Hazel Conference Room
Merten Hall 1201**

AGENDA

8:00 a.m. – 8:30 a.m.	<i>Continental Breakfast</i>
8:30 a.m. – 8:45 a.m.	Executive Committee Meeting
9:00 a.m. – 9:45 a.m.	Research Committee Meeting
10:00 a.m. – 10:45 a.m.	Audit, Risk, and Compliance Committee Meeting

BOARD OF VISITORS MEETING AGENDA

11:00 a.m.	I. Call to Order
11:00 a.m. – 12:00 p.m.	II. Recognitions A. Honorary Degree Presentation B. Appreciation Plaque Presentations to Outgoing Representatives C. Recognition of Early Identification (EIP) Graduating Students D. Jack Wood Awards Presentation
12:00 p.m. – 12:45 p.m.	<i>Lunch Recess</i>
12:45 p.m.	Reconvene
12:45 p.m.	III. Approval of the Minutes A. Full Board Meeting on February 27, 2025 (ACTION ITEM) B. Full Board Meeting on April 1, 2025 (ACTION ITEM) C. Special Full Board Meeting on April 17, 2025 (ACTION ITEM)
12:45 p.m. – 1:05 p.m.	IV. Rector's Report A. View from the Bridge B. Board of Visitors Meeting Schedule for 2025-2026 (ACTION ITEM) C. Board of Visitors Meeting Schedule for 2026-2027 (ACTION ITEM)
1:05 p.m. – 1:45 p.m.	V. President's Report
1:45 p.m. – 1:55 p.m.	VI. University Policy 4030 (ACTION ITEM) A. Name, Image & Likeness Intercollegiate Athletics (Code of VA: §23.1-408.1)
	VII. Committee Reports
1:55 p.m. – 2:00 p.m.	A. Research Committee
2:00 p.m. – 2:05 p.m.	B. Audit, Risk, and Compliance Committee
2:05 p.m. – 2:10 p.m.	C. Development Committee
2:10 p.m. – 2:35 p.m.	D. Finance and Land Use Committee

1. Financial Matters
 - a. FY 2026 University Operating Budget, Tuition and Fees **(ACTION ITEM)**
2. Capital Matters
 - a. Six-Year Capital Plan **(ACTION ITEM)**
 - b. Land Use Certification **(ACTION ITEM)**
 - c. SciTech Dominion Transmission Easement **(ACTION ITEM)**

2:35 p.m. – 3:30 p.m.

E. Academic Programs, Diversity and University Community Committee

1. New Business
 - a. Faculty Senate Update and Proposed Revisions to the Faculty Handbook **(ACTION ITEM)**
 - b. Faculty Actions
 - i. Promotion and/or Tenure **(ACTION ITEM)**
 - ii. Conferral of Emeritus/Emerita Status **(ACTION ITEM)**
 - iii. Elections of New Tenured Faculty **(ACTION ITEM)**
 - iv. Special Rank Change **(ACTION ITEM)**
 - c. DEI Update & Discussion

3:30 p.m. – 4:00 p.m.

VIII. Closed Session

- A. Acquisition of Real Property (Code of VA: §2.2-3711.A.3)
- B. Discussion of the award of public contracts (Code of VA: §2.2-3711.A.29)
- C. Personnel Matter to discuss the performance goals of the President (Code of VA: §2.2-3711.A.1)
- D. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
- E. Consultation with Legal Counsel regarding the aforementioned items (Code of VA: §2.2-3711.A.8)

4:00 p.m.

IX. Adjournment

The May 1, 2025 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 Merten 1204. 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.

The Board will vote on undergraduate tuition and mandatory fees at this meeting (FY 2026 University Operating Budget).

Written comments will be accepted until the full board meeting adjourns on May 1, 2025. To submit a written public comment, please complete the form at the following link: <https://forms.office.com/r/5G6NbYAGvp>. 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, May 1, 2025
Merten Hall, Hazel Conference Room (1201)**

AGENDA

- I. Call to Order**
- II. Approval of Minutes**
 - A. Executive Committee Meeting Minutes for February 27, 2025 (ACTION ITEM)**
- III. Rector's Comments**
 - A. Bylaws Review and Revision**
- IV. President's Comments**
- V. Closed Session**
 - A. Acquisition of Real Property (Code of VA: §2.2-3711.A.3)**
 - B. Discussion of the award of public contracts (Code of VA: §2.2-3711.A.29)**
 - C. Personnel Matter to discuss the performance goals of the President (Code of VA: §2.2-3711.A.1)**
 - D. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)**
 - E. Consultation with Legal Counsel regarding the aforementioned items (Code of VA: §2.2-3711.A.8)**
- VI. Adjournment**

The May 1, 2025 Meeting of the Board of Visitors Executive Committee 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 Merten 1204. Please be aware that the agenda timing is for planning purposes only. The meeting could conclude before or after the time noted so participants should plan accordingly. Those attending any Board of Visitors sessions are asked to adhere to the meeting rules, accessible at the following webpage: <https://bov.gmu.edu/board-of-visitors-resources/>

Written comments will be accepted until the full board meeting adjourns on May 1, 2025. To submit a written public comment, please complete the form at the following link: <https://forms.office.com/r/5G6NbYAGvp>. Written comments will be entered into the public record of this meeting.

No oral public comment will be taken at this meeting.

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Executive Committee Meeting
Thursday, February 27, 2025
Merten Hall, Hazel Conference Room (1201), Fairfax Campus**

MINUTES

PRESENT: Rector Cully Stimson, Vice Rector Michael Meese, Secretary Armand Alacbay, and Visitor Bob Pence.

ABSENT: None.

ALSO, PRESENT: Visitor Horace Blackman, Visitor Charles Cooper, Visitor Maureen Ohlhausen, Gregory Washington, President; Rachel Spence, Staff Liaison; Carolyn Faith Hoffman, Graduate Student Representative; Anne Gentry, University Counsel; and Scott Nichols, Interim Secretary pro tem.

I. Call to Order

Rector Stimson called the meeting to order at 8:30 a.m.

II. Approval of Minutes

A. Executive Committee Meeting Minutes for December 5, 2024 (ACTION ITEM)

Rector Stimson called for any corrections to the Executive Committee Meeting Minutes for December 5, 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 announced that Governor Youngkin had appointed three new board members, two of whom were in attendance and had been sworn in that morning, Charles "Chuck" Cooper and Maureen Ohlhausen. He noted that the third new board member, Bill Hansen, was being sworn in that morning in Richmond.

IV. President's Comments

Rector Stimson recognized President Washington to offer comments. President Washington indicated he would also reserve his comments for the full board meeting.

V. Board Self-Evaluation

Rector Stimson recognized Gesele Durham to present on the board self-evaluation survey results. Dr. Durham provided an overview of the survey results, noting the following:

- The survey was sent to all board members, and received an 11/16 response rate, 69%.
- Respondents were generally positive on items measuring individual board member roles, with some concerns expressed about the volume and arrangement of meeting materials.
- Regarding meeting structure and effectiveness, concerns were expressed regarding information sharing, climate, and goal setting processes.
- She then outlined feedback specific to the board's standing committees:
 - APDUC: feedback noted an exceptional chair, strong participation, and good communication, with a desire to better prioritize topics for meetings.
 - Finance and Land Use: strengths included focused efforts on understanding the budget, dedicated committee members, and improved clarity. Areas for improvement included financial support for

- the Law School, need for clearer reporting on the budget, delivery of timely budget information, and requesting better context and prioritization of capital projects.
- Audit, Risk, & Compliance: Strengths included effective leadership from the chair and communication from Ed Dittmeier.
- Research: Strengths included collaboration between the chair and VP and valuable research from professors. It was requested for presentations at the full BOV meeting to be more strategic and concise and a need for greater knowledge in high-impact research and federal grant funding was expressed.
- Development: Strong leadership from the chair was cited. Concerns included the effectiveness of the head of development and a need for stronger leadership in fundraising.
- Board members indicated the following as the highest priority strategic issues, in priority order: financial sustainability, long-range planning, new academic offerings, and ensuring the success of the president.
- Board members noted the following ways that board effectiveness could be enhanced: greater transparency, maintaining separate committee meetings, using a consent agenda, asserting legal prerogatives, developing a long-term vision, continued campus visits, and increased collaboration.
- Members noted the following items to eliminate from discussion: debates about funding for the law school, DEI-related programs, and reduce Research Committee briefings to twice per year.
- Members expressed a desire to add the following discussion topics: strategic planning for West Campus, admissions policies and fundraising strategies, leveraging GMU's advantages compared to other regional institutions, and a long-term university vision.
- Additional information was requested on the following topics: detailed breakdown of DEI staffing, costs, and curriculum integration; fiscal impacts of tenure appointments and athletic coaching contracts; and trends in program enrollment and yield rate changes.
- Members noted the following ways the board can make its work more effective: increased social interactions, expand standalone committee meetings, and encourage board members to raise issues before meetings to allow staff to prepare.

VI. Closed Session

- A. Gifts, Bequests, and Fundraising Activities (Code of VA: §2.2-3711.A.9)
- 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)

Vice Rector Meese **MOVED** that the committee go into Closed Session under the provisions of Section 2.2-3711.A.9 for discussion on gifts, bequests, and fundraising activities to discuss a philanthropic naming opportunity; Section 2.2-3711.A.7 for Consultation with legal counsel pertaining to actual or probable litigation including briefings on:

Akerman v. GMU
Cerankosky et al. v. Washington, et al.
Jeong v. GMU
Morrison v. GMU et al.
De Raspide Ross v. Mason
Wright v. GMU et al.
Zahabi v. GMU et al.

Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned and subsequent items and pending investigations; and

Section 2.2-3711.A.1 for a Personnel Matter, to discuss the performance of specific university personnel. The motion was **SECONDED** by Secretary Alacbay. **MOTION CARRIED BY VOICE VOTE.**

Following closed session, Vice Rector Meese **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.**

VII. Adjournment

Rector Stimson called for any additional business to come before the Executive Committee. Hearing none, he adjourned the meeting at 8:54 a.m.

Prepared by:
Scott Nichols
Interim Secretary pro tem

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Research Committee Meeting
May 1, 2025
AGENDA

- I. Call to Order
- II. Approval of February 27, 2025, Minutes (**Action Item**)
- III. Office of Research, Innovation, and Economic Impact Update (A. Marshall)
- IV. Adjournment

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Research Committee Meeting
MINUTES
February 27, 2025**

Present: Visitors Nancy Prowitt, Chair; Horace Blackman, Vice Chair; Lindsey Burke

Absent: Visitor Anjan Chimaladinne; Faculty Representative Igor Mazin; Student Representative Maria Cuesta

Also Present: President Gregory Washington; Rector Cully Stimson; Vice Rector Michael Meese; Visitors Maureen Olhausen, Armand Alacbay, Bob Pence, Jon Peterson, Charles Cooper; Faculty Senate Chair: Solon Simmons; Faculty Representative Tara Chaplin; Staff Senate Representative Rachel Spence; Student Representative Carolyn Faith Hoffman

The meeting was called to order by Chair Nancy Prowitt at 9:45 a.m.

I. Approval of Minutes (ACTION ITEM)

It was **MOVED** by Visitor Prowitt to approve the minutes from the December 5, 2024, Research Committee Meeting. Approval of the 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:

- i. Latest numbers on research funding; Renewal of George Mason's R1 status; Major faculty research gains; details about a new partnership with Systems Engineering Research Center and the Acquisition Innovation Research Center, and an overview of the new state-of-the-art Life Sciences building on the Science and Technology campus which features highly specialized instructional labs, classrooms, and workspaces to serve an increasingly multidisciplinary curriculum focused on science, technology, engineering, and health sciences
- ii. How the university is providing critical support in response to the Trump administration's Executive Orders since January 20, 2025, and their impact on research.

Vice President Marshall's remarks were followed by questions and discussion.

1. Student Representative Carolyn Faith Hoffman asked how much of an impact the reduced research funding and paused impacted programs will have on admissions, specifically for graduate students.
 - a. Vice President Marshall noted that to date, the university has 14 paused or ended projects out of 700 active awards. He noted that it is uncertain just how deep the impact will be and because of that uncertainty, PIs are conservative in trying to manage their spending which will impact graduate students.

- b. Provost Antony followed up by stating that currently there is not a dramatic impact on admissions and that the graduate students are a priority.
- 2. Visitor Nancy Prowitt noted that the university received three grant awards yesterday and went on to say that it is important to emphasize just how important research is at George Mason.
- 3. Visitor Horace Blackman asked Vice President Marshall to look at how much of the university's sponsored research is federally funded vs foundation funded. He is interested in learning what the university is getting in terms of awards and what's is backlogged. He suggested that Vice President Marshall and his team categorize what is already awarded and multi-year but not delivered and then go through the back log to identify risk assessment in order to understand what risk profile looks like. Visitor Blackman then suggested that the university double down on collaborative sponsored research with community.
- 4. Rector Cully Stimson said that he agreed with Visitor Blackman on risk assessment being key.
- 5. Faculty Representative Tara Chaplin asked if Vice President Marshall felt that the effect of uncertainty will lead to few grant submissions.
 - a. Vice President Marshall said the university is encouraging faculty to keep submitting for awards. He noted that the university is trying to provide structure around the uncertainty by dividing projects into three areas: 1) Paused; 2) Ended; and 3) Impacted. He said the research team is working to respond to individual PIs and academic units that have been impacted. He went on to say that there is a lot of uncertainty that is happening and we don't know where it will end but we have our core values, mission, culture, our purpose. This is a period in time but it shouldn't stop us from moving forward.
- 6. Student Representative Hoffman then noted that she has been inundated with fear and concern from graduate students regarding their funding and research. She said she knows there is a plan but that students do not and that there is chaos in the graduate space. She asked if the university would be more transparent with the student researchers, noting that "we owe the students more information."
 - a. President Washington replied by saying it is difficult to give that information because grants come from outside sources, many from the federal government, and no one knows that the future looks like. He said the university has a plan for managing students, however. As particular grants are affected, the university gets those students information immediately. President Washington noted that a large number of students haven't been told anything because they haven't lost their funding.
 - b. Faculty Chair Solon Simmons requested that those Board members who have influence to please convey the impact these Executive Orders are having on students and George Mason's ability to compete with other universities.
 - c. Visitor Prowitt commended university leadership for looking into all avenues to be as ready as we can. She noted that research leadership is a point of pride and that research is an area that is in a treasured position. She promised that board members will continue to advocate as much as they can.

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 10:18 a.m.

Respectfully submitted,
 Yellia Seanor
 Research Committee Secretary



Research Committee

Board of Visitors



May 1, 2025

Agenda

- I. Call to Order
- II. Approval of February 27, 2025, Minutes (**Action Item**)
- III. Office of Research, Innovation, and Economic Impact Update (A. Marshall)
- IV. Adjournment

Action Item

Approval of Minutes

February 27, 2025

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 – March	FY25 – March	Difference
Award	\$154.8M	\$145M	-6.3%
Expenditure	\$159M	\$160.5M	1.0%
F&A	\$26.2M	\$27.3M	4.3%

Research Activities



Scholarship

Partnership

Translation

Scholarship

College of Public Health



PJ Maddox and Caroline Sutter

\$921K

Department of Labor

Advancing Healthcare

College of Science



Emily Conway and Andrea Weeks

\$348K

National Park Service

*Monitoring to Implement
Landscape Scale Restoration of
Eastern Grasslands to Improve
Ecosystem Health*

College of Engineering and Computing



Duminda Wijesekera and Bo Yu

\$290

Department of Energy

*Secure Telecommunications
Architecture for Trusted and
Resilient Electric
Communications*

College of Education &
Human Development



Samantha Viano

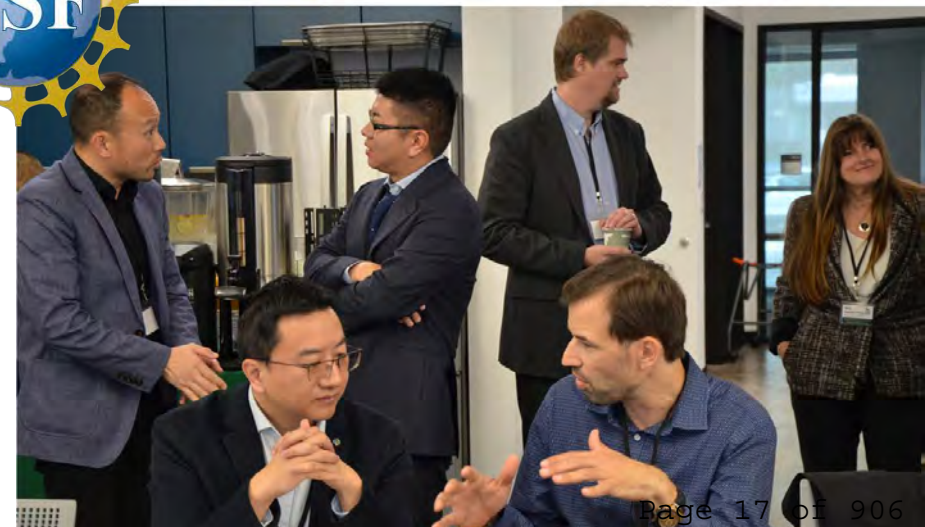
\$1.7M

National Institute of Justice

*The Impact of School Security Equipment
on Students and Schools*

Partnership: ORD (R&E) ISAC Workshop

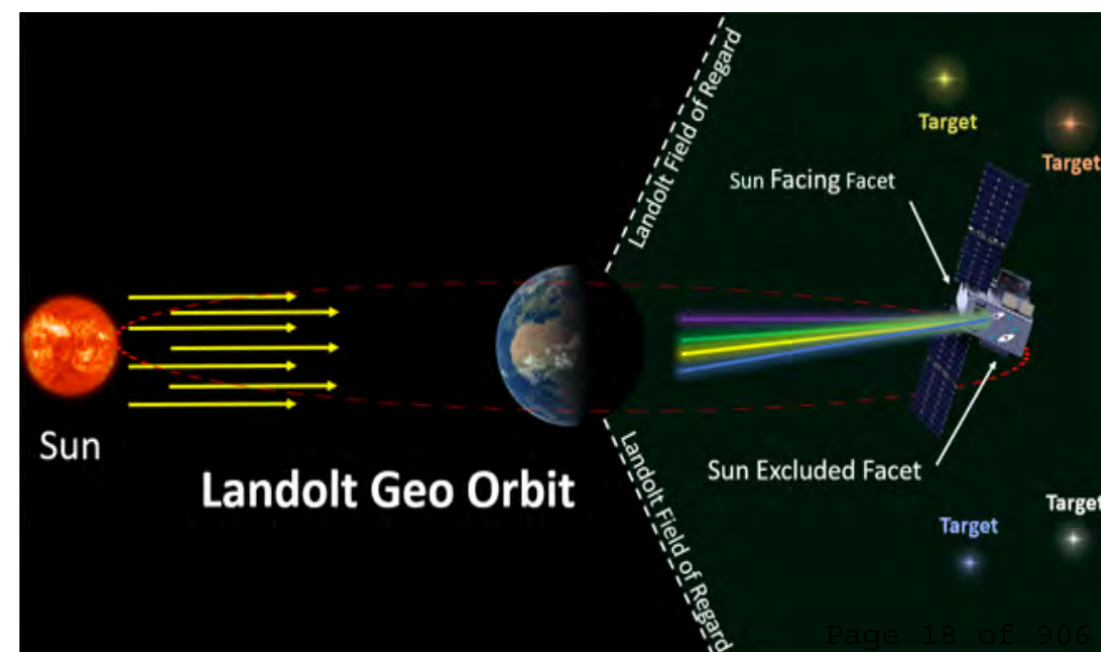
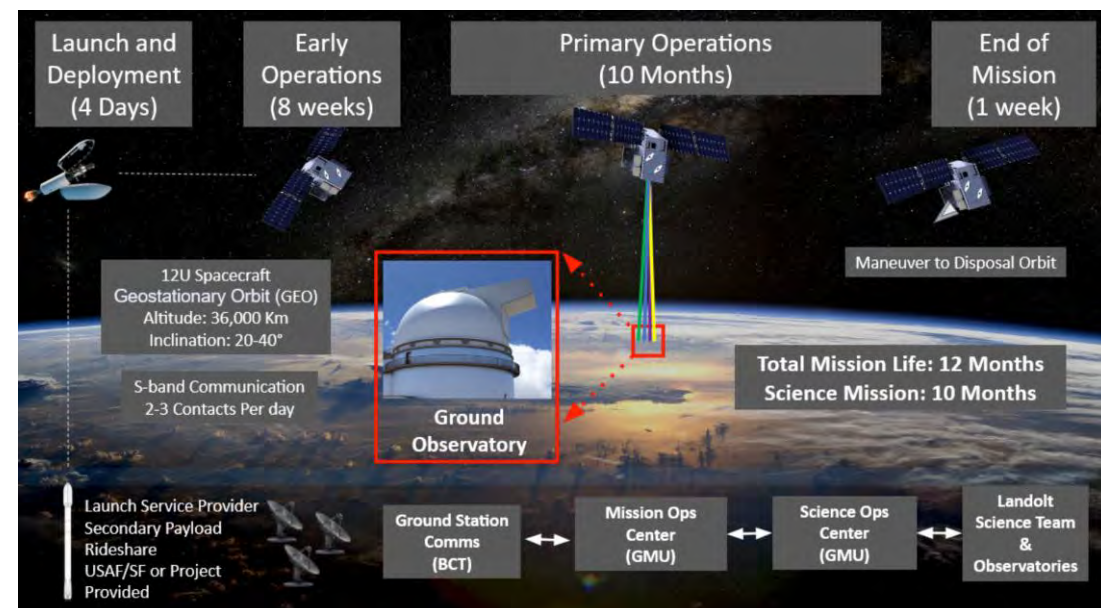
- The Office of the Undersecretary of Defense for Research & Engineering (ORD-R&E) and NSF tapped George Mason's AVP for Defense and Security Initiatives and CEC faculty to assemble research leaders around the US to develop a roadmap for Integrated Sensing and Advanced Communications (ISAC).
- This Pentagon-sponsored workshop was held April 9 - 10, 2025, on Mason Square. The report/roadmap will inform Defense and Security technology priorities for future investments (i.e. Golden Dome concept that stands as an impenetrable shield, safeguarding the entire US).



Translation: *Landolt Report Delivered to NASA*

Concept Study Report

- The \$20M NASA Landolt Mission led by Prof. Peter Plavchan will put an artificial “star” in orbit, allowing scientists to calibrate telescopes and more accurately measure star brightness.
- The report delivered on April 3, 2025, outlines clear and viable mission execution path, supported by a realistic budget, schedule, and mission planning framework
- Next deliverable (joint system requirements and mission design review) due Sept. 5 with launch slated for 2029.



A photograph of a modern, multi-story building with a glass facade, illuminated from within, set against a twilight sky with pink and blue clouds. A paved path leads towards the building, flanked by trees and landscaping. The building has a prominent glass corner that reflects the sky. The overall scene is a campus or institutional setting.

Research Support

Infrastructure

Services

Culture

Support: Executive Order Update

Support Actions

Monitor Executive Orders	Evaluate potential financial impact of EOs
Support PIs	Communicate in Timely Manner
Log/track all ended and paused projects	Scalable process to provide cost-shared financial support
Adjust cash management strategy drawdowns	Coordinate w/ VA schools, research associations & IHE's across U.S.

Portfolio Impact

41	Received Pause or Termination Notices
26	Terminated (\$49.7M Awards incl. \$33.5M Award)
6	Paused
9	Resumed

1 Researcher wind-down request (\$6K) granted | 3 Agency Appeals

Thank You

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

May 1, 2025
AGENDA

- I. Call to Order**
- II. Approval of Audit, Risk, and Compliance Committee Minutes**
 - A. Approval of Committee Minutes for February 27, 2025 Meeting (**ACTION**)
- III. Old Business**
 - A. Auditor of Public Accounts Examination Update
- IV. New Business**
 - A. Research Compliance Update
- V. Reports**
 - A. Office of University Audit Summary Report
 - B. Enterprise Risk Management Program Summary Report
 - C. Office of Institutional Compliance Summary Report
 - D. Information Technology Risk and Control Infrastructure Program Update
- VI. Adjournment**

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

**February 27, 2025
MINUTES**

PRESENT: Chair Oberoi, Vice Chair Alacbay, Visitors Blackman and Meese.

**PRESENT
VIRTUALLY:** Visitor Brown.

**ALSO
PRESENT:** Rector Stimson; Visitors Cooper, Ohlhausen, Pence, and Peterson; President Washington; Provost and Executive Vice President Antony; Vice President for Enrollment Management Burge; Executive Vice President of Finance and Administration Dickenson; Faculty Liaison Douthett; Special Advisor to the President Healy; Graduate Student Representative Hoffman; Vice President and Chief Information Officer Madison; Vice President for Research Marshall; Associate University Counsel Schlam; Faculty Senate President Simmons; Staff Senate Chair Spence; Vice President of Finance Stephens; Vice President for Facilities Strike; Director of Financial Reporting Sultana; Associate Vice President and Controller Klock-Taube; 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; Deputy University Auditor Butler; and Associate Vice President for Institutional Compliance Lacovara.

I. Chair Oberoi called the meeting to order at 9:02 a.m.

Chair Oberoi **MOVED** that the Audit, Risk, and Compliance Committee approve Visitor Brown's electronic participation in this meeting due to a personal matter. The motion was **SECONDED** by Visitor Meese.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.

II. **Approval of Minutes**

Chair Oberoi called for any corrections to the minutes of the November 19, 2024 Audit, Risk, and Compliance Committee meeting. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN.**

III Old Business

A. Auditor of Public Accounts Examination Update

Director of Financial Reporting Sultana briefed the Committee on the current status of the Auditor of Public Accounts' examinations.

- The agreed-upon procedures engagement of Intercollegiate Athletics' Statement of Revenues and Expenses required under NCAA Bylaws was completed in December 2024; there were no findings.
- The Auditor's procedures to support the Single Audit of the Commonwealth's compliance with requirements applicable to federal student financial assistance programs were completed in February 2025. The audit resulted in three findings. Detailed corrective action plans were provided to the Auditor; these action plans are expected to be completed by December 2025.
- The annual audit of the university's financial statements for the year-ended June 30, 2024 began in January 2025 and is expected to be completed for the Committee's May 2025 meeting. As of February 27, 2025, no potential findings have been communicated by the Auditor.

IV New Business

A. Competition Risk Update

Provost and Executive Vice President Antony provided an overview of the high priority enterprise risk related to competition. He discussed the competitive landscape with a focus on the more than 50 universities with a presence in the DMV (District of Columbia, Maryland, and Virginia) area. Among other things, he noted the potential competitive impacts on student enrollment, particularly in graduate education where there might be programmatic overlap with other institutions. He discussed the monitoring of other universities by his office in collaboration with the Deans and plans to act proactively related to programmatic offerings, value propositions for students, competitive responses, and potential partnerships. He also discussed collaborative strategies for managing faculty and staff poaching that might occur.

The Committee discussed with Dr. Antony several aspects related to addressing competition, including: the contrasting nature of the risks associated with varied institutions with limited branch campuses in the District of Columbia and institutions with more fulsome offerings, including sister Virginia institutions; the potential for promising partnership opportunities with these institutions; the university's strengths in placing recent graduates in certain employment sectors; the ongoing need for continuing analyses of market segmentations, opportunities, and

strengths; and strategies to buttress the value proposition for faculty and staff, limiting susceptibility to potential poaching, including easing affordability and commute concerns through potential future campus development activities, investing more deeply in research infrastructure, and reducing bureaucracy where possible to make faculty work lives easier; among others.

It was also suggested that relevant management be briefed regarding competition and antitrust laws, particularly related to potential faculty and staff poaching activity and potential partnership activity.

The Committee also discussed the advantages of the university's programs with community colleges to streamline admissions and transfer experiences; pathways for easing undergraduates into graduate degree programs; brand recognition with the large number of graduates employed in companies in the region; and the collaboration with other organizations and companies leveraging the size and scale of the university's sponsored research programs and the ability to tailor graduate-level programs; among others.

V. Reports

Chair Oberoi asked for the highlights of the reports received by the Committee to be discussed:

- Office of University Audit Summary Report.
Mr. Butler reported that two reports and seven memos had been issued since the prior Committee meeting, and that multiple projects remain in progress. He also reported that the three investigations that had been in progress at the last Committee meeting were now completed.
- Enterprise Risk Management Program Summary Report.
Dr. Zobel reported that action plan owners continue to make progress towards the mitigation strategies. The three top risks remain funding resources, competition, and cybersecurity.
- Office of Institutional Compliance Summary Report.
Mr. Lacovara reported that action plans were progressing to address the compliance and ethics enterprise risk.
- Information Technology Risk and Control Infrastructure Program Update.
Dr. Madison highlighted the report in the Committee's materials, including a recent review of Gramm-Leach-Bliley Act-related IT policies, the stand-up of two project governance teams, enhancements in change and configuration management, and processes for categorizing systems and developing security plans.

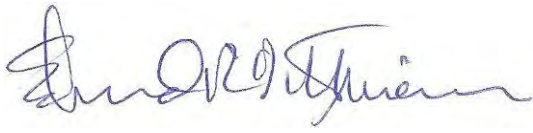
VI. Adjournment

Chair Oberoi adjourned the meeting at 9:30 a.m.

AUDIT, RISK, AND COMPLIANCE COMMITTEE

February 27, 2025

Page 4

A handwritten signature in blue ink, appearing to read "Edward R. Dittmeier". The signature is fluid and cursive, with the first name "Edward" being the most prominent part.

Edward R. Dittmeier

Secretary pro tem

ITEM NUMBER: III.A.

Auditor of Public Accounts Examination Report

PURPOSE OF ITEM:

Brief the Audit, Risk, and Compliance Committee regarding the audit of George Mason's financial statements 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.

Deputy Director Zach Borgerding is representing the Auditor of Public Accounts. He will report on the status and results of the Auditor of Public Accounts' examination.

ACTION:

Receive briefing and discuss.



Presentation to the Board of Visitors George Mason University

May 1, 2025

Zach Borgerding, Deputy Auditor

Auditor of Public Accounts

Audit Status as of April 25th

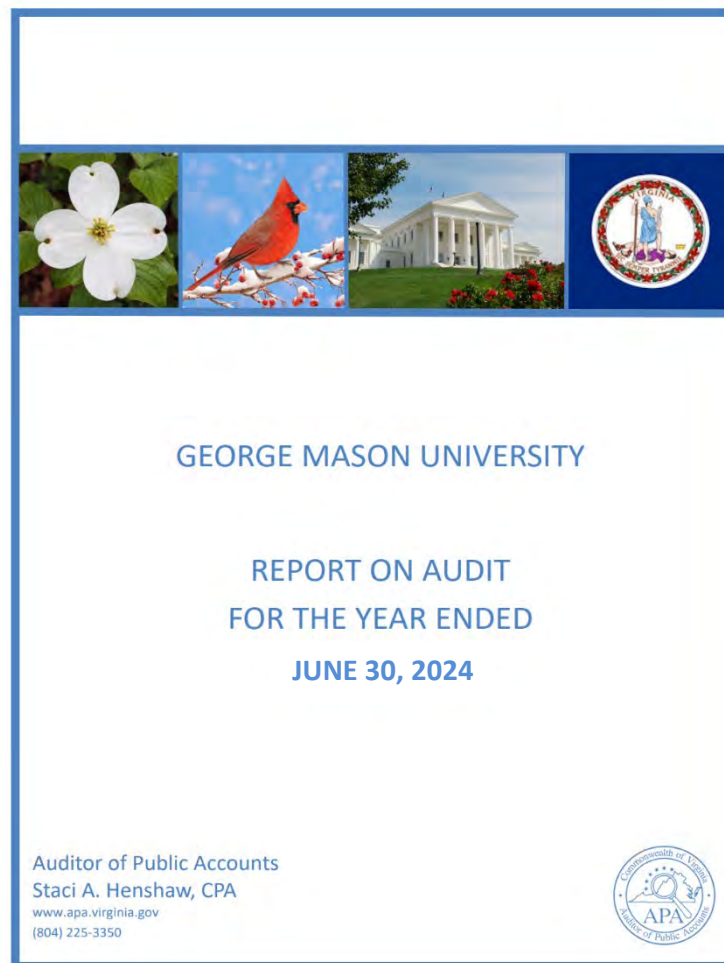
- Audit work is in final stage
- All adjustments currently proposed have been discussed with management
- Anticipate issuing an unmodified opinion to be dated by May 2, 2025 assuming evidence is provided for one remaining request
- Anticipate issuing our report on internal controls and compliance in May 2025



Report on Internal Controls

- **Results of Internal Control and Compliance Testing as of April 25th**

- Improve Controls over Internally Generated Software – **Potential New Finding**
- Improve Interdepartmental Communication and Accountability – **Potential New Finding**
- Improve IT Risk Management and Contingency Planning Program – **Adequate Corrective Action Taken Since Prior Year**



Opinion Letter: Emphasis of Matter Paragraph

- Addresses change in accounting principle
- University established reasonable accounting policies to implement new principle
- Beginning balances for capitalized equipment and accumulated depreciation increased by \$36.5 and \$17.7 million, respectively
- Beginning net position increased by \$18.8 million

Draft Emphasis of Matter Paragraph

Emphasis of Matter

Change in Accounting Principle

As discussed in Notes 1 and 25 of the accompanying financial statements, the University implemented Governmental Accounting Standards (GASB) Statement No. 100, Accounting Changes and Error Corrections and GASB Implementation Guide No. 2021-1 Question 5.1, relating to capitalizing group assets. Our opinions are not modified with respect to this matter.

Excerpt from Note 25

	Beginning Balances As Previously Reported	Restatements	Beginning Balances As Restated
Depreciable and amortizable capital assets:			
Equipment	\$156,856,922	\$36,519,397	\$193,376,319
Accumulated Depreciation:			
Equipment	\$101,165,231	\$17,697,449	\$118,862,680
Net Position:			
Net investment in capital assets	\$820,655,824	\$18,821,948	\$839,477,772



Audit Adjustment – Internally Generated Software

- Potential audit adjustment currently being discussed with Management
- Anticipate approximately \$3.5 - \$4.35 million increase to beginning capital assets and net position
- Anticipate full impairment to be recognized and disclosed
- Considering additional emphasis of matter in Audit Opinion for correction of prior year error



Significant Risks (as previously communicated)

Management Override	Revenue Recognition	Transactions with Component Units
<ul style="list-style-type: none">• Risk is present at all organizations• Access controls• Segregation of duties• Culture/tone at the top• Whistleblower communication channels	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 Adjustment – Purchase of Vernon Smith Hall

- We identified the \$107 million purchase and \$58 million gift to/from GMUF as significant related party transactions
- While legally separate transactions, we determined they were components of the same transaction in substance
- As a result, we requested the following adjustments:
 - Reclassification within the Statement of Revenues, Expenses, and Changes in Net Position (see next slide)
 - Reclassification within the Statement of Cash Flows from Cash Flows from Non-capital Financing Activities to Cash Flows from Capital and Related Financing Activities (see Slide 10)
 - Disclosure to clarify the connection between the two flows
 - Edits to Management's Discussion and Analysis to align with new classification



Audit Adjustments – Purchase of Vernon Smith Hall

Statement of Revenues, Expenses, and Changes in Net Position for the Year Ended June 30, 2024 (Unaudited)			
	Unaudited SRECNP	Adjusted SRECNP	Change
Operating revenues			
Student tuition and fees (net of scholarship allowances of \$220,190,256)	\$ 363,344,609	\$ 363,344,609	-
Federal grants and contracts	188,259,729	188,259,729	-
State, local, and nongovernmental grants and contracts	45,204,183	45,204,183	-
Auxiliary enterprises (net of scholarship allowances of \$31,117,752)	232,903,290	232,903,290	-
Other operating revenue	16,087,813	16,087,813	-
Total operating revenues	845,799,624	845,799,624	-
Operating expenses (Note 16)			
Instruction	423,502,517	423,502,517	-
Research	175,574,060	175,574,060	-
Academic support	116,533,723	116,533,723	-
Student service	50,866,632	50,866,632	-
Public service	35,604,671	35,604,671	-
Operations and maintenance	69,413,366	69,413,366	-
Institutional support	77,595,167	77,595,167	-
Auxiliary enterprises	160,799,201	160,799,201	-
Student aid	21,663,534	21,663,534	-
Depreciation and amortization	99,268,456	99,268,456	-
Total operating expenses	1,230,821,327	1,230,821,327	-
Operating income (loss)	(385,021,703)	(385,021,703)	-
Nonoperating revenues (expenses)			
State appropriations (Note 17)	327,792,400	327,792,400	-
Pell grant receipts	49,235,929	49,235,929	-
Gifts	59,017,445	1,517,445	(57,500,000)
ARRA Build America Bonds subsidy	544,497	544,497	-
COVID relief funding	11,539,373	11,539,373	-
Investment income / (loss)	3,478,626	3,478,626	-
Other nonoperating revenue / (expense)	1,492,322	1,492,322	-
Interest revenue	25,541,355	25,541,355	-
Interest (expense)	(18,100,645)	(18,100,645)	-
Net nonoperating revenues	460,541,302	403,041,302	(57,500,000)
Income (loss) before other revenues, expenses, gains, and losses	75,519,599	18,019,599	(57,500,000)
Other revenues, expenses, gains, and losses			
Capital grants and gifts	12,614,029	12,614,029	-
Capital appropriations	99,726,235	99,726,235	-
Gain / (loss) on disposal of capital assets	3,046,814	3,046,814	-
Transfer component unit (Note 26)	(65,698,895)	(8,198,895)	57,500,000
Net other revenues, expenses, gains, and losses	49,688,183	107,188,183	57,500,000

Audit Adjustments – Purchase of Vernon Smith Hall

Statement of Cash Flows for the Year Ended June 30, 2024 (Unaudited)

	Unaudited SCF	Adjusted SCF	Change
Cash flows from operating activities			
Student tuition and fees	\$ 359,989,343	\$ 359,989,343	\$ -
Grants and contracts	207,477,095	207,477,095	-
Auxiliary enterprises	232,682,776	232,682,776	-
Other receipts	13,596,385	13,596,385	-
Payments to suppliers	(289,536,425)	(289,536,425)	-
Payments to employees	(817,796,293)	(817,796,293)	-
Payments for scholarships and fellowships	(21,663,534)	(21,663,534)	-
Federal Direct Loan Program receipts	132,706,509	132,706,509	-
Federal Direct Loan Program disbursements	(132,706,509)	(132,706,509)	-
Custodial receipts	937,367	937,367	-
Custodial disbursements	(842,481)	(842,481)	-
Perkins loan disbursements	(183,254)	(183,254)	-
Net cash used by operating activities	(315,339,021)	(315,339,021)	-
Cash flows from noncapital financing activities			
State appropriations	327,792,400	327,792,400	-
Pell Grant receipts	49,235,929	49,235,929	-
Other net nonoperating revenue/(expense)	(3,010,155)	(3,010,155)	-
Noncapital gifts	59,017,445	1,517,445	(57,500,000)
Noncapital debt issuances	68,000,000	68,000,000	-
Interest paid on noncapital related debt	(995,520)	(995,520)	-
COVID Relief Funding receipts	7,188,859	7,188,859	-
Net cash provided by noncapital financing activities	507,228,958	449,728,958	(57,500,000)
Cash flows from capital and related financing activities			
Proceeds from capital appropriations available	109,466,651	109,466,651	-
Capital grants and contributions	8,655,898	8,655,898	-
Proceeds from sale of capital assets	81,871	81,871	-
Principal paid on capital related debt	(58,216,799)	(58,216,799)	-
Interest paid on capital related debt	(18,403,693)	(18,403,693)	-
Purchases of capital assets	(286,578,955)	(229,078,955)	57,500,000
Net cash used by capital and related financing activities	(244,995,027)	(187,495,027)	57,500,000

Significant Accounting Policies and Estimates

- New accounting policies regarding launch of the Patriot Fund (See Note 1 in the financial statements)
- No other significant changes in accounting policies
- New significant estimates during FY24 include:
 - Fair value measurements for the Patriot Fund
 - Pooled assets to address change in accounting principle
- Audit team evaluated estimates and found them to be reasonable and fairly presented



Additional Audit Results

- As it relates to procedures completed as of April 25th, our audit identified:
 - Proper treatment of accounting principles
 - No material alternative accounting treatments
 - No significant accounting policies in controversial or emerging issues
 - No significant unusual transactions
 - No significant disagreements with management
 - No Fraud or Illegal Acts



Future Focus: Standards

Accounting

- **GASB Statement 101** – Compensated Absences (*Effective fiscal year 2025*)
- **GASB Statement 102** – Certain Risk Disclosures (*Effective fiscal year 2025*)
- **GASB Statement 103** – Financial Reporting Model Improvements (*Effective fiscal year 2026*)
- **GASB Statement 104** – Disclosure of Certain Capital Assets (*Effective fiscal year 2026*)

Auditing

- **SAS 146** – Quality Management (*Effective fiscal year 2025*)
- **SAS 147** – Inquiries of Predecessor Auditor (*Not applicable*)
- **SAS 148** – Amendment to AU-C Section 935 (*Not applicable*)
- **SAS 149** – Audits of Group Financial Statements (*Effective fiscal year 2027*)

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.

ITEM NUMBER: IV.A.	Research Compliance Update
PURPOSE OF ITEM:	Brief the Committee regarding the university's research compliance programs.
NARRATIVE:	<p>An update regarding the university's research compliance programs will be provided by:</p> <ul style="list-style-type: none"> • Christopher DiTeresi, Associate Vice President for Research Integrity and Assurance. • Melissa Perez, Assistant Vice President for Research Security
ACTION:	Receive briefing and discuss.



Audit, Risk, and Compliance Committee

Board of Visitors



Research Integrity and Assurance
May 1, 2025

Office of Research Integrity & Assurance



**Animal Care
& Use
(IACUC)**



**Human Subjects
(IRB)**



**Research Integrity
(Misconduct,
Authorship)**



**Conflicts
Management
(COI & COC)**



**Research Security
(Export, CUI,
Intl Collabs)**



**RCR Training
& Education**

Office of Research Integrity & Assurance



**Animal Care
& Use
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**Human Subjects
(IRB)**



**Research Integrity
(Misconduct,
Authorship)**



**Conflicts
Management
(COI & COC)**



**Research Security
(Export, CUI,
Intl Collabs)**



**RCR Training
& Education**

TODAY 

What is Research Security?

“Safeguarding the research enterprise against the misappropriation of research and development to the detriment of national or economic security, related violations of research integrity and foreign government interference.”

The U.S. government is focused on preventing “foreign countries of concern” (defined as China, Russia, Iran, and North Korea) from illicitly acquiring U.S. technology, especially from U.S. universities

- began under the first Trump Administration with National Security Presidential Memorandum 33 (NSPM-33),
- expanded under the Biden Administration with the CHIPS & Science Act,
- continues and is unlikely to lose support, although it may evolve to reflect emerging priorities

Applies to all federally funded research

Not limited to classified, export-controlled, or otherwise restricted research

Requirements

U.S. Government is mandating that research universities establish robust research security programs

Under NSPM-33:
Institutions with \$50M+ annually in federal funding must certify that they operate a compliant research security program

4 Pillars of a Research Security Program:

Cybersecurity

Foreign travel security

Research security training

Export control training

Safeguarding as a virtue (and its vices)

SECURITY CONTROLS

NOT ENOUGH

APPROPRIATE
SAFEGUARDING

TOO MUCH

Theft of IP

Loss of eligibility for
federal funding

False Claims

Costly investigations

Debarment

Reputational damage

IP & data protected

Thriving international
collaborations

High research
productivity

Administrative burden

Discrimination

'Drag' on research
productivity

'Chill' international
engagements

Broad restrictions on
activities

Reduced faculty
satisfaction/retention

A George Mason Approach to Research Security

Research security is about building infrastructure to

- support healthy international collaborations
- protect members of the university community who engage in them

What this means in practice

- Focus on building a program that safeguards research and upholds George Mason's Core Values
- Reinforce the importance of international collaboration and engagement for a thriving research enterprise and robust economic development.
- Recognize complexity and sensitivity and acknowledge different perspectives.
- Cultivate trust and relationships with our researchers to facilitate timely, high-quality service and support.
- Maintain an ongoing dialogue with faculty to protect their careers and research.

Implementing a Research Security Program

PEOPLE



Melissa Perez
*Assistant Vice
President for
Research
Security*

- George Mason's Research Security Officer
- responsible for establishing a robust program
- leads a team to support researchers
- updates leadership on the progress of implementing the program

TOOLS

SECURE Analytics tool for due diligence reviews of activities and visitors

- Being developed on behalf of the U.S. Government
- **Gives us access to same data U.S. government relies on**
- enables higher confidence in decision-making and guidance provided to faculty

COOPERATION

Effective security requires cooperation across offices and units

- ***Cybersecurity***: collaborative joint effort with ITS, Office of Research Computing, and IT staff within colleges
- ***Foreign travel security***: establish university-wide, coordinated approach to reporting and reviewing foreign travel

Takeaways

- Research security is not (primarily) about compliance with federal rules; it's about safeguarding research and protecting researchers and the institution.
- Our approach emphasizes making international collaborations and engagements safe and simple for faculty and researchers.
- Safeguarding research will continue to be a moving target. To remain ready and responsive to change, we must foster and maintain trust and communication between community members and the research security program.
- Communication and outreach efforts will continue to be important for raising awareness of security risks among faculty, students, and staff. **Leadership can help by supporting these efforts with their own messaging and by providing time on meeting agendas for us to discuss this topic.**



Questions?

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

May 1, 2025

EXECUTIVE SUMMARY

- One audit report and four audit memos were issued since the last meeting including:
 - Housing and Residence Life (Report)
 - Banner Core Memos (4) in the areas of Malware Protection, Access Configuration, User Identification, and Network Security.
- Work on two additional audit projects is nearly complete. The projects relate to an evaluation of the updated ITS risk assessment process and systems categorization methodology as well as a summary of the operating effectiveness of 10 groupings of controls that the 2024 Banner Core Self-Assessment asserted were complete. ITS' "Information Technology Risk and Control Infrastructure Program Update" report contains further information.
- One audit issue was closed since the last meeting. Remediation of nine audit issues is in progress as of April 15, 2025.
- 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:
 - Three investigations were completed since the prior meeting.
 - There is one investigation in progress
- Audit Staffing:
 - We continue to utilize our hybrid organizational model to provide assurance services for George Mason. University Audit Leadership continues to monitor and assess the right balance of internal and external resources.

TABLE OF CONTENTS

Topic

- 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 Reports:
 - Housing and Residence Life
- Audit Memos:
 - Banner Core Control Effectiveness Tests: Malware Protection
 - Banner Core Control Effectiveness Tests: Access Configuration
 - Banner Core Control Effectiveness Tests: User Identification
 - Banner Core Control Effectiveness Tests: Network Security

Report Title:	Housing and Residence Life	Report Date:	March 28, 2025
Responsible Manager:	Dr. Shannon Jordan, Associate Dean and Chief Housing Officer		

Background:

George Mason University (George Mason or the University) Housing and Residence Life (HRL) operates a self-sustaining department, with a FY24 current operating budget of \$58 million. HRL is comprised of five departments – Residence Life, Residential Services, Facilities, Finance, and Housekeeping & Special Projects and collaborate with central functions such as Facilities and Campus Operations as needed.

In the Spring of 2024, HRL completed a self-assessment as part of the Co-Curricular Program Review (CCPR) process, overseen and guided by the Office of Institutional Effectiveness and Planning (OEIP). This review assessed HRL's performance across twelve key functional areas, as identified in the Council for the Advancement of Standards (CAS) Self-Assessment Guide for Housing and Residential Programs, which were selected for review by HRL leadership.

Audit Conclusion:

Based on review and analysis performed, the design of controls is effective at managing and mitigating risk in areas of:

- **Strategic planning:** HRL uses data-driven forecasting, conducts market analyses, and has well-designed financial management processes, allowing HRL to accurately forecast demand and not exceed overall budget estimates.
- **Billing:** Controls ensure the accuracy and integrity of HRL's billing rates and revenue reconciliation processes, with reviews and approvals in place to ensure student accounts are correctly charged and credited.
- **Financial management:** HRL's financial processes, including depreciation calculations and budget monitoring, are accurately recorded and managed, ensuring financial integrity and compliance with budgetary constraints.
- **Physical safety, security, and building access:** Access to buildings and rooms is securely managed, fire safety systems are maintained and compliant with regulations, and regular inspections and drills are conducted to ensure the safety and preparedness of residents.
- **Maintenance and conditions:** Maintenance and capital projects are evaluated, prioritized, and managed, ensuring that high-priority needs are addressed in a timely manner and that financial resources are allocated efficiently to maintain and improve housing facilities.

Additionally, based on testing, internal controls for billing and budget monitoring controls are effective. IT controls, specifically related to user access and audit logging as well as data interfaces, required improvement

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 Control Effectiveness Tests: Malware Protection

- Confidential – Restricted Data: excluded from disclosure under the Virginia Freedom of Information Act (Code of Virginia: 2.2-3705.2.2 and 2.2-3705.2.14b) due to descriptions of security mechanisms and vulnerability assessment information.

Banner Core Control Effectiveness Tests: Access Configuration

- Confidential – Restricted Data: excluded from disclosure under the Virginia Freedom of Information Act (Code of Virginia: 2.2-3705.2.2 and 2.2-3705.2.14b) due to descriptions of security mechanisms and vulnerability assessment information.

Banner Core Control Effectiveness Tests: User Identification

- Confidential – Restricted Data: excluded from disclosure under the Virginia Freedom of Information Act (Code of Virginia: 2.2-3705.2.2 and 2.2-3705.2.14b) due to descriptions of security mechanisms and vulnerability assessment information.

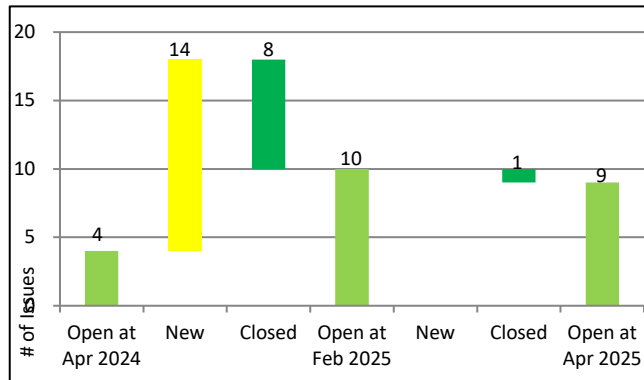
Banner Core Control Effectiveness Tests: Network Security

- Confidential – Restricted Data: excluded from disclosure under the Virginia Freedom of Information Act (Code of Virginia: 2.2-3705.2.2 and 2.2-3705.2.14b) due to descriptions of security mechanisms and vulnerability assessment information.

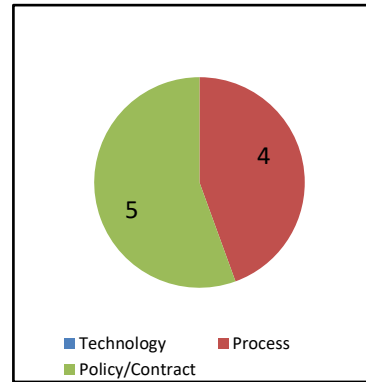
SUMMARY STATUS OF AUDIT ISSUES AS OF APRIL 15, 2025

One audit issue was closed since the last meeting. There were nine open audit issues as of April 15, 2025.

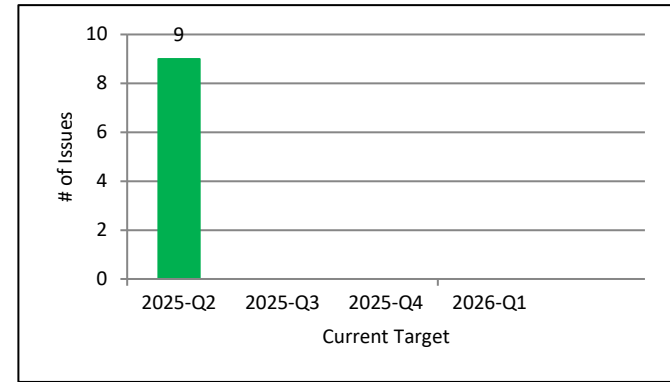
Audit Issue Inventory Movement



Audit Issues by Type



Audit Issues by Current Target



Audit Report	Report Date	Open at Apr 2024	New	Closed	Open at Feb 2025	New	Closed	Open at May 2025
ITS Portfolio and Project Management Methodology Updates	12/10/24	0	3	-	3	-	-	3
Consulting Contract Invoice Review Procedures	11/20/24	0	1	-	1	-	(1)-	0
Biomedical Research Laboratory Employee Timekeeping Practices	11/1/24	0	6	(5)	1	-	-	1
Student Bar Association Governance and Oversight	10/8/24	0	4	-	4	-	-	4
IT Third Party Service Providers	9/13/23	1	-	(1)	0	-	-	0
Background Investigations	4/20/23	2	-	(1)	1	-	-	1
Academic Integrity	8/29/22	1	-	(1)	0	-	-	0
		4	14	(8)	10	0	(1)	9

STATUS OF AUDIT PLAN AS OF APRIL 15, 2025	
1	2
3	4
5	6
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99	100

The 3+6 Audit Plan as of April 15, 2025 (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	1231	330	630	930
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.				
Housing and Residence Life	• Assess business and compliance processes relevant to student housing and residence life.				
Investment Management and Cash Forecasting	• Assess investment management policies, execution, and governance; and cash forecasting practices.				
Masters Enrollment	• Assess masters program enrollment trends and activities to market, attract, recruit, engage, and enroll students performed by certain individual master programs.				
Business Continuity Planning	• Assess business continuity 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.				
Research Security	• Monitor cybersecurity assessments of research computing environments, including NSPM-33 expectations.				
Foreign Travel / International Engagements	• Assess processes related to foreign travel are designed to ensure compliance with policy and compliance expectations.				
Construction Payments and Change Orders	• Monitor and assess payments related to planned campus construction projects.				
Additional Areas					
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 APRIL 15, 2025

Nature of Allegation	Type	Status	Remarks
Potential noncompliance with university payment policies	Abuse	Completed	<i>Management received the necessary payment from the person of interest.</i>
Potential misrepresentation of title of employee	Fraud	Completed	<i>Management rectified the situation and title is now properly reflected.</i>
Potential exclusion of certain groups from affinity group	Abuse	Completed	<i>No exclusion of groups was noted.</i>
Potential noncompliance with university policies or practices.	Abuse	In Progress	

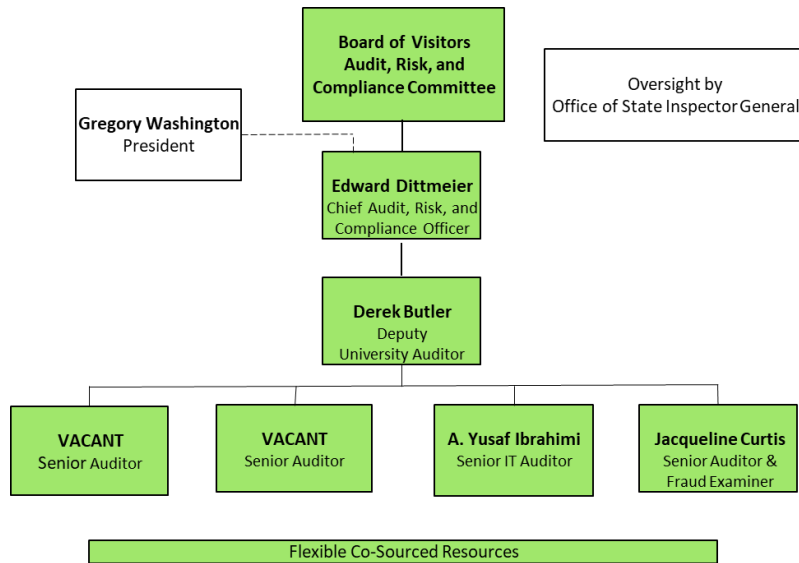
Summary of Types:

- **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.

STAFFING

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 April 15, 2025, the full-time staff consists of four professionals.

Staffing



	Plan	Actual		
		a/o Apr 2025	Avg to Apr 2025	Frct
Core Audit Team				
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		1.4	1.9
Total Audit Professionals Supported by Permanent Budget	6.7	4.0	5.4	5.9

Note: * = Co-sourced FTE are estimated based on actual hours provided by co-sourced resources and a 1,500 hour/FTE rate.

APPENDIX: AUDIT ISSUE DETAILS AS OF APRIL 15, 2025

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
1	<p>Report Name: Background Investigations</p> <p>Report Date: 4/19/23</p> <p>Management: Michelle Lim, Interim Vice President and Chief Human Resources Officer</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	9/30/23	6/30/25
2	<p>Report Name: Student Bar Association-Governance and Oversight</p> <p>Report Date: 10/8/24</p> <p>Management: Rose Pascarell, Vice President, University Life</p>	<p>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</p>	<p>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.</p>	12/31/24	6/30/25

#	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	6/30/25
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	6/30/25

#	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	6/30/25
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 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	11/30/25
7	Report Name: ITS Portfolio and Project Management Methodology Updates Report Date: 12/10/24 Management: Derek Kan, Director, Enterprise Strategic Governance, ITS	ITS should define the criteria for projects to be classified as PPMO Driven, Involved, or Aware, as this is not currently documented within the IT Project Management Framework. Criteria that ITS should consider when classifying projects as PPMO Driven, Involved, or Aware may include project criticality, complexity, and/or risk and impact on the University.	The Director for Enterprise Strategic Governance will: <ul style="list-style-type: none"> Define criteria to evaluate projects and determine the level of project management documentation required. Update Project Management Framework v5 to include criteria to classify PPMO Driven, Involved, or Aware project. 	6/30/25	6/30/25
8	Report Name: ITS Portfolio and Project Management Methodology Updates Report Date: 12/10/24	PPMO should review the project management procedures followed at the distributed units to determine if the procedures meet the requirements set forth by the IT project management methodology, or otherwise enforce these requirements to be incorporated into existing procedures.	The Director for Enterprise Strategic Governance will: <ul style="list-style-type: none"> Define mechanism in the project lifecycle process to document project change. 	6/30/25	6/30/25

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
	Management: Derek Kan, Director, Enterprise Strategic Governance, ITS		<ul style="list-style-type: none"> For changes that require approval, leverage Domain Council process to track approval throughout the project lifecycle. ITS will continue to emphasize the importance of following project management procedures to the distributed units, including best practices for change management and documentation approval. Improved communication with the distributed units is the first step in the process, with additional actions likely to follow once University-wide communication is established. 		
9	Report Name: ITS Portfolio and Project Management Methodology Updates Report Date: 12/10/24 Management: Derek Kan, Director, Enterprise Strategic Governance, ITS	As previously noted in the OUA Memo: Feedback on ITS Portfolio and Project Management Updates issued on March 14, 2023, management should continue as planned to develop formal, documented procedures for project managers to maintain the information in TDX and supporting sites (e.g., Lifecycle Documents). The procedures should include the specific timeline requirements for updating the dashboard, uploading documentation to the Project Inventory/Lifecycle Documents sites, providing updated information about project status nomenclature, and keeping the dashboard information up to date. Further, policies and procedures should be updated to reflect any organizational changes (e.g., the addition of Domain Council approval, removing the requirement for VP of Operations approval from University Policy 1310 as they are no longer involved in the process) and the definition for what constitutes a project to be classified as PPMO Driven, Involved, or Aware.	Management will update University Policy 1310 to address the recommendations.	6/30/25	6/30/25

Enterprise Risk Management Update
Audit, Risk, and Compliance Committee of the Board of Visitors
May 1, 2025

The following information is an update to the reports provided to the Board in FY24 and February 2025. 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 is shown in Figure 2.

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.

The university continues to experience a perceived increase in risk within various areas due to the uncertainty stemming from the federal administration's executive orders and policy changes. These changes could impact the university's operations and execution of our strategic plan. The Chief Risk Officer will continue to work with the university's senior leadership to closely monitor these developments and adapt our risk management strategies accordingly.

Since the last report provided to the Board, Executive Risk Owners and Action Plan Risk Owners have continued to implement the action plans aligned with the mitigation strategies for all 10 enterprise risks and APROs have submitted progress updates on the mitigation action plans. These strategies will continue to be refined and implemented as appropriate until the risks are reduced to an acceptable level.

This quarter, the Chief Risk Officer recruited Dr. Aurali Dade to serve as the Interim Vice President for Enterprise Risk Management to lead the ERM program for a six-month period. During this time, she will evaluate the current ERM program and engage the university's leadership and key risk owners to develop a refreshed risk register and mitigation plans for the next biennium.

Figure 1. FY24/25 Enterprise Risk Heat Map

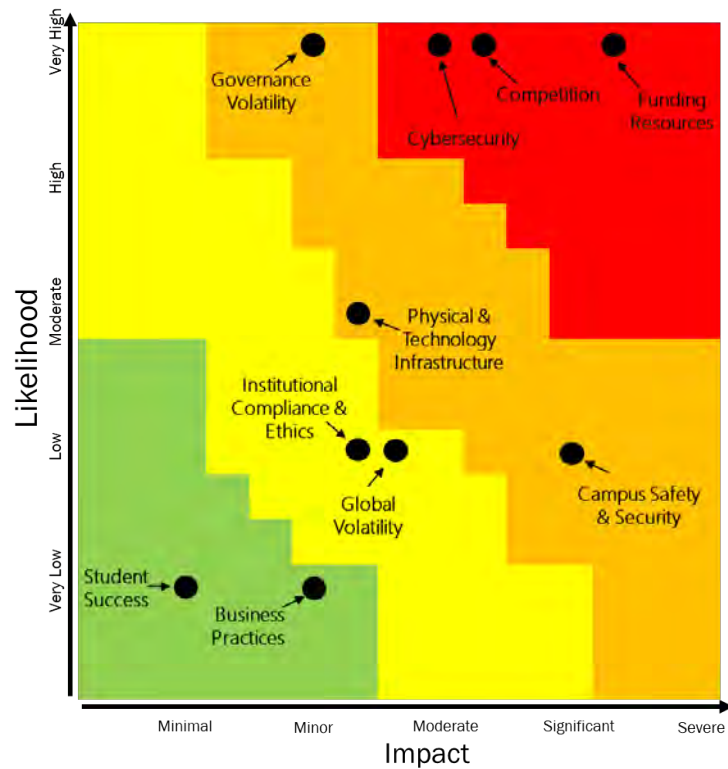





Table 1. FY24/25 Ranked Enterprise Risks

Risk Name	Priority/ Rank	Risk Level	Risk Trend*
Funding Resources	1	■	Increasing
Competition	2	■	Neutral
Cybersecurity	3	■	Neutral
Governance Volatility	4	■	Neutral
Campus Safety & Security	5	■	Neutral
Physical & Technology Infrastructure	6	■	Neutral
Global Volatility	7	■	Neutral
Institutional Compliance & Ethics	8	■	Neutral
Business Practices	9	■	Neutral
Student Success	10	■	Neutral

*Compared to February 2025 BOV Report

Figure 2. Highest Priority Enterprise Risks

Funding Resources	Competition	Cybersecurity
 <p>Risk Drivers</p> <ul style="list-style-type: none"> • 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 <p>Mitigation Actions</p> <ul style="list-style-type: none"> • 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 	 <p>Risk Drivers</p> <ul style="list-style-type: none"> • 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 <p>Mitigation Actions</p> <ul style="list-style-type: none"> • 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 	 <p>Risk Drivers</p> <ul style="list-style-type: none"> • 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 <p>Mitigation Actions</p> <ul style="list-style-type: none"> • 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

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

May 1, 2025

EXECUTIVE SUMMARY

This report summarizes Institutional Compliance activities since the prior Committee meeting:

- Compliance assessment activity:
 - Inventory: 457 laws and regulations applicable to George Mason tracked, down from 465 (due to consolidations and rescissions of regulations.)
 - Risk ownership has been identified and confirmed for 453 (99%) of the laws and regulations. The inventory was reviewed with University Counsel in early 2025.
 - Guided, granular regulatory risk assessments for priority risk areas continue:
 - Completed: Disability Services
 - In Progress: Award management and costing, FAR/DFARS.
 - Guided, program maturity self-assessments of distributed compliance programs continue:
 - In Progress: Award Management and Costing, Conflict of Interest, Disability Support Services, FAR/DFARS.
 - External reviews: No new external reviews were announced since the last meeting. One review was completed, and one review remains in progress.
- Status of reported compliance matters:
 - Six potential compliance matters were reported to Institutional Compliance since the prior meeting. One matter was investigated by Institutional Compliance and was closed, and one matter remains in process of investigation by University Audit. The remaining four matters reported since the last meeting were referred to other units for investigation, two of which were monitored by Institutional Compliance until conclusion. 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; Sponsored Programs; Risk, Safety, and Resilience; Accessibility, Compliance, and Community; Human Resources; Information Technology Services; the Office of the Registrar; and Academic Affairs. Brief tutorials regarding investigative basics have been developed and have been provided to two units.
- Additional institutional compliance activities:
 - Institutional Compliance continues to work with the Enterprise Risk Management Program and other groups to facilitate action plans to address the Institutional Compliance and Ethics enterprise risk and to strengthen George Mason's culture of integrity, ethics, and compliance. Areas of focus include ethics and acting with integrity, training completion, anonymous reporting, consequences for unethical or non-compliant conduct, and improving the institutional policy process. The action plans were reviewed with senior leaders in March 2025, and are discussed further in this report.
 - Institutional Compliance continues to support substantial university-wide efforts to strengthen conflict of interest and related disclosure and management processes. An internal maturity assessment was conducted by Institutional Compliance, including benchmarking George Mason's program against leading universities, and identified key areas of improvement. 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, additional outreach and communications, and implementation of more robust training.

- Institutional Compliance benchmarked peer institutions' anonymous reporting capabilities, socialized such a capability for George Mason, presented the proposal at the Enterprise Domain Council and was approved to move forward, and is nearing the Request for Proposal stage.

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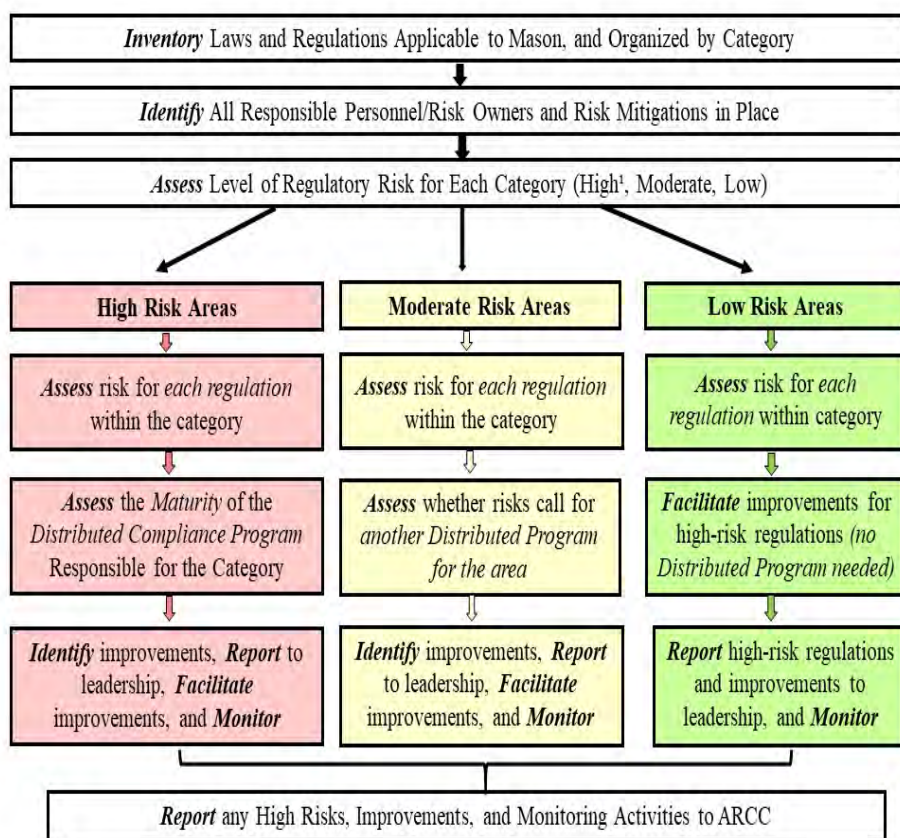
Topic

- 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:
 - 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 the related *Evaluation of Corporate Compliance Programs* issued by 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 April 11, 2025, an inventory of 459 laws and regulations applicable to George Mason has been compiled, down from 465. The reduction is due to consolidation and removal of some regulations determined to be no longer applicable, or which have been rescinded. The inventory is reviewed periodically with University Counsel, most recently in early February 2025. Risk owners have been identified and confirmed for 453 (99%) of the 457 laws and regulations; these owners have confirmed and accepted their responsibilities related to the 457 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		
		2/11/25	4/14/25	Change	2/11/25	4/11/25	Change
1	Compliance and Ethics Program	4	4	-	4	4	-
2	Copyright and Intellectual Property	9	9	-	9	9	-
3	Employment	95	96	+1	94	96	+2
4	Environmental Health and Safety and Occupational Health & Safety	53	52	-1	53	52	-
5	Facilities, Construction, and Renovation	4	4	-	4	4	-
6	Finance and Tax	45	45	-	45	45	-
7	Information Management and Security, and Privacy	52	51	-1	51	50	-
8	Procurement and Contracting	21	22	+1	20	21	-
9	Research	74	72	-2	74	70	-
10	Students and Academic Policy	105	102	-3	103	100	-
11	Miscellaneous	3	2	-1	-	2	+2
Totals		465	459	-6	457	453	+4

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 discussed above. 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 Spring 2025 to confirm assessment priorities and to plan for compliance assessments over the next three fiscal years.

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 by Institutional Compliance of distributed, risk-specific compliance programs are planned and facilitated based upon the prioritization of risk areas referenced above, 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 2/11/25	As of 4/11/25
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<i>Regulatory Risk Assessments:</i>		
Federal Contracting (FAR/DFARS)	IP	IP
Disability Support Services	NS	DONE

<i>Program Maturity Guided Self-Assessments:</i>		
Research – Award Management and Costing	Draft	Draft
Research – Ethics, Conflict of Interest and Commitment, Foreign Influence, Organizational Conflict of Interest	IP	IP
Federal Contracting (FAR/DFARS)	IP	IP
Disability Support Services	NS	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. Since the last meeting, one new external review was announced and was completed; one additional review was completed since the last meeting and two reviews remain in progress. The table below summarizes external review activity since the prior meeting.

Reviewing Entity	As of 2/11/24	As of 4/11/25	Remarks
Auditor of Public Accounts (APA)	In Progress	Completed	Statewide Financial Aid Audit, including evaluation of GLBA compliance. Report issued with findings. Remediations in progress.
Auditor of Public Accounts (APA)	In Progress	In Progress	Annual audit of financial statements for year ended June 30, 2024. Completion expected May 2025

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, has begun the process of socializing the addition of such a mechanism for George Mason, and is nearing the Request for Proposals stage.

Institutional Compliance received three new allegations of non-compliance or ethical misconduct since the last Committee report, two of which were referred to other units. Institutional Compliance is monitoring one of the matters referred to other units, and thus is considered to be in progress. Two matters under investigation by Institutional Compliance and/or University Audit as of the last report were closed. 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	11/1/24 to 2/11/25	2/11/25 to 4/11/25	Total
Matters Reported to Institutional Compliance in Period	3	6	9
Matters Referred to Other Units for Handling in Period	2	4	6
Matters Reported in Period Investigated by Institutional Compliance or University Audit	1	2	3
In Progress of Investigation	1	1	2
Closed - Non-Compliance Not Substantiated	1	1	2
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	#
Academic – Other	2
Ethics – Conflict of Interest	1
Financial – Fraud, Waste, Abuse, Theft	2
Student Matters – Other	1
Total	6

SUMMARY OF ADDITIONAL COMPLIANCE ACTIVITIES

INSTITUTIONAL COMPLIANCE ENTERPRISE RISK MITIGATION STRATEGY:

Institutional Compliance continues to work with Risk, Safety, and Resilience and other groups to facilitate 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 were reviewed with senior leaders in March 2025. The table below summarizes each area of focus and the status of each. Institutional Compliance will provide updates regarding each focus area, and will update the Committee when the strategy has been finalized.

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 anonymously	IP
4. Improve the institutional policy development, review, and communication process	IP
5. Develop and implement compliance escalation matrix for policy violations	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 has undergone 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 plans to develop additional conflict of interest training pertaining to Commonwealth requirements pertaining to Gifts, Statements of Economic Interests (SOEI), and Immediate Family Waivers.
- In order to improve tracking and enforcement of all training required for all employees (e.g., ethics, information security, FERPA, Title IX, 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, starting with *Tools for an Ethical Workplace*.
- 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

- Schedule of Assessments Completed Since 2021

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
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<i>Regulatory Risk Assessments:</i>	
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
Human Resources – Reporting, Notices, and disclosures	6/26/2023
Health, Safety, and Emergency Planning and Response	2/27/2024
Institutional Privacy	3/5/2024
Research Award Management and Costing	3/14/2024
Disability Services	2/19/2025

<i>Program Maturity Guided Self-Assessments:</i>	
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
Athletics Sports Medicine Privacy Program	12/3/2024



Information Technology Risk and Control Infrastructure Program
Update for the Board of Visitors
Audit, Risk, and Compliance Committee

May 2025

Prepared by

Dr. Charmaine Madison, Vice President and Chief
Information Officer

Noor Aarohi, Director - IT Risk and Compliance

Executive Summary

This update provides a report of activities and accomplishments for February through March in Fiscal Year (FY) 2025. This is a summary of 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 it delivers. The purpose of this report is to update the Audit, Risk, and Compliance Committee on the status of these efforts.

The program is comprised of six areas of focus designed to guide the adoption and implementation of a set of controls derived from 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 with a goal of improving Information Technology (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](#)

This report outlines the status of activities and projects supporting each of these program 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 online at <https://its.gmu.edu/working-with-its/ppmo/projects-dashboard>.

This report is pertinent to activities that occurred from February 1, 2025, through March 31, 2025 (partial FY25 Q3).

FY25 Q3 (February to March '25) Accomplishments and FY25 Q4 (April to June '25) 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 February to March Accomplishments:

- Due to prioritization for audit remediation activities for the FY23 Management Point (MP01) finding issued by the Commonwealth of Virginia's [Auditor of Public Accounts](#) (APA), previously planned activities for the period were deferred and carried forward into FY25 Q4.
- In continuing efforts to socialize the NIST 800-53 controls, the IT Risk and Compliance team presented at the [System Administrator Leadership Team \(SALT\)](#) meeting on vulnerability management requirements. This was also to give a heads-up to system administrators (including in distributed IT units in colleges and departments) that all servers must have Tenable agents installed. This is to help the university manage IT asset discovery, inventory assets, and do vulnerability management optimally.

FY25 Q4 (April to June '25) Planned Activities:

- No activities are planned for this program area in this period. Once the Archer Integrated Risk Management tool is migrated to the cloud, the team will conduct a review of the current controls set and the IT Security Standard. This activity will likely occur in FY26 Q2 or Q3.

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 February to March Accomplishments:

- TeamDynamix (TDX) Portfolio and Project Module Operationalization:
 - Formalized TDX platform use for technology projects management.
 - TDX automation roll out to support Domain Council (DC)1 and DC2 of the Domain Council process for intake and review of technology project requests, is being finalized.

The Domain Councils constitute the portfolio structure based on client area domains. Each council is accountable for project activation approval, prioritization, and progress monitoring. There are four Domain Councils within the lifecycle: Domain Council 1 (DC1), Domain Council 2 (DC2), Domain Council + (DC+), and Domain Council Final (DCF). Additional details on the IT Project Management Framework are available at <https://its.gmu.edu/wp-content/uploads/IT-Project-Management-Framework-V5.pdf>.
- Over 114 requests have been processed through the Intake and Domain Council structure since it was introduced in April 2023.
- Various improvements for the Domain Council process such as endorsement of voting members for all requests reviewed have been introduced.
- The cadence of the Domain Council meetings was also updated to optimize resources usage of the governance structure.

- Support structure review for the Executive Administration Committee was completed.
- Project plans including major milestones are being updated for all active projects.
- The team conducted a review of the University Policy 1310 (Information Technology Project Management) as part of the mandatory review required every three years.

FY25 Q4 (April to June '25) Planned Activities:

- TeamDynamix (TDX) Portfolio and Project Module Operationalization
 - Automate reporting functionality via PowerBI in support of DC1 and DC2 of the Domain Council process.
 - Develop project resource identification using TDX functionality for internal ITS and external stakeholders and departments.
 - Complete update of project plans records for all active projects.
 - Assess development of project costing for active projects.
- Continue the development to align processes for Facilities, Space, and IT project requests to support institutional governance structures. The team also plans to incorporate feedback from the 'Tests of Control Effectiveness for ITS Portfolio and Project Management Methodology Updates' conducted by Office of University Audit (OUA) which concluded in December 2024. These include incorporating criteria and procedure refinements to the existing documentation.
- Initiate review of project needs analysis process.
- Finalize updates to Policy 1310 and republish.

Information Security Program Management

Program enhancements for maturing the information security program at the university, including protecting the data and systems while balancing access and productivity for the George Mason community. The information security program is reinforced by the [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.

FY25 February to March Accomplishments:

- Project #861: Microsoft 365 (M365) Security, Optimization, Assessment, and Remediation (SOAR) – The project team continued to work through the planned tasks list to bolster the control enhancements in the M365 environment, bringing completion numbers to thirty-seven (37) remediation tasks out of forty-six (46), with five (5) items currently in progress, and four (4) items in planning as a larger effort.
- 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, penetration tests were conducted on specific systems. The results were shared with system owners and risk treatment/remediation activities are underway with estimated completion by FY26 Q1.
- Work to create the Center for Internet Security's (CIS) based security baselines for web servers has started and is expected to be completed in FY26 Q1.

FY25 Q4 (April to June '25) Planned Activities:

- ITS has been interviewing the final round candidates to fill the Chief Information Security Officer (CISO) position. There are two (2) additional positions in the IT Security Office that are vacant due to a recent retirement and resignation. These will be posted for recruitment soon after the CISO position is filled.

- Project #861: Microsoft 365 (M365) Security, Optimization, Assessment, and Remediation (SOAR) – The project team plans to work through the five (5) remediation tasks that are in-progress.
- Ongoing penetration testing for systems and pursue associated risk treatment activities. The target is to test an average of at least one system per quarter.
- Continue work on security baselines based on the Center for Internet Security's (CIS) or equivalent benchmarks. This is one of the findings from the Office of State Inspector General (OSIG) assessments from 2024, and the target remediation due date is September 2025.

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 February to March Accomplishments:

- APA FY23 MP01 Remediation activities have been completed and submitted to APA in February 2025, well ahead of the March 31 due date. Next step is for APA to review the submitted artifacts and determine if these adequately address the cited weakness so that MP01 may be considered remediated.
- The Office of University Audit tested operating effectiveness for additional groupings of controls that the 2024 Banner Core Self-Assessment had asserted to as implemented. The groupings included controls related to malware protection, user identification, and access configuration. Management is working to address the observations identified in this work.
- The Office of University Audit has nearly completed two additional audit projects:
 - An evaluation of the updated risk assessment process and system categorization methodology, and its application to the systems subject to the APA's FY23 management point related to risk assessment activities.
 - A summary of the testing of operating effectiveness of 10 groupings of controls that the 2024 Banner Core Self-Assessment has asserted was implemented. Among other things, the summary will describe the consolidated results of the testing, factors contributing to the results, and make recommendations to strengthen self-assessments including education, regular reviews of plans of action and milestones with university leadership, and the supplementing of management assertions with procedure enhancements.
- Archer Issues Management workflow is being socialized with IT teams to help track compliance issues through appropriate risk treatment decisions.
- Archer Integrated Risk Management (IRM) tool migration from on-prem to the vendor's cloud-hosted option has started. The estimated time to complete this effort is June 30, 2025. The Archer cloud-based (Software as a Service or SaaS) offers high resilience, a robust system development lifecycle, and feature options.

FY25 Q4 (April to June '25) Planned Activities:

- Continue and complete the Archer IRM tool migration to the cloud-hosted environment.
- Create the assessment plan for FY26

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 change, and configuration management across the service portfolio.

FY25 Q3 (February to March '25) Accomplishments:

- Project #617: With all ITS assets moved into TeamDynamix, the project team is also working on a broader assessment of the overall assets across the university to determine the best way to have those tracked in TeamDynamix. This review is targeted to be completed by June 2025.
- Project #864: DevOps practice implementation and technology acquisition & operationalization - This project proposal request was canceled and decision made to handle this effort operationally.
- An audit of change and configuration management processes and controls, performed by Office of University Audit, was completed in Q3. The final report was shared with ITS management and associated corrective actions are being tracked to target dates specified in the management response.

FY25 Q4 (April to June '25) Planned Activities:

- Continue the effort to improve the content and search options within the new TeamDynamix Service Catalog for better user experience and service functionality.
- The team is currently evaluating a TeamDynamix Asset Discovery tool to determine if it will meet our needs to identify and capture all Assets and Configuration Items across the university in an automated and standardized manner. George Mason already uses TeamDynamix for IT Service Management, and the same vendor offers asset discovery agent/functionality.
- Continue to mature the Change Management Process by looking to implement a new level of Request for Change (RFC) that will allow more flexibility while still maintaining oversight and approval of changes in the production environments. Additionally, the team will pursue action plan commitments made in response to the Change and Configuration Management (Infrastructure) audit by the Office of University Audit. These include commissioning an assessment to review current processes and software, extending the Change Review Board (CRB) to the distributed IT and enhancements to existing documentation and templates.

Identity Management and Access Control

Continuously improve and mature the processes that support identity and access management (IAM) at George Mason.

FY25 February to March Accomplishments:

- Project #867: Enterprise IAM Solution – An assessment has been commissioned through Gartner, to establish recommended reference architecture and solution/tool, and to create a roadmap. Estimated time of completion is May 2025.
- 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 is inclusive of staffing for support personnel, engaging functional partners, and establishing governance. This project is currently on hold pending the completion of the assessment under Project #867.

The purpose of both these projects is to establish and mature IAM capability at George Mason.

FY25 Q4 (April to June '25) Planned Activities:

- An IAM assessment is underway with an anticipated completion date of May 2025 – this covers the program maturity and associated technical roadmap.

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).

EARLY IDENTIFICATION PROGRAM **CLASS OF 2025**

BETTY ACHEAMPOMAA

HAYA AL-BANA

FARHAN BABAR

FATMATA BAH

MEEHA BHUIYAN

NAYDELIN BONILLA-HERNANDEZ

ARDA CEVIRME

IKRAM FATHI

BRENDA LEVERON

LISSY LOPEZ-SOLIZ

UYEN NGUYEN

LAIBA SHEIKH

KENNETH TORRICO-PARDO

AMANDA WILLIAMS

BACHELORS IN INDIVIDUALIZED STUDIES

BACHELORS IN BIOENGINEERING

BACHELORS IN COMPUTER ENGINEERING

BACHELORS IN NEUROSCIENCE

BACHELORS IN BIOLOGY

BACHELORS IN ART & VISUAL TECHNOLOGY

BACHELORS IN MANAGEMENT INFORMATION SYSTEMS

BACHELORS IN BIOENGINEERING

BACHELORS IN BUSINESS ADMINISTRATION

BACHELORS IN MEDICAL LABORATORY SCIENCE

MASTERS IN BIOENGINEERING

BACHELORS IN BUSINESS WITH CONCENTRATION IN MIS

BACHELORS IN CIVIL & INFRASTRUCTURE ENGINEERING

MASTERS IN CLINICAL MENTAL HEALTH COUNSELING

THURSDAY MAY 1, 2025
BOARD OF VISITORS MEETING

GEORGE MASON UNIVERSITY GRADUATES



Established in 1987, The Early Identification Program (EIP) serves as the college preparatory program of George Mason University. With over 2,300 students who have graduated from the program, EIP provides access to educational resources for middle and high school students who will be the first in their families to attend a college or university. Currently, more than 900 middle and high school students are enrolled and actively pursuing higher education due to funding from corporate alliances, individual donors, and in partnership with seven local public-school systems in Northern Virginia. They include Alexandria City, Arlington County, Falls Church City, Fairfax County, Manassas City, Manassas Park City and Prince William County; who collaborate to nominate, select, support, retain, and graduate students each year.

Nomination criteria for EIP include being the first in one's family to graduate from a college or university, as well as demonstrating the academic potential to pursue a pre-college curriculum in high school. Additional consideration is given to students who maintain a strong academic record while facing special family circumstances and who qualify for free or reduced-price lunch.

After their nomination and admission into the program, EIP participants embark on a five-year journey focused on college preparation and career readiness. Through year-round academic enrichment, personal and social development, civic engagement, and leadership training opportunities, EIP empowers students with the knowledge, skills, and confidence needed to become lifelong learners, effective leaders, and responsible global citizens.

In 2024, 100% of EIP seniors graduated from high school, and 82% were accepted into college. Of those, 51 students are currently enrolled at George Mason University, with 63% receiving scholarships. Today, more than 200 EIP alumni are pursuing their degrees at Mason, continuing their journey toward becoming the first in their families to earn a college degree.

The Early Identification Program has received numerous awards and recognitions over the years, including the SPARK Business Partnership Award (2024), ACT Virginia College Preparedness Award (2016), Arlington County Public Schools Volunteer & Partnership Program (2013), the Alexandria City Public Schools Partner in Education recognition (2010), and being present at the White House for the signing of the *High Hopes for College legislation* in 1998. In addition, George Mason University's Early Identification Program was also featured on Spotlight for Education on ABC Channel 7 news.



The Jack Wood Award for Town-Gown Relations is an annual award program recognizing individuals and groups in a variety of categories who have demonstrated leadership in fostering mutually beneficial relationships between the university and the community during the past year.

The award is named for John C. "Jack" Wood, Mayor of the Town of Fairfax from 1953-1964. Mayor Wood was the driving force for arranging a campus to be located on land adjacent to the town and deeding it to the Commonwealth of Virginia for the university, thus beginning a Town-Gown relationship.

COMMUNITY CATEGORY

DeShane Jones, BA '18 in Film and Video Studies, exemplifies the spirit of the Jack Wood Award through his unwavering commitment to fostering strong town-gown relationships between George Mason University and the City of Fairfax. He took the initiative to create lasting, positive change in the community through civic engagement and local advocacy.

In 2023, DeShane co-founded the Black Social & Culture Committee (BSCC). BSCC is a vital bridge between George Mason and the broader City of Fairfax community, ensuring that Black residents, students, and business owners can access spaces that celebrate culture, promote economic growth, and enhance civic engagement. Since its inception, BSCC has curated events that uplift the Black community, including social mixers, professional development workshops, and cultural celebrations. BSCC has partnered with the City of Fairfax to enhance the visibility and success of Black-owned businesses and cultural initiatives. He played a key role in organizing the City's 2024 Juneteenth celebration, bringing together local leaders, businesses, and residents to commemorate the historic event.

DeShane's leadership has laid the groundwork for a more inclusive and connected Fairfax, reinforcing the impact that university-community partnerships can have.

STUDENT CATEGORY

As featured recently in *The George*, the **Food Recovery Network (FRN)** is a student-run organization on campus that works diligently to foster relationships between George Mason and the community. Its mission is to combat food insecurity throughout the Greater Fairfax area while preventing waste at Mason Dining facilities. Serving three homeless shelters, with the furthest located in Alexandria, across two separate non-profit networks, FRN collects surplus food from Southside Dining Hall and Mason Events to donate twice a week during the semester.

Since its establishment at George Mason, the FRN has donated and saved over 1,600 pounds of food from entering landfills. This number includes over 750 pounds recovered in the 2024-2025 school year. Not only does FRN make a difference on campus, but it also assists the university in reaching its civic engagement and sustainability goals.

FACULTY/STAFF CATEGORY

Matt Rice is a faculty member in the Department of Geography and Geoinformation Science (GIS) in the College of Science at George Mason and has been a City of Fairfax resident since 2008. He has forged connections between the GIS program and City staff to tackle complex projects. Matt advises George Mason students working on projects that involve the City and its programs. Last fall, Rice organized a GIS Day at George Mason that included speakers from the City, including Mayor Catherine Read, and faculty panelists to a standing-room-only crowd. Matt works to bring George Mason students and programs together with the City's staff, boards, and projects to create opportunities for experiential learning and problem-solving. Those who have worked with Matt will attest to the positive outcomes he has coordinated over all these years.

GOVERNMENT CATEGORY

Arlington County Board Chair Takis Karantonis takes a proactive and enthusiastic approach to nurturing town-gown relations with George Mason University. In 2024, then Vice Chair Karantonis, an urban planner by profession, met with George Mason's Liza Wilson Durant, Paul Liberty, and Toni Andrews for an update on the Fuse building at Mason Square and the university's recently acquired real estate properties on Fairfax Drive. Takis suggested creating a capstone project for George Mason students. The project would have students envision a blue-sky ideation about the future state of a connected Mason Square and anchor destination for Arlington. George Mason's leadership enthusiastically received and encouraged the project. Seniors in the Civil and Infrastructure Engineering program have undertaken the project focused on the Mason Square campus and the conception of a unified, sustainable, pedestrian-friendly campus, incorporating multiple project ideas related to these themes and George Mason's Master Plan. Students have met with Takis and County staff throughout the process. The capstone will wrap up in May 2025. Without Takis' leadership, it is doubtful this impactful project – benefiting the university, community, and participating students – would have taken place.

PARTNERSHIP CATEGORY (an initiative created between a Mason entity and an external organization(s) to benefit both entities)

In 2024, the **Prince William County Community Services Board** and **George Mason's College of Public Health** launched the Peer Support Specialist Workforce Pipeline. The organizations joined forces to address a critical workforce need while creating professional development and service opportunities. This innovative program strengthens the behavioral health workforce by providing education, training, and pathways to employment for individuals with lived experience in substance abuse recovery. The program offers a comprehensive approach that combines academic instruction with practical, hands-on experience, ensuring participants are well-prepared to support community members in need.

The Peer Support Specialist Workforce Pipeline has seen remarkable outcomes, including a 75% retention rate of interns within the peer workforce or support system post-completion. Individuals with at least one year in recovery obtain the training and work experience to become Certified Peer Recovery

Specialists, often transitioning to full-time roles. Additionally, the return on investment, calculated at 188.46%, demonstrates significant cost savings and efficiency improvements, affirming the initiative's financial viability and impact.

LEGACY CATEGORY (The Legacy Award recognizes leadership achievement in town-gown relations over a period of time of five years or longer.)

Padmanabhan “Padhu” Seshaiyer is a professor and director in the Mathematical Sciences Department at George Mason. His dedication to K-12 STEM education, policy development, and education partnerships has significantly shaped Virginia's educational landscape.

Padhu is a regional leader in the K-12 STEM space. He's the driving force behind the George Mason University College of Science and Pinnacle Academy Northern Virginia Science and Engineering Fair for Elementary and Middle School Students. This unique event annually hosts over 150 students from Fairfax County, Fauquier County, Loudoun County, and Washington, D.C. It brings together George Mason students and faculty, corporate partners, elementary and middle school educators, and students and their families to promote the awareness of STEM to solve real-world problems.

He also organizes and chairs MATHCOUNTS activities in the Northern Virginia area. MATHCOUNTS is a national middle school math enrichment program offering competition and club activities designed to foster an appreciation of math.

Padhu spearheads professional development learning opportunities by fostering relationships between George Mason and statewide educational organizations and agencies. He holds multiple statewide positions, including as an appointed member of two different boards to the Office of the Governor (the VA STEM Advisory Board and the VA Workforce Development Board). He is an appointed member of the SCHEV AI-taskforce and a member of the Virginia Mathematics and Science Coalition. He helped to lead the Virginia Department of Education's higher education task force for Data Science Standards and Implementation for Virginia.

He also serves as Discover Engineering (DiscoverE)'s board president. Under his leadership, DiscoverE has developed a strategic framework focusing on increasing interest, deepening knowledge, strengthening skills, and creating opportunities for students and their families in engineering.

Padhu's contributions have a lasting impact on the region's educational system and beyond.

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Full Board Meeting
Thursday, February 27, 2025
Merten Hall, Hazel Conference Room (1201), Fairfax Campus**

MINUTES

PRESENT: Rector Cully Stimson, Vice Rector Mike Meese, Secretary Armand Alacbay, Visitors Horace Blackman, Reginald Brown (virtual), Lindsey Burke, Charles Cooper, Dolly Oberoi, Maureen Ohlhausen, Bob Pence, Jon Peterson, Nancy Prowitt, and Jeff Rosen.

ABSENT: Visitors Anjan Chimaladinne and Bill Hansen.

ALSO, PRESENT: Solon Simmons, Faculty Representative; Maria Cuesta, Undergraduate Student Representative; Carolyn Faith Hoffman, Graduate Student Representative; Rachel Spence, Staff Liaison; Gregory Washington, President; Gesele Durham, Vice Provost for Institutional Effectiveness and Planning; Amarda Shehu, Associate Vice President of Research and Chief AI Officer; Anne Gentry, University Counsel; and Scott Nichols, Interim Secretary pro tem.

I. Call to Order

Rector Stimson called the meeting to order at 12:30 p.m.

Rector Stimson informed the Board that Visitor Brown requested to participate remotely due to a personal matter, more specifically, for travel outside the DC region to attend a special event honoring a longtime family friend.

Citing the board's Electronic Meeting Participation policy, Rector Stimson **MOVED** to approve Visitor Brown's electronic participation in the meeting. The motion was **SECONDED** by Vice Rector Meese. The **MOTION CARRIED BY VOICE VOTE.**

Rector Stimson then welcomed Rachel Spence, who was recently elected as Chair of the Staff Senate, and accordingly now served as the Board of Visitors Staff Liaison. He also welcomed Bridget Higgins, Mason's new Executive Coordinator to the Board of Visitors and Secretary pro tem.

II. Approval of Minutes

A. Full Board Meeting Minutes for December 5, 2024 (ACTION ITEM)

Rector Stimson called for any corrections to the Full Board Meeting Minutes for December 5, 2024, that were provided for review in the board meeting materials. Hearing no corrections, the meeting minutes stood **APPROVED AS WRITTEN.**

III. Rector's Report

A. View from the Bridge

Rector Stimson noted several items:

- Thanked Dr. and Mrs. Washington for hosting the annual holiday reception at the Mathy House.
- Noted the Winter Graduation ceremony, where Maureen Scalia received an honorary degree and he praised the remarks made by the graduation speaker, George Schindler of CGI.
- He shared that he and Dr. Washington had met and communicated regularly since the previous board meeting.
- Vice Rector Meese met with the Graduate and Professional Student Association general assembly to discuss the role of the Board of Visitors and answer questions.
- He attended a prep meeting for the Finance & Land Use Committee with committee chair Bob Pence and Deb Dickenson, EVP for Finance and Administration.

- Noted the APDUC and Finance & Land Use committee meetings that occurred on February 13 and the value of holding committee meetings before the full board meeting day, noting their potential to save time on full board days. He encouraged non-committee members to view the meeting recordings online in advance of full board meetings.
- On February 13, the Scalia Law School hosted the *Scalia Dialogue*, where Supreme Court Justice Amy Coney Barrett engaged with Visitor Brown, Eugene Scalia, and a former law clerk of Justice Barrett.
- He expressed disappointment that the Virginia General Assembly did not confirm four board members, despite their qualifications and distinguished service: Kenneth Marcus, Marc Short, Farnaz Thompson, and Nina Rees. He noted that this decision negatively affects the university, board, leadership team, and community. He emphasized that board members serve as volunteer advocates, playing key roles in fundraising, networking, and representing the university to state and federal governments. He cautioned that it may discourage future board member service due to fears of "petty politics" (as noted by Governor Youngkin). He concluded by thanking the former members for their service and friendship.
- He shared that the Governor had appointed three new board members, with a fourth appointment being imminent.
 - He introduced Charles "Chuck" Cooper as one of the most distinguished attorneys in the country, having clerked for Justice William Rehnquist, served in the Justice Department as Deputy Assistant Attorney General in the Civil Rights division and as Assistant Attorney General for the office of Legal Counsel. He was a partner at two law firms before founding his own firm, Cooper & Kirk. Visitor Cooper thanked Rector Stimson for his comments and noted he looked forward to working with the board's distinguished members.
 - He then introduced Maureen Ohlhausen as an attorney and partner at Wilson Sonsini in the Antitrust and Competition division, having previously served on the Federal Trade Commission, including as Acting Chairman. She clerked on the DC Circuit Court, has been an adjunct professor at Scalia Law School, where she also received her law degree. Visitor Ohlhausen thanked Rector Stimson and shared she looked forward to supporting Mason.
 - He spoke to the appointment of William D. Hansen, who could not be present. Visitor Hansen was the Deputy Secretary of Education under President George W. Bush, as well as working in the Department of Commerce and Department of Energy. He is now the President and CEO of Building Hope, a nonprofit for charter school facilities, finance, and services. He is also a graduate of Mason.
- He noted several reminders for the board members and encouraged attendance where appropriate:
 - March 27: Opening of the Life Sciences and Engineering Building.
 - April 1: Board meeting to include public comment session on tuition and continuing education session.
 - April 17: Board committee meetings.
 - April 25: Hylton Performing Arts Center 15th Anniversary Gala.

B. Board of Visitors Meeting Schedules

1. Schedule for 2025-2026
2. Schedule for 2026-2027

Rector Stimson pointed to the proposed meeting schedules in the meeting materials and asked board members to review these schedules and provide their feedback to him and board staff, noting the vote for approval would take place at the May 1 meeting.

C. Board Self-Evaluation

Rector Stimson turned to the board self-evaluation, noting it was required to be completed every two years. He recognized Gesele Durham to present on the survey results. Dr. Durham provided an overview of the survey results, noting the following:

- The survey was sent to all board members, and received an 11/16 response rate, 69%.

- Respondents were generally positive on items measuring individual board member roles, with some concerns expressed about the volume and arrangement of meeting materials.
- Regarding meeting structure and effectiveness, concerns were expressed regarding information sharing, climate, and goal setting processes.
- She then outlined feedback specific to the board's standing committees:
 - APDUC: feedback noted an exceptional chair, strong participation, and good communication, with a desire to better prioritize topics for meetings.
 - Finance and Land Use: strengths included focused efforts on understanding the budget, dedicated committee members, and improved clarity. Areas for improvement included financial support for the Law School, need for clearer reporting on the budget, delivery of timely budget information, and requesting better context and prioritization of capital projects.
 - Audit, Risk, & Compliance: Strengths included effective leadership from the chair and communication from Ed Dittmeier.
 - Research: Strengths included collaboration between the chair and VP and valuable research from professors. It was requested for presentations at the full BOV meeting to be more strategic and concise and a need for greater knowledge in high-impact research and federal grant funding was expressed.
 - Development: Strong leadership from the chair was cited. Concerns included the effectiveness of the head of development and a need for stronger leadership in fundraising.
- Board members indicated the following as the highest priority strategic issues, in priority order: financial sustainability, long-range planning, new academic offerings, and ensuring the success of the president.
- Board members noted the following ways that board effectiveness could be enhanced: greater transparency, maintaining separate committee meetings, using a consent agenda, asserting legal prerogatives, developing a long-term vision, continued campus visits, and increased collaboration.
- Members noted the following items to eliminate from discussion: debates about funding for the law school, DEI-related programs, and reduce Research Committee briefings to twice per year.
- Members expressed a desire to add the following discussion topics: strategic planning for West Campus, admissions policies and fundraising strategies, leveraging GMU's advantages compared to other regional institutions, and a long-term university vision.
- Additional information was requested on the following topics: detailed breakdown of DEI staffing, costs, and curriculum integration; fiscal impacts of tenure appointments and athletic coaching contracts; and trends in program enrollment and yield rate changes.
- Members noted the following ways the board can make its work more effective: increased social interactions, expand standalone committee meetings, and encourage board members to raise issues before meetings to allow staff to prepare.

Rector Stimson noted that he, Visitor Blackman (as former rector), and Vice Rector Meese would discuss the findings and ways of improving board processes. Solon Simmons asked if non-voting board participants were included in the self-evaluation process, to which Dr. Durham replied that it was only distributed to board members. Dr. Simmons then asked if there was interest in engaging the faculty, staff, and students to contribute to the process. Rector Stimson responded in the affirmative, and asked Dr. Durham if SACS COC or SCHEV would allow for that. She responded that there was nothing that prohibited that type of engagement. Rector Stimson also noted a desire for future survey to include the specific timeline for which the survey covered.

IV. President's Report

Rector Stimson recognized President Washington for his report. President Washington reported the following:

- Graduated the largest class in the university's history and enrolled the largest, most academically competitive incoming class. He noted a slight decline in graduate enrollment of 1.1%, largely due to national graduate enrollment trends.
- Achieved leading online rankings, with Mason ranking in 9 of 13 categories—the highest among Virginia institutions.

- The preliminary reconciled budget from the General Assembly is highly favorable for Mason, potentially marking the best budget year ever, pending its passage.
- Research expenditures are on an upward trend, underscoring a thriving research enterprise.
- It may be a challenge to meet the year's \$110 million fundraising goal, but noted that the current number of \$40.3 million does not include several large gifts that were recently received, and that most large gifts tend to be made in the spring. He further noted that Mason has raised over \$100M annually five times in its history, with four of those years being within the last five years. He commended the efforts of the Advancement staff.
- He spoke to the impact of recent executive orders:
 - Roughly 25 executive orders potentially affecting George Mason.
 - The orders that affect Mason are divided into three categories:
 - DEI
 - Country of origin (to include immigration status and foreign aid support)
 - Government agency restructuring
 - A comprehensive compliance review is underway, including revising website language to ensure consistency with programs and Mason's institutional values. He noted that Mason leadership believes Mason is currently compliant, and has been for the last year. He further noted the need to review language in programs and initiatives aligns with what those programs and initiatives actually do.
 - Going forward, Mason intends to "play the long game" by establishing systems to prepare for future executive orders rather than only reacting to current ones. It will also be important to expand external partnerships that support Mason, and to be prepared for constant change and work quickly and collaboratively to respond.
- "Grand Challenge" problems represent the most critical needs of the planet and our society and areas where the university will allocate its limited funding.
 - Six key grand challenges have been identified to drive the university's future research and impact:
 - Advancing 21st-century education for all.
 - Building a climate-resilient society.
 - Driving responsible digital innovation and sustainable cyberinfrastructure.
 - Improving human health, well-being, and preparedness.
 - Pioneering space exploration, research, and collaboration for humanity.
 - Strengthening peace, trust, and engagement in democracy.
 - Planned investments total \$15 million over the next five years to support talent, projects, seed funding, and necessary infrastructure.
- He then spoke to the recent *House v. NCAA* settlement relating to student athlete compensation and how it impacts Mason.
 - The settlement requires a 10-year payment schedule for back damages of \$2.8 billion across all NCAA institutions. This amounts to \$400,000 each year for Mason, totaling \$4 million. Going forward, institutions are required to share revenue with student athletes.
 - For Division I institutions, there is a revenue-sharing cap of about \$20.5 million per institution, broken down approximately as follows:
 - 70% for football (not applicable to Mason).
 - 15% for men's basketball.
 - 10% for women's basketball.
 - 5% for all other sports.
 - Specific estimates include an additional \$1 million in compensation for men's basketball this year, potentially rising to about \$3 million over the next three years. Overall additional athletic costs for all Mason sports expected to reach between \$7–9 million over three years.
 - Adjustments in coaching salaries are also under consideration to retain top coaching talent.
 - Emphasized the importance and benefit of opting into this process, which is required for retaining Division I status.

- Provided an overview of key elements of Mason’s long-term planning vision, *Mason 2050*.
 - Mason will be a fully vertically integrated university meeting the needs of an evolving DC, Maryland, and Virginia region while actively mitigating global grand challenges. This includes redesigning the Fairfax campus, expanded residential components at Mason Square, and a community-integrated SciTech Campus.
 - The long-range vision aims to grow the student body to approximately 45,000 on-campus students, plus an additional 15,000–20,000 online students.
 - Key capital projects include:
 - Renovating EagleBank Arena to upgrade locker rooms, training facilities, and event spaces.
 - Constructing a pedestrian bridge across Ox Road at University Drive.
 - Developing a Living-Learning Village, likely integrated with the Costello College of Business, to alleviate student housing shortages.
 - Expanding faculty housing at the Science and Technology Campus.
 - Renovating Vernon Smith Hall at Mason Square to provide more affordable housing for students.
 - Upgrading athletic facilities with plans for a high-performance training center, a redesigned baseball field, and a redesigned Center for the Arts.
 - Detailed planning sessions are scheduled with board members over the coming month to review project estimates and timelines.

Discussion ensued:

- Carolyn Hoffman asked about the Law School’s webpage on DEI being taken down. President Washington responded that while programs were being reviewed, the original webpages had been taken down as a precautionary step, and that once they were updated, they would be put back online.
- Visitor Rosen asked if the plan was for the university to comply with the recent executive orders in order to protect federal funding. President Washington responded that upon a cursory review, it is believed that Mason is compliant. He continued that if noncompliance was found, then plan was to utilize the outlined mechanisms to bring them into compliance.
- Visitor Peterson commented that Mason was fortunate to own nearby land, which provides options and opportunities. He recommended establishing some initial ground rules for the land early on, in order to be more unified and prevent “false starts” during later stages of potential projects.
- Vice Rector Meese asked how the proposed capital projects aligned with the Strategic Plan that was approved two years prior. President Washington responded that the Strategic Plan outlined the flexibility to accomplish projects of this nature, and that these projects do not represent a change to the plan.
- Visitor Prowitt emphasized that these projects are investments for the future.
- Visitor Blackman remarked that Mason is far behind the market when it comes to investments in athletics. Citing Visitor Prowitt’s comments about investing for the future, he noted that when Mason went to the Final Four in 2006, the athletics budget was \$11 million, but the economic return on that accomplishment was around \$700 million.

V. AI Update

Rector Stimson recognized Amarda Shehu, Associate Vice President of Research and Chief AI Officer to provide an update on Mason’s AI initiatives. Along with Charmaine Madison, Vice President and CIO, Dr. Shehu reported the following:

- Mason’s AI Taskforce, launched in Fall 2024, consists of over seventy members, bridges academic and non-academic units, and brings together faculty, students, and staff to guide the future of the university in all aspects of our AI Strategy
- Emphasized the institution's holistic approach to integrating AI across student outcomes, faculty outcomes, and operational efficiencies and outlined the guiding principles for AI use.
- Introduced four AI initiatives at Mason:

- **Integrate AI:** A strategic partnership with Microsoft and Cloud Force to embed AI capabilities throughout the institution. Described plans to build a robust AI ecosystem by establishing foundational security measures, providing a comprehensive AI toolkit, and promoting AI literacy among users. Emphasized that the platform's secure and scalable design will support accessible and high-performance AI services.
- **Inspire with AI:** Advance AI literacy as a core university outcome for all students, faculty, and staff. Noted that one AI course has been operational since 2024 and a pilot course for building AI agents is scheduled for 2025. Mason currently offers more than 100 active core and interdisciplinary AI-related courses across its colleges and schools.
- **Innovate AI:** Positions Mason as a leader in AI research and innovation, and provided examples of high-impact projects:
 - AI-enhanced mixed reality training for emergency response.
 - Conversational agents aimed at improving mental health outcomes.
 - Applications of large language models to foster K-12 mathematical competencies.
 - AI-driven conservation efforts.
- **Impact with AI:** Outlined efforts to forge strong partnerships with industry and government, including the AI-in-Gov Council that collaborates with public sector technology providers to develop AI solutions for all levels of government. Identified FUSE as a key model for community engagement and a hub for educational activities in AI.

Visitor Oberoi offered her support and assistance in connecting Mason with local industry to educate and upskill the region's workforce in AI.

VI. Committee Reports

A. Audit, Risk, and Compliance Committee

Visitor Oberoi reported on the Audit, Risk and Compliance Committee meeting, providing a summary of the presentations received by Nusrat Sultana, Provost James Antony, and reports covering Audit, Enterprise Risk Management, Institutional Compliance, and IT Risk and Control Infrastructure.

B. Research Committee

Visitor Prowitt reported on the Research Committee meeting, providing a summary of the presentation received by Andre Marshall (Vice President for Research, Innovation, and Economic Impact).

C. Development Committee

Visitor Peterson reported on the Development Committee meeting, providing a summary of the presentations received by Brian Drummond (Secretary, GMUF Board of Trustees) and Marvin Lewis (Assistant Vice President and Director of Intercollegiate Athletics).

D. Academic Programs, Diversity, and University Community Committee

1. Program Actions
 - a. Degree Program Closure
 - i. MS Marketing (**ACTION ITEM**)
2. Faculty Actions
 - a. Conferral of Emeritus/Emerita Status (**ACTION ITEM**)
 - b. Elections of New Tenured Faculty (**ACTION ITEM**)
3. Antisemitism Resolution (**ACTION ITEM**)

Visitor Burke reported on the activities of the February 13 APDUC Committee meeting, providing a summary of the presentation given by Provost Antony. Visitor Burke then **MOVED** that the board approve the following action items, en bloc, as they are provided in the meeting materials:

- Degree Program Closure: MS Marketing
- Conferral of Emeritus/Emerita Status
- Elections of New Tenured Faculty

The motion was **SECONDED** by Visitor Prowitt. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

Yes: 12

Absent: Visitors Brown, Chimaladinne, and Hansen

Visitor Burke continued her report, sharing that the APDUC Committee held an initial conversation on the Antisemitism Resolution, and that following the conversation Visitor Rosen worked with Mason leadership to revise and clarify the resolution language. She recognized Visitor Rosen to address that effort. Visitor Rosen reported the following:

- Following the initial draft review at the APDUC committee meeting, discussions were held with university staff, including Rose Pascarell and Sharnnia Artis. These additional discussions resulted in a revised resolution with two pages of “whereas” recitals of actions the university has already taken, and four “resolved” paragraphs, with those four provisions being:
 - **Publication of a Fact Sheet:** The university will publish a fact sheet on antisemitism that aligns with its existing nondiscrimination policies, ensuring consistency in addressing discrimination. This measure is intended to elevate the treatment of antisemitism to the same standard as other discrimination issues.
 - **Guidance and Training:** Mason employees will receive specific guidance on antisemitism as part of their annual training. Applicants will be provided with access to the university’s nondiscrimination policies.
 - **Non-Sponsorship of Antisemitic Events:** The university will refrain from sponsoring or formally endorsing any events that are announced as being antisemitic.
 - **Discrimination Policy Enforcement:** A clear policy will be established to prohibit discrimination based on Jewish ancestry or Israeli national origin, with violations managed through established disciplinary processes.
- He noted that the resolution builds on the university’s past efforts and addresses the rising issue of antisemitism on campuses, aligning with recent federal actions. He further noted that it explicitly states that free expression rights are not affected and that the resolution complies with state and federal guidelines, including federal Executive Order 14188. He added that some comments received spoke to the IHRA definition of antisemitism, but that Mason already utilizes this definition per Virginia law, the Department of Education, and the State Department.

Visitor Rosen then **MOVED** that the board adopt the revised resolution as it is provided in the meeting materials. The motion was **SECONDED** by Visitor Pence. Rector Stimson called for discussion on the motion. Discussion ensued:

- Several participants, including Ms. Hoffman, President Washington, and Visitor Blackman expressed concerns about what constituted an “endorsement” or “sponsorship” of an event by the university, noting that it could be too broad and potentially be applied to discussions about Israel and Palestine, educational trips, courses, or academic discourse. In response, Visitors Rosen, Pence, and Cooper said the resolution is narrowly tailored to apply to events with an explicitly antisemitic stance, and that the meaning of the university sponsoring or endorsing an event is clear at face value.
- Some participants, including President Washington, Dr. Simmons (on behalf of the faculty), and Ms. Cuesta questioned if the resolution could have an impact on free speech or academic freedom. Visitor

Rosen emphasized that the resolution does not curtail free speech or academic freedom, but only prevents the university from aligning itself with positions that are antisemitic.

- Visitor Blackman, Visitor Oberoi, and Secretary Alacbay asked questions relating to the clarity or consistency of the resolution, such as what problem the resolution addresses, or if the language could be clearer, particularly if more specific examples of an “official sponsorship” could be included. Vice Rector Meese and Visitor Rosen both offered responses, with Vice Rector Meese pointing out that the revisions in the new version of the resolution addressed the clarity issues. Visitor Rosen expressed that people understand what an “endorsement” means, and that an exhaustive definition or list of examples is not practical, as people may try to find ways around them.

Following the discussion, Rector Stimson called for the vote. The **MOTION CARRIED BY MAJORITY ROLL CALL VOTE (Attachment 2).**

Yes: 8

No: 4

Abstain: 1 – Secretary Alacbay

Absent: Visitors Chimaladinne and Hansen

E. Finance & Land Use Committee

Visitor Pence provided a summary of the Finance & Land Use Committee meeting on February 13. He then **MOVED** that the board approve the FY2026 Room and Board Rates as they were provided in the meeting materials. The motion was **SECONDED** by Visitor Burke. **THE MOTION PASSED BY MAJORITY ROLL CALL VOTE.**

Yes: 12

No: 1

Absent: Visitors Chimaladinne and Hansen

Visitor Rosen brought the board’s attention to the upcoming vote on tuition and fees in May, and advised the board to review the budget options in the meeting materials in advance of that vote, so that they may advise staff if there is any data they require for that decision. He expressed his view that there should not be a tuition increase this year.

XI. Closed Session

- A. Gifts, Bequests, and Fundraising Activities (Code of VA: §2.2-3711.A.9)
- 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)

Vice Rector Meese **MOVED** that the board go into Closed Session under the provisions of Section 2.2-3711.A.9 for discussion on gifts, bequests, and fundraising activities to discuss a philanthropic naming opportunity; Section 2.2-3711.A.7 for Consultation with legal counsel pertaining to actual or probable litigation including briefings on:

Akerman v. GMU
Cerankosky et al. v. Washington, et al.
Jeong v. GMU
Morrison v. GMU et al.
De Raspide Ross v. Mason
Wright v. GMU et al.
Zahabi v. GMU et al.

Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned and subsequent items and pending investigations; and Section 2.2-3711.A.1 for a Personnel Matter, to discuss the performance of specific university personnel. The motion was **SECONDED** by Secretary Alabay. **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 board 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, Hansen, Oberoi, Ohlhausen, and Pence.

A. Adjournment

Rector Stimson called for any additional business to come before the board. Hearing none, he adjourned the meeting at 4:36 p.m.

Prepared by:
Scott Nichols
Interim Secretary pro tem

Attachments:

1. Written Public Comments for February 13 and February 27 Meetings
2. Antisemitism Resolution

Public Comments

Received for February 13 and February 27 Board of visitors Meetings

Full Name:	Mason Affiliation	Written Comment
Joseph jarjourah	Student	Anti-Zionism is not racist in any way. And I would repeat that a million times, Zionism is not related to any religion or race. It is related to a belief that killing Palestinians and being on the oppressive side of a genocide is okay and normal. Being an Anti-Zionist is not in any way causing hatred to a Jewish community but proving a point that Palestinian lives matter. That in fact the idea of proposing that Anti-Zionism is even possibly racist is actually racist towards Palestinians. Because it clearly states that their lives don't matter just because of an incorrect ideology.
Kay Linwood	Community Member	I am deeply disturbed by the pure lack of knowledge an institution holds around an extremist political ideology like Zionism. If you know this as a university and ignore it for financial reasons, remember that no amount of money can buy us out of hell. Condemning students, the ones who pay you for education, for speaking against a humanitarian atrocity is downright atrocious. May you realize the horrible side of history that George Mason University will fall into should it continue to perpetuate violence against students and stand as an institution that upholds the denial of genocide. Shame.
Jane Doe	Faculty	Antizionism is not racism. Antizionism is not racism. Antizionism is not racism.
Fairouz Ouikhlfen	Student	Recommendation for consideration of the alternative, Jerusalem Declaration on Antisemitism (https://jerusalemdeclaration.org/) referenced in this explanatory +972 article (https://www.972mag.com/ihra-antisemitism-israel-inversion-projection/). +972 describes itself as "an independent, online, nonprofit magazine run by a group of Palestinian and Israeli journalists." The university would be committing a fallacy to ignore or override the views of civically engaged Israeli citizens and adjacent reporters such as Democracy Now's Amy Goodman, without careful and unpolitical analysis. Zionism is a political movement involving American Christians in addition to numerous other backgrounds. In aligning it with features students or faculty cannot change about themselves without reasonable distress (ethnic markers, physical appearance, names, ancestry, nationality, or heritage), the university will politicize the fight against hate.
Declan Rees	Student	Conflating criticisms of Zionism as racist will only make the campus less safe. Zionism, unlike the Jewish faith, is an ideology. It is young, only coming into the world stage in the 20th century. It's creation was an attempt to answer the "Jewish Question" and many of its founding members cooperated with known Nazi sympathizers during the holocaust. In its innate principles it pushes for the development and maintenance of Ethno-state in the holy land, an area where many different peoples call to. The subjugation and genocidal aggression to the native Palestinian population sense the Nakba, especially in the past year, has been demoralizing. If you try to make it impossible to criticize the state of Israel or the ideology of Zionism you will be putting countless students in danger. I cannot express it more fervently, do not do this
Robert Zigmund	Staff	I am writing to oppose Jeff Rosen's proposal regarding criticism of Zionism. This proposal is a disgraceful and authoritarian attempt to censor our students in their opposition to genocide.
sara babb	alum	Anti-Zionism is anti-Apartheid. Do not conflate anti-semitism with anti-Zionism. Protect the right to fight for human rights. Reject the proposal of defining anti-zionism as racism. The truth is that zionism is racist and led to a genocide of Palestinians.
Laurie B.	Concerned citizen	Anti-zionism is Not racism!
Ryan Nary	Community Member	I am an Arlington resident and thus I share neighborhood space with GMU's Ballston campus. I want to express in the strongest possible terms my opposition to GMU adopting the IHRA definitions of antisemitism, which dangerously conflates criticism of Israel with antisemitism.
Sofia Nicholas	Student	Anti-Zionism is just and necessary. It is resistance to the hegemonic powers trying to steal Palestinian land and life. Anti-Zionism is not antisemitic and conflating the two is dangerous.
Siwar Masannat	Alumnus	The conflation of Zionism with a protected identity, on the one hand, and with Judaism as a religious identity, on the other, is not only erroneous but also dangerous. Zionism is a settler colonial ideology and systematic practice that has resulted in the genocide and successive mass displacement of Palestinians for more than seventy years. Zionism endangers Jewish people and Palestinians alike, and many Jewish people in our GMU community oppose Zionism based on the facts gathered by international agencies and bodies that have found Israel to be guilty of ethnic cleansing, genocide, apartheid, war crimes and torture based on meticulously gathered evidence and verified testimonies. Criminalizing the brave and conscientious actions of students, staff, and faculty who critique and oppose settler colonialism and genocide endangers them, their educational journeys and livelihoods. GMU, this is a shameful and unconscionable measure meant to stifle dissent against genocide and dispossession at a moment of heightened US fascism. Do better.
Stephen D'Alessio	Student	I am writing to oppose the measure from Jeff Rosen to equate all criticism of Zionism with antisemitism. As a George Mason student it is important to me that we oppose antisemitism and make sure that students of all backgrounds are welcomed and empowered. However, all criticism of Zionism is not antisemitic and the rights of students who want to fight for Palestinian rights need to be respected as well. Please oppose this proposal.
Anonymously	Alum and CVPA Board Member	I strongly oppose the proposed adoption of the International Holocaust Remembrance Alliance(IHRA) Working Definition of Anti-Semitism which conflates Zionism with anti-semitism. Leader across universities and institutions across the country are wary of this definition because of its intention to suppress criticism of Israel. It would shameful and misguided for GMU to adopt a policy which will in turn suppress free speech and any anti-Israel criticism which is not a criticism of Jewishness.
K Hoffman	Community Member	As an institution of higher learning, the inclusion of anti-Zionism in a definition of anti-Semitic activities is a far reach. Please remove all mentions of Zionism in your DEI initiatives.

		<p>Claiming that Zionism is a Jewish identity is an insult to many Jewish people. That's like saying that all Christians identify as MAGA Republicans. No religion is a political monolith and this argument is exactly why the USA is predicated on the principle that we must separate church and state.</p> <p>GMU should encourage debate about politics and support free speech when bad policies are harming people.</p> <p>Stepping on the free speech of students in the USA in order to defend a foreign state's willful acts of genocide and apartheid is not a smart decision. Do better, GMU.</p>
Anonymous	Staff	<p>Anti-Zionism cannot be equated to racism or anti-semitism. To think so is to be greatly uninformed. Recognizing the livelihood and rights of the Palestinian people is not anti-semitism (see work by scholar Edward Said to learn more). Criminalizing, punishing, or otherwise preventing pro-Palestinian speech is suppression, and it is especially harsh coming from a university that lauds itself for its diversity and inclusion.</p>
Ruby Hayes	Student	<p>Comment regarding the antisemitism resolution: The safety of Jewish people and keeping anti-Semitism off campus is important. However, anti-Zionist beliefs are not inherently anti-Semitic. Being anti-Zionist is to oppose the State of Israel that has been occupying Palestinian land and killing thousands of Palestinians for decades.</p>
Jacqueline Green	Alumna	<p>Hello, I am writing to urge you to vote NO on the resolution brought forward by Jeffrey Rosen to criminalize critiques of Zionism and genocide both on and off GMU campus.</p> <p>This resolution, if passed, would open the door for school officials to harass and persecute students and student organizations with whom they disagree, or based on their race, religion or ethnicity. Based on the violent assault on student peace protests during the 2023-2024 school year, this is likely to embolden further harassment and persecution of peace and human rights activists, and those who oppose genocide and apartheid.</p> <p>Students have the right to freely advocate and express their opinions, particularly in academic settings that are intended for free thought and inquiry. For example, targeting students for supporting Palestinian rights is a serious violation of freedom of speech, as enshrined in the first amendment of the constitution. If passed, this resolution would violate those rights. Historically, resolutions like this have been disproportionately used against minority and marginalized communities, and particularly targeted against Palestinian-American, Arab-American and Muslim-American communities.</p> <p>The ACLU has responded to resolutions like this across the country in the "Open Letter to Colleges and University Leaders: Reject Efforts to Restrict Constitutionally Protected Speech on Campuses." (https://www.aclu.org/documents/open-letter-to-colleges-and-university-leaders-reject-efforts-to-restrict-constitutionally-protected-speech-on-campus).</p> <p>Like the ACLU, I urge you to vote NO on this resolution and protect ALL GMU students' right to free speech both on and off campus.</p> <p>Thank you for your time.</p>
Roxanne Freeman	Student	<p>Anti-zionism is not anti-Semitism and the suppression of pro Palestine voices is a violation of our rights to free speech.</p>
Omar Abaza	Student	<p>The definition of Zionism, a noun, "a movement for (originally) the re-establishment and (now) the development and protection of a Jewish nation in what is now Israel." The same thing is real that is now wanted by the International criminal court for crimes against humanity. This decision alone, by definition, would be considered anti-Zionist. So you gonna be able to talk about the ICC ruling without being called anti-Zionist? They Can't Criticize Israel without being called anti-Zionist? How is it that students can criticize the American government but not the Israeli one? This is all, besides the fact that Zionism is founded by The British government and the ethnic cleansing of the native people Palestine.</p>
Anonymous	Alumni	<p>It is unacceptable to criminalize free speech on any US campus. We have the right to a voice and we the right to be heard, please don't let your decision betray the values and foundational principles of our beautiful university.</p>
Jude Schroder	Community Member	<p>I advise the board to swiftly reject Jeffrey Rosen's proposed resolution regarding "antisemitism." Anti-Zionism is not antisemitism, and yet this resolution dangerously equates the two. This resolution will not make GMU safer. In fact, it will silence and exclude anyone in support of Palestinian liberation and autonomy. Furthermore, there are many, many Anti-Zionist Jewish people, however, this resolution mischaracterizes "Jewish identity" as Zionist. If this resolution passes, it would solidify GMU's institutional stance that it is in support of genocide and willing to punish anyone who dares to question the atrocities committed against the Palestinian people. This resolution hides behind language of DEI. I urge the board to consider the students, faculty, and community members it would be silencing and excluding with this resolution.</p>
Jill DeWitt	Alumni	<p>This resolution is a violation of free speech. The board should be ashamed of even considering an anti-human rights restriction on the freedom of students, faculty, and staff to support a free Palestine. This action would make me ashamed to be an alumni and I will never donate to any institution that restricts free speech.</p>
Janet Freeman	Alumni	<p>It is unconstitutional to bar free speech. Please reject Rosen's proposal.</p>
Kristin Samuelian	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>

S Hamdani	Faculty	Discussing policies of any state is fundamental to the principles of free speech and intellectual inquiry fundamental to society and to any university mission. Doing so does not constitute racism of any kind, or antisemitism. I therefore oppose this resolution for censoring any discussion of the state of Israel's policy with regard to the human rights or right to self-determination of Palestinians.
Michael Chang	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p> <p>Thank you, as always, for taking action. As we just learned from our victory blocking three additional partisan extremists from the BOV, we have a lot of power when we join together and fight!</p>
Eli Nguyen	Staff	<p>Forbidding any criticism of Zionism is a flagrant disregard for our right to free speech. In the current political climate protecting our fundamental rights should be of the utmost importance. No ideology is above critique, no ideology warrants being held away from any discussion. Who does it benefit to prohibit critique of an ideology? What other ideologies are given this same privilege?</p> <p>As a student of the Jimmy and Roslyn Carter School for Peace and Conflict Resolution I think it's imperative that we are able to have open discussion about political ideologies and their geopolitical consequences. Restricting this by prohibiting anything that may be construed as criticism of Zionism as a political ideology is reckless, and a restriction on the academic study being done at Mason. It's alarming to me that GMU, a school which prides itself on its diversity and open mindedness would consider a resolution that so clearly seeks to negate its own core values.</p>
Samirah Alkassim	Faculty	<p>Dear APDUC Committee Members,</p> <p>I strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. This resolution must be rejected, and I urge all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Once this politicized attempt to criminalize legitimate speech and inquiry is behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Angelica Zayid	Student	Antisemitism and Zionism are not the same. Supporting Palestinians is about advocating for equality, not discrimination. No matter their faith—Jewish, Muslim, Christian, atheist, or otherwise—people should treat each other with love and respect. There is nothing antisemitic about expressing concern for the thousands of innocent children caught in the crossfire.
Benjamin Steger	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Rose Cherubin	Faculty	<p>I strongly reject antisemitism and antisemitic ideologies, and I strongly support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. Criticism of the current state of Israel is not equivalent to criticizing the idea of a Jewish state, for the idea of a Jewish state does not imply adherence to the current state's policies, and can include the recognition of a Palestinian (also a semitic group) state alongside it. Indeed, many Israelis support the idea of a Jewish state and a Paletstinian state coexisting, and strongly oppose their own government's policies.</p> <p>In its current form, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can move ahead to crafting just and effective language that include ethnic identity and shared heritage in Mason's anti-discrimination policy.</p>
Alexander Monea	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p>

		Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.
Ella Duncan-High	Student	Anti-Zionism is not racism. Protect free speech. How dare you try and silence students on campus.
Carlin Decker	Staff	On the Topic of the recent resolution proposed by Jeffery Rosen, to criminalize criticism of Zionism, this resolution should be struck down. Being critical of a nation or a political philosophy it practices is a form a free speech protected under the First Amendment. Limiting the community's freedom of speech is a direct violation of their First Amendment rights.
Ellen Gurung	Alumni	I am writing to express my frustration about the recent GMU Board of Visitors Resolution regarding the condemnation of students who engage in anti-Zionist language, behavior, and activism. Zionism is not an integral part of Jewish identity nor should be considered antisemitic as explained by numerous Jewish activists. Israel is a colonial project that is currently responsible for an ongoing genocide against Palestinian people, and with GMU having such a large West Asian/Middle-Eastern population I would hope that GMU would consider the many students whose family and friends are deeply impacted by the atrocities that Israel is committing. As an alumni I will not financially support GMU in any donation or fundraising activities if this resolution is put in place. This is not the first time that GMU has worked to shut down leftist student activism efforts and I am ashamed to call GMU my alma mater.
Anonymous Staff Member	Staff	I would like to put forth a condemnation of Jeffrey Rosen's resolution to classify criticism of Israel as hate speech. Israel and Judaism are not one and the same. Judaism is a beautiful and ancient faith. Israel is a nation, which should not be exempt from the same criticisms other nations face. Jewish people do not unilaterally support Israel, and for the university to criminalize the discussion of the topic is to decide for those people what is acceptable speech from Jews. The university also runs the risk of having to enforce penalties for "antisemitism" on community members who are Jewish. This initiative is such a misstep from the University, please do not try to prevent our university from being a forum for such important conversation.
Mackenzie Liu	Student	As a Jewish individual, Israel is a key part of my identity. The prayers I say everyday mention Israel and its people. I'm a proud Zionist who believes that the Jewish people have the right to live in Israel. The harassment I have received on campus for the past year and a half has been nonstop. Often acts of anti-semitism like calling the Star of David offensive is stated to be anti-Zionist by people on this campus. My friends and I have been called countless names that are inappropriate and harmful. Again they were disguised under the name of anti-Zionism. I was left in tears one day after painting the star on one of Wilkins Plaza paintable walls. Six people yelled and circled around me, but claimed they were anti-Zionist and not anti-Semitic. The student government DEI committee has shown clear bias and refuses to acknowledge anti-semitism. Instead their meeting notes consist of anti-Zionist and anti-Israel rhetoric. The chairs of the committee even labeled a presentation on antisemitism as something that didn't involve them. Being a Zionist goes beyond the Jewish community. I have friends who are not Jewish and have received anti-Semitic harassment for supporting Israel. This further proves that the Jewish people and Zionism are linked. The climate on campus has been extremely hostile for Jewish and Zionist students. Our voices are being silenced by people who think we shouldn't exist or that a Jewish student born in Israel is a colonizer. We have been left out of student government meetings and communications about anti-Zionist legislative decisions.
Elizabeth DeMulder	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Betty Aquino	Community Member	I've heard that Mason is considering a proposal to criminalize the criticism of Zionism on campus and I am deeply concerned by this proposal as it infringes on the students right to free speech.
Grace Larsen	Student	Please pass it, I often don't feel safe on campus because I am an open Zionist. I have received antisemitic messages, snide remarks, and have been given long glares at GMU.
Laura Buckwald	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee meeting.</p> <p>I reject antisemitism and antisemitic ideologies and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. However, this resolution is not about protecting students and faculty from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing and blocking free speech that supports the human rights of Palestinians. The policies of any nation need to be open to free discussion and debate. Any criticisms of Israeli state policies have nothing to do with antisemitism, just as criticisms of U.S. policy do not make one anti-American.</p> <p>As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate free speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p> <p>Thank you.</p>

Hannah Landsberger	Alumni	I am deeply concerned about the antisemitism resolution and urge the committee not to approve it. The conflation of all Jewish people with the state of Israel is a dangerous and incorrect assumption to codify into policy on campus, and will be used to restrict free speech and students' rights to protest. As a Jewish descendant of Holocaust survivors, I can testify to the fact that the duty to protest injustice, including against governments that are executing a genocide not dissimilar to the one that my grandparents survived, is a critical part of Judaism. Students, including Jewish students, must not have their right to protest curtailed.
Ana	Student	Mason is suppressing Arab and Palestinian students, prohibiting them from criticizing Zionism, which is a belief system that is accountable for the deaths of hundreds of thousands of people. This complacency in conflating Zionism with racism will tarnish Mason's already tumultuous history. Students should have the right to oppose a system that negatively impacts their homes as well as work towards disclosure and divestment. George Mason has praised itself for its diversity and consistently brands students of color on its websites; however, it appears to lack the resources and commitment to support these students adequately. This proposal, even being considered, highlights how Mason falls short in its alleged pursuit of genuine equity; approving it will only further isolate students. Regardless of administrative decisions, students will persist in making their voices heard.
Elizabeth Ann Kelly	Community Member	Zionism is an idea, not an identity. Just as criticizing our own government is a basic part of freedom of speech, criticizing another government or the actions of another nation is a basic part of freedom of speech. Students must be free to criticize the philosophy of Zionism and the actions of the government and nation of Israel (and the actions of all other governments and nations).
Emily Haines	Community Member	<p>I am writing to express concern and opposition to the proposal before the Board of Visitors that suggests adding Zionism protection to university policy as part of the University's protections from antisemitism.</p> <p>I personally have family and friends who are Jewish and who have even been harassed, so I am completely sympathetic to the desire to protect Jewish students and community members from antisemitic attacks. However, Zionism is very specifically a political ideology, not an identity, and it must be open to debate on a college campus where difficult ideas are meant to be discussed. Zionism is an ideology that can be extremely harmful, and has inherent racist and colonial roots, asserting that Jewish people have an absolute right to land that Palestinian people already owned before they arrive, and even that violence is acceptable to secure that land. The University's place in such debate, if it has one, is only to ensure all sides are respectful and that discussion is around beliefs and actions, not ad hominem attacks on who someone is that cannot be changed- Zionism is not unchanging, it is a political position. The assertion that Zionism is central to many Jewish people's identity, therefore Zionism must be protected, is a false equivalence. Many Catholics believe deeply that abortion is murder and define themselves as pro-life, but we do not consider pro-choice rhetoric, even against the Catholic Church establishment, to be anti-Catholic hate speech no matter how deeply held those beliefs may be. Zionism is the same. Just because it uses religious reasoning does not place it above reproach.</p> <p>It may be uncomfortable to allow such discussions on campus, but it doesn't make them less important to have, and groups that are already being silenced elsewhere such as Arabs and Palestinians, and even pacifists like Quakers, need academic spaces to be protected venues for free speech.</p> <p>The University, in specifically protecting Zionism, would be taking a racist and biased position itself under the guise of protecting one group from another. Please, reject this proposal, and use other methods to protect your Jewish students and faculty from direct antisemitism, without silencing legitimate criticism of a foreign government's ideology.</p>
Laura Dempsey	Community Member	<p>It's come to my attention that this board is considering criminalizing the criticism of Zionism. This nationalistic movement should not be above criticism, just like we love and honor our country enough to criticize if we should be able to do so for a foreign country too.</p> <p>It's dangerous when institutions of knowledge put guardrails on intellectual criticism. It goes against the very essence of your mission and purpose as a university.</p>
Kieron Rust	Community Member	<p>I am deeply concerned by the proposal to ban criticism of Israel and Zionism from campus. Students are expressing legitimate concerns about the actions of a state's government, and their conduct in war, which led to an arrest warrant in the ICC. This is vastly different from hatred based on religion, which we all condemn. These two things are not the same.</p> <p>Countries can still be criticized even when they are deeply tied to religious minorities. We spoke out against Saudi Arabia over the Khashoggi murder, which was not only protected speech, but encouraged. Calling out Israel's deeply immoral conduct is no different.</p> <p>Protect student's right to protest. Protect free speech.</p>
Pua Ali'i Lum	Community Member	There is no greater disservice to humanity than to conflate lies about antisemitism. Regardless of how many lies, court cases, threats and removing/revoking visas of students standing with Palestinians', human beings, rights. In some cases, they are Palestinians who are constantly suffering at the hands of Zionism Yt supremacy. You can't make a lie the truth. Shame on you.
Jackie Jones	Community Member	The least Jewish thing you can do is not share opinions and argue the points of founding principles of Zionism. Withholding love is a form of abuse and not caring about the rights and humanity of other's is anti-Jewish. We all should be standing tall in solidarity with Palestinian's.
Anne Komer	Community Member	I'm of Jewish descent and I do not support the genocide and lands stolen from the Palestinian people. There's a difference between antisemitism and anti-Zionism, and that distinction is a very important one. It is of utmost importance that we do not swing from no hate speech against a people who Hitler tried to ethnically cleanse to no hate speech against a government that is ethnically cleansing another people.

Concerned Community Member	Community Member	<p>To the Board of Visitors at GMU,</p> <p>I am writing as a concerned local community member and family member of a GMU alum about the proposal to revise University Policy Number 1201 ("Non-Discrimination Policy") to criminalize all criticism of Zionism on and off campus. I think that the proposal should not be approved on the basis of protecting GMU students' 1st Amendment right to freedom of expression. To me, this proposal to adopt the IHRA definition of antisemitism seems concerned about protecting a specific political position and not at all about protecting Jewish students, faculty, and staff.</p> <p>For example, indeed it would be antisemitic to "[a]ccus[e] the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust," as stated in the IHRA examples of antisemitism. It also would indeed be antisemitic to "[hold all] Jews collectively responsible for actions of the state of Israel." Accusing Jews as a people or Israel as a state of making up the Holocaust are examples of antisemitism because they show exaggeration and stereotyping of the entire Jewish community.</p> <p>However, there are several contemporary examples listed in the IHRA definition of antisemitism that are notably not antisemitic. It is extremely alarming to hear that GMU might implement a rule to punish students who are actually exercising their 1st Amendment right to freedom of expression by adopting this definition and its examples. For instance, it would NOT be antisemitic or denying the Jewish people their right to self-determination to "[claim] that the existence of a State of Israel is a racist endeavor." The State of Israel does not represent Jewish people as a whole, so it would not be antisemitic to criticize Israel as a racist endeavor. Students, faculty, and staff raising concerns about Israel, for example about Israel being a modern colonialist state or "a racist endeavor", would not be antisemitic because it does not attack Jewish people, and instead is criticizing the government and history of Israel. It's conveniently vague that another IHRA example of antisemitism is "[a]pplying double standards [to Israel] by requiring of it a behavior not expected or demanded of any other democratic nation." Who or what decides what is a double standard, and what is or is not expected of "any other democratic nation"? This does not seem like something that can be objectively enforced.</p> <p>I also have concerns about the language used in the proposal. It's interesting that instead of Jewish people being explicitly the center of the intended expanded protections, the word "Zionist" is used. While white supremacists do use phrases like "Zionist" to spread antisemitism (for example, "Zionist-controlled government"), Zionist does not equal Jewish. There are many Zionist Christians in the world who are not Jewish. There are many Jewish people in the world who do not identify as Zionist. There are many Jewish people around the world, but especially here in the DC area, who are critical about Israel who would be labelled as antisemites by this change. Again, this proposal seems concerned about protecting a specific political position and not at all about protecting Jewish students, faculty, and staff on and off campus from actual antisemitism.</p> <p>I urge the Board of Visitors to reject this proposed change. There are better ways to protect Jewish students, faculty, and staff that do not need to revolve around the idea of protecting "Zionists" more than the Jewish community as a whole.</p>
Allan Gluck	Community Member	<p>Evaluating whether an act is genocide is objective. Applying the definition of the act of genocide to what Israel has done is objective, affirmed by the international criminal court and numerous other organizations and countries. Thus, to say that Israel is undertaking genocide is in no way antisemitic, and in fact denying this is antisemitic for it is antisemitic to think that Jews condone genocide.</p>
Mariam C	Alumna	<p>To whom it may concern,</p> <p>As an alumna of GMU, I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>From my years at the university, both in and off campus, I know that George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Nezha Selloum	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social</p>

		<p>progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Kelby Gibson	PhD candidate and GTA	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Terri Ginsberg	Community Member	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Community Member	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
James H. Finkelstein	Emeritus Professor of Public Policy	<p>I'm Jim Finkelstein, Professor Emeritus of Public Policy and was the founding Vice Dean of the School of Public Policy, now part of the Schar School.</p> <p>According to the Association of Governing Boards (AGB), the first Principle of Trusteeship is to “Embrace the full scope of your responsibilities.” The foremost of these responsibilities is to “Fulfill your fiduciary responsibilities. As a fiduciary, you are charged with acting on behalf of the public to further the best interests of the organization on whose board you serve.” I am concerned that at least one member of the Board of Visitors (BOV) may not be upholding this responsibility.</p> <p>On February 11, 2025, Dr. Lindsey Burke reposted a multipart tweet by her Heritage Foundation subordinate, Jay Greene, in which he strongly advocated for reducing the NIH indirect cost recovery rate. Earlier, she shared a February</p>

7, 2025, tweet by Elon Musk:

“Can you believe that universities with tens of billions in endowments were siphoning off 60% of research award money for ‘overhead’? What a ripoff!”

Dr. Burke’s engagement with these posts suggests support for a policy that would significantly cut Mason’s federal funding—a conservative estimate places the loss at over \$2 million per year if such changes were enacted. It is difficult to see how advocating for such cuts aligns with Mason’s best interests.

This is not the first time Visitor Burke has used X to express views that, in my view, conflict with her duty of care and fiduciary responsibility as a member of the Mason BOV and chair of its Academic Programs, Diversity, and University Community Committee.

I urge Dr. Burke to step down from the BOV to uphold the integrity of the board and protect the university. This move would serve the best interests of Dr. Burke, the university community, the Commonwealth, , and even the Heritage Foundation.

Respectfully,

James H. Finkelstein, Ph.D.
Professor Emeritus of Public Policy
Schar School of Policy and Government

Bethany Letiecq Faculty

Dear APDUC Committee Members,

As the president of the GMU chapter of the American Association of University Professors and a Professor in CEHD, I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting. This resolution is an overreach of the BOV and threatens both free speech and academic freedom.

Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling if not repressing critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians.

As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th.

Thank you for your consideration.
Bethany Letiecq, President, GMU-AAUP

Sammy Alqasem MD resident

To whom it may concern,

I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.

George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.

I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.

Natalie Johnson Community Member

Protect freedom of speech. Do not adopt Jeff Rosen’s proposal to ban all anti-Zionist speech. Zionism is a racist colonial ideology that is predicated on the genocide of Palestinians. Anti-Zionism is NOT anti-Semitism. If you ban anti-Zionist speech, then you are trampling free speech and making all students less safe, especially Palestinian, Arab, and Muslim students.

Nora Mona Community Member

To whom it may concern,

I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth,

		<p>fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Alison OConnell	Alumni	<p>Dear Board of Visitors,</p> <p>The IHRA definition of antisemitism is flagrantly untrue, racist, seeks to suppress free speech, and is in itself antisemitic.</p> <p>Kenneth Stern, who drafted it, says he regrets creating it because of how it has been weaponized by the right to suppress free speech, especially on college campuses: https://www.theguardian.com/commentisfree/2019/dec/13/antisemitism-executive-order-trump-chilling-effect</p> <p>Many Jewish organizations, including but not limited to, J-Street, T’ruah, Diaspora Alliance, Jewish Voice for Peace and Partners for Progressive Israel oppose this definition.</p> <p>Conflating all Jewish people with Zionism and the state of Israel is both inaccurate and antisemitic. The first anti-Zionists were Jewish people, long prior to 1948. Many Jews today are anti-Zionist and seeking to suppress their voices does not make this any less true. Yes, even Jewish people with family in Israel, who have lived in Israel, visited Israel - many of them also conclude the state of Israel is committing apartheid and genocide, and therefore oppose it.</p> <p>It is also appallingly racist and very transparent to try to suppress Palestinian students and professors from speaking honestly about their own experiences of colonization, racism and oppression.</p> <p>This Resolution is a shameful move on the part of Mason, and as an alumni I strongly encourage you to vote against it.</p>
Michael Beer	spouse is alumni. I am also a Virginia taxpayer	<p>As a person of Jewish heritage, and relatives who were killed and hostaged on Oct 7, as well as the descendant of Holocaust victims, I ask you to oppose the proposal by Jeff Rosen to criminalize and/or stigmatize criticism of Zionism on campus. Many many Jews are critical or oppose Zionism. Are you seriously going to equate (or link) antisemitism with anti-zionism? And please don't refer or promote the IHRA definition of antisemitism, which also equates criticism of Zionism with Judaism. Academic freedom is coming under attack by the Trump administration. LGBTQ, immigrants, gender studies, racism/ethnicity studies, people with disabilities and DEI. The issue of Israel and Palestine is a canary bird in the coal mine. Stand firm for academic freedom and the universal right to free speech and assembly as guaranteed under Article 19 of the Universal Declaration of Human Rights.</p>
Anonymous	Student	<p>Restricting students' free speech against the genocide against thousands of innocent Palestinians is a deeply disturbing proposition by a body meant to reflect the student voice. The IHRA's Definition of Antisemitism has a prominent history of being weaponized to silence criticism of Israel, and it's profoundly disappointing to see this institution do the same.</p>
Anonymous	Community Member	<p>Zionism, the idea that Jewish people have a right to all land that exists in a certain part of the Levant is highly damaging to not only to all non-Jewish people but as well as all Jewish people all over the world. By trying to legitimize this claim you are legitimizing all claims of old lost land, are we supposed to go back to the borders of the 16th century and entertain such nationalism? I think not.</p> <p>Even worse, if you were to legitimize such claims you are condemning the people that live in the Gaza Strip and the West Bank to being ethnically cleaned and removed from where they live, which will result in lives lost and extreme unnecessary agitation.</p> <p>Also, in suppressing the freedom of speech of people against Zionism is against human rights, especially the right of freedom of speech. To be against Zionism is not to be against Jewish people, in fact it's a standpoint that is rooted in creating a better world, as validating nationalistic claims to ethnically cleanse and settle land is highly anti-human.</p>
Q Garcia	Community Member	<p>Freedom of speech and expression is a foundational right in this country, and should be upheld by our collegiate institutions. Of course hate speech should not be tolerated, but trying to broaden the definition of “hate speech” for political purposes is an insult to all of us, and threatens our right to speak up against injustice. We are not claiming that Jewish community members should be attacked for their identity and beliefs, hate speech should continue to be banned. But broadening the definition of hate speech to include all good faith critiques of Israel as a settler-colonial nation, is not only false, but immoral and a threat to our freedoms.</p> <p>Many Jewish community members and leaders have differing views and opinions around Israel, and to reduce the Jewish community to one stance is anti-Jewish and hateful in itself.</p>

		<p>A commitment to honest and open dialogue about the issues of our time is desperately needed on our college campuses, and I urge you to rethink your assertions and definitions of hate speech and anti-semitism. Your current plans do not reflect American or Jewish values and instead threaten other groups of people being directly impacted by ongoing wars and displacement. This move seeks to divide us further, by silencing and forcing out voices that you don't agree with, further marginalizing already intentionally marginalized groups.</p> <p>It is your responsibility to advance truth and honesty in your rules and policies, not to punish students for views you disagree with.</p> <p>Thank you for your consideration.</p>
Grace Nina	Community Member	<p>Freedom of speech Freedom of assembly Respect our rights</p>
Anonymous	Faculty	<p>Please do not double down on policies that conflate criticism of Israel or Zionism with antisemitism. Almost every Jewish person I know feels less safe because of ISRAEL's actions over the last 15+ months, not because of Palestinians'. Equating antizionism and antisemitism makes Jews LESS safe, not more safe. The IHRA definition of antisemitism is counterproductive and compromises Jewish safety. Never again means never again for anyone.</p>
Jessica Schwalb	Student	None
Quinn Chapman	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Evelyn Rose Johnston	Staff	<p>As a member of the now protected identity of "Zionist", and a member of the GMU SSI board, I am happy to see that anti Israel hatred will not be tolerated. Students Supporting Israel at GMU fully supports this decision by the Board of Visitors, and will make SURE we are accepted into every space on campus. This prestigious university should no longer allow the violence that stems from the palestinian community to prosper on our campus. palestinians and pro palestinians are EXTREMELY violent, and full of terror and hatred. I personally am glad to see that they are no longer allowed to spread their filth and their lies about a FAKE genocide. They started a war, and now they cry because they can't finish it. Ban kuffiyehs next. Those rape rags are a filthy symbol for terrorism.</p>
Zahra Hilmi	Community Member	<p>This is an extremely dangerous motion that not only violates free speech, but censors hundreds of students, faculty, staff, and more. GMU claims to be an institution that values its students and diversity, while simultaneously suppressing those it promises to uplift. GMU only cares about its image, and if this motion passes, GMU will be forever remembered as an institution that sides with the oppressor, only using its power to uplift itself and that takes advantage of its students.</p>
Sara Sallaj	Community Member	<p>Everyone in the United States has the right of free speech. Calling out complicity in genocide is in our rights and shame on George Mason University for trying to take that away from us. Shame on you George Mason, I would never want to represent a University as disgusting and dishonest as this one.</p>
Susu e	Student	<p>GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians</p> <p>DONT PROTECT people who call for VIOLENCE towards Palestinians</p>
Ashley	Faculty	<p>GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians</p> <p>DONT PROTECT people who call for VIOLENCE towards Palestinians</p>
Chad	Staff	<p>GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians</p> <p>DONT PROTECT people who call for VIOLENCE towards Palestinians</p>
Alex	Community Member	<p>GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians</p>

		DONT PROTECT people who call for VIOLENCE towards Palestinians
President	Student	GMU needs to ACKNOWLEDGE the Palestinian community at gmU and support the movement for the HUMAN RIGHTS of Palestinians
		DONT PROTECT people who call for VIOLENCE towards Palestinians
Fear God	Staff	GMU needs to ACKNOWLEDGE the Palestinian community at gmU and support the movement for the HUMAN RIGHTS of Palestinians
		DONT PROTECT people who call for VIOLENCE towards Palestinians
Sheima Amara	GMU Alumna	Removing students' abilities to critique government and political organizations is terrifying. This is a public institution that prides itself on diversity, encourages political dialogue and criticism, and understands the sanctity of protecting our constitutional rights. This would be a disastrous mistake for the university and university students of all backgrounds and ideologies.
Conner Moses	Student	<p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Elisabeth Bodin	Student	<p>These ongoing resolutions are not what will protect Jewish students on campus. As a part-Jewish student on campus, I have witnessed a rise in anti-semitism with deep concern - and yet I think there are better ways to address the issue. Criminalizing certain discourse surrounding Israel and its policies to "protect" against this does not just go against free speech, it unfairly conflates all Jews with the decisions made by a state that they may or may not have ever stepped foot in, and may even lead to condemnation of Palestinian students practicing their own cultural identity or discussing concerns for their people if the rules are made too vague. Jewish and other students should be permitted the capacity to engage with Zionism critically; as a modern political ideology, it is just as applicable for discourse - positive or negative - as any other belief. It is of course inappropriate to harass Jewish students for their views on what is happening in Palestine - and it is also inappropriate to bar Jewish students from stating views that may descent from the popular on notions of Zionism.</p> <p>It is also odd to me that to protect Mason's student body, more is not being done to combat certain perceivable threats to the Jewish student population here at GMU. I specifically refer to an incident of a student dressing a nazi, something that makes me and others feel unsafe, but the university decided was "protected" under free speech. How come to dress and present one's self as those who would kill us is protected by free speech, but diverse discussion on a political belief from the 19th century is not? There are several other incidents I can think of where hate speech was left protected by the university - from anti-Trans protestors to some certain missionary folk with a history of harassing non-Christian students on campus.</p> <p>George Mason tries to present itself as an institution where any can be whoever they want, and discuss what they must to make the world a better place; what does it mean for the university when political speech is controlled, but dangerous symbolism and hate speech are allowed to flourish?</p>
Denise Albanese	Faculty	<p>I write to enter my objection to Visitor Rosen's resolution, due for consideration at the meeting on the 13th of February.</p> <p>It is demonstrable that anti-semitism is a real danger and that, horrifyingly, it is on the rise in the US: as I do with all forms of discrimination, I want to register my detestation of it. However, the proposed resolution risks obscuring this real danger by eliding it with a legitimate (if, to some, unpalatable) position concerning the rights of Palestinians. There is real work to do at Mason concerning myriad forms of anti-discrimination. This resolution, however, does nothing to advance that work. I urge you to vote no.</p>
Sojourner Davidson	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. The proposal is an assault on free speech and a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p>

		<p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely.</p> <p>I urge you to consider the negative effects this proposal would pose to freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Anonymous	Community Member	<p>I strongly disapprove of any attempt whatsoever to criminalize the criticism of Zionism. This is a reprehensible thing to do.</p> <p>I'd like to draw to your attention that numerous credible human rights and humanitarian organizations have cited, using primary sources, countless human rights violations committed by Israel, in the name of Zionism. Here are two particularly powerful, in-depth, primary-resource-filled reports that I read through, and that you should also read through:</p> <p>280-page report from Amnesty International: "Israel's apartheid against Palestinians: Cruel system of domination and crime against humanity" - https://www.amnesty.org/en/documents/mde15/5141/2022/en/</p> <p>296-page report from Amnesty International: "'You Feel Like You Are Subhuman': Israel's Genocide Against Palestinians in Gaza" - https://www.amnesty.org/en/documents/mde15/8668/2024/en/</p> <p>While there are articles floating around out there that try to argue against these points, keep in mind that QUALITY matters over QUANTITY. A high-quality, in-depth, primary-source-filled report is exponentially more valuable than a false claim repeated numerous times. And as a higher education institution, you should know and understand this very well.</p> <p>Criminalizing the criticism of Zionism will disproportionately hurt some of the most marginalized members of the GMU community who care deeply about human rights & social justice.</p>
Anonymous	Alumnus	<p>As an alumnus of George Mason University, one of the things I most appreciated about GMU in my time as a student was the space it gave to Students Against Israeli Apartheid, empowering it to speak out freely against the genocide of Palestinians and the racist, colonial ideology of Zionism. That this proposal to ban such speech is even being considered is utterly disgusting to me, and makes me ashamed to have attended this university.</p>
Grace Venes-Escaffi	Alumna	<p>After 16 months of publicly broadcasted genocide, it disappoints me as a George Mason alumna to think that my alma mater would contemplate passing such a harmful resolution based on protecting supremacist ideology. Anti-Zionist Jewish people from around the world have been saying for decades that association with Zionism is a desecration of their faith. This resolution posits that for many Jewish people support Zionism and Israel are integral part of their identities and that those identities will be protected under anti-discrimination policy - “many” is first arbitrary and second not representative of any majority. By the logic of “many” as stated in this resolution, if a sizable number of students identified as white supremacists this too should be protected ideology. I think we can all agree supremacy of any kind is not conducive to the progress we hope to see and facilitate in our educational environments.</p> <p>Anti-Zionism is Anti-Racism. Israel is a genocidal apartheid state, the global audience has seen it with their own eyes. To silence its criticism is to silence truth, and minimize the severity of the many human rights violations which make up Israel's history.</p>
M S	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors to adopt the IHRA's definition of anti-semitism that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms</p>

		would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.
Catherine Saunders	Faculty	<p>To the APDUC Committee:</p> <p>I am writing to express concern about the Antisemitism Resolution that you will be considering during your meeting today. While I appreciate that antisemitism, along with islamophobia and other forms of stereotype-based discrimination, is currently increasing in the United States, I worry that this resolution will have the unintended effect of suppressing academic inquiry and free speech, including the speech of Jewish faculty, students, and staff who are critical of the policies of the present Israeli government. There is also a very real possibility that curtailing opportunities for civil, in-depth, discussion of all the issues and ideas surrounding Israel, Palestine, and American policy toward the conflicts in that region will ultimately increase conflict and expressions of antisemitism by forestalling the possibility of difficult dialogue that could lead to greater understanding and decreased instances of stereotyping. While I'm sure the proposed resolution is well-intentioned, it ultimately strikes me as antithetical both to the university's mission and to its intended purpose.</p>
Anonymous	Alumni	I am concerned that this policy would prohibit any criticism of the Israeli government's actions against the Palestinian people. While antisemitism should be condemned, this should not be done in a way that excludes the plight of Palestinians.
.	Community Member	Don't support the IHRA definition
.	Student	Anti-Zionism is not Racism in the same way DEI is not anti-white
Ellie Fox	Student	<p>I'm president of Jewish Voice for Peace at George Mason University, and I urge against the adaptation of the APDUCC Antisemitism resolution.</p> <p>First, insisting that Zionism is an integral part of Jewish identity plays into the antisemitic trope that Jews have split loyalty between the United States and Israel. This is an unacceptable basis for University policy, and the Board of Visitors should be ashamed.</p> <p>Any antisemitism that happens to overlap with anti-Israel rhetoric (example: the usage of the term Zionist Occupied Government) could be taken care of with an antisemitism policy that doesn't equate antizionism with antisemitism by default. The examples of antisemitism to be given in the IHRA fact sheet, are far too broad and will be weaponized exclusively against the Palestine solidarity movement at George Mason University. I know this because the University has not taken action on actual examples of antisemitism from evangelical Christian protestors and Nazi cosplayers, being protected under free speech. I ask, what about our free speech? Will Jewish Voice for Peace be prosecuted for hurting the feelings of Zionists by calling out Apartheid conditions in Israel?</p> <p>This resolution must rejected, and we must shift away from the IHRA Definition of Antisemitism to policies that will serve jews and the rest of the student body.</p>
Sara van der Horst	Alumni	As an alumna of George Mason University, I would like to register my opposition to the proposed anti-semitism resolution. To conflate Jewish identity with the state of Israel is a reductive and false assertion that is offensive to many Jews who do not feel an affiliation with Israel or the project of Zionism. While I am opposed to harassment based on identity, that is not the same as criticism of Israel as a state. To stifle criticism of a state and its actions seems to me to be contrary to the university's stated commitment to upholding the first amendment rights of its community members. I strongly urge the board to uphold its commitment to free speech by voting against this resolution.
Wonmai Punksungka	Student	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p> <p>Thank you, as always, for taking action. As we just learned from our victory blocking three additional partisan extremists from the BOV, we have a lot of power when we join together and fight!</p> <p>Also - hot off the GMU-AAUP presses - we want to call to your attention a two-part article we just published in Academe, the AAUP's blog, entitled "The Transformation of George Mason University's Board." Part 1 provides some historical context and focuses on the Antisemitism resolution. Part 2 discusses the University of Chicago's "Shils Report" and how the BOV's fascination with this report could affect GMU professors, particularly with regard to the report's recommended (and, in our view, exceedingly narrow and rigid) criteria for tenure and promotion. Indeed, the Board's upcoming discussion of this report is an ominous sign that visitors may soon try to exert influence over GMU's tenure process. We urge you to read both of our Academe blog posts when you have time.</p> <p>Sincerely, The GMU-AAUP Executive Committee</p>
Norma Rantisi	Professor, Concordia University	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p>

		<p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p> <p>Sincerely,</p> <p>Norma Rantisi</p>
Madeline Portnoy	Staff	<p>As a Jewish staff member at this institution, I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>This resolution is not about protecting Jewish students, staff, and faculty from discrimination - it is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. This policy will be used to discriminate against anyone critical of the state of Israel, even Jews like myself. This policy also uses arbitrary examples of antisemitism, rejecting the lived experiences of Jews in modern, historical, and societal contexts.</p> <p>This resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th.</p>
Anonymous	Student	<p>Greetings to the board,</p> <p>I am a student and TA at GMU. But first and foremost, I am a Jew who loves her culture, religion, and is not ashamed of her ethnicity. I am a proud Zionist. I fear that many of my peers do not know much about Jewish people or Zionism. I know some of these students very well and yet they never ask me anything about Zionism or even about Israel. These students claim to be fighting for peace but refuse to do the hard work that peace entails. Communication, compassion, reevaluation and understanding. But I am committed to the work because I truly wish to see a day where Israelis and Palestinians, Jews and Arabs see themselves as friends, as family who recognize just how much we both have in common. History shows us that Jews are indigenous to the land but that we aren't the only ones! By protecting the rights to include Zionists in this discussion of peace you protect peace itself. You give others the opportunities to learn, to ask questions. You give me the opportunity to learn, to coexist, to grow! Thank you for protecting your Jewish students and thank you for protecting peace. I encourage you to ask more questions. To learn more about the side you don't understand. I beg of my fellow TA's and faculty on campus to be a role model for your students. You know what it means to cross reference. You know the importance of concession, of an open mind. Show your students this. Do your research talk to real people, real Jews, real Zionists in person. Zionism is inherit to Jewish people. It is a part of us. Israel is a part of us. Zionism does not mean war nor does it mean evil. It is our indigenous right to live on the land that we come from. The land that our ancestors dreamed of in the diaspora. To discriminate against any other indigenous people would not be tolerated on a liberal college campus. Why do you make an exception for Jews? Why have you not talked to us? What are you afraid you'll learn?</p> <p>Peace is not one sided.</p> <p>Thank you</p>
Martha Molinaro	Student	<p>I am in the Arabic department. Many of the people here are Palestinians. Over the past year, some of them have pretty much had their bloodlines wiped out and all of them have lived their entire life under the oppressive chokehold of Zionism in all its real world applications. It is absurd to say that they cannot criticize or protest the very ideology that has been used to systemically oppress their entire people and kill their families and community members. It is also absurd to say that allies of all faiths and ethnicities and nationalities cannot criticize an ideology (Zionism), which is separate from an identity. With such large Palestinian, Arab and Muslim populations on your campus, it is your job to protect them instead of marginalizing them further in this environment where their rights and even some students' visa and immigration statuses are under attack. The defense of this policy seems to be that it is fighting anti-semitism, which not only equates Judaism with Zionism, but erases the very people most impacted by Zionism, Palestinians. Their voices should be THE center of conversations about Zionism, as its victims. Prohibiting them from voicing their own struggles only succeeds in cutting productive conversation entirely. Additionally, the school already has policies against discrimination based on identity or religion, including anti-semitism. Instead of enforcing those policies, you are changing the definition of anti-semitism in order to target another vulnerable community whose genocide Mason has helped fund for 15 months, essentially scapegoating them and their allies for the scourge of anti-Jewishness in this country while simultaneously promoting negative stereotypes of the Arabs as hostile Jew-haters. That is so deeply wrong I don't even know where to begin with it. Even if you don't name Palestinians in this policy to obscure its intentions, we know what you are doing because it is obvious who will be realistically most affected by this, and who is being targeted by policies like these being adapted at schools across the nation. We in the Mason community must keep the Heritage Foundation, Project Esther, and other anti-democratic, anti-immigrant, and anti-DEI policies off of our campus.</p>
Serena Abdallah	Student	<p>I am writing to you regarding the proposed resolution to change the definition of antisemitism, which will include critiques of Zionism. This is a very concerning matter, as the ability to critique and analyze governments, ideologies, and ways of thinking is part of an academic environment, and this resolution will impact academic integrity and freedoms at our university.</p> <p>Last year, President Washington sent us an email that claimed hate speech is also free speech, and that people have differing opinions and beliefs, and I sent an email back that hate speech can incite real acts of violence against people and should be addressed as such. Hatred towards Jewish people and targeting someone simply because they are Jewish is wrong. Zionism is separate from this, especially as it is used as a means to punish and control people, not just Palestinians, but people all over the world who do not agree with a Zionist ideology.</p>

		<p>Freedom of speech is not speech without consequences - just as prejudice towards Jewish people is wrong, so is the admonishing of a person's character by labeling them as an antisemite because they speak out against or debate the treatment of people by the Israeli government and their military. Just because some people conflate Judaism with Zionism, does not mean they always coexist in the same spaces or conversations. Unless you want to tell me that just because some people conflate Islam with terrorism, it means the two must always be banded together? That is something that I'm sure many members of the student body would not be pleased to hear.</p> <p>While I would have loved to take this opportunity to argue my own politics, I assure you, that is not my intention. Because if it starts with conflating critiquing Zionism with antisemitism, then where does it end? This will spread into other areas of knowledge and discussion, and people who may support this resolution could realize it has seeped into something that now silences and demonizes them as well. Again, I reiterate that it is true that freedom of speech is not speech without consequences - but are you leaving us with freedom?</p>
Evan Belcher	Mason Alumnus	<p>As a proud Mason alum who is passionate about the stated values of the university, particularly its protection of free speech and diversity, I vehemently oppose this proposed resolution.</p> <p>By adopting the overbroad IHRA definition of anti-semitism, this University would knowingly have a chilling effect on productive and vital conversations regarding Israel and Palestine. In its breadth, the definition obscures and trivializes the very real problem of anti-semitism, conflating it with mere criticism of the state of Israel. Criticism of the government of Israel is no more inherently anti-Semitic than criticism of the US government is anti-Christian or criticism of Saudi Arabia's government is islamophobic. We can — and must — allow discourse critical of any government to stand at face value, without assuming or inventing ulterior motive. Adopting this resolution would align this University with a dangerous double-standard.</p> <p>In addition, it would materially oppress Palestinian-Americans in the student body, faculty, and wider community, whose lived experience over the past year and a half — not to mention the 75 years prior — have been filled with deep personal loss and cultural trauma. They should share the rights enjoyed by all others, to speak about their trauma (and indeed, name its cause) without fear of official reproach or retaliation. In the same vein, other pro-Palestinian advocates (many of them Jewish) should be able to express their views without fear.</p> <p>Finally, as the arc of history bends towards justice with the recent ceasefire deal and issuance of ICC arrest warrants for both Hamas and Israeli leaders for their respective atrocities, it is important that Mason leadership take a strong stance towards free and open debate rather than one-sided sanctions. Mason should position itself as an impartial champion of civil liberties, freedom, and diversity in this time.</p> <p>As a proud and active member of the Mason community, I ask that you thoroughly consider the above and reject this resolution.</p>
Christopher Lowder	Faculty	<p>In regards to the Antisemitism Resolution, board members often said "not intended" with the reading of the text. However, it has been interpreted by a large number of faculty, staff, and students that it might indeed impact speech. This would be a chilling effect on speech. First Amendment and 14th amendment protections not only protect the intention, but the real world impact. If enough folks read this resolution as prevention speech, even if not intentional, this chilling effect is unconstitutional. With the current writing of the text, this chilling effect would be unconstitutional and could open the university up to legal action in regards to suspension and termination of faculty.</p>
Hannah Wing-Bonica	Alumni	<p>As a GMU Alumnus, I am concerned about antisemitism and do not want students to experience discrimination for being Jewish. However, I believe that this resolution should not be approved as it prevents students from protesting against the state of Israel. A recent investigation by Amnesty International concluded that Israel is committing genocide against Palestinians in Gaza. Students should not have their right to protest against Israel's war crimes taken away.</p>
Hannah Landsberger	Alumni	<p>I want to address Visitor Rosen's assertion that the antisemitism resolution will not restrict free speech on campus. The equation of criticism of the government of Israel with antisemitism will absolutely be used to restrict the free speech of students who are advocating for Palestinian rights. He claims that Anti Zionism sentiment will be allowed as long as it is not being used to target Jewish students. Who will make this distinction? Who will decide if a protest against the government of Israel is actually antisemitism? The definition is so vague as to allow any acts of free speech critical of Israel to be labeled as antisemitic. This will be used to shut down peaceful protest, academic debate, curriculum that features Palestinian history, and funding for student organizations that support Palestinian students. It is very clear to me that this resolution is actually an anti-Palestinian resolution in disguise as an antisemitism resolution. In addition, the proposed "wordsmithing" he is asking for will take up valuable time and energy from the board and from the DEI offices that are under so much stress because of the current executive orders. I do not see a productive definition of antisemitism arriving from such "wordsmithing"; in fact I worry that this will be used simply to create loopholes that will allow anti-zionism and support of Palestinian rights to be more restricted on campus. I would urge the board to not pass this resolution in any form.</p>
Anonymous	Alumnus	<p>Criticizing a government (no matter the religion of the country itself) does not ever equate to hate speech towards a religion or ethnicity. Those are separate things. We should be able to criticize the actions of a government. Criticizing the government of Pakistan has never meant "hating Muslims" or Islamophobia. It's the same idea here. Students on campus should be able to speak up for the rights of Palestinians and not be punished for it. Do not encroach on their first amendment right.</p>
Anonymous	Community Member	<p>This is a blatant violation of freedom of speech.</p> <p>It is absolutely fine to be critical of a murderous intolerant ideology (Zionism) and this has no relation whatsoever to one's opinion about Jews in general. Zionism is actually a disgrace to Judaism, which is the oldest Abrahamic religion.</p>
Anonymous	Community Member	<p>Anti-zionism is not racism! As a Jewish community member, Zionism is a despicable ideal that should never be accepted and should instead be condemned. Banning anti-zionism is against the students freedom of speech and protects nobody but Israel's interests. Zionism doesn't keep us Jews safe</p>

Martin Lucius Bonica	Alumnus	<p>I am a George Mason University alumnus, having graduated from the College of Humanities and Social Studies in 2012.</p> <p>I am writing to express concern over the vague and problematic wording of the upcoming Resolution of the Board of Visitors pertaining to the implementation of University Policy 1201. I believe that the lack of clarity in this resolution's language will lead to the restriction of students' free speech and right to protest actions taken by the State of Israel, and it will disenfranchise Palestinian students.</p> <p>In the resolution, it is acknowledged that University Policy 1201 (the non-discrimination policy) uses International Holocaust Remembrance Alliance (IHRA) Working Definition of antisemitism. Referring to the IHRA's Working Definition, its definition in regards to the State of Israel is clear. In regards to antisemitism:</p> <p>"Manifestations might include the targeting of the state of Israel, conceived as a Jewish collectivity. However, criticism of Israel similar to that leveled against any other country cannot be regarded as antisemitic."</p> <p>However, the resolution adds additional criteria to the definition of anti-semitism, beyond the scope of the IHRA's Working Definition:</p> <p>"RESOLVED, this board directs that the factsheet shall include the following statement: 'In some cases, Zionism or Zionist has been used as a proxy for Jewish or Israeli. If used as a proxy for Jewish or Israeli, discrimination or harassment (including any of the examples listed on this factsheet of discriminatory treatment or discriminatory harassment) that targets Zionism or Zionist would also violate University Policy 1201.'"</p> <p>There is no formal definition of anti-Zionism in the IHRA's working definition, nor is there one in this resolution. This oversight leaves room for abuse of this resolution to categorize any criticism of the State of Israel as "anti-Zionism", and therefore prohibit it as antisemitism.</p> <p>I urge the board to revise this language with reference to a working definition of anti-Zionism, to make clear the implications of this resolution. Failing to do so would jeopardize the right to legitimate free speech by students and faculty of George Mason University, and disenfranchise Palestinian students.</p>
Matthew Kelley	Faculty	Protect academic freedom and free speech rights at Mason. Vote NO on the BOV resolution.
Samirah Alkassim	Faculty	Protect academic freedom and free speech rights at Mason. Vote NO on the BOV resolution!!!!
Christina Eagle	Student	Protect academic freedom and free speech rights at Mason. Vote NO on the BOV resolution.
Terrence Lyons	Faculty	<p>Please vote no on Visitor Jeffrey Rosen Antisemitism Resolution and protect academic freedom and free speech at Mason.</p> <p>Terrence Lyons, Professor, Carter School</p>
Julia Holcomb	Faculty	I have taught at Mason since 2002, and I have always been grateful for the academic freedom that has protected my teaching. I'm writing to urge you to protect that academic freedom. Oppose the BOV resolution.
Thomas Stanley	Faculty	The BOV resolution is a serious infringement of academic freedom and promotes a climate that supports the most pernicious claims of anti-semitism. George Mason University does not need this resolution. It does not protect Jewish students, faculty, or staff. It only shields the state of Israel from well-earned condemnation and criticism.
Elizabeth Sampson	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p> <p>Take good care,</p> <p>Liz</p>
Jim Best	Community Member	By the thousands Israeli citizens strongly exercise the right to protest the policies and actions of their own government. Does that make Israeli citizens antisemitic? The proposed GMU policy adopting the IHR a definition of antisemitism would not be acceptable to Israelis. Why are we considering to impose a conflicted definition on Americans?

Jackie Jones	Community Member	<p>To Whom it may concern,</p> <p>I am writing to express my concerns on the assault on free speech and We The People's first amendment rights. I fully believe as a U.S. citizen, that we need to protect and support democracy not for just some but for everyone.</p>
Mandi Gauthier	Community Member	<p>The IHRA definition of antisemitism which conflates antizionism with actual antisemitism is a grave mistake. The Palestinian Holocaust is happening in real time as millions are being ethnically cleansed off their land. The public should be able to criticize the Israeli government's genocidal actions without being antisemitic! This will be a major mistake and a slap in the face of human rights everywhere.</p>
Rani Abba	Community Member	<p>Dear GMU BOV,</p> <p>As a Jewish community member and a parent of a student attending GMU, I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This is totally appalling and even dangerous because Zionism should never be conflated with Judaism. Zionism is but a racist ideology based on supremacy, and thus it should not in the least be compared to or conflated with a noble religion such as Judaism. Jeff Rosen's outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Gus Kan	Parent of 2 students attending GMU	<p>Greetings,</p> <p>I am writing as the dad of 2 GMU students and as a community member of Jewish faith, to express my deepest concerns regarding Jeff Rosen's proposal for GMU's Board of Visitors that would criminalize criticism of Zionism on campus. This is an appalling proposal that is very dangerous, as it conflates Zionism with Judaism. The fact is that Zionism is an ideology that many consider extremist and racist per its basic documents and principles, while Judaism is a faith that calls for equality and love between all people no matter what their differences are. Jeff Rosen's proposal is not more than an assault on free speech and is a gross violation of our first amendment rights. All institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, and it's crucial that they uphold principles of inclusivity and freedom of expression.</p> <p>While GMU prides itself in its diverse student population, it shockingly continues to harm and marginalize its own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is well documented as a colonialist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Anonymous	Community Member	<p>To whom it may concern,</p> <p>I believe Jeff Rosen's proposal for George Mason's Board of Visitors would redefine the term antisemitic in a narrow and dangerous way. This proposal would place any criticism of the State of Israel and the ideology of Zionism under the definition of antisemitism. Not only does this conflate all Jewish people with this country and ideology, but it further alienates the Palestinian and Arab student communities, who also have been deeply impacted by the conflict.</p> <p>I consider antisemitism to be a very serious matter. The identity of all Jewish people should not be confused with the actions of the state of Israel or the colonialist ideology of Zionism. Like the opinions of any other country or ideology, students should have the right to voice opposition or their perspectives on what they see as unethical violations of human rights.</p> <p>This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their</p>

		<p>views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I believe students should have the right to voice concern about a country, whose Prime Minister and Defense Minister both face charges of war crimes from the ICC along with a warrant for their arrests. Likewise, I believe the students have the right to criticize the human rights violations committed by Hamas. I believe Universities should allow for open dialogues and foster critical thinking and learning. This proposal would be a step in the opposite direction of such ideals.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Karyn Pomerantz	Community Member	<p>I am writing to oppose your repression of pro Palestinian demonstrations and activities. Your repression is seriously complicit with Trump and his allies' political maneuvers. Criticism of Zionism, a political ideology and practice, in no way is the same as anti-semitism, and you are promoting anti-Semitism by claiming this to be so. I urge you to welcome the students you've thrown off campus and to provide spaces for people to promote anti-racist and anti-genocide politics. You expose the role of the university by playing into the hands of the US government by repressing any opposition. As a retired public health educator, I emphasize how dangerous racist policies and actions are, harming the health and well-being of tens of thousands of people. It is reminiscent of the German fascists barring Jewish, women, and foreign scholars from working in German universities. Let's not repeat this.</p>
Sima Bakalian	Community Member	<p>To Whom It May Concern,</p> <p>I am writing to express my deep concerns regarding Jeff Rosen's proposal for George Mason University's Board of Visitors, which seeks to criminalize all criticism of Zionism on campus. This alarming proposal is a direct attack on free speech and a blatant violation of our First Amendment rights. Institutions of higher learning should be spaces of intellectual growth and tolerance, where diverse perspectives, ideas, and identities can flourish. Universities serve as pillars of social progress, making it imperative that they uphold principles of inclusivity, open discourse, and freedom of expression.</p> <p>Despite George Mason University's commitment to diversity, this proposal actively harms and marginalizes its own students. By seeking to censor any criticism of Zionism across all university departments, it suppresses necessary political discourse and silences voices advocating for justice. Zionism, as a colonialist and racist ideology, is rooted in the violent dispossession and displacement of Palestinians. Conflating anti-Zionism with antisemitism, as outlined in the IHRA definition, is not only misleading but also dangerous—it allows fascism and white supremacy to take hold, particularly if such a stance is endorsed by an institution that claims to "honor freedom of thought and expression." Furthermore, adopting the IHRA definition will not make Jewish students safer. Instead, it weaponizes accusations of antisemitism to shield a political ideology from criticism while ignoring the real threats posed by white supremacy and far-right extremism, which are the primary drivers of antisemitic violence.</p> <p>This proposal is not just an attack on Palestinian and Arab students; it threatens the fundamental rights of all individuals to voice their opinions freely. Academic spaces should empower marginalized groups to challenge dominant narratives, not suppress activism and silence those who seek change.</p> <p>I urge you to recognize the serious implications of this proposal, which undermines freedom of expression, critical thinking, and diverse discourse—cornerstones of higher education. Suppressing these freedoms would not only diminish the educational experience but also set a dangerous precedent for censorship, marginalization, and the erosion of democratic values within academic institutions.</p> <p>Sincerely, Sima Bakalian</p>
Lana Shami	Concerned Parent	We've had enough of this injustice!
Elisabeth Chan	Alumni	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Alexander Hilert	Alumni	<p>To whom it may concern,</p> <p>I am writing today as Jewish alumni of George Mason to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. Equating antisemitism with anti-Zionism is both false and dangerous and would seek to silence the legitimate voices of students calling for justice on this pressing issue. As a Jewish person, it is of course important to condemn antisemitism, but it is unfair to explicitly single out this issue as Muslim, Palestinian, and other groups simultaneously face discrimination. The IHRA definition of antisemitism is hostilely criticized by organizations like the ACLU and Jewish Voice for Peace because it is the wrong approach to fighting antisemitism and serves to legitimize the actions of the state of Israel and curb legitimate efforts at protest and international solidarity with Palestine which has faced decades of brutal occupation and oppression. This proposal would have devastating effects on students just seeking to exercise their free speech rights on campus. I urge the Board of Visitors to reject this proposal.</p>
Angela Barajas	Student	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution!
Dr. Vicki Kirsch	Faculty	<p>As a Jewish faculty member, I have been on the receiving end of anti-semitic actions several times on campus from other faculty and from administrators. I also felt unsafe on campus during the campus protests and attended a meeting with the President in which information was shared and security vowed to do more to protect our students with no protection for the faculty. Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.</p>

Dr. Vicki Kirsch	Faculty	I inadvertently submitted an earlier note suggesting that the board vote against the anti-semitism clause -- this IS NOT WHAT I MEANT TO DO. I very much support the inclusion of anti-semitism in GMU protections. As I said earlier, I have felt threatened and unprotected on campus. I have been treated unfairly by the ombudswoman and ignored in various workshops on inclusion. Thank you.
Alexander Pellegrino	Community Member	<p>I've been a Fairfax resident for years and love attending events at Mason.</p> <p>I'm writing to express my opposition to Jeff Rosen's proposal.</p> <p>I received my undergraduate degree in biology from another VA public institution - William and Mary. And I got my master's in forestry from Yale.</p> <p>At each institution I saw how free speech for white supremacy was given a free pass while free speech for criticizing powerful institutions like Israel was suppressed. And I've seen universities bravely stand up to be on the right side of history.</p> <p>You have a chance to do the right thing.</p>
Benjamin Dreyfus	Faculty	As a Jewish faculty member who is concerned about rising antisemitism, I am writing to OPPOSE the BOV resolution on antisemitism. The IHRA definition can be used to silence criticism of the Israeli government, which is legitimate political speech (whether or not I agree with it), while doing nothing to address actual antisemitism. Our Chinese and Chinese-American students have a right not to be discriminated against because of their Chinese background, and not to be personally targeted or harassed because of the actions of the Chinese government; however, they have no reasonable expectation that they can avoid hearing criticism (even very harsh criticism) of the Chinese government (and likewise for our Russian students, Iranian students, etc.). The same is true for our Jewish and Israeli students and the Israeli government.
Chad Morris	Former faculty	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Nada Moustafa	Student	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution
Ron Abott	Community Member	Protect academic freedom and free speech at GMU! Vote NO on the (so called) BOV antisemitism resolution!!
Shelley D. Wong-Pitts	Faculty retired	I urge you to protect academic freedom and free speech. Vote 'NO' on the Resolution to direct the University publish a factsheet on IHRA. The IHRA definition of anti-Semitism that includes criticism of the State of Israel is totally one-sided, ignoring the problems of anti-Palestinian discrimination. This dangerous policy hurts Palestinian Christians Muslims and those who have other faith traditions.
Professor Molly Dragiewicz	alumni	It is totally unacceptable for George Mason to attack its own academics' and students' academic freedom. GMU alumni do not accept the Board's extremist efforts to silence and censor staff or student speech. The US is turning the page from democracy to authoritarian dictatorship and no university can be part of the assault on democracy and free speech. Board members pushing extremist political positions should resign or be removed immediately for failing to uphold university values and integrity.
Courtney Baker	Faculty	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution
Trish Doherty	Alumni	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Zachary Schrag	Faculty	Because it is not a federal executive agency, George Mason University cannot "adhere" to presidential executive orders, which are exclusively directed at such agencies. The true intent of this resolution is that the university anticipate and cater to the wishes of the president, quite apart from any legal duty. Such obedience in advance is not part of the university's mission.
Kristin Samuelian	Faculty	I am deeply concerned about the potential erosions to academic freedom academic freedom and free speech at Mason in the BOV antisemitism resolution. I urge you to vote NO on the resolution.
Esther S. Merves, Ph.D.	Community Member	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution. The idea that criticism of any government, person, or policy would be against university policy is anti-American -- and certainly against the ethos of a university, let alone a public university. Vote NO on the BOV antisemitism resolution.
Ana Edwards	Community Member	<p>Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.</p> <p>Upon first read of the GMU BOV Resolution On Antisemitism, my overarching concerns are related to equity,</p>

		<p>interpretation and enforceability.</p> <p>1) Does the GMU BOV have similar documented commitments rebuking anti-Muslim, anti-Arabic or anti-Palestinian discrimination? Or for specifically identified ethnic, national, racial, religious, gendered or otherwise minoritized groups? If not, why not?</p> <p>2) The conflation in this document, of criticisms of Zionism or the policies of the nation/state of Israel with antisemitism, and the subjective nature of interpreting and determining such, is highly problematic. In fact, the IHRA "working definition" and accompanying explanations (https://holocaustremembrance.com/resources/working-definition-antisemitism) work a bit harder to avoid this conflation than does this resolution.</p> <p>3) Regarding "BE IT RESOLVED paragraph 11," the dependence of this directive upon the definitions and decisions of a single organization seems problematic. What if IHRA changes it's "fact sheet?" Would GMU routinely review and update this resolution? Is there a similar reliance on organizational definitions and determinations for handling description of other groups facing discrimination? Would they also be routinely reviewed and updated?</p> <p>4) Regarding "BE IT RESOLVED paragraph 14," how is the first sentence in this directive not a contradiction to the second, specifically under "(2)"? ...especially since, typically, a university staff or faculty sponsor is required for any such activity on campus.</p> <p>"RESOLVED, this board directs the University, to refrain from sponsoring or endorsing any organization, event, or other activity whose position or posture is antisemitic under the IHRA definition. This directive applies solely to institutional or governmental endorsement or sponsorship by the University and its administrative units and shall not (1) restrict the individual speech or academic freedom of faculty members, students, or independent student and faculty organizations (2) prevent the University from recognizing, providing resources to, or allowing access to facilities for any organization, event, or individual based on any viewpoint, position, or posture expressed or taken by the organization, event, or individual;"</p> <p>Finally, for now, as troubling as are the above stated issues is the manner in which this resolution is apparently a response to a perceived political problem. Therefore, I reiterate: Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.</p> <p>In hopes of clarity, peace, equity and progress,</p> <p>Ana Edwards</p>
Sarah Ovink	Faculty at Virginia Tech	Protect academic freedom and free speech at Mason. Please vote NO on the BOV antisemitism resolution.
Rita Rowand	Community Member	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Dr. Kurt Brandhorst	Faculty	I urge you to support academic freedom and common sense by rejecting the IHRA definition of anti-semitism. This definition as elaborated here: https://holocaustremembrance.com/resources/working-definition-antisemitism involves a fundamental equivocation of political and racial-religious categories. As such it is flawed and should be rejected as either a bad-faith gesture or poor thinking.
Sarah Ochs	Student	Vote NO on the BOV antisemitism resolution; protect academic freedom and free speech at Mason.
Dr. Pamela Nice	Community Member	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Harry J Foxwell	Faculty	Protect academic freedom and free speech at Mason. Vote NO on the BOV anti-semitism resolution.
Nathalia Peixoto	Faculty	Help protect academic freedom and free speech at Mason. Please vote NO on the BOV antisemitism resolution.
Rev. . Dr. David M. Hindman	Citizen of Virginia and Taxpayer	<p>I am strongly opposed to the pending BOV Resolution on Antisemitism for the following reasons:</p> <p>1. The IHRA definition of antisemitism is a politicized, inaccurate and misleading definition of antisemitism, in that it conflates antisemitism with any criticism of Israel as a nation state, thereby diminishing free expression and violating the First Amendment. There are other definitions of antisemitism that more accurately describes true attacks on Jews.</p> <p>2. Language Regarding Zionism is unnecessarily ambiguous. If a complaint is made that someone's criticism of Zionism is antisemitic, how will the University determine whether "Zionist" was used as a proxy for "Jewish" or "Israeli"? This could lead to inconsistent application or even suppression of legitimate political speech.</p> <p>3 The directive has great potential for conflict with academic freedom. As a former campus minister at a state institution and as an academic, I believe this strikes at the heart of a core university value.</p> <p>4. The resolution ignores inconsistencies in the treatment of protected classes; by specifically mandating updates to University Policy 1201 to clarify protections for "Jewish and Israeli identity," it does not similarly mandate clarifications for other protected groups. Also, given the reality that 20% of Israelis citizens are Palestinian Arabs, it unnecessarily ignores the fact that not all Israelis are Jews.</p> <p>5. The resolution references Executive Orders 13899 and 14188, as well as Virginia Chapter 471 (2023), but does not reference other anti-discrimination laws that apply to higher education institutions. This selective inclusion raises questions about whether the resolution is politically motivated rather than a neutral anti-discrimination measure.</p> <p>6. The resolution directs the University to use the IHRA definition for "tracking and reporting antisemitic incidents in</p>

		<p>the Commonwealth," but it is unclear what reporting mechanism will be used, whether this applies only to George Mason University, and whether the University is expected to report incidents outside its jurisdiction.</p> <p>7. The resolution mandates that applicants for admission from outside the U.S. receive a copy of University Policy 1201. This is an unusual requirement, as non-discrimination policies are typically provided after admission, not during the application process. There is no clear justification for singling out international applicants in this way.</p> <p>8. The resolution states that antisemitic conduct violating university policy should result in "appropriate consequences," including suspensions, expulsions, and terminations, and requires the University President to report these actions to the board each semester. This level of board oversight in individual disciplinary actions is atypical and could interfere with standard disciplinary procedures. It is unclear whether similar reporting is required for other forms of discrimination.</p>
Mona Saleh		<p>The language of this proposed resolution creates ambiguity. If a complaint is made that someone's criticism of Zionism is antisemitic, how will the University determine whether "Zionist" was used as a proxy for "Jewish" or "Israeli"? This could lead to inconsistent application or even suppression of legitimate political speech.</p> <p>The directive that the University "refrain from sponsoring or endorsing any organization, event, or other activity whose position or posture is antisemitic under the IHRA definition" could be problematic.</p> <p>While the resolution states that this does not apply to faculty members, students, or independent organizations, it could still be interpreted in ways that deter legitimate academic discussions. For instance, educational programs or conferences discussing Israeli policies critically might be affected.</p> <p>The resolution specifically mandates updates to University Policy 1201 to clarify protections for "Jewish and Israeli identity," but does not similarly mandate clarifications for other protected groups.</p> <p>Including Israeli identity as a protected category is unusual, as national origin is already covered under non-discrimination policies. This might create inconsistencies in how different national identities are treated under university policy. This language creates ambiguity. If a complaint is made that someone's criticism of Zionism is antisemitic, how will the University determine whether "Zionist" was used as a proxy for "Jewish" or "Israeli"? This could lead to inconsistent application or even suppression of legitimate political speech.</p> <p>In sum, freedom of speech is a First Amendment right. Criticizing any government's policies is a right included within that amendment. This proposed resolution would be taken to extremes and would lead to the silencing of critical voices—a very unAmerican and unconstitutional action.</p>
Wally Grotophorst	Retired faculty	Vote NO on the antisemitism resolution. While no one should want to encourage or condone antisemitism, the fact that this resolution comes to Mason as a political act suggests it should be rejected. There are a number of "ism's" that we need to reject but it isn't necessary to enumerate them all or single out particular ones. Doing so reduces the impact of a more general statement on what our overarching values should be.
Rebecca Bushway	Student	Equating the natural reaction to genocide to a hatred of an entire race of people is disingenuous. This is not a resolution to protect Jewish students; it is a license to persecute Palestinian ones.
Michele Greet	Faculty	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Lindsey Stoneking	Virginia Educator	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Karen Grace	Faculty	I strongly support protecting academic freedom and free speech at Mason. I encourage a vote of NO on the BOV antisemitism resolution, which does not, in fact, protect anyone (including me, a Jewish faculty member) from antisemitism.
Gigi Est	Former GMU student, attorney.	I am writing this message to say NO to the BOV antisemitism resolution. We must protect free speech at all costs, not undermine it, criminalize it, and police it. This is an absolute constitutional violation and must be avoided. Students and their ideas and their true HUMANITY must be protected from bad faith efforts of censorship.
Darlene Mitrano	Community Member	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Deborah Pritchett, Ph.D.	Community Member	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Peter Streckfus	Faculty	The revised language for this proposal goes further than the tabled proposal in its aggressive suppression of academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Joan Henry	Community Member	Vote NO! If this passes, it will send a strong message to the best and brightest of our youth why they should not apply to, or attend this university. GMU will lose faculty, endowment dollars, damage its reputation, and lower its academic ranking. GMU will become known as Liberty "University's" NOVA campus. In its most basic form, the resolution is redundant of all existing law, totally unnecessary, and a thinly veiled threat from the governor's office. (I am a former public school history teacher, and the wife of an academic at a major university with integrity.)
Jennifer Hitchcock	Former faculty member	Please protect academic freedom and free speech at Mason, and vote NO on the BOV antisemitism resolution.
Mallory Brown	Community Member	<p>To Whom it may concern,</p> <p>I am writing this comment in opposition to the adoption of the IHRA definition of anti-semitism to the GMU policies. Anti-Semitism is at large these days with prominent figures like Elon Musk and politicians at CPAC giving the Nazi Salute, and organized Nazis flooding the streets of Cincinnati. However, criticism of Israel and Zionism at its core is not anti-Semitic, it is anti-fascist. Israel is continuing to commit genocide and to align ourselves as Jewish people with</p>

		<p>Israel in these actions; to say that “to criticize Israel is to criticize us” condemns us to be aligned with genocide.</p> <p>In my Judaism and in my humanity, I refuse to accept this. The IHRA definition of anti-semitism does not represent me, and I am extremely opposed to it. It serves far more to repress freedom of speech on campus than it serves to protect myself and Jewish students from anti-semitism. Bringing the Zionist state of Israel into the discussion of what constitutes an act of antisemitism only serves to obfuscate real acts of hate. Witnessing swastikas and sieg heils on the US stage threaten me. Protests for a free Palestine do not.</p> <p>Thank you for your consideration and I implore you to come to a definition of anti-semitism that leans on the lived experience of oppression and does not lean on defending a colonial entity or suppressing public dissent against genocide.</p>
Anonymous	Student	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Dr. Brian Turner	Virginia citizen	Protect academic freedom and free speech at George Mason University! Vote NO on the BOV antisemitism resolution. Adoption of this resolution will necessarily have a profound chilling effect on legitimate academic debate, particularly about the nature of the State of Israel and of Zionism. For a BOV to intrude beyond its legitimate concern for protecting the community from discriminatory behavior into academic discussions that are necessary to understand matters as complex as conflict in the Middle East is, to my mind, a violation of the Board's responsibility to citizens of Virginia and the mission of GMU.
Lisa Lister	Faculty	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Alexandra Harrison	Parent of students	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution. It's appalling that a university which is supposed to be a bastion of free speech, intellectual discourse, academic exploration, and preferably non-biased, FACT-based study and education prefers to waste its time looking for ways to limit free speech and further the agenda of a foreign country.
Kathleen Ramos	Faculty	I am writing to ask that the Board of Visitors vote responsibly and ethically to protect academic freedom and free speech at Mason. I urge you to Vote NO on the BOV antisemitism resolution.
Rosemarie M. Esber, Ph.D.	Community Member	Vote NO on the BOV antisemitism resolution. George Mason University would make a terrible decision by preventing students, professors, and the community from protesting apartheid genocidal occupying Israel's crimes against humanity by adopting and enforcing the biased and faulty IHRA definition. The International Court of Justice has found Israel responsible for apartheid and plausible genocide. Adopting this resolution will make GMU complicit by silencing protests against war crimes and crimes against humanity. Uphold international human rights and humanitarian law equally but not silencing protests and by maintaining freedom of speech at GMU!
Katherine Gordon	Community Member	My grandfather was a Polish Jewish Holocaust survivor and I am appalled that the BOV is trying to silence pro-Palestinian students and community members like myself under the guise of “antisemitism.” You know what’s antisemitic? GENOCIDE. The genocide in Gaza and the West Bank is the most well documented genocide in history and it is also the most antisemitic act possible. As Jews, when we say “never again,” we mean never again for anyone. I have a right to criticize Israel, the murderous apartheid regime that has been oppressing Palestinians since 1948. That is my Judaism- Israel does NOT represent me or my Jewish values, in fact it is antithetical to Judaism. I urge you to protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Laura Buckwald	Faculty	Academic freedom and free speech are fundamental to students' college learning experience and a healthy democracy. Protect academic freedom and free speech at Mason by voting NO on the BOV antisemitism resolution.
Laura Wilkinson	Higher Ed Faculty at another Virginia Public University	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution, please.
Jessica Sun	Community Member	<p>To whom it may concern,</p> <p>As a Catholic in opposition to Christian Zionism and Christian Nationalism, I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Ilia Sheikholeslami	Student	The board’s pursuits to essentially stifle the opinion of President Washington is an inherently political and ideologically driven decision - despite how much the board wishes to frame it otherwise. The assertion that an institution should not be able to speak out and adopt a position on issues may sound good on paper, but what happens if the ideals of the institution are threatened? This hyper conservative board has sought to undercut and defund George Mason’s DEI

		programs - despite overwhelming outcry and objection from both the student body and faculty - and this move seems to be a way to make President Washington complicit in the board's efforts. You cannot legitimately state that this board is not pursuing institutional neutrality for non-political reasons - it is inherently political, no matter how you frame it! The worst part is that the board has failed to engage with the student body effectively in pursuing this policy. The only student group that was consulted was the President's Student Advisory Group - a body that is not representative of the entire student population. There are countless students and student groups alike that object to this policy, and countless more that aren't even aware this policy exists! This decision is not being made in the interests of the student body or this institution. It is being made to favor conservative interests groups so as to impose their will upon our leadership. What's to stop them from going beyond university leadership? George Mason is simply a testing ground for these groups to play around with after all.
Dylan Krinberg	Fairfax County resident	It is shameful that universities, what should be a place of dissertation and critical discernment, are still just money pits with shameless ulterior motives to silence voices that go against their unethical investments. It comes as no surprise from George Mason University, the namesake of a slave owner and human trafficker, to continually side with what's makes a profit over its students and the greater humanity at large.
Frank Munley	Tax payer in Virginia	Protection of Palestinian rights is not antisemitic!
Jacob Janzen	Community Member	I've received word from Jewish Voice for Peace-DC that GMU is trying to censor advocacy for Peace with Justice for Palestinians. I don't know the details, but student misconduct should be dealt with individually based on their infraction. Suspending an entire organization or passing resolutions to silence advocates is shameful. It seems to fit a pattern of people who refuse to see the tragedy that has been unfolding as a result of Zionism.
Joseph Crosbie	Community Member	Free Palestine! End suppression of free speech! End US support for the genocidal Israeli apartheid state! It is completely unconscionable that a nation which styles itself "Land of the free" supports this kind of activity
Sabahat Hussain	Community Member	Do not trample the free speech. These students are exposing the on going genocide, which is happening at the expense of tax payers hard earned money.
Connor Celum	Community Member	Pro-Palestinian speech is free speech.
Dorothy Gudgel	Community Member	A university is supposed to be the safest place for the free expression of all diverse points of view; as pertaining to the Israel/Palestinian conflict, Palestinians absolutely have the moral right to not only freely express their views in public forums, but to have their right to free speech protected by university authorities. Not to protect their 1st amendment rights is to fail abysmally the sacred role of the university in our society! Shame on GMU for censoring the Palestinians in public discourse with the GMU community.
Rebekah Cohen	Student	All we want is peace.
David Copper	Concerned citize	What is going on? Freedom of Speech no longer practiced on your campus? All I can say to you is SHAME on you and your associates
Ayesha Khan	Community Member	Stop censoring Palestinian voices!!! It is their right to exercise their freedom of speech!!! This is America not Israel!!! You are going against your own constitution!!
Haleema Yahya	Community Member	Speaking out against war criminals and genocide is not a crime, you should be proud of your students and not censoring them, let alone penalizing them. Divest from Israel now!
Maria Lynne Booth	Community Member	Please do not criminalize pro Palestinian speech! Pro Palestinian speech should be allowed - it harms no one! It is not anti-Semitic to oppose the policies of the state of Israel. Please please do not prohibit speech. It will not help resolve this conflict by suppressing the voices that are opposed to is the state of Israel's policies.
Jose R. Castro	Former Grad Student	It is unconscionable that a University of Higher Learning would infringe on freedom of speech. When people are dying in Palestine ,every day, at the hands of genocide and ethnic cleansing perpetrated by Israel, humanity needs courage to stand up and protect those with no voice. Humanity does not need cowardly university administrators that are puppets of the Pro Israel Lobby and Zionist fanatics. It is time that George Mason University grow a spine and demonstrate moral conscience.
Jessica Snowmam	Concerned Virginian	I am writing to condemn George Mason University's stifling of free speech and right to protest. The people of the Palestinian Territories have endured decades of occupation and violence at the hands of the Israeli government. Even today, Palestinians in the West Bank are forced out of their homes by settlers protected by the IDF and told to never return. To say that this legitimate criticism of a far right-wing government is antisemitic has to be the most baffling statement I have ever heard and a total insult to the Jewish people. You might as well be supportive of Apartheid South Africa while you're at it.
Norman Ferry	Community Member	Since the Gazan COUNTER resistance against the IDF , on October 7th, Gaza has been flattened . Over a half million Palestinians have bee killed. This fact has to be expressed. Zionism is a genocidal movement rejected by most Jews. Please allow for a complete discussion of this horror. America has blood on its hands .
Margaret Belsan	Community Member	Quoting from The American President move which speaks my thoughts America isn't easy. America is advanced citizenship. You've gotta want it bad, 'cause it's gonna put up a fight. It's gonna say, "You want free speech? Let's see you acknowledge a man whose words make your blood boil, who's standing center stage and advocating at the top of his lungs that which you would spend a lifetime opposing at the top of yours." You want to claim this land as the land of the free? Then the symbol of your country cannot just be a flag. The symbol also has to be one of its citizens exercising his right to burn that flag in protest. Now show me that, defend that, celebrate that in your classrooms. Then you can stand up and sing about the land of the free. This is what a University should stand for. Be courageous.

Dr. M. Colleen McDaniel	Adjunct Faculty at Northern Virginia Community College	<p>George Mason University's mission is to be a public research university that creates a more just, free, and prosperous world. The university's motto is "Freedom and Learning." Their values on their website include: "Empower students to be socially conscious leaders committed to democratic and civic engagement," and "Engage Mason's diverse, global and multicultural community to enrich the educational environment, promote mutual respect and civility, and develop global citizens." By banning Pro-Palestinian speech on campus, the university would be in direct violation of its own mission statement, values, and motto.</p> <p>There is a disgusting irony in teaching our students to challenge what they have been taught, to speak freely and openly, to interrogate popular narratives, and then to turn around and attempt to stifle their cause for a free Palestine.</p> <p>As a community college faculty member who prepares many of my students to move onto George Mason, I stand firmly against the restriction of or any intervention to prevent students at George Mason from using their voices and leaning into their power in any way, but especially to speak up against the abhorrent violence being committed against Palestinians.</p> <p>This country has a long legacy of college students taking a lead in global social justice. Students across the country have played a uniquely powerful role in anti-war efforts, the fight against systemic injustice, and the end of global oppressions.</p> <p>The decision of George Mason to do anything but listen is appalling and antithetical to the very foundations of higher education and academic integrity. I could NEVER suggest my students move on to a university that silences them. And if this resolution passes, I will be continuously vocal about this injustice to my students and colleagues at my own and other institutions so that students can make a truly informed decision about attending George Mason. I will let them know that George Mason is adversarial to its students and does not practice academic freedom nor integrity. George Mason must reject this resolution and support its students in practicing their right to speak out for the liberation of Palestinians and against war.</p> <p>Students MUST be given the space on campus to speak freely against violence and injustice anywhere in our world. To stifle that is to promote violence, injustice, and oppression globally.</p>
Lindsey Parnas	Community Member	As a proud Jewish person who is fervently pro-Palestine, anti-Semitism is not the same as being pro Palestine. You are criminalizing one expression of semitism aligned with tikkun olam- healing the world- and thus you are the one narrowing the scope of Judaism and targeting Jews. Judaism is a faith based on the importance of open political beliefs and helping the oppressed. I heavily advise you stop this action
Amber Spalek	Alumni	I am strongly opposed to Jeff Rosen's proposal that would criminalize all criticism of Zionism on campus. As a Jewish alumna, this is an outrageous assault on free speech and first amendment rights. From my time at Mason, I was proud to experience an environment of tolerance and growth, and it is unacceptable that this would be threatened on Mason's campus.
Maha Armaly	Community Member	Freedom of thought and speech in academia is essential for human progress and academic integrity.
Aouicha Hilliard		<p>To the Board of Visitors:</p> <p>I will not address all the contradictions in Visitor Rosen's Resolution. Rather, as a (retired) Professor of French Literature and International Studies, I will focus on the damage students would suffer, were this resolution approved.</p> <ol style="list-style-type: none"> 1. This is a flagrant violation of freedom of speech. To prevent students from discussing ideas—at a university, no less—is absurd; it prevents them from acquiring the very skills they are there to get: sharpening their thinking so as not to fall prey to demagoguery or indoctrination. 2. The language of the resolution will perpetuate antisemitism, not diminish it. By associating Zionism and Judaism, the resolution implicitly endows Judaism (a religion of peace and love) with the characteristics of Zionism—a European ideology from the 1890s, which promotes the conquering and settling of Palestinian land. 3. If approved, this resolution will also increase anti-Israeli sentiment, since Israeli passports would clearly be favored, above other nationalities. Its goal is to muzzle criticism of Israel; it aims to stifle the free discussion of ideas, not to end discrimination in ALL areas of concern. <p>If I still had a child of college age, I would feel dressed if he or she were attending a university that adopted a policy like this.</p> <p>I urge you to reject this resolution.</p> <p>Sincerely, Dr. Aouicha Hilliard</p>
John Mutzberg	Community Member	Speaking up for Palestinians is not antisemitism. Request input from Jewish Voices for peace please. If a group of religious extremists is stealing land and persecuting the indigenous peoples that is terrorism whether they are Isis or Zionists.
KEVIN M MCCARRON	Community Member	<p>To whom this Will concern,</p> <p>I am a Veteran (honorably discharged from the U.S.M.C. and decorated for combat service in the Persian Gulf War). My undergraduate degree from the University of North Carolina @ Chapel Hill was in Political Science, and my graduate degree (University of Maine) was in Economics. I lived in Washington, DC for over 20 years, and I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p>

		<p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Maryam Rashid	Alumni	I’m deeply troubled that GMU is equating antisemitism with pro Palestine speech. This is disgraceful, racist, and an ugly attempt to silence voices.
Ahmed AbdulRahman		<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Beth Baker	Community Member	<p>I am writing with great concern for the suppression of free speech at George Mason and in higher education. As a Jewish tenured professor at another university, I am appalled at Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Joelle Younes	Community Member	We must protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Kathleen Brewster	Community Member	I am in shock that an institution of higher learning is trying to ban free speech rights for people expressing pro-Palestinian support. Pro-Palestinians are pro-human rights and are NOT antisemitic.
Amber Wixtrom	Community Member	Please protect free speech by refusing to ban pro-Palestine speech on campus. Palestinian students and those who support their Palestinian friends have a right to speak out against injustice against their people.
Lindsey Lim	Community Member	<p>Dear GMU,</p> <p>I'm a Virginia tax payer and community member residing in Alexandria, previously in Clarendon. Why are you prohibiting criticism of Zionism which is a political ideology? Are you prohibiting criticism of communism, liberalism, conservatism? Many Orthodox Jews, including inside Israel, don't support Zionism precisely because it goes against their religious belief of waiting for the Messiah to re-establish Israel. Would you criminalize Jews who criticize Zionism for going against their religious believes?</p> <p>I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would</p>

		<p>aim to criminalize all criticism of Zionism on campus.</p> <p>This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a political ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Fred Lavy	Community Member	Students should have free speech to support suffering Palestinians and to denounce genocide. Do you not allow free speech?
Jack R Leff	Colleague from SW VA	As a Jewish academic I am dismayed to see this biased resolution on antisemitism be put before the board without due process. The IHRA definition of antisemitism does not protect against antisemitism and instead focuses its efforts to protect Israel from legitimate academic criticisms. If I were to apply to present at a conference or other scholarly forum at GMU as a political researcher who is often critical of Israeli policy, this resolution would define my contributions as antisemitic despite being obvious protected academic speech from a Jewish scholar. Vote no on this resolution that would target Jewish scholars in addition to just being an obviously racist attack on our Palestinian colleagues who speak up against ethnic cleansing.
Roxanne Arnon	Community Member	Pro-Palestinian speech on college campuses is not anti-Semitic. I am a Jewish community member and it is vital that students have this right to speak up on the behalf of Palestinian people who are struggling and work to divest from Israel.
Stefani Evans	Concerned member of the Fairfax Community	<p>To whom it may concern,</p> <p>I am writing to express my opposition to a resolution before George Mason University's Board of Visitors that aims to ban all criticism of Zionism, a political ideology, on GMU's campus. This outrageous resolution represents a blatant assault on free speech at GMU, within the Fairfax community and within the United States of America. This resolution is a part and parcel of the attacks on higher education, the poor, women's rights, LGBTQ rights, black and brown lives, and the Palestinian Solidarity Movement. It directly undermines George Mason University's ability, as an institution of higher education, to foster and inclusive environment where diverse perspectives and ideas can thrive.</p> <p>George Mason University prides itself on its diverse faculty, staff, and student body and its commitment to "creating a more just , free and prosperous world." Yet the resolution in front of the Board seeks to snuff out and repress pro-Palestinian organizing and speech, by falsely conflating criticism of Israel and Zionism with Anti-Semitism.</p> <p>Zionism is a political ideology that has fueled the violent dispossession and displacement of Palestinians from their homes and lands. It has robbed the American people of billions of dollars in taxpayers dollars that have been used to bomb Palestinian women and children and arm Israeli soldiers instead of being used here at home for health care, education, food, and the well being of everyday Americans.</p> <p>The conflation of antisemitism with anti-zionism and criticism with the state of Israel does nothing to keep Jews nor Americans safe. Instead, it obscures our ability to combat real antisemitism and puts a target on the backs of Palestinians, everyday Americans and anyone, including Jews, who speak out for Palestinian freedom.</p> <p>The resolution poses a grave threat to freedom of speech and expression at George Mason University and if it passes would lead to the stifling of dissent, discrimination, and violent repression on university campuses across the country. It would be a dark day for George Mason University and American democracy if this resolution is to pass. I urge to find the courage to speak out and oppose this resolution not only for today but for the future of our children, our children's' children and our democracy.</p> <p>Sincerely, Stefani Evans</p>
Elicia Yoffee	Alumni	<p>To whom it may concern,</p> <p>My name is Elicia Yoffee and I am an alumna of the Jimmy and Rosalynn Carter School for Peace and Conflict Resolution. I am also an American Jew.</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p>

		<p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p> <p>Thank you.</p>
TAQWA JAMEEL MUHAMMAD	Community Member	Check the definition of SEMITIC...it includes Arabs. No country, group or individual has the Right to subject another to GENOCIDE. Freedom of Speech is a corner stone of Democracy. Institutions of Higher Learning have a historic experience of speaking Truth to Power. President Jimmy Carter labeled Israel treatment of Palestinians as APARTHEID.
Mohammed Ahmad	I have 3 kids who graduated from GMU	Why would anyone get banned from expressing their opinions and to know the truth about the occupation
Ann von Lossberg	relative of student	How can a university censor one group, the Palestinians? All they ask for in Israel and here is equality. Please show everyone that you value and protect discourse and free speech in your university.
Sally Andrews Gudas	Community Member	<p>To whom it may concern,</p> <p>As a Quaker whose faith community has had close ties to Palestine since the late 1860s and before, it is with sadness and concern that I read the proposal of Jeff Rosen that the Board of Visitors at George Mason is considering that would make criminal ALL criticism of Zionism on campus. Zionism is not Judaism, and criticizing Israel is not anti-Semitic. The narrative the Zionists have been pushing for more than 100 years has brought us to this point. You are playing with fire as you propose this attack on free speech – a horrific violation of first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. If the Board of Visitors takes this action, it will show it is not serious about providing an equal voice and protections to all its students and faculty and will also be guilty of discrimination against Palestinian students.</p> <p>It has been curious that those who drafted this proposal are fighting against free expression on US campuses and peaceful protest but are not openly concerned about the actual genocide going on in Gaza. You are concerned about protected speech, and the students protesting on your campus are calling out the genocide and killing and humanity of Israel to Palestinians. Actual killing - not just speech.</p> <p>I grew up 5 miles down Braddock Road from GMU and attended summer school there many years ago. I have been proud of the diverse area northern Va has become and that George Mason has mirrored this diversity. This proposal will also harm the very Jewish students you are falsely claiming would be victims of anti-Semitism. This proposal seeks to silence and censure any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians.</p> <p>I hope that you will open your eyes and learn about the oppression of Palestinians. Actually, I hope you will take time sit down with our Jewish brothers and sisters in the DC Metro Chapter of Jewish Voice for Peace who I follow closely.</p> <p>If you go forward with this plan, we will know that what happened is that money and power are in control at George Mason, and not the principles and mission of the University; we will know that you have sold freedom of expression to the highest bidder.</p> <p>If you vote for this proposal, we will also know that you are erroneously conflating criticism of Israel with anti-Semitism. As a state taxpayer, some of my taxes go to your University, I urge you to vote against this proposal. You owe this state a fair system at GMU.</p>
Mariam C	Alumna	<p>As an alumna holding multiple degrees from GMU, I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p>

		<p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Andrew C	Alum	<p>I'm an alumnus of Mason, and I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Jenai McKee	Friend of a GMU student	<p>I am writing as a VA resident and friend of a GMU student who is concerned about how public universities in my area react to pro-Palestine organizing on their campuses. Students and other members of the campus community should be able to express their views without censorship, especially in the case of protesting a genocide and the occupation of Palestine by Israel. Please do not ban pro-Palestine speech at GMU; instead, listen to the demands of these students who are just trying to speak up for the safety and rights of Palestinians. Please also rescind any punishments made against students who have spoken up or organized for Palestine. Thank you for your time and consideration!</p>
Dalal Musa	Alumnus	<p>To whom it may concern,</p> <p>I am an alumnus of GMU (BSW 1998) and alarmed at Jeff Rosen's proposal for George Mason's Board of Visitors to criminalize all criticism of Zionism on campus. Rosen's proposal seeks to silence any criticism of Zionism within ALL University departments.</p> <p>I have seen GMU become increasingly reactionary over the past 20 years, yet this is a new low. This proposal is an utterly intellectually dishonest attack on free speech and student and faculty's first amendment rights.</p> <p>George Mason University's student population is diverse and a source of strength. Many of your students and alumni are Middle Eastern, specifically Palestinian. I cannot believe current students feel safe or welcome with this kind of political agenda threatening them. Further, many Jewish people are strong anti-Zionist activists. Caving in to the lie that to criticize Israel and Zionism is anti-Semitic completely degrades the integrity of GMU.</p> <p>Arabs are Semitic by the way.</p> <p>The truth, which Rosen seeks to hide and distort, is that Zionism is a colonialist and racist ideology rooted in the violent expulsion, exploitation, and extermination of Palestinians. Equating antisemitism to anti-Zionism and is part of the reactionary right political agenda. Students and faculty must be able to discuss these geopolitical realities which are among the most urgent issues of our day.</p> <p>If GMU truly "honor freedom of thought and expression," this proposal will be thrown in the garbage where it belongs.</p> <p>Thank you.</p>
David Wolinsky	Parent of graduate	<p>I am an old Jewish grandpawho spent many years thinking about where all the "good people" and good nations were during the Holocaust, when the larger part of his mother's family was exterminated along with 50, 000 other Greek Jews and many millions more. A university, of course, is neither a nation nor an individual -- but for most of my life (lots of folks with advanced degrees) I expected more, even, from them.</p> <p>I also know the terror inside most Jews of all generations --in Israel in the form of "they want to push us all into the sea." Now, please look unflinchingly at Israel's attempt "to prevent that", by destroying Palestinian land and life wholesale. Do not "compare" that to the atrocities of Oct.7. Compare it to some on campus feeling threatened by demonstrations in defense of Palestinian life, and to donors who threaten you.</p> <p>Mason has joined universities that, so far, have abandoned claims to dialog, learning, and humane values, punishing protesters and in some cases expelling students. Please reverse course and remove your name from the academy's Wall of Shame.</p>
Tuqa Nusairat	Alumni	<p>To whom it may concern,</p>

		<p>I am writing to express my profound concern over Jeff Rosen's proposal to George Mason's Board of Visitors, which seeks to criminalize any criticism of Zionism on campus. This alarming proposal constitutes a direct attack on free speech and represents a serious violation of our first amendment rights. Higher education institutions are meant to embody tolerance and intellectual growth, cultivating spaces where a wide range of perspectives, ideas, and identities can flourish. Universities play a key role in shaping social progress, making it vital that they preserve the values of inclusivity, open debate, and the freedom of expression.</p> <p>George Mason University boasts a diverse student body but continues to harm and marginalize its own students through proposals like this one. This measure aims to stifle any discussion or critique of Zionism across all University departments. Zionism, rooted in colonialism and the violent dispossession of Palestinians, is a subject that warrants open discussion, not censorship. To equate antisemitism with anti-Zionism is a dangerous oversimplification that could embolden white supremacy and fascism, particularly when supported by an institution that claims to uphold "freedom of thought and expression." This proposal is an attack on the fundamental rights of all students to express their views without fear of retribution. Marginalized communities depend on academic spaces to challenge dominant narratives and push for change, yet the University's actions are actively suppressing the voices that should be championed.</p> <p>I urge you to reflect on the dire consequences of adopting this proposal, which seeks to undermine the core values of freedom of expression, critical thought, and diverse discourse that are integral to higher education. Censoring these freedoms will not only degrade the educational experience but also set a perilous precedent for increased censorship, marginalization, and the erosion of democratic principles within academic institutions.</p>
Natalie Johnson	Community Member	I urge you to protect free speech on campus and reject the proposal to criminalize all criticisms of Zionism on campus. Zionism is settler colonial genocidal ideology. How in the world can you have witnessed the last year and half of the US-Israeli genocidal war against the Palestinian people and then think it's necessary to criminalize speech that critiques the ideology undergirding that death machine? How can you live with yourself? At the bare minimum you should at least protect freedom of speech on campus which means students must be free to engage in all forms of critiques of Zionism. Do the right thing. Reject Jeff Rosen's proposal.
Duncan Price	Parent	I am outraged that George Mason wants to ban "Pro-Palestinian" speech. I assume this is because there is a continued false assertion that "pro-palestinian" is anti-semitic. This continued false narrative is pure and simple propaganda from AIPAC, ADL, Netanyahu etc. Why students are prevented from supporting a group of people who have been under occupation for decades, with no rights, and more recently subjected to ethnic cleansing, is beyond me. Is George Mason cowering to forces that control funding? At a minimum you are preventing free speech. Worse you are doing it on the basis of false claims of anti-semitism. My family is Jewish by the way.. We know anti-semitism we see it. Supporting Palestinians does not equal being anti-semitic. Wake up from the propaganda. I am very disappointed that George Mason is even considering this. If this goes into effect I will support all legal efforts against the university. My child is strongly considering leaving George Mason for another school because of this. A stain on the university is what this has become.
Ronald Field	Community Member	Institutions of higher education should value free speech.
William F. Simonds, MD	Community Member	<p>To whom it may concern,</p> <p>As a practicing physician and strong supporter of human rights, I am writing to express my grave concern regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism and the State of Israel on campus.</p> <p>Anti-Zionism is NOT anti-Semitism, and conflating the two is (in fact) anti-Semitic, since it would hold all Jews everywhere responsible for the State of Israel's multiple violations of human rights against the Palestinians living under brutal military occupation.</p> <p>Judaism is a wonderful faith- the modern State of Israel is a violent and oppressive Golden Calf.</p> <p>Elevating the IHRA definition of anti-semitism would be WRONG since its examples conflate anti-semitism with anti-Zionism, and thus tends to criminalize criticism of the Jewish state.</p> <p>This outrageous proposal is an assault on free speech and is a gross violation of students' first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>This proposal seeks to silence and censor any criticism of Zionism (and Israel's brutal apartheid state, as assessed by Amnesty International and Human Rights Watch among others) within ALL University departments.</p> <p>Equating antisemitism to anti-zionism is dangerous, and is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education.</p>
Abby Steckel	Community Member	<p>Dear Board of Visitors,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This proposal is an assault on free speech and is a gross violation</p>

		<p>of students' first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal, which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Rebecca Helgersen	Alumnus	Please do not equate antizionism with antisemitism- they are not the same thing. Being pro Palestine does not make one antisemitic. As a GMU alumnus, I want to be proud of my school and degrees from there, and do not want my school to be censoring pro Palestine speech and actions.
Joanne Heisel	Community Member	If you carefully follow what Israel is doing to the Palestinians in Gaza and the West Bank, I think you would be quite sympathetic to the pro-Palestinian voices on your campus. They are truly standing up for the underdogs in this extremely lopsided David and Goliath struggle. Israel is clearly and without a doubt the oppressor!
Nadia A Carrell, PhD	family of student	<p>I am writing to urge you to reject Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. By restricting discourse which is essential in an academic setting George Mason is sending students into the world under prepared for life and service to their communities, country, and world</p> <p>Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous.</p> <p>If you label everything as anti-semitism you are emptying it out of meaning.</p>
Kirsten Wittkowski	Community Member	I am a concerned community member that lives in the immediate vicinity of GMU. The resolution worries me because it references Executive Orders 13899 and 14188, as well as Virginia Chapter 471 (2023), but does not reference other anti-discrimination laws that apply to higher education institutions. This selective inclusion raises questions about whether the resolution is politically motivated rather than a neutral anti-discrimination measure. Please protect academic freedom and free speech at Mason: Vote NO on the BOV antisemitism resolution.
Dale Scott Rothman	Faculty	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
JoLillian Zwerdling	Community Member	<p>I am a Jewish DC resident, born and raised in the DMV and I am writing to express my dismay regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Israel on campus. This proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression, especially right now at a time when the current presidential administration is trying to violate these principles and rights.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal, rather than protecting Jewish students, seeks to silence and censor any criticism of Israel within ALL University departments. Equating antisemitism to anti-zionism is dangerous for students of all backgrounds (including Jewish students)-- it allows fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish students' educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Caolan Eder	Community Member	<p>To whom it may concern,</p> <p>As a Jewish community member who grew up participating in GMU's workshops for young people, I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to</p>

		<p>express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Heather Gottlieb	Alumni	<p>Subject: Protect Free Speech and Academic Freedom at George Mason University</p> <p>Dear Members of the Board of Visitors,</p> <p>I am writing to express my deep concern regarding the ongoing suppression of pro-Palestine advocacy at George Mason University. The suspension of Students for Justice in Palestine, the barring of two Palestinian students from campus, and the proposed resolution to ban pro-Palestine speech directly undermine the university's commitment to free expression, academic freedom, and the principles of open dialogue that are fundamental to higher education.</p> <p>As a public institution, George Mason University has a legal and ethical obligation to uphold the First Amendment rights of its students. Silencing political speech—especially in response to pressure from external entities—sets a dangerous precedent that threatens the integrity of the university and the democratic values it should uphold. Regardless of one's stance on the Israeli-Palestinian conflict, it is imperative that students be allowed to express their views, organize peacefully, and engage in meaningful discussions without fear of censorship or reprisal.</p> <p>I urge you to reject any resolution that seeks to ban pro-Palestine speech and to reinstate Students for Justice in Palestine as a recognized campus organization. Furthermore, I call on the university to ensure that Palestinian students, like all members of the Mason community, are treated fairly and without discrimination.</p> <p>I hope you will take a stand for free speech and academic integrity by opposing efforts to suppress student activism. Thank you for your attention to this urgent matter.</p> <p>Sincerely, Heather Gottlieb Alumni, Class of 2005</p>
Leah Zahniser	Community Member	<p>To whom it may concern,</p> <p>Censoring students who are fighting against genocide is deplorable. You know you will be on the wrong side of history. You are equivalent to the administrations that shut down protests for Vietnam, for civil rights, for gender equality, against the South African Apartheid, ETC.</p> <p>The antisemitism argument has never ever ever worked. To favor Zionist Jewish students and censor non-Zionist Jewish students (like me) is antisemitic.</p>
Mohamed Khelil Bouarrouj	Alumni	<p>I think it is absurd to establish a definition of prejudice whereby political actions are shielded from criticism due to spurious smears of bigotry. The cynical use of antisemitism to silence critics of a nation state is obvious.</p>
S Jahangeer	Community Member	<p>Censoring pro-Palestine students is trampling on their first amendment rights. You should be ashamed. This must stop.</p>
Anonymous	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Virginia Donaldson	Concerned citizen	<p>I am writing to express my opposition to a resolution before George Mason University's Board of Visitors that aims to ban all criticism of Zionism, a political ideology, on the GMU campus. This outrageous resolution represents a blatant assault on free speech and is part a parcel of the Right's war on higher education and the Palestine solidarity movement. It directly undermines George Mason University's ability, as an institution of higher education, to foster an environment where diverse perspectives and ideas can thrive. George Mason University prides itself on its diverse student body and it's commitment to, "creating a more just, free, and prosperous world." Yet this resolution seeks to silence pro-Palestine organizing and speech by falsely conflating criticism of Israel and Zionism with antisemitism. Zionism is a political ideology that has fueled the violent dispossession and displacement of Palestinians from their</p>

		homes and land. The conflation of antisemitism with anti-Zionism and criticism of the state of Israel does nothing to keep Jews safe. Instead, it obscures our ability to combat real antisemitism and puts a target on the backs of Palestinians and anyone, including Jews, who speak out for Palestinian freedom and an end to an active genocide. This resolution poses a grave threat to freedom of speech and expression at George Mason University and would further right-wing efforts to crush dissent on university campuses across the country. I urge you to oppose it.
Alex Joseph	Community Member	I am a Jewish student, and an ardent advocate of free speech, expression and assembly. Students should not be repressed for their beliefs, especially when they are standing up to apartheid and genocide. Anti-Zionism is not anti-semitism.
Nance Fayyad	Community Member	<p>Dear George Mason Board of Visitors and all concerned,</p> <p>I am writing you with deep concerns regarding your attempt to limit freedom of speech on the University's campus. I don't need to school you on one of our most sacred bill of rights, or do I? It doesn't matter whether we agree with a particular idea or speech. What matters is our right to freely express ourselves without fear of censorship or retribution. Universities above all places is where freedom of speech and the free exchange of ideas is paramount, Your plans to ban pro- Palestine speech on campus is doing the very opposite! Just because someone is representing a Palestinian perspective does not make that an offensive speech or an antisemitic one.. Palestine and Israel are not mutually exclusive subjects. Talking about one's right to live free like everyone else in the world, is not "antisemitic" speech for example. How did we get to a place where we are banning ideas and words? What are we afraid of? How can we ever resolve differences if we are banned from freely expressing ourselves?</p> <p>What a dark stain it will be on your University if you do this! Do not give in and sellout on the very essence of what Universities should represent.</p> <p>You owe it to your students and faculty to continue to uphold the free flow of ideas and speech.</p> <p>My nephews and nieces graduated from George Mason and all are now successful, outstanding citizens of their communities and the world.</p> <p>They did not face the kind of threats to our freedoms as we face today.</p> <p>Do the right thing by your students and staff and be the University I hope to send my children to one day.</p> <p>Stop this shameful resolution and protect freedom of speech, all speech on George Mason's campus.</p> <p>Sincerely, N. Fayyad</p>
jane eyre	conscientious citizen	Adopting the BOV statement is not only opening a can or worms, but it says undoubtedly that this academic institute is really a sham that claims to teach students to be upright citizens respecting and upholding democratic values while indulging in sucking up to Israel and the political parties carrying out their evil and immoral activities in a genocide that speaks volumes of their barbarity. This surely is on par with the actions in the Book of Kings claiming to follow the one true God.
Mark Schek	U S Citizen	<p>There is absolutely no legal mechanism to arrest pro Palestinian student.</p> <p>The U S is not at war with the Palestinians, and Palestinians have not declared war on the U S.</p> <p>No emergency decree has been issued.</p> <p>Therefore prohibited speech of one group is a prohibition to all groups.</p> <p>I'm Jewish. My religion tells me to expand scholarship and Discourse.</p> <p>Zionism is not Judaism. It's a new idea with no basis in the Jewish 5000 year history..</p> <p>Please don't subvert my religion, please.</p>
Pom Trutna	Community Member	<p>What side of history are you trying to be on, truly? The HRC, ICC, Amnesty International, Doctors w/out Borders and countless other humanitarian organizations recognize that what is happening in Gaza and Palestine is genocide.</p> <p>Violating the free speech of your students will not change any of that. Degrading yourself and demoralizing your staff, student body and fellow institutions by kowtowing to right-wing Zionists who betray the fundamentals of Judaism, will further stain your legacy.</p> <p>Do what is right by humanity and deny the IHRA of anti-semitism. You will look back at this time and cringe if you betray Jewish students and Muslim students alike by conflating any criticism of Israel with anti-semitism. Stand on the right side of history. Reject the IHRA.</p>
Daniel Delos	Alumni	<p>It's come to my attention that GMU is trying to censor pro-Palestine/anti-Genocide organizing by threatening suspensions and expulsions of students and faculty. This is a farce. No matter what the IHRA claims, protesting genocide and ethnic cleansing is NOT antisemitism. Protesting Israel's state policies is NOT antisemitism. This conflation of antisemitism and Israel's state policies is actually a form of antisemitism itself. Particularly towards the many other Jews who are opposed to these policies, including in the country of Israel itself.</p> <p>As a GMU graduate, it makes me ashamed that this point even needs to be argued. I strongly urge you reconsider this policy and allow students the freedom to organize around causes that they, like most Americans and the vast majority of the world consider vitally important.</p>
Daniel Thomas (DT) Schatten	Community Member	As a GMU MFA graduate who was simultaneously an employee, student, member of the AAUP, and member of GMU's Jewish community until my graduation in 2023, I strongly and entirely condemn the IHRA's proposed definition of antisemitism, as it reflects a view of Judaism defined solely by the European powers willing to relocate us from our homes to anywhere but where we were prior to the 1920s, all for the sake of denying their complicity in the German Holocaust. The weaponization of my race against Arabic people will always fail, because I know I do have a birthright - to Eastern Europe, from where my great-grandparents were exiled in the face of extermination, and Mr. Rosen's obfuscation of this obvious fact for his political and real-estate-based agenda is shameful and genocidal. We the Jews, as with all other oppressed and marginalized people, face one single enemy: the boot of fascism, which currently takes the form of boots such as yours, Mr. Rosen.

KellyYeong	Community Member	Protect academic freedom and free speech for all. Vote no to BOV . I support all individuals rights!
Sam Raya	Community Member	George Mason is better than prohibiting freedom speech. Please retract your decision to proof to the community how the school is keeping its principals during these unusual days we are facing as a nation. Your decision will affect my decision to send my four kids to George Mason.
Susan Mah-Leung	Community Member	Resolution to ban Pro-Palestinian speech on campus is not only racist, it goes against the First Amendment of the Constitution and most definitely would be a backward step in history for George Mason.
Alfred Lupton	Community Member	This absurd resolution is financed by a foreign government that is a direct threat against free speech . Why is a foreign entity like Israel dictating our constitutional rights, If you vote in favor of this resolution you will be responsible for the death of free speech and be a "useful idiot " in what is looking like "Fifth Column. Vote NO.
Johanna Hermanson	Student	Please vote no on the BOV antisemitism resolution. The existing statements are enough to protect all populations. Should you choose to move forward with the statement, then you must craft statements for every protected group on campus.
Melinda Scottf	Alumni	Calling for the genocide of Jewish people - which is what "river to the sea" and "globalize the infitada" means - is not "free speech". Our founding fathers, who were readers of the Old Testament, never would have fathomed that the First Amendment would be used to call for the murder of Jewish people. I fully suppoort incorporating IHRA's definition of Antisemitism in light of world events and what has been happening on college campuses. The failure of professors to teach about the Islamic Colonization of the Middle East has led to outrageous acts of Antisemitism. GMU should be ashamed of tabling the resolution.
Dr. Safiya Samman	Parent of Alumni	I urge the university to allow free speech by allowing the occupied people Palestinians to tell their stories and stand against occupation by an apartheid Zionist government of Israel . I also emaied my urgent request to you
Amy Freeman	Community Member	You support Israeli and Jewish rights. I do, too. But where's your protection for freedom of speech against Israel's actions? Your support of Palestinian rights? Your compassion over the carnage in Gaza? You are complicit.
Elizabeth smith	A reader of profs' books	I've read books by some of your professors. Shame!
Jessica Hurley	Faculty	I am a Jewish faculty member at Mason and I believe strongly that conflating Jews with Israel and especially with Zionism is itself antisemitic ("All Jews believe X" and "Jews belong to Israel more than to the US" are both deeply antisemitic tropes). I am horrified that these antisemitic tropes are being incorporated into Mason's official policy and urge the board to vote "no" on the so-called "Resolution on Antisemitism" and to remove the IHRA definition from Policy 1201.
G. Chesler	Faculty	Protect academic freedom and free speech rights at Mason. Vote NO on the BOV resolution.
Walter Heinecke	Virginia citizen	Dear Members of the BOV at George Mason: Please Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution. Zionism is a reflection of the Israeli State. As a citizen I should be free to be critical of any nation even our own. Being anti-Zionist does not equate to Being anti-Semitic. Making the changes that Member Rosen is advocating for is an unconstitutional abridgment of our rights to free speech. This is a slippery slope, what is next a resolution to prevent citizens from making critical comments of Russia?
Katey Funderburgh	Student	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Sammy Alqasem	Community Member	To whom it may concern, I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression. George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift. I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.
Manuel Blanco	Community Member	This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.

Anonymous Sophomore Student	Student	<p>Dear Members of the Board of Visitors,</p> <p>I am an out-of-state student at George Mason University, and I chose to invest in this institution by paying for room and board because I believed in the value of our school. However, the increasing cost of on-campus housing raises significant concerns regarding affordability and fairness for students.</p> <p>Currently, I pay approximately \$15,000 per academic year to live in a shared apartment-style dormitory. My unit, which is approximately 1,400 square feet and shared with three other students, collectively generates around \$60,000 annually for the university. Comparatively, if this apartment were rented in the local housing market, the total cost would likely range between \$1,300 and \$2,000 per month. Yet, each of us is paying a similar amount individually while sharing the space. Furthermore, our housing contracts only cover the academic year, and students are required to pay additional fees to remain on campus over winter break—an added burden, particularly for those who may not have another home to return to.</p> <p>I respectfully ask whether the Board has personally toured and evaluated on-campus housing before determining its cost. Have you considered the financial strain that a housing price increase places on students? In my home state, the minimum wage remains \$7.25 per hour. Even with a summer job paying approximately \$9 per hour after taxes, I would need to work at least 40 additional hours just to cover the proposed increase. Many students do not have the financial flexibility to absorb these rising costs.</p> <p>I urge you to consider the real impact of these decisions on students who are already working tirelessly to afford their education. I invite you to experience GMU housing firsthand, even for just one night, to better understand the conditions and value of what we are being asked to pay for.</p>
Susan Fraiman	UVA Faculty Member	I'm extremely concerned, actually fearful, about the status of academic freedom and free speech at George Mason should the proposed "antisemitism" resolution succeed. I know it would have a chilling effect on those speaking out for peace and justice in the Middle East--is, indeed, calculated to suppress this speech. I urge you in the strongest possible terms to vote NO on the BOV resolution.
Tyler Martinez	Student	I strongly oppose the BOV motion to alter the definition of antisemitism at GMU to include the IHRA working definition of antisemitism. The policies of the state of Israel are not equivalent to the views of all Jewish people. I encourage the board to vote no on the antisemitism resolution,.
Michele Ren	Faculty at Radford University	As a Jewish person myself, I understand that ZIONIST does not apply to me and does NOT stand in for "Jewish." Please do not curtail free speech in this way.
Jake Fox	Resident of Virginia	I'm writing to urge the GMU Board of Visitors to reconsider the current resolution defining antisemitic speech on campus. Antisemitism is repugnant. However, the ambiguity of language defining "proxy" verbiage is unclear and represents a threat to important speech on a campus. Please vote "no" on the resolution, and pursue a longer discussion to develop clear standards on discriminatory speech that will not have a chilling effect on important speech. Thank you!
Paul Thomas	A concerned person	Please vote no on the BOV antisemitism resolution. The resolution provides no mechanism for determining when "Zion" and "Zionism" are deemed as proxies for Jewish. The creates the opportunity for inaccurate and arbitrary enforcement of the policy. Note also that no government should be immune from criticisms for its policies. Efforts like this are meant to shield Israeli government from criticism by deeming such criticism as antisemitic.
Stockton Maxwell	Community Member	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution. Antisemitism should not be supported but the resolution may unintentionally restrict free speech or allow the university to restrict criticism of political positions in the US and abroad.
Jae-Lynn Tavarez Brown	Student	<p>DEAR BOV, BOT, GMU ADMIN,</p> <p>We are writing to you on behalf of the student body at George Mason University (GMU) to demand immediate action regarding the ethical implications of the University's investment practices. Specifically, we urge you to disclose and reconsider investments tied to companies or entities implicated in human rights violations against civilians, and take steps to ensure that GMU's investments align with its mission and core values.</p> <p>As stated in the university's mission, "the pressures we face today may be different from the past, but our core values remain the same and continue to guide our actions." These values—putting our students first, striving for innovation, acting as careful stewards, nurturing collaboration, embracing diversity, honoring freedom of thought, and acting with integrity—are the foundation of our identity as a community. GMU has long prided itself on its commitment to uphold the highest ethical standards in education and scholarship. It is within this framework that we must evaluate the ethical implications of the university's financial decisions and contributors.</p> <p>In light of these core values, we call on the Board to conduct and disclose a thorough and transparent review of the University's investment portfolio to identify and divest from any holdings linked to companies or entities that are complicit in human rights violations against civilians. This includes, but is not limited to, companies involved in the production of weapons or military equipment used in violent conflict zones where civilians are targeted and oppressed. We believe that review and divestment from these entities is not only a moral imperative but also crucial to maintaining the integrity and reputation of GMU as an institution that upholds the principles of justice, humanity, and ethical conduct.</p> <p>This issue is not theoretical; as the most diverse institution in the Commonwealth, GMU is home to students whose identities and experiences span the globe, including in regions where human rights violations persist as a harsh reality. Their families are facing genocides and violent conflict in Palestine, Syria, Ukraine, Yemen, Myanmar, Lebanon, Sudan, Haiti, the Democratic Republic of Congo and other areas of violent conflict around the world, often in direct proximity to the entities that profit from the violence. These students, who already carry the emotional weight of their loved</p>

ones' safety on a daily basis, are forced to contend with the knowledge that the institution they attend is complicit in the perpetuation of these harms. They wake up each day worrying whether their family members have been caught in airstrikes or forced into displacement, while simultaneously navigating the challenges of their academic pursuits. This emotional and psychological toll is compounded by the alienation they experience on campus, where they are confronted with the disconnect between GMU's values and its financial, and institutional practices.

The potential consequences of inaction are profound. Alumni, faculty staff, students, and friends of the GMU community contributed over \$26 million in Fiscal Year 2024 to the University, and we have concerns that the future of these contributions will be threatened as the GMU community becomes increasingly aware of the ethical concerns surrounding the university's investments and contributions from companies actively complicit in human rights abuses against civilians. Current and future alumni play a great role in the success and development of this university, but many, including our current matriculating student population, do not want to fund an institution that remains silent in the face of genocide and continues to work with corporations that are exacerbating it. This is reflective of the coalition of student organizations that have coalesced around this letter and its demands. The university's failure to act in this matter risks alienating the very community it seeks to engage and

Isabelle Eker Student

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Bruna Laurent Student

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Michael Friedman	Concerned citizen	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Marlia Abongnelah	Student	<p>DEAR BOV, BOT, GMU ADMIN,</p> <p>We are writing to you on behalf of the student body at George Mason University (GMU) to demand immediate action regarding the ethical implications of the University's investment practices. Specifically, we urge you to disclose and reconsider investments tied to companies or entities implicated in human rights violations against civilians, and take steps to ensure that GMU's investments align with its mission and core values.</p> <p>As stated in the university's mission, "the pressures we face today may be different from the past, but our core values remain the same and continue to guide our actions." These values—putting our students first, striving for innovation, acting as careful stewards, nurturing collaboration, embracing diversity, honoring freedom of thought, and acting with integrity—are the foundation of our identity as a community. GMU has long prided itself on its commitment to uphold the highest ethical standards in education and scholarship. It is within this framework that we must evaluate the ethical implications of the university's financial decisions and contributors.</p> <p>In light of these core values, we call on the Board to conduct and disclose a thorough and transparent review of the University's investment portfolio to identify and divest from any holdings linked to companies or entities that are complicit in human rights violations against civilians. This includes, but is not limited to, companies involved in the production of weapons or military equipment used in violent conflict zones where civilians are targeted and oppressed. We believe that review and divestment from these entities is not only a moral imperative but also crucial to maintaining the integrity and reputation of GMU as an institution that upholds the principles of justice, humanity, and ethical conduct.</p> <p>This issue is not theoretical; as the most diverse institution in the Commonwealth, GMU is home to students whose identities and experiences span the globe, including in regions where human rights violations persist as a harsh reality. Their families are facing genocides and violent conflict in Palestine, Syria, Ukraine, Yemen, Myanmar, Lebanon, Sudan, Haiti, the Democratic Republic of Congo and other areas of violent conflict around the world, often in direct proximity to the entities that profit from the violence. These students, who already carry the emotional weight of their loved ones' safety on a daily basis, are forced to contend with the knowledge that the institution they attend is complicit in the perpetuation of these harms. They wake up each day worrying whether their family members have been caught in</p>

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Marlia Abongnelah	Student	<p>The potential consequences of inaction are profound. Alumni, faculty staff, students, and friends of the GMU community contributed over \$26 million in Fiscal Year 2024 to the University, and we have concerns that the future of these contributions will be threatened as the GMU community becomes increasingly aware of the ethical concerns surrounding the university's investments and contributions from companies actively complicit in human rights abuses against civilians. Current and future alumni play a great role in the success and development of this university, but many, including our current matriculating student population, do not want to fund an institution that remains silent in the face of genocide and continues to work with corporations that are exacerbating it. This is reflective of the coalition of student organizations that have coalesced around this letter and its demands. The university's failure to act in this matter risks alienating the very community it seeks to engage and support.</p> <p>We understand that disclosure decisions are complex and multifaceted. As such, we are writing to urge the Board to prioritize this matter and extend ourselves and members of the student community to engage with the Board in reviewing how our University's ethical guidelines are being upheld, and we wish to stress the importance of a transparent process of review and reform in actualizing our University's mission and core values.</p> <p>As students who have made an academic, professional, and financial investment in this institution, we feel as though it is our right to understand who is investing in our community. The voices of GMU's student body are united in this call for action, and we are more than willing to engage in further discussions or offer support in working towards these goals. It is imperative that we address this issue with urgency and commitment, fostering an environment where ethical practices are at the forefront of development, and student voices are centered in the expansion and sustenance of the George Mason University community.</p> <p>Sincerely, GMU STUDENTS</p>
Anonymous	Concerned American	Please do not punish students for protesting the Palestinian genocide. It is never too late to support restorative justice for victims of genocide. It is morally right to oppose such atrocities.
Evelyn Mirabel Hogan-Hunt	Student	Comments sent via email.
Elizabeth smith		I have read books published by your professors.
Michael Gordon	Community Member	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
David Finkel	I am the managing editor of the social justice journal AGAINST THE CURRENT againstthecurrent.org	Suspending students and organizations that speak up for Palestinian rights has nothing to do with combating antisemitism. It's an attack of freedom of speech, the right to organize, and the human rights of all people. The suspensions of students and organizations must be rescinded immediately.
Mary Jo Baumann	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of first amendment rights.</p> <p>Institutions of higher education should foster environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression".</p> <p>This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should</p>

		<p>uplift.</p> <p>I urge you to consider the grave consequences of this proposal. It breaks my heart to think that you are enabling the fascist agenda of the current political administration!</p> <p>Sincerely, MJ Baumann</p>
Nadia Behizadeh	Concerned member of the academy	<p>As a professor, I have serious concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors. This proposal would criminalize all criticism of Zionism on campus. Institutions of higher education should represent tolerance and foster environments where diverse perspectives can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression. This proposal is an assault on free speech and is a gross violation of our first amendment rights.</p>
Taylor T.	Repro justice advocate	<p>To whom it may concern,</p> <p>Jeff Rosen's proposal for George Mason's Board of Visitors to use fear to criminalize and punish all criticism of Zionism on campus. As a Jew who rejects and actively criticizes Zionism, it's clear that this is an attempt to shut down free speech, violate first amendment rights, and target organizing and solidarity with people asking for an end to apartheid. It's outrageous. Higher education has a tremendous role to play in pushing back against repression and should seek, especially in this moment of anticipatory of obedience to fascism, represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides and markets itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments.</p> <p>Any good historian of Zionism, who studies its foundational texts such as Herzl and Jabotinsky along with its concurrent opposition when it was growing its movement, can see its colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. It's in the archives. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Karla Rosales-Barrios	Ally and Activist	<p>How is it even remotely possible that in 2025, we continue to have to fight for the right for freedom of expression, free speech, and the duty to resist the powers that be without being targeted and silenced via censorship? It is even more outrageous that the argument is based on the false premise that any person who challenges, questions, or speaks out against the horrors subjugated people, in this particular case, Palestinian people living under a Zionist anti-Muslim occupation! Our United States government has spent billions of tax payer dollars to fund horror, death, destruction and we not only have the right but the duty to speak out! This act has zero to do with anti-semitism and it is simply outrageous that any institution of higher learning has the gumption to shut down dissent and conflate it with anti-semitism. How dare you. Protect Free Speech. Protect Freedom of Thought and Expression. Protect students' rights to use their voice and intellect to bring different perspectives to the myriad of issues. Stand up for all students' rights!</p>
Sharon Wheeler	Community Member	<p>At some point, which is rapidly approaching,, you cease to be a University and become a diploma factory, not even competitive with on-line diploma mills.</p> <p>At the very least, look at the works of Jewish scholars,. Shame on you for celebrating ignorance.</p>
Carol Strauss Sotiropoulos	prof emerita, Northern Mich University: wrote numerous letters of recommendations for students seeking admission to George Mason	<p>I am Jewish, the daughter of Holocaust survivors, a former resident of Israel, and I stand in COMPLETE OPPOSITION to the IHRA definition of anti-semitism. This definition equates anti-semitism and anti-zionism and should therefore never be used as a measure for determining whether an action or words are anti-Jewish. In fact, this definition should be deplored. To be anti-zionist does not mean one is anti-semitic. In fact, hundreds of thousands of Jews are, like myself, anti-zionist. Anyone deserves the right to criticize Zionism, to criticize Israeli policies and conduct. The exercise of this right does not mean one is anti-semitic. I hope I have been as clear as possible here.</p>
Lillian Leibel	Student	<p>To whom it may concern,</p> <p>I am writing today in opposition to a resolution before George Mason University's Board of Visitors that aims to ban criticism of Zionism, a political ideology, on GMU campuses. This resolution is a blatant assault on free speech, as well as a silencing tactic directed towards the pro-Palestinian movement. It undermines the diversity of thought and people that GMU prides itself on, and undermines GMU as an institution for higher education. Zionism is a political</p>

Nancy L. Wallace Nelson	concerned US citizen who believe in First Amendment rights	<p>ideology detached from religion. Zionism is not equivalent to Judaism, and criticism of a national state's ideology does not equate to hate speech. As someone with Jewish loved ones, this false equivalency does more to endanger Jewish lives by equivocating Judaism with a violent, colonialist ideology and apartheid state. As a GMU student, it frightens me that my university would limit free speech and debate, the very thing that universities are supposed to foster. Anti-zionist speech and pro-Palestinian protest are not hate speech, period. In addition, this resolution is an extension of the Right's attack on education. If pro-Palestinian students are not safe from censorship, who is? Will LGBTQIA+ books be next, or classes on critical race theory? This is the goal of the extreme Rightwing party that is currently occupying the highest parts of our United States government. I urge you, as a passionate student at GMU, the university I've come to love, to please oppose this resolution.</p> <p>I am shocked and alarmed that your well-regarded educational institute is shutting down all pro-Palestinian commentary, and endangering the freedom of speech that should be protected by higher education. First of all, being pro-Palestinian is NOT antisemitic. Palestinians ARE Semites, so that IDF actions against Palestinians ARE themselves antisemitic. Secondly, if you study the Torah which teaches that all beings are the face of God, you know Israeli assault on Gaza this past year is NOT Judaism. It is political, and is illegal by all international standards. If you want to read good information for further education, please have your entire board read "Being Jewish After the Destruction of Gaza Reckoning" by Peter Beinart.</p> <p>Meanwhile, I hope that you will NOT comply with any of Trump's poorly-written ICE orders regarding your foreign students. You owe ALL of your students protection. Emergency alerts should be issued to all students if an ICE raid does happen. And "know your rights" campus workshops are imminently necessary right now.</p> <p>Sincerely, Nancy Wallace Nelson</p>
Kathy Bartolomeo	Community Member	<p>We need to protect all our students. Let them know when ICE is on campus. Teach everyone to know their rights. Training must be provided. Also, please train the Title 6 officers as to what the difference is between antisemitism and anti-zionism. We all should have the right to dissent. Alumni need to be heard for their concerns in protecting all students.</p>
Cortney Green	Alumni	I do not accept this as it threatens academic freedom.
Alexandra Davidson	Alumni	<p>To whom it may concern,</p> <p>As a proud Jewish alumni (MS, Conflict Analysis and Resolution, 2007) I'm writing to you because Mason means so much to me and I my own education at Mason would have been much lesser were this policy in place when I was a student.</p> <p>I am writing to express my concern about the proposal for Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus.</p> <p>I'm concerned about its impact on free speech and that it violates students first amendment rights. Colleges need to be about tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive.</p> <p>Mason prides itself on its diverse student population yet this proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Equating antisemitism to anti-zionism is dangerous, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every person to learn diverse perspectives and to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>Please consider the grave consequences of this proposal. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p> <p>Yours sincerely, Alexandra Davidson, MS 2007</p>
Sky Minkoff	Community Member	<p>Greetings,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our First Amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression. Intellectual freedom is a fundamental component of institutions of higher learning.</p> <p>Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. As a Jewish student, I affirm that Zionism is fundamentally violent, racist, eugenicist, and genocidal. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". Equating Zionism with Judaism is an attack on Jewish people, especially the >50% of Jewish college students who oppose the violence and racism of Zionism.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p> <p>Thank you.</p>
Patricia Korey	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would</p>

		<p>aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Ali Mili	Community Member	if free speech is not protected in academia, where can it be?
Dolores Pino	Civil Rights Attorney	<p>February 26, 2025</p> <p>To Board, Faculty, Administrators of George Mason:</p> <p>As a Practicing Attorney in the Civil Rights field, I am very concerned to learn of Jeff Rosen’s misguided proposal that would criminalize criticism of Zionism on the George Mason campus.</p> <p>This very misguided proposal would needlessly restrict free speech and is a gross violation of every student’s First Amendment constitutional rights.</p> <p>Institutions of higher education, including George Mason, MUST stand up for tolerance and growth, and promote learning environments on campus with thriving, diverse perspectives, ideas and identities.</p> <p>This very misguided proposal would needlessly censor important criticism of Zionism within all University departments.</p> <p>Equating antisemitism to anti-zionism is false, and harms the fundamental free speech and free thought rights of all persons on campus.</p> <p>I very strongly urge you to reject this very misguided proposal as obviously violative of the essential, fundamental right to free speech for all.</p> <p>George Mason should promote critical thinking for all, not censor criticism of "Zionism" or criticism of a state's lethal violence against persons within its territory, e.g., Israel's illegal military operations, Genocide of, and system of Apartheid against the non-Jewish people living in illegally occupied Palestine.</p>
Polly Parkinson	Community Member	<p>I am deeply concerned about Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This proposal is an assault on free speech and is a gross violation of first amendment rights. Do you realize that almost half of all Jews do not support Zionism? Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Please uphold principles of inclusivity, open discourse and freedom of expression. Students and community members should be able to exercise free speech without being labeled criminals. Please protect free speech on campus by not adopting the Rosen proposal. Thank you</p>
Nada Moustafa	Student	<p>DEAR BOV, BOT, GMU ADMIN,</p> <p>We are writing to you on behalf of the student body at George Mason University (GMU) to demand immediate action regarding the ethical implications of the University’s investment practices. Specifically, we urge you to disclose and reconsider investments tied to companies or entities implicated in human rights violations against civilians, and take steps to ensure that GMU’s investments align with its mission and core values.</p> <p>As stated in the university’s mission, "the pressures we face today may be different from the past, but our core values remain the same and continue to guide our actions." These values—putting our students first, striving for innovation, acting as careful stewards, nurturing collaboration, embracing diversity, honoring freedom of thought, and acting with integrity—are the foundation of our identity as a community. GMU has long prided itself on its commitment to uphold the highest ethical standards in education and scholarship. It is within this framework that we must evaluate the ethical implications of the university’s financial decisions and contributors.</p> <p>In light of these core values, we call on the Board to conduct and disclose a thorough and transparent review of the University’s investment portfolio to identify and divest from any holdings linked to companies or entities that are complicit in human rights violations against civilians. This includes, but is not limited to, companies involved in the production of weapons or military equipment used in violent conflict zones where civilians are targeted and oppressed. We believe that review and divestment from these entities is not only a moral imperative but also crucial</p>

		<p>to maintaining the integrity and reputation of GMU as an institution that upholds the principles of justice, humanity, and ethical conduct.</p> <p>This issue is not theoretical; as the most diverse institution in the Commonwealth, GMU is home to students whose identities and experiences span the globe, including in regions where human rights violations persist as a harsh reality. Their families are facing genocides and violent conflict in Palestine, Syria, Ukraine, Yemen, Myanmar, Lebanon, Sudan, Haiti, the Democratic Republic of Congo and other areas of violent conflict around the world, often in direct proximity to the entities that profit from the violence. These students, who already carry the emotional weight of their loved ones' safety on a daily basis, are forced to contend with the knowledge that the institution they attend is complicit in the perpetuation of these harms. They wake up each day worrying whether their family members have been caught in airstrikes or forced into displacement, while simultaneously navigating the challenges of their academic pursuits. This emotional and psychological toll is compounded by the alienation they experience on campus, where they are confronted with the disconnect between GMU's values and its financial, and institutional practices.</p> <p>The potential consequences of inaction are profound. Alumni, faculty staff, students, and friends of the GMU community contributed over \$26 million in Fiscal Year 2024 to the University, and we have concerns that the future of these contributions will be threatened as the GMU community becomes increasingly aware of the ethical concerns surrounding the university's investments and contributions from companies actively complicit in human rights abuses against civilians. Current and future alumni play a great role in the success and development of this university, but many, including our current matriculating student population, do not want to fund an institution that remains silent in the face of genocide and continues to work with corporations that are exacerbating it. This is reflective of the coalition of student organizations that have coalesced around this letter and its demands. The university's failure to act in this matter risks alienating the very community it seeks to engage and s</p>
Dolores Pino	Civil Rights Attorney	<p>February 26, 2025</p> <p>To George Mason Administration:</p> <p>Part Two of my comment submission today</p> <p>Here is my suggestion for what you should do instead of restricting people's right to free speech on campus:</p>
Gregory Perkins	Community Member	<p>I am compelled to present my concerns in regard a proposal by Mr. Jeff Rosen to Board of Visitors of George Mason University attempting to criminalize all criticism of the Netanyahu government or Zionism at the school. I consider this to be an dangerous assault on free speech and is a gross violation of our first amendment rights. Higher education should foster diverse perspectives and ideas. Universities have a crucial responsibility to their students and community to uphold principles of inclusivity, open discourse and freedom of expression. George Mason cannot claim to uphold and promote student and faculty diversity while persecuting or marginalizing GMU students for their unpopular opinions or criticism of prevailing political policies.</p> <p>Rosen's proposal attempts to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is cynical and intellectually and morally dishonest. This intentionally dishonest view is an attack on the many Jews who oppose Zionism or the policies of the Israeli government as well as a direct attack on Palestinian and Arab students. It violates the constitutional rights of all members of the community to free expression. Universities have an obligation to uplift divergent voices.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Dolores Pino	Civil Rights Attorney	<p>Part Two of my submission today:</p> <p>Instead of restricting free speech on campus by falsely conflating anti-zionism with "anti-semitism," please hold a week or week-end long, campus-wide and community-wide, educational teach-in on the history of "Israel"/occupied Palestine, for students and community, including showings of the excellent, highly informative, 4-part documentary film titled, "Al-Nakba," Parts 1 -4, as well as the excellent 2012 documentary film titled, "Roadmap to Apartheid," narrated by Alice Walker.</p> <p>Here are links to these excellent, important documentary films:</p> <p>https://www.youtube.com/watch?v=H7FML0wzJ6A</p> <p>https://www.youtube.com/watch?v=yI2D5Fsd9Ilg</p> <p>https://www.youtube.com/watch?v=5SKECsemma</p> <p>https://www.youtube.com/watch?v=0m__A7MIDrk</p> <p>https://www.imdb.com/title/tt2124900/</p> <p>Thank you very much for your time and attention to this important matter.</p>

Anne Erde	Interested retired professor	Our job as teachers is to support free speech and help our students work through complex issues. Please stand up for your students, faculty and staff. Thank you.
Marta Guttenberg MD	Community Member	Universities have in loco parentis obligations towards students. Choosing to suspend or punish students for First Amendment protected activities and, intentionally or not, placing them at risk for homelessness, arrest, visa loss, or possible deportation is a blatant violation. Return to the tradition of Alma Mater that has characterized GMU heretofore.
Lauren Cattaneo	Faculty	As a Jewish faculty member, I strongly oppose the resolution related to antisemitism that is to be considered at the Feb 27 BOV meeting. I believe that the resolution threatens academic freedom, and that in the end it actually exacerbates the vulnerability of Jewish students, staff, and faculty. First, the IHRA definition of antisemitism is overly broad. As such, it risks targeting those who are engaging in debate or education related to the complex issues in Israel and Palestine; this risk not only threatens academic freedom, but it also is likely to have a chilling effect on exactly the kind of conversations and education that are desperately needed around these topics. The IHRA definition was never meant to be applied in this way, as its authors have made clear. Whatever the intentions behind it, I believe the resolution will lead to the targeting of speech that is not only allowed, not only protected, but is vital for the very cause the resolution purports to advance. Second, as a Jewish person, I strenuously disagree with the resolution's singling out of antisemitism as distinct from other forms of discrimination against marginalized groups. This singling out is particularly glaring at a time when initiatives combatting discrimination against other marginalized groups are actively under threat. I believe that Jewish students, faculty and staff should be protected alongside – not over and above – students, faculty and staff with other minoritized racial, ethnic and religious identities. These efforts should be combined and connected, and any educational or informational materials should discuss the issues in tandem. I believe elevating the safety of Jewish people over and above other minoritized groups is not only morally wrong, but that in the end it serves only to isolate, further marginalize and open the Jewish people to more attack. I would like to see anti-discrimination resolutions and educational materials that include Jewish people alongside other groups that have historically been targets of discrimination, including, among others, Muslim students, faculty, and staff. Along these lines, I strongly agreed with the statement of the graduate student representative, Carolyn Faith Hoffman, who at the 2/13 BOV meeting highlighted the need to address the rise in antisemitism since October 7, but argued that the resolution will only "further division and misunderstanding of the Jewish people." That is the last thing we need. Please reject this resolution.
Aeris Phan	Student	Comment was sent via email with aphan33@gmu.edu
X. Amy Zhang	Faculty	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Shane Porambo	Washington State resident	Yes, I just like to say that I support students to have the full right of expressing their freedom of speech on your campus without any retaliation. I have watched over the last year and a half many acts of war and I am hoping that US can use it's strength to bring peace, prosperity and hopefulness wherever it goes. I'm also praying daily for peace on both sides of the conflict that surrounds Palestine. Sincerely yours, Shane Porambo
Rana Saed	Retired communications professional	To whom it may concern, As an American, I am horrified to have to write this letter. The year is 2025. We are in the United States of America. The only nation in the world that has speech protections under the First Amendment and yet here we are. Witnessing live before our eyes the fragility of this amendment and where? On academic campuses of all places! The very spaces where free speech should be honored, endorsed and protected. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression. I'm deeply concerned regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Is this what we have become as a nation? Is this what American academia is heading towards? Does George Mason university value Israel more than its own students? Does it value Israel more than our First

		<p>Amendment? Does it value Israel more than the right of students to speak up against injustices? And finally, this question that should make you think deeply. Do you accept that students who speak up for Palestine deserve to be protected on your campus?</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. Moreover, this will dilute real anti-semitism making universities less, not more, safe for Jewish students.</p> <p>This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Rosemarie Pace	Peace activist, former college professor	<p>I am horrified to read about George Mason's (and so many other institutions of higher education) disgraceful position regarding Palestine and antisemitism. Believing in the humanity of Palestinians and opposing the genocide by Israel against Palestinians is NOT antisemitic. It is far more antisemitic to defend the barbarism of Israel toward its Palestinian residents and neighbors. Rightfully criticizing 76 years of occupation, oppression, death, and destruction is the only moral thing to do anywhere and anytime. You should be a leader in defending free speech and academic freedom and in promoting basic human decency rather than a defender of censorship and bigotry. Show some courage and basic morality. I know money talks and you're probably looking more to the mighty dollar than human rights, but that great American way must come to an end, and you can help make that happen right now. Vote NO on the BOV antisemitism resolution.</p>
Sherry Paris	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a violation of first amendment rights. Protect free speech. Do not suppress speech or repress protest.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Rachel Jones	Faculty	<p>I write as a faculty member who has taken Mason students on educational visits to the Ravensbrück and Auschwitz-Birkenau memorial sites, and who teaches material that explores questions of remembrance, memorialization, and bearing witness in relation to the genocide of the Jewish people perpetrated by the Nazi regime, as well as its genocidal killing of other groups including the Roma and Sinti peoples and those deemed sexually deviant, and the torture and killing of peoples with disabilities. It is because I work with students on these issues that I strongly oppose the proposal to frame Mason's institutional approach to antisemitism on the basis of the IHRA Working Definition.</p> <p>The equivocation between antisemitism and criticisms of the actions and policies of the state of Israel in the IHRA definition creates a climate of fear, in which those who wish to be actively involved in combatting antisemitism yet who may also wish to raise criticisms of the actions and policies of the state of Israel are less likely to speak up and participate, lest merely raising such criticisms exposes them to the charge of antisemitism and potential disciplinary action.</p> <p>Silencing, excluding or quietening such voices represents a serious loss to the ongoing work of tackling antisemitism. Its chilling effect works directly against the kinds of nuanced and complex conversations that are needed to educate about antisemitism, its long history and continued present, and to allow our students to work through these issues in informed and ethically responsive ways in the kinds of conversations that so many of our colleagues - and our students - here at Mason are adept at facilitating.</p> <p>For sure, the IHRA definition leaves room for interpretation of individual acts and speech, but this is also what contributes to the uncertainty and fear: the alignment between antisemitism and criticisms of the actions and policies of the state of Israel (as well as critiques of Zionism) at multiple points in the definition produces the impression that any such criticisms are likely to be equated with antisemitism. Thus, when those who wish to raise such criticisms do speak, they are more likely to begin from a defensive position, feeling the need to prove they are not antisemitic before they can contribute. This is particularly silencing for members of our community who wish to support Palestinian rights while also standing against antisemitism. It is not conducive to creating an inclusive environment for meaningful campus conversations.</p> <p>The proposed resolution amounts to an anti-discrimination policy that produces its own silences and exclusions. Furthermore, tasking Mason's office of Diversity, Equity and Inclusion with embedding the IHRA definition across the University's operations when other modes of discrimination are not addressed in similarly extensive ways sends a message that other forms of discrimination are not as important. It is not helpful to generate policies that create a hierarchy of discriminations or exclusions.</p> <p>In the preface to "If This is a Man," Primo Levi suggests that, when carried through to its logical conclusion, the</p>

		<p>premise that “every stranger is an enemy” results in the concentration camps. To fully dismantle this logic, we need to contest it wherever it manifests and whomever it is directed against. We did in fact have a Mason Core (‘social justice’) category that would have been a good place to address differing forms of discrimination and exclusion, including but not only as they manifest in antisemitism, Islamophobia, racism, misogyny, homophobia, transphobia, and ableism, without hierarchizing or equating them and with an attentiveness to their specificities and their sometimes overlapping histories. Again, Mason faculty and students are adept at navigating such complexities. It would be helpful if the BOV would help us to preserve and nurture the space for such truly inclusive and transformatory educational conversations.</p>
Samantha Parsons	Alumni Class of 2016	<p>Protect academic freedom and free speech at Mason! Vote NO on the BOV antisemitism resolution! The resolution emphasizes the protection of First Amendment rights while also directing the University to apply the IHRA definition of antisemitism, which has been criticized for potentially limiting speech critical of Israel. The resolution states that it will use IHRA as a “tool and guide,” but also directs the University to track and report incidents based on it, raising concerns about whether speech will be policed in a way that could infringe on academic freedom and free expression. No public university should be policing critical thinking in this way!</p>
Catherine Saunders	Faculty	<p>Please vote “no” on the BOV resolution on anti-Semitism. While it is important to protect all members of the university community from harassment based on protected characteristics, the provisions in this resolution seem unlikely to achieve that purpose. If you feel that the anti-bias training and other educational efforts directed at specific portions of the university community need to be strengthened, then I suggest that you direct the professional staff charged with creating such training and educational materials to create additional materials that address a broad range of possible expressions of bias rather than singling out any particular protected group or subgroup. That approach would be more effective, and would encourage all involved in the production of such materials to think about how to protect the expression of a variety of possibly-controversial viewpoints.</p> <p>Alternatively (and I think better), I hope the BOV will consider sponsoring opportunities for students faculty, staff, and BOV members to gain experience in discussing difficult topics in a productive manner. That strikes me as far more likely to reduce campus tensions and increase understanding than the activities mandated in the present resolution.</p>
Isabella Majarowitz	Student	<p>Dear Board of Visitors, Board of Trustees, and GMU Administrators,</p> <p>We are writing to you on behalf of the student body at George Mason University (GMU) to demand immediate action regarding the ethical implications of the University’s investment practices. Specifically, we urge you to disclose and reconsider investments tied to companies or entities implicated in human rights violations against civilians, and take steps to ensure that GMU’s investments align with its mission and core values.</p> <p>As stated in the university’s mission, “the pressures we face today may be different from the past, but our core values remain the same and continue to guide our actions.” These values—putting our students first, striving for innovation, acting as careful stewards, nurturing collaboration, embracing diversity, honoring freedom of thought, and acting with integrity—are the foundation of our identity as a community. GMU has long prided itself on its commitment to uphold the highest ethical standards in education and scholarship. It is within this framework that we must evaluate the ethical implications of the university’s financial decisions and contributors.</p> <p>In light of these core values, we call on the Board to conduct and disclose a thorough and transparent review of the University’s investment portfolio to identify and divest from any holdings linked to companies or entities that are complicit in human rights violations against civilians. This includes, but is not limited to, companies involved in the production of weapons or military equipment used in violent conflict zones where civilians are targeted and oppressed. We believe that review and divestment from these entities is not only a moral imperative but also crucial to maintaining the integrity and reputation of GMU as an institution that upholds the principles of justice, humanity, and diversity.</p> <p>This issue is not theoretical; as the most diverse institution in the Commonwealth, GMU is home to students whose identities and experiences span the globe, including in regions where human rights violations persist as a harsh reality. Their families are facing genocides and violent conflict in Palestine, Syria, Ukraine, Yemen, Myanmar, Lebanon, Sudan, Haiti, the Democratic Republic of Congo and other areas facing violent conflict around the world, often in direct proximity to the entities that profit from the violence. These students, who already carry the emotional weight of their loved ones’ safety on a daily basis, are forced to contend with the knowledge that the institution they attend is complicit in the perpetuation of these harms. They wake up each day worrying whether their family members have been caught in airstrikes or forced into displacement, while simultaneously navigating the challenges of college. This emotional and psychological toll is compounded by the alienation they experience on campus, where they are confronted with the disconnect between GMU’s values and its financial, and institutional practices.</p> <p>The potential consequences of inaction are profound. Alumni, faculty staff, students, and friends of the GMU community contributed over \$26 million in Fiscal Year 2024 to the University, and we have concerns that the future of these contributions will be threatened as the GMU community becomes increasingly aware of the ethical concerns surrounding the university’s investments and contributions from companies actively complicit in human rights abuses against civilians. Current and future alumni play a great role in the success and development of this university, but many, including our current matriculating student population, do not want to fund an institution that remains silent in the face of genocide and continues to work with corporations that are exacerbating it. This is reflective of the coalition of student organizations that have coalesced around this letter and its demands. We are more than willing to engage in further discussions.</p> <p>Thank you, GMU Students</p>

Robert Malone	Community Member	I am writing out of concern regarding the proposed adoption by the University of the IHRA definition of antisemitism. I feel that this overly broad definition can be used to sanction members of the University community who express support for the rights of Palestinians and/or criticism of the Israeli Government. Although the proposed resolution expresses support for free speech such definitions of antisemitism have been used to suppress pro-Palestinian expression elsewhere. At the very least it can chill such speech by self-censorship on the part of those who don't want to be labeled racist. But racism can also be directed toward Arab peoples and we must be as sensitive to that as we are to racism toward Jews. I hope the BOV will refrain from taking this unnecessary action. Thank you.
Shawn Loescher	Family friend of a student	<p>To whom it may concern,</p> <p>As a retired military between I am writing to express my grave concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech rights guaranteed in the US Constitution that I swore to defend. This is a gross violation of Americans first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression. George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous and anti-semitic, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift. I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Rula khoury	Community Member	Free Palestine
Jena Musmar	Alumni	<p>The adoption of the IHRA definition of antisemitism is false and dangerous. As many other universities have begun adopting the definition, we've seen an increasingly hostile environment in response to criticisms of illegal occupation and apartheid. As a DC-metropolitan area school known for public policy, we know and hold true that every government is worthy of receiving criticism and upholding human rights. It is what makes a democracy. Jewishness and Judaism are distinct in their belief in social justice. As an alumna and Arab-American, I sincerely believe equating criticism of Israeli crimes against humanity with antisemitism is factually incorrect and dangerously portrays the Jewish people as those who condone genocide, apartheid, and occupation.</p> <p>I, nor should the Board of Visitors, adopt this definition for those reasons. It inaccurately protects an internationally recognized apartheid state, sacrificing GMU student voices, livelihoods, and families in doing so. The same students whom make GMU the most diverse university in Virginia.</p>
Jane	Faculty	Antizionism is not antisemitism.
Shirin Wertime	Sibling of alumnus and friend of many alumni	As a Northern Virginia resident, sister of a George Mason University alumnus and friend of many alumni, I urge the university to reject the inclusion of the highly problematic IHRA working definition of antisemitism in University Policy 1201. To quote the April 2023 Joint Letter sent to UN Secretary-General António Guterres by Human Rights Watch and other civil society groups "the IHRA definition has often been used to wrongly label criticism of Israel as antisemitic, and thus chill and sometimes suppress, non-violent protest, activism and speech critical of Israel and/or Zionism, including in the US and Europe." I vehemently reject this definition and its application in a public university setting.
Abigail Weber	Community Member	<p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights, which GMU has a legal as well as moral responsibility to uphold as a public university. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression. In particular, this is troubling to me as someone who cares about the protection and support of the Jewish community on college campuses. While this policy appears at first glance to protect Jewish students, in actuality it will harm them by making antisemitic harassment more difficult to report and follow through, limit their ability to engage in community with each other and with G-d, and shut down discussion that could lead to greater understanding across diverse groups.</p> <p>Under the IHRA definition, students would be open to spurious claims of antisemitism based on their political and ideological discussion. This would have ramifications for all students, but I am particularly worried about the Jewish students this policy claims to protect. The phrasing of the IHRA definition leaves it open to being exploited with bad faith reports. This means that anti-Zionist Jews, or even Jews who are simply trying to learn and explore new perspectives outside of those their parents espoused, could face claims of antisemitism that, while obviously false, will impact their school career. Furthermore, if the office is flooded with exaggerated reports, more aggressive incidents of antisemitism may be lost in the numbers.</p> <p>This is also troubling to me as someone who cares about the protection and support of Jewish community on college campuses. The Jewish faith processes problems and grows closer to G-d: through open discussion, argument, dissent, and education. Limiting discourse on campuses, especially for Jewish issues, will ironically make it more difficult for Jewish students to safely process and develop their opinions and beliefs without fear of reprisal. While the policy aims to only penalize speech that is harmful, discriminatory, or harassing, history has shown us that such wide and permissive phrasing means that honest attempts at understanding and discussion can be read in bad faith. While I am</p>

aware that “Zionist” has been used as a paper-thin proxy for Judaism as a whole, using such broad language opens the door for bad faith readings. These reports do not protect Jews; they shut down conversation and turn our community from one of shared growth and collaboration to a divided, dogmatic mess. Making antisemitism and anti-Zionism synonymous silences anti-Zionist Jews and shuts down discussion that is academically stimulating, community building, and, for many Jews, a sacred act of understanding and communing with G-d and others.

We know that antisemitism flourishes in the absence of truth and knowledge. The first thing the Nazis did was suppress the history of Jewish accomplishments, writings, and community through censorship. Anti-Zionism is a part of Jewish history, too. The Israel/Palestine conflict is already polarizing, with fear and grief deeply felt on both sides. Shutting down routes to empathy, mutual education, and political action will only exacerbate the existing us-vs-them framework. It is the job of universities to prepare young people to face a diverse world and tackle the challenges it presents. What are we teaching when we isolate groups from each other and block off the path to deeper understanding and empathy?

Please adopt the Jerusalem Declaration, which offers greater specificity to fight antisemitism and protect free speech.

Dominique Hannon	Student	<p>To correlate Zionism with the Jewish identity is wrong. Zionism is a political view regarding the state of Israel and the state of Palestine. To be Jewish is a religious and cultural identity and is not nor has ever been directly intertwined with Zionism. There are Jewish people who are not Zionist, nor do they feel Zionism represents their views and values. Does this make them anti-Semitic, then? It does not. To be Israeli is a national identity, and like all national identities and their corresponding nation-states, is to be subject to criticism. We see this worldwide, every day: Americans are criticized for the involvement in continued imperialism and settlers colonialism across the world, i.e. the global US military bases. To give another example, the British face criticism from Irish Republicans regarding the continued control of Northern Ireland. In both these examples, the national identity received critique because of the relation to the nation. Israeli citizens are not exempt from critiques of their country any more than any other country in this world and on this campus.</p> <p>Choosing to adopt the entirety of the International Holocaust Remembrance Alliance (IHRA) Working Definition of Anti-Semitism is choosing to say that George Mason University views Zionism as intangible from Judaism, which is harmful to the Jewish population on campus whom do not share the Zionist viewpoint and political identity. Political identities can be respected, yes, but should not be shielded from critique. Just as student democratic groups on campus can choose to not engage and include student republicans and vice versa, student organizations and groups on campus also have the right to not engage with those who identify as Zionist. The International Holocaust Remembrance Alliance Working Definition of Anti-Semitism is also flawed and highly opinionated regarding the correlation of criticism of Israeli State Policy with Anti-Semitism. No nation is exempt from criticism of its policies. Additionally, the right to self determination regarding the state of Israel is something that has been discussed and examined prior to the foundation of the state of Israel - just as there are Americans who believe the Indigenous population of America do not have a right to self determination on this continent, people can disagree with the Zionist viewpoint on self determination of the Israeli population.</p> <p>Anti-Semitism is a real and genuine issue for not just George Mason but universities and institutions across the world, but intertwining Zionist, Israeli, and Jewish identities is not a solution and in fact, can lead to further incidents of Anti-Semitism as those who have critiques of Zionism as a political movement and the state of Israel may believe in the Israeli propaganda of correlating Judaism with Zionism and begin to directly associate all Jewish people with Israel and Zionism.</p> <p>To reiterate: Zionism is a political viewpoint. Political view points are not free from critique. Zionism is not the same as Judaism. Nation states and national identities are not free from critique.</p>
Michael Rivera	Faculty	<p>Dear Members of the Board of Visitors,</p> <p>I am writing in my capacity as a Resident Advisor at George Mason University to express my deep concerns over the proposed \$350 increase in housing costs. While I understand that adjustments to housing fees might be deemed necessary for fiscal reasons, I must highlight that this increase appears inconsistent with the recent performance issues we have encountered in on-campus housing management.</p> <p>In our daily operations, we consistently face challenges with slow maintenance responses and delays in addressing facility requests. Such delays not only affect the quality of student living conditions but also undermine confidence in the value of the services provided. It has been noted in the past that the current profit margins are considered acceptable despite these ongoing maintenance issues. In light of this, raising the cost of housing cannot be justified without a corresponding commitment to robust improvements in facilities and maintenance services.</p> <p>For the additional cost to be truly warranted, it is imperative that the university guarantees efficient responses to facility requests and a clear plan to upgrade the dorms are essential. These improvements will ensure that the increased fees are directly linked to an enhanced living environment for students. Moreover, financial aid specifically earmarked for housing should be expanded to students who struggle to meet the higher costs—especially for those out of state. I know many who struggle with paying for housing on this campus that love living on campus; these are the people that we should be ensuring that can live on campus. This assistance would help safeguard those whose academic performance and well-being might otherwise be compromised by an unmanageable financial burden.</p> <p>I respectfully urge the Board to consider these factors carefully and explore alternative solutions that balance fiscal responsibility with the undeniable need for improved service quality. Thank you for your attention to this matter and for considering the perspectives of those who are closely involved with the day-to-day challenges our students face.</p> <p>— Michael Rivera</p>
Amy	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a</p>

		<p>gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>As a Jewish community member, I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Brenna Jornet	Community Member	Zionism is a political ideology that has led to the destruction and death of thousands. It's a fact. Judasim is an ancient diverse religion and conflating the two is dangerous and unfair.
Community Member	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Ariana E	Community Member	ANTIZIONISM IS NOT (!!!) ANTI SEMITISM. The deliberate attack on Jewish student is antisemitism, criticizing the current state of Israel is not!! Israel is committing genocide against Palestinians and occupying their land, if you can't see that it is clear genocide then there is something wrong with you. Again, ANTI ZIONISM IS NOT ANTI SEMETIC!!!
John		Anti-Zionism is not Antisemitism. DEI is not Anti-White Racism.
.		End Nationalism. End Racism. End Fear. End Hate.
.		Bring back Gunston
Robert Tate	parent of recent GMU graduate and community member	<p>Honorable Board of Visitors members:</p> <p>I write as a parent of a recent GMU graduate and a northern Virginia resident and Commonwealth taxpayer. I am also a Jewish American who is deeply distressed at policies and practices adopted at many universities across the country that are discouraging and suppressing faculty and student speech and organizational activity that is critical of Israeli government policies and practices.</p> <p>Both the IHRA definition of antisemitism--which we must all condemn and combat, along with anti-Palestinian, anti-Arab and anti-Muslim discrimination--and the resolution supporting its use by GMU have justifiably been criticized as overbroad. If adopted they predictably will chill academic freedom and legitimate and educative, as well as hateful or discriminatory, activity at Mason, inhibiting and undercutting a critical purpose of higher education.</p> <p>I urge you to protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.</p> <p>Very respectfully submitted, Robert Tate McLean</p>
Benjamin Steger	Faculty	My comments were sent via email as they exceeded the 4,000 character limit.
Mary Frazier	Non-GMU Student	<p>I am extremely concerned about Jeff Rosen's proposal for George Mason's Board of Visitors which aims to criminalize all criticism of Zionism on campus. This proposal, which seeks to silence and censor any criticism of Zionism within ALL University departments, is an outrageous and gross violation of our first amendment rights to free speech. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their</p>

		<p>very own students. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinian people. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I strongly urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential to higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Sophie Dasmalchi	Student	<p>Dear Board of George Mason University,</p> <p>I write to you this letter as a senior here at George Mason, and I hope that you will consider my statement with an open mind and relinquish any preconceived notions you may have.</p> <p>It was at this very school where I learned the importance of student involvement in politics; Through a general education course I was required to take, I learned it was a student’s responsibility to engage in political activism; The Civil Rights protests of the 1960’s, the Vietnam War protests of the 70’s, Black Lives Matter in 2014, and now, the anti-genocide of Palestine movement. All these movements were met with backlash from their respective educational institutions and yet history looks upon these actions fondly as fundamental occurrences in the human rights space. The educational institutions that once suppressed these students were required to backtrack and publicize statements of change.</p> <p>Last week, you circulated a civic engagement survey to gauge the level of political activism in your students. Simultaneously, you are pushing for legislature that violates the first amendment rights of these same students. I’m sure the irony of this dichotomy is not lost upon you.</p> <p>I am not writing to argue that antisemitic rhetoric has a place on our campus as the discrimination or harassment of any person based on race or religion should indeed be quashed. However, I worry that antisemitism and anti-Zionism have been conflated and your proposed legislature will actively silence Palestinian voices. Let us forget the current federal investigation on George Mason University for alleged Title VI violations – National Origin Discrimination Involving Religion.</p> <p>Every week, I attend class at the Sci-Tech campus. As I walk to class, I gaze up at the world’s flags pinned to the windows and banisters that line the halls- a representation of the diversity you actively boast and profit on. Yet the absence of the Palestinian flag is palpable. You cannot claim to implement these changes to remain neutral on the Israel-Palestine conflict when the Israeli flag hangs and the Palestinian flag is excluded. The erasure of Palestine pervades throughout our campus- this legislature is no exception.</p> <p>I implore you to protect the first amendment rights of our students and consider amending the legislature to protect pro-Palestinian speech and allow for the political criticism of Zionism on campus.</p> <p>Thank you for your consideration, Sophie Dasmalchi, Current GMU Student</p>
Sara Bollag	Community Member	<p>To whom it may concern,</p> <p>I am a Jewish community member and nearby resident to GMU and I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. Myself and my local Jewish community have been organizing around the simple message that anti-zionism does NOT equal anti-semitism, and this false equivalence only works to silence the legitimate and necessary call for Palestinian rights and freedoms. The proposal at hand is an assault on free speech and is a gross violation of first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy, the real perpetrators of anti-semitism, to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p> <p>Thank you for your consideration.</p>

Emma Harris	Student	Institutional Neutrality seems like a half baked attempt to silence students, professors, and other academics. Right now human rights are on the chopping block and we as an institution should be well within our right to attend a university with stances on them, especially as the most diverse public school in this state. That term was coined in the 60's. We do not need to go back to the 60's. This is not the school I applied to. I applied and got into a school dedicating to serving its students and advocating for their rights, as the DOE is up in the air. This is utterly disgraceful and shameful to even consider as a policy, I do not know how this board sleeps at night knowing they are willing to sacrifice their morals and dignity to save face from potential backlash. It's pathetic. Do better. We are the future. You do not want lawmakers who hold 'neutral' stances, that is not a thing anymore. There are Nazi's. Wake up.
Eva Bollag	Community Member	<p>To whom it may concern:</p> <p>I am writing to express my strong disagreement with the proposed resolution regarding antisemitism on campus. While I absolutely condemn all expression of antisemitism it is widely known that the IHRA definition of it flawed (and its original author publicly stated that he never intended to be used in the way Mr. Rosen is using it here). Zionism is a political ideology - every institution which respects freedom of thought should be able to distinguish the difference between antisemitism and anti-zionism, between criticism of an ideology and hate. While I fully support not to allow expressions of hate on your campus this resolution is a veiled attempt to suppress expression of free thought. I urge you to vote "NO" on proposed resolution.</p> <p>Thank you, Eva Bollag</p>
Ellie Fox	Student	GMU is given some discretion in how it enforces IHRA. The Antisemitism Resolution being considered is the most punitive option available, being supported by Mason Hillel and the JCRC of Greater Washington. These groups aren't interested in Jewish safety, rather, they want material support for Israel to go unchallenged. Conflating anti-Zionism and antisemitism only makes the fight against antisemitic hate harder and puts student activists at risk. The resolution should not be passed.
Burton S Bollag	Community Member	<p>Hello,</p> <p>As a Jewish community member living near GMU, I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus.</p> <p>Please understand that anti-zionism and does NOT equal anti-semitism, and this false equivalence only works to silence the legitimate support for Palestinian rights. The proposal at hand is an assault on free speech and is a gross violation of first amendment rights. Institutions of higher education should represent tolerance and promote growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize its own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy, the real perpetrators of anti-semitism, to strengthen their roots, especially if endorsed by a University that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p> <p>Thank you for your consideration.</p>
Tami Adejumo	Student	<p>Good evening. I would just like to highlight the importance of DEI to many students on campus. This program has benefited many students from different backgrounds where circumstances like financial disparities, ethnicity-linked struggles, and identity group related discrimination have been heavily prevalent. The various DEI programs that exist at George Mason University have aided me and many other students on campus in feeling more welcome and accepted on campus. Therefore, the maintenance and legislation of anti-discriminatory policy as well as programs that continue to support minorities, identity groups and students in peculiar circumstances, regardless of the name of the program would still be beneficial.</p> <p>Thank you for your time and work.</p>
Mary Griffin	Foundation for Individual Rights and Expression	A comment has been submitted via email. Thank you for your consideration.
Virginia Hoy	Faculty	Academic freedom is fundamental to the concept of a university. The Board of Visitors' antisemitism resolution violates this valuable ideal.
Tim Gibson	Faculty	<p>Dear BOV members,</p> <p>Please protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution!</p> <p>Rationale for a NO vote on the Visitor Rosen's Resolution on Antisemitism (from GMU-AAUP, written with the assistance of AI)</p>

1. Contradiction Between Free Speech Protections and IHRA Implementation

The resolution emphasizes the protection of First Amendment rights while also directing the University to apply the IHRA definition of antisemitism, which has been criticized for potentially limiting speech critical of Israel. The resolution states that it will use IHRA as a “tool and guide,” but also directs the University to track and report incidents based on it, raising concerns about whether speech will be policed in a way that could infringe on academic freedom and free expression.

2. Ambiguous Language Regarding Zionism

The resolution states: “In some cases, Zionism or Zionist has been used as a proxy for Jewish or Israeli. If used as a proxy for Jewish or Israeli, discrimination or harassment (including any of the examples listed on this factsheet of discriminatory treatment or discriminatory harassment) that targets Zionism or Zionist would also violate University Policy 1201.”

This language creates ambiguity. If a complaint is made that someone’s criticism of Zionism is antisemitic, how will the University determine whether “Zionist” was used as a proxy for “Jewish” or “Israeli”? This could lead to inconsistent application or even suppression of legitimate political speech.

3. Potential Conflict with Academic Freedom

The directive that the University “refrain from sponsoring or endorsing any organization, event, or other activity whose position or posture is antisemitic under the IHRA definition” could be problematic.

While the resolution states that this does not apply to faculty members, students, or independent organizations, it could still be interpreted in ways that deter legitimate academic discussions. For instance, educational programs or conferences discussing Israeli policies critically might be affected.

4. Inconsistencies in the Treatment of Protected Classes

The resolution specifically mandates updates to University Policy 1201 to clarify protections for “Jewish and Israeli identity,” but does not similarly mandate clarifications for other protected groups.

Including Israeli identity as a protected category is unusual, as national origin is already covered under non-discrimination policies. This might create inconsistencies in how different national identities are treated under university policy.

5. Selective Inclusion of Executive Orders and State Laws

The resolution references Executive Orders 13899 and 14188, as well as Virginia Chapter 471 (2023), but does not reference other anti-discrimination laws that apply to higher education institutions. This selective inclusion raises questions about whether the resolution is politically motivated rather than a neutral anti-discrimination measure.

6. Unclear Scope of Tracking and Reporting Antisemitic Incidents

The resolution directs the University to use the IHRA definition for “tracking and reporting antisemitic incidents in the Commonwealth.”

It is unclear what reporting mechanism will be used, whether this applies only to George Mason University, and whether the University is expected to report incidents outside its jurisdiction.

Anonymous	Student	<p>Dear Members of the Board of Visitors,</p> <p>I am writing to bring attention to ongoing issues within the College of Science, particularly within the Departments of Chemistry and Biochemistry. These concerns highlight a broader problem of disorganized leadership that directly impacts student success and accessibility.</p> <p>First, there is a lack of flexible/ADA accommodations in labs. Lab design excludes chairs, where neighboring institutions (such as the NOVA community college) do not have this issue. This creates unnecessary barriers for students with disabilities. Second, there is no clear or consistent method for students to make up missed labs. This disproportionately affects students with legitimate emergencies and accommodations. Third, I have observed grad TAs complaining about the system and how difficult these labs are set up to be. Chemistry at this institution specifically is set up to be a “weed out” course.</p> <p>Leadership and better standardization of accommodations should be focused on to address these systemic issues. Especially with the selection of a new COS dean soon, I urge the Board to push for reforms that will foster a more inclusive and well-managed learning environment for all students.</p> <p>Thank you.</p>
Maryann Germaine	Community Member	<p>Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.</p> <p>Ambiguous Language Regarding Zionism: The resolution states: “In some cases, Zionism or Zionist has been used as a proxy for Jewish or Israeli. If used as a proxy for Jewish or Israeli, discrimination or harassment (including any of the examples listed on this factsheet of discriminatory treatment or discriminatory harassment) that targets Zionism or Zionist would also violate University Policy 1201.”</p> <p>Zionism is a political ideology. GMU cannot mandate protecting any political ideology as part of identity. Are you planning on issuing mandatory fact sheets on Black Lives Matter, Libertarianism, or any other set of political beliefs?</p>

This is a dangerous attempt to expand the word's meaning, and will increase antisemitism against those of the Jewish faith.

The resolution references Executive Orders 13899 and 14188, as well as Virginia Chapter 471 (2023), but does not reference other anti-discrimination laws that apply to higher education institutions. This selective inclusion raises questions about whether the resolution is politically motivated rather than a neutral anti-discrimination measure.

The resolution attempts to balance free speech protections with the enforcement of the IHRA definition but contains contradictions that could lead to legal and practical challenges. The most significant issues include potential First Amendment conflicts, inconsistencies in how discrimination protections are applied, and ambiguity in defining and enforcing antisemitism under IHRA.

As a community member I further oppose political indoctrination of GMU students and the risk of escalated and inappropriate disciplinary actions, such as the egregious, aggressive use (and expense) of Fairfax County Police used to intimidate students under no criminal charges, instead only an accusation (unproven) of graffiti against genocide. Shame on GMU. Community members demand free speech is properly protected for all on campus.

VOTE NO.

Michael Zdanovich	Faculty	Protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Judy Baho	Community Member	This university should honor freedom of speech and protect students rights to protest
Manal Khalid	Student	Many students across campus believe that the GMU administration has to restructure regulations, processes, and policies that tend to increase sentiment of biases against Palestinian students around campus and limiting free speech and cultural practices of both Palestinian and Muslim students. Many Muslim students and people of Arab/palestinian descent feel as if recent changes and policy changes by the Mason Administration has created a hostile environment for these students and groups. This population of students and humans take up most of this university yet they are still not fully heard and tend to feel isolated and excluded on this campus.
Julia Shadur	Faculty	I am writing to argue for the BOV to protect academic freedom and free speech at Mason. Vote NO on the BOV antisemitism resolution.
Andrey Arcidiacono	Student	Written comment emailed to bov@gmu.edu

**RESOLUTION OF THE BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

WHEREAS, George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, ethnic or national origin (including shared ancestry and/or ethnic characteristics), sex, disability, military status (including veteran status), sexual orientation, gender identity, gender expression, age, marital status, pregnancy status, genetic information, or any other characteristic protected by law;

WHEREAS, the university is and must remain committed to adhering to State and federal law, including, but not limited to, Title VI of the Civil Rights Act of 1964 and Chapter 471 of the 2023 Virginia Acts of Assembly, and will adhere to U.S. Presidential Executive Orders 13899 and 14188;

WHEREAS, the university is also committed to protecting the First Amendment rights of students, employees, and visitors, and will address any Prohibited Discrimination (defined in University Policy 1201), including Prohibited Discrimination on the basis of actual or perceived shared ancestry or ethnic characteristics and National Origin without diminishing or infringing any right protected under the U.S. Constitution, including the First Amendment, laws of the United States, and laws of the Commonwealth of Virginia;

WHEREAS, the university revised University Policy Number 1201 ("Non-Discrimination Policy") on August 27, 2024, to include reference to the International Holocaust Remembrance Alliance (IHRA) Working Definition of antisemitism and contemporary examples of antisemitism consistent with the United States Constitution and the Constitution of Virginia;

WHEREAS, University Policy Number 1201 requires the Office for Diversity, Equity, and Inclusion (ODEI)¹ to utilize the International Holocaust Remembrance Alliance (IHRA) Working Definition of antisemitism² and contemporary examples of antisemitism to the extent that they might be useful as evidence of discriminatory intent;

WHEREAS, the university uses the IHRA definition as a tool and guide for training, education, recognizing, and combating antisemitic hate crimes or discrimination and for tracking and reporting antisemitic incidents in the Commonwealth;

WHEREAS this board recognizes that the ODEI considers usages of terms that could be used as a proxy for a protected characteristic(s) in considering discriminatory intent. This includes usage of terms such as "Zionism" or "Zionist" as a proxy for shared Jewish ancestry or Israeli National Origin. If these terms are used as a proxy for "Jewish," "Israeli," or the similar, analysis of discriminatory intent is used in the same manner that is stated within University Policy 1201, consistent with the IHRA definition and contemporary examples.

¹ If ODEI's name changes at any time, the successor office shall automatically comply with the contents of this Resolution without amendment by this Board of Visitors.

² ODEI shall use the IHRA Definition adopted May 26, 2016, unless relevant federal or state law mandates an update.

WHEREAS, the university has clarified and specified that both Jewish (shared ancestry) and Israeli identity (National Origin) are Protected Characteristics under University Policy Number 1201;

WHEREAS, the university updated the Equal Employment Opportunity and Affirmative Action Statement to reference the IHRA definition;

WHEREAS, the university updated the ODEI "Equal Opportunity Report Form" to list Presidential Executive Orders 13899 and 14188, and Chapter 471 of the 2023 Virginia Acts of Assembly under "Related Laws and Policies;"

WHEREAS, the university updated the ODEI "Equal Opportunity Report Form" and the ODEI and University Life "Bias Incident Report Form" to include "shared ancestry or ethnic characteristics" and "Actual or Perceived Ethnicity/Ancestry;"

WHEREAS, this board and the university are committed to the principles of academic freedom and the expression of individual viewpoints, while ensuring that individuals and groups are not harassed, intimidated, discriminated against, or threatened, in violation of State and federal law;

WHEREAS, the purpose of this Resolution is to ensure that measures being taken by this Board and the university are consistent with applicable State and federal law while also ensuring that the university is addressing a marked increase in antisemitism across the United States and the world;

WHEREAS, the University has already taken steps that, according to the Jewish Community Relations Council of Greater Washington and Mason Hillel, "exemplify strong leadership and demonstrate much-needed commitment and compassion for Jewish members of their community"; and the University endeavors to continue that example;

WHEREAS, George Mason is participating in the sixth cohort of Hillel International's Campus Climate Initiative in an effort to assess the climate for Jewish students and develop a campus-specific action plan to enhance Jewish students' sense of belonging; AND

WHEREAS, George Mason is in its second year as a member of the Academic Engagement Network whose goal is to envision a world where American higher education welcomes, respects, and supports the expression of Jewish identity and robust discourse about Israel.

NOW, THEREFORE BE IT RESOLVED AS FOLLOWS:

1. RESOLVED, this board directs that the university publish a factsheet on Shared Jewish Ancestry/Israeli National Origin discrimination, including the IHRA definition and contemporary examples. The method of promulgation will be consistent with the universities' other non-discrimination policies and that method will be reported to the Board.
2. RESOLVED, this board directs the university to ensure all Mason employees (defined as anyone who receives a paycheck from Mason) receive guidance on IHRA during required in-person or online Equal Opportunity trainings through the ODEI; and that applicants for

admission to the university be provided with access to University Policy 1201 during the application process; AND

3. RESOLVED, this board directs that the University, and each of its colleges, schools, departments, and official academic units refrain from officially sponsoring or formally endorsing in advance any event, activity, or outside organization whose planned or announced position is antisemitic. This directive applies solely to institutional endorsement or sponsorship in advance by the University and its academic units, and shall *not* (a) restrict the individual speech or academic freedom of faculty members, students, or student or faculty organizations on campus, (b) prevent students or faculty from gaining access to university facilities for events, activities, or organizations because of the constitutionally protected viewpoint or position taken by such individuals or student or faculty organizations; nor (c) impact the University's decision to recognize a student organization because of the constitutionally protected viewpoint or position taken by such organization. Nothing anywhere in this resolution shall be interpreted to infringe on rights protected by the United States or Virginia Constitutions, including but not limited to the First Amendment of the United States Constitution or Article I, Section 12 of the Virginia Constitution; AND
4. RESOLVED, this board declares that the University seeks to prevent unlawful antisemitic discrimination or violence in *any of its forms and manifestations*, and will have no tolerance for Prohibited Discrimination on the basis of actual or perceived Jewish shared ancestry or Israeli National Origin. Prohibited Discrimination that violates university policy shall result in meaningful consequences following established disciplinary processes for students, faculty or staff. The President of the university shall provide this board with a report of all findings of violations of Policy 1201 at the end of each academic year, and as otherwise requested by the board.

Adopted: 2-27-25



Charles Stimson
Rector
Board of Visitors
George Mason University

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Full Board Meeting
Tuesday, April 1, 2025
Merten Hall, Hazel Conference Room (1201), Fairfax Campus**

MINUTES

PRESENT: Rector Cully Stimson, Vice Rector Mike Meese, Secretary Armand Alacbay, Visitors Horace Blackman, Reginald Brown, Lindsey Burke, Anjan Chimaladinne, Charles Cooper (virtual), William Hansen, Dolly Oberoi, Bob Pence, Jon Peterson, and Nancy Prowitt.

ABSENT: Visitors Maureen Ohlhausen and Jeff Rosen.

ALSO, PRESENT: Solon Simmons, Faculty Representative; Maria Cuesta, Undergraduate Student Representative; Rachel Spence, Staff Liaison; Gregory Washington, President; Anne Gentry, University Counsel; Deb Dickenson, Executive Vice President for Finance and Administration; David Burge, Vice President for Enrollment Management; Rose Pascarell, Vice President for University Life; Marvin Lewis, Assistant Vice President and Director of Intercollegiate Athletics; and Scott Nichols, Interim Secretary pro tem.

I. Call to Order

Rector Stimson called the meeting to order at 9:00 a.m.

Rector Stimson informed the Board that Visitor Cooper requested to participate remotely due to his principal residence being more than 60 miles from the meeting location.

Citing the board's Electronic Meeting Participation policy, Rector Stimson **MOVED** to approve Visitor Cooper's electronic participation in the meeting. The motion was **SECONDED** by Vice Rector Meese. The **MOTION CARRIED BY VOICE VOTE.**

Rector Stimson then welcomed Visitor Bill Hansen who was appointed by Governor Youngkin in February and was attending his first meeting of this board. He noted that Visitor Hansen was the Deputy Secretary of Education under President George W. Bush, and is also a graduate of Mason.

II. Closed Session

- A.** Gifts, Bequests, and Fundraising Activities (Code of VA: §2.2-3711.A.9)
- B.** Discussion or consideration of honorary degrees or special awards. (Code of VA: §2.2-3711.A.11)
- 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)

Vice Rector Meese **MOVED** that the board go into Closed Session under the provisions of Section 2.2-3711.A.9 for discussion on gifts, bequests, and fundraising activities to discuss a philanthropic naming opportunity; Section 2.2-3711.A.11 for discussion or consideration of honorary degrees or special awards; Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned and subsequent items and pending investigations; and Section 2.2-3711.A.1 for a Personnel Matter, to discuss the performance of specific university personnel. The motion was **SECONDED** by Secretary Alacbay. **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 board 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 Chimaladinne, Ohlhausen, and Rosen.

Rector Stimson then **MOVED** that the board approve the awarding of honorary degrees at a future date to the individuals discussed in closed session for that purpose. The motion was **SECONDED** by Vice Rector Meese. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

Yes: 10

Absent: Visitors Chimaladinne, Oberoi, Ohlhausen, Pence and Rosen.

Rector Stimson then **MOVED** that the board approve the awarding of the Mason Medal at a future date to the individual discussed in closed session for that purpose. The motion was **SECONDED** by Vice Rector Meese. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

Yes: 12

Absent: Visitors Ohlhausen, Pence and Rosen.

Rector Stimson then **MOVED** that the board adopt the resolution (**ATTACHMENT 1**) to rename the University's School of Computing to the Long Nguyen and Kimmy Duong School of Computing in recognition of their past and present support. The motion was **SECONDED** by Vice Rector Meese. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

Yes: 13

Absent: Visitors Ohlhausen and Rosen.

Vice Rector Meese then **MOVED** that the board approve the Personnel Matter as discussed in closed session and authorize the President to execute such documents necessary or desirable to carry out the purposes and intent of this resolution consistent with the terms discussed in closed session. The motion was **SECONDED** by Secretary Alacbay. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

Yes: 12

Abstain: Rector Stimson

Absent: Visitors Ohlhausen and Rosen.

Rector Stimson then **MOVED** that the board approve handling the Investigatory Matter as discussed in closed session and authorize the President to promulgate such documents necessary or desirable to carry out the purposes and intent of this resolution consistent with the discussion in closed session. The motion was **SECONDED** by Visitor Prowitt. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

Yes: 12

Abstain: Visitor Brown

Absent: Visitors Ohlhausen and Rosen.

III. FY 2026 Tuition and Mandatory Fees Presentation

Rector Stimson recognized Executive Vice President (EVP) Deb Dickenson, to provide the FY 2026 tuition and mandatory fees presentation. Along with David Burge, Vice President for Enrollment Management; Rose Pascarell, Vice President for University Life; and Marvin Lewis, Assistant Vice President and Director of Intercollegiate Athletics, EVP Dickenson reported the following:

- George Mason University Achievements:
 - Rankings & Value:
 - GMU ranks #1 in Virginia for value, upward mobility, and internships.
 - Emphasis on innovation, affordability, and career outcomes strengthens the value of a GMU degree.
 - Mason Career Plans Survey reported that the Class of 2024 had an 85% positive career outcome rate with a median salary of \$70,000. Many graduates remain in the D.C. area, benefiting local and state economies.
- Budget and Financial Challenges
 - George Mason is underfunded compared to peer institutions in the Commonwealth:
 - Mason's majority revenue source is tuition and the second largest is from state appropriations; however, appropriations per student are the lowest among peer institutions. FY2025 in-state tuition remains competitive despite a \$6,000-per-student funding gap compared to peer institutions when state and tuition funding are combined. Top Mason leadership continue their advocacy in Richmond to close the gap.
 - SCHEV identified a \$22 million funding disparity for Mason's faculty salaries. Mason leaders are advocating for a performance-based funding model to address the issue.
 - Challenges persist in maintaining quality services, upgrading tech and infrastructure, and supporting staff due to budget constraints.
 - Financial Aid and Affordability (David Burge)
 - Federal, commonwealth, and outside scholarships contribute positively to the University's revenue.
 - Financial aid comes from federal, commonwealth, GMU, and outside scholarships. GMU institutional aid often involves tuition discounting for need-based students.
 - According to the JLARC report of net price from 2014-2023, the net price, which is the total cost minus the average amount of federal, state/local, or institutional aid, for full-time, in-state students has decreased 15% since 2014 due to increased aid. Mason serves 10% more needy students than any other institution in the commonwealth. Pell grant recipients increased 15% in the past year with the federal government's change of methodology.
- Operational Efficiency (EVP Deb Dickenson)
 - GMU is among the most efficient universities, with lean staffing and operations. Mason has fewer employees per student compared to its peers, partly due to investments in efficiency and process improvement; however, this level of leanness is unsustainable. Investments must be made in people and infrastructure in order to retain staff and improve efficiency.
 - GMU faces funding challenges not seen by other Virginia institutions like UVA and Virginia Tech. These schools benefit from higher state funding and operate in lower-cost regions, depending less on tuition funding and allowing them to expand more aggressively. Mason is also seeing increased competition by UVA and Virginia Tech in Northern Virginia.
- Commonwealth Budget:
 - The final state budget is under negotiation between the legislative conference budget and the governor's amendments with final passage anticipated in early spring or possibly into June. Mason's FY26 funding allocation is favorable but below amounts requested.
- Discussion ensued:
 - Visitor Brown asked about the delta between the legislative and the governor's budget proposals. EVP Dickenson responded that for operational funding it is about \$1.2 million. VMSDEP is \$4 million. The governor's budget is higher but it is one-time funding. On deferred maintenance the governor's budget is \$8 million lower.
 - Rector Stimson asked if other Virginia schools with a Northern Virginia operation pay a cost-of-living adjustment to their faculty. EVP Dickenson replied that she did not believe they pay a

COLA, but they are paying a substantially higher compensation base and have flexibility in location so faculty can work remotely and live in lower-cost areas.

- EVP Dickenson continued her presentation, advocating for the following tuition recommendation in order to invest in faculty, staff, and systems:
 - 2.5% tuition increase for in-state undergraduate students in FY26, excluding JD law tuition. Flat dollar increases recommended for out-of-state tuition.
 - For context, the Virginia Tech board approved a 2.9% tuition increase and increased fees. Their proposal includes an amendment that it is contingent upon the final Commonwealth budget.
 - Visitor Peterson asked about how much Virginia Tech's fees increased. EVP Dickenson replied that the fees increased between 0.4 -2.7%, with the supplemental athletic fee at the higher end of the range.
- Tuition dollars at work
 - 84% of tuition goes toward instructional categories; other categories are institutional support, operations and maintenance, and student services.
 - Student Fee Recommendation (Rose Pascarell)
 - Vice President Pascarell advocated the Mandatory Student Fee (MSF) increase by \$96 per student (2.5% increase) for in-state and out-of-state students. The comprehensive fee covers services and programs all students can access, including infrastructure and overhead.
 - A student representative is part of the MSF Committee to increase transparency in how fees are used. Students recommended that Mason's consultant look into the mandatory student fee and additional course fees. The undergraduate representatives also asked to look into cohort pricing similar to William and Mary.
 - Current fees expanded support for Green Machine, University Life services, staffing for the new student activities building, and eSports funding. There are planned investments in athletics and technology improvements for FY26.
 - Athletics (Marvin Lewis):
 - Mason's athletics have had a historic year. The men's soccer program won its first Atlantic 10 regular season championship, the women's track program won its first A-10 championship since 2014, the men's basketball program won the A-10 regular-season championship and advanced to the NIT, and the women's basketball program won their first A-10 championship and advanced to the NCAA tournament.
 - Athletics are underfunded if the University is to keep pace with the expenses of a competitive program with 22 varsity sports and 500 student athletes with an annual budget around \$30 million. Mason Athletics has the second lowest student fee in the Commonwealth, which has grown about 3% annually over the last 10 years, compared to many peer institutions, whose athletics fees have grown 6% annually over the past 10 years. While Mason's athletics budget is around the median for the A-10, Mason has 3 to 4 more sports than peers, along with supporting 150 more student athletes.
 - Discussion ensued about alumni giving:
 - Visitor Brown asked how much money for athletics is raised from alumni versus outside groups compared to peer schools. Vice President Lewis responded that other schools bring in more ticket sales and media rights because of their recent successes. Visitor Brown requested Mason focus on alumni and outside fundraising so that alumni and not current students are sharing the responsibility of revenue generation. Vice President Lewis added that they have hired two development specialists to maximize the University's fundraising capacity. In order to support those programs, they will better leverage support of the basketball program but additional revenue streams will be needed to support the other 21 athletic programs.

- President Washington added that the University's fundraising is on par with peer schools that are a similar age. The issue is that alumni are not financially at a place in life where they can give. Visitor Blackman commented that infrastructure investments would lead to higher levels of giving and attract greater talent. He also noted the additional cost from the *House v. NCAA* settlement. EVP Dickenson added that UVA and Virginia Tech are able to support athletics with a lower student fee due to a large endowment and revenue-generating real estate gifts, as well as higher tuition, appropriations, and more selective student base. Visitor Prowitt asked that Vice President Lewis reshare his presentation from the February 27 board meeting.
- Visitor Peterson highlighted that no other school can claim as many A-10 championships as Mason has this year. Vice President Lewis responded to an earlier question, noting that Virginia Tech recently raised their student fees by \$300 to offset the increase in athletics.
- Vice President Lewis continued his presentation. Football and non-football average athletic fees have had an annual growth of 6% annually, whereas Mason's athletic fees have only increased by 3% annually.
 - Vice Rector Meese confirmed that 23% of the student fees go to athletics.
- Most athletic facilities were built in the 1980s and are used by varsity, intermural, club, recreation, and community sports and remain in constant use.
- A major priority is increased student engagement with athletics through spirit activities to build pride and tradition, through subsidy of student tickets, employing student workers, and signature events.
- Athletics serves as the front porch and heart of the community, and Mason needs a strong athletic department.
- Further discussion ensued:
 - Rector Stimson asked about expanding Mason's residency requirements, increasing the requirement to two years, and the benefits to the University student experience. Vice President Lewis noted the goal of focusing on housing across all campuses, and that increased student housing on campus would only strengthen the Athletics' relationship with Housing and University Life.
 - Visitor Peterson asked about the competition from schools with upgraded academics and athletics that can offer the full college experience and its impact on our admissions. Vice President Lewis replied that more vibrant athletic departments attract students, which is why he recommends we enhance our athletics department, enhance visibility, and create the community students want.
- EVP Dickenson continued her presentation, noting the current status of the University's budget process. Room and board rates were approved at the February 27 board meeting, a student town hall discussion was held on March 20, and that the full budget presentation to include the tuition and fees proposal will be presented at the Finance & Land Use committee meeting on April 10.
 - Visitor Burke asked if there was an overall "dollar at work" infographic. EVP Dickenson said they could look at adding one to the April 10 meeting materials.

Rector Stimson thanked EVP Dickenson for her presentation.

IV. Public Comments

There were 3 registrations for oral public comment and 28 written comment submissions (**ATTACHMENT 2**).

Following the oral comments outlined in Attachment 2, Rector Stimson thanked the registrants for their input and stated that board members read and value their comments. He then recognized Visitor Brown, who made remarks about the board taking proactive and not activist stances on major issues, fulfilling their fiduciary duty by anticipating future challenges and acting decisively. He stated that internal disagreements were the “Mason Way,” but there is a commitment to finding unified solutions.

Visitor Brown continued by saying that Mason’s diversity is its strength. Mason is not diverse specifically because of DEI policies, but rather because of affordable tuition, workforce-aligned academic offerings, and a welcoming culture. Mason is inclusive because of its insistence on tolerance and opposition to hate. He emphasized that the board’s intent was to clearly reject all forms of hate, including antisemitism and discrimination against LGBTQ students. The intent of the antisemitism resolution was in opposition to hate.

Mason promotes equity through access and affordability to the middle class, not by “putting a thumb on the scale.” He referenced his opposition to tuition increases as a symbolic stance for maintaining accessibility and called for increased alumni and business engagement to help fund student support and institutional goals. Visitor Brown urged a focus on system-wide challenges, not individual DEI programs. Mason is a place for diverse voices, both politically and culturally.

Rector Stimson thanked Visitor Brown for his comments and recessed the meeting at 11:15 a.m.

V. Lunch Recess

VI. Board Continuing Education

Pursuant to Code of Virginia § 23.1-1304

PRESENT: Rector Cully Stimson, Vice Rector Mike Meese, Secretary Armand Alacbay, Visitors Horace Blackman, Lindsey Burke, Charles Cooper (virtual), William Hansen, and Jon Peterson.

ABSENT: Visitors Reg Brown, Anjan Chimaladinne, Dolly Oberoi, Maureen Ohlhausen, Bob Pence, Nancy Prowitt, and Jeff Rosen.

ALSO, PRESENT: Solon Simmons, Faculty Representative; Maria Cuesta, Undergraduate Student Representative; Gregory Washington, President; Anne Gentry, University Counsel; William Troutt, Association of Governing Boards Consultant.

Rector Stimson reconvened the meeting at 12:15 p.m.

Rector Stimson informed the board that the purpose of the session is to provide an additional opportunity to meet the State Council of Higher Education for Virginia’s (SCHEV) continuing education requirement under § 23.1-1304. The continuing education session was specifically designed for this Board with the assistance of the Association of Governing Boards (AGB), and in consultation with SCHEV.

Rector Stimson then recognized Dr. William E. Troutt, a consultant from the Association of Governing Boards (AGB), and former president of Belmont University and Rhodes College to lead the discussion. Dr. Troutt also chaired the American Council on Education as well as the National Commission on the Cost of Higher Education.

Dr. Troutt began the discussion by describing U.S. higher education is in widespread distress with an environment marked by rapid and ongoing change. Despite challenges, Mason continues to advance in key areas: enrollment growth, student satisfaction, graduate employability, research output and rankings, and

regional economic impact. He praised Mason's president and board for its innovative spirit and how it is "fighting above its weight class."

Dr. Troutt reviewed the roles and responsibilities of a governing board, noting that effective board governance means asking the right strategic questions, as universities grow in the direction of those questions. He presented the following:

Three Key Roles for Board Members:

1. Fiduciary Leadership:
 - Duties of care (act in good faith), loyalty (act in university's interest), and obedience (ensure alignment with mission and in compliance of laws and regulations).
 - Asking good oversight and insightful questions:
 1. Oversight Questions: Are we compliant? Is the budget sound?
 2. Inquiry Questions: What can we learn? What is the mission impact?
 3. Insightful Questions: Will this program help advance the university's mission?
 - Assuring compliance and minimizing enterprise risk.
 - Delegating operational administrative duties and respecting the differences between the Board's role and administrative responsibilities. It is important to distinguish between administrative and governance roles, with a clear understanding about who decides what: some decisions are delegated solely to the president, others require board approval or collaborative input, some decisions rest solely with the board.
 - Protecting the future from the present.
 - Discussion on these topics included:
 1. Secretary Alacbay praised the presentation, noting that it was in alignment with Virginia Code § 23.1-1304. He noted that in Virginia board members' statutory duty is to the citizens of the Commonwealth, not solely to the university. This public obligation sometimes requires decisions that conflict with institutional interests, such as the Board's vote on tuition may benefit the institution financially but negatively impact students or construction projects might serve the university's growth but must be evaluated in light of broader community interests. Secretary Alacbay then asked Dr. Troutt how to reconcile those conflicting responsibilities. Dr. Troutt responded that there are very important nuances but ultimately a board member is to be loyal to this university.
 2. Vice Rector Meese asked how to balance a board wanting to make changes to the strategic plan that is revised every 3-5 years and the board changing every year by 25% or more? Dr. Troutt suggested looking at how the board engages its new members, focusing on principle and not particulars.
2. Ambassadorial Role:
 - Board members represent the university positively and help foster external relationships. They advocate and promote the university's mission and value.
 - Every board member should engage in active investment in the university and encourage others to engage and contribute as well.
3. Strategic Leadership:
 - Focus on big-picture issues and long-term planning. Boards bring broader perspectives, contributing value that complements on-campus viewpoints. Campus conversations are vital, but boards provide "40,000-foot" strategic vision.
 - Key Strategic Questions for the Board:
 1. What are the highest aspirations for George Mason University?
 2. What constraints need to be addressed or mitigated?

3. How can the board structure its time to collaborate with the president on major strategic issues?
 1. Discussion ensued:
 1. The Rector and Dr. Troutt discussed the frequency of full board and committee meetings, with six full board meetings and potential stand-alone committee meetings between full board meetings. Dr. Troutt recalled Vice Rector Meese's question about board action continuity and added that committees are where the most important work is done and can be the solution to turnover of board members.
 2. Secretary Alacbay asked if big picture discussions are typically plenary session full board or a distinct committee. Dr. Troutt replied that the Rector could call an ad hoc committee on the future of the university, with a cross section of committee and board members or it could be done as a full board.
 3. Rector Stimson noted that a significant constraint in public boards is the requirement that if more than two board members discuss a business matter, it must be a public meeting. Dr. Troutt agreed that this is a disadvantage, making it difficult to have more broad-range conversations.
 - Nurture a good board culture, based on mutual respect, openness, and trust. Seeing each other outside of board duties will build those relationships.
 1. Dr. Solon Simmons asked about how the board can best work with the talent and insight of the non-voting faculty, student, and staff representatives. Dr. Troutt replied that it is important to have two-way, candid dialogue with faculty, student, and staff representatives so that there is healthy communication between the board and the university family.
 2. Visitor Blackman commented that board culture matters tremendously. A presidential search required the board to heavily rely on student, faculty, and staff representatives because they had a perspective that no one else had.
 3. Vice Rector Meese added that the representatives he has worked with do not hesitate to share their thoughts. He also praised President Washington for inviting the board to the basketball games and other events to facilitate relationships outside the board structure.
 4. Visitor Jon Peterson praised Dr. Simmons for bringing multiple faculty perspectives to the meetings.

Enterprise Risk Management in Higher Education

Dr. Troutt continued:

- Risk planning is largely handled by administration.
- Risk oversight is a shared responsibility between the board and the president.
- Ideally, a risk governance partnership should be in place. Effective governance is more than task delegation—it involves a fusion of strategic thinking.

Dr. Troutt recognized President Washington about the state of Risk Management at George Mason. President Washington outlined the following:

- The University has a direct approach to managing risk. The president meets on a weekly basis with a dedicated team to discuss the top 10 risk list. Risks are ranked in two broad categories: **impact** – potential damage to the institution and **likelihood** – the probability of occurrence. Special attention is given to risks categorized as **high impact and high likelihood**. This focused approach allows efficient use of limited resources and supports proactive risk mitigation.

- Current Top Risks:
 1. Funding & resources
 2. Competition
 3. Cybersecurity
 4. Governance risk
 5. Campus safety and security
- Organizational Approach:
 - The institution uses a risk management model aligned with Fortune 500 companies.
 - Cross-functional collaboration is encouraged to avoid siloed risk responses.
- Discussion ensued:
 - Visitor Blackman added that clarifying governance (board oversight) and management (administrative execution) roles in risk processes avoids confusion and inefficiency. Effective risk management requires: de-siloed communication, clear incident command and control structures, established executive responsibilities, and resource availability across scenarios. Dr. Troutt agreed that boards avoid micromanagement during crises and not engage in direct incident response.
 - Secretary Alacbay praised the University's chief auditor and noted that the Audit, Risk, and Compliance Committee recently added "Risk" to its name and function. He asked about opinions about the function of that committee in regards to governance.
 - Visitor Blackman emphasized the critical importance of maintaining independence of the audit committee and the auditor's reporting directly through the committee to the board.
 - Visitor Meese pointed out that the Chief Risk Officer reports directly to President Washington. President Washington added that he shares the responsibility with the chief auditor. Visitor Blackman highlighted that Mason was the first university in the Commonwealth to have a Chief Risk Officer.
 - Visitor Peterson praised the quality of lawyers serving as board members, and asked when it comes to the University's legal issues, how do they manage their involvement in what's best for the university. Dr. Troutt responded that the board should use its best judgement, informed by the president's perspective. Ultimately, it comes back to duty, loyalty, and care. Rector Stimson added that as a lawyer, they have to "stay in their lane" as they are not university counsel.

Dr. Troutt thanked Dr. Washington for his feedback and provided a more generalized list of risks facing higher education institutions, referencing a Deloitte Insights article, "Significant risks facing higher education: Getting to the roots of risk" (**ATTACHMENT 3**):

- Increased Competition
- Faculty and Staff Attrition
- Declining State Support
- Uncertainty Regarding Federal Support
- Student Activism
- Student Mental Health Issues
- Cyber Security Threats
- Natural Disasters
- Evolving Academic Program Demand
- Institutional Agility

Discussion ensued:

- Dr. Washington and Dr. Troutt discussed the competition George Mason faces. Dr. Washington noted that there are 23 institutions whose core operations are within 50 miles of campus, with a total of 121 institutions represented when including satellite operations. It is the most competitive educational region in the country. Low lease rates make operating in the region cost effective. As a result, Mason must compete with other institutions for students and faculty.
- Secretary Alabay asked Dr. Washington how the University works with SCHEV to avoid overlap from competitors. Dr. Washington replied that SCHEV oversees public institutions but not private ones, despite some private institutions receiving state funding via VTAG funds, resulting in private schools receiving more funding per student than public schools, without equivalent oversight.
- Visitor Blackman added that with Amazon's HQ2 deal, the state allocated \$175 million to three public universities (including UVA and Virginia Tech) to set up in Northern Virginia, creating internal competition among state-funded institutions. Institutions now must rely heavily on branding and differentiation to compete. GMU is facing aggressive recruitment competition from UVA and Virginia Tech, with top faculty being targeted.
- Dr. Washington described state support as increasing, but continues to be 10-15 years behind. The University runs a \$1.5 billion budget with state appropriations of close to \$400 million. Recently, Mason was averaging \$200 million in state support for a \$1.3 billion budget. Visitor Blackman commented that the state supported 82% of Mason's budget when he was a Mason student in 1988 and the support as gone as low as 20%.
- Visitor Hansen commented on the federal funding situation. He does not expect major financial cuts to Pell Grants or major student aid programs like Title I or Special Education; however, structural changes in aid delivery are anticipated, potentially shifting federal subsidies away from middle and upper-income students toward disadvantaged and non-traditional students, including less-than-half-time enrollees. He expects that focus may shift away from loan forgiveness and more toward reforming how subsidies are distributed. He expected the greatest risk for funding cuts or restructuring is in federal research grants. Research funding continues to be "the bread and butter" for many higher ed institutions and is seen as vulnerable under current trends.
- Vice Rector Meese added that tuition from international students, who tend to pay full price, is impacted with international students having more difficulties getting visas, impacting international student enrollment.
- Rector Stimson added historical context on student activism, noting that current events are serious and should not be excused, particularly after October 7; however, labeling them "unprecedented" is historically inaccurate. Today's activism is far less intense than in the 1960s, which saw widespread violence. Understanding the scale and intensity of past movements can better inform current responses. Visitor Blackman separated activism from bad behavior, and the need to protect students and infrastructure.
- Dr. Simmons asked about a scenario where an activist's actions draw federal attention, followed by disparate disciplinary responses, triggering faculty reaction, national media attention, campus unrest or panic, especially among senior faculty. Visitor Blackman emphasized the importance of protecting freedom of expression, even controversial opinions (e.g., DEI, political comments) with so much fear in the system. There is fear that immigration status or freedom may be affected by speaking up. Vice Rector Meese replied that it is a judgement call for University leadership (e.g., president, campus police) to make, balancing expression with the safety of 40,000+ community members. Rector Stimson praised the judgement of President Washington during a past security situation involving students and federal concerns, noting that he stood behind the president's decision. Dr. Simmons reiterated his concern that a federal action could be unpredictable and disruptive, regardless of board's preparations. Rector Stimson reiterated Visitor Brown's remarks on the board's proactive approach and how board members care deeply about the university, its reputation, and its fiscal health.
- Ms. Cuesta added that it is difficult for her, as an international student, to know her rights of expression. Secretary Alabay added that as part of the board's governance role, that he is concerned that University policies are clear, unambiguous, and consistently enforced. Policies related to speech are content-neutral

and designed to protect freedom of expression. Action becomes disciplinary or "actionable" when speech is combined with conduct that can be categorized as harmful or disruptive. Vice Rector Meese stated he is sensitive to Ms. Cuesta's situation and despite limits on influence over federal decisions, by enacting measured, preemptive steps, George Mason has likely reduced federal scrutiny, lessening the chance that student speech or actions (particularly by international students) would invite severe consequences.

- Visitor Blackman remarked that student mental health issues are mirrored in the armed forces and veterans and asked Ms. Cuesta what she has seen. Ms. Cuesta responded that the political climate, economic instability, and general life circumstances are having a significant impact on students' mental health, and these challenges are often outside the university's control. The university is actively working to provide mental health support, doing its best under current circumstances and that funding mental health programs needs to continue.
- Secretary Alacbay asked about the University's situation regarding substance abuse. Dr. Washington responded that Mason's students tend to be older and a little more mature so while there are issues, it is not to the same extent as other institutions. Substance abuse is treated like other mental health issues, with expanded staff and virtual support which works very well.
- Visitor Peterson asked about the risk about the reclassification of student athletes. Rector Stimson praised Dr. Washington's governing board membership and for keeping the board up to speed on the NCAA settlement and NIL's impact on the University. Dr. Washington provided specifics that these settlements will cost \$7-9 million dollars more per year.
- On the topic of cybersecurity, Visitor Blackman commented that universities are vulnerable to cybersecurity issues due to their openness. Doxing (publishing personal information online with malicious intent) is becoming a common threat, affecting students, faculty, and board members. The motive behind attacks has expanded from simple financial gain to social and political harassment. The university must pivot from only protecting servers and networks to safeguarding individuals: protecting personal data, promoting cyber hygiene, and educating the entire campus community on defensive practices. He noted that the CIO and auditing team do an excellent job and are attentive for potential attacks.
- Vice Rector Meese praised the University for its institutional agility with adding or subtracting programs, with SCHEV being the only constraint. The youth of the University keep programs from becoming entrenched.
- Rector Stimson added another important risk is the University's Korean campus and the cultural and legal differences that complicate global operations. Dr. Troutt supported the concern and added that hiring good people would mitigate that risk.

Providing Leadership in Times of Transition

Dr. Troutt continued:

Board Leadership Transition

- Dr. Troutt asked about term lengths and systems to provide continuity during board leadership transition. Rector Stimson noted that a rector's term is for two years and former rectors routinely talk to one another.
- Visitor Blackman highlighted the critical role of the Vice Rector in ensuring smooth board operations with shared leadership, open communication, and joint action on major initiatives. This leadership model was cited as a key contributor to board stability over the past eight years.

Administrative Transition

- Dr. Troutt mentioned that a change in a president is a significant challenge to institutions. He asked how the process is done at George Mason.
- Visitor Blackman spoke to the stakeholders in a presidential search: the board, students, faculty, staff, the trustees, and the community. The most recent search committee was co-chaired by the faculty senate chair and vice rector, and included student, faculty, and staff representatives and board members. He noted the challenges experienced between the faculty and relating to the faculty handbook and the University's charter and how that impacted the dynamic surrounding an open search or closed search, with the faculty preferring an open search. Dr. Simmons agreed and added that a compromise was reached with the help of his students to respect the confidentiality of the candidates but members of the faculty senate could vet and meet the candidates. This approach was supported by the Faculty Senate and the board.
- Rector Stimson noted that this topic by no means represents an impending change, but emphasized it was one of the few topics approved by SCHEV for discussion.
- Visitor Blackman asked about succession planning and if there is a model that universities could adopt to prevent the disruption of a presidential search. Dr. Washington noted that after the departure of the last president there was a 50% turnover in senior leadership. Other institutions actively recruit senior leaders as soon as the announcement of a presidential departure is announced. Visitor Blackman added that the University made efforts to retain leaders during the last transition. Dr. Troutt did not have good examples of how other institutions have successful solutions to this problem. Rector Stimson inquired if higher education institutions could adopt key man life insurance policies, as private corporations do. Dr. Troutt had not heard of such a policy in higher education. Vice Rector Meese added that with a strategic plan, the board could keep operating during a transition, and welcome new members or leaders with supportive onboarding. Visitor Blackman responded that picking the interim president is also a significant decision, as that person could be in the role for about a year.

Dr. Troutt concluded that when boards are at their best, there is strong collaboration between board members and the chief executive. He commended the board on its governance and its choice of the university president, encouraging them to continue supporting the president in all possible ways.

Rector Stimson thanked Dr. Troutt for his presentation and engagement and adjourned the meeting at 3:15 p.m.

Prepared by:

Bridget Higgins
Secretary pro tem

Attachment 1: College of Engineering and Computing, Renaming of School of Computing Resolution

Attachment 2: Public Comments (20 pages)

Attachment 3: Deloitte Insights article, "Significant risks facing higher education: Getting to the roots of risk"

**RESOLUTION OF THE BOARD OF VISITORS OF
GEORGE MASON UNIVERSITY**

WHEREAS, Dr. Long Nguyen and Ms. Kimmy Duong, renowned entrepreneurs, have been generous benefactors of George Mason University and its College of Engineering and Computing; and

WHEREAS, Dr. Nguyen and Ms. Duong have been active community members who have provided philanthropic support of engineering, information technology, and computing in the National Capital Region; and

WHEREAS, Dr. Nguyen is a past member of George Mason's Board of Visitors and the Board of Trustees of the Academy for Government Accountability; and

WHEREAS, Dr. Nguyen and Ms. Duong each received the university's highest honor, the Mason Medal, in 2016 and 2023, respectively, for their sustained support of the University; and

WHEREAS, the Engineering Building on the Fairfax Campus was named Long and Kimmy Nguyen Engineering Building in recognition of Dr. Nguyen and Ms. Duong's gift of \$5 million in 2009; and

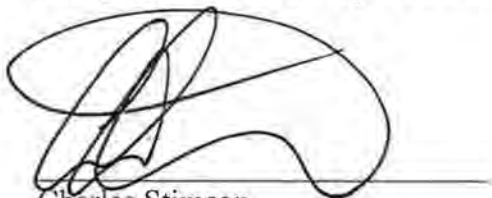
WHEREAS, since 2018, the Kimmy Duong Foundation has awarded scholarships to more than 140 George Mason University students; and

WHEREAS, the Kimmy Duong Foundation pledged a \$20 million donation to the George Mason University Foundation that will have a \$36 million impact to George Mason University to support the School of Computing and Virginia's Tech Talent Investment Program; and

WHEREAS, Dr. Nguyen and Ms. Duong are known in the National Capital Region as the founder, and former Chief Financial Officer of Pragmatics, an internationally renowned Software Development and Consulting Services company; now

BE IT THEREFORE RESOLVED THAT the University's School of Computing be renamed the Long Nguyen and Kimmy Duong School of Computing in recognition of their past and present support.

BE IT FURTHER RESOLVED THAT this resolution be entered into the minutes of the George Mason University Board of Visitors this day, April 1, 2025.

A handwritten signature in black ink, appearing to read 'Charles Stimson', is written over a horizontal line.

Charles Stimson
Rector
Board of Visitors
George Mason University

Oral & Written Public Comments

April 1 Board of Visitors Meeting

Oral Comments provided on Tuesday, April 1:

Tim Gibson, Faculty

Thank you. My name is Tim Gibson. I am a faculty member at Mason and President of the Virginia Conference of the American Association of University Professors. I am speaking today to urge the board of visitors to renew their commitment to building a university free from discrimination, exclusion and inequality. I'm calling on the board to recommit to Mason's fundamental belief in the value of diversity, equity and inclusion. I am calling on the board to refuse the destructive path of your colleagues at UVA, Virginia Tech, and VCU. Let's be honest, by limiting their campus DEI office, the governing boards at UVA, Virginia Tech and VCU are sending a clear message. They want to send Virginia back to a time where discrimination and mistreatment based on race, gender, and sexuality went unremarked and unchallenged. It seems that these governing boards pine for the days where hiring committees were not encouraged to recruit a diverse pool of qualified applicants. Complaints about sexual or gender-based harassment were met with hostility and indifference. This is shameful. We are standing today in the Commonwealth of Virginia, a state with the scourge of racial segregation and gender-based exclusion in education remains in the living memory of many Virginians. We need to be clear about this. To rollback diversity and inclusion programs and policies in Virginia today is to capitulate to the very same social and political movements who put up massive resistance to school desegregation in 1960's and 70's. The opponents of equality and racial justice are still here. They want the Confederate statues to go back up. They want Toni Morrison books out of schools and they want the police body cameras turned off. It seems these boards across the Commonwealth apparently want us to go backward as well but we are not going back. Not without a fight. One final point. You can say that racial and gender-based discrimination is a thing of the past or that systemic racism and sexism do not exist and that racism is about individual preferences in such a way that it makes sense to talk about reverse racism about white Virginians. You can say that but you would be living in a fantasy world. You would be a science-denier, much like those who deny climate science or the science of vaccines. The stubborn persistence of racism, misogyny, and homophobia in American life in the domains of education, housing, employment, and medicine continues to be one of the most consistent findings in social science research year after year, study after study. Please do not be a denier. Please do not join with or reproduce ideologies that distort the continuing material reality of systemic racism and gender-based harassment in America's higher education. Please take a stand for principles and values of openness, diversity, equity and inclusion and join us so that we can all get to the important work of building a better Mason for all students, no matter who they are, where they came from or what they believe. Thank you.

Darbyshire Burge, Student

I know the primary topic of today's meeting is around issues surrounding tuition, fees, and funding. But I would like to emphasize that these are not just about the rates that students pay. We need students to show up in the first place and not just show up but continuing to return semester after semester. As a member of various communities across campus, whose services would fall under the ambiguous category of diversity, equity, and inclusion, I want to make it clear to this board the importance of serving the diverse body of Mason students and the financial health of this institution. George Mason's commitment to diversity of voice, identity, and perspective is why I sought my education here and why I continue to return semester after semester. I chose Mason because I felt that it chose me back. Support services like the LGBTQ+ Resource Center, Disability Services, and the newly renamed office of Access, Compliance, and Community have provided me the space to thrive as a student and become a leader in my community. Without them I would not have shown up in the first place. In the words of Dr. Gregory Washington, with a 90% acceptance rate our diverse student body is a portion of those who seek us out, not those who enroll under exclusive rules of admissions. Inclusivity means including all students and all programs and services for all students even when they are focused on particular populations. This approach has worked. We are the most diverse public University of Virginia. We have 48% ethnic minority enrollment. We are a top-ranking university on the campus pride index. If the current threats against DEI initiatives at universities across the country including VCU, UVA, and Virginia Tech, if they take hold at Mason, what will happen to the student population? If we are to maintain the student body, thus maintaining the \$518 million dollars in revenue from tuition and fees the University gained in 2024, we need to maintain the services that make people like me seek out Mason year after year. If Mason bows to the politicized whims of the same state that has denied us adequate funding time and time again, almost half of what is allocated to our peers per in-state student, why

do we think cutting vital services to the very students who make up an estimated 35% of this University's 2025 revenue would put us in any better financial standing? Even if we cut these programs, sacrificing the core tenants of what George Mason University stands for, will that truly close the gap between our funding and the state average? Will that save enough money to offset the decline in the student body when people like me to move on to a university that will stand up for its diverse population? It does not make sense to sacrifice the needs of our diverse student body in the name of a bottom-line that has long been held up by these exact communities. As a university that has spent time and resources branding itself as altogether different, I implore you to prove your students their tuition, whatever the cost, is going toward programs that respect and recognize them as they are. Thank you.

- Bethany Letiecq, Faculty

Good morning. I thank you for the opportunity to speak to you today. My name is Bethany Letiecq, the current president of the GMU Chapter of the American Association of University Professors. I'm here to express my deep concern about the political interference and erosion of academic freedom we are witnessing at Mason. This interference now includes the forced inclusion of the IHRA working definition of anti-Semitism into our nondiscrimination policy, UP 1201, and we can only assume a forthcoming resolution following UVA, Virginia Tech, etc., to the dismantling of the diversity, equity, and inclusion infrastructure here seemingly at the behest of Governor Youngkin. Before any action is taken, I am pleased to be able to provide perspective regarding DEI, what it really is and why it is under attack across the Commonwealth. Last month I was in the company of Kimberly Crenshaw, a pioneering legal scholar of civil rights, critical race theory, and racism and the law. During our meeting she reflected on how historical legal milestones such as the 1954 Brown versus Board of Education Supreme Court decision and the passage of the Civil Rights Act of 1964 laid the foundation for today's DEI initiatives. Looking back, one can see how the DEI infrastructure was erected in response to histories of segregation and exclusion based on race, gender, sexual orientation, and disability. DEI is deeply rooted in the historical experience and present-day discrimination endured by black people in America. Crenshaw is clear, anti-DEI efforts must be understood within the framework of anti-black racism. Take for example anti-DEI euphemisms, like focusing on merit while discounting that structural racism exists. Scholars fear these euphemisms are being used by people who seek to undo 70 years of racial progress and that these euphemisms are really signals used to convey support for old-school racism and racialized segregation without even mentioning race. Victor Ray, a sociology professor, recently shared couching bigotry and concern about qualifications, which only seemed to apply to nonwhite people, is just a socially acceptable way to launder racist disdain. He argues further that attacks on DEI in his opinion, are not only racist but segregationist and dismantling DEI will likely widen the racialized gaps in education and the workplace. DEI is not just about infrastructure. It is also an idea. It is a way to understand the world we live in and explore or even imagine a different world where we work toward a stronger, more connected multiracial democracy. Threatening to cut DEI root and branch out of not just the institution but out of our minds is an affront to the Mason way which espouses the freedom to teach, learn, and conduct research unburdened by the dictates of the powerful. Today I urge you to stand up for us, stand with us, stand for DEI, and commit to the free exchange of ideas and upholding the economic freedom rights of all who come to Mason to make the world a better place. Thank you.

Written Comments received during the period of March 17 – April 1, 2025:

Full Name:	Mason Affiliation	Registration Type	Phonetic	Accommodations?	Written Comment
Autumn Krist	Student	Provide written comment only.			<p>The wave of universities dismantling DEIA programs across Virginia is concerning and GMU should absolutely not follow suit. Now is the time to stand up and protect our commitment and work to protect diversity, equity, inclusion, and access. Most of the critiques against DEI are rooted in racism and a want to return to segregation era policies. The critiques are a disgusting show of racism and bigotry that we need to fight against however possible. GMU has a rich culture full of diverse perspectives and people and consistently boasts about it: High rates of first gen students, almost a third of our population being people of color, high amounts of immigrants. Students, faculty, and staff are proud of this diversity and we need to preserve it, especially as GMU continues to boast its diverse population.</p> <p>Do what you can to protect Office of Access, Compliance, and Community and DEI on GMU's campuses. This is a priority for students on campus. Please find a way to maintain our commitment to DEI and protect the students of color on campus.</p>
Kristin Samuelian	Faculty	Provide written comment only.			<p>Dismantling DEIA at Mason is not only short-sighted; it is fiscally irresponsible. Mason is one of the key economic drivers of the region, and it is so because our policies of diversity, accessibility, and inclusive excellence have for decades allowed students from Fairfax County and beyond to receive a high-quality education and enter the workforce. It is incomprehensible to me why any business leader would want to put a stop to this when it is working so well. I am nearing retirement age, and I do not work in a unit that will be directly impacted by the dismantling of DEI--at least not as directly as many other units at the University. But I live in Fairfax County, and I have an interest in the healthy economy and infrastructure of this region. Dismantling DEI at Mason will ultimately be disastrous to both. I urge the BOV not to take this foolish and short-sighted step.</p>
Tim Gibson	Faculty	Register to make oral comments.		No	<p>Drawing on a recent GMU-AAUP letter, I am writing to urge the Board to retain GMU's commitment to the principles of diversity, equity, and inclusion. Put bluntly, the current Anti-DEI movement must be understood within the history of anti-Black racism in America. Shamefully, anti-DEI euphemisms (e.g., "DEI hire") are deployed by those who seek to undue 70 years of racial progress. The transformation of diversity, equity, and inclusion into "DEI" code words allows opponents of racial justice to signal their support for old-school racism and racialized segregation without even mentioning the word race. Victor Ray, a sociology professor, agrees: "Couching bigotry in concern about 'qualifications' (which only seems to apply to non-White people) is just the socially acceptable way to launder racist disdain." Recent research confirms this argument. According to Folberg and colleagues (2024), while some argue that the anti-DEI backlash is motivated by race-neutral concerns, such as merit and fairness, their research involving over 1,000 people suggests that critiques of DEI are best explained by anti-Black racism. Ray (2025) argues further that attacks on DEI are not only racist, but segregationist, as dismantling DEI will widen the racialized gaps in education and the workplace by further excluding people of color. Please step back from the brink and preserve Mason's commitment to making education accessible and inclusive for all.</p>

G. Chesler	Faculty	Provide written comment only.	The tenants of diversity, equality, and inclusion support all students while ensuring a safe and equitable workplace for faculty and staff. To remove any affiliated programs, research, and educational efforts is a project of disinformation, white supremacy, and ableist bias that harms the future path of all GMU students whom we promised to educate well. It also denies the expertise of educators and undoes faculty self governance—the bedrock principle of this University.
Vincent Ba Nguyen	Student	Provide written comment only.	At the time of writing, March 25th, George Mason's About page reads that the University is "fueled by differences" and that it "strives to create an inclusive environment that celebrates everyone for who they are." Hearing statements echoing these sentiments during orientation, and now seeing the university wants to eliminate their recently renamed Office of Diversity, Equity, and Inclusion (now named the Office of Access, Compliance, and Community per an email from the Office of the President) alongside moving to restrict professor's messages--removing the entire reason college is currently distinct from high school, that freedom of staff speech--should alarm all who want the university to retain what prestige it still has, alarm all who pour money into an institution supposed to raise them. Please, do not bring this university back into the 20th century---do not betray the students who see you as the way to the world, who have paid for a chance at a better life with their time only to be sent away now.
Laura Buckwald	Faculty	Provide written comment only.	As a GMU graduate and faculty member, I strongly object to the BOV's proposal to dissolve GMU's Office of Diversity, Equity, Inclusion and Community Partnerships. What makes Mason special is the diversity of its student body and faculty. A proper college education includes the widening of one's perspective on the world through the experience of engaging with people from different places and backgrounds. Eliminating this office will tell non-white students that they are not welcome at GMU and will degrade the value of a Mason degree. Also, whether research is "permissible" needs to be determined by the expert faculty, not the BOV.
Courtney Wooten	Faculty	Provide written comment only.	Mason is a campus built around diversity, which is one of the strengths of our institution. Removing any DEI support on campus will jeopardize Mason's ability to recruit and retain diverse faculty, staff, and students and diminish the positive impact it has had on Virginia's economy and its status as a strong and growing R1. Do not threaten the institution's bedrock mission by removing DEI from our campus.
James H. Finkelstein	Professor Emeritus	Provide written comment only.	<p>These are some of the most challenging times for our nation's universities. Never before has a President of the United States actively sought to undermine the foundation of American higher education—especially one who is himself a graduate of an Ivy League institution, as are three of his five children. As the President of the University of Pennsylvania recently stated, “The American higher education system is one of America's greatest strengths. A social contract has long enabled U. S. colleges and universities to serve individuals, communities, and government for the good of all. This contract has been a cornerstone of innovation and opportunity in our society.”</p> <p>Yet, despite this legacy, the Trump administration's decision to freeze \$175 million in funding to his alma mater, the University of Pennsylvania, suggests that “familiarity breeds contempt.” This same disdain appears to be echoed by certain members of George Mason University's Board of Visitors (BOV)—eight of whom are Mason alumni—who seem determined to orchestrate a hostile takeover of the institution. Their actions include</p>

pressuring the administration to amend the university's non-discrimination policy, ignoring established policies and state statutes to pass a resolution on antisemitism, and likely joining other Commonwealth institutions in dismantling all remnants of diversity, equity, and inclusion.

My greatest fear is that this BOV will yield to anticipatory compliance, bending to the Trump administration's intimidation and implicit threats of withholding federal research funding. Instead of acting as true fiduciaries for the university, many on the Board seem set to readily enforce Executive Orders, even as they are contested in the courts. This capitulation would not only compromise the university's autonomy but also undermine its core mission of fostering critical inquiry and inclusive excellence.

Ironically, these actions are silencing the very free speech that many of these individuals claim to defend. By stifling diverse perspectives and constraining academic freedom, they risk dragging us back to the mid- 1960 s—a time when universities routinely suppressed free expression, academic inquiry, and student rights. Those restrictions gave rise to the Free Speech Movement, a powerful response to censorship and institutional overreach.

If history has taught us anything, it is that efforts to suppress academic freedom and silence dissent inevitably fuel movements that demand justice and reform. George Mason University's legacy—and its future—depend on the courage to resist this backslide and protect the foundational principles of free inquiry, diversity, and inclusion that define American higher education.

James H. Finkelstein
Professor Emeritus of Public Policy

Darbyshire Burge	Student	Register to make oral comments.	Dar-buh-shy-er	No	<p>I know that the primary topic of today's meeting centers issues surrounding tuition, fees, and funding, but I would like to emphasize these concerns are not just in the rate that students pay. We need students to be showing up in the first place. And not just showing up, but continuing to return semester after semester. As a member of various communities across campus whose services would fall under the ambiguous category of "Diversity, Equity, and Inclusion", I want to make it clear to this board the importance of serving the diverse body of Mason students in the financial health of this institution.</p> <p>George Mason University's commitment to diversity of voice, identity, and perspective is why I sought out my education here and why I continue to return semester after semester. I chose Mason because I felt that it chose me back. Support services like the LGBTQ+ Resource Center, Disability Services, and the newly renamed Office of Access, Compliance, and Community have provided me the space to thrive as a student and become a leader in my community. Without them, I wouldn't have shown up in the first place. In the words of Dr. Gregory Washington: "With a 90 percent acceptance rate, our diverse student body is a portrait of those who seek us out, not those whom we enroll under exclusive rules of admissions. Inclusivity to us means including all students, and opening all programs and services to all students, even when they are focused on particular populations."</p> <p>And this approach has worked. We are the most diverse public university in Virginia. We have 48% ethnic minority enrollment. We are a top-ranking university on the Campus Pride Index. If the current threats against DEI initiatives seen in universities across</p>
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					<p>the country take hold at Mason, what do you think happens to our student population? If we are to maintain our student body, thus maintaining the \$518 million dollars in revenue from tuition and fees this university gained in 2024, we need to maintain the services that make people like me seek Mason out year after year. If Mason bows to the politicized whims of the same state that has denied us adequate funding time and time again, almost half of what is allocated to our peers per in-state student, why do we think cutting vital services to the very students who make up an estimated 35% of this university's 2025 revenue would put us in any better financial standing? And even if we do cut these programs- sacrificing the core tenets of what George Mason University stands for- will that truly close the gap between our funding and the state average? Will that truly save enough money to offset the subsequent decline in our student body when people like me move on to a university that will stand up for it's diverse populations? It doesn't make financial sense to sacrifice the needs of our diverse student body in the name of a bottom line that has long been held up by these exact communities. As a university that has spent ample time and resources branding itself as being "all together different", I implore you to prove to your students their tuition -whatever the cost- is going towards programs that respect and recognize them as they are.</p>
Autumn Krist	Student	Provide written comment only.			<p>George Mason University has the broadest range of backgrounds represented on campus of all Virginia public colleges. It facilitates the growth of students through merit based opportunities that teaches us personal responsibility and supports our wellness. It is the most efficient infrastructure we have to facilitate the opportunities of our talented students. Without it, GMU will be less effective at meeting the needs of all people who are working hard to earn their degrees. The Office of Access, Compliance, and Community facilitates the wellness and responsibility of all students. To ensure the equal opportunity of all, we need to ensure the Office of Access, Compliance, and Community is supported as best as possible.</p>
Matthew Kelley	Faculty	Provide written comment only.			<p>Say no to uniformity, inequity, and exclusion! Say yes to diversity, equity, and inclusion!</p> <p>Anti-diversity politicians and their operatives on university boards argue that the anti-DEI backlash is motivated by race-neutral concerns like merit and fairness, but it is nothing more than anti-Black racism. Attacks on DEI are segregationist. Mason was founded as a public university after desegregation, and I condemn in the strongest possible terms any attempts made to drag Mason back into a history that it was fortunate to miss the first time around.</p>
Bethany Letiecq	Faculty	Register to make oral comments.	LaTeek	No	<p>I will share my comments in-person at the meeting. Thank you.</p>
Evelyn Jacob	Community Member	Provide written comment only.			<p>I oppose dismantling DEI, especially in the name of neutrality. The anti-DEI resolutions passed sometimes in secret and always without democratic process at Virginia's universities will ruin what were once outstanding centers of learning accessible to all. Protect Mason; protect DEI.</p>
Shelley D. Wong	Faculty	Provide written comment only.			<p>As a faculty of education emerita associate professor, who has worked to prepare teachers for PreK-12+adult education, I am opposed to efforts to dismantle Diversity, Equity and Inclusion. My lifelong mission has been to develop inclusive learning communities of students of all abilities who can respect each other and problem-solve. My specialization is Teaching English to</p>

Speakers of Other Languages and Bilingual and World Language Education. We need to value the home languages of our students and to take an additive perspective as we teach English which values multilingual and transnational communication awareness. We need bilingual personnel in every field and yet the anti DEI ideology, an assimilationist approach, seeks to stamp out the home languages and cultures of our students and to replace them with English. Although many try to claim that DEI is a form of "reverse-racism" nothing could be further from the truth. Anti-DEI backlash is best understood as anti-Black racism and anti-immigrant xenophobia. It is clearly an anti-women as well as anti-LGBTQ ideology. How can you be against equity? We need more critical perspectives and more empathy, more diversity and more inclusion --not one upmanship, bullying and exclusion.

Courtney Brkic	Faculty	Provide written comment only.	I have taught at George Mason for more than two decades. In that time, it has been my privilege to work with hundreds of students. George Mason's diversity has always been one of its superpowers, setting our university apart from many other institutions. It has made us better, not just in a moral sense, but in an academic, creative and research one. As such, we have provided educations to brilliant out-of-the-box thinkers, gifted students from groups that have been severely underrepresented in higher education and innovators of tomorrow who see things just a little differently. The Mason Way has historically meant to embrace them all and to create thoughtful space in which they and all other students can flourish. I urge the Board of Visitors with all my heart not to dismantle DEI.
Claudia Cabello	Faculty	Provide written comment only.	<p>GMU students directly benefit from diversity initiatives on campus. They get academic and community support, connect with role models and mentors, and go on to improve the lives of Virginians. Inclusion benefits everyone and creates a more peaceful and just society.</p> <p>I unequivocally reject any attempts by this BOV to imitate the suppression of diversity, equity, inclusion, and access that their peers have installed at UVA and Virginia Tech. Instead, I urge them to set an example of what a courageous BOV might look like, by holding themselves accountable to the University's core values instead of a political agenda motivated by a desire to punish and exclude.</p>
Julia Holcomb	Faculty	Provide written comment only.	<p>I unequivocally reject any attempts by this BOV to imitate the suppression of diversity, equity, inclusion, and access that their peers have installed at UVA and Virginia Tech. Instead, I urge them to set an example of what a courageous BOV might look like, by holding themselves accountable to the University's core values instead of a political agenda motivated by a desire to punish and exclude.</p> <p>I have been proud to be a Mason Patriot since 1998. Patriots all deserve a university which prizes and protects diversity, equity, and inclusion.</p>
Peter Pollak, P. E.	Community member and former GMU Adjunct Faculty memberultry M	Provide written comment only.	<p>Statement for George Mason University Board of Visitors Meeting, 4/1/25</p> <p>A GMU Nikola Tesla Center for Innovative Technology (NTC4IT) is needed to develop ideas Nikola Tesla had more than 100 years ago. The world is being re-electrified to meet twin challenges of energy and environment.</p> <p>The "Age of Aluminum" that Nikola Tesla foresaw is now upon us, and his predictions about aluminum superseding copper as the 'Material of Electrification' is creating a tsunami of new</p>

opportunities for innovation to meet these global challenges.

Peter Pollak, P. E.
(703) 376-1611
Retired GMU Adjunct Faculty Member
(ECE 590, Energy, Environment & Smart Grids)
Former GMU Consultant for DOE Funded "Vids for Grids" Project

Amy Zhang	Faculty	Provide written comment only.	The anti-DEI resolutions passed sometimes in secret and always without democratic process at Virginia's universities will ruin what were once outstanding centers of learning accessible to all. Protect Mason; protect DEI
Angela Barajas	Student	Provide written comment only.	I unequivocally reject any attempts by this BOV to imitate the suppression of diversity, equity, inclusion, and access that their peers have installed at UVA and Virginia Tech. Instead, I urge them to set an example of what a courageous BOV might look like, by holding themselves accountable to the University's core values instead of a political agenda motivated by a desire to punish and exclude.
Carlos Chism	Faculty	Provide written comment only.	I condemn the recent move by BOVs throughout Virginia to dismantle DEIA, and I am writing to urge Mason's BOV not to visit the same destruction on our university. Anti-DEIA must be understood within the framework of anti-Black racism. The dismantling of DEIA offices and programs is nothing more than an attempt to disguise a White supremacist agenda by stealing and twisting the language of civil rights. As Victor Ray, a sociology professor, has stated: "Couching bigotry in concern about 'qualifications' (which only seems to apply to non-White people) is just the socially acceptable way to launder racist disdain." Attempts to dismantle DEIA do not help our diverse student body; instead, these attempts only hurt students and their ability to learn. Dismantling DEIA at Mason would have a chilling effect on faculty research and student learning; if the Board actually values the mission of the university and believes our students come first, you will break with the BOVs at other VA universities like VT and UVA.
Beverly D Shaklee	Faculty	Provide written comment only.	<p>The current trend among BOVs throughout Virginia to dismantle DEI programs, offices, curricula, and initiatives is at best woefully misguided and at worst against the will of faculty, staff, and students. Trying to disguise their actions as a form of "neutrality" or simply doing what is best for Mason, they have proven over and over that they neither respect nor are even interested in what the wider Mason community has to say. The BOV does not have Mason's best interests in mind when they suppress speech and learning. Dismantling DEI programs literally tells our students, faculty and community they are NOT welcome at Mason; there is no place to celebrate the diversity of our community. The BOV will stand in shame if they move forward with the effort to dismantle DEI.</p> <p>I unequivocally reject any attempts by this BOV to imitate the suppression of diversity, equity, inclusion, and access that their peers have installed at UVA and Virginia Tech. Instead, I urge them to set an example of what a courageous BOV might look like, by holding themselves accountable to the University's core values instead of a political agenda motivated by a desire to punish and exclude.</p>
Alok Yadav	Faculty	Provide written comment only.	Those on the BOV who are inclined to suppress DEI programs and initiatives need to show where and how encouraging equity (for example) has harmed someone at George Mason--and, further,

that such harm cannot be remedied by modifying the specific program or initiative at issue. Any move simply to ban or prohibit DEI strikes one as the imposition of a regressive political agenda--something that has no place in a public university in the 21st century (and carries echoes of the resistance to diversity, equity, and inclusion in public education during the segregationist agitations against the civil rights movement in the 1950s, 1960s, and 1970s). Operating by fiat and diktat, by force majeure, rather than by reasoned argument and evidence, is how tyrannies operate (even if it is the tyranny of a majority on a politically-appointed board!): I would hope that the BOV has enough self-respect and enough respect for the integrity of institution to act in accordance with due deliberation and sufficient reason and not with the juvenile brazenness of persons who wish to impose their political prejudices on others and think the trust that has been given to them is there for them to abuse.

virginia hoy

Provide
written
comment only.

I have taught at Mason for almost 18 years and have been proud of our very diverse campus and the climate of tolerance we have worked to provide for our students. As I have written the Board in the past, our diversity is our strength as we prepare students to participate in a diverse world. I would hope that the Board recognizes that DEI initiatives at Mason and elsewhere affirm a commitment to appreciate and treat fairly all individuals, regardless of religion, race, or gender, allowing all to achieve their full potential.

Denise Albanese

Faculty

I am not surprised at the efforts by the Board of Visitors to overstep its mandate; it's not the first time, nor will it be the last. But before it takes a step, I beg its members to provide direct, empirical, and objective evidence of the harms done by DEIA policies, and to whom, in what form, and with what effects, as a basis for their actions. Without such evidence, they have nothing but a reactive and ideological basis for their proposed actions--the very thing they accuse universities of. Universities are bound to more rigorous standards of proof and evidence than can be found in popular discourse and right-wing agit-prop. As custodians of a public good, the members of the BOV ought to be honor-bound to act on disinterested and well-founded evidence rather than sentiment or belief. I also note that "Ability" is part of of DEIA: does the BOV also propose to violate the Americans With Disabilities Act? What of case law on protected classes?

Keith Clark

Faculty

Having been a faculty member for over thirty years, I write to express my grave concern regarding the Board of Visitors' attempts to snuff out efforts to make George Mason University a more inclusive university, efforts that reflect our state's--and nation's--rich heterogeneity. The University's policies and goals to make our institution more equitable in terms of faculty, staff, and student body have been measured and prudent, not hastily implemented or unfairly beneficial to any single group; such measures have scrupulously avoided bias. If anything, one might argue that these policies have been a bit excessive in their caution and deliberation. GMU has been intentional and committed to maintaining standards of fairness and excellence which have seldom if ever been practiced historically, despite professions of "merit" and "fairness."

GMU, reflective of the DMV locally and our country's multicultural history, is a vibrant tapestry of hues, colors, ethnicities, genders, sexualities, and perspectives. However, in our current political climate, forces antithetical to difference have been empowered in their attempts to re-homogenize our institution, under the fallacious pursuit of "anti-divisiveness" and "neutrality." Indeed, the breathtaking, deliberate speed with

which anti-difference forces are moving to undo and reverse gains that made our University the “state’s most diverse” is singularly shocking and deplorable.

It is grotesquely ironic that, 35 years after the Old Dominion elected the nation’s first African American governor, GMU is now the epicenter of a calculated and pernicious crusade against difference. My courses in African American literature have been enriched by the presence of a rainbow of students and their unique, divergent perspectives, attesting to the inestimable value of diversity. To invoke the title of preeminent American author Ralph Ellison’s 1952 novel Invisible Man, the forced “dismantling” is nothing more than an attempt not simply to make underrepresented communities invisible; it is, ultimately, an attempt to erase blackness, brownness, and anyone else considered unfit and underserving. In keeping with GMU’s proud history, I hope that the Board will act in accordance with the University’s principled commitment to inclusive excellence.

Dr. Keith Clark
Distinguished University Professor
March 31 2025

Colleen Vesely Faculty

I condemn the recent move by BOVs throughout Virginia to dismantle DEI, and I am writing to urge Mason’s BOV not to visit the same destruction on our university.

The current trend among BOVs throughout Virginia to dismantle DEI programs, offices, curricula, and initiatives is at best woefully misguided and at worst an installation of White supremacy against the will of faculty, staff, and students. Mason’s current BOV has made clear their goal to suppress research, teaching, learning, and administrative programs that are at odds with the political agenda of Governor Youngkin and his appointees. While they may try to disguise their actions as a form of “neutrality” or simply doing what is best for Mason, they have proven over and over that they neither respect nor are even interested in what the wider Mason community has to say. The BOV does not have Mason’s best interests in mind when they suppress speech and learning.

I unequivocally reject any attempts by this BOV to imitate the suppression of diversity, equity, inclusion, and access that their peers have installed at UVA and Virginia Tech. Instead, I urge them to set an example of what a courageous BOV might look like, by holding themselves accountable to the University’s core values instead of a political agenda motivated by a desire to punish and exclude.

I support DEI and am asking the BOV to stand up for the Mason Way.

James F. Sanford Faculty

As part of the celebration of my 35th year of teaching at Mason in 2009, I was asked to identify way or ways that Mason had changed over the years. In response, I went to my first two years’ grade books and identified the four most frequent surnames on my rosters. They were Adams, Brown, Miller and a less common name of a set of twins in my classes. In 2009, the most common surname at Mason by far was Lee, primarily because of a large number of Korean and Korean American students. In those 35 years, Mason became a far better university in part because of the increase in diversity of its students. Any attempt to limit or decrease diversity is a step toward returning to the homogeneous student body of 60 years ago. Please overcome (a very apt verb) your political inclinations and support maintaining and increasing

a diverse student body and work place. Future Mason students will be the better for it. Thank you!

BOV at other Virginia universities, including UVA and Virginia, have dismantled Diversity, Equity, and Inclusion offices. If similar actions are taken at George Mason to remove DEI programs on campus, how will George Mason ensure that all its students and faculty can be successful? The BOV passed a resolution at the end of February that contains instructions for the ODEI successor office, highlighting the importance of having such an office.

Good morning, esteemed members of the Board of Visitors, President Washington, administrators, faculty, staff, students, and guests.

My name is Aniya Coffey, currently a freshman here at Mason. Today I am here to address an essential matter that not only shapes our university’s future but also speaks directly to the very heart of our mission as a minority-serving institution—our dedication to diversity, equity, and inclusion.

George Mason University proudly stands as an institution committed to providing access and opportunity to all. Our mission statement explicitly emphasizes fostering a diverse, inclusive, and innovative learning environment. As a minority-serving institution, this commitment is not simply a statement of values but a guiding principle—one that underpins every facet of our community.

Recently, changes have been made to our Diversity, Equity, and Inclusion offices on campus—changes that impact how these crucial areas of support and advocacy function. As we navigate these shifts, it is critical that we acknowledge both the concerns and the opportunities that come with them.

DEI offices are more than administrative units; they are the backbone of our efforts to create an environment where all students, regardless of their background, can thrive. These offices empower our students, advocate for equitable policies, and facilitate cultural understanding. They create safe spaces, foster collaboration, and build networks of support essential for our diverse student population.

As a young Black woman, an aspiring leader, and an Ambassador for the Black Student Alliance, I have experienced firsthand the importance of having institutional structures that champion inclusivity. For me, the Black Student Alliance is more than just an organization—it’s a community, a source of empowerment, and a vital support system. It is a place where I feel seen, valued, and understood. It provides the opportunity to celebrate my identity while connecting with others who share similar experiences.

Having this space has been instrumental in helping me find my voice and navigate my journey here at Mason. It has allowed me to contribute positively to this university, knowing that I belong. It’s what motivates me to encourage other students to find their own sense of community and pride within this institution.

Yet, as these changes unfold, I cannot help but feel a deep concern shared by many of my peers. When shifts are made to the structure of DEI offices, it creates a chilling question: Will our registered organizations for affinity groups be next?

These organizations—whether they are cultural, religious, LGBTQ+, or other affinity-based groups—play an irreplaceable

Jenna Krall Faculty

Aniya Coffey Student

role in enhancing student life, providing much-needed support systems, and allowing students to celebrate their identities freely and safely. The prospect of their functions being diminished, restricted, or restructured is a terrifying possibility for many.

It is not just about preserving tradition; it is about ensuring that George Mason University continues to be a place where diversity is celebrated and empowered and Included. If we are to fulfill our mission as a minority-serving institution, our commitment to DEI must be unwavering. Change is inevitable, but it must always be guided by the principle of progress.

But DEI offices do not only support students of color. They empower all students by nurturing cultural competency, promoting empathy, and providing educational resources that enrich our entire campus. In a world that is increasingly interconnected, George Mason University’s commitment to diversity, equity, and inclusion is our competitive edge.

If we are to fulfill our mission as a minority-serving institution, our commitment to DEI must be unwavering. Change is inevitable, but it must always be guided by the principle of progress. As we refine our DEI structures, we must ensure that their presence remains impactful, their resources accessible, and their

Karen Grace	Faculty	I condemn the recent move by BOVs throughout Virginia to dismantle DEI, and I am writing to urge Mason’s BOV not to visit the same destruction on our university. Anti-DEI must be understood within the framework of anti-Black racism. The dismantling of DEI offices and programs is nothing more than an attempt to disguise a White supremacist agenda by stealing and twisting the language of civil rights. The BOV does not have Mason’s best interests in mind when they suppress speech and learning.
Jessica Scarlata	Faculty	<p>The current trend among BOVs in the state of Virginia to dismantle DEI programs, offices, curricula, and initiatives is shameful. At best, it is woefully misguided and at worst a politically motivated attempt to stall and reverse any hard-fought progress made towards making universities more equitable within Virginia. Mason’s current BOV has made clear their goal to suppress research, teaching, learning, and administrative programs that are at odds with a narrow and exclusionary political agenda. While they may try to disguise their actions as a form of “neutrality” or simply doing what is best for Mason, they have proven over and over that they do not respect the students, faculty, and staff at the university; they are not interested in our expertise; they do not care when we speak from a position of knowledge and research. In short, the BOV does not have Mason’s best interests in mind when they suppress speech and learning.</p> <p>Anti-diversity politicians and their operatives argue that their hostility towards diversity, equity, and inclusion is motivated not by racism, but by race-neutral concerns like merit and fairness. However, research suggests that critiques of DEI are best explained as a form of anti-Black racism. Attacks on DEI are segregationist. Mason was founded as a public university after desegregation.</p> <p>I unequivocally reject any attempts by this BOV to imitate the suppression of diversity, equity, inclusion, and access that their peers have installed at UVA and Virginia Tech. Instead, I urge them to stand up for the Mason Way and to set an example of</p>

what a courageous BOV might look like, by holding themselves accountable to the University’s core values instead of a political agenda motivated by a desire to punish, erase, and exclude.

Isabella
Majorowitz

Faculty

Hello members of the Board of Visitors. Today I am submitting a comment regarding the recommendations for tuition increases in FY2026 and FY2027. While I am grateful that GMU continues to prioritize access and affordability when it comes to tuition despite ever-increasing budgetary constraints, I believe that more could be done to make out-of-state tuition more affordable. As an out-of-state undergraduate student, my tuition is almost \$25,000 more than the tuition for an in-state student. I know that tuition for out-of-state students tends to be higher because more students come from in-state, but this university has also attracted a good number of international students. I am lucky enough to have received a sizable scholarship that helps lower this cost, but I have other friends who are out-of-state students that still struggle to pay for their education even with financial aid. Just like me, they came to GMU because of the academic opportunities, especially my friend who came all the way from New Mexico for GMU's forensic science program. I understand that these proposed tuition increases are minimal at 2.5% and would go towards critical infrastructure investments, but I think there's a way to fund the critical infrastructure, programming, and services of this university while also reducing the cost for out-of-state students. One way would be to reduce or end investments in defense manufacturers such as Boeing, Lockheed Martin, Northrop Grumman, and General Dynamics. None of these companies are in danger of going bankrupt without an investment or partnership from GMU, so divesting from them could allow for the reallocation of funds towards the various expenditures highlighted in the presentation, from academic support to faculty wages to facilities/buildings. As GMU contends with continuous underfunding from state and federal policymakers and budgets, divestment represents an opportunity to redirect funding away from death-dealing companies and towards life-affirming and student-supporting activities and services. Thank you for your time!

Hiram Mbulu

Student

Ladies and gentlemen of the Board of Visitors,

My name is Hiram Mbulu. I am the president of Collegiate Black Men and a peer mentor of the Black Male Success Initiative (BMSI). I stand before you with a clear message: choose wisely. I ask you: do you choose to submit to the threats sent by the Dear Colleague letter? Or do you choose the voices of those you are entrusted to serve—faculty and students, whose dedication and investment form the very foundation of our institution?

Consider the words of Winston Churchill: "The price of greatness is responsibility." What is your responsibility? As the appointed individuals before me, is your responsibility to make decisions based on personal beliefs or to pass blame for the decisions you make to those in higher positions? According to your bylaws, "The George Mason University Board of Visitors ('Board') shall generally direct the affairs of the University in accord with the powers and duties assigned by law." So I ask: Who are our main and direct stakeholders? They are the students, the faculty, and the alumni who fuel our legacy. When their needs go unmet, the consequences are profound: our brightest faculty may seek tenure and opportunity elsewhere, our current students may decide to withhold alumni donations—funding crucial to our future. Do current alumni lose interest in supporting a school that does not align with their interests? I urge you to weigh these factors carefully.

As an African-American student here and representing 150+ African-American students in the student organization I lead, we've benefited immensely from the DEI initiatives set up to support historically underperforming students. DEI initiatives you agreed on as the Mason Way—programs meant to support student needs—how is that exclusionary? It isn't. I call upon you to defend the student support initiatives. Challenge, don't submit.

Thank you.

Sarah Fischer	Faculty	I am writing in support of our campus DEI efforts. Mason has an incredibly diverse student body in every sense of the word. I've taught students who were born in other countries, served in the military, were working parents, transferred from community colleges, came straight from high school, of all ages and ethnicities, all in the same classroom. I appreciate our campus efforts to be inclusive of students who have veteran status and have disabilities. I appreciate our campus efforts to be a welcoming institution for students who have a diverse range of sexual orientation and gender identity. And, I appreciate the work that our administrative colleagues do to address discrimination. The campus is stronger and has a rich educational environment because of these efforts. I urge the board to stand up for Mason and stand up for DEI.
Tehama Lopez Bunyasi	Faculty	I unequivocally reject any attempts by this BOV to emulate the suppression of diversity, equity, inclusion, and access that their peers have installed at UVA (my alma mater) and Virginia Tech. Instead, I urge them to set an example of what a respectable BOV might look like: a guardian of excellence and a body accountable to its own University's core values. The anti-DEI resolutions passed sometimes in secret and always without democratic process at other Virginia universities will ruin what were once outstanding centers of learning accessible to all. Protect Mason; protect DEI; protect freedom of speech; protect academic freedom. We are a democracy!
Janet D.	Faculty	Opposing DEI is nothing new: Anti-Black racism has a long history in Virginia. Stop these racist moves now and uphold your commitments to all students at Mason, especially those most marginalized by a politics of segregation and hate.
Concerned Citizen	Community Member	I unequivocally reject any attempts by this BOV to imitate the suppression of diversity, equity, inclusion, and access that their peers have installed at UVA and Virginia Tech. Instead, I urge them to set an example of what a courageous BOV might look like, by holding themselves accountable to the University's core values instead of a political agenda motivated by a desire to punish and exclude.
Lauren Cattaneo	Faculty	<p>I write to express my strong objection to the current trend among BOVs throughout Virginia to dismantle DEI programs, offices, curricula, and initiatives, and to call out the Mason BOV for repeatedly overriding the values of the institution and the will of faculty, students and staff in favor of a nakedly political agenda. While the BOV may try to disguise their actions as a form of "neutrality" or simply doing what is best for Mason, they have proven over and over that they neither respect nor are even interested in what the wider Mason community has to say. The BOV does not have Mason's best interests in mind when they suppress speech and learning.</p> <p>I unequivocally reject any attempts by the Mason BOV to imitate the suppression of diversity, equity, inclusion, and access that</p>

their peers have installed at UVA and Virginia Tech. Instead, I urge them to set an example of what a courageous BOV might look like, by holding themselves accountable to the University's core values instead of a political agenda.

Shree Deepkumar Student

To The Board of Visitors,

Thank you for the opportunity to comment on the issues that matter most to the GMU community. I have spent 4 years in one of GMU's undergraduate programs, and have played an active part in the GMU community, including running an on campus RSO for 3 years.

First, I want to express my concerns over the impact a further tuition hike would have. George Mason's reputation for excellent education offered at competitive costs draws students from in and out of state. However, the validity of this reputation in recent years becomes questionable in comparison with similar Virginian universities. VCU and JMU are two colleges that are close to GMU in a ranking of Virginia's colleges published by widely-read news outlet US News. The cost of college for an in-state, on campus undergraduate student is \$30,988 at VCU and \$33,276 at JMU. From information available on GMU's own website, the projected cost of attendance for a similar student is \$35,250. A further tuition hike will tarnish GMU's reputation for cost-effectiveness and will drive future students away,.

Second, Mason has a reputation for being welcoming to all students, far beyond many other Virginian colleges. This reputation is harmed by the recent rebranding of Mason's DEI focused offices. It is my fear that this rebrand will culminate in the complete removal of the DEI programs and initiatives that draw many students from marginalized communities to enroll at Mason. The rebranding of Mason's DEI focused offices sends a clear message to prospective students: We welcome everyone, until it stops being convenient.

Please take action to ensure that GMU remains the top choice for future students, both in and out of state. It is my sincere hope for the Mason community to continue to grow, both in number and diversity.

Sincerely,
Shree Deepkumar
Mason Student and Community Member

Andrey Student
Arcidiacono

In 1972, the Board of Visitors of George Mason University declared it their duty to “establish policies that will encourage the participation of students in shaping the character and quality of the institution.” Two years later in 1974 the BOV adopted its bylaws which read:

“The Board may extend authority to the student body of the University providing for the establishment of a Student Government.”

For fifty years these words have remained the same and it has been the role of the student body of this University to decide their student representatives and how those representatives are chosen. In Nevada this long held principle is so sacred that it is protected by state law. While numerous states also protect students' ability to form student governments in their state law, in Virginia and at George Mason, all governing authority is vested by law in the Board of Visitors.

The Board of Visitors often chooses to delegate its authority to

various collegial officers and employees such as the President, or to collegial bodies, such as the Faculty Senate or the Honor Committee. The BOV has likewise delegated its authority to establish a student government to the student body. But more than just allowing for the student government's establishment it has directly empowered it. Whereas Virginia law requires that governing boards of state universities appoint at least one student on the board as a non-voting advisory member, this Board has taken a step further, and has chosen to trust the decision of picking two student representatives directly to the student body through their student government elections. Instead of this board appointing students directly, as it had done in the past, it chose to empower students who are accessible and accountable to the student body by being elected to student governments. Placing this much trust in the student body is unique among Virginia universities and it makes Mason special.

I am writing to you today because I believe it is that same trust between the student body and this university which is at stake. The division of University Life has initiated a project to establish a new undergraduate student government and has made it clear that it will only support student government elections that are held under this new structure. The division of University Life believes that a decline in students engaging with student government has made it necessary for them to intervene and impose new structural changes that they believe will improve student government. There was a similar proposal made by students in 2020 which was considered by and ultimately decided against by students. Despite these proposals being brought up and considered in 2020, University life claims in their listening sessions that the structure has not been evaluated since 2007. Immediately after this student-led effort to amend the structure was decided against by the 41st Student Senate in 2020. Dean of Students Juliet Blank Godlove sponsored a research project in the fall of 2022 with the research question "Why are most students at Mason not engaging with Student Government?" After this research project concluded the division of University life formed a working group of 8 students from student government to amend the structure. Administrators have granted the student government and the student body a limited role in deciding the new structure of this student government. At the meetings of the working group, certain demands by University life were communicated to be "non-negotiable." I am a member of this working group and as we were told on the first meeting "The question is in the details." It has been made clear that it is not our place to question the "bones" of the structure. Students have not been allowed to decide whether or not academic seats will increase engagement. Or whether making the organisation a single body will make it more cohesive and efficient. Continued in p2

Continued from part 1:

Students have not been allowed to decide whether or not academic seats will increase engagement. Or whether making the organisation a single body will make the organisation more cohesive and efficient. Student government loses all meaning if it cannot be viewed as the legitimate voice of the students. This student government doesn't make decisions about enforcing the code of student conduct, or allocating tens of thousands of dollars to student organizations. It's only meaningful power is its ability to represent the student voice. Will the Board of Visitors accept a student government which values institutional priorities over students needs? Students won't engage with token systems of representation where important decisions can be overruled by

Andrey
Arcidiacono

Student

administrators and are beholden to them rather than their peers. Student government can speak best for students when it is governed by them.

The University needs to clearly define and delineate the roles and responsibilities that students and student government should have in the campus governance system. We're shaping a student government whose purpose is to include students in decisions made at this University and I think we are killing the very spirit that this institution proclaims it instills by taking the decision to form a student government away from the students.

How can we possibly encourage students to get involved in student government when they are not being involved in the decision to shape that same student government?

I ask that this BOV enforce their bylaws and maintain that the student body alone has the authority to establish or amend its student government. The Board of Visitors, which delegated the authority to establish a student government to the student body, must direct the division of University Life to allow students to decide the whole structure of their student government and not limit students to deciding parts of the structure that are not in conflict with their demands.

Very Respectfully,
Andrey Arcidiacono
Senator of, 42nd, 43rd, and 45th Student Senate of George Mason University

In 1994 the associate Vice President and Dean of Student Services Kenneth Bumgarner, the Chair of the Student Governance Advisory Committee reported to President George W. Johnson in a memo: "Students, administrators and faculty often have very different opinions on what is broken and how to fix it. Some administrators and faculty still subscribe to the notion that students should play no role in decisionmaking at the University. Some students have exaggerated notions as to the power students should wield in university governance. The Committee believes that the solution lies between these two poles. Some time and experimentation may be necessary before the most suitable means for obtaining greater student participation are found. But if all sides display flexibility and willingness to compromise, I expects that a workable system can be developed which will increase the sense of community and common purpose among the diverse individuals which make up George Mason University"

I write to express my dismay at the Board of Visitors' recent attempts to purge the concept of "diversity" from Mason's curriculum. This move strikes me as not only wrong and regressive, but as counter to what the University is designed to do. Among the governing board's many offenses against enhancing the University's quality of life, its worst offense, in my opinion, are its efforts to do away with a "liberal" or "humanistic" education." To be clear, I am not referring to a political ideology, as some might mistakenly assume. By liberal education, I mean the space which provides for the free exchange of ideas—and most importantly, the space for students to freely develop informed perspectives on both humanity and our material world. At the heart of a liberal education is diversity; without "diversity" in the curriculum, establishing a broadened outlook is difficult (and perhaps, impossible). In my mind, education does its best work when it is able to cultivate in students a two-pronged appreciation for a multitude of perspectives: in one way,

Stefan Michael Wheelock	Faculty	
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education introduces them to the rich mosaic of opinions on race and ethnicity, gender and sexuality, ability and disability, science and religion. In another way, a humanistic (or liberal) education emphasizes the value diversity plays in lifting up competing opinions, ideas, outlooks, and thought which, taken together, strengthen students' commitment to advancing the cause of human dignity.

Education is at its worst when it caves to soundbites that accuse universities of either "propagandizing students" or indoctrinating them in "leftwing" causes. This misses what classroom engagement does. As a professor in Africana studies and English literature, my job is not to proselytize to students but to introduce them to a fact-based history. Often with students, this history is compelling enough to speak for itself. From here, students can decide, on their own what to do (and how to act). At the heart of any effort to pursue a more just vision for society (and equity) is standing up for a historical sense which is truthful and right. In an era where misinformation and soundbites prevail, the decision to embrace a historically sanitized and narrowly ideological approach to the past (and present) encourages the kind of social regression that harms mutual human understanding and potentially hamstring democracy's advance.

The lives our students lead is shaped by what they learn. Our students represent a diversity of subject positions and understandably wish to see the concerns which directly affect them reflected in the University's curriculum. In short, students better engage the academic side of college life when they can clearly see the stakes for their own wellbeing. If Mason is about the education of the entire person, then it should foster a curriculum which more comprehensively engages the span of the human experience. The goal is to imagine a pluralistic society, not a provincial and chauvinistic one. As a school situated in one of the most diverse regions in Virginia, Mason shines when it shows its appreciation for cultural diversity in its classrooms.

SW

DEI initiatives in places of higher education like here at Mason have protected students and faculty, making our campus a productive, inclusive, and safe place to learn. I strongly oppose any resolutions by this BOV to dismantle DEI. I ask you this: are you here as political appointees that enact your ideological beliefs or are you representative of the entire Mason community? Who do you represent? Whose interests are you advocating for? If those questions fail to inspire reflection, I then ask: how do you want to be remembered? Political positions and ideological stances derive from personal experience and systems of belief. Have you never benefited from diversity? Has equity challenged your social position? Has inclusion made you angry or vengeful? Why? Why do the notions of diversity, equity, and inclusion challenge you and your belief system? As many of you associate with the heritage foundation, I can even make a religious claim. Is the Jesus and religion you associate with side with the oppressor or the oppressed? As a student and someone who cares about this university, I'm at a loss. I don't know what or who could convince you. In a world where empathy is rare, equity will feel like an attack on those most privileged by the marginalization of others. Standing up for others and defending those who are marginalized is hard when your own power is on the line. I hope each of you can see beyond your own circumstances and positions and look to truly hear and learn what the people of Mason are saying when it comes to DEI.

Kerry Smith

Student

Natalia Acevedo	Student	Maintaining the Office of Access, Compliance, and Community is crucial for George Mason University to uphold its commitment to supporting all students. This office upholds the principle that all students from a broad range of backgrounds have earned their place at GMU through merit-based admissions. Dissolving the ACC would be fiscally irresponsible as it would compromise the university's infrastructure and negatively impact its established business model, while contradicting its core values. I urge the Board of Visitors to acknowledge the value of this office and maintain its operations.
Kelby Gibson	Graduate student and instructor of record	I urge the board to stand up for DEI at Mason. Board members offer plenty of lip service about their role being to do what's best for Mason and yet time and time again over the last few years the board members have shown they are more interested in playing politics to gain favor with their far right buddies rather than actually listen to the Mason community and trust the experts. A few months ago, vice rector Meese attended a GAPSA meeting and claimed that he trusts the experts— The actions of Meese and other visitors show that is simply not true. At the following board meeting Meese and many other visitors voted yes on a resolution that the Mason community, including experts from different fields covering a variety of aspects of the resolution, by and large asked them to vote no on. This board has a chance to do what's right, so do it. We should be protecting DEI at Mason. Since you all seem to have a warped understanding of that term, I suggest you defer to the experts on the topic. They would agree it's worth protecting.
Jecenia Cordova	Student	<ul style="list-style-type: none"> -Fairness, accessibility, and equal opportunity are guaranteed for all students, professors, and staff by the Office of Access, Compliance, and Community (ACC) -Maintaining DEI is a leadership choice that stands for honesty and dedication to Mason's basic principles -ensuring equitable opportunities for everyone is a fundamental responsibility -if we Weaken DEI initiatives it would would harm Mason's reputation as a leader in access and excellence -if we take back DEI efforts that sends a message that Mason is moving backward instead of forward -GMU needs to think about it's students and faculty, because their rights and opportunities matter
	Student	Please keep tuition affordable. With all of the government overhaul, no doubt many families are thrust into financial uncertainty. Keep George Mason accessible financially.
Antonio Sandoval Duarte	Student	What will happen to DEI programs?
	Student	Please Board of Visitors, listen to students about the concerns we've had because sooner or later, these attacks in DEI will only get more aggressive. You need to side with the students because we make the university what it is and our complaints are valid as we have evidence to back it up.
Max LaBoy	Student	Don't get rid of DEI. :(
Evelyn Tomaszewski	SOCW 659 Students	<p>April 1, 2025</p> <p>Dear Members of the Board of Visitors,</p> <p>Thank you for this opportunity to present public comments. The following is written by students in SOCW 659 and submitted on their behalf.</p> <p>From the start, as students, we hear terms like "Mason Nation"</p>

and “Mason Community”, and that we “Thrive Together”. While started as marketing slogans – these are truly taken in by students and faculty and staff (and alumni) as an opportunity to connect and forge relationships.

As students in a Mason master’s level social work class, we discussed “why diversity, equity, and inclusion”, and here are some of the answers: It ensures we hear different voices, increase access to education for everyone, that ensuring inclusive resources helps to ensure that all have equal access to university services and programs, enables different learning styles, reduces barriers, promotes empathy, and shifts perspective. And promotes innovation.

To reduce or eliminate a visible and necessary offices or programs or commitments to diversity, equity, and inclusion will diminish the commitment made by students, faculty, staff, and alumni to build a stronger Mason and Grow and Thrive Together. It will negatively impact the high ranking of Mason, and specifically, the programs within the College of Public Health such as social work. And as an R1 university, lack of DEI will result in loss of faculty and students and funding.

The GMU Board of Visitors must vote YES in support of diversity, equity, and inclusion through affirming policy, administration and staffing, and fully resourced programming. This will support, build, and sustain our well-earned and respected space as the most diverse university in Virginia.

Thank you,

Arielle Gradney (student)
Catherine Van Wert (student)
Evelyn Tomaszewski, MSW (Instructor)

Significant risks facing higher education: Getting to the roots of risk

From campus protests to cyberthreats, higher education leaders should employ a robust enterprise risk management system to safeguard the institution from a broad range of risks

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American higher education institutions are increasingly vulnerable to a variety of risks that require robust protective measures. Some of the key challenges currently faced by these institutions include the potential reclassification of student-athletes as employees, declining enrollment numbers, escalating student mental health concerns, high faculty and staff turnover, more frequent and severe natural disasters, heightened student activism, cybersecurity threats, and more. All these factors collectively strain resources and jeopardize institutional stability.

Once limited to the commercial and government sectors, US colleges and universities are increasingly adopting enterprise risk management (ERM). ERM instills a broad approach to risks, replacing siloed practices with integrated ones. As a result, senior leaders, risk management professionals, and boards of trustees gain a panoramic view of risks and their interrelatedness, and they can develop more integrated and effective approaches to identifying, mitigating, and managing risk.

This report focuses on the significant risks—and drivers of those risks—facing American colleges and universities over the next one to three years. It is not intended to be an exhaustive list of every possible risk and risk driver. Rather, the risks covered here are those that most institutions should at least consider or address more vigorously.

Background

This report discusses our perspective on the most significant risks and risk drivers that we believe stakeholders in institutions of higher education should consider. Our perspective is informed by a variety of stakeholders whose viewpoints range from operational to strategic, as it is critical to gather insights across the entire spectrum (figure 1).

Figure 1

Spectrum of stakeholders that informs our perspective on the most significant risks facing higher education



Source: Deloitte analysis.

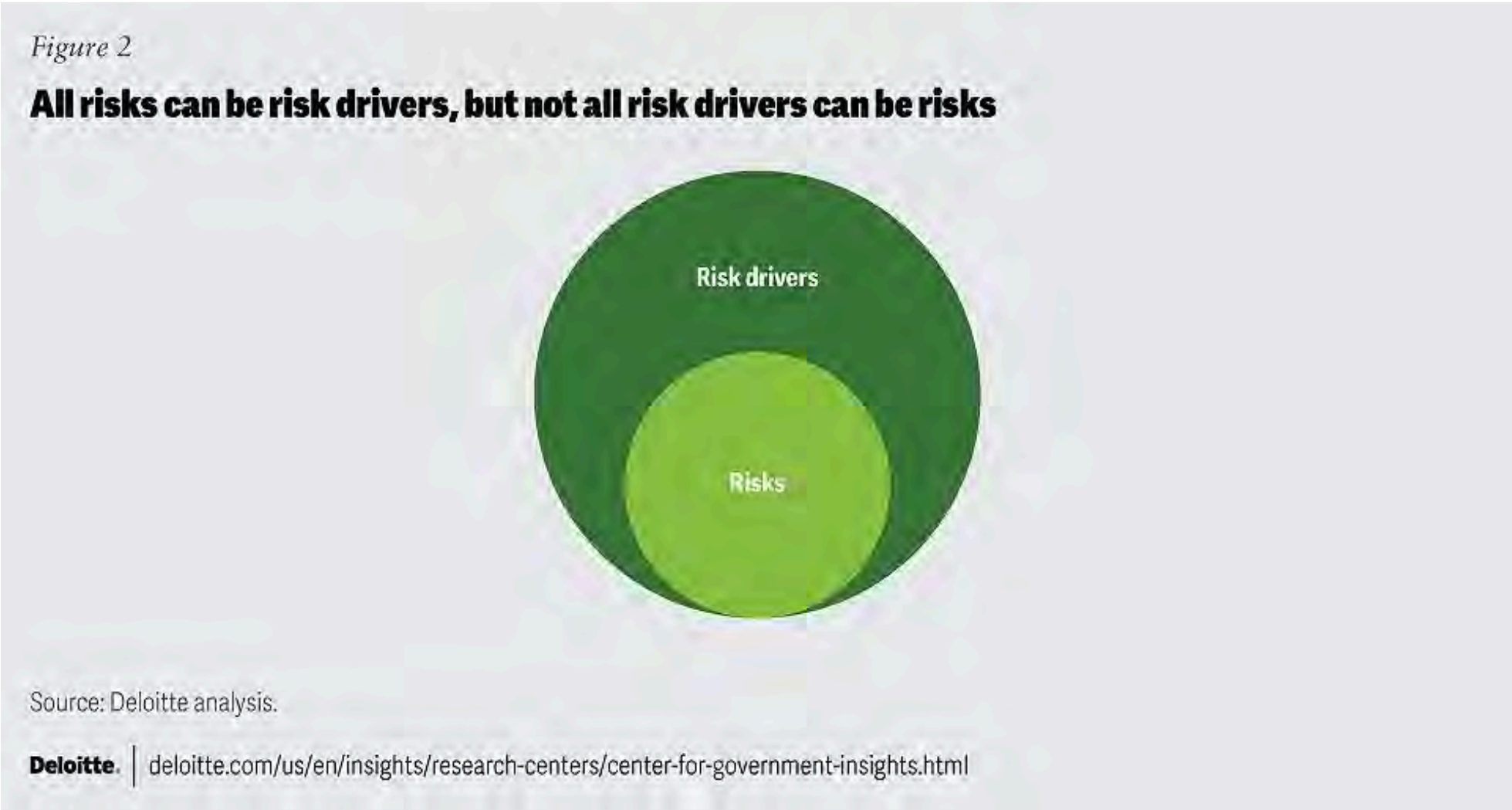
Before we dive into the discussion around the significant risks and risk drivers, it is critical that you, the reader, understand how we have defined them. As we will discuss, clarity on definitions is not only important for reading this report but is also a critical foundational element of effective risk management.

Risks and risk drivers

“Risk” is a term that is often defined inconsistently. Given this, we utilize the following definitions for “risk” and “risk driver” to frame our perspective.

- **Risk** is defined as a state of uncertainty where the answer to “Did the risk occur?” can be a binary yes or no, with some possibilities being undesirable outcomes.
- **Risk drivers** can either be:
 - Continuous factors, often referred to as “trends,” that influence the likelihood or impact of a risk
 - A risk that could influence another risk’s likelihood or impact

We recognize that definitions of risks and risk drivers are not distinct, which may make this complex and challenging to comprehend from the outset. While all risks can be risk drivers, not all risk drivers are actual risks (figure 2).



Risks can have both risk drivers and secondary risks. A primary risk can have direct risk drivers—risk driver 1 and risk driver 2 (figure 3). Additionally, it can have a secondary risk, which itself has direct risk drivers—risk driver 3 and risk driver 4.

Figure 3

Risks can have both risk drivers and secondary risks



Source: Deloitte analysis.

Deloitte | deloitte.com/us/en/insights/research-centers/center-for-government-insights.html

We present these definitions not only to contextualize our perspective but also because we contend that consistency in defining risk is critical for an ERM program, as it is a core enabler for leadership to effectively prioritize resources for response efforts. More specifically, when an ERM program defines risk and the level of granularity consistently, an analysis of risk can be performed to identify the risk drivers influencing an institution's total risk exposure, thus leading to optimized allocation of resources to response efforts.

The following discussion regarding significant risks and risk drivers utilizes the definitions outlined above, which is important to note because some risks and drivers may be framed or classified differently than is commonplace today.

Part 1. Significant risks facing higher education institutions

As mentioned earlier, this is not a compendium of all risks posed to institutions. It is a group of significant risks that are likely over the next one to three years, many of which are traceable to or exacerbated by the risk drivers discussed in Part 2.

Risk of cyber breaches

Digitalization of transactions, processes, records, and even relationships has caused institutions (and most other organizations) to rely heavily on information technology systems. This reliance has generated benefits such as improved efficiency, better communication, and enhanced data management. However, it has also introduced significant risks to data privacy and security.

The problem is serious and getting worse. From March 2022 to March 2023, the average cost of a cybersecurity breach reached US\$3.7 million.¹ Ransomware attacks—in which cybercriminals encrypt an institution's data and demand a ransom for the decryption key—have targeted organizations across sectors and have surged.² According to the “2024 state of ransomware in education” report by Malwarebytes, ransomware attacks against higher education institutions rose from 68 in 2022 to 116 in 2023, a 70% increase.³

Unsurprisingly, cybersecurity is ranked first on the annual EDUCAUSE Top 10 list of issues facing colleges and universities.⁴ In response, institutions are focusing on more robust identity and access management, considering zero trust security frameworks, and turning to virtual chief information security officers, among other tactics.

Common cyber risk drivers:

Inadequate security practices: Weak or outdated password policies, lack of multi-factor authentication, poor security configurations, and other issues leave systems vulnerable to hackers.

Bifurcation of academic versus administrative IT practices: Research and academic IT practices differ from administrative IT practices. These policies and practices can sometimes be bifurcated across academic and administrative factions, resulting in vulnerabilities.

Unintentional errors and lack of training: Insufficient awareness may lead to an employee accidentally sending confidential information to the wrong recipient or revealing sensitive or confidential information on social media. Faculty and staff need training on everything from passwords to

multi-factor authentication and beyond.

Insider threats: Disgruntled, terminated, or opportunistic employees can harm the institution or exploit access to the school’s data or funds for personal gain.

Vulnerable systems: Several factors are increasing the vulnerability of systems, including a large number of legacy, on-premise IT systems combined with the lack of vulnerability management systems and the prevalence of “bring your own devices,” all contributing to increasing vulnerabilities on campus.

Third-party risks: Partners, vendors, or others can take advantage of access or vulnerabilities due to insufficient due diligence and vetting of their employees or failure to exercise the institution’s right to audit.

Scams: Phishing and social engineering can trick people into revealing personal information about themselves, senior leaders, or trustees or into sharing intellectual property or sensitive organizational information.

Common strategies to help mitigate cyber risk

Mandating user-level tools: Establish policies and procedures regarding strong passwords and multi-factor authentication.

Educating employees: Regularly train employees on leading cybersecurity practices and how to recognize phishing attempts, scams, impersonations, and other tactics aimed at obtaining access to systems.

Encrypting sensitive data: Encrypt data at rest and in transit to protect it from unauthorized access. Use encrypted communications for the most sensitive and valuable data.

Updating software: Keep software up to date with the latest security patches and use accurate software inventories to keep abreast of updates and phaseouts.

Developing disaster recovery, incident response, and data-backup plans: Create and regularly update disaster recovery, incident response, and data backup plans to address and mitigate breaches and reduce the number of false notifications.

Faculty and staff attrition

Faculty and staff attrition, whether voluntary or involuntary, exposes institutions to loss of expertise and institutional knowledge, which can create knowledge gaps and undermine quality and efficiency. High attrition increases recruitment and training costs and diverts resources from other priorities. It can result in discontinuity of education and mentorship, impacting student satisfaction and learning outcomes. High turnover tends to diminish morale and engagement among remaining faculty and staff, who may feel overburdened and insecure in their jobs. Persistent attrition can damage the institution’s reputation and make it less attractive to prospective faculty, staff, and students.⁵ It can also be a symptom of other, perhaps deeper, problems.

The percentage of full-time, exempt staff members who left their jobs nearly doubled over two years—from 7.9% during the academic year of 2020 to 2021 to 14.3% during the academic year of 2022 to 2023.⁶ A survey of 4,782 employees conducted in September 2023 by the College and University Professional Association for Human Resources found that key reasons for employees leaving included better pay and benefits (45%), lack of career advancement opportunities (30%), and dissatisfaction with institutional leadership (25%).⁷ Job satisfaction was the strongest predictor of retention, with higher satisfaction associated with a lower likelihood of employees seeking other employment.⁸

Risk of attrition drivers

Inadequate remote work opportunities: Lack of remote work options can lead to turnover as faculty and staff seek more flexibility and enhanced work/life balance.

Lack of career advancement opportunities: Lack of promotion and other career advancement and enhancement opportunities generate dissatisfaction and prompt employees to leave for positions with clearer pathways to professional growth.

Uncompetitive pay and benefits: Inadequate compensation and benefits have been frequently cited as primary reasons for faculty and staff leaving their positions.

Strategies to help mitigate the risk of attrition

Promoting work/life balance: Implement flexible work arrangements, including remote work options and flexible scheduling, and provide support, such as child care, for working parents.

Enhancing compensation and benefits: Explore enhanced salary and benefits to confirm that they remain competitive by benchmarking against peers as well as adjacent industries. Offer comprehensive benefits packages that meet the diverse needs of employees.

Fostering professional development: Provide clear pathways for career advancement and professional growth while investing in programs to enhance knowledge and skills.

Improving workplace culture: Create a more inclusive and supportive workplace culture where employees feel valued and recognized.

Student activism risks

Student activism primarily refers to assemblies by students, faculty, or other stakeholders to advocate for social, political, or environmental change. Assemblies include protests, sit-ins, and other gatherings aimed at influencing university policies, raising awareness of specific issues, or advocating for broader societal changes. Activists can also demand the resignation of leaders or faculty members, “canceling” speakers, or divestiture of endowment funds in a certain company or country. Handled poorly, activism can lead to disruption of student life and campus operations, safety and security hazards, legal and compliance issues, and reputational risk.

The spring of 2024 saw an increase in student activism across the country.⁹ The news media headlines were riddled with examples of students setting up tent encampments to protest and counterprotest foreign conflict. Election cycles also heighten political awareness among students and faculty, generating further advocacy around issues such as voter rights, policy changes, and candidate support.

Colleges and universities anticipate more demonstrations during the 2024 to 2025 academic year; in response, administrators are revising rules on free speech and demonstrations. Many of the revised rules include time, place, and manner restrictions on assemblies. For example, the University of South Florida requires approval for tents, canopies, banners, signs, and amplifiers and bans activity after 5 p.m. and during the last two weeks of a semester.¹⁰ Many others have set similar policies.¹¹

Student activism risk drivers

Lack of communication: Failure to affirm the institution’s commitment to education and order on the one hand and to free expression on the other can create a void that enables activists to control the conversation.

Lack of enforcement of clear policies: While many colleges and universities have announced policies and rules around student activism, some may not have made them clear. University leaders have the right and responsibility to prohibit aggressive, destructive, or unlawful behavior that disrupts learning or threatens safety. To that end, policies should specify potential consequences for such conduct.

Mission and campus culture: Colleges and universities serve to foster learning through the exploration of ideas with a diversity of thought and active debate. In this setting, colleges and universities may struggle with managing the fine line between appropriate and instructive self-expression, with potentially harmful and nonproductive behaviors.

Strategies to help mitigate the risks posed by student activism

Navigate free speech issues carefully: Public colleges and universities are legally required to uphold First Amendment freedoms (including the right to speech and assembly) on their campuses. Private universities are not, although many have promised students to support free speech. Policies that enable leaders, students, and other stakeholders to navigate this landscape can help to mitigate the risks.¹²

Guard institutional reputation: Leaders need to balance the interests of multiple stakeholders while guarding the institution’s reputation when addressing risk events arising from activism. Prospective and current students value their freedom of expression, while parents, alumni, donors, and the public may more highly value campus order and safety. Tracking stakeholder sentiment by listening to stakeholders and monitoring social media will enable leaders to gauge the effect of various policies and contemplated responses.

Manage potential backlash: Failure to manage backlash contributed to administrators at top schools having to resign in the aftermath of campus demonstrations. In addition to adroit management of student activism, leaders should establish and maintain ongoing, trust-building communication with all stakeholders. Student activists generally constitute a relatively small percentage of the student population and an even smaller percentage of all stakeholders. So, cultivating the support of those larger percentages—including student government—can cushion the institution and its leaders and reputation from backlash.

Natural disaster risks

Natural disaster risks encompass the effects of events like floods, earthquakes, hurricanes, tornadoes, wildfires, and other major disasters. Climate change may heighten these risks by causing more frequent and severe weather events that threaten campus infrastructure and the safety of students, faculty, and staff. These risks can affect the operations, infrastructure, and financial stability of institutions. Potential impacts involve damage to campus buildings, requiring costly repair and recovery efforts, and disruptions to academic schedules.

Statistics indicate that natural disasters are becoming more frequent and serious in magnitude.¹³ For example, severe storms have resulted in the largest number of billion-dollar climate disasters in the last decade, with 99 total events.¹⁴ Weather patterns, including El Niño, La Niña, North Atlantic Oscillation, and Pacific Decadal Oscillation,¹⁵ can increase natural disaster risks on campuses by intensifying weather events such as

rainfall, flooding, and storms. The development of expensive infrastructure in or near vulnerable areas also increases the risk of loss from natural disasters.

Natural disaster risk drivers

Failure to gauge potential impacts: An institution’s location impacts the likelihood and significance of this risk. Many colleges and universities in the United States are close to the coast, rendering them vulnerable to tropical storms, rising sea levels, and flooding.¹⁶ Institutions in California and the Midwest may see an increase in the number and duration of wildfires.¹⁷

Unprepared campus and local infrastructure: Inadequate or poorly maintained campus-level or state or local infrastructure can amplify risks associated with natural disasters by compromising emergency response capabilities, thus increasing vulnerability to hazards and hindering effective communication and evacuation efforts.

Deferred maintenance: As colleges and universities fall behind on deferred maintenance of their campus infrastructure, the rising frequency and severity of natural disasters could lead to less resilient infrastructure and increased financial loss.¹⁸

Strategies to help mitigate natural disaster risks

Review resources and standards: Resources such as [Ready.gov for Campus](#), US [Department of Education’s natural disaster resources](#), and the Federal Emergency Management Agency’s [Higher Education Program](#) can enable risk-related and operational functions to prepare the institution and stakeholders for extreme weather events. At the more local level, institutions need to review available resources, the roles of first responders, evacuation plans, and lessons learned from responses to past natural disasters.

Evaluate the financial impact: The case for comprehensive preparedness can be clarified by evaluating the potential financial impact on the institution. While disaster preparedness can be costly, natural disasters have inflicted billions of dollars in damages on facilities. Impacts include the cost of repairs and rebuilding, lost tuition revenue, and increased operational costs due to prolonged closures and recovery efforts. Higher education institutions should use scenario analysis and tabletop exercises to understand potential impacts and craft optimal responses.

Inform stakeholders: A detailed communication plan is crucial in any crisis. It should define roles and responsibilities, establish primary and backup communication channels, consider all stakeholders including students, faculty, and staff, and cover communications before, during, and after a natural disaster.

Lend a hand: As an important part of the community, the college or university can build goodwill and trust by, at minimum, having plans that will reduce or not add to burdens placed on local response resources. If possible—and only within proper legal, safety, and commonsense boundaries—staff, faculty, and leadership should assist the community in appropriate ways, such as offering transportation or temporary housing to disaster victims.

Classification of student-athletes as employees

On July 12, 2024, the Third Circuit Court in *Johnson v. National Collegiate Athletic Association (NCAA)* ruled that student-athletes are not barred from being considered employees under the Fair Labor Standards Act. As a result, colleges and universities may be required to classify student-athletes as employees. Significant legal, financial, and operational implications may emerge for institutions, athletic programs, and student-athletes. This classification creates the need to develop an onboarding infrastructure to reduce the administrative burden on campus human resources departments and to address the legal, compliance, financial, and tax implications for the institution.

The *House v. NCAA* class action lawsuit challenges the NCAA’s restrictions on student-athlete compensation. The outcome of ongoing settlement negotiations will likely impact student-athletes’ employment status.¹⁹ The settlement estimates a US\$135,000 annual salary for football and men’s basketball student-athletes.²⁰ Moreover, increased unionization efforts among some segments of student-athletes, primarily in football and men’s and women’s basketball, could occur.²¹

Student-athlete reclassification risk drivers

Scope and legal rules regarding an athletic program: Specific risks to the institution will depend upon the status and finances of their athletic programs and the applicability of legal developments and emerging rules driven by case law, settlements, and legislative changes, including:

- NCAA rule changes allowing student-athletes to profit from their name, image, and likeness²²
- National Labor Relations Board’s stance on classifying student-athletes as employees under the National Labor Relations Act²³
- Court rulings challenging the traditional amateurism model (*NCAA v. Alston* and *NCAA v. House*)²⁴
- Legislative proposals introduced to redefine the relationship between student-athletes and their institution and to reclassify them as employees²⁵

Stakeholder and public sentiment: Increased media focus on the financial issues surrounding student-athletes has amplified support for their reclassification as employees and moved public sentiment toward institutions treating student-athletes more equitably. That generally means recognizing the academic and athletic demands placed on student-athletes and financially rewarding their contribution to their schools.

Strategies to mitigate student-athlete reclassification risks

Clarifying the impacts: Engage legal experts, such as the institution’s Office of General Counsel and outside counsel, to clarify the applicability and implications of employment law and labor relations to position the institution to respond fairly and judiciously.

Reviewing policies: Thoroughly review existing human resources policies and processes to identify gaps where updates are needed for student-athletes classified as employees.

Collaborating internally: Partner with the athletics administration, HR leadership, and the Office of General Counsel to understand potential impacts and develop a strategic response, with a focus on financial matters and institutional mission.

Evolving related programs: Develop practical and ethical supportive programs such as recruiting, onboarding, and policy training for coaches, training staff, athletics administrators, and student-athletes.

As previously noted, we are not attempting to present a comprehensive review of all risks, as they are too many, varied, and unique to each institution to be fully covered here. Rather, we are presenting considerations to approach risks and risk management by identifying each risk to the institution along with the context in which it is occurring, institutional-level drivers, and potential steps to take in response.

Part 2 takes a similar approach to risk drivers. These factors pervade the environment, potentially driving risks that impact every college and university. It can be helpful to consider risks to the institution as those that are unique to that institution, while risk drivers span the entire sector.

Part 2. Significant risk drivers to higher education institutions

Thinking and working at the level of risk drivers enables college and university leaders and risk managers to effectively address risks. It helps them to identify the factors contributing to an increase or decrease in risk, such as increased politicization of higher education leading to a change in regulatory priorities.

Understanding risk drivers also enables risk managers to develop a panoramic view of the risk landscape. This allows them to clearly see the interrelatedness of risks and strategically allocate resources to manage them. All of this supports ERM, resulting in improved efficiency and effective risk management.

Managing risks at institutions has become far more critical and complex than in the past. The nature and number of risk drivers reflect the increased complexity of the ecosystem, characterized by heightened economic pressures, diminished trust in institutions, rapid climate change, proliferating technology, evolving regulatory and compliance demands, and a more diverse applicant pool and student body.

Evolution in Department of Education regulation

In June 2024, the US Supreme Court overturned “Chevron deference,” named for the landmark Chevron USA Inc. v. Natural Resources Defense Council (1984) case. The 2024 decision may reduce the interpretative deference of the courts to federal agencies by obligating courts to determine whether an agency’s actions are consistent with the words of the statute and the intent of Congress.²⁶ By the same token, the “Chevron doctrine” in effect directed courts to reject agencies’ interpretation of statutes unless there’s clear authorization from Congress to accept them.²⁷ While the impact on higher education remains to be seen, the decision may limit federal agencies, including the US Department of Education (ED), authority to issue and enforce broad regulations.²⁸

In addition, in June 2023, the Supreme Court ruled against using race in college admissions decisions, leading many colleges and universities to reevaluate their affirmative action, legacy admissions, and athletic recruiting policies and practices.²⁹ Also, the ED published three updates on its expectations under its extensive October 2023 [Financial Value Transparency and Gainful Employment regulations](#). These regulations, slated to take effect on July 1, 2024, apply to institutions participating in Title IV Federal Student Aid programs.³⁰ Collectively, these two regulations strive to require colleges and universities to provide student and financial information to ED to evaluate the effectiveness of their programs. Given that most colleges and universities participate in the Title IV program, adherence to these regulations will be compulsory for institutions going forward.

Taken together, these rulings from the Supreme Court will alter how ED regulates higher education, which may place long-standing practices in higher education at odds with new or revised regulations. This will require colleges and universities to quickly pivot their processes and operations. Though the full impact of these rulings on higher education is still unclear, they will influence how the Department of Education regulates the sector. Colleges and universities will need to maintain a flexible relationship with the department to adapt to probable changes in the future.

Risks linked to evolving ED regulation

New legislation: Given the potential change in the enforceability of ED guidance, legislators may look to codify standards in legislation. Federal legislation could differ from the current guidance issued by ED.

Loss of Title IV funding: Reduced clarity in ED requirements for receiving Title IV funds may lead to legal action, potentially affecting other areas as well.

Strategies to navigate the evolution of ED oversight

Legal guidance: Evaluate more often the necessity and timing of the institution’s need to obtain guidance from attorneys and legal experts in its decision-making and policymaking processes.

Legal monitoring team: Establish a dedicated team or individual to monitor and respond to legal and regulatory developments.

Strengthen compliance programs: Implement robust compliance programs to enhance adherence to regulatory requirements.

Regular compliance training: Conduct periodic training sessions for faculty and staff on regulatory changes and compliance obligations.

Proactive communication strategy: Develop a proactive communication strategy to manage public perception and maintain stakeholder trust in the institution’s leaders and decision-making, while seeking ways to reach underrepresented applicant populations.

Data-reporting processes: Confirm processes are in place to collect data and report to ED in a timely manner to comply with Financial Value Transparency regulations.

Decline in US population growth

The United States has seen a reduction in the growth rate of the demographic inclined to pursue higher education. This can strongly impact enrollment rates, financial resources, and strategic planning. Economic instability and job insecurity, which render people less confident about their financial futures and tend to lower birth rates, are fueling this.³¹ There are also changes in social norms, with more people delaying marriage and childbirth to focus on careers and personal goals. The high cost of living, child care, and education itself further discourages parenthood.³²

The anticipated “enrollment cliff” in 2025 largely relates to a steady decline in the national birth rate over the past 17 years, with births falling by 23% from 2007 to 2022.³³

Population in large and moderate-sized US counties grew, while that of small counties declined over the last few years.³⁴ Specifically, from 2022 to 2023, the population in counties with over 100,000 people averaged a growth of 0.76%. In fact, the population in counties with fewer than 10,000 people decreased by 0.27% on average, compared with a 0.35% decrease the previous year.³⁵

Risks commonly linked to population decline

Enrollment decline: With fewer students enrolling, colleges and universities face decreased tuition income, affecting their financial stability and necessitating budget cuts. This can impact faculty, staff, and resources available for students and potentially lead to merger and acquisition activity.

Recruitment challenges: As college enrollment declines, the pool of students available for employers to recruit also decreases. Consequently, companies may need to adjust their recruitment strategies and invest more in training and development to bridge the skills gap. Moreover, institutions may have to work harder to protect their educational missions and reputations.

Reduced role in the local economy: Institutions play a crucial role in their local and regional economies. Declining enrollment can lead to reduced economic activity—and employment—in the college or university and the surrounding community, affecting local businesses and services.

Strategies to help navigate the decline in population

International recruitment: Develop strategies to attract international students and build global partnerships.

Study-abroad initiatives: Create and promote study-abroad programs and international exchanges.

Industry collaboration: Collaborate with local industries and major employers to gauge what expertise and skills they are seeking and how the college or university might help them address their training and development needs.

Adult education: Engage nontraditional audiences by creating flexible pathways for adult learners to complete their education and adapting academic offerings to support populations beyond the 18- to 24-year-old demographic.

Overdependence on tuition for revenue

Tuition dependence is defined as the ratio of net tuition revenue to total revenue. High tuition dependency—defined as 60% or greater reliance on tuition and student fees for core revenues—puts an institution’s finances at risk, given even small downturns in enrollment and retention.³⁶ The impact of the COVID-19 pandemic may have exacerbated this issue, yet pandemic-related aid may have masked longer-term financial issues, with closures of private colleges becoming commonplace as a result.³⁷

Data from the 2022 Integrated Postsecondary Education Data System reveals that about 25% of institutions are tuition-dependent.³⁸ Tuition dependency is rising among public and private institutions, with a higher percentage of core revenues being derived from student tuition and fees. Moreover, non-tuition sources of revenue are also under pressure. [Giving to colleges and universities is declining](#), with the most recently available data showing inflation-adjusted giving down 5% in 2023.³⁹ Even amid reduced federal stimulus funding, state support for higher education was up 10% in fiscal 2024,⁴⁰ but that is expected [to decline](#) in the future.⁴¹

Risks commonly linked to tuition dependency

Budget shortfalls: During even small downturns in student enrollment and retainment, budget shortfalls are typically the first sign of overdependence on tuition and fees. Unless that overdependence is addressed, it can lead to deficits that must be funded.

Insolvency: An increase in the time needed to pay operating expenses—or a default on debt—generally indicates even more pressing financial problems.

Layoffs and program closures: Unless they are well-rationalized, layoffs of faculty or staff, as well as partial or complete closing of programs (or a school within a university), indicate financial problems that can lead to bankruptcy or the closing of the whole institution.

Strategies to help navigate tuition dependency

Boost fundraising efforts: Step up fundraising activities, particularly planned giving among active alumni and major or repeat donors.

Grant acquisition: Apply for research and other grants and actively recruit faculty and researchers with a proven record of successful grant applications and grant-funded research.

Tuition reset: Consider a properly implemented tuition reset, which means reducing the “sticker price” for tuition. Several regional institutions have used resets with good results, particularly when they emphasize their brand and value rather than the reduced tuition.⁴²

Expense reduction: Reduce operating expenses, particularly by automating all that can be automated, consolidating or eliminating redundant processes and activities, or making the difficult decision to discontinue academically valuable but unprofitable programs or activities.

Asset utilization: Maximize revenues from the institution’s existing asset base, for example, by renting out facilities when possible.

Declining student mental health

Concerns over student mental health have intensified since the pandemic, with increasing numbers of students experiencing stress, anxiety, depression, eating disorders, and similar challenges. Often exacerbated by academic pressures and financial strain, mental health issues can impair academic performance and engagement in campus life.⁴³ In severe cases, students could harm themselves or others.⁴⁴

[More than 60% of college students meet the criteria for at least one mental health problem](#), which is a nearly 50% increase since 2013.⁴⁵ A recent survey of more than 3,600 students found that 70% of respondents have struggled with mental health since starting college.⁴⁶ Only half that number (37%) sought mental health resources at their colleges. The reasons? Negative past experiences or concerns about the effectiveness of care, social stigma, cost, and uncertainty about how to access those resources.⁴⁷

The “Student mental health landscape” report by Wiley, which surveyed more than 2,500 students, found that more than 80% are facing some level of emotional difficulty, with more than 25% citing significant struggles.⁴⁸ Challenges included balancing school with work or family (59%), paying for tuition (50%) and living expenses (49%), and uncertainty about how to prepare for a career (41%).⁴⁹

Risks commonly linked to student mental health

Student transfer and dropout: Declining mental health can result in students dropping out or transferring to another school, which can impact an institution’s enrollment, ranking, and reputation.

Declining student success: Declining mental health can negatively impact grades and graduation rates, which could diminish the institution’s rankings and reputation and generate additional financial strain and emotional suffering for students.

Student safety and security: Declining mental health can potentially increase instances of safety events, including violence toward oneself or others.

Strategies to navigate declining student mental health

Counseling services expansion: Expand the availability of on-campus and telehealth counseling services, for example, by partnering with local providers to address rising demand when needed.

Peer-mentoring initiatives: Develop peer-mentoring and support programs and formally work to increase students' engagement with one another, with faculty, and with the institution.

Mental health awareness: Deploy mental health literacy and awareness campaigns to reduce any stigma associated with anxiety, depression, and other conditions.

Faculty-training programs: Train faculty and staff to recognize mental health warning signs and symptoms and the next steps to take. (Nearly half of students in the Wiley survey noted that extra support from their instructors had a positive impact on their mental and emotional health.)⁵⁰

Early-detection systems: Use early detection systems, including mental health screening tools and predictive analytics. These tools can detect potential mental health challenges based on academic performance, visits to the infirmary, and other indicators.

Wellness programs: Promote wellness programs and support in areas such as nutrition, exercise, relationship management, and stress reduction.

Evolving demand for program offerings

Demand for program offerings changes due to shifts in student interest and sentiment toward certain degrees, certificates, majors, minors, and specializations influenced by marketplace needs for skills and expertise. Institutions need to understand and prioritize students' preferences to retain high enrollment, student satisfaction, and national or regional reputation and rank.

Science, technology, engineering, and mathematics, as well as business and occupational courses, are now widely sought after due to their higher labor market returns despite potentially higher short-term psychic costs (a type of social cost that reflects the stress or reduction in quality of life) for students. Education, social sciences, and humanities have experienced the largest losses in bachelor's degrees, while business and health professions have increased the most.⁵¹

Institutions are modifying programs and majors to attract prospective students and to meet local, regional, and national employment needs. Schools are also adopting course-sharing models to expand their academic offerings and create new programs to better meet student needs while saving money.⁵² Some institutions have achieved higher rates of enrollment and retention by offering microcredentials—short-term, skills-focused training that enables students to demonstrate competency in a focused area.⁵³

To remain relevant, most colleges and universities must evolve and adjust program offerings to fit current market needs.⁵⁴ That applies to course delivery as well. Demand for online course offerings has increased immensely as students have prioritized flexibility to help manage their family or work responsibilities.⁵⁵

Risks commonly linked to evolving demand for program offerings

Reduction in public financial support: Institutions may face potential challenges in securing funding if they do not adapt their program offerings to align with evolving student interests and market needs.

Postgraduate employment: Students may encounter limited career opportunities if their academic programs do not adjust to provide the skills and knowledge required by the labor market.⁵⁶

Program closure: If colleges and universities misalign their courses with student preferences, they may experience under-enrollment and suboptimal use of resources, such as faculty time and classroom space.

Student transfer and dropout: Institutions may see a decrease in positive student sentiment and educational experiences if they fail to keep pace with changes in demand.

Strategies to help navigate the evolving demand for program offerings

Labor market analysis: Monitor and analyze labor market data to identify emerging fields and skills in current, near-term, and future demand.

Pipeline preparation: Prepare a pipeline of offerings and identify resources needed to support new programs and courses geared to emerging academic interests and career paths.

Interdisciplinary programs: Promote and develop interdisciplinary programs that combine multiple fields of study to foster innovation and well-rounded education.

Faculty development: Offer continuous professional development opportunities to enable faculty to stay current in their fields and deliver relevant course material.

Collaborative partnerships: Establish partnerships with other educational institutions, industry, and community organizations to expand program offerings and provide students with additional learning opportunities.

Lack of institutional agility in decision-making

Institutional agility refers to an institution’s ability to adapt and respond to internal and external change. Colleges and universities benefit from agility in various dimensions, including curriculum adaptability, operational flexibility, technology adoption and integration, financial resilience, strategic responsiveness, and stakeholder engagement. Institutions that exhibit low levels of agility find it hard to navigate challenges and seize opportunities, thus increasing their exposure to negative developments.

Inside Higher Ed’s “2024 Survey of College and University Presidents” found that the primary challenge for presidents today (25% of respondents) relates to financial constraints on their university.⁵⁷ While a limited budget can work against agility, updating management methods and decision-making processes costs relatively little out of pocket. In addition, lack of agility itself increases financial vulnerability.

For example, agility can be undermined by high staff turnover, which in turn can be minimized through better management, working conditions, and career pathing (as well as improved pay and benefits). Employee engagement provider Culture Amp suggests that, across sectors, 18% of North American employees are looking to move into new roles in 2024,⁵⁸ so monitoring employee sentiment may be valuable.

Artificial intelligence promises to impact higher education. Inside Higher Ed’s survey also found that 50% of presidents are optimistic about AI’s impact on higher education, but only 18% say their institution has adopted or published policies governing the use of AI.⁵⁹

Risks commonly linked to a lack of agility

Vote of no confidence: Institutional leaders are more likely to experience a vote of no confidence if their organizations fail to keep abreast of the times due to bureaucracy, lack of vision, or failure to execute change management effectively.

Faculty and staff attrition: Similarly, faculty and staff are more likely to leave an environment in which getting things done becomes unnecessarily challenging.

Board executive action: If the institution falls behind its peers and its brand suffers due to sclerotic management, the board becomes more likely to take executive action that supersedes the institution’s administration.

Reduction in alumni and donor financial support: Alumni and donors become more likely to reduce financial support when they see that rigid and unresponsive leaders have failed to navigate change amid disruption.

Strategies to help navigate the lack of agility

Agile budgeting model: Institutions need to use a flexible budget model that enables shifts during the budget cycle and builds agility in planning and budgeting.

Change management skills: Leaders often need to improve their change management skills, particularly in today’s environment of rapid evolution and diminished trust in institutions.

Frequent leadership assessments: Increasing the frequency of leaders’ external, internal, and self-assessments to identify areas requiring improvement, mitigate biases in decision-making, and determine necessary adjustments.

Higher education disruptors: Institutions need to identify the forces most likely to disrupt the higher education environment—such as AI, demographic change, and diminishing views of its value—and respond accordingly.

Mission-driven communication: Leaders should communicate with stakeholders about their commitment to the institutional mission while recognizing the need to adjust strategy to fulfill that mission in today’s environment.

Deferred maintenance

Deferred maintenance is defined as the backlog of activities to perform if facilities and equipment (including IT systems) are to reach or extend their anticipated useful life and market value. This causal factor is often overlooked due to its perceived mundanity and misguided attempts to save money. Moody’s states that as of 2024, higher education institutions face a total of US\$950 billion in deferred maintenance costs for facilities over the next 10 years.⁶⁰ In 2020, the backlog of deferred maintenance was estimated at up to US\$100 per square foot.⁶¹

Decisions made decades ago about facilities are producing a sharp uptick in the need for reinvestment. Life-cycle investments to address the needs of facilities built in the 1970 and 2005 waves of construction will place high pressure on institutions. [Those two construction surges are generating equipment and system life cycles that will overlap in about 10 years.](#)⁶²

Due to their low visibility and slow-motion impact, it is relatively easy to give maintenance of existing facilities lower financial priority than building new facilities. However, maintenance cannot be deferred over the long term without incurring serious risks. Moreover, space is growing, but space utilization is declining.⁶³ Institutions are building new facilities and expanding their footprint rather than reinvesting in current facilities, which can be a recipe for trouble.

Risks commonly linked to deferred maintenance

Injury or health risks: Exposure to toxic, dangerous, or fatigued materials, poor ventilation, lack of sufficient heating or cooling, off-gassing of volatile organic chemicals, or equipment malfunction can jeopardize the safety of students, faculty, and staff.

Disruption of classes or operations: The preceding conditions can lead to disruptions in classrooms, labs, or housing or the closure of facilities.

Cyber breach: Frequent software patching, neglecting to update it, or failing to maintain a proper software asset management program can increase the risk of cyber breaches.

Financial losses: Deferred maintenance may lead to higher insurance premiums or legal actions due to accidents, incidents, or inspections involving facilities and equipment. Moreover, poorly maintained facilities and equipment may lead to higher operating expenses due to reduced productivity and energy efficiency.

Strategies to navigate the risks of deferred maintenance

Asset inventory evaluation: Inventory all physical assets of the institution (including IT systems and software) and evaluate and prioritize the assets worth investing in based on their age, condition, value, expected lifespan, cost to maintain, and strategic value to the institution.

Maintenance and succession planning: Create a maintenance plan and a succession plan for facilities and equipment based on the foregoing considerations and on a cost-benefit analysis.

Footprint reduction strategy: Consider reducing the institution’s physical footprint, potentially by selling or leasing assets to other organizations, a step that may yield financial benefits.

Tech-enhanced maintenance: Adopt technologies to improve the efficiency of maintenance and repairs, such as diagnostic devices and embedded monitoring and notification tools that flag when maintenance or replacement is or will be needed.

Politicization of higher education

The politicization of higher education refers to the increasing influence of political ideologies, agendas, and conflicts on academic institutions. Politicization can impact an institution’s governance, curriculum, research, and learning environment, as well as student life, enrollment, and retention. The allocation of research grants and funding can be influenced by political considerations, which may skew the focus of academic research.

Politicization can affect institutions in many ways. Special-purpose funding through student financial aid is a crucial source of revenue, but it can extend the federal government’s influence over colleges and universities beyond research. It entails compliance with a variety of federal reporting requirements on issues such as teacher preparation and gender equity in athletics.⁶⁴ Similarly, political pressures can lead to changes in the curriculum, where certain subjects may be emphasized or de-emphasized based on ideological leanings.⁶⁵

As seen in campus protest policies, allowing for free speech while maintaining an inclusive environment can become difficult and characterized by debates over what constitutes hate speech versus protected speech.⁶⁶ In addition, issues related to race, gender, and other dimensions of identity can become highly politicized, influencing campus policies and the learning experience.⁶⁷

Risks commonly linked to politicization

Uncertainty around public funding: The influence exerted by government bodies through policymaking and appointments can create uncertainty around public funding.⁶⁸

Student activism: Polarization and conflict on campus generated by political forces and student activism can disrupt campus life and lead to calls for disinvestment, “canceling” speakers, or changes to the curriculum.

Decline in applications: Applicant, parental, or student sentiment resulting from news reports, educational experiences, social media, or word of mouth shaped by the political climate or a school’s reputation may lead to decreased applications or enrollment.

Faculty or staff attrition: Politicization at an institution and its resulting reputation regarding ideological beliefs and priorities can lead to turnover of the institution’s leaders⁶⁹ and attrition in faculty and staff.⁷⁰

Strategies to help navigate the risks of politicization

Building trust: Engaging with student and community groups and the full range of stakeholders to build trust and promote civil discussion while emphasizing that education remains the fundamental purpose and mission of the institution.

Active dialogue: Leaders should use protests as educational opportunities and consider dialogue with protesters, even those violating policies.⁷¹

Consistent policy enforcement: Once clearly defined and well communicated, institutions should ensure that policies are applied consistently and fairly without discrimination based on personal viewpoints.

Collaborative response strategies: Colleges and universities should develop viable strategies in collaboration with student government, faculty, and other key stakeholders to respond to politicization, including pressures to divest endowment funds in certain countries or companies.

Getting to the roots of risk

Each section above includes considerations for responding to the identified risk or causal factor. This should be considered a broad yet practical template for actions that will go deeper than populating a risk register and rating risks. Those are necessary and useful steps, but they cannot address the driver or cause of a risk and cannot enable the most efficient risk management methods and allocation of resources.

Addressing institutional risk drivers can enable higher education institutions to address the risk and its financial, operational, legal, compliance, reputational, and other impacts across the institution.

The following steps can help legal, compliance, and risk managers to better support the leadership in executing their risk-related roles and responsibilities:

- Identify and assess not only specific risks and risk drivers but also how they could impact all functions, facilities, and stakeholders.
- Develop and evaluate a range of responses to risks based on their financial, operational, legal, reputational, and other impacts, and provide steps to take to address the causes of those risks.
- Monitor how shifts in the political environment could impact the risk environment given the potential for regulatory and legislative change, as well as in the overall risk landscape.
- Consider the following elements of risk management in light of your institution’s risks, risk drivers, risk profile, and current approaches to managing risk:
 - **Risk methodologies:** Periodically refresh your approaches to identifying and assessing risk and risk drivers; for example, internal surveys supplemented by interviews and external research can deliver more robust assessments than any single method.
 - **Risk management tools:** Technological tools for monitoring and assessing risks, such as data analytics and risk sensing, have improved significantly in recent years. Governance, risk, and compliance systems have also improved and assisted in integrating the various aspects of the system, such as business continuity, controls, and vendor and document management, among others.
 - **Techniques:** Certain techniques can improve both efficiency and effectiveness of risk management. These include segmenting risks and risk drivers and accelerating prioritization of risks by focusing on those that have intensified or diminished the most, or those on which stakeholders in surveys and interviews exhibited the most divergent views.
- Migrate toward true ERM. Colleges and universities should consider adopting or improving their ERM capabilities in the near term. Today’s risks and risk drivers demand in-depth approaches. Risk cannot be managed in silos nor by the risk management functions alone. They are too widespread and interrelated for those approaches to work. ERM enables leaders and risk managers to integrate risk management across the organization, instill risk awareness and procedures into everyone in the organization, and get to the roots of risk.

Navigating the heightened risk landscape

It is no exaggeration to say that the risks that colleges and universities now face have never been more numerous or potentially damaging. Demographics, economics, politics, regulations, technologies, and other factors have created a risk landscape that challenges even the most well-funded and seemingly secure institutions. Even these institutions are experiencing challenges, while those at the opposite end of the spectrum are struggling to survive.

Legal, compliance, and risk managers and the leaders and boards they support will likely see little if any, diminishment in risk. The risk drivers are too numerous and deeply rooted for that to occur. This means that those charged with managing risk and supporting the leadership will need to exercise constant vigilance, sound judgment, and deep commitment to their students, faculty, staff, community, and all other stakeholders in the educational mission.

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Acknowledgments

The authors would like to thank the following Deloitte colleagues for their contributions to this article: **Cole Clark** and **Tiffany Fishman** of Deloitte Services LP, and **Jesse Goldhammer** of Deloitte & Touche LLP.

Cover image by: **Sofia Sergi**; Getty Images

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Special Full Board Meeting
Thursday, April 17, 2025, 9:30 a.m.
Merten Hall, Hazel Conference Room (1201), Fairfax Campus**

MINUTES

PRESENT: Rector Cully Stimson, Vice Rector Michael Meese, Secretary Armand Alacbay, Visitors Blackman, Reginald Brown (virtual), Lindsey Burke, Charles Cooper (virtual), William Hansen (virtual), Caren Merrick, Maureen Ohlhausen, and Jon Peterson.

ABSENT: Visitors Anjan Chimaladinne, Dolly Oberoi, Bob Pence, Nancy Prowitt, and Jeff Rosen.

ALSO, PRESENT: Gregory Washington, President; Rachel Spence, Staff Liaison; Carolyn Faith Hoffman, Graduate Student Representative; Anne Gentry, University Counsel; Scott Nichols, Interim Secretary pro tem and Bridget Higgins Secretary pro tem.

I. Call to Order

Rector Stimson called the meeting to order at 9:35 a.m.

Rector Stimson informed the Board that several board members requested to participate remotely:

- Visitor Cooper due to his principal residence being more than 60 miles from the meeting location in Florida.
- Visitor Hansen due to a personal matter, specifically, out of town for work travel in Georgia.
- Visitor Brown due to a personal matter, specifically, work obligations in Washington, DC.

Citing the board's Electronic Meeting Participation policy, Rector Stimson **MOVED** to approve their electronic participation. The motion was **SECONDED** by Vice Rector Meese. The **MOTION CARRIED BY VOICE VOTE**.

Rector Stimson then welcomed Caren Merrick, who was recently appointed to the board by Governor Youngkin.

II. Committee Appointments (ACTION ITEM)

Rector Stimson announced that Visitor Hansen will serve as the second Legislative Liaison, joining Visitor Peterson in that role.

Rector Stimson then **MOVED** that the board approve the following committee appointments:

- Academic Programs, Diversity, and University Community Committee:
 - Visitor Cooper
 - Visitor Hansen
 - Visitor Ohlhausen
- Finance & Land Use Committee: Visitor Merrick
- Development Committee: Visitor Merrick
- Research Committee: visitor Hansen
- Executive Committee: Visitor Ohlhausen for the vacant Member-at-Large seat.

The motion was **SECONDED** by Vice Rector Meese. **MOTION CARRIED BY VOICE VOTE**.
Absent: Visitors Anjan Chimaladinne, Dolly Oberoi, Bob Pence, Nancy Prowitt, and Jeff Rosen.

III. Adjournment

Rector Stimson called for any additional business to come before the Board. Hearing none, he adjourned the meeting at 9:36 a.m.

Prepared by:
Bridget Higgins
Secretary pro tem

Scott Nichols
Interim Secretary pro tem

BOARD OF VISITORS
George Mason University

DRAFT – For review February 27, 2025 and approval on May 1, 2025

Meeting Schedule for 2025-2026

Wednesday, September 10, 2025	Committee Meetings
Thursday, September 25, 2025	Full Board Meeting
Thursday, November 20, 2025	Committee Meetings
Thursday, December 4, 2025	Full Board Meeting
Thursday, February 12, 2026	Committee Meetings
Thursday, February 26, 2026	Full Board Meeting
Tuesday, March 31, 2026	Public Comment Session & Continuing Education Session
Wednesday, April 15, 2026	Committee Meetings
Thursday, April 30, 2026	Full Board Meeting
Thursday, July 30, 2026	Annual Planning Conference
Friday, July 31, 2026	Annual Meeting

Special Full Board or Committee meetings are to be scheduled if needed.

BOARD OF VISITORS
George Mason University

DRAFT – For review February 27, 2025 and approval on May 1, 2025

Meeting Schedule for 2026-2027

Wednesday, September 16, 2026	Committee Meetings
Thursday, October 1, 2026	Full Board Meeting
Thursday, November 19, 2026	Committee Meetings
Thursday, December 3, 2026	Full Board Meeting
Wednesday, February 10, 2027	Committee Meetings
Thursday, February 25, 2027	Full Board Meeting
Tuesday, April 1, 2027	Public Comment Session & Continuing Education Session
Wednesday, April 21, 2027	Committee Meetings
Thursday, May 6, 2027	Full Board Meeting
Thursday, July 29, 2027	Annual Planning Conference
Friday, July 30, 2027	Annual Meeting

Special Full Board or Committee meetings are to be scheduled if needed.

President's Report

Prepared for the May 1, 2025
Board of Visitors Meeting
















Introduction

In accordance with the five major priorities of the strategic plan, this document outlines our collective progress in each of the five areas of our strategic plan listed below. Following the strategic plan, the document begins with my performance metrics update followed by any materials required for the current report. These will be defined as Current Issues. This is followed by some selected student, alumni, and faculty highlights, and accolades and rankings highlights. The document then concludes with presidential activities and speaking engagements.

- 1. Deliver a distinctive and inclusive student experience that fosters lifelong engagement.**
Cultivate a high-quality experience that embodies George 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 George 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 George 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.

Presidential Performance Metrics

The Presidential Performance Metrics are highlighted in Table 1. Progress in each category 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 to meet or exceed that goal. 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 reach that goal. Based on the percentages for each category, a numerical point value is established. Items in the score column represent how many points are allocated based upon the performance in each goal. Given that the goals can be exceeded, additional points can be added based on the percent in which the goal is exceeded. Because we still have about 25% of the fiscal year remaining, the performance may change. Because we are using a year-over-year metric, some goals that are green in the current moment in time can change to red by the end of the fiscal year.

Priority	Weight	Metric	Status	Performance	Score
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 (8 pts)		Projecting balanced budget on E&G, surplus on All Funds; \$9M in unfilled position savings (100% of goal)	8/8
		Grow undergraduate enrollment by 1.5% (7 pts)		SP25 is +3% UG enrollment over SP24 (200% of goal)	14/7
		Maintain graduate and law school enrollment at current numbers (5 pts)	 	Grad S25 is 0.9 % under SP24 (99% of goal) Law S25 is .14% under SP24 (86% of goal)	4/5
		Grow Mason Korea enrollment by 1.5% (5 pts)		MK S25 is +6.3% over S24 (420% of goal)	20/5
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 (20 pts)		As of March: FY25 Expenditures YoY are \$160.5M vs \$159M in FY24 at this time. 5% Growth would be \$166.9M	18/20
Expand partnerships for economic and social impact	20%	Grow corporate support by 5% each year, measured in corporate contributions (5 pts)		As of Apr: \$10.2M compared to \$7.5M at this point in FY24 (36% increase; 136% of goal)	7/5
		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 (10 pts)		2 UG and 25 Grad programs ranked in top 50 Publics by US News - Best in VA for: Innovation, Internships/Co-Ops, Grad Homeland Security, Online Masters in MBA or Nursing for Veterans, Special Ed, and Industrial Engineering	6/10
		Increase gifts and fundraising to \$110M and increase to \$140M by FY28 (5 pts)		As of Apr: \$84.9M towards the \$110M FY25 goal (77% of goal)	4/5
Exemplify a university culture of diversity, equity, and inclusion	10%	Restructure initiatives per direction of BOV and review of DEI programs (5 pts)		Reviewed/restructured in line with VA DOI plan; climate survey launched in March; implementing Dialogue Across Differences (100% of goal)	5/5
		Maintain designation as a Minority Serving Institution (5 pts)		MSI application submitted in April; under review. Waiting on designation from U.S. Dept of Education (75% of goal)	4/5
Invest in faculty and staff success	15%	Develop a plan to address outcomes of the Gallup surveys (8 pts)		Returned to 5-point perf. rating scale. Facilitating workshops on employee engagement (100% of goal)	8/5
		Establish or expand two new programs where faculty and staff are recognized (7 pts)		Enhanced categories for Outstanding Achievement Awards program; New Athletics partnership for tickets to service award recipients (100% of goal)	7/7
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 (5 pts)		Timely engagement with BOV on all major issues; Changed outcomes based on input (100% of goal)	5/5
		Proactively engage with stakeholders, including community members (5 pts)		Campus town hall; planning an additional community town hall; providing updates and tour to FCCAB (75% of goal)	4/5

Current Issues

Executive Order Update:

There are about 30 executive orders that could possibly affect George Mason. The orders are subdivided into 3 categories:

- DEI
 - Eliminated, amended, reduced, renamed or paused (while under review) programs to move DEI infrastructure into compliance with current federal directives
- Country of origin (to include immigration status and foreign aid support)
 - Dramatic changes to graduate enrollments are being managed
 - Developed process to support current graduate students who are affected by updated visa revocation and deportation policies
- Government agency restructure
 - 28 current projects have been paused or terminated. We have developed a process to manage those affected along with an initiative to appeal those we believe were terminated in error.

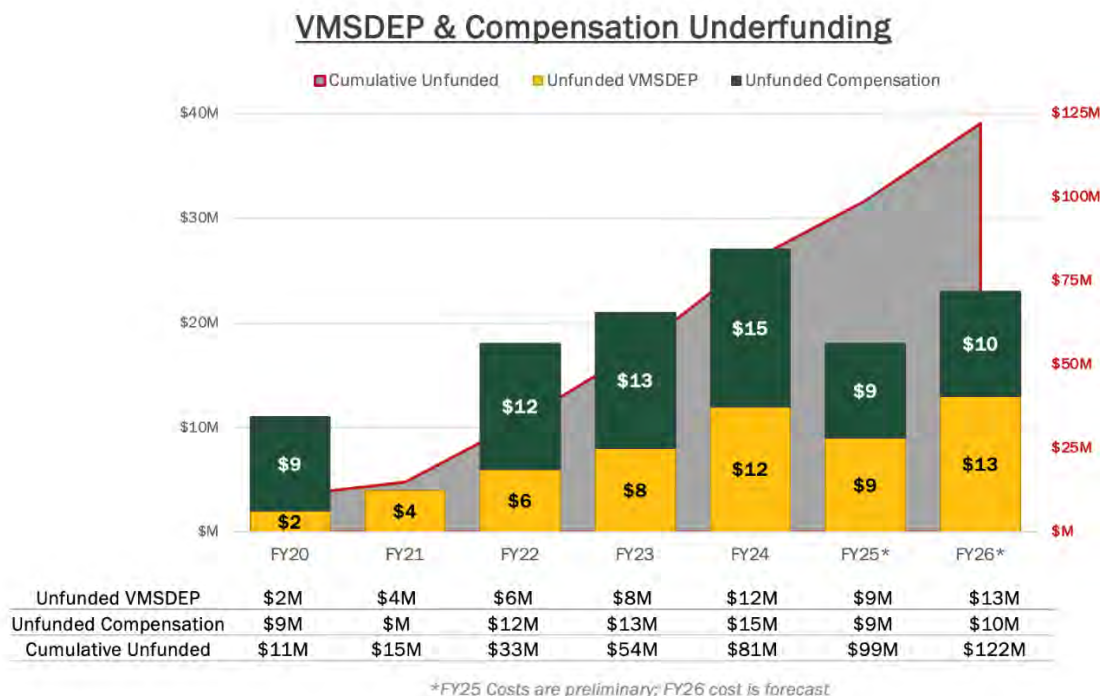
Fiscal Realities Update

The effect of the executive orders and recent policy changes at the federal and state level are having significant fiscal impact on our academic and administrative programs. This fiscal impact coupled with the net effect of unfunded mandates are creating fiscal uncertainty for the upcoming fiscal year and reinforce the need for a tuition increase.

Three areas of uncertainty:

- Reductions in research expenditures and awards (up to \$13.2M, \$2.5M in indirect cost)
- Reductions in graduate student tuition due to visa denials (up to \$12M)
- Unfunded mandates (about \$23M) (See figure below.) The two major unfunded mandates are the Virginia Military Survivors and Dependents Education Program (VMSDEP) and unfunded compensation. VMSDEP provides tuition benefits at Virginia public colleges and universities to the spouses and children of military service members who were killed, missing in action, taken prisoner, or who became at least 90% disabled due to military service. Unfunded compensation stems from the fact that the Commonwealth only covers about 50% of an employee's state-mandated raise. The institution is required to provide the remainder.

These unfunded mandates have taken a cumulative toll on the institution over the last five years. Since FY20, these mandates have cost the university about \$122M.



In order to manage these uncertainties, we have developed a series of cost savings and revenue enhancements.

Revenue Enhancements

- Patriot Investment Fund - \$2.2M in FY24, \$3.9M projected in FY25
- Masonvale ground lease termination - \$3M annual
- Vernon Smith Hall acquisition - \$12M in FY24 (one-time), \$2.3M annual

Cost Savings/Cost Avoidance

- 64 positions not filled through Critical Vacancy Review - \$9.2M
- Vernon Smith Hall rent expense elimination - \$4M annual
- Faculty Incentive Retirement Plan - \$3M (*5-year period*)
- Freedom Aquatic & Fitness Center renegotiation - \$2.1M (*5-year period*)
- Parking contract savings - \$1.1M annual
- Janitorial service adjustments - \$775K annual
- Library material reduction (duplicate and underutilized) - \$750K annual
- Energy efficiency improvements - \$475K annual

Strategic Plan Update

The university's current Strategic Direction, originally developed for FY23–FY27, has now reached year three out of five. At this critical juncture, we are proud to report significant progress and impact across our five strategic priorities. Since implementation began, more than 45 institutional leads have collaborated to advance 66 aligned actions that collectively support the university's long-term vision and goals.

We are pleased to highlight several key achievements to date:

- **Established the Graduate Division**, creating new pathways for academic advancement and research innovation.
- **Launched the “All Together Different” brand**, which has significantly strengthened our institutional identity and stakeholder engagement.
- **Formed strategic partnerships with multiple community colleges**, expanding access and affordability for transfer students.
- **Implemented space management practices**, optimizing campus resource utilization.
- **Enhanced Mason Student Services Centers**, improving the student experience through more integrated and responsive support.

These successes, and many more not listed here, reflect the deep commitment of our university community to the strategic direction we have collectively envisioned.

As of now, we have completed 9 of the outlined actions, 48 are actively in progress, 6 have been deferred, and 3 are scheduled for future phases of the plan. Importantly, every priority area has seen meaningful advancement.

In order to be in compliance with federal directives, we have undertaken a thoughtful reassessment of the plan, particularly within the priority of “Exemplify a university culture of diversity, equity, and inclusion.” While the essence of our commitment to the Mason Way and our value of “Diversity is our strength” remain unchanged, we have refined our language to better reflect the current context and ongoing initiatives. Where necessary, specific actions that no longer align with the revised focus have been paused for further review.

Looking ahead, we remain committed to refining the existing strategic plan to reflect changes in the external landscape, while maintaining our focus on delivering an exceptional student experience, high-quality research, increasing external partnerships, and fostering a supportive, high-performing environment for faculty and staff.

Mason Career Academy

In response to the recent, large-scale reduction in federal workers, George Mason University is proud to begin offering the region’s most comprehensive array of support services to assist them in their transition into the next chapter of their careers, including career, education, personal and family well-being supports.

So far in 2025, approximately 280,000 federal employees (Source: Challenger, Gray, & Christmas business consultants, quoted in Government Executive) have been or likely will be displaced, with significant displacements occurring to workers living in Northern Virginia and throughout the Washington, D.C., metropolitan area. In addition, a significant number of George Mason students came here to pursue employment with the federal government. Given that there will be fewer of these opportunities available, our students need additional skills to give them a competitive edge in the marketplace that remains. The services George Mason is offering are aimed to address all disruptions in the person’s life, including their need to resume their career tracks, advance their own college educations or those of their dependents, and address their personal and family well-being.

Student and Alumni Highlights

- Two students from the Film and Video Studies Program earned Capital Emmy Student Production Awards. Senior film major Xavier Jimenez received an award in the commercial category for “Media Production Program: Behind the Scenes.” Mauricio Alarcon, BA Film

and Video Studies '24, received an award in the Fiction-Long Form category for his film "La Vida."

- History PhD candidate Jayme Kurland is spending this academic year as the Jane and Morgan Whitney Fellow at the Metropolitan Museum of Art in New York City. As a Met fellow, Kurland is working in the musical instruments department and conducting research for her dissertation.
- Working with faculty through the Office of Student Creative Activities and Research (OSCAR), three students attended the first Undergraduate Research Showcase held by the Network for Undergraduate Research in Virginia (NURVa) in Richmond. Students presented their research and shared their work with state legislators. The students were sophomore government and international politics major Luciano Byrd, junior medical laboratory science major Angela Victoria Rojas Rivera, and senior cyber security engineering major Fatima Majid.
- More than 35 George Mason undergraduate students attended the National Conference on Undergraduate Research in Pittsburgh, Penn. April 7-9. The conference offers a unique environment for the celebration and promotion of undergraduate student achievement; provides models of exemplary research, scholarship, and creative activity; and offers student career readiness development.
- Arts program Poetry Alive! expanded its outreach to a new site, the Patrick D. Molinari Juvenile Shelter in Manassas, with help from Ronald Pannell, MEd '02, PhD '12, supervisor of specialized instruction for Prince William County Schools. Pannell secured funding through a Virginia Department of Education grant and collaborated with Poetry Daily, which runs Poetry Alive!, led by teaching fellows from the university's Creative Writing Program, including Nicholas Ritter and Katey Funderburgh. The interactive workshops also take place at the Fairfax County Juvenile Detention Center.
- The law student team of Brendan Donoghue and Jacob Pintar finished first in the National Telecommunications and Technology Moot Court Competition held Feb. 7-8 at Catholic University. Donoghue and Pintar prevailed in a field of 13 teams, winning their final round match against NYU Law School before a panel of communications law experts.
- Ali Aldubaisi, BS Neuroscience '21, co-founded Kaiden AI, a software startup that delivers immersive, voice-driven simulations for law enforcement to prepare for real-world scenarios.
- George Mason student-athletes and their teams have achieved several milestones recently:
 - A record 78 Peter N. Stearns Provost Scholar Athletes were honored. The award recognizes the student-athletes who have earned at least 38 credit hours at George Mason and have achieved a cumulative grade point average of 3.75 or better.
 - The women's basketball team won the Atlantic 10 championship and reached the NCAA tournament for the first time.

- The men's basketball team tied for the conference regular season title, reached the A10 championship for the first time and won a game in the National Invitation Tournament.
- The women's indoor track and field team won the Atlantic 10 championship for the first time since 2014.
- Three wrestlers qualified for NCAAs.
- The baseball team broke a record that had stood for 42 years by posting a 23-run inning against Holy Cross.
- Four Carter School students—graduate students Billy Nyadera and Anulina Sen, and undergraduate students Hyoin Kim and Avery Shippen – were selected to participate in the Oxford Consortium for Human Rights Workshop Series: *Human Rights in War and Climate Emergency*. They attended the workshop at Merton College, University of Oxford, United Kingdom, in late March.
- Rakibul Alam and Maya Sri Pokhrel of the Costello College of Business and Paris Stephens, College of Public Health, traveled to India for an immersive and experiential learning program under the direction of JK Aier, senior associate dean for Academic Affairs and Global Engagement. Their trip included visits to K.R. Mangalam University, Shri Ram College of Commerce, and the National Cooperative Union of India.
- CEHD PhD student Bilgehan Ayik received the 2025 American Educational Research Association's Outstanding Graduate Student Paper award.
- CEHD student Kavitha Viswanadhan is a recipient of the 2025 Jordan Smith Undergraduate Student Fellowship.
- Shannon Smith, a kinesiology graduate student, is pioneering a transformative health and wellness education initiative in Victoria Falls, Zimbabwe.
- Jin Hyung Lee, a PhD candidate in the Department of Statistics, in collaboration with his advisor, assistant professor Ben Seiyon Lee, developed novel statistical methodology for analyzing large-scale complex data that can be up to 3,600 times faster than the current standard. He will receive the Korean International Statistical Society 2024 Outstanding Student Paper Award for his work and present at the American Statistical Association's Joint Statistical Meetings 2025 in Nashville, Tennessee.
- Statistics PhD candidate Shenghao Ye is first author on a paper to be published in the Proceedings of the National Academy of Sciences. The paper is on how Tibetan women adapted to thrive and reproduce successfully in high-altitude environments. Ye worked under the guidance of advisor Jiayang Sun, department chair.
- Cybersecurity students swept the recent National Transportation Cybersecurity Competition (NTCC). Finn Schaefer won first place; the team of Noor Mohammed, Sonia Shaukat, Caleb Hughston, and Kayleigh Batchos, won second place; and Navraj Singh Gill won third place.
- Chanel Christy and Jonāi Sheppard, both majoring in graphic design in the School of Art, were named 2025 Graphic Design USA Students to Watch in the February issue. This annual

GDUSA feature is seen by 50,000+ art directors, designers, students and educators in the printed magazine and online. Students from the top art and design schools nationwide are featured each year.

- Sydney Heldman choreographed a work that was performed by fellow current School of Dance students during the Aurora Dance Festival, hosted at Capital One Hall on March 9. Heldman is currently pursuing her BFA in dance performance and has participated in residencies with Doug Varone and Dancers as well as Shaun Boyle D'Arcy.
- Rachelle Etienne-Robinson, arts management student, was featured in *Vogue* magazine on February 3, in a highlight about her co-curated exhibition on Black fashion in America. The exhibition was on view in the Pratt Manhattan Gallery on 14th street in New York City through March 22.
- Asha Rudrabhatla, graduate research assistant in the Department of Psychology, College of Humanities and Social Sciences and Jeanie Leigh Schreiber, mathematical sciences student in College of Science, were selected as a 2025 Commonwealth of Virginia Engineering and Science (COVES) Policy Fellows. The COVES Policy Fellowship program aims to strengthen ties between the scientific community and state government while encouraging and equipping more scientists and engineers to be effective advisors for public policy.
- A Mason Korea team of three first-year students majoring in Computational and Data Sciences won second place at the "De-BUTHON" blockchain hackathon, co-hosted by XRPL Korea and Kwangwoon University's blockchain society, De-Butler. The event brought together over 200 participants across 24 teams to showcase fintech ideas and working prototypes using XRPL and its EVM sidechain. The team's project, "Interest Switch," introduced a finance-local blockchain model that allows users to receive bank deposit interest in a customized ratio of cash and blockchain-based tokens (VTN).
- Eight members of the International Relations Policy Task Force (IRTF) in the Schar School of Policy and Government and one global affairs student, along with associate professor Eric McGlinchey and assistant director of Student Engagement Emilee Duffy, traveled to the United States-Mexico border during spring break for a firsthand look at immigration issues and the challenges facing those living and working in the area.

Faculty Highlights

- By combining their interests in arts with research on human-computer interaction, professors Sungsoo Ray Hong (information sciences and technology) and Yotam Gingold (computer science) have created a human-AI colorization tool, ShadowMagic, that boosts product quality and designer productivity.
- Environmental science and policy professor Younsung Kim has received a 4-VA grant to develop experiential learning modules on stormwater management with colleagues at

Virginia Tech and the University of Virginia as well as George Mason PhD student Colin Chadduck.

- Shay Bagheri, a professor in the Department of Mechanical Engineering and an affiliate scientist at Toronto Rehabilitation Institute, received a \$100,000 grant from the Commonwealth Commercialization Fund of the Virginia Innovation Partnership Corporation for her research into better footwear to handle icy conditions.
- Education professor Samantha Viano is leading a multi-university team to assess the impact of school security equipment grants on school violence, safety, and related outcomes. The team has received a \$1.7 million grant from the National Institute of Justice of the U.S. Department of Justice to support of the project, “The Impact of School Security Equipment on Students and Schools.”
- The George Mason chapter of Empty Bowls, a global grassroots movement to support food-related charities and educate people on issues of poverty and hunger in their local communities, led by Maggie Daniels, professor of tourism and events management in the College of Education and Human Development, and Lauren Long, executive director of Student Involvement, hosted its second annual fundraiser to support of the Food and Housing Insecurity Fund through the Student Support and Advocacy Center.

Rankings/Accolades Highlights

George Mason University ranked among the top 5 in Virginia across all 25 categories in the engineering, law, nursing, and policy programs in which it was included in the latest *U.S. News & World Report* Best Graduate Program rankings. Below are George Mason program rankings among U.S. public universities and among all universities nationally.

Graduate programs	Among publics	Nationally
Biomedical engineering	54	92
Business/Corporate Law	19	41
Civil engineering	51	73
Clinical psychology	76	103
Clinical Training	81	169

Graduate programs	Among publics	Nationally
Computer engineering	42	71
Computer science	35	64
Constitutional law	20	41
Contracts/commercial law	14	30
Criminal law	45	90
Dispute Resolution	54	119
Doctor of nursing practice	6	10
Economics	48	81
Education	77	90
Electrical engineering	55	90
Engineering (overall)	52	85
English	54	103
Environmental Law	52	102
Healthcare Law	56	122
Healthcare management	16	10
History	36	69
Homeland security	4 (best in VA)	4

Graduate programs	Among publics	Nationally
Intellectual property law	9	26
International law	40	82
Law	12	31
Most Grads in Federal Clerkships	5	11
Nursing masters	9	16
Part-time Law	4	9
Part-time MBA	48	80
Political Science	48	81
Public health	40	68
Public management and leadership	25	33
Public policy analysis	17	31
Psychology	63	107
Sociology	53	83
Systems engineering	27	37
Tax law	46	90
Trial advocacy	38	96

Strategic Plan Priorities

Deliver a distinctive and inclusive student experience that fosters lifelong engagement.

Mason Online

The College of Public Health online agreement expansion was signed at the beginning of April and work is now moving forward with official CPH online growth, to be managed by MOL in fall 2025.

ADVANCE, a NOVA and George Mason Partnership

The new College Transfer Playbook, 2nd edition has been released, and the Mason-NOVA ADVANCE program is highlighted as a national model. This edition, published by the Aspen Institute, is a widely respected guide that provides institutions of higher education examples of outstanding national programs that can be adapted to meet local/regional needs.

Enrollment Update

	Headcount			FTE			Credit Hours		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Total	38086	38352	38978	28738.4	29273.0	29661.5	413717.5	421937	428272
VA	29092	29118	30033	21954.9	22365.4	22975.4	320016.5	326439	334910
OOS	8993	9233	8945	6782.4	6906.6	6686.1	93701	95497.5	93362
	Headcount			FTE			Credit Hours		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Undergraduate	26543	27019	27844	22282.7	22951.9	23597.5	334241	344279	353963
VA	22604	22933	23546	18616.7	19133.2	19557.1	279250.5	286998	293356
OOS	3939	4086	4298	3666.0	3818.7	4040.5	54990.5	57280.5	60607
	Headcount			FTE			Credit Hours		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Graduate	10693	10564	10473	5785.0	5718.6	5550.3	69431.5	68635	66603
VA	6180	5899	6254	3102.5	3013.9	3240.3	37230	36167	38883
OOS	4513	4665	4219	2682.5	2704.7	2310.0	32201.5	32468	27720
	Headcount			FTE			Credit Hours		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Law	849	768	661	669.7	601.5	513.7	10045	9023	7706
VA	308	286	233	235.7	218.3	178.1	3536	3274	2671
OOS	541	482	428	433.9	383.3	335.7	6509	5749	5035

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

Colleges, Schools, and Respective Centers

Antonin Scalia Law School

The law school fared well in the 2025-26 *U.S. News* rankings, with an overall ranking of #31, placing it in the top 16% of all U.S. law schools. Scalia Law was ranked:

- #1 in employment outcomes among universities in the Washington, D.C., metropolitan area
- #2 among Virginia law schools
- #3 overall among the 16 schools in the District, Maryland and Virginia
- #4 among public law schools
- #11 among graduates with federal clerkships

The Global Wealth Management Project has received a second grant from the American College of Trust and Estate Counsel (ACTEC) Foundation. This grant will sponsor the fall 2025 symposium of the *George Mason Law Review*. Organized by professor Thomas P. Gallanis, the symposium will bring leading scholars to Scalia Law in September 2025 to present papers on "The Law and Economics of Wealth Management and Transmission."

Professor Craig Lerner moderated the sixth Scalia-Ginsburg Colloquy, which brings together distinguished scholars to discuss opposing sides of timely constitutional law issues in the tradition of these two Justices, on March 26. The featured speakers were Yale professor Cristina Rodríguez and Ryan Dean Newman, general counsel to Florida Gov. Ron DeSantis. They explored current approaches to the immigration crisis.

Nelson Lund, Distinguished University Professor, participated in a panel titled "Congressional v. Judicial Power over Elections and the Political Question Doctrine" at the 25th anniversary of *Bush v. Gore* conference hosted by the Election Law Center at Florida State University.

Professor Eugene Kontorovich recently joined the Heritage Foundation as a senior research fellow in the Margaret Thatcher Center for Freedom. In the new role, he will focus on international law, sovereignty, and issues related to Israel. Kontorovich is also the director of the Center for the Middle East and International Law.

As part of Scalia Law's Financial Services Workshop series, professor Paolo Saguato hosted Kelly McNamara Corley, JD '89. Corley recently concluded a 20-year career with Discover Financial Services which included serving as its executive vice president and general counsel.

On Feb. 13, U.S. Supreme Court Associate Justice Amy Coney Barrett was the distinguished guest at the law school's seventh annual Scalia Forum. Justice Barrett joined a fireside chat with

Giuliana Carozza Cipollone, a former law clerk to Justice Barrett and now an associate at Gibson Dunn & Crutcher; Reginald Brown, a partner at Kirkland & Ellis and a member of the George Mason Board of Visitors; and former U.S. Secretary of Labor Eugene Scalia, a partner at Gibson Dunn. Dean Ken Randall and the Law & Economics Center co-hosted the Forum.

On March 12, professor James C. Cooper, director of the Law & Economics Center's Program of Economics & Privacy, hosted a discussion with FTC Commissioner Melissa Holyoak. The conversation focused on the Commission's priorities in the new administration, including consumer protection and competition issues related to the digital economy, AI, privacy, and the recently opened inquiry on technology platform censorship.

The Liberty & Law Center, under the direction of professor JoAnn Koob, held its latest Discussion over Division sessions on Feb. 5 and 26. The series encourages students to engage in civil discourse about some of today's most pressing policy issues. Students have practiced their skills in navigating both sides of a wide variety of topics throughout the series, including student encampments, self-censorship, academic freedom, Kennedy Center programming, and the disruption at Stanford University during a 2023 talk by federal appeals court judge Kyle Duncan.

The National Security Institute completed the competitive selection process for its 2025 Summer Program in Prague, which will feature U.S. Supreme Court Justice Neil M. Gorsuch and professor Jamil N. Jaffer as faculty. An initial cohort of 25 students has been selected, including seven Dean's Scholars, with an additional seven students placed on the waitlist. Eleven students have been awarded merit-based scholarships to support participation.

The NSI CTC TEACH Cybersecurity and AI Clinic is currently recruiting its first cohort of students and will launch in fall 2025. The clinic is a one-year experiential learning program that prepares students from both George Mason and Howard universities to enter the cyber workforce. In the first semester, students learn key legal, policy, and technical cyber, data governance, and privacy concepts, as well as how AI impacts cybersecurity. In the second semester, students work directly with organizations across the Washington, D.C. metropolitan area to provide pro bono cyber services, including recommendations and effective solutions to improve their cybersecurity resilience.

College of Education and Human Development

Samantha Viano received a \$1.7 million grant from the National Institute of Justice of the U.S. Department of Justice in support of a project titled, *The Impact of School Security Equipment on Students and Schools*.

Kim Avila received a \$349,121 grant from the Virginia Department of Education to continue the Virginia Consortium for Teacher Preparation in Blindness and Vision Impairment.

Margaret Weiss received a \$64,038 grant from the U.S. Department of Education to continue Project SPARC, a collaborative doctoral training consortium that prepares scholars for leadership positions in institutions of higher education across the nation.

Audra Parker received \$26,670 from Fairfax County Public Schools to continue the Professional Development School (PDS) program.

Samantha Viano, Stephanie Dailey, and Elizabeth Levine Brown received \$193,284 from the U.S. Department of Justice to continue their Comprehensive Safety and Violence Prevention in Diverse Middle Schools grant.

Anastasia Kitsantas, professor of educational psychology, received a 2025 Textbook & Academic Authors Association (TAA) Most Promising New Textbook Award for her textbook, *Essentials of Research Methods for Educators 1st edition*.

Erin Peters-Burton, professor of secondary education, has been elected as a member-at-large of the Board of Directors of the Association of Science Teacher Educators (ASTE) and is chair of the ASTE Equity Committee.

Dominique Banville, associate dean for Student and Academic Affairs and associate professor of health and physical education, is the chair of the A-10 Faculty Athletic Representatives Group.

Lisa Giacumo, associate professor of learning design and technology, won the election for the president-elect position with the Association of Educational Communications Technology (AECT) professional society.

Hung-Ling (Stella) Liu and Ellen Rodgers, associate professors of recreation management, chaired the National Environment and Recreation Research (NERR) Symposium.

Theresa Wills, associate professor of mathematics specialist leadership, is the program chair for the National Council of Teachers of Mathematics Virtual Conference.

Christan Coogle, associate professor of special education, was elected as co-editor of the journal *Young Exceptional Children*.

Bob Baker, professor emeritus of sport management, was recently honored with the Commission on Sport Management Accreditation (COSMA) Master Professor Award and was inducted into the COSMA Hall of Fame.

Samantha Viano, associate professor of education leadership, received the Jack A. Culbertson Early Career Award from the University Council for Educational Administration.

Seth Parsons, professor of literacy, has been chosen to serve as a co-editor of the *Journal of Literacy Research*.

Ellen Rodgers, associate professor of recreation management, was inducted as a fellow into the Academy of Leisure Sciences in recognition of her contributions to the intellectual advancement of the field of leisure sciences.

Sammie Powers, assistant professor of recreation management, received the New Researcher Award from the Academy of Leisure Sciences.

College of Engineering and Computing

Duminda Wijesekera and Bo Yu received funding from the U.S. Department of Energy for Secure Telecommunications Architecture for Trusted and Resilient Electric Communications (STAR TREC) for 5G, cyber and power research. Anticipated funding: \$290,779.

John Friedrich Shortle received funding from the Federal Aviation Administration (FAA) for NEXTOR III: DO 31: System Safety Management Transformation (SSMT), Uncertainty Quantification for Aviation Fault Trees, studying aviation safety, fault trees, and uncertainty quantification. Anticipated funding: \$114,000.

Kammy Sanghera received funding from the Griffiss Institute for AI Defense for opportunities for students. Anticipated funding: \$112,000.

Kun Sun received funding from the Virginia Innovation Partnership Authority for Leveraging Large Language Models for Enhanced Software Security Analysis and Malware Detection to study artificial intelligence, malware detection, and software security analysis. Anticipated funding: \$50,000.

Jenny M. Phan received funding from the Health Resources and Services Administration for Autism Intervention Research Network on Physical Health (AIR-P) to study health education, puberty education, sex education. Anticipated funding: \$23,994.

Cameron Nowzari and Xuesu Xiao received funding from Raytheon Systems for the Raytheon Drone Competition Participation to study competition, control, and robotics. Anticipated funding: \$15,000.

Jenny M. Phan received funding from the National Institutes of Health (NIH) for AIM-AHEAD: All of Us Training Program - Cohort 2 to study adolescents, puberty, and social determinants of health. Anticipated funding: \$10,000.

Statistics professor William F. Rosenberger published a paper in the Journal of the Royal Statistics Society, which was an outcome of a talk he gave at Cambridge University in 2024.

Peggy Brouse, a professor in the Department of Systems Engineering and Operations Research and architect of the world's first-of-its-kind BS in cyber security engineering, received the statewide Outstanding Cybersecurity Educator Award, which recognizes excellence in cybersecurity education, at the annual Commonwealth Cyber Fusion in February.

On April 25, CEC hosted an event to celebrate a gift to name the School of Computing the Long Nguyen and Kimmy Duong School of Computing. The Board of Visitors approved the name change on April 1 and it will become official pending approval from the State Council of Higher Education for Virginia this summer. Long Nguyen and Kimmy Duong are donors with a longstanding relationship with the university. They are information technology entrepreneurs whose ventures included the founding of Pragmatics, an information technology solutions company. Their gift to establish three endowments will have an impact of \$36 million. Their endowments will: 1) support student scholarships in CEC for undergraduate students; 2) support expenses that benefit students at the School of Computing and the university, including student success and professional development opportunities; and 3) support scholarships at the university for undergraduates with a preference to students majoring in journalism, education, or nursing.

College of Humanities and Social Sciences

Edward Maibach, Distinguished University Professor and director of the Center for Climate Change Communication, received \$302,000 from the Energy Foundation for “EF Core Support CY25,” to advance climate and health communication, advocacy, and education through nationally recognized programs, including 4C’s audience, the Medical Society Consortium on Climate and Health communication efforts, and state networks. The work aligns with state and national plans to address climate and health by building physician leadership, promoting science-based policies, and empowering frontline communities with tools and resources.

Marissa Kiss, postdoctoral research fellow with the Institute for Immigration Research, received \$65,141 from Fairfax County for “The State of Immigrants in Fairfax County,” a research project that sets the stage for a detailed analysis on the current state of immigrants living in Fairfax County. The study will focus on residents’ positive economic contributions, skill sets, educational backgrounds, community and civic engagement, as well as the challenges that residents face in the community.

Sue-Ming Yang, associate professor of criminology, law and society, received \$38,033 from the Virginia Crisis Intervention Team Coalition to provide empirically based analysis and results regarding the effectiveness of crisis intervention team programs and prepare summary reports to provide insights and updates to state agencies and other stakeholders.

Robyn Mehlenbeck, professor of psychology and director of the Center for Community Mental Health, received the Association of Psychology Training Clinic's (APTC) Clinic Director Mentor Award. This award recognizes an APTC Training Clinic Director who demonstrates extraordinary mentorship of other training clinic directors. Mehlenbeck was nominated by her peers and selected by the APTC awards committee. She was recognized at the APTC annual conference in March.

LaNitra Berger, associate professor of history and art history and director of African and African American Studies, was honored in a special edition of *Diverse: Issues in Higher Education* recognizing women who "have made a difference in society by attacking some of higher education's toughest challenges, exhibiting extraordinary leadership skills, and making a difference in their respective communities."

Jessica Hurley, associate professor of English, has been elected to a three-year term on the Board of Editors of *American Literature*.

Sylvia Schreiner, associate professor of linguistics, received a \$3,000 microgrant through the Stearns Center Scholarship of Teaching and Learning for her proposal "Hands-On Community Linguistics for Linguistics Students." This grant will provide funds for students in a syntax course to work with a speaker of a threatened variety of Kurdish to better document and understand the language.

Chrystal George Mwangi, associate professor in the Higher Education Program, published her book, *Hidden in Blackness, Being Black and Being an Immigrant in U.S. Schools and Colleges*, which analyzes the experiences, perspectives, and development of Black immigrant students.

Leeya Mehta, director of the Alan Cheuse International Writers Center, received funding to help international writers and their translators participate in a series of events in 2024-2025 around the theme: "The Politics of Language/The Language of Politics." Mehta received \$5,000 from the Virginia Commission for the Arts via a National Endowment for the Arts grant for this award, which is matched by the Cheuse Center.

The Alan Cheuse International Writers Center's Baldwin100 celebration, a collaborative arts, scholarship, and cultural project encompassing a year-long series of initiatives designed to convene a wider Washington, D.C., area audience to engage deeply with James Baldwin's work, closed in April. Together with 16 community partners, 24 individual hosts produced 27 events at 18 venues, and have included numerous classes and students, alumni, and faculty in public events. Through literary arts programming like this, Watershed Lit, the English Department's Center for Literary Engagement and Publishing Practice, is creating community in the Washington, D.C., region.

On Feb. 15, Cynthia Lum and Christopher S. Koper with the Center for Evidence-Based Crime Policy and the Harry F. Guggenheim Foundation collaboratively presented a congressional

briefing on the most up-to-date research on preventing gun violence, featuring several of the nation's leading scientific experts on the topic.

Stillhouse Press's book, *Sad Grownups*, by Amy Stuber is on the long list for the PEN America Robert Bingham Award for Debut Short Story Collection. The PEN America awards are among the major literary awards and have been called by *Vanity Fair* "the Oscars of literary America." The short story collection was edited by Rebecca Burke, MFA '21. Stillhouse Press is a student-run small literary press that is part of Watershed Lit: Center for Literary Engagement and Publishing Practice.

College of Public Health

Research published in *Osteoporosis International* by Hong Xue and graduate students Christopher Naso, Ge Song, and Kenny Lin supplies evidence that some groups are at greater risk for osteoporosis and less likely to receive an official diagnosis.

Nursing professor Caroline Sutter and health administration and policy professor P.J. Maddox received a grant for a Virginia Workforce project, "Advancing Healthcare," supported by the U.S. Department of Labor.

P.J. Maddox, chair of the Department of Health Administration and Policy, received the Mason Legacy Award in recognition for her 30 years of outstanding contribution to George Mason and the College of Public Health. Maddox will retire at the end of the 2024-25 academic year. She oversaw the creation and growth of the Department of Health Administration and Policy and its many award-winning programs. Under her visionary leadership, the department flourished, launching innovative programs and securing prestigious accolades.

CPH dean Melissa J. Perry has been appointed to the National Academies of Sciences, Engineering, and Medicine's Committee on Clinical Follow-Up and Care for Those Impacted by the JP-5 Releases at Red Hill. Her expertise in occupational health and environmental epidemiology will help inform clinical recommendations for the 93,000 employees exposed to toxic aviation fuel at Joint Base Pearl Harbor-Hickam in 2021.

Michelle S. Williams, associate professor in the Department of Global and Community Health, has been named president-elect for the Society for Public Health Education Board of Trustees.

Katherine Scafide has been named an American Academy of Forensic Science Fellow. The forensic nurse researcher joins an elite group of only eight other current nurses granted this honor.

Sentara Northern Virginia Medical Center President Jeff Joyner and Vice President of Operations Heather Causseaux recently toured the College's Lab for Immersive Technologies and Simulation to explore the groundbreaking virtual reality advancements at CPH.

College of Science

Professors Andrea Weeks and Emily Conway received \$347,925 from the National Park Service for their project: "Seeding Success at Scale (SSAS): Monitoring to Implement Landscape Scale Restoration of Eastern Grasslands to Improve Ecosystem Health."

Geography and geoinformation sciences professor John Qu received \$128,518 from the National Oceanic and Atmospheric Administration in collaboration with the University of Maryland for his project, "CISESS: Extending the Stratospheric Temperature Climate Data Records from POES Infrared Sounders to JPSS/ATMS/CrIS."

Biology professor Kathleen Hunt received \$85,938 from NOAA and Northeastern Ohio Universities College of Medicine for her project, "Calving Intervals of Beluga Whales in the Eastern Chukchi Stock: Morphology and Endocrine Analysis."

Emanuel Petricoin, co-director, Center for Applied Proteomics and Molecular Medicine (CAPMM), received \$27,500 from Johns Hopkins University Applied Physics Laboratory for his project, "Proteomic Analysis of JHMI Saliva Samples."

Physics and astronomy professor Kenneth Dere received \$27,000 from NASA for his project, "Improvements to ChiantiPy and the CHIANTI atomic database."

Mathematical sciences professor Padmanabhan Seshaiyer recently received the Aspirations in Computing (AiC) Educator Award from the National Center for Women and Information Technology (NCWIT). This award honors educators who inspire and foster high school women's engagement in technology and computing.

Computational and data sciences professor Anamaria Berea led a team to create the ASPIRE One Lunar Record which arrived on the Moon in early March, a groundbreaking moment in space exploration. Part of NASA's CLPS initiative within the Artemis program, this ambitious project intends to preserve Earth's cultural and scientific heritage for posterity. The "Pyramid on the Moon" payload, delivered on special physical mediums designed for space provided by mission partner LifeShip, contains a wide variety of content, including videos, scientific materials, global aspirations, historical records, and cultural artifacts.

Physics professor Rainald Lohner, director of the Center for Computational Fluid Dynamics, received an honorary doctorate for his scientific research from Technische Universität Braunschweig, Germany, on April 8.

The leadership and advocacy of environmental science and policy professor Dann Sklarew helped lead to Virginia Gov. Glenn Youngkin signing the Hunger-free Campus Food Pantry Grant Program Act, with a reported \$500,000 for grants to be allocated to the program. Public universities with a high percentage of Pell Grant-eligible students and food pantries in place

will be at the front of the line for this grant program. Sklarew's advocacy also includes the Forager's Forest at George Mason.

This collaborative project with then-student/now alumna Sarah Roth, MS Environmental Science and Policy '24, received an honorable mention in the Habitats and Streams category of the 2025 Best Urban BMP (Best Management Practices) in the Bay awards from the Chesapeake Stormwater Network, which recognizes innovative efforts to protect and restore local watersheds.

Physics and astronomy professor Fereshte Ghahari and her team, along with collaborators including colleagues from Brown University and National Institute of Standards and Technology (NIST), report the first thermopower detection of fractional quantum Hall effect in bilayer graphene, a material consisting of two atom-thin layers of graphene. Their findings demonstrate that thermopower is a more sensitive probe of FQH effect compared to resistivity. The researchers described their work in the March 17 issue of *Nature Physics*.

Center for Collision Safety and Analysis (CCSA) researchers Fadi Tahan, Stefano Dolci, and Dhafer Marzougui received \$500,000 from the Federal Highway Administration and National Academies of Sciences for their NCHRP 22-63 Project, Verification and Validation Guidelines to Use Computer Simulation as an Alternative to Full-scale Crash Testing. Also, CCSA Director Cing-Dao (Steve) Kan received \$75,000 from the Defense Advanced Research Projects Agency (DARPA) for the project, "Fruit Inspired Energy Dissipating Foams."

Emanuel Petricoin, co-director, Center for Applied Proteomics and Molecular Medicine (CAPMM), Lance Liotta, co-director of CAPMM, and associate professor Mariaelena Pierobon received \$369,135 from the Henry M. Jackson Foundation on a subaward from the Uniformed Services University of the Health Sciences for their project "Murtha Cancer Center Clinical Proteomics Platform – RPPA Assessment in the APOLLO Program."

Center for Spatial Information Science and Systems (CSISS) Director Liping Di recently received a \$2M+ installment of the NSF-funded long-term \$4M+ project "NSF Convergence Accelerator Track J: CropSmart – a digital twin for making wiser cropping decisions nationwide." In addition, CSISS researcher and atmospheric oceanic and earth science professor Daniel Tong recently led research to quantify the \$154 billion economic impact of wind erosion. Tong received a \$249,555 NOAA grant to improve fire weather forecasting to help alleviate risks on public health and air quality, civil infrastructure, and terrestrial ecosystem function. The George Mason scientists also lead a multi-agency team that brings wildfire air quality forecasts from NOAA, NASA and the Navy to produce a consensus forecast. The data is being released in real time through NASA Goddard Data Center. Several packages developed by the George Mason team have been adopted and implemented in the National Weather Service to provide daily forecasts for the nation.

Harbir Antil, mathematics professor and director of George Mason's Center for Mathematical Artificial Intelligence (CMAI), has made numerous trips to Capitol Hill to discuss AI opportunities and collaborations with military and public/private sector groups. During the recent SIAM Conference on Computational Science and Engineering in Fort Worth, Texas, Antil announced the opening of an international lab at George Mason focusing on Digital Twins. Under CMAI, in close collaboration with George Mason's Center for Fluid Dynamics (physics professor Rainald Lohner and bioengineering professor Juan Cebal) along with counterparts at Technical University of Munich, Germany are working closely with Sandia National Laboratories (national laboratory partner) and SIEMENS (industry partner). The Digital Twin Lab project's primary sponsor is the AFOSR (DURIP), the Office of Naval Research and NSF and research will focus on structural and medical Digital Twins. Global discussion on Digital Twins will be part of the annual conference Antil hosts at George Mason each spring.

The Mason Center for Space Exploration (MSEC) team of Mason Observatories director Peter Plavchan, Mason Observatories deputy director James (Rob) Parks, and Outreach programs coordinator Ian Helm's week-long summer program for fourth through eighth graders recently received a Northern Virginia Magazine 2025 Best Camps award. Months of the week-long experience will expand to be offered both on the Fairfax and Science and Technology campuses for summer 2025 and a discount will be offered to George Mason and Northern Virginia Community College faculty family participants. The MSEC Space Saturdays outreach programs which began in fall 2024 have continued into the spring.

College of Visual and Performing Arts

CVPA announces the recipients of the sixth round of its Young Alumni Commissioning Project Awards. Brianna Camp, BFA Art and Visual Technology '23, received the Young Alumni Commissioning Project Award and \$5,000 in commissioning support, and Marina Vianello, BFA Dance '18, received the Young Alumni Creative Development Award and \$2,500 in commissioning support. Both artists were chosen based on the artistic excellence, career impact, and feasibility of their proposals and will receive financial, marketing, and production support to have their projects presented by the college at a Mason Arts venue during the 2025–26 season.

Zoë Charlton, director of the School of Art, contributed a large, site-specific temporary art installation to the "Inviting Light" public art project, which is intended to transform the Station North neighborhood in Baltimore, Maryland. Funded by a \$1 million grant from Bloomberg Philanthropies Public Art Challenge, Charlton's installation is the first to be unveiled, out of five planned installations in the neighborhood.

CVPA is offering free tickets to performances across Mason Arts venues for federal employees and/or contractors recently separated from positions. The venues join with other D.C.-area arts organizations to engage those who have been let go from their positions.

Costello College of Business

Associate finance professor Jiasun Li and co-authors won the Exponential Science Pioneers Award 2025 in the Business Management and Financial Economics Category for their paper, “Decentralized Mining in Centralized Pools,” published in the journal *Review of Financial Studies*.

Heather Vough, Victoria Grady and Sarah Wittman won a Curriculum Development Grant (from the Writing Across the Curriculum Program) focused on integrating AI into Writing Intensive classes. The intent is to create standards and tools that will be useful and adaptable across the university in order to embrace AI as a teaching and learning solution.

Mandy O’Neill, Claus Langfred and Kevin Rockmann assisted Brett Josephson, the associate provost for learning initiatives and associate dean for executive education, in rapidly designing and delivering a leadership development program for the U.S. Department of State. The first round of the program was delivered in March and the second round in April.

The Greg and Camille Baroni Center for Government Contracting is creating a clearinghouse on the Department of Government Efficiency (DOGE) and its impact on the government contracting community. This effort builds on the college’s “first to market” approach with the webinar on DOGE, as well as on its neutral convening authority – bringing government, business, and academia together to discuss how to make government contracting more effective and efficient.

Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Karina Korostelina’s research, “Bridging the Digital Divide for Native American Tribes: Roadblocks to Broadband and Community Resilience,” published in *Policy & Internet*, has been recognized as one of the journal’s Top 10 Most-Cited Papers of 2023. This impactful study highlights critical barriers to broadband access and its implications for community resilience among Native American tribes.

Tehama Lopez Bunyasi has been recognized for her co-authored research, “The Racialized State of Exception, Violable Bodies, Police Brutality, and the Promise of Democratic Restraint,” published in *Oxford Intersections*. Featured in the *Racism by Context* series, this interdisciplinary work addresses systemic injustice and highlights the need for democratic accountability.

Schar School of Policy and Government

John F. May received the Lifetime Achievement Award from Marquis Who’s Who.

Dean Mark J. Rozell and professor Alan Shark were awarded the Chester A. Newland Presidential Citation of Merit by the American Society for Public Administration. Rozell was recognized for his leadership in enhancing the substance, content, and financial success of ASPA’s 2024 Annual Conference. Shark was honored for his longstanding efforts to strengthen ASPA’s visibility in promoting responsible and effective technology use in the public sector.

The Schar School's Center on Nonprofits, Philanthropy, and Social Enterprise released a study of new data from the U.S. Bureau of Labor Statistics (BLS) on nonprofit employment and wages. This project was led by Schar School professor and National Academy of Public Administration Fellow Alan Abramson, in collaboration with Associate professor Mirae Kim and Professor Stefan Toepler.

Global Commerce and Policy graduate Jean-Guy Afrika was tapped by Rwandan President Paul Kagame as the new Chief Executive Officer of the Rwanda Development Board.

Government and International Affairs graduate Riley Moore was sworn in after being reelected to represent West Virginia's 2nd district in the U.S. House of Representatives. On the opposite coast, political science PhD alum Adam Bernbaum (pictured) was elected to represent District 24-Position 1 in Washington State's House of Representatives.

Anthony Amos was sworn in to the Fairfax City Council less than one year after graduating from the Schar School MPP program. He joins fellow Schar School alum Catherine Read (Government and Politics, 1984), elected for a second term as mayor.

Mason Korea

Hyang Lee, associate professor of Korean, received a \$630 million KRW (approx. \$473,000 USD) grant from the King Sejong Institute Foundation under the Korean Ministry of Culture, Sports and Tourism. As co-investigator and a member of the item selection committee, Lee is collaborating with Seoul National University to develop Sejong Korean Language Assessment items.

Auwal Bala Abubakar, assistant professor of mathematics, received the Most Cited Researcher Award at the World African Researchers, Engineers, Entrepreneurs & Scientists Alliance (WARESA) Asia Awards, held in Seoul in March.

Soyoung Kwon, associate dean of external affairs and professor of global affairs, led and moderated an exclusive fireside chat featuring Ambassador Joseph Yun, Chargé d'Affaires ad interim at the U.S. Embassy in the Republic of Korea. The chat was co-organized by the Center for Security Policy Studies Korea (CSPS Korea).

Professor Sang Nam, co-director of the Virginia Serious Game Institute, director of the Korea Serious Game Institute and professor of computer game design, received a \$100,000 FY25 Fulbright Hays grant from the U.S. State Department to lead the 2025 Young Trilateral Leaders (YTL) Esports Competition. This is a U.S.-ROK-Japan trilateral initiative aimed at fostering strategic thinking, teamwork, and digital engagement among young gamers in partnership with the U.S. Embassy in Seoul, the U.S. Embassy in Tokyo, and Coupang.

Office of Research, Innovation, and Economic Impact (ORIEI) contributions

Newly hired research faculty in the Biomedical Research Lab, as part of the deliverables associated with the \$12.2 million NIAID UC7 grant, have expanded core capabilities and worked with faculty across disciplines to conduct innovative research in the facility. Since arriving in August 2024, they served as co-PIs and key personnel on over \$20 million in federal grant submissions. Lead PIs include Aarthi Narayanan, Mariaelena Pierobon, Yuntao Wu, Nadine Kabbani, Alessandra Luchini, Remi Veneziano, and Isaura Simoes (Old Dominion University).

A Cooperative Research and Development Agreement was established among the Biomedical Research Lab faculty, research assistant professor of infectious disease Scott Anthony and U.S. Army Medical Research Institute of Infectious Diseases for designing studies to elucidate aspects of T-cell drive immunity during arenavirus infection.

Expand partnerships for economic and social impact.

George Mason University's fundraising campaign, Mason Now: Power the Possible, has surpassed the halfway point toward its \$1 billion goal, standing at \$539M on April 7, 2025.

- The Kimmy Duong Foundation has made a gift of \$20M, which will support the College of Engineering and Computing (CEC) and University Life.
 - \$16.25M will establish two endowments within CEC to provide lasting and perpetual scholarship support, and the Board has approved a related initiative to rename the School of Computing (now being reviewed by the State Council for Higher Education in Virginia).
 - The Kimmy Duong Foundation's \$3.75M gift to University Life will provide lasting and perpetual support to student success initiatives through the Long Nguyen and Kimmy Dong Scholarship Endowment.
- CEC also has received a gift of \$1M from Mahfuz Ahmed, BS '93, for the college's Dean's Technology Innovation Fund, and an additional \$140,000 in pledges will establish an endowed scholarship, support civil engineering faculty research, and support established scholarships.
- The Antonin Scalia Law School reports a bequest estimated at \$1.1M from the John Kenneth Sammon Trust, \$250,000 from Johnson & Johnson for the Law & Economics Center, and \$325,000 from an anonymous donor for the C. Boyden Gray Center for the Study of the Administrative State.
- The Clifton Foundation has awarded a \$1.5M grant to University Life's Center for the Advancement of Well-Being to launch the Student Strengths Coaching Program. This initiative will provide strengths coaching for students and a work lab for student coaches to create innovative experiences for groups and organizations to dive deeper into applying strengths.

- The University Priorities/Corporations and Foundations Relations (UP/CFR) team within Central Advancement has secured more than \$730,000 in funding from corporate and foundation partners in support of EIP, community health programming, the SciTech Innovation District, CIP3P, College of Public Health scholarships, AI, alumni relations, and programs at the Costello College of Business. Moreover, they have raised \$9.9M in corporate and foundation giving – surpassing last year’s total raised of \$9.2M towards the president’s \$10M corporate engagement goal.

In support of the SciTech Campus and the Innovation District, the Office of Corporate and Foundation Relations assisted in hosting a dinner featuring Cullum Clark from the Bush Institute, attended by Prince William County leadership and business leaders. In addition, with the University Priorities/Corporation and Foundation Relations (UP/CFR) team, George Mason’s Associate Provost for Strategic Initiatives and Community Engagement Liza Wilson Durant hosted 18 members of the Business-Higher Education Forum at FUSE to showcase the building, its capabilities, and its regional economic impact. President’s Innovation Advisory Council member David Metnick coordinated the gathering.

College of Public Health dean Melissa Perry hosted the president and vice president of operations at Sentara Northern Medical Center for a tour of the College of Public Health’s Lab for Immersive Technologies and Simulation. Sentara is considering a major investment in simulation training for its workforce, and Dean Perry invited Sentara leadership to visit the college’s lab to learn more about the benefits of simulation and to offer support as a partner education institution.

The College of Education and Human Development’s Research Practice Partnership ERA-NOVA convened George Mason faculty, staff, and leadership with K-12 school leadership from each school district in Fairfax County Public Schools Region 4, to address the most pressing and difficult issues facing the community’s public schools; the recent meeting focused on literacy and the Virginia Literacy Act.

The Costello College of Business celebrated its corporate partners with its second annual roundtable event, with nearly 100 partners, students, faculty, and friends participating. Corporate partnerships with the Costello College of Business have created more than 40 Corporate Partner Scholarships, five Corporate Partner Faculty Awards, a named faculty position, eight Impact Fellows, and many Employer Takeover Days with Career Services.

In partnership with Playfly Sports and Commonwealth Brewing, University Athletics launched its first-ever craft beer: Brave & Bold IPA. Green Coat Society members enjoyed a “First Taste” in the Green Room before George Mason men’s basketball’s first-round game in the NIT Tournament.

Athletics hosted a number of events surrounding the Patriots basketball teams' success in the Atlantic 10 Tournament, the women's basketball team's first-ever trip to the NCAA Tournament, and the men's basketball team's participation in the NIT. These achievements in athletics opened many doors to celebrate that success, including engagement with alumni, corporate partners, and local media.

The Office of Alumni Relations hosted pregame pep rallies and watch parties in Richmond, Fairfax, and Baton Rouge, Louisiana, enjoying standing-room-only events with alumni and friends.

With the support of Central Advancement, Athletics launched the Basketball Greatness campaign/fund, dedicated to the development of a world-class infrastructure that attracts, develops, and retains top athletes, coaches, and staff. Investments fuel key initiatives such as student-athlete revenue sharing, enhanced nutrition support, innovative performance technologies, and state-of-the-art facilities. As of March 2025, the current gifts and pledges to University Athletics for the FY to date has exceeded the previous five years, standing at \$1.493M.

CEC held the inaugural induction into its Academy of Engineering and Computing Excellence at the end of February, welcoming 125 guests to honor 24 alumni and 4 volunteer leaders for their accomplishments and commitment to the engineering and computing community. This will be an annual event. In addition, the Departments of Computer Science and Bioengineering hosted alumni networking events with industry partners and students.

The George Mason University Libraries and Special Collections Research Center hosted the second installment of its Historic Intelligence Speaker series with former CIA chief of disguise Jonna Mendez. Nearly 150 alumni, friends, students, and intelligence community members attended the lecture, made possible by the generosity of George Mason University Foundation Board of Trustees chair, Sumeet Shrivastava.

The Office of Alumni Relations has launched Patriots Helping Patriots: Ask Me Anything. This is a webinar series featuring alumni across various industries answering questions about job searches, networking, career advice, and new opportunities. Alumni Relations has also partnered with the Costello College of Business to create a platform within Mason Mentors for alumni of all majors to join the program and identify a mentor or volunteer to serve as a mentor.

Exemplify a university culture of diversity, equity, and inclusion.

- Restructured diversity and inclusion initiatives per direction of the Board of Visitors and the Mason Way Report from the May 2024 BOV meeting.

- Review of Office for Diversity, Equity, and Inclusion has resulted in a new office – Office of Access, Compliance, and Community, which better aligns with state and federal laws and mandates and accurately represents the office's key focus areas
- Administered student climate survey from March – April 2025
- Submitted MSI application to U.S. Department of Education in April 2025

Invest in faculty and staff success.

Hiring:

- A total of 280 approved critical jobs were posted, of which 117 were filled between 10/05/2025 and 04/04/2025 — a 41.78% fill rate.
- The average time to fill during these six months was 68 days.

Performance Management/Employee Engagement:

- Enhanced Outstanding Achievement Award program categories led to a 146% increase in nominations.
- Expanded outreach of “Pats for Patriots,” an initiative designed to show appreciation for a George Mason colleague.
- The 2025 Faculty Evaluation of Administrators survey is ready for administration in April.

Benefits:

- A pre-retirement seminar (invitation only to those ages 60 and up) in early April has +100 registered attendees.

Professional Development:

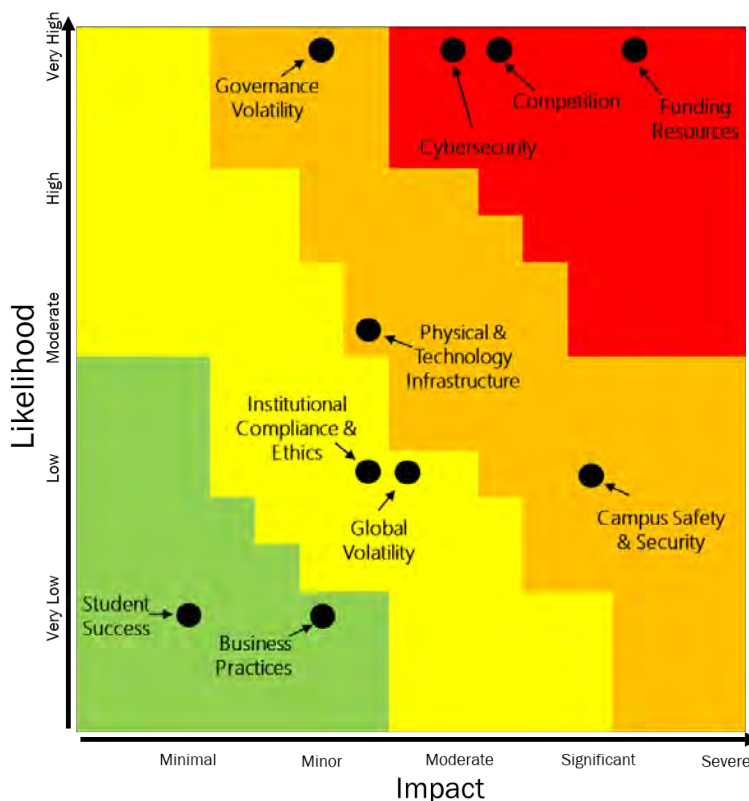
- Partnering with Institutional Compliance on a project to increase completion of mandated training and create efficiency in the design and delivery of enterprise-wide training.
- Continuing to increase the number and scope of professional and organizational development offerings to meet increased demand for services—added 5 new stand-alone offerings, including a 5-part lunch and learn series, since fall 2024.

Enterprise Risk Management Update

The following information is an update to the reports provided to the Board of Visitors in FY24 and February 2025. 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.

Figure 1. FY24/25 Enterprise Risk Heat Map



The university continues to experience a perceived increase in risk within various areas due to the uncertainty stemming from the federal administration's executive orders and policy changes. These changes could impact the university's operations and execution of our strategic plan. The Chief Risk Officer will continue to work with the university's senior leadership to closely monitor these developments and adapt our risk management strategies accordingly.

Since the last report provided to the BOV, 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, and APROs have submitted progress updates on the mitigation action plans. These strategies will continue to be refined and implemented as appropriate until the risks are reduced to an acceptable level.

This quarter, the Chief Risk Officer recruited Aurali Dade to serve as the interim vice president for Enterprise Risk Management to lead the ERM program for a six-month period. During this time, she will evaluate the current ERM program and engage the university's leadership and key risk owners to develop a refreshed risk register and mitigation plans for the next biennium.

Table 1. FY24/25 Ranked Enterprise Risks

Risk Name	Priority/ Rank	Risk Level	Risk Trend*
Funding Resources	1	■	Increasing
Competition	2	■	Neutral
Cybersecurity	3	■	Neutral
Governance Volatility	4	■	Neutral
Campus Safety & Security	5	■	Neutral
Physical & Technology Infrastructure	6	■	Neutral
Global Volatility	7	■	Neutral
Institutional Compliance & Ethics	8	■	Neutral
Business Practices	9	■	Neutral
Student Success	10	■	Neutral

**Compared to February 2025 BOV Report*

Federal Government Relations Update

- **Virginia Congressional Delegation Visit:** President Washington visited with members of the Virginia Congressional delegation April 2-3. He was joined by Provost Jim Antony on April 2 and Vice President of Research Andre Marshall on April 3. During his visits, President Washington explained how several of the Trump administration's executive orders, cutbacks in research budgets, caps on indirect cost rates and other policies were harming George Mason's ability to achieve education and research goals and serve the community. The message back to President Washington was that there is some consensus on both sides of the aisle that such policies will have a long-term deleterious effect on the country's research ecosystem, impeding economic growth.
- **Recent Terminations at George Mason:** In addition to the numerous stop/pause work orders (some of which have resumed), George Mason received 8 terminations of awards from the National Endowment for Humanities, and more might be coming. This includes operating grants to the state and jurisdictional humanities councils, scholarly societies, community organizations, and individuals. Also, the Department of Homeland Security

sent termination notices to the agency's 10 Centers of Excellence. George Mason's Center for Criminal Investigations and Network Analysis (CINA) received its notice April 8. The Mason Center of Excellence conducted research and education activities on organized international criminal networks in the areas of human trafficking, fentanyl trafficking, counterfeiting, supply chain disruption, money laundering and other areas critical to a secure homeland. Finally, the Department of Defense is terminating the Minerva program, which brings social sciences into the determination of national security threats. George Mason's award was \$1 million plus.

- **Programmatic Appropriations Requests:** George Mason submitted 12 plus-up programmatic appropriations requests to its Congressional delegation, including \$62 million for the 12 Level-3 Regional Biocontainment Laboratories; \$30 million for the Nationwide Integration of Time for Resiliency of Operations; \$15 million for Integrated Photonics for Contested Environments; \$15 million for Commercial Satellites Supporting National Security Testbed; \$ 15 million for Digital Enterprise Technology for the XM30 Infantry Vehicle; and, \$15 million for Digital Transformation for Integrating Human Ground-Air Machine. George Mason is a pivotal partner in, and has received funding from, these programs.
- **George Mason Submitting Congressional Earmark Requests:** Congress has resumed earmarks (Community Projects in the House, Congressionally-Directed Spending in the Senate) for FY26. Since earmarks were stripped from the FY Continuing Resolution, George Mason did not receive its three requests for \$3.71 million that were included in the FY25 appropriations bills. These proposals will be among those being submitted for FY26 funding. Since the House has not permitted the Labor-HHS-Education and the Financial Services appropriations bills to be earmarked, George Mason proposals in those areas will have to be submitted in the Senate.
- **Cap on Indirect Cost Rate:** George Mason has been an active participant in efforts to oppose the cap 15% on the indirect cost rate proposed by the National Institutes of Health. George Mason has regularly updated its Congressional delegation of how much it would cost the university and how it would retard the growth of research, and what the impact would be if extended to other federal agencies. The current model of negotiated indirect cost rates is administratively less burdensome for both the university and the federal agencies and only covers part of the cost of maintaining the research infrastructure.

State Government Relations Update

- **State Budget Update:** The General Assembly concluded on Feb. 22, after passing a bipartisan budget referred to as the Conference Report, a compromise between the House and Senate amendments to the Governor's proposed budget from December. The

Conference Report budget amendments would provide additional essential resources to George Mason including over \$11M in new funding for affordability maintenance, operations, and Small Business Development Center support; nearly \$2M in new financial aid; over \$28M in one-time maintenance reserve funds; \$140M in funding to offset VMSDEP waivers split between institutions of higher education across FY25 and FY26; and 1.5% employee bonuses among other provisions. The House of Delegates passed the budget 81-18; the Senate approved with a 37-3 vote.

From the date of passage, the Governor had 30 days to act, either by veto, amendment or signature, on the proposal from the General Assembly. On March 24, the Governor released his recommended actions back to the legislature, reducing the overall operations funding to George Mason University by \$1.2M, and removing \$8.25M from the proposed maintenance reserve funding. In total, the Governor made 205 amendments to the Conference Report budget.

On April 2, the General Assembly held the Reconvene Session, returning to Richmond to consider the Governor's previous actions to their Conference Report. The legislature chose to reject the amendments made to George Mason University's budget, reverting the proposed funding back to the initial levels proposed in late February.

Following the reconvene session, the Governor has another 30-day window for final action on the overall budget, expected to be released on May 2. If no budget bill is signed into law this year, the 2024 proposed budget will continue as planned. Therefore, there is no requirement that the legislature and administration agree to an amended budget in the coming months. Moreover, during odd-numbered years, an eye toward November elections can make finding consensus between the two parties challenging.

- **State Legislative Update:** The General Assembly considered over 2,200 bills during the 2025 short session and ultimately 915 bills were sent to the Governor for consideration. Ahead of the March 24 deadline, the Governor signed 599, vetoed 157, and sent back 159 with recommended changes. During the April 2 reconvene session, the majority Democratic legislature largely rejected the Governor's legislative amendments, with bipartisan support on a small number of bills, and were unable to overturn the Governor's vetoes on the remaining proposals. The Governor will take final action to veto or sign without his amendments prior to the May 2 deadline. A full update on enacted legislation impacting the university will be included after the Governor's final actions.
- **SCHEV hosts March meeting at VMI:** The State Council of Higher Education for Virginia (SCHEV) held its March meeting at the Virginia Military Institute in Lexington. The two-day meeting included action on proposed degree programs, priority education licensure in shortage areas, discussion of the General Assembly and Commonwealth budget action, and the updated SCHEV strategic plan.

- **State Legislators Join SciTech Ribbon Cutting:** Members of the Prince William County legislative delegation joined the George Mason University community for the Life Sciences and Engineering Building ribbon cutting ceremony on March 27 at the SciTech Campus. Chairman of the House Appropriations Committee, Del. Luke Torian, was joined by House colleagues Del. Briana Sewell, Del. Ian Lovejoy, and Sen. Danica Roem.



(LSEB Ribbon Cutting: State legislators in attendance included Sen. Danica Roem, Del. Luke Torian, Del. Briana Sewell, and Del. Ian Lovejoy)

- **SCHEV FAC Meets to Discuss Six-Year Planning:** SCHEV's Finance Advisory Committee (FAC) met on April 8 to provide guidance to universities on six-year planning policy and procedure, updates to SCHEV's strategic plan, budget updates and a discussion on the impacts of federal executive actions. In August, George Mason University will present its proposed six-year plan to a committee of state leadership, called Op-Six, representing the Education and Finance Secretariats, the House and Senate Money Committees, SCHEV, and the Department of Planning and Budget (DPB). The six-year plan is used to guide the academic program approval process as well as capital planning strategy for each university.
- **Federal Workforce Commission:** Both the House and Senate convened emergency response commissions to address projected federal workforce impacts from federal efficiency efforts. The House commission has held two meetings in February and April, and the Senate held one in March. Items discussed included the importance of obtaining clear data on the federal workforce's presence in Virginia; an interest in modeling the effects of several different job loss scenarios on the Virginia economy; the need to invite participation by private sector businesses that may have job openings; potential effects on the housing market; impacts to higher education as well as K-12; and opportunities to re-examine the respective responsibilities of the state and federal government.

- **Commonwealth Cyber Initiative Symposium:** The Commonwealth Cyber Initiative hosted its 5th Annual Symposium on April 14 and April 15 in Richmond. Researchers and CCI staff from across Virginia's 46 participating public institutions of higher education met to share research and successes, notably George Mason University's outstanding leadership of Northern Virginia Hub of the initiative. The symposium was led by opening remarks from Sudha Vyas, Acting Principal Director for Cybersecurity & Chief Cybersecurity Architect for the Department of Defense, and a "State of CCI" Address from CCI's Executive Director, Luiz DaSilva. The symposium featured two days of research presentations, industry spotlights, and substantive panels that highlighted some of the most important and emerging topics in cyber security and artificial intelligence.
- **Governor Convenes Federal Research Grants Workgroup:** Gov. Glenn Youngkin hosted the Vice Presidents for Research from R1 institutions on April 16, the first discussion directly with universities on mitigating economic impact of federal research stoppage, reductions in indirect research levels at key federal agencies, and how the state can help advocate for critical investments in the research enterprise.
- **Looking Forward**
 - Council of Presidents meet April 28
 - 2nd Quarter meeting with Governor Youngkin, TBD
 - SCHEV meeting, May 12-13
 - House Appropriations Committee, May 19
 - Senate Finance Committee, May 20
 - SCHEV visit to George Mason, June 17

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.
- Attended the Chairman's Dinner for the Economic Club of Washington, D.C.
- Served as a panelist and keynote speaker during the Academic and Research Leadership Symposium at the 2025 National Society for Black Engineers Convention in Chicago.
- Attended a meeting of the 123 Club where Christina Wynn (Executive Director, Prince William County Department of Economic Development and Tourism), Amy Adams (Executive Director, Institute for Biohealth Innovation, George Mason University), and Tom Flynn (Economic Development Advisor, PWC Department of Economic Development and Tourism) were guest speakers.
- Provided keynote remarks on the state of education at the Lead Class for Leadership Center of Arlington.
- Served as a panelist during a fireside chat on the topics of gun violence, equity, and at-risk populations at the 2025 Shape of the Region Conference, hosted by the Community Foundation for Northern Virginia.
- Represented George Mason at the inauguration ceremony of Jon Alger, 16th president of American University.
- Participated in a salon dinner, co-hosted by the Northern Virginia Chamber, Chevy Chase Trust Investments, and the Schar School, to discuss the needs of the region and the significant challenges faced, including affordability, workforce, and the need to diversify the region's economy given recent federal changes.

Select President's Internal/Campus-Related Activities & Speaking Engagements:

- With WGMU Studios, recorded an episode of the podcast *Access to Excellence* with Rick Davis, Dean of the College of Visual and Performing Arts and Executive Director of the Hylton Performing Arts Center.
- Recognized George Mason's Employees of the Month for March, April, and May: Bonnie Madden, Johnnie Hall, and Patricia King, respectively.
- Joined the women's basketball team for their win during the A10 championship tournament in Glen Allen, Virginia, and attended their subsequent NCAA Tournament game in Baton Rouge, Louisiana
- Joined the men's basketball team for the A10 championship tournament in Washington, D.C.

- Provided remarks during the program and connected with attendees during the Fuse VIP Sneak Peek Event, an exclusive preview of Fuse for College of Engineering and Computing alumni and VIP guests.
- Engaged in a town hall session with members of George Mason's academic and non-academic units to discuss relevant topics.
- Gave opening remarks for the National STEM Festival hosted at Mason Square for a special gathering for 120 National STEM Champions from around the world.
- Provided remarks at a joint event held by the Virginia Academy of Science, Engineering, and Medicine (VASEM) and the College of Engineering and Computing at Fuse on Mason Square.
- Hosted a dinner at the Mathy House, in collaboration with the College of Public Health, which brought together leaders in policy, technology, and healthcare to explore solutions for a more effective and equitable healthcare system.
- Spoke at the ribbon cutting ceremony for the Life Sciences and Engineering Building at the Science and Technology Campus, where Del. Luke Torian was also a speaker.
- Provided remarks at the Faculty and Staff Affinity Networking Reception hosted by the Office of Access, Compliance, and Community.
- During a visit to the Science and Technology Campus received a tour of the Town Center Project, as well as an in-depth tour of the Life Sciences and Engineering Building.
- With Presidential Partner Nicole Washington was named an Honorary Black Alumni Member at the George Mason Black Alumni Chapter's 40 Under 40 Gala.
- Hosted a student dinner at the Mathy House for students involved in "Kindness and Gratitude" programs and initiatives.
- Held a session of the President's Student Advisory Group (PSAG), where topics of importance to George Mason's students were discussed.
- Provided remarks at George Mason's annual Scholarship Celebration, hosted by the Office of Advancement and Alumni Relations, where scholarship donors and recipients came together to engage, connect, and celebrate the impact of philanthropy.
- Moderated a Freedom and Learning Forum fireside chat with Don Graham (Chairman, Graham Holdings).
- Provided keynote remarks at the Admissions Spring Preview Event hosted by the Office of Admissions.
- Provided remarks at the 18th annual STAR-TIDES (Sharing To Accelerate Research – Transformative Innovation for Development and Emergency Support) Event & Reception hosted on Mason Square.
- Recognized members of George Mason's faculty and staff for their exemplary service and accomplishments at the annual Outstanding Achievement Awards.
- Welcomed members of the George Mason community to an art appreciation event at the Mathy House, where Zoë Charlton, Director of Mason's School of Art, was a special guest presenter.

- Recognized a retiring George Mason faculty member, Dr. Jagadish Shukla, at an event celebrating his significant contributions in the field of climate research.
- Attended the Costello College of Business Annual Business Celebration, where recipients of the Annual Distinguished Patriot Awards were recognized.
- Provided remarks at the official naming ceremony of the Long Nguyen and Kimmy Duong School of Computing within the College of Engineering and Computing.
- Gave remarks at the annual Hylton Performing Arts Center Gala.
- With Cabinet and Board of Trustees member Robert Makheja, hosted a dinner convening the President's Cabinet, to discuss strategic matters of importance to the university.
- Hosted men's and women's basketball teams to mark their historic seasons.

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 (VBHEC)
- VA250 African American Advisory Council
- Internet2 (Internet 2 is a not-for-profit business that supports the research network for all R1 institutions and other select universities. Eduroam, which supplies George Mason's network, is a product of this not-for-profit company.)

President's External Board Service:

- S&P Global
- WGL

Select Upcoming Events:

- Spring Commencement: May 15
- BOT/BOV Musicales: May 27
- Annual President's Planning Conference: July 31
- Annual BOV Meeting: Aug. 1



Spring 2025 Update

May Board of Visitors Meeting



Gregory Washington, PhD
President

Agenda

- Overview of year-to-date performance, including Presidential Metrics
- FY 2025 Performance Plan update
- Strategic issues
 - Executive order update
 - Fiscal realities update
 - Strategic Plan update
 - Op-Six and 6-Year Plan Info

Bottom Line Up Front

Enrollment

Graduated and enrolled the largest and most diverse classes ever

UG Enrollment 3% growth, Grad enrollment slight decline of 1.1%

Direct entry has excelled with more than 10,000 offers made

Rankings

Classified as High Access and High Outcomes by Carnegie

Overall Rankings picture mixed with some programs advancing and some declining

Funding support

Significant support from the House and the Senate's reconciled budget (could see a permanent increase of more than \$20M)

Additional 1.5% bonus support for faculty and staff

Research and Education

Expenditures slowing in tough environment

Launched Grand Challenges Initiative

Launched A-I Initiative

Regional Impact

86% of 2023 grads are employed in the Washington, D.C., metro area (73% in Virginia)

Launching Mason Career Academy

Challenges from outcomes of Executive Orders and additional cost from Athletics are real challenges

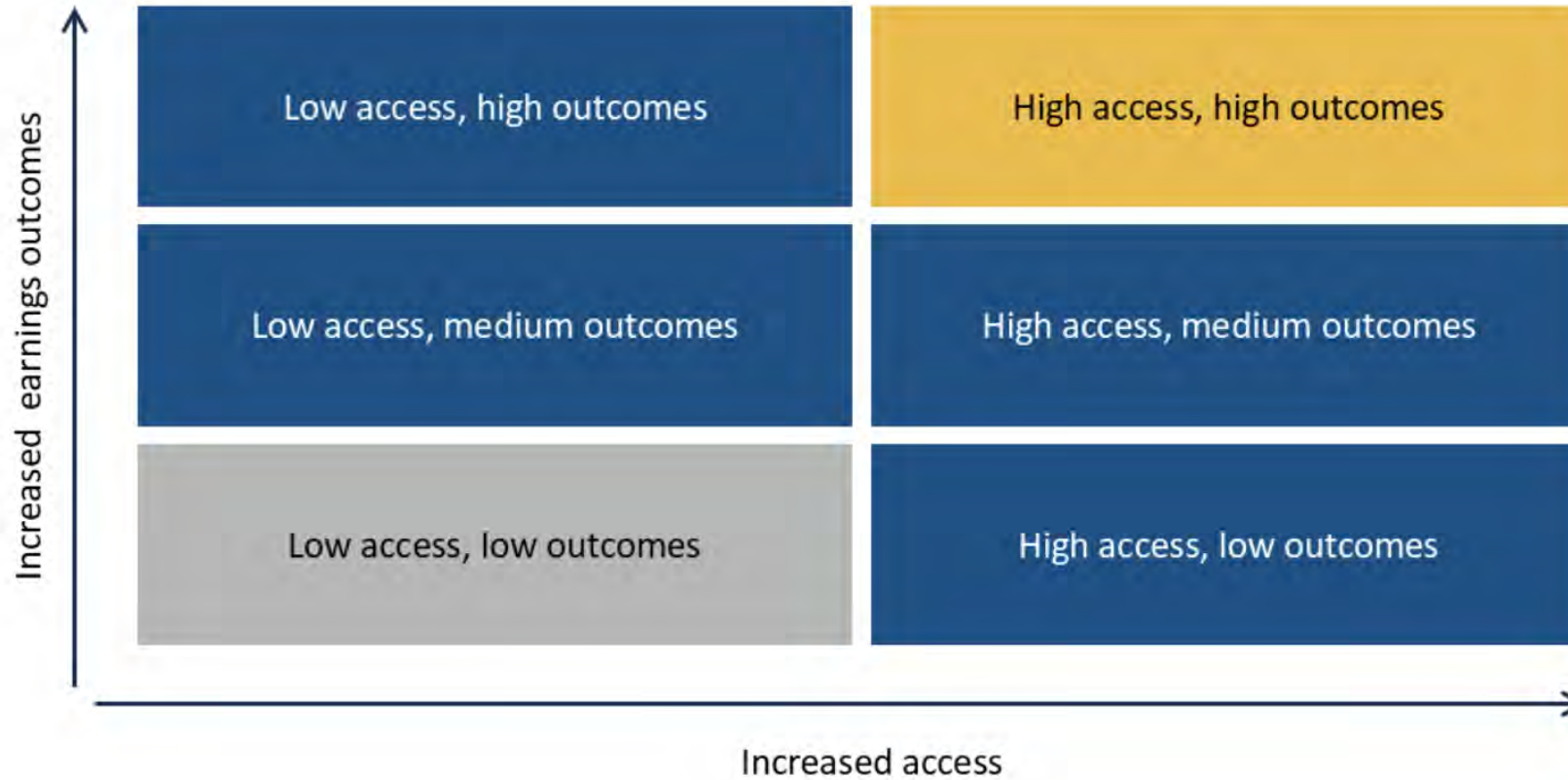
2024-2025 Presidential Performance Metrics

Preliminary May
Score: 112/100



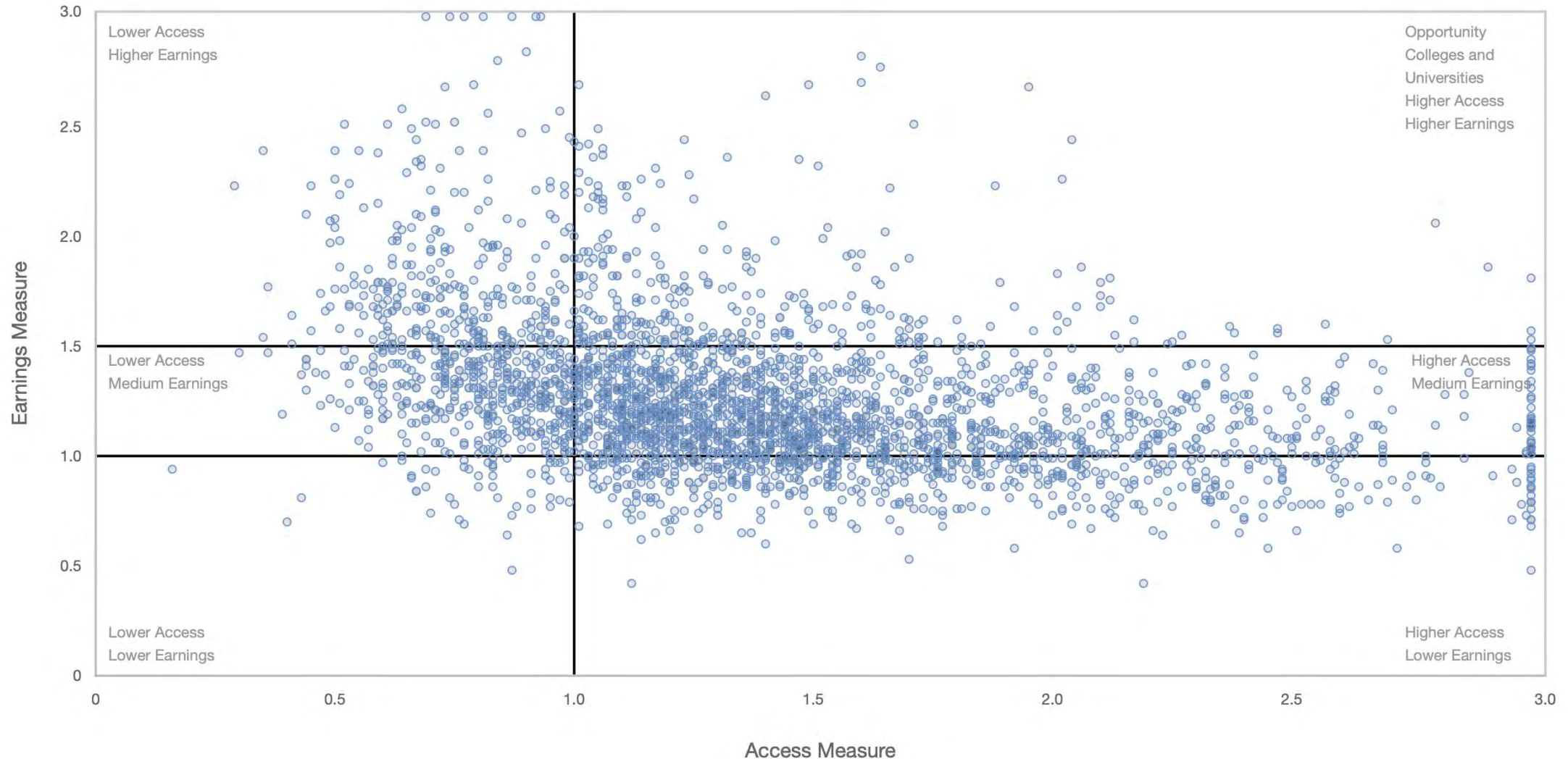
Priority	Weight	Metric	Status	Performance	Score
Deliver a distinctive and inclusive student experience that fosters lifelong engagement	25%	Manage cost growth by executing on core components of the Critical Vacancy Plan (8 pts)	<div><div></div></div>	Projecting balanced budget on E&G, surplus on All Funds; \$9M in unfilled position savings (100% of goal)	8/8
		Grow undergraduate enrollment by 1.5% (7 pts)	<div><div></div></div>	SP25 is +3% UG enrollment over SP24 (200% of goal)	14/7
		Maintain graduate and law school enrollment at current numbers (5 pts)	<div><div></div><div></div></div>	Grad S25 is -0.9 % under SP24 (99% of goal) Law S25 is -14% under SP24 (86% of goal)	4/5
		Grow Mason Korea enrollment by 1.5% (5 pts)	<div><div></div></div>	MK S25 is +6.3% over S24 (420% of goal)	20/5
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 (20 pts)	<div><div></div></div>	As of March: FY25 expenditures YoY are \$160.5M vs \$159M in FY24 at this time. 5% growth would be \$166.9M.	18/20
Expand partnerships for economic and social impact	20%	Grow corporate support by 5% each year, measured in corporate contributions (5 pts)	<div><div></div></div>	As of April: \$10.2M compared to \$7.5M at this point in FY24 (36% increase; 136% of goal)	7/5
		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 (10 pts)	<div><div></div></div>	2 UG and 25 grad programs ranked in top 50 publics by U.S. News - Best in VA for: Innovation, Internships/Co-Ops, Grad Homeland Security; Online Master's in MBA or Nursing for Veterans, Special Ed, and Industrial Engineering	4/10
		Increase gifts and fundraising to \$110M and increase to \$140M by FY28 (5 pts)	<div><div></div></div>	As of April: \$84.9M towards the \$110M FY25 goal (77% of goal)	4/5
Exemplify a university culture of diversity, equity, and inclusion	10%	Restructure initiatives per direction of BOV and review of DEI programs (5 pts)	<div><div></div></div>	Reviewed/restructured in line with VA DOI plan; climate survey launched in March; implementing Dialogue Across Differences (100% of goal)	5/5
		Maintain designation as a Minority Serving Institution (5 pts)	<div><div></div></div>	MSI application submitted in April; under review. Waiting on designation from U.S. Dept of Education (75% of goal).	4/5
Invest in faculty and staff success	15%	Develop a plan to address outcomes of the Gallup surveys (8 pts)	<div><div></div></div>	Returned to 5-point performance rating scale. Facilitating workshops on employee engagement (100% of goal).	8/5
		Establish or expand two new programs where faculty and staff are recognized (7 pts)	<div><div></div></div>	Enhanced categories for Outstanding Achievement Awards program; new Athletics partnership for tickets to service award recipients (100% of goal)	7/7
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 (5 pts)	<div><div></div></div>	Timely engagement with BOV on all major issues; changed outcomes based on input (100% of goal)	5/5
		Proactively engage with stakeholders, including community members (5 pts)	<div><div></div></div>	Campus town hall; planning an additional community town hall; providing updates and tour to FCCAB (75% of goal)	4/5

Carnegie Has Spoken – New Carnegie Classifications



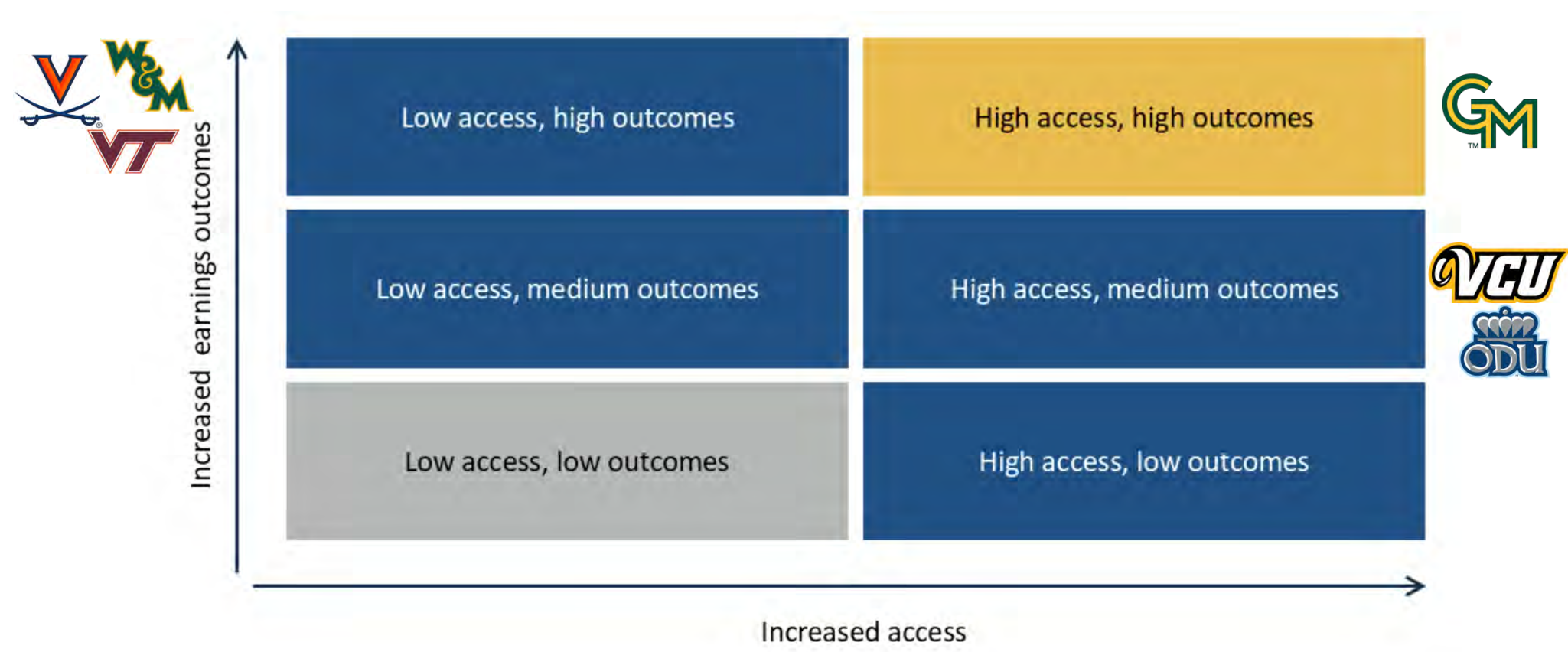
Virginia has 6 R1 institutions classified in one of six categories above.

Carnegie Has Spoken – New Carnegie Classifications



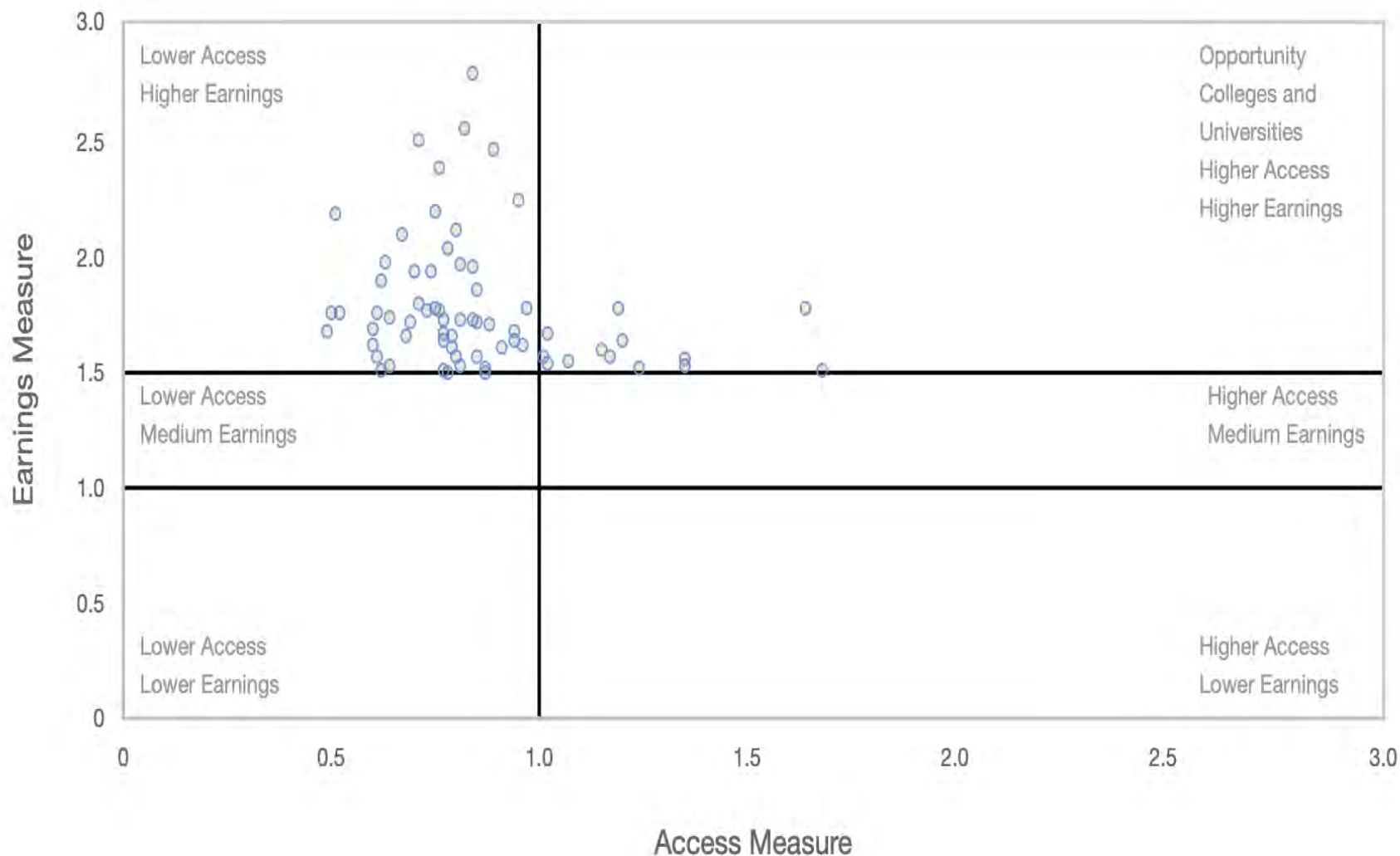
This plot highlights some of the challenges of higher education.

Carnegie Has Spoken – New Carnegie Classifications



Virginia has 6 R1 institutions classified in one of six categories above.

13 Large or Very Large R1 Opportunity Universities



- Arizona State University
- Florida Atlantic University
- Florida International University
- George Mason University**
- San Diego State University
- Stony Brook University
- The University of Texas at El Paso
- The University of Texas at San Antonio
- University of California-Irvine
- University of Central Florida
- University of Houston
- University of Illinois Chicago
- University of Louisville

96 total large or very large R1 institutions

Executive Order Update

- There are about 30 executive orders that could possibly affect George Mason.
- The orders are subdivided into 3 categories:
 - DEI
 - Eliminated, amended, reduced, renamed or paused (while under review) programs to move DEI infrastructure into compliance with current federal directives.
 - Country of origin (to include immigration status and foreign aid support)
 - Dramatic changes to graduate enrollments are being managed
 - Developed process to support current graduate students affected by updated visa revocation and deportation policies
 - Government agency restructure
 - We have paused or terminated 28 current projects. We have developed a process to manage those affected along with an initiative to appeal those we believe were terminated in error.
 - Mason Career Academy



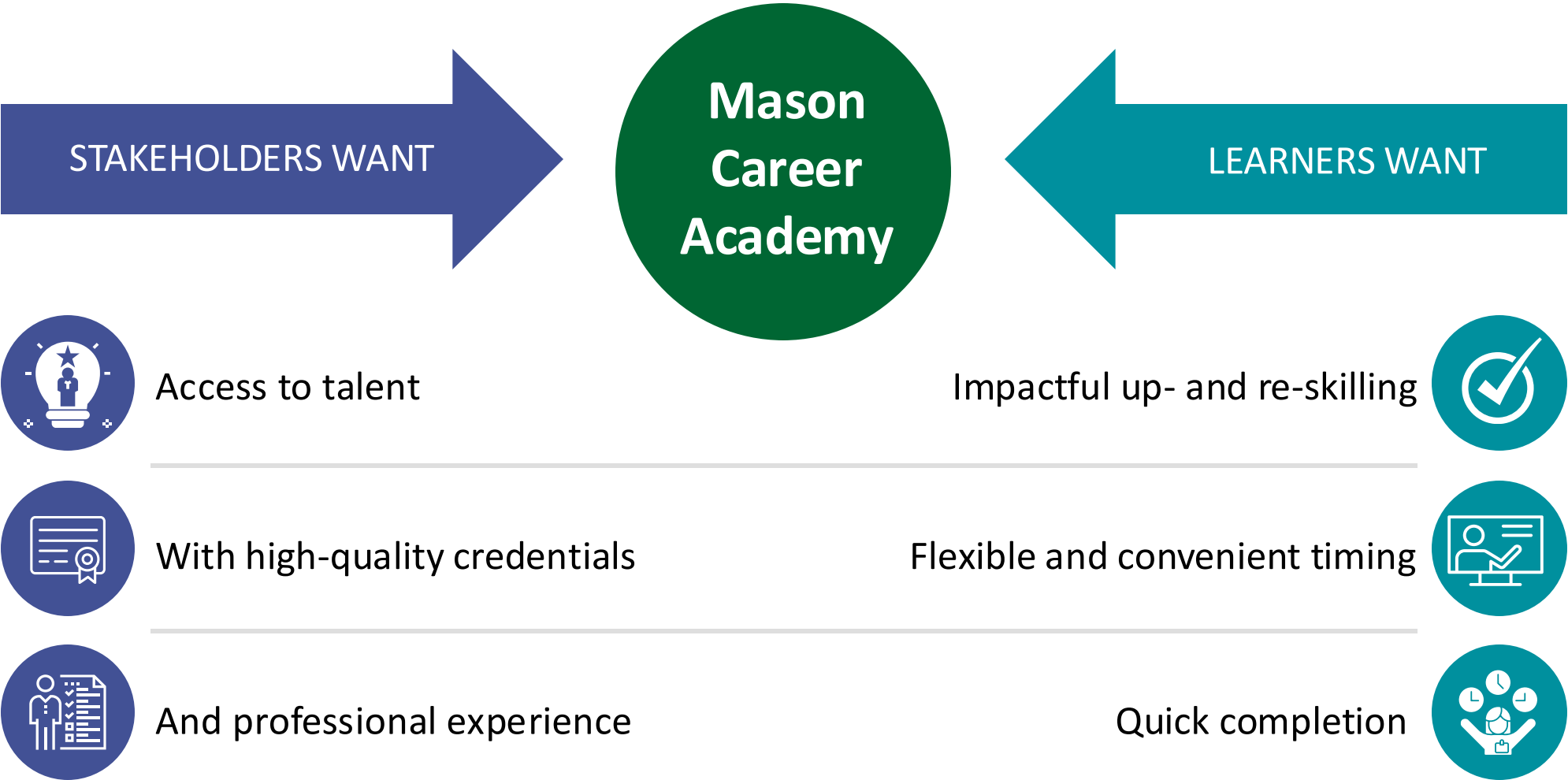
Mason Career Academy: Building New Opportunity

In response to the displacement of thousands of federal employees due to political upheaval and administrative turnover, George Mason University proposes a comprehensive, low-cost, credential-based training initiative to support affected workers.








This "Whole-of-Mason" approach delivers educational and learning assets from stackable credentials to immersive bootcamps in high-demand fields — cybersecurity, cloud computing, data analytics, AI, and digital transformation.

These programs will be free to students and low-cost to other participants, subsidized through university support, philanthropic donations, and corporate sponsorships, combining rigorous technical training with applied lab work and project-based learning.

Meeting the Emerging Social Need



Credentials Available:

 Content Creator NEW	 Technical Customer Support Specialist NEW	 Cybersecurity	 Data Analyst	 IT Project Manager
 Entry-Level Payroll Specialist	 Game Design	 Data Analytics	 Data Analytics with Excel and R	 IT Support
 Entry-Level Compensation and Benefits Analyst	 Data Science	 Human Resources Associate	 Data Engineering	 Product Manager
 Customer Consulting and Support	 Career Coach and Navigator	 AI Product Manager	 Data Science	 Program Manager
 Network Engineering NEW	 Cybersecurity	 Back-End Development	 Data Warehouse Engineer	 Project Manager
 Junior Software Developer NEW	 Data Analytics	 Back-end Java-Script Developer NEW	 DevOps and Software Engineering	 Bookkeeping
 Cloud Support Associate	 Digital Marketing & E-commerce	 Business Analyst	 Front-End Developer	 Real Estate Agent
 Cloud Technology Consultant	 IT Support	 Business Intelligence (BI) Analyst	 Full Stack JavaScript Developer	 Insurance Sales Agent
 Call Center Customer Service	 Project Management	 Cybersecurity Analyst	 Full-Stack Software Developer	 Android Developer
 Retail Customer Service	 UX Design	 Cybersecurity Specialist	 iOS and Android Mobile App Developer	 Back-End Developer

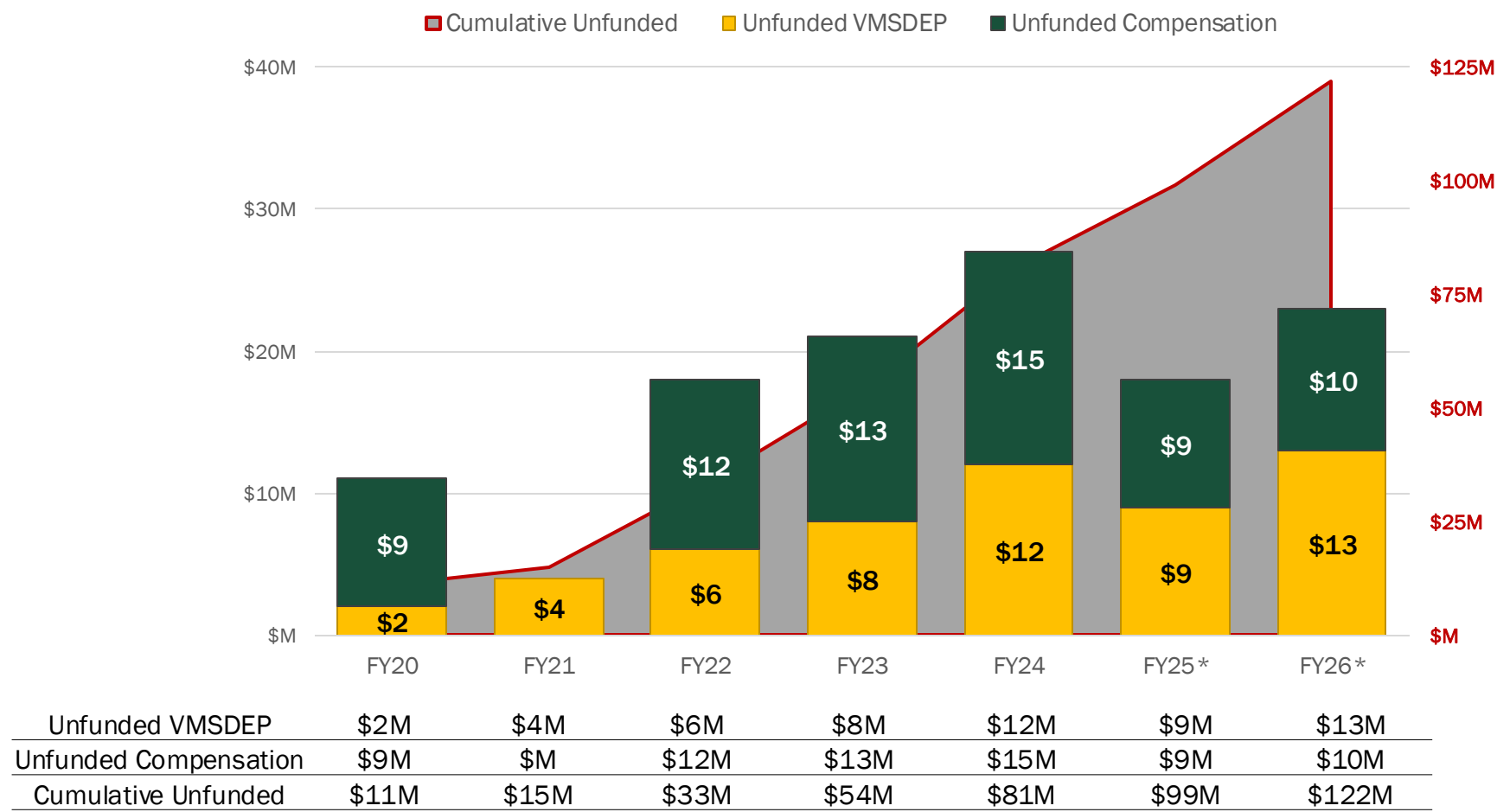
Fiscal Realities Update

- The effects of the executive orders and recent policy changes at the federal and state level are having significant fiscal impact on our academic and administrative programs.
- This fiscal impact coupled with the net effect of unfunded mandates are creating fiscal uncertainty for the upcoming fiscal year **and add further support for a tuition increase.**
- Three areas of uncertainty
 - Reductions in research awards (up to \$13.2M, \$2.5M in indirect costs)
Restrictions in overhead return (up to an additional \$12M counting NSF, NIH, and DOD)
 - Reductions in graduate student tuition due to visa denials (up to \$12M)
 - Unfunded mandates (about \$23M)

Unfunded Mandates: Total

- The Commonwealth’s unfunded mandates place an enormous burden on George Mason’s budget.
- To address the true FY26 cost of these unfunded mandates, George Mason would need to raise tuition more than 11%.
- The cumulative impact from FY20-FY26 will be \$122M.
- Not only does this strain George Mason’s resources, it challenges the university’s ability to make long-term strategic investments.

VMSDEP & Compensation Underfunding



*FY25 costs are preliminary; FY26 cost is forecast

Budget Mitigation Update

Achieved Budget Mitigations

Revenue Enhancements

- Patriot Investment Fund - \$2.2M in FY24, \$3.9M projected in FY25
- Masonvale ground lease termination - \$3M annual
- Vernon Smith Hall acquisition - \$12M in FY24 (one-time), \$2.3M annual
- Increased tuition and fees

Cost Savings/Cost Avoidance

- 64 positions not filled through Critical Vacancy Review - \$9.2M
- Vernon Smith Hall rent expense elimination - \$4M annual
- Faculty Incentive Retirement Plan - \$3M (5-year period)
- Freedom Aquatic & Fitness Center renegotiation - \$2.1M (5-year period)
- Parking contract savings - \$1.1M annual
- Janitorial service adjustments - \$775K annual
- Library material reduction (duplicate and underutilized) - \$750K annual
- Energy efficiency improvements - \$475K annual

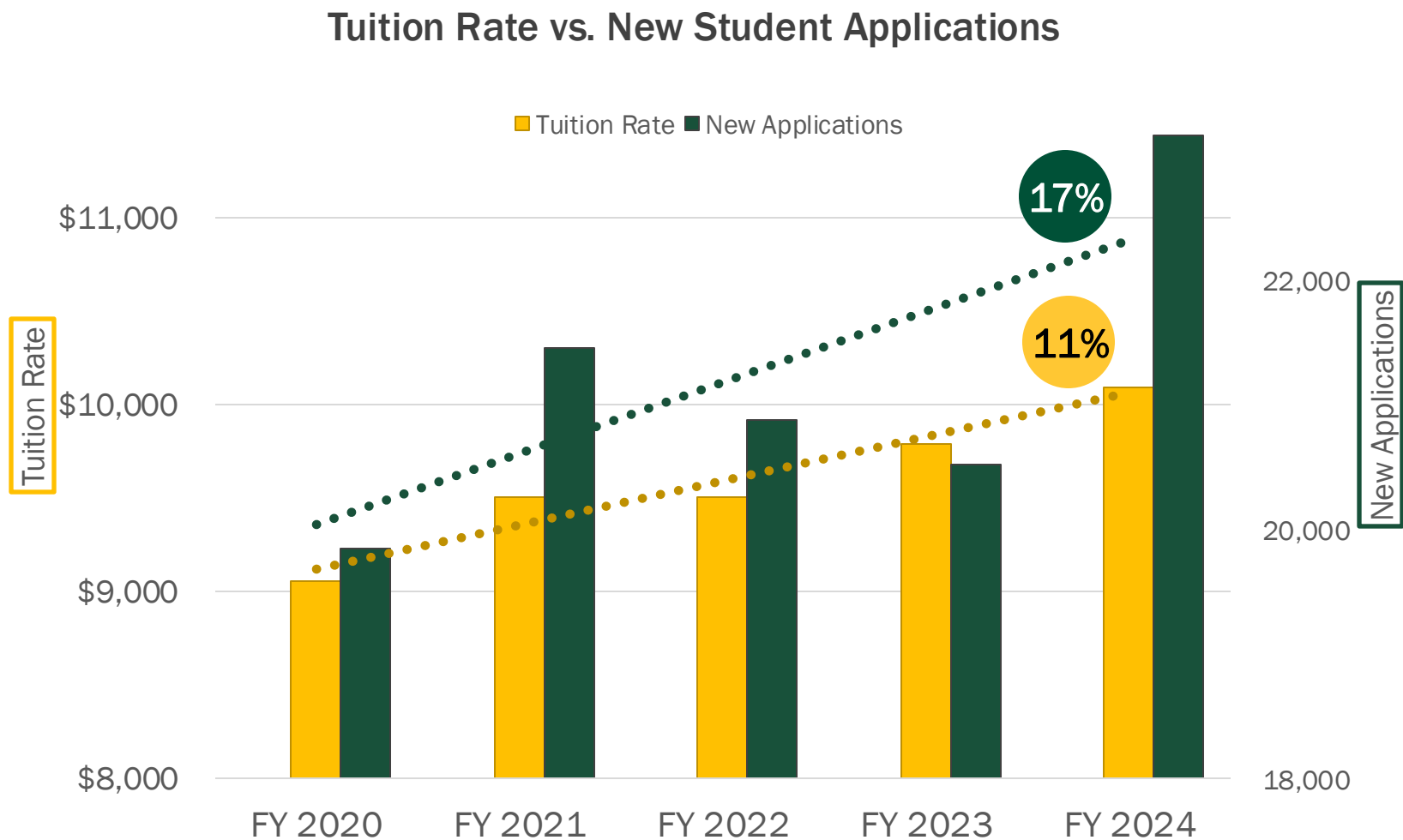
Opportunity Costs

Retention of
Key Faculty and Staff

New Academic
and Athletics Facilities

Core Infrastructure
Investments

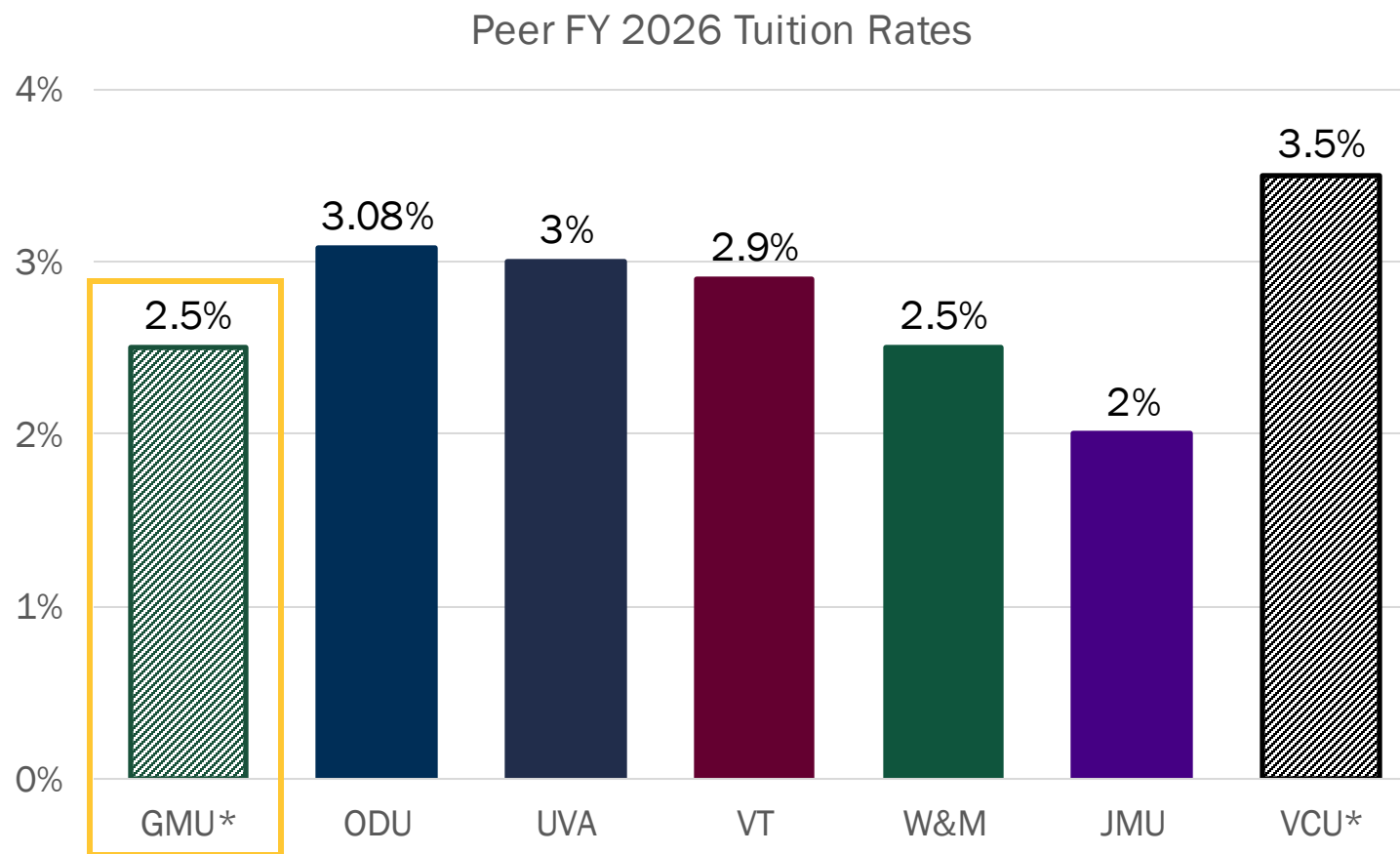
Applications Increased Over Tuition Rates



- New student applications continue to grow regardless of increased tuition
- Applications grew 17% while tuition increased by 11%

FY26 Commonwealth Peer Tuition Increases

- George Mason's proposed rates are well within peer averages and the Governor's 2.5% tuition cap
- To replace \$5M in tuition revenue, George Mason would need additional Commonwealth appropriations or significant gifts to Foundation
- It would take a \$125M endowment gift generating 4% distribution to return \$5M



**Proposed tuition rates, awaiting Board votes*

Timeline of the Current Strategic Plan

Drafted the Implementation Roadmap

September–December 2022
Attain worked with University Business Consulting (UBC) and Leads to flesh out the plan. BOV approved in Dec. 2022.



Developed the Strategic Plan

February–June 2022

Attain worked with stakeholders to develop the plan.



Refresh the Plan

March–June 2024

Leads had an opportunity to recommend edits to Action language.



Execute the Plan; Track Progress

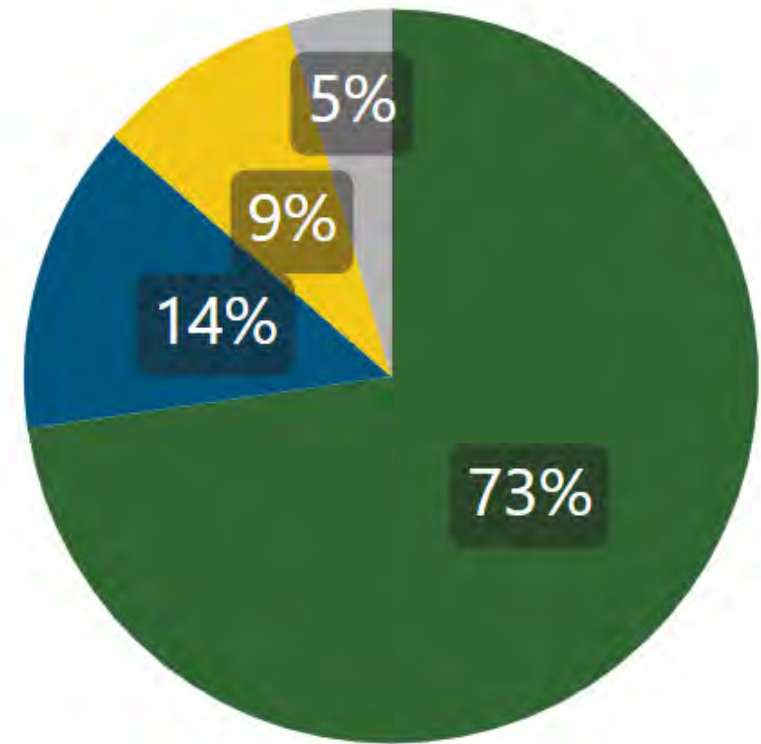
Spring 2023–June 2027

Leads are implementing the plan, with support and coordination provided by UBC.

Implementation Progress

- We are in **Year 3** of implementation (out of 5).
- **Momentum continues**, led by the 45 individuals across 30 units who are serving as implementation leads.
- Leads submitted **FY25 progress reports** in March.

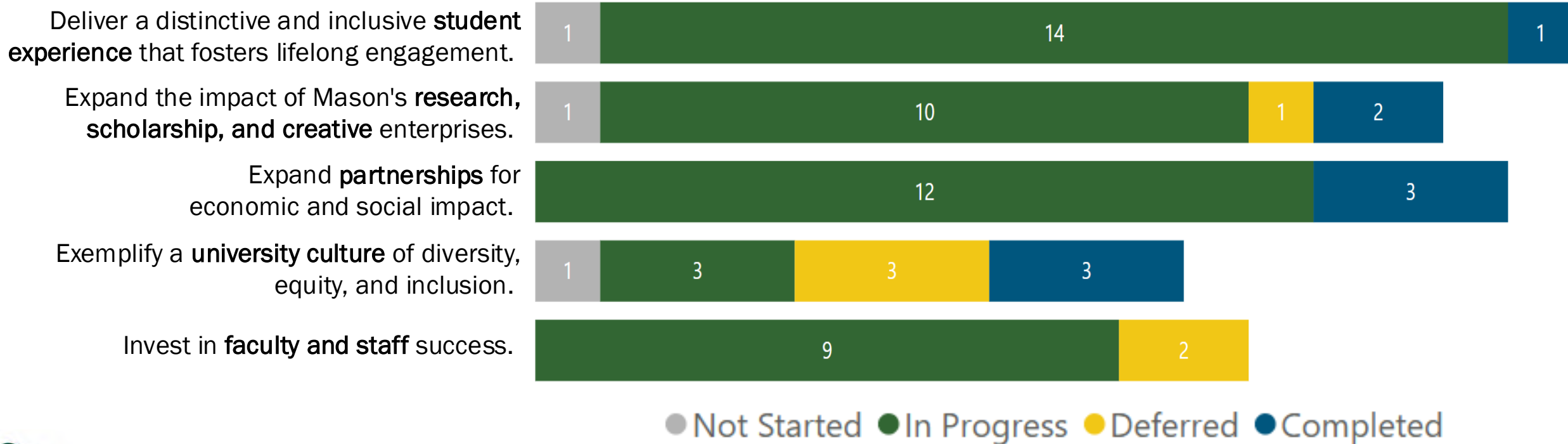
Status of Actions
(Spring 2025)



● Not Started ● In Progress ● Deferred ● Completed

Implementation Progress

Status of Actions by Priority (Spring 2025)



Progress Towards Our Outcomes

Deliver a distinctive and inclusive student experience that fosters lifelong engagement.



- **Increased efficiency in student services infrastructure:** The Mason Student Services Center continues to meet the needs of prospective, current, former, and non-student constituents and further expansion of the program will commence once the Patriot Connect system is fully operational.
- **Improved recognition and ranking for Mason's academic programs:** Ongoing media relations efforts to highlight research enterprise at George Mason, including regional and digital brand advertising featuring faculty research, are active in regional airports and digital ads.

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



- **Increased research productivity:** The Research Administration Project was completed, and all research-active academic units have research administration teams supporting faculty researchers.
- **Expanded/improved support for interdisciplinary and translation research:** Programs added to support faculty research include expanding Innovation Commercialization Assistance Program (ICAP) mentor availability, creating an accelerator model that is being used for cybersecurity faculty, and added an Entrepreneur in Residence Program to bring funded projects to faculty.

Expand partnerships for economic and social impact.



- **Enhanced regional and global partnerships:** Hired Dean Park at Mason Korea to expand the global presence in Asia. Kammy Sanghera has moved over to the College of Engineering and Computing (CEC) to help with India and global efforts, specifically around the TTIP.
- **Addressed/met workforce demands with Mason graduates:** Enhanced on-campus employment, including more outreach to on-campus employers and education for students. The On-Campus Internship Program now has 18 participating units and has had a positive impact on student retention, sense of belonging, learning, and career-readiness.

Progress Towards Our Outcomes

Exemplify a university culture of diversity, equity, and inclusion.



- **Maintained affordability of, and accessibility to, a Mason education:** Expanded George Mason's grant structure to include all students from Virginia receiving full Pell grants. Those students will now receive a gift aid package equal to the cost of tuition and mandatory fees.
- **Minority Serving Institution (MSI) designation:** Achieved MSI designation through George Mason's designation as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) by the U.S. Department of Education.

Invest in faculty and staff success.



- **Increased staff development and upskilling opportunities:** Faculty-Staff Enrichment Day for fall 2024 focused on employee engagement with spring 2025 offering a virtual extension of the program to allow for remote/hybrid participation for those unable to attend in person.
- **Improved and streamlined effectiveness of administrative infrastructures:** Introduced an improved budget model which will provide a clear system for distributing tuition, fees, appropriations, and indirect cost recovery revenue.

6-Year Planning Process

- Strategies and prioritization aligned with George Mason's Strategic Direction and Grand Challenge Initiative
- Program development/closure plans, informed by marketplace need, will be comprehensive following consultative engagement with deans across the university.
- Resource investment plans will include consideration of institutional investment strategies, Commonwealth support, and ROI to the Commonwealth, again drawing expertise from deans and administrative leaders.
- Plan informed by projections for:
 - Enrollment
 - Tuition and fees
 - Revenue
 - Financial aid
- A collaborative team, spanning provost and finance, will work with senior leadership to prioritize both financial workbook components and narrative response.

Due July 1 with follow-up meeting in late summer.

OP-Six Response

Tuition discount rates: Aid is an institutional investment with a net positive return.

- Even with limited availability of endowed scholarships, coupled with the need to provide increasing amounts, aid is NOT a significant driver of costs at George Mason (which is true for 12 out of 15 institutions according to JLARC).
- George Mason's enrollment targets are informed by our ability to serve new local markets and do not rely on large increases in out-of-state students.

Auxiliary fund balances: George Mason prioritizes projects that maintain the university's financial foundation while providing revenue-generation opportunities.

- Key metrics utilized by rating agencies, the Commonwealth, and the Department of Education require George Mason to maintain a prudent level of reserves to provide contingency and operational support, repair and maintenance resources, and strategic investment opportunities.
- Mandatory student fees (student auxiliary fees) are set annually based on the projected operating budgets of the functions supported by the fees. We do not expect a reduction in student fees based on the deployment of, or balances held, in reserves.

Two-year plan for budget reductions: The shortfall of \$35M in FY24 was met with \$21M budget reductions in FY24 and \$14M in FY25.

Strategies included:

- Vacant position eliminations
- Increasing revenue through the Patriot Investment Fund, Masonvale ground lease termination, acquisition of Vernon Smith Hall
- Cost saving/avoidance through rent elimination, Incentive Retirement Plan, parking, janitorial, library, and energy adjustments

Thank You!

감사합니다

¡Muchas Gracias!

Merci Bien!

感謝!



Ευχαριστώ!

СПАСИБО!

Grazie!

谢谢!

Vielen Dank!

Obrigado!

დიდი მადლობა!

Asante Sana!

Tak!

Responsible Office:

Intercollegiate Athletics, Athletics Compliance Office.

Procedures:

- [George Mason Intercollegiate Athletics Name, Image and Likeness Policy & Procedure:](#)

Related Law & Policy:

- [Section 23.1-408.1 of the Code of Virginia](#). (Intercollegiate athletics; student-athletes; compensation and representation for name, image, or likeness)
- [Chapter 5.2 \(Section 54.1-526 et seq.\) of Title 54.1](#). (Athlete Agents)
- [NCAA Bylaw 22: Name, Image and Likeness Activities](#)
- [Atlantic-10 Conference: Name, Image, and Likeness \(NIL\)](#)

I. Scope:

This policy applies to all George Mason University (“University”) employees, contractors, volunteers, students, and prospective students, regarding the use of a Prospective Student-Athlete’s or a Student-Athlete’s name, image, and likeness (“NIL”).

II. Policy Statement

Consistent with National Collegiate Athletic Association (“NCAA”), Atlantic 10 Conference (“A10”) requirements, and the terms of the structured settlement in *House vs. NCAA*, the University may (but is not required to), at its discretion, Compensate (or “provide permissible benefits to”) a Student-Athlete or a Prospective Student-Athlete for the use of their NIL. The University may enter an agreement with a Student-Athlete or a Prospective Student-Athlete to provide Compensation to promote the University, the Intercollegiate Athletics Department, a University team or any other product, service, or entity, or otherwise directly or indirectly Compensate Student-Athletes or Prospective Student-Athletes for the use of their NIL.

The University shall not enter an agreement with a Student-Athlete or Prospective Student Athlete to provide Compensation for the Student-Athlete’s status as a member of a varsity team roster, game or season, which is commonly referred to as “pay for play.”

Consistent with NCAA, and A10 requirements, the *House vs. NCAA* settlement, and Virginia law, a University Student-Athlete may receive Compensation from a third party for use of their NIL (“Third-Party NIL Activity”) as long as such Compensation is provided in exchange for

services, activities, intellectual property, appearances or other value actually provided by the Student-Athlete and is not being provided in exchange for athletic participation.¹

Student-Athletes are not considered employees of the University under any federal, state, or local law, regulation, or ordinance based on their status as Student-Athletes, regardless of whether the Student-Athlete receives athletics financial aid, signs a National Letter of Intent, signs a scholarship agreement with the University, or receives NIL Compensation (from the University or third-party).

III. Definitions

Name, Image and Likeness (NIL): An individual's name, image, or likeness over which they have control and for which they can require permission and/or Compensation for others to use.

NIL Activity: NIL Activity is any activity that involves the commercial use of a Prospective Student-Athlete or Student-Athlete's NIL to advertise or endorse the sale or use of a product or service., regardless of whether such use is compensated or uncompensated.

Third-Party NIL Activity: Any NIL Activity where the Compensation is provided by a third-party, not the University.

Compensation: Remuneration or payment in any form received for work or services performed, including cash, credit, cryptocurrency, product, or other benefit. Compensation does not include scholarships provided to Student-Athletes or other benefits provided to a Student-Athlete in accordance with the rules of the NCAA or A10.

Professional Service Provider: Individuals who provide any of the following professional services to Student-Athletes: (a) advice regarding NIL activities, (b) representation in contract negotiations related to NIL activities, and (c) marketing of the Student-Athlete's NIL.

Agent: Any individual who, directly or indirectly: (a) represents or attempts to represent an individual for the purpose of marketing his or her athletics ability or reputation for financial gain as a professional athlete; or (b) seeks to obtain any type of financial gain or benefit from securing a prospective student-athlete's enrollment at an educational institution or from a student-athlete's potential earnings as a professional athlete.

Representatives of Athletics Interests: Also known as "boosters," are individuals, not employed by or contracted with the University, who support or promote the athletics department/specific athletic programs, assist with recruitment or have provided benefits to Student-Athletes or their families.

Prospective Student-Athlete: A student who has started classes for the ninth grade.

¹ International Student-Athletes may be limited in their ability to receive NIL Compensation from a third party by the terms of their visa or other immigration status. International Student-Athletes should contact the Office of International Programs and Services (OPIS) for additional information.

Student-Athlete: An individual enrolled at the University, or any other NCAA member institution, who participates in intercollegiate athletics.

IV. Compliance

1. Compensation of Student-Athletes by George Mason University

All decisions regarding Compensation to a Student-Athlete or Prospective Student-Athlete must be approved by the Athletic Director or his designee, pursuant to Athletic Department procedure, and documented in an agreement approved by the Office of University Counsel.

The University may offer NIL opportunities to Student Athletes or Prospective Student Athletes that provide, increase, or reduce Compensation based on athletic accomplishments, including but not limited to offense or defense accomplishments, plays, or performances, (e.g. points-per-game; number of wins), pre-season or post-season awards or accolades (e.g. Player of the Week, Player of the Year; All-Conference selection; All-Tournament selection).[or earning a post-season invitation (e.g. Conference Tournament, NCAA Tournament).

2. Compensation of Student-Athletes by Third-Parties

Representatives of Athletics Interest, commonly and hereinafter referred to as “boosters,” including an NIL Collective, may discuss, offer, and otherwise negotiate NIL arrangements with current or prospective Student-Athletes as a recruiting or retention inducement. University employees may communicate with Representatives of Athletics Interests regarding NIL opportunities for specific currently-enrolled Student-Athletes and may refer Student-Athletes to a Representatives of Athletics Interests to discuss NIL opportunities. Consistent with NCAA guidelines, University employees may facilitate or negotiate NIL Activity for a Student-Athlete or Prospective Student-Athlete.

Student-Athletes may engage in NIL Activity with sponsors of the University or entities that compete with sponsors of the University with the exception of the category of footwear and apparel. Specifically, the University’s Student-Athletes are required to wear the University’s footwear and apparel sponsor while training or competing on behalf of the University, unless the footwear and apparel sponsor has provided a team exemption due to lack of product or an individual exemption for medical reasons.

Student-Athletes shall not engage in Third-Party NIL Activity for Compensation while the Student-Athlete is engaged in academic, official team, or athletic department activities, including class, tutoring, competition, practice, travel, academic services, community service, promotional activities, and other athletic department activities.

Student-Athletes shall not use the University’s name or any other logo, marks, or other intellectual property owned by the University in connection with Third-Party NIL Activity without express written consent of the University. Student-Athletes involved in NIL Activities may generally, and without the use of institutional marks and logos, indicate their status as a University varsity athlete, and identify their team and sport.

The University is not liable or otherwise responsible to any Student-Athlete, noninstitutional entity that partners with a Student-Athlete, Professional Service Provider or other entity

involved with NIL Activity for any conduct, omission, or injury related to any Third-Party NIL Activity.

3. NIL Activity Requirements

Student-Athletes may utilize the services of any Professional Services Provider for assistance with NIL Activity. However, an individual or entity who serves as a Student-Athlete's Professional Service Provider for NIL Activity cannot also serve as the Student-Athlete's Agent for the purpose of marketing the Student Athlete's athletic abilities. Student-Athlete use of Agents for the purpose of obtaining, facilitating, or negotiating NIL arrangements must be consistent with current NCAA rules.

Pursuant to Va. Code §23.1-408.1(D), Student-Athletes shall not earn Compensation for NIL Activity in connection with any of the following:

1. Alcohol and alcoholic beverages;
2. Adult entertainment;
3. Cannabis, cannabinoids, cannabidiol, or other derivatives, not including hemp or hemp products;
4. Controlled substances, as defined in § 54.1-3401;
5. Performance enhancing drugs or substances such as steroids or human growth hormone;
6. Drug paraphernalia, as defined in § 18.2-265.1;
7. Tobacco, tobacco products, alternative nicotine products, nicotine vapor products, and similar products and devices;
8. Weapons, including firearms and ammunition for firearms; and
9. Casinos or gambling, including sports betting.

Student-Athletes shall not miss class or other mandatory academic requirements or required team activities to engage in NIL Activity.

Prospective Student-Athletes may not engage in any NIL Activity that is impermissible for current Student-Athletes at the University under this policy.

Student-Athletes are responsible for all tax, withholding, reporting, licenses, permissions, permits, expenses, fees and any other obligations, liabilities or costs associated with NIL Activity. Consistent with current NCAA rules, The University or a designated staff member may provide assistance

4. University Involvement in Third-Party NIL Activity

The University, including its employees, contractors, representatives and agents, may not:

- a. Purchase a Student-Athlete's work product or service (except that a product or service developed as part of a Student-Athlete's coursework is not subject to this restriction).
- b. Contract with or otherwise knowingly allow any institutional partner or contractor to engage in activity that is impermissible for the institution (e.g. "pay for play").

5. Disclosure and Review of NIL Activity

1. Student-Athletes must disclose, via the process described in the accompanying procedures and consistent with the terms of the structured settlement in *House vs. NCAA*, any Third-Party NIL Activity to the University that results in Compensation within fourteen (14) days of either the receipt of the Compensation or the execution of an agreement for future Compensation, whichever occurs first.
2. Prospective Student-Athletes must disclose all Third-NIL Activity or agreements to the University that will continue during their enrollment at the University.
3. Anyone who becomes aware of NIL Activity or agreements involving Student-Athletes, shall inform the Athletic Compliance Office.
4. George Mason's Athletics Compliance Office, in consultation the Office of University Branding as needed, shall review all Student-Athlete NIL Activity or agreements to determine compliance with the provisions of this policy and NCAA rules.
5. George Mason's Athletic Compliance Office shall determine whether a Student-Athlete's NIL Activity or agreement is permissible per the terms of this policy and NCAA rules and inform the involved Student-Athlete per the attached procedures.

V. Forms

Student-athletes and staff access disclosure forms via the process described in the accompanying procedures.

VI. Dates

A. Effective Date:

This policy will become effective on the date of approval by the University Board of Visitors.

B. Date of Most Recent Review

N/A

VII. Timetable for Review

This policy, and any related procedures, shall be reviewed biennially.

VIII. Signatures

Approved:

[President]

Date

Approved:

[Board of Visitors]

Date



Name, Image, and Likeness Policy

Board of Visitors



Thursday, May 1st, 2025

George Mason University Policy 4030:

Name, Image, and Likeness (NIL)

➤ **Scope:**

- Applicable to all University employees, contractors, students, and prospective students.

➤ **Summary of Policy Statement:**

- University may provide permissible benefits a SA or PSA for the use of their NIL
- University may directly enter NIL agreements with current and prospective student-athletes.
- The University shall not enter an agreement with a SA or PSA for “pay for play.”
- SAs are not considered employees based on their status as student-Athletes.

***Policy is consistent with recently approved National Collegiate Athletic Association (“NCAA”) requirements and the pending terms of the structured settlement in House vs. NCAA.*

George Mason University Policy 4030: Name, Image, and Likeness (NIL)

➤ Summary of Compliance Policy:

- Director of Athletics, or Designee, required to approve all NIL agreements.
- University may provide, increase, or reduce NIL compensation for athletic accomplishments.
- Third-Parties, Boosters, and/or Collectives:
 - May discuss offer, negotiate NIL arrangements with current and prospective SAs.
 - University staff may communicate with third-parties, boosters, or collectives regarding specific SAs.
 - University staff may facilitate or negotiate NIL activity for current and prospective SAs.



George Mason University Policy 4030: Name, Image, and Likeness (NIL)

➤ Summary of Compliance Policy (Continued):

- SA Permissions and Restrictions:
 - May engage in NIL activity with third parties, except footwear/apparel.
 - May use University logos and marks with written consent.
 - May not engage in NIL activity during academic, team, and department activities.
 - May not endorse: alcohol, adult entertainment, cannabis/controlled substances, performance-enhancing substances, drug paraphernalia, tobacco, weapons, casinos/gambling.
- SA must disclose NIL arrangements to the University and House Settlement entity.



George Mason University Policy 4030:

Name, Image, and Likeness (NIL)

➤ Implementation of Policy – House vs. NCAA Settlement:

- NIL arrangements with **Institution, Collectives**, over \$600 must be disclosed.
 - Clearinghouse reviews deal for valid business purpose or pay-for-play.
 - *Note: No Fair Market Value analysis for institution or associated entity, individual deals.*
- If Clearinghouse finds no pay-for-play, the NIL deal is approved.
- If Clearinghouse finds deal is impermissible pay-for-play, student-athlete can challenge decision via new neutral arbitration system.
- If neutral arbitrator upholds Clearinghouse's impermissible decisions, student-athlete and associated entity or individual may renegotiate the deal.

Questions?

ITEM III. B.:

FY 2026 University Budget (ACTION)

PURPOSE OF ITEM:

The FY 2026 University Budget reflects revenue and expense plans that include proposed tuition and fee rates.

APPROPRIATE COMMITTEE: FINANCE AND LAND USE

BRIEF NARRATIVE:

An FY 2026 University Budget budget is being recommended that includes a 2.5% increase in tuition rates and mandatory student fees. The tuition revenue is needed to meet critical university needs including the State's compensation increases, inflationary costs, and strategic reinvestments including Grand Challenges, infrastructure and market compensation.

Since the General Assembly has not finalized the Commonwealth's FY 2026 budget, George Mason's E&G Operating Budget includes both the current proposed budget amendments and the biennium budget adopted in May 2024.

The E&G Operating Budget would be balanced with the additional appropriations included in the current proposed budget amendments. Without the recommended tuition increase, there would be a \$5M - \$17M shortfall, depending on the final Commonwealth budget. Any anticipated shortfalls will be actively managed to reflect a balanced budget.

George Mason's proposed FY 2026 All-Funds Operating Budget continues to reflect a more positive margin trajectory, primarily driven by Auxiliary Enterprises. A positive margin will continue to support AE critical capital projects and infrastructure.

The FY 2026 Capital Budget is \$133M covering debt service and spending on previously approved capital projects, annual capital, and ongoing maintenance.

The FY 2026 In-State annual rates reflect a flat 2.5% increase. The Out-of-State annual rate increases for Undergraduate, Graduate and Law are \$528, \$720, and \$1,022, respectively.

The total price for an FY 2026 undergraduate student living on-campus (including tuition, fees, room, and board) is

proposed at \$29,020 for in-state and \$53,752 for out-of-state.

Detailed tuition rates are provided in the presentation materials.

STAFF RECOMMENDATION: Staff recommends Board of Visitors approval of the FY 2026 University All-Funds and E&G Operating Budgets, including Commonwealth scenarios, with a 2.5% increase in Tuition Rates and Mandatory Student Fees.



BOARD OF VISITORS

Finance & Land Use Committee

Office of the EVP for Finance & Administration | April 10, 2025

Agenda

Financial Matters

- A. FY 2025 Financial Report Through February
- B. FY 2026 University Budget (ACTION)

Capital Matters

- A. Six-Year Capital Plan (ACTION)
- B. Land Use Certification (ACTION)
- C. SciTech Dominion Transmission Easement (ACTION)

Appendix I: Capital Project Review (Stoplight)

Appendix II: Detailed Tuition & Fee Rates

Appendix III: Supplemental Financial Information

Appendix IV: Six-Year Capital Plan Outyear Projects



FY 2025 Financial Report Through February

Financial Matters

FY 2025 Financial Report Through February - E&G Operating

FY25 E&G Operating Budget and YTD actuals are aligned as of February.

- Revenues are trending ahead of budget due to additional State Support and Net Tuition & Fees.
- Ongoing State support provides funding to stabilize E&G operations and invest in strategic initiatives.
- Expenses are trending slightly higher than budget primarily due to the timing of activity. Expenses are expected to normalize by year-end.
- Favorable year-end results are contingent on continued mitigation strategies.

Cash basis, in \$M's	FY 2024 Actual	FY 2025 Budget ⁽¹⁾	FY 2025 YTD Actual (Feb) ⁽²⁾	FY 2025 YTD Actual as a % of Budget ⁽³⁾
Revenues				
Net Tuition and Fees	515	529	508	
State Appropriations	245	274	187	
Auxiliary Enterprises	1	-	-	
Other Operating Revenue	16	20	15	
Total Revenues	777	823	710	86%
Expenses				
Compensation	626	659	444	
Contractual Services	83	84	56	
Direct Expenses/Other	81	80	72	
Total Expenses	790	823	572	69%
E&G Surplus/(Shortfall)	(13)	-	138	
Strategic Use of Reserves	-	-	-	
Balancing Mitigation Strategies	13	-	-	
Strategic Reinvestment	-	-	-	
Adjusted E&G Surplus/(Shortfall)	-	-	-	

⁽¹⁾ FY25 Recalibrated Budget presented at the February BOV FLUC meeting.

⁽²⁾ YTD Surplus is not indicative of projected year-end results. This amount will continuously change as additional expenses are incurred and aligned with revenues through FY25 year-end.

⁽³⁾ Straight-line benchmark as of February: Revenue achieved ~67% and Expenses utilized ~67%. This methodology does not incorporate specific trends or seasonality.

FY 2025 Financial Report Through February - Operating

FY25 Operating Budget and YTD actuals are aligned as of February.

- Revenues are trending ahead of budget and anticipated to continue.
- Primary revenue drivers are State support, Research volume, Interest income and Net tuition & fees.
- Expenses are trending slightly higher than budget but expected to normalize by year-end.
- Anticipated year-end surplus primarily attributed to Auxiliary Enterprises.
- Strategic reinvestments will address AE critical capital projects and infrastructure.

Cash basis, in \$M's	FY 2024 Actual	FY 2025 Budget ⁽¹⁾	FY 2025 YTD Actual (Feb) ⁽²⁾	FY 2025 YTD Actual as a % of Budget ⁽³⁾
Revenues				
Net Tuition and Fees	518	531	511	
State Appropriations	328	359	273	
Grants & Contracts	294	286	226	
Auxiliary Enterprises	288	290	272	
Other Operating Revenue	38	39	35	
Total Revenues	1,466	1,505	1,317	87%
Expenses				
Compensation	819	865	588	
Contractual Services	235	242	171	
Direct Expenses/Other	380	381	317	
Total Expenses	1,433	1,488	1,076	72%
Surplus/(Shortfall)	33	17	241	
Strategic Use of Reserves	-	-	-	
Balancing Mitigation Strategies	-	-	-	
Strategic Reinvestment	(33)	(17)	-	
Adjusted Surplus/(Shortfall)	-	-	-	

⁽¹⁾ FY25 Recalibrated Budget presented at the February BOV FLUC meeting.

⁽²⁾ YTD Surplus is not indicative of projected year-end results. This amount will continuously change as additional expenses are incurred and aligned with revenues through FY25 year-end.

⁽³⁾ Straight-line benchmark as of February: Revenue achieved ~67% and Expenses utilized ~67%. This methodology does not incorporate specific trends or seasonality.

Note: Operating includes the following funds: Education and General (E&G), Auxiliary Enterprises, Sponsored Research, Indirects, Financial Aid, Other Restricted and Other Unrestricted. **Capital Funds are EXCLUDED.**

Budget Mitigation Update

Mitigation Savings Achieved

George Mason is reflecting an Operating “All-Funds” budget surplus and a balanced E&G budget. This was accomplished through a two-year mitigation plan that included cost reductions/savings and revenue enhancements.

Mitigation Savings Ongoing

As of February, expenses are continuing to trend on-budget, which is indicative of the successful cost savings and revenue enhancement mitigation strategies, including disciplined workforce planning, improved operational processes and efficiency, and strategic realignments across key areas.

The Senior Leadership Team conducts a monthly financial review of operations, demonstrating strong financial management oversight and stewardship of university financial operations.

Budget Mitigation Update

Achieved Budget Mitigations

Revenue Enhancements

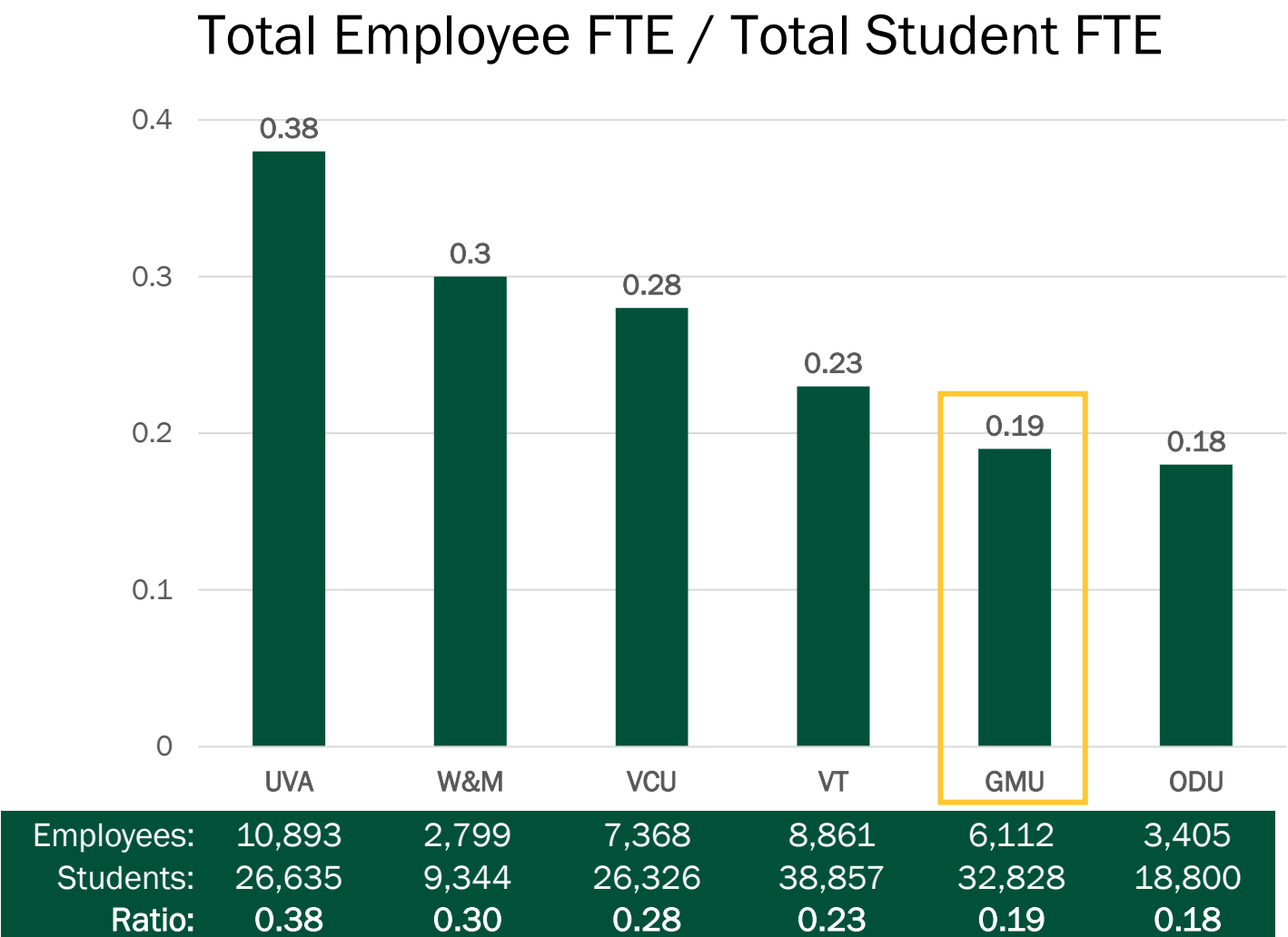
- Patriot Investment Fund - \$2.2M in FY24, \$3.9M projected in FY25
- Masonvale ground lease termination - \$3M annual
- Vernon Smith Hall acquisition - \$12M in FY24 (one-time), \$2.3M annual

Cost Savings/Cost Avoidance

- 64 positions not filled through Critical Vacancy Review - \$9.2M
- Vernon Smith Hall rent expense elimination - \$4M annual
- Faculty Incentive Retirement Plan - \$3M (5-year period)
- Freedom Aquatic & Fitness Center renegotiation - \$2.1M (5-year period)
- Parking contract savings - \$1.1M annual
- Janitorial service adjustments - \$775K annual
- Library material reduction (duplicate & underutilized) - \$750K annual
- Energy efficiency improvements - \$475K annual

George Mason Is Efficient

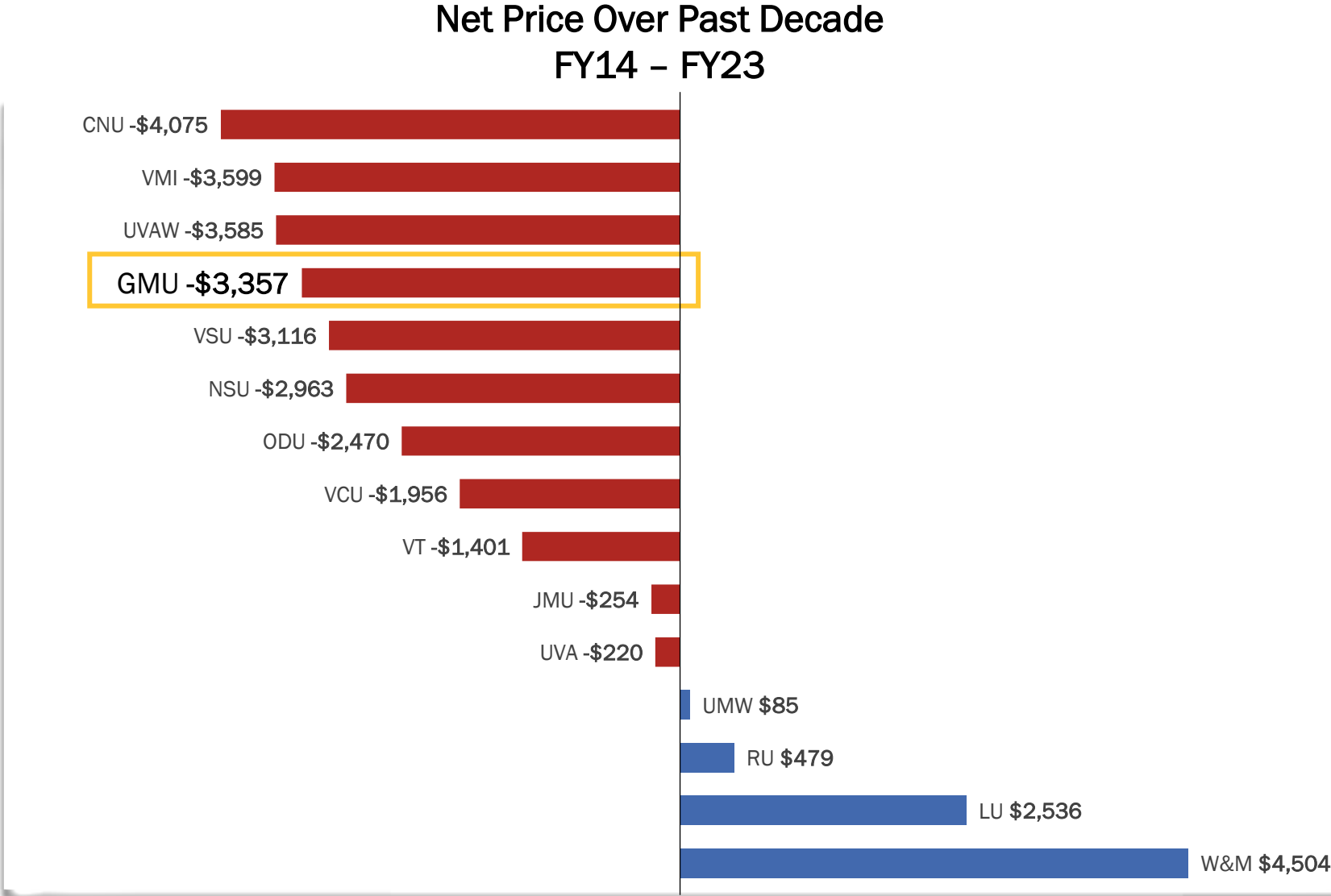
- George Mason has fewer employees per student than nearly all Virginia doctoral peers
- George Mason continues to improve and invest in operational infrastructure and technology efficiencies
- This level of leanness is unsustainable



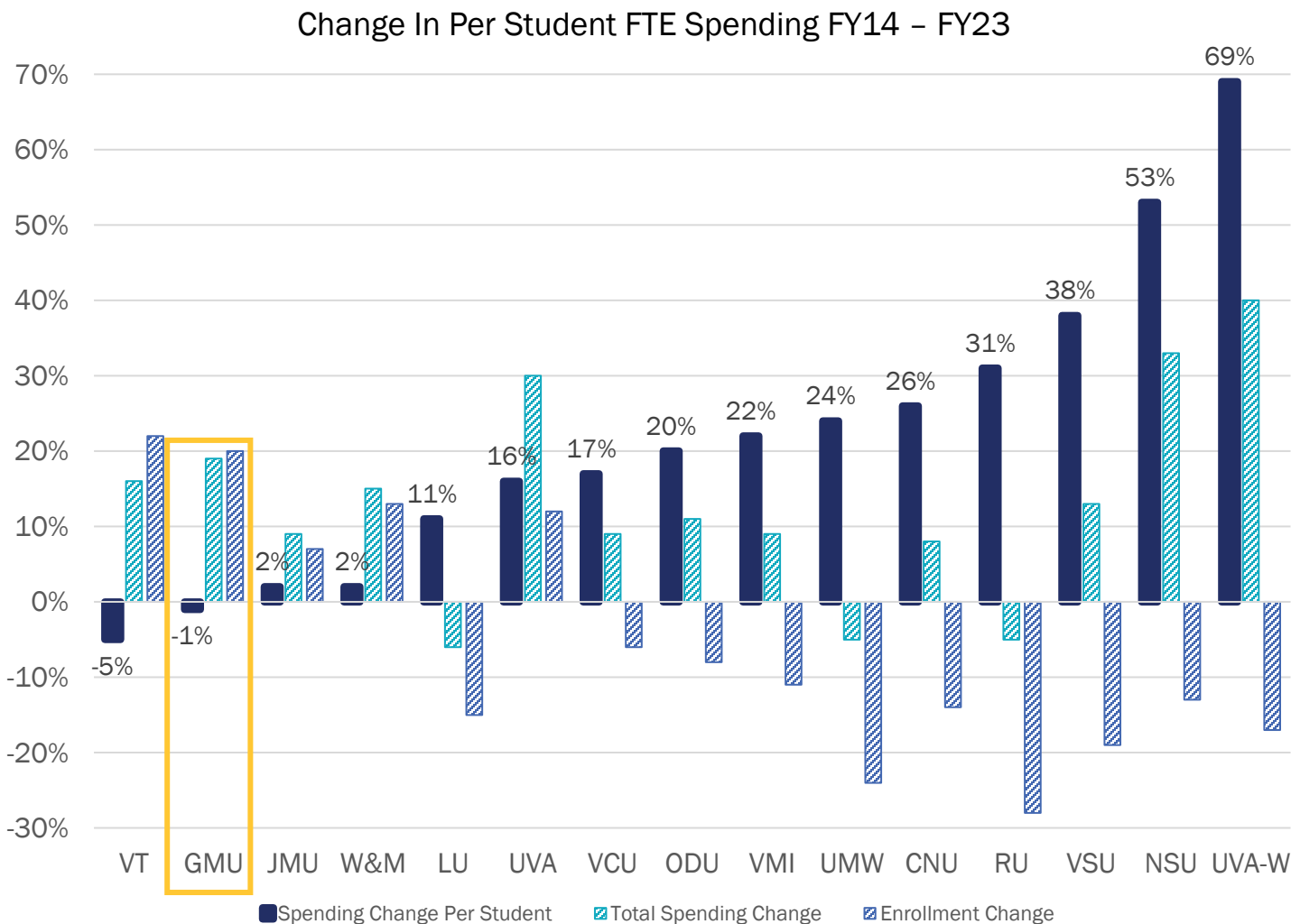
Source: SCHEV Enrollment – Annual FTE report: E05: Annualized Student FTE and Credit Hours
IPEDS FY23 Employee Headcount (FY24 data is not available yet)

Reduced Net Price

- George Mason has 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



Decreased Per Student Spending



- 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



FY 2026 University Budget

Financial Matters

Commonwealth Budget Status

- **Proposed Budget Amendments are on the Governor's Desk**

- **Mason's FY25 Allocation:**

- Historic second-year funding allocations in budget amendments maintained by General Assembly during April 2 Reconvened Session
- Increased appropriations proposed are a recognition of high performance and efficiency
- With proposed funding still below need, recommended tuition increase generates revenue to address critical needs

- **Final Budget Timeline**

- Governor expected to accept or reject proposed budget by May 2.
- If he rejects the proposed budget, the Commonwealth will continue to operate under the previously adopted biennium budget from May 2024.

FY 2026 Planning Scenarios - E&G Operating

George Mason reflects a balanced E&G budget to a slight shortfall under the current Commonwealth proposed budget.

- E&G budget will stabilize due to increases in State Appropriations (Operating) and Net Tuition & Fee Revenue.
- Lack of State Support and Net Tuition & Fee Revenue will create a need for alternative funding strategies & solutions.
- Tuition increase of 2.5% is needed to provide support for the following:
 - 3% State compensation increases
 - Inflationary costs (e.g. contracts, equipment, utilities & other)
 - Strategic reinvestments (e.g. Grand Challenges Cluster Hires, market compensation, infrastructure, etc.).
- Expense escalations include salaries & wages, contractual services (e.g. LSEB/FUSE, IT Infrastructure, etc.) and other direct expenses (e.g. scholarships & fellowships, equipment, etc.)

			FY 2026 Proposed Budget ⁽¹⁾ Under Governor's Consideration		FY 2026 Adopted Biennium Budget ⁽¹⁾ Approved in May 2024	
Cash basis, in \$M's	FY 2024 Actual	FY 2025 Budget ⁽²⁾	Recommended 2.5% Tuition Increase	0% Tuition Increase	Recommended 2.5% Tuition Increase	0% Tuition Increase
Revenues						
Net Tuition & Fees	515	529	536	531	536	531
State Appropriations	245	274	283	283	283	283
Auxiliary Enterprises	1	-	-	-	-	-
Other Operating Revenue	16	20	21	21	21	21
Total Revenues	777	823	840	835	840	835
Expenses						
Salaries & Wages	484	509	521	521	521	521
Fringe Benefits	142	151	157	157	157	157
Contractual Services	83	84	93	93	93	93
Direct Expenses/Other	81	79	81	81	81	81
Total Expenses	790	823	852	852	852	852
Surplus/(Shortfall) before New Appropriations	(13)	-	(12)	(17)	(12)	(17)
Proposed Additional Appropriations⁽³⁾	13	-	12	12	-	-
Adjusted Surplus/(Shortfall) before Balancing Mitigation Strategies	-	-	-	(5)	(12)	(17)
Balancing Mitigation Strategies	-	-	-	5	12	17
Strategic Reinvestment	-	-	-	-	-	-

⁽¹⁾ Both scenarios reflect 1.5% enrollment growth

⁽²⁾ FY25 Recalibrated Budget presented at the February BOV FLUC meeting.

⁽³⁾ Appropriations generally expected to be recurring.

FY 2026 Planning Scenarios - Operating

George Mason's Operating budget largely reflects a more positive margin trajectory under the current Commonwealth proposed budget.

- Favorability primarily attributed to Auxiliary Enterprises' (AE) margin surplus.
- State Appropriations and a tuition increase of 2.5% are needed to reflect an E&G balanced budget.
- Expense escalations include salaries & wages (3%), contractual services (LSEB/FUSE, IT Infrastructure, etc.) and other direct expenses (3%).
- Strategic reinvestment primarily used to support AE critical capital projects and infrastructure.

Cash basis, in \$M's	FY 2024 Actual	FY 2025 Budget ⁽²⁾	FY 2026 Proposed Budget ⁽¹⁾ Under Governor's Consideration		FY 2026 Adopted Biennium Budget ⁽¹⁾ Approved in May 2024	
			Recommended 2.5% Tuition Increase	0% Tuition Increase	Recommended 2.5% Tuition Increase	0% Tuition Increase
Revenues						
Net Tuition & Fees	518	531	539	534	539	534
State Appropriations	328	359	366	366	366	366
Grants & Contracts	294	286	295	295	295	295
Auxiliary Enterprises	288	290	299	299	299	299
Other Operating Revenue	38	39	43	43	43	43
Total Revenues	1,466	1,505	1,542	1,537	1,542	1,537
Expenses						
Salaries & Wages	643	668	685	685	685	685
Fringe Benefits	176	198	198	198	198	198
Contractual Services	235	242	268	268	268	268
Direct Expenses/Other	379	380	389	389	389	389
Total Expenses	1,433	1,488	1,540	1,540	1,540	1,540
Surplus/(Shortfall) before New Appropriations	33	17	2	(3)	2	(3)
Proposed Additional Appropriations⁽³⁾	-	-	14	14	-	-
Adjusted Surplus/(Shortfall) before Balancing Mitigation Strategies	33	17	16	11	2	(3)
Balancing Mitigation Strategies	-	-	-	-	-	3
Strategic Reinvestment	(33)	(17)	(16)	(11)	(2)	-

⁽¹⁾ Both scenarios reflect 1.5% enrollment growth

⁽²⁾ FY25 Recalibrated Budget presented at the February BOV FLUC meeting.

⁽³⁾ Appropriations generally expected to be recurring.

Note: Operating includes the following funds: Education and General (E&G), Auxiliary Enterprises, Sponsored Research, Indirects, Financial Aid, Other Restricted and Other Unrestricted. **Capital Funds are EXCLUDED.**

Potential Budget Risks

- **We are operating an environment of almost unprecedented financial uncertainty – arguably greater than the pandemic.**
- **Potential risk factors:**
 - Research cost recovery limitations
 - Reduced or withdrawn Federal/State appropriations
 - Indirect impact of reduced Federal/State funding for our external partners
 - Declining international enrollment
 - General economic uncertainty
- **Tuition revenue is an even more important funding source in this uncertain economic climate**

Tuition Recommendation

In-State	FY 2025 Tuition
Undergraduate	\$10,392
Graduate	\$14,136
Law (non-JD)	\$24,864
Out-of-State	FY 2025 Tuition
Undergraduate	\$34,860
Graduate	\$36,480
Law (non-JD)	\$40,978

Scenario #1	
FY 2026	
(2.5% Incr)	Tuition
\$264	\$10,656
\$360	\$14,496
\$616	\$25,480
FY 2026	
(\$ Incr)	Tuition
\$528	\$35,388
\$720	\$37,200
\$1,022	\$42,000

Scenario #2			
FY 2026		FY 2027	
(0% Incr)	Tuition	(2.5% Incr)	Tuition
\$0	\$10,392	\$264	\$10,656
\$0	\$14,136	\$360	\$14,496
\$616	\$25,480	\$644	\$26,124
FY 2026		FY 2027	
(\$ Incr)	Tuition	(\$ Incr)	Tuition
\$0	\$34,860	\$528	\$35,388
\$0	\$36,480	\$720	\$37,200
\$1,022	\$42,000	\$1,050	\$43,050

- George Mason is recommending a 2.5% increase in FY26 tuition to support critical infrastructure investments, rising costs and market compensation

NOTE: OOS increases based on double the IS \$ increase amounts
Law (JD) tuition is not proposed to increase
Proposed increases are adjusted from round numbers to enable billing by credit hour

Mandatory Student Fee Recommendation

In-State	FY 2025 Fee	FY 2026	
		2.5% Incr	Fee
Undergraduate	\$3,828	\$96	\$3,924
Graduate	\$3,828	\$96	\$3,924
Law	\$2,898	\$72	\$2,970
Out-of-State	FY 2025 Fee	FY 2026	
		2.5% Incr	Fee
Undergraduate	\$3,828	\$96	\$3,924
Graduate	\$3,828	\$96	\$3,924
Law	\$2,898	\$72	\$2,970

- George Mason is recommending a 2.5% increase in FY26 mandatory student fees
- Without a fee increase, critical investments in student infrastructure will be delayed and student service levels may be reduced

FY 2026 Capital Summary

CAPITAL BUDGET (in millions)	
Expenditure	
Major Capital	74
Annual Capital	10
Deferred Maintenance	20
Annual Debt Service	45
Sub-Total	149
Developer Cost Included Above	(16)
Total	133
Funding Sources	
State Appropriations Received in Current FY	43
State Appropriations Received in Prior FY	2
Debt	0
Gifts	0
Sponsored Grants	0
Central Operations / Reserves	27
School or Dep't Operations / Reserves	0
Transfers in from Operating	61
Total	133

- Total projections are less than last year due to the substantial completion of **FUSE** and **Life Science Engineering Building**. Detailed schedule of all projects on following slide.
- Annual Capital and Deferred Maintenance represent on-going routine projects.
- Annual Debt represents debt service (principal and interest) scheduled to be paid during FY 2026, funded from operations.
- Developer Costs to be paid by P3 partner have been removed from total projected Mason capital spending.
- New format identifies the various funding sources expected to cover FY 2026 capital project expenditures and debt service.

FY 2026 Capital Detail

- New projects from last year include Interdisciplinary Sci. and Engr. Building (ISEB), Housing Renovations Phase 1 (Pres. Park), and Address Priority Facility Improvements
- Basketball and Academic Performance Center is the former RAC Addition.
- Student Activities & Engagement Building is the former Activities Building (Community, Well-Being)
- Aquatic & Fitness Center Capital Renewal is the former Aquatic & Fitness Center Reno
- Interdisciplinary Sci. and Engr. Building (ISEB) shows a negative future spend as we are assuming this project will proceed but have not received additional authority.

FY26 CAPITAL EXPENDITURE-TO-DATE BY PROJECT						
	Total Project Authorization (A)	Expenditures				Future Project Spend (=A-B-C)
		As of FY25 (B)	Fiscal Year 2026			
			Budget	YTD	Full-year Forecast (C)	
Planning Phase						
Interdisciplinary Sci. & Engr. Building	0.5	0.5	10.5	0.0	10.5	(10.5)
Housing Renovations Phase 1	25.0	0.0	1.5	0.0	1.5	23.4
Design Phase						
Address Priority Facility Improvements	8.0	1.7	6.2	0.0	6.2	0.2
Basketball and Academic Performance Center	30.0	1.4	10.4	0.0	10.4	18.2
EagleBank Arena AHU Replacements	11.7	0.2	1.2	0.0	1.2	10.4
Telecom Infrastructure, Ph 2	23.3	1.6	13.0	0.0	13.0	8.7
Telecom Infrastructure, Ph 3	24.0	0.7	1.9	0.0	1.9	21.4
Construction Phase						
Student Activities & Engagement Building	11.0	10.0	1.0	0.0	1.0	0.0
Aquatic & Fitness Center Capital Renewal	13.5	12.8	0.7	0.0	0.7	0.0
Expand Central Plant Capacity	8.2	5.7	2.5	0.0	2.5	0.0
Johnson Center HVAC Repairs	8.0	7.2	0.8	0.0	0.8	0.0
FUSE at Mason Square	253.8	227.1	26.6	0.0	26.6	0.0
Tech Talent Bachelors Capital	23.0	18.0	3.1	0.0	3.1	2.0
Close-Out						
Life Science Engineering Building	107.1	104.6	2.5	0.0	2.5	0.0
Telecom Infrastructure, Ph 1	10.5	9.4	1.1	0.0	1.1	0.0
Umbrella (On-going)						
Maintenance Reserve	5.4	N/A	5.4	0.0	5.4	N/A
Annual Capital	15.5	N/A	15.5	0.0	15.5	N/A
Total	578.5	400.9	103.9	0.0	103.9	73.8
Annual Debt Service			45.0		45.0	
Sub-total			148.9	0.0	148.9	
Developer Cost Included Above			(16.0)	0.0	(16.0)	
Adj. Total			132.9	0.0	132.9	

Student & Board Budget Engagement

- ☒ **December 5 - Finance & Land Committee:**
 - Draft Tuition & Fee Scenarios
- ☒ **February 13 - Finance & Land Committee:**
 - Revised Tuition & Fee Scenarios
 - Room & Board Rates Approved (Full Board Approved 2/27)
- ☒ **Open Public Comment Portal**
- ☒ **March 20 - Student Government Hosted Town Hall**
- ☒ **April 1 - BOV Public Comment Session**
 - Proposed Tuition & Fees
- ☒ **April 10 - Finance & Land Use Committee:**
 - Proposed FY 2026 Budget (Committee Approval)
- ☐ **May 1 - BOV Meeting:**
 - Proposed FY 2026 Budget (Full Board Approval)

Staff Recommendation

Approval of the FY 2026 University Budget, including Commonwealth scenarios, with FY 2026 tuition rates and mandatory student fees as detailed in the meeting materials.

- 2.5% increase in FY 2026 in-state tuition**
- 2.5% increase in FY 2026 mandatory student fee**



Six-Year Capital Plan

Capital Matters

Six-Year Capital Plan

■ Annual Approval of Six-Year Capital Plan:

- Today's approval request is only for FY26 projects to begin execution or include as part of the Commonwealth request.
- Projects identified for FY27 and beyond are illustrative and subject to change. The list of these projects are included in the appendix.
- Projects are brought before the BOV for approval each May for execution or inclusion as part of the Commonwealth request in the following FY.

■ Actions After BOV Approval :

- **Project Initiation in FY26:** Projects only utilizing Mason funding (non-general fund).
- **Project Submission to Commonwealth:** Projects submitted to the Commonwealth for general fund (GF) support or debt sold by the Commonwealth. Requires subsequent Commonwealth approval.

Framework for Board Approval and Review of Capital Projects

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

- Project Approval (Annual Capital Plan)
- Schematic Design Approval
- Significant Change Approval
 - Required for changes greater than 10% in Budget (\$) or Scope (GSF)

Routine Board Review of Ongoing Project Review

- Stoplight Chart (in each BOV meeting book)
- Completion report (upon each major capital project completion)

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

Capital Project Planning & Prioritization

Capital Plan Initiatives

1. Academic Priority:
 - Expand student-centric space, modernize teaching facilities, and strengthen research
2. Mason 2050:
 - Redesigned Main Campus, expanded residential Mason Square Campus, and community integrated SciTech Campus
 - Emphasis on the development of the premier living/learning communities in the region
3. Deferred Maintenance:
 - Address priority facility improvements

Capital Planning Resource Considerations

1. Prioritize Capital Investments that Maximize On-Campus Space Efficiency
2. Advance Student-Centric Capital Projects
3. Phase Out External Leases Through Strategic Campus Development
4. Embed Lifecycle Deferred Maintenance into Capital Planning
5. Ensure Financial Sustainability By Managing Debt Capacity and Reserves

FY26 Capital Projects: Academic Priority

		GF Authorization	NGF Authorization	Total Authorization	Authority Needed
Academic Priority	Student Space Reno Phase I	\$0.00	\$6.00	\$6.00	BOV
	<ul style="list-style-type: none">This will be the first phase of renovations identified in the current Student Space Efficiency Analysis.It will likely take place in the Johnson Center and will provide a home for Mason's e-Sports.				
	Interdisciplinary Sci. & Eng. Building (ISEB) (Living Learning Village I)	\$216.20	\$0.00	\$216.20	BOV+Commonwealth
	<ul style="list-style-type: none">First submitted in University's FY22 Commonwealth Capital Plan submission. Resubmitted in FY24 as a \$165M project and in FY25 as \$216.2M.The ISEB is proposed as 150K GSF building that will modernize and replicate the spaces within David King Hall and Planetary Hall to allow Mason to repurpose or demolish the two antiquated facilities in accordance with the Master Plan.Anticipated to be the anchor building of the first Living Learning village on campus and has a direct relation with the Living Learning Village I project.				
	Costello College of Business Building (Living Learning Village II)	\$165.00	\$0.00	\$165.00	BOV+Commonwealth
	<ul style="list-style-type: none">Project previously approved by BOV in May 2019 with \$165M NGF budget. Project first submitted as part of the University's FY23 Commonwealth Capital Plan submission. If approved, funding will be converted to GF.The approximately 150K GSF building program is anticipated to collocate the Costello College of Business operations, include dedicated teaching space, include collaboration and include student engagement space.Anticipated anchor building of the second Living Learning village on campus and has a direct relation with the Living Learning Village II project noted in the appendix slides.				
	Subtotal	\$381.20	\$6.00	\$387.20	

(millions)

FY26 Capital Projects: Mason 2050

		GF Authorization	NGF Authorization	Total Authorization	Authority Needed
Mason 2050	University Drive/Ox Road (123) Pedestrian Bridge	\$0.00	\$8.00	\$8.00	BOV
	<ul style="list-style-type: none">Will improve pedestrian safety crossing Route 123.Increased pedestrian load is anticipated with new student housing and continue expansion on West Campus.				
	EagleBank Arena Athletics & Admin Offices	\$0.00	\$10.00	\$10.00	BOV
	<ul style="list-style-type: none">Phased renovation to separate Basketball and EBA operations and enhance fan experience by moving current storage space, creating new entertainer locker rooms, and consolidating Monumental operations.Cannot be completed until Basketball coaches move to Basketball and Academic Performance Center.				
	Faculty / Staff Housing PH 1 (Sci Tech)	\$0.00	\$10.00	\$10.00	BOV
	<ul style="list-style-type: none">Expansion of current stock of housing units for Faculty and Staff through purchase of units adjacent SciTech Campus.The additional housing will help with the recruitment and retention of Faculty and Staff.				
	Living Learning Village I (Engineering Village)	\$0.00	\$110.00	\$110.00	BOV
	<ul style="list-style-type: none">Construction of approximately 650 beds in conjunction with the ISEB project (contingent upon ISEB approval).Likely funded by debt to be paid back by housing revenue.Possibility to be pursued as a public-private partnership.				
Subtotal		\$0.00	\$138.00	\$138.00	

(millions)

FY26 Capital Projects: Deferred Maintenance

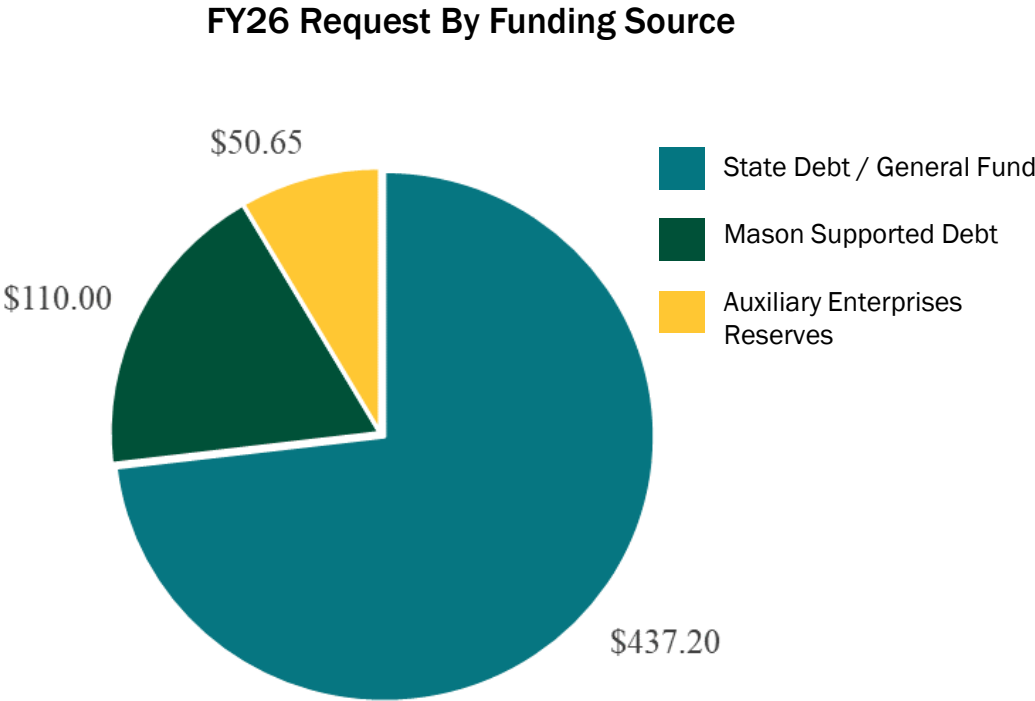
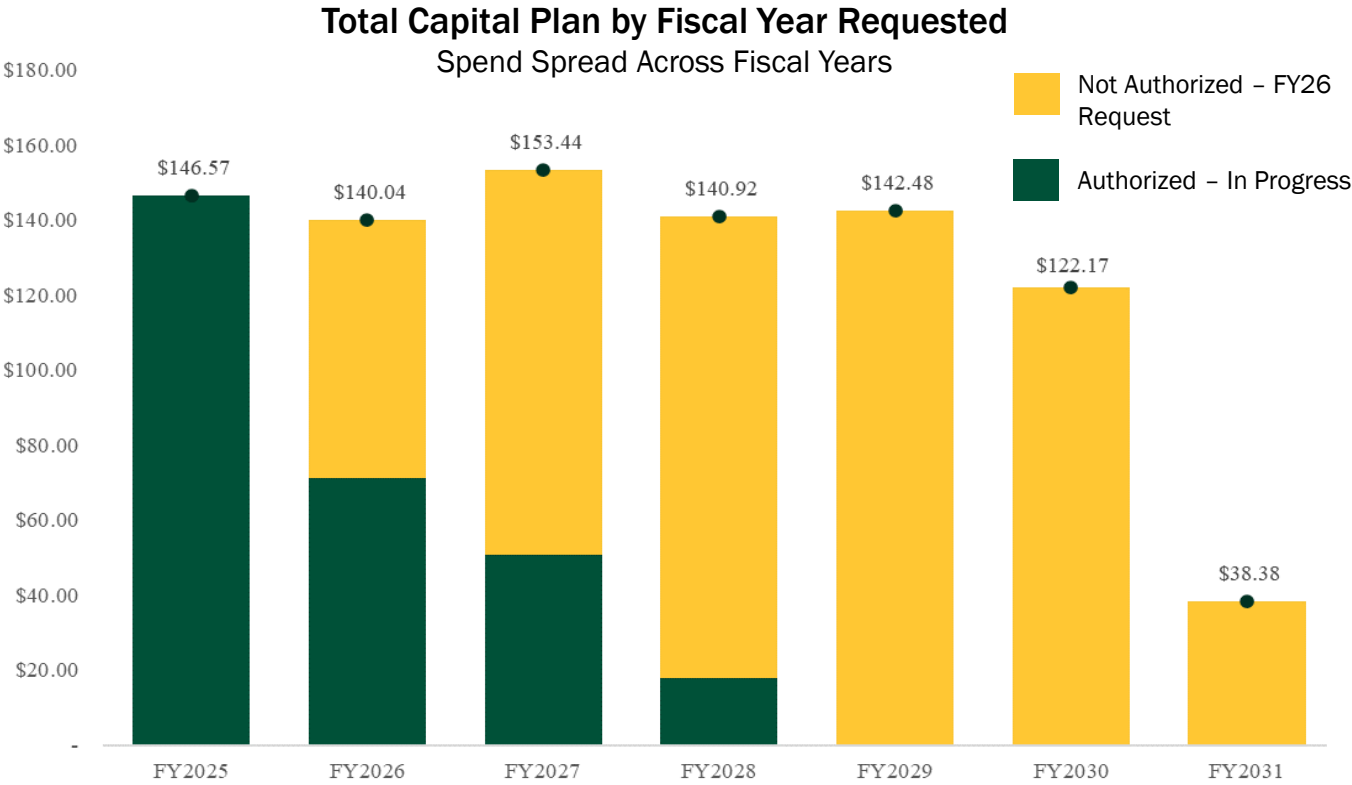
		GF Authorization	NGF Authorization	Total Authorization	Authority Needed
Deferred Maintenance	Critical Deferred E&G Maintenance	\$56.00	\$0.00	\$56.00	BOV+Commonwealth
	<ul style="list-style-type: none">First submitted as part of FY23 Commonwealth Capital Plan submission. Resubmitted in FY24 as \$36M project, and in FY25 as a \$96.4M project, based upon updated projected needs.The reduction to a \$56M request is the gap between anticipated funding and need for the next biennium (FY27 & FY28) and assumes no additional funding in the budget still under consideration. If \$12M noted in current budget update prevails, this value will be reduced accordingly.The Commonwealth’s annual maintenance reserve allocation is woefully underfunded to address the University’s critical deferred maintenance needs in E&G buildings.				
	Potomac Height Roof	\$0.00	\$5.75	\$5.75	BOV
	<ul style="list-style-type: none">Deferred maintenance project which has an aggregate sum that exceeds \$3M. It is necessary due to the deterioration of the shingled and membrane roofs and is budgeted for by Housing.				
	Mason Pond Garage Repair Phase I	\$0.00	\$3.40	\$3.40	BOV
	<ul style="list-style-type: none">Deferred maintenance project which has an aggregate sum that exceeds \$3M. It is necessary due to the deterioration of items such as expansion joints, sealant, precast clips, spalling concrete, ponding and traffic membranes. It is budgeted for by Parking and Transportation.				
	Masonvale Renovation	\$0.00	\$7.50	\$7.50	BOV
	<ul style="list-style-type: none">The project will be phased over 3 years. Cosmetic upgrades to all units will likely be completed as units are vacated.				
	Subtotal	\$56.00	\$16.65	\$72.65	

(millions)

FY26 Capital Projects: Total

	GF Authorization	NGF Authorization	Total Authorization
Academic Priorities	\$381.20	\$6.00	\$387.20
Mason 2050	\$0.00	\$138.00	\$138.00
Deferred Maintenance	\$56.00	\$16.65	\$72.65
Total	\$437.20	\$160.65	\$597.85

(millions)



Staff Recommendation

Approval of the Six-Year Capital Plan as detailed in the meeting materials.



Land Use Certification

Capital Matters

FY 2025 Land Use Certification

Virginia Code §2.2-1153 requires agencies and institutions to submit a Land Use Plan annually for all Commonwealth/University-owned land.

- Principal information desired by Department of General Services is identifying what land the Commonwealth may be able to surplus.
- The significant changes since last year's report are:
 - Waterline Connection Easement with Fairfax Water – Easement on Fairfax Campus related to the Student Engagement and Well-Being Building
 - Waterline Connection Easement with Prince William County Service Authority – Easement on SciTech Campus for distribution system
 - Waterline Connection Easement with Prince William County Service Authority – Easement on SciTech campus related to LSEB connection
- Potential Future Easement in FY25
 - Power Transmission Easement with Dominion Power – Easement on SciTech campus related to electrical power distribution

Staff Recommendation

Approval of the Land Use Certification spreadsheet included in the meeting materials.



SciTech Dominion Transmission Easement

Capital Matters

SciTech Dominion Transmission Easement

- Requested to extend existing power distribution to adjacent Dominion Power substation developments.
- Associated land is at the property border of our campus, contains areas of wetlands and is unlikely to be developed.
- Developer will compensate the Commonwealth \$110,230
 - \$104,730 for appraised value
 - \$5,500 cost of appraisal



Staff Recommendation

Approval of the SciTech Dominion Transmission Easement as detailed in the meeting materials.

Committee Vote:

Motion: To approve the following items as they are outlined in the meeting materials:

- **FY 2026 University Budget, including Commonwealth scenarios, with FY 2026 tuition rates and mandatory student fees:**
 - 2.5% increase in FY 2026 in-state tuition and
 - 2.5% increase in the FY 2026 mandatory student fee
- **Six-Year Capital Plan**
- **Land Use Certification**
- **SciTech Dominion Transmission Easement**



Appendix I

Capital Project Review

Capital Project Review (Stoplight)

FY25 CAPITAL PROJECT STOPLIGHT CHART											
	Total Project Authorization (A)	As of FY24 (B)	Expenditures			Future Project Spend (= A - B - C)	Budget Status	Schedule Status	Scope Status	Construction % Complete	Occupancy/ Completion Date
			Fiscal Year 2025								
			Budget	YTD	Full-year Forecast (C)						
Planning Phase											
Interdisciplinary Sci. & Engr. Building	0.5	0.0	0.5	0.2	0.5	0.0				0.0%	TBD
Housing Renovations Phase 1	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Design Phase											
Address Priority Facility Improvements	8.0	0.0	1.7	0.0	1.7	6.3	🟢	🟢	🟢	0.0%	TBD
Basketball and Academic Performance Center	30.0	0.3	1.8	0.6	1.1	28.6	🟢	🟢	🟢	0.0%	12/2/26
EagleBank Arena AHU Replacements	11.7	0.0	0.5	0.0	0.2	11.5	🟢	🟢	🟢	0.0%	TBD
Telecom Infrastructure, Ph 2	23.3	0.5	2.7	0.7	1.1	21.6	🟢	🟢	🟢	0.0%	4/16/26
Telecom Infrastructure, Ph 3	24.0	0.0	1.6	0.1	0.7	23.3	🟢	🟢	🟢	0.0%	TBD
Construction Phase											
Student Activities & Engagement Building	11.0	1.7	9.3	6.2	8.3	1.0	🟡	🟡	🟢	80.3%	5/4/25
Aquatic & Fitness Center Capital Renewal	13.5	8.1	5.4	3.6	4.7	0.7	🟢	🟢	🟢	99.0%	9/1/24
Expand Central Plant Capacity	8.2	1.2	6.0	2.6	4.5	2.5	🟢	🟢	🟢	48.3%	1/26/26
Johnson Center HVAC Repairs	8.0	2.7	4.5	3.6	4.5	0.8	🟢	🟢	🟢	90.3%	5/15/25
FUSE at Mason Square	253.8	173.3	69.2	42.8	56.5	24.0	🟢	🟢	🟢	99.0%	7/1/25
Tech Talent Bachelors Capital	23.0	16.3	1.7	1.0	1.7	5.0	🟢	🟢	🟢	N/A	N/A
Close-Out											
Life Science Engineering Building	107.0	70.3	34.3	27.4	34.3	2.4	🟢	🟢	🟢	95.7%	1/10/25
Telecom Infrastructure, Ph 1	10.5	5.2	4.2	4.0	4.2	1.1	🟢	🔴	🟢	97.9%	2/17/25
Umbrella (On-going)											
Maintenance Reserve	3.4	N/A	3.4	1.6	3.4	N/A				N/A	N/A
Annual Capital	6.7	N/A	6.7	14.2	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
Real Estate Acquisitions Phase 1 (Arlington)	40.0	24.1	0.0	0.0	0.0	15.9				100.0%	Complete
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	303.6	153.4	108.8	142.3 ⁽¹⁾	625.3					

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

(millions)



Appendix II

Detailed Proposed Tuition and Fees

Proposed Tuition & Fees: Annual Rates

FY26 PROPOSED TUITION AND FEE RATES

Classification	FY26 Tuition	FY26 MSF	FY26 Tuition & Fees
In-State			
Undergraduate	\$10,656	\$3,924	\$14,580
Graduate	\$14,496	\$3,924	\$18,420
Law (excl/JD)	\$25,480	\$2,968	\$28,448
Out-of-State			
Undergraduate	\$35,388	\$3,924	\$39,312
Graduate	\$37,200	\$3,924	\$41,124
Law (excl/JD)	\$42,000	\$2,968	\$44,968

FY27 PROPOSED TUITION RATES ONLY

Classification	FY26 Tuition	FY27 Increase	FY27 Tuition
In-State			
Undergraduate	\$10,656	\$264	\$10,920
Graduate	\$14,496	\$360	\$14,856
Law (excl/JD)	\$25,480	\$644	\$26,124
Out-of-State			
Undergraduate	\$35,388	\$528	\$35,916
Graduate	\$37,200	\$720	\$37,920
Law (excl/JD)	\$42,000	\$1,050	\$43,050

Note: FY27 Increases

- In-State reflects a 2.5% increase
- Out-of State increases are based on In-State "\$" increases doubled
- Law (JD) tuition is not proposed to increase
- All proposed increases are adjusted from round numbers to enable billing by credit hour

Proposed Tuition & Fees: Hourly Rates

FY26 PROPOSED TUITION AND FEES

Classification	FY26 Tuition	FY26 MSF	FY26 Tuition & Fees
In-State			
Undergraduate	\$444.00	\$163.50	\$607.50
Graduate	\$604.00	\$163.50	\$767.50
Law (excl/JD)	\$910.00	\$106.00	\$1,016.00
Out-of-State			
Undergraduate	\$1,474.50	\$163.50	\$1,638.00
Graduate	\$1,550.00	\$163.50	\$1,713.50
Law (excl/JD)	\$1,500.00	\$106.00	\$1,606.00

FY27 PROPOSED TUITION ONLY

Classification	FY27 Tuition
In-State	
Undergraduate	\$455.00
Graduate	\$619.00
Law (excl/JD)	\$933.00
Out-of-State	
Undergraduate	\$1,496.50
Graduate	\$1,580.00
Law (excl/JD)	\$1,537.50

Proposed Program-Specific Graduate Rates

	Per-Credit-Hour Rate	
	In State	Out of State
Carter School for Peace and Conflict Resolution		
All Carter programs, except below	\$604.00	\$1,558.00
Regional discount for MD/DC students in eligible programs	n/a	\$1,230.00
Conflict Analysis and Resolution, MS (online)	\$604.00	\$847.00
Contemporary Dispute Resolution Certificate Program (online)	\$604.00	\$847.00
Mass Atrocity and Genocide Prevention Certificate Program (online)	\$604.00	\$847.00
College of Education & Human Development		
All CEHD programs, except below	\$604.00	\$804.00
Virginia Educators Discount for all CEHD programs, except below	\$489.00	n/a
MEd, Curriculum & Instruction, concentration in Teaching (online)	\$805.00	\$805.00
MS, Learning Design & Technology (online)	\$805.00	\$805.00
Certificate in Learning Technology, eLearning (online)	\$805.00	\$805.00
Certificate in Autism Spectrum Disorders (online)	\$805.00	\$805.00
Certificate in Applied Behavior Analysis (online)	\$805.00	\$805.00
MEd, Special Education (online)	\$805.00	\$805.00
College of Engineering and Computing		
All CEC programs, except below	\$724.00	\$1,558.00
MS Data Analytics Engineering (online)	\$930.00	\$930.00
Certificate in Data Analytics (online)	\$930.00	\$930.00
MS Applied Information Technology (online)	\$950.00	\$950.00
MS Computer Science (online)	\$950.00	\$950.00

Proposed Program-Specific Graduate Rates (cont'd)

	Per-Credit-Hour Rate	
	In State	Out of State
College of Humanities and Social Sciences		
All CHSS programs, except below	\$604.00	\$1,558.00
MS, Criminal Justice	\$804.00	\$1,758.00
MPS, Applied Industrial/Organizational Psychology (online)	\$815.00	\$815.00
MA, Economics (online)	\$1,065.00	\$1,065.00
College of Public Health		
All CPH programs, except below	\$661.00	\$1,615.00
MHA, Health System Management (online)	\$895.00	\$895.00
MS, Health Informatics (online)	\$800.00	\$800.00
Certificate in Health Informatics & Data Analytics (online)	\$800.00	\$800.00
MS, Social Work (online)	\$795.00	\$795.00
MSN, Nursing - Family Nurse Practitioner (online)	\$850.00	\$850.00
Masters of Public Health (online)	\$725.00	\$725.00
College of Science		
All COS programs, except below	\$604.00	\$1,558.00
Advanced Biomedical Sciences Certificate	\$1,545.50	\$1,545.50
Bioinformatics and Computational Biology Certificates	\$704.00	\$1,658.00
Nanotech and Nanoscience Certificates	\$704.00	\$1,658.00
Forensics Programs	\$704.00	\$1,658.00
Geographic Information Sciences Certificate	\$804.00	\$1,758.00
Geospatial Intelligence and Remote Sensing Certificates	\$804.00	\$1,758.00
Cellular and Molecular Biology Certificate	\$704.00	\$1,658.00

Proposed Program-Specific Graduate Rates (cont'd)

	Per-Credit-Hour Rate	
	In State	Out of State
College of Visual and Performing Arts		
All CVPA programs, except below	\$604.00	\$1,558.00
MM, Concentration in Music Education (online)	\$840.00	\$840.00
Costello College of Business		
Accounting Degrees/Certificate Programs	\$925.00	\$1,616.00
Regional discount for MD/DC students in Accounting Degrees/Certificate Programs	n/a	\$925.00
Accounting Degrees/Certificate Programs (online)	\$925.00	\$925.00
MBA/Certificate programs	\$961.00	\$1,907.00
Regional discount for MD/DC students in MBA/Certificate Programs	n/a	\$961.00
MBA (online)	\$1,124.50	\$1,124.50
MS, Business Analytics	\$961.00	\$1,907.00
Regional discount for MD/DC students in MS, Business Analytics Programs	n/a	\$961.00
Certificate in Business Analytics (online)	\$1,124.50	\$1,124.50
MS, Finance	\$1,126.00	\$1,592.00
Regional discount for MD/DC students in MS, Finance Programs	n/a	\$1,126.00
MS, Management	\$922.00	\$1,613.00
Regional discount for MD/DC students in MS, Management Programs	n/a	\$922.00
MS, Real Estate Development	\$924.00	\$1,084.00
Regional discount for MD/DC students in MS, Real Estate Programs	n/a	\$924.00

Proposed Program-Specific Graduate Rates (cont'd)

	Per-Credit-Hour Rate	
	In State	Out of State
Schar School of Policy and Government		
All Schar programs (except Masters and PhD in Political Science)	\$804.00	\$1,658.00
Masters and PhD in Political Science	\$604.00	\$1,558.00
Regional discount for MD/DC students in Masters of Political Science	n/a	\$604.00
Regional discount for MD/DC students in all other eligible programs	n/a	\$804.00
Antonin Scalia Law School		
All programs, except those below		
Per credit hour rate	\$910.00	\$1,500.00
Regional discount to eligible public sector employees (part-time only)	n/a	\$910.00
LLM, Global Antitrust Law & Economics (online)	\$1,200.00	\$1,200.00
LLM, U.S. Law (online)	\$1,200.00	\$1,200.00

Total Tuition, Fees, Room & Board: Scenario #1

FY26: 2.5% IS UG Tuition

		In-State			Out-of-State**		
		Undergrad	Graduate	Law (non-JD)	Undergrad	Graduate	Law (non-JD)
Projected FTE	FY26	22,156	3,544	187	4,335	2,656	364
Tuition (IS--FY26-2.5%) (Law Non-JD--FY26-2.5%)	FY25	\$10,392	\$14,136	\$24,864	\$34,860	\$36,480	\$40,978
	Increase	\$264	\$360	\$616	\$528	\$720	\$1,022
	FY26	\$10,656	\$14,496	\$25,480	\$35,388	\$37,200	\$42,000
MSF (FY26 - 2.5%)	FY25	\$3,828	\$3,828	\$2,898	\$3,828	\$3,828	\$2,898
	Increase	\$96	\$96	\$70	\$96	\$96	\$70
	FY26	\$3,924	\$3,924	\$2,968	\$3,924	\$3,924	\$2,968
Total: Tuition + MSF	FY26	\$14,580	\$18,420	\$28,448	\$39,312	\$41,124	\$44,968
Room* (FY26 -1.5%)	FY25	\$8,270	\$9,100	\$9,100	\$8,270	\$9,100	\$9,100
	Increase	\$120	\$430	\$430	\$120	\$430	\$430
	FY26	\$8,390	\$9,530	\$9,530	\$8,390	\$9,530	\$9,530
Board* (FY26 - 4.0%)	FY25	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820
	Increase	\$230	\$230	\$230	\$230	\$230	\$230
	FY26	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050
Total: Tuition + MSF + Room* + Board*	FY26	\$29,020	\$34,000	\$44,028	\$53,752	\$56,704	\$60,548

* FY26 room & board rates were approved in Feb 2025. Undergrad room rates are based on traditional freshman double, Grad/Law room rates on Beacon Hall double. Board rates are based on the Independence meal plan.

** OOS increases are based on the IS "\$" increase doubled.

Note: All proposed increases are adjusted from round numbers to enable billing by credit hour; Law (JD) tuition is not proposed to increase

Total Tuition, Fees, Room & Board: Scenario #2

FY27: 2.5% IS UG Tuition

		In-State			Out-of-State**		
		Undergrad	Graduate	Law (non-JD)	Undergrad	Graduate	Law (non-JD)
Projected FTE	FY26	22,156	3,544	187	4,335	2,656	364
Tuition (IS--FY26 - 0%; FY27- 2.5%) (Law Non-JD--FY26 & FY27- 2.5%)	FY25	\$10,392	\$14,136	\$24,864	\$34,860	\$36,480	\$40,978
	Increase	\$0	\$0	\$616	\$0	\$0	\$1,022
	FY26	\$10,392	\$14,136	\$25,480	\$34,860	\$36,480	\$42,000
	FY27	\$10,656	\$14,496	\$26,124	\$35,388	\$37,200	\$43,050
MSF (FY26 - 2.5%)	FY25	\$3,828	\$3,828	\$2,898	\$3,828	\$3,828	\$2,898
	Increase	\$96	\$96	\$70	\$96	\$96	\$70
	FY26	\$3,924	\$3,924	\$2,968	\$3,924	\$3,924	\$2,968
Total: Tuition + MSF	FY26	\$14,316	\$18,060	\$28,448	\$38,784	\$40,404	\$44,968
Room* (FY26 -1.5%)	FY25	\$8,270	\$9,100	\$9,100	\$8,270	\$9,100	\$9,100
	Increase	\$120	\$430	\$430	\$120	\$430	\$430
	FY26	\$8,390	\$9,530	\$9,530	\$8,390	\$9,530	\$9,530
Board* (FY26 - 4.0%)	FY25	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820
	Increase	\$230	\$230	\$230	\$230	\$230	\$230
	FY26	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050
Total: Tuition + MSF + Room* + Board*	FY26	\$28,756	\$33,640	\$44,028	\$53,224	\$55,984	\$60,548

* FY26 room & board rates were approved in Feb 2025. Undergrad room rates are based on traditional freshman double, Grad/Law room rates on Beacon Hall double. Board rates are based on the Independence meal plan.

** OOS increases are based on the IS "\$" increase doubled.

Note: Proposed increases are adjusted from round numbers to enable billing by credit hour; Law (JD) tuition is not proposed to increase



Appendix III

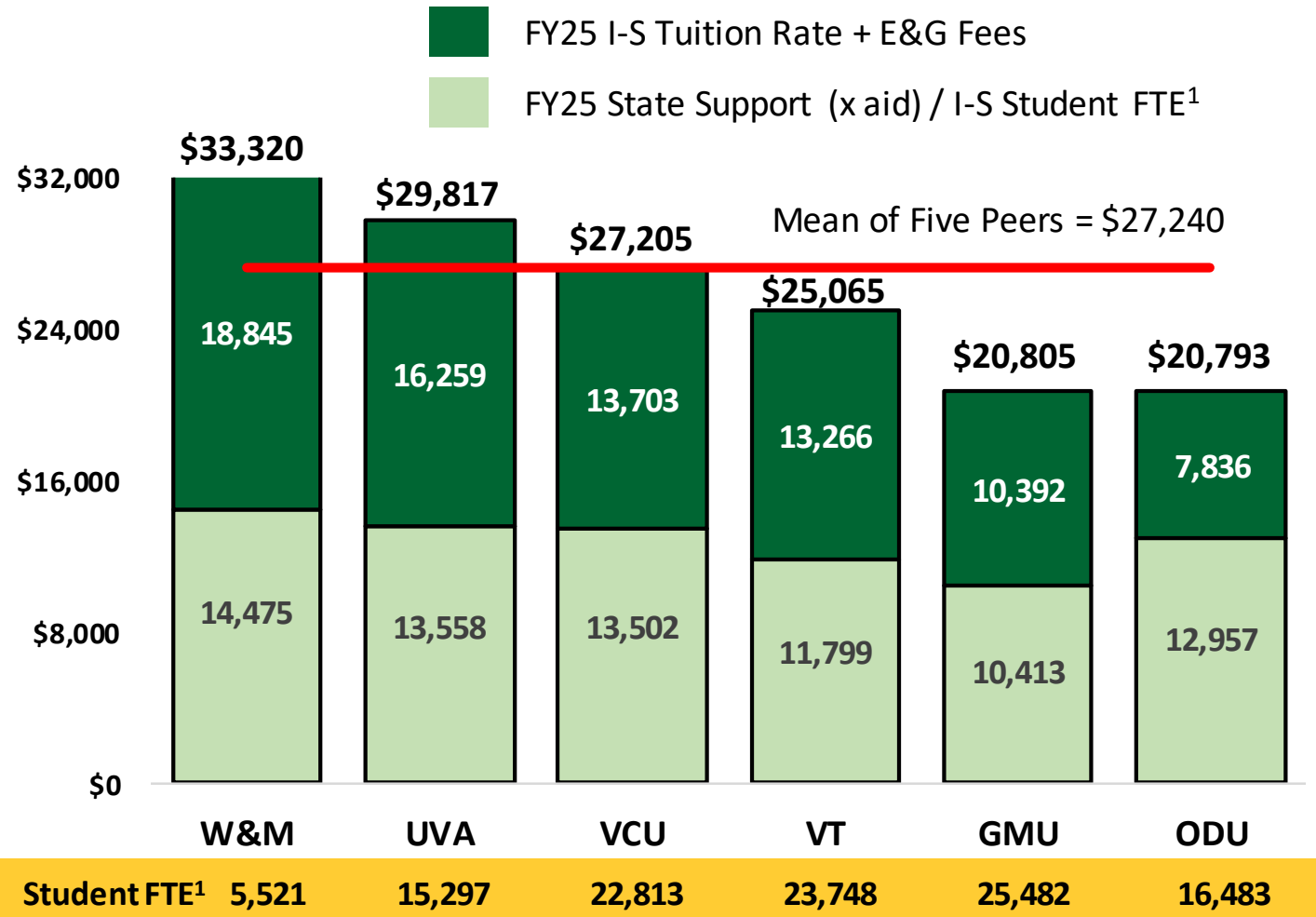
Supplemental Information

Finance & Land Use Committee Overview

- Funding Categories:
 - **Education and General (E&G) Operating Funds** includes Tuition, Fees, Financial Aid, State Appropriations and other E&G revenue and expenses
 - **Operating Funds** includes E&G Funds, Auxiliary Enterprises, Grant & Contract Revenue and Expenses (Research), and all other non-E&G funds
 - **Capital Funds** includes capital expenditures, deferred maintenance and debt service
- Annual Operating Budget development begins each fall with final votes in Spring
 - **Room & Board Rates** (February)
 - **Tuition & Mandatory Student Fees** (April/May)
 - **Six-Year Capital Plan** (April/May)
 - Cash Basis Financial Results and Budget Updates are provided at each FLUC meeting
- Major Capital Project Review & Approval:
 - Project Approval (Annual Capital Plan)
 - Schematic Design Approval
 - Significant Change Approval (greater than 10% in Budget (\$) or Scope (GSF))
 - Ongoing Project Review (Stoplight Chart in each BOV meeting Board Book)
 - Completion Report (upon project completion)
- Commonwealth & SCHEV Six-Year Plans submitted every two years (with updates in alternate years), which require BOV approval.

George Mason Is Underfunded

- George Mason is more than \$6,000 per in-state student FTE below the mean of five doctoral peer institutions when state and tuition funding are combined
- George Mason continues to prioritize access and affordability despite rising costs and operating in the most expensive region in the Commonwealth

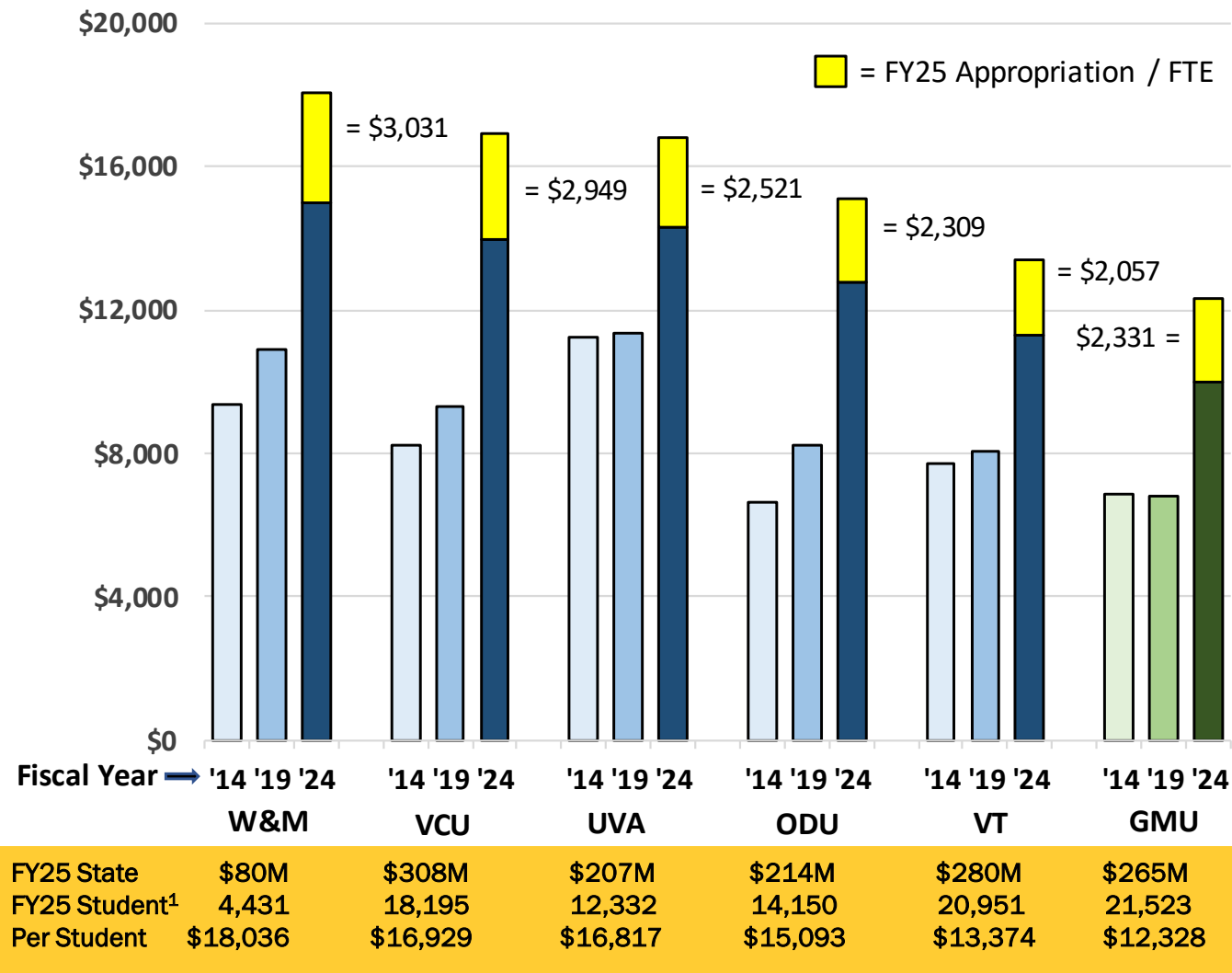


¹ I-S Student FTE is based on FY24 enrollment for UG, Grad and Law.
Note: Mason does not have mandatory E&G Fees

Appropriations Lag Peers Despite Recent Growth

Historical E&G General Fund (excluding aid)

State Support (excl. aid) / VA UG Student FTE ⁽¹⁾



(1) FY25 in-state undergraduate student FTE is based on FY24 (Fall 2023) enrollment.

- While George Mason has seen significant increases in appropriations since since FY20, we continue to lag behind peer per-student support
- George Mason vs peer median:
 - FY14: \$1,348 below
 - FY24: \$3,983 below
 - FY24: \$4,489 below
- George Mason maintains lean operations with significantly fewer employees per student than our peers
- Increased funding would be used for critical market compensation adjustments and infrastructure investments

Market Compensation Needs

SCHEV FY 2026 E&G Funding Recommendations¹

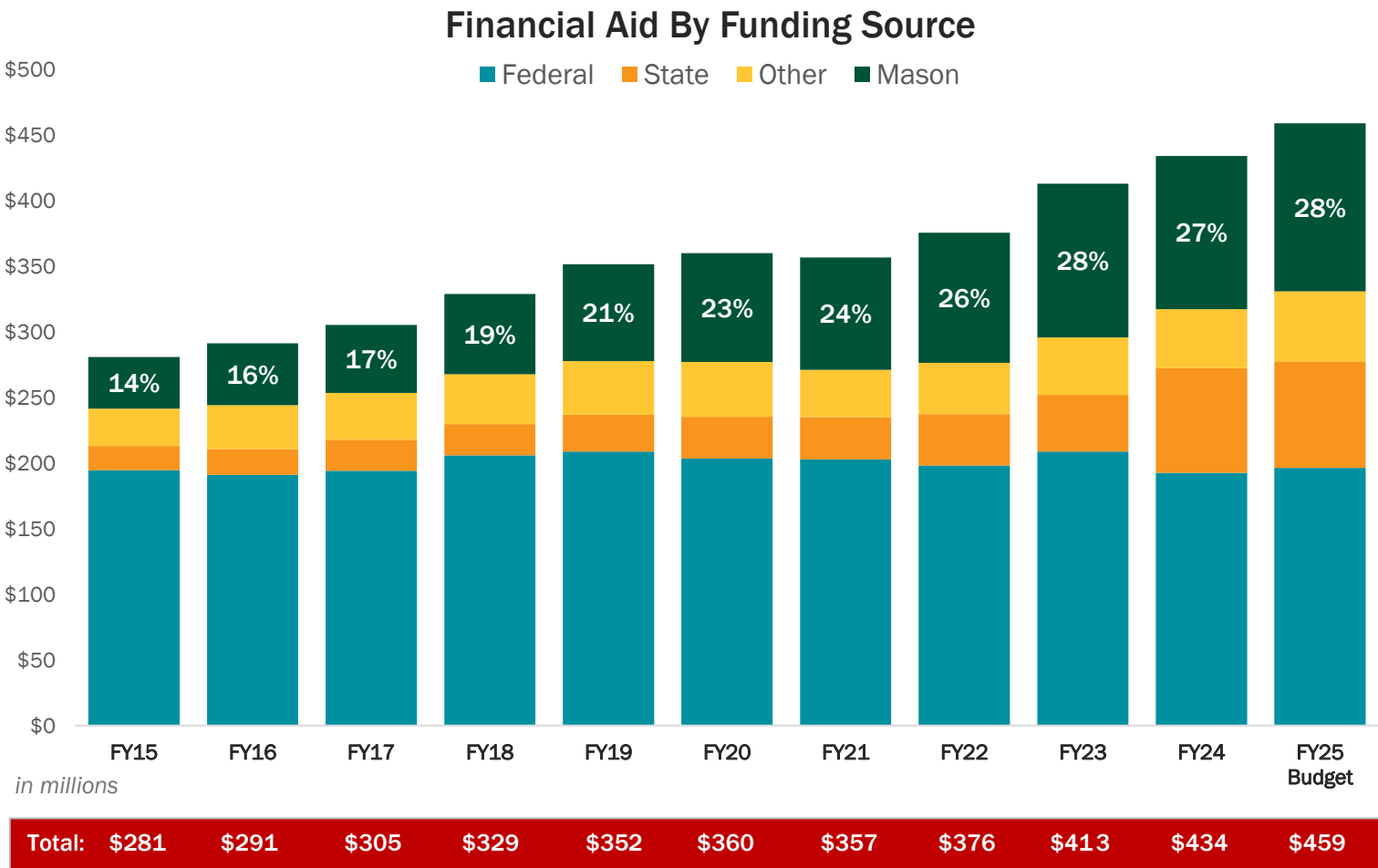
\$ in 000s	FY 2024	FY 2026				
		Non-Personal Services	Funding Disparities	VMSDEP Waiver	Total	% Increase
CNU	\$46.1	\$557.0		\$2,055.0	\$2,612.0	6%
GMU	\$208.4	\$3,420.0	\$18,536.0	\$7,562.0	\$29,518.0	15%
JMU	\$136.0	\$2,138.0	\$793.0	\$3,706.0	\$6,637.0	5%
LU	\$41.8	\$347.0		\$1,364.0	\$1,711.0	4%
NSU	\$82.5	\$593.0		\$1,905.0	\$2,498.0	3%
ODU	\$177.5	\$2,075.0		\$9,319.0	\$11,394.0	6%
RU	\$70.3	\$676.0		\$1,849.0	\$2,525.0	4%
UMW	\$42.0	\$470.0		\$1,403.0	\$1,873.0	4%
UVA	\$169.6	\$2,927.0		\$3,981.0	\$6,908.0	4%
UVA-W	\$30.5	\$247.0		\$158.0	\$405.0	1%
VCU	\$250.9	\$3,260.0		\$11,776.0	\$15,036.0	6%
VMI	\$21.6	\$194.0		\$950.0	\$1,144.0	5%
VSU	\$63.2	\$615.0		\$1,228.0	\$1,843.0	3%
VT	\$220.6	\$3,609.0	\$11,179.0	\$6,345.0	\$21,133.0	10%
W&M	\$66.4	\$1,041.0		\$3,112.0	\$4,153.0	6%
RBC	\$13.0	\$182.0		\$181.0	\$363.0	3%
VCCS	\$511.9	\$7,164.0		\$3,672.0	\$10,836.0	2%
Total	\$2,152.4	\$29.5	\$30,508	\$60.6	\$120.6	6%

- “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 percentile¹.”
- Internal analysis shows a market equity gap up to \$37M when considering cost of living and to retain faculty and staff in the competitive Northern Virginia market

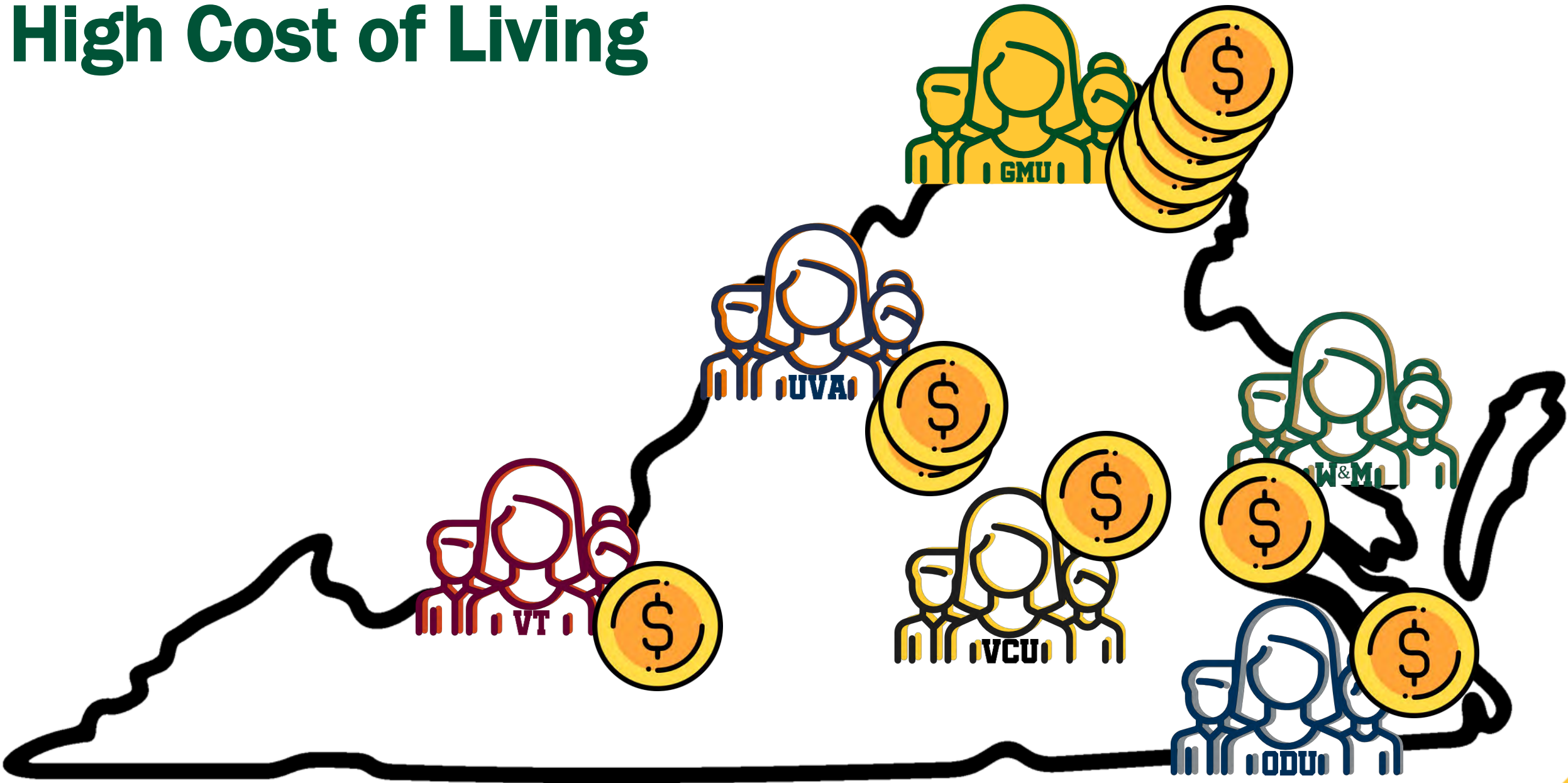
¹SCHEV “Resources and Planning Committee Agenda Book” January 9, 2024

Increased Financial Aid

- Student aid has continued to increase in annual budget
- George Mason aid has almost doubled as a percentage and more than tripled as a dollar amount
- State aid increased by \$37M in FY24 and \$1M in FY25



High Cost of Living



A George Mason Dollar at Work

19¢
Auxiliary Services

11¢
Research

5¢
Institutional Support

4¢
Student Services

33¢
Instruction



12¢
Student Financial Support

8¢
Academic Support

5¢
Physical Plant Operations

3¢
Public Services

Revenue Sources

- 35%** Net Tuition & Fees
- 22%** State Appropriations
- 20%** Grants & Contracts
- 20%** Auxiliary Enterprises
- 3%** Other

How Tuition Supports Students

- Student Services
 - Academic Advising & Support Resources
 - Mason Student Services Center
 - Admissions, Registrar & Other Core Services
 - Regional Campus Services Expansion
- Academic Support
 - Financial Aid
 - Emergency Aid
 - Faculty/Student Class Ratio
- Enhanced Workforce Development
 - New Innovative Academic Programs
 - Career Service Support
 - Pathway Partnership Programs

Your Student Tuition Dollar at Work

52¢

Direct Instruction
Academic Instruction

12¢

Institutional Financial Aid
Undergraduate, Graduate, Need-based & Merit, VMSDEP, Stay Mason

7¢

Operations & Maintenance
Facilities



14¢

Academic Support
Academic Administration, Academic Technology, Research Services, Libraries

9¢

Institutional Support
HR, Finance, ITS, Communications & Marketing

6¢

Student Services
Admissions, Registrar, Career Services, Tutoring

How Mandatory Fees Support Students

- **Student Engagement Activities & Support Services**
- **Student Retention & Success Programs**
- **Student Health & Well-Being Services**
- **Athletics & Recreational Programs**
- **Student Transportation**
- **Maintenance & Operation of Student Facilities**
- **Auxiliary Services (mail, vending, card services)**

Your Student Fee Dollar at Work

29¢

Facilities & Buildings

Student Centers, Recreation, Arts Centers, Facility Maintenance

23¢

Auxiliary Services

Mason Card Office, Auxiliary Tech Systems, Police, Business Services

6¢

Transportation

CUE Bus, Shuttles, Bike-sharing, & more



23¢

Athletics

Intercollegiate Athletics & Scholarships

15¢

Student Activities

University Life Programs & Services

4¢

Health Services

Student Health Clinical & Administrative Services

Recent & Planned Investments

- Expanded Green Machine Support (FY25)
- Athletics Student Services Staffing & Student Engagement (FY25)
- University Life Programs & Services (FY25)
- Student Involvement & ESports Area Renovation (FY25)
- Information Technology Overhead & Investments (FY26)
- Increased Investment in Athletics (FY26)

Athletic Allocation at Work

44¢

Sports Operations
Team Travel, Recruiting, Equipment
& Apparel, Meals & Nutrition

12¢

Storytelling & Engagement
Marketing & Promotions, Event Operations,
Broadcasts & Production, Communications

7¢

Administrative Support
Human Resources, Business Operations,
Information Technology



26¢

Athletic Scholarships

11¢

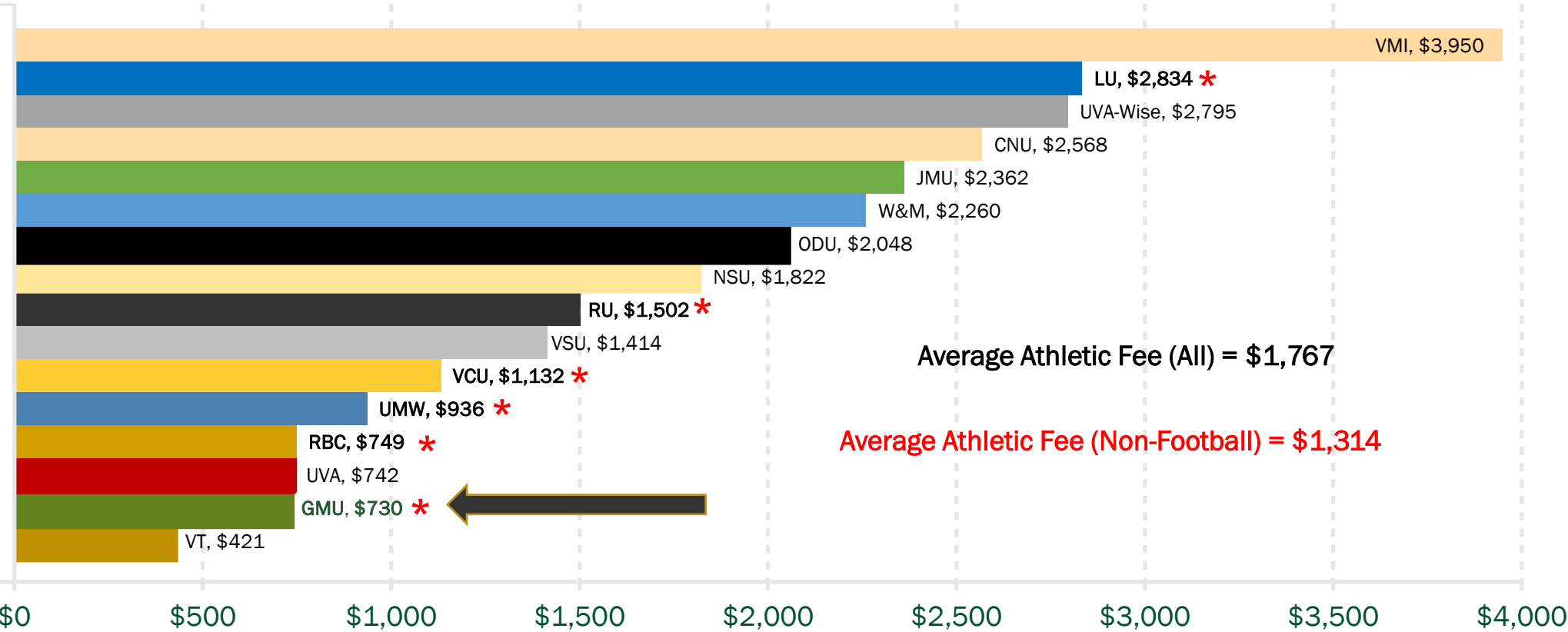
Direct Student-Athlete Support
Athletic Training, Strength &
Conditioning, Academic Support and
Development, Compliance &
Governance

Source: FY24 Financial Data per Banner and internal reports.
Note: Direct instruction includes all sport categories including labor, direct expenditure, championships, recruiting, intersession

Intercollegiate Athletics:

Athletic Fee Comparison

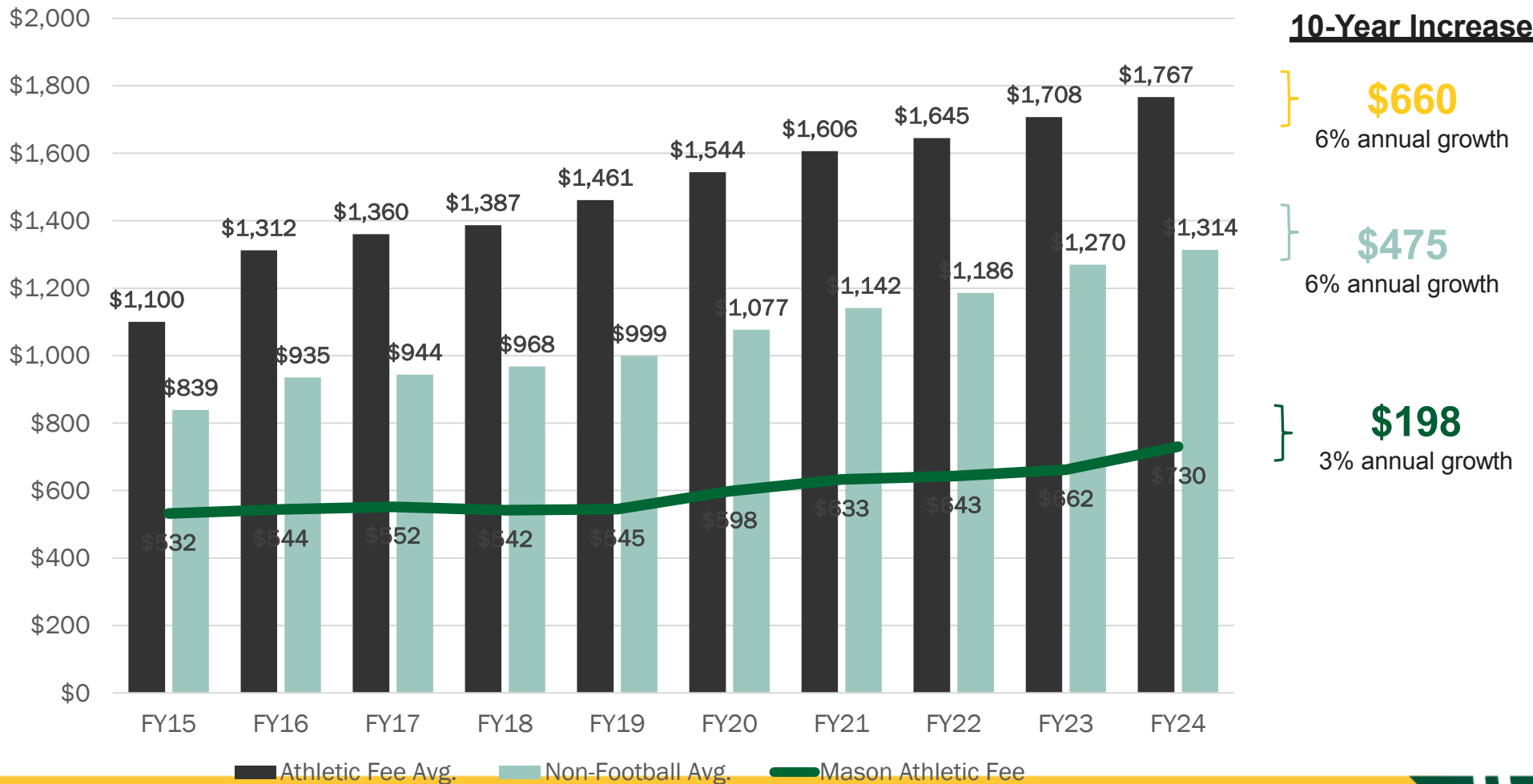
- Mason Athletics is 2nd lowest athletic fee among Commonwealth peers



Source: (1) 2023-2024 SCHEV Tuition and Fees Report.

Intercollegiate Athletics:

History of Athletic Fees



Source:
(1) SCHEV Tuition and Fees Report.

Intercollegiate Athletics:

Competition and Practice Facilities

1982
Athletics
Field House



1985
EagleBank
Arena



1986
Spuhler
Field



1999
George Mason
Track



- ✓ Spirit Program – the Patriot, Cheerleaders, Masonettes, and Green Machine
- ✓ Tickets and transportation to postseason competitions – A10 Conference Tournament, NCAA, NIT, etc.
- ✓ Over 200 graduate, student assistant, and team manager positions within Athletics
- ✓ Mason Maniaxs – over 800 registered with 40+ student leaders
- ✓ Signature engagement events (i.e., Mason Madness, Homecoming, Gold Rush, pre-game tailgates, etc.)
- ✓ Academic Collaborations (i.e., Student Run the Show)

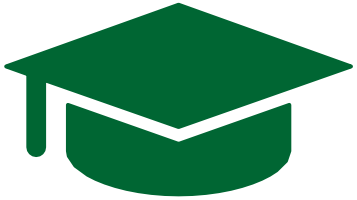
Intercollegiate Athletics:

Student Engagement



Intercollegiate Athletics:

Value Proposition to the University



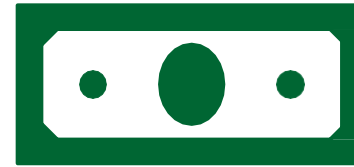
Enhances Student Experiences*

Community Building
Belonging
Mental Health
Recruitment, Retention



Advertising & Exposure

Brand Awareness
National Visibility
Enrollment Growth
Degree Value



Economic & Financial Benefits

Fundraising
Merchandise/Licensing
Concessions
Facility Access/Rentals



Community Engagement*

Campus Events
Alumni Events
Pride and Traditions
Career Opportunities

**GMU Strategic Priority*



Appendix IV

Six-Year Capital Plan Outyear Projects

Projects Proposed for FY27

		GF Estimate	NGF Estimate	Total Estimate	Authority Needed
Mason 2050	Mason Square Renovation Ph. I (Student Housing) ⁽¹⁾	\$0.00	\$100.00	\$100.00	BOV
	High Performance Training Center ⁽²⁾	\$0.00	\$0.00	\$0.00	BOV
	Field House ⁽³⁾	\$0.00	\$110.00	\$110.00	BOV
	Baseball Stadium	\$0.00	\$20.00	\$20.00	BOV
	Concert Hall Renovation ⁽⁴⁾	\$0.00	\$75.00	\$75.00	BOV
	Faculty / Staff Housing PH 2 (Sci Tech)	\$0.00	\$10.00	\$10.00	BOV
Deferred Maintenance	Central Heating and Colling Plant - Deferred Maintenance Replacement Boilers and Pumps Phase I ⁽⁵⁾	\$0.00	\$3.05	\$3.05	BOV
	Liberty Square Roof	\$0.00	\$6.10	\$6.10	BOV
	Rappahannock Garage Repair Phase I	\$0.00	\$4.10	\$4.10	BOV
	Mason Pond Garage Repair Phase II	\$0.00	\$3.00	\$3.00	BOV
	Johnson Center VAV Replacement	\$0.00	\$5.75	\$5.75	BOV
	Total	\$0.00	\$337.00	\$337.00	

(millions)

- (1) – Funding will likely be through debt

(2) – Likely to be completed as a public private partnership

(3) – May be completed as part of the High Performance Training Center

(4) – Project is anticipated to be funded with 33% fundraising

(5) – Project is eligible for the use of Maintenance Reserve funding if such funding is increase annually and available.

Future Project Beyond FY27

		GF Estimate	NGF Estimate	Total Estimate	Authority Needed
Mason 2050	Living Learning Village II (CCBB Village) ⁽¹⁾	\$0.00	\$110.00	\$110.00	BOV
	Mason Square Renovations Ph 2 (Student Housing) ⁽¹⁾	\$0.00	\$150.00	\$150.00	BOV
Academic Priorities	Student Innovation Factory Building	\$51.10	\$0.00	\$51.10	BOV+Commonwealth
	Crime Scene House	\$0.00	\$7.50	\$7.50	BOV
	Planetary Hall Renovation	\$80.00	\$0.00	\$80.00	BOV+Commonwealth
	David King Hall Renovation	\$101.00	\$0.00	\$101.00	BOV+Commonwealth
	Academic VIII (Sci Tech) - Full Project ⁽²⁾	\$200.00	\$0.00	\$200.00	BOV+Commonwealth
	Enterprise Hall Renovation	\$70.00	\$0.00	\$70.00	BOV+Commonwealth
	Liberty Square Interiors Update/ Refresh	\$0.00	\$4.50	\$4.50	BOV
	Parking Deck IV ⁽¹⁾	\$0.00	\$58.50	\$58.50	BOV
	Transportation (North) (Ph 1)	\$0.00	\$16.50	\$16.50	BOV
Deferred Maintenance	Central Heating and Cooling Plant – Deferred Maintenance Replacement Boilers, Chillers, Cooling Towers, and Pumps Phase II ⁽³⁾	\$0.00	\$11.67	\$11.67	BOV
	Rappahannock Garage Repairs Phase II	\$0.00	\$3.00	\$3.00	BOV
	The RAC - Replace Chiller ⁽³⁾	\$0.00	\$3.51	\$3.51	BOV
	Hazel Hall - Replace Penthouse AHU and VAV Boxes ⁽³⁾	\$0.00	\$3.41	\$3.41	BOV
	Total	\$502.10	\$368.59	\$870.69	

(millions)

(1) – Funding will likely be through debt

(2) – Planning was authorized for this project in FY21 but as a use of institutional funds

(3) – Project is eligible for the use of Maintenance Reserve funding if such funding is increase annually and available.



**GEORGE MASON
UNIVERSITY®**

ITEM NUMBER IV.A.:**SIX-YEAR CAPITAL PLAN (ACTION)****PURPOSE OF ITEM:**

This item provides information on the upcoming annual submission of the University's Six-Year Capital Plan for Board approval.

APPROPRIATE COMMITTEE:

FINANCE AND LAND USE

BRIEF NARRATIVE:

This is the annual evaluation of the University's Six-Year Capital Plan. Authorization is only for FY26 projects to begin execution or include as part of the Commonwealth request. There are two actions that take place:

- Project Initiation in FY26: Projects only utilizing Mason funding (non-general fund).
- Project Submission to Commonwealth: Projects submitted to the Commonwealth for general fund (GF) support or debt sold by the Commonwealth. Requires subsequent Commonwealth approval.

Projects planning for an FY26 start include the first components of the newly launched Mason2050 plan, the first element of the Student Space Efficiency Analysis, and deferred maintenance items.

Mason 2050 is aimed at a redesigned main campus, expanded residential on Mason Square Campus, and a community integrated SciTech Campus. Particular emphasis is placed upon the development of the premier living/learning communities in the region. The 4 projects requested to be the catalyst for this plan are:

- a pedestrian bridge over Route 123 to better link east and west campuses while improving pedestrian safety;
- a phased renovation to the lower bowl of EagleBank Arena to separate basketball and EBA operations and enhance fan experience by moving current storage space, creating new entertainer locker rooms, and consolidating Monumental operations;
- the creation of Faculty Staff Housing adjacent the Sci Tech campus; and
- the construction of 650 additional beds on the Fairfax Campus as part of the first Living Learning Village.

The Student Space Efficiency Analysis is an ongoing effort to better utilize spaces within our student centers. It is envisioned that the first project upon completion will be a renovation to a large space within the Johnson Center that we quickly adapted

into a covid testing area now no longer needed to function as such.

Finally, Mason has a commitment to maintain our assets. There are elements of deferred maintenance that are now applicable for the use of general fund and exceed the major capital project threshold. There are 3 such requests in this capital plan. The first of which is a replacement of Potomac Height's roof. It is a combination of membrane and singles that has met the end of its useful life and shows signs of deterioration. Without replacement, leaks will for causing additional interior repairs. The second request a combination a series of projects to be completed in Mason Pond Parking Deck. This includes the repair of expansion joints, sealant, precast clips, spalling concrete, ponding and traffic membranes. The third such request is a phased renovation to Masonvale. Masonvale is in need of cosmetic renovations. This is planned to be phased over 3 years as units are vacated.

Projects planned for Commonwealth submission have been previously approved by the BOV and are presented as an advisory for Mason's proposed FY26 Commonwealth funding request. Mason annually submits a six-year capital plan to the Virginia Department of Planning and Budget (DPB). The deadline for submission typically occurs between July and September. Building projects and critical deferred maintenance requests submitted in FY22, FY23, and FY24 will be resubmitted for FY25 Capital Budget Requests (CBRs), and will remain on Mason's prospective project list pending confirmation of funding approval. Projects proposed for FY25 Commonwealth funding approval include the following:

- Interdisciplinary Science & Engineering Building 1
- Costello College of Business Building
- Critical Deferred E&G Maintenance

Interdisciplinary Science & Engineering Building (ISEB)

This project was first included as part of the University's Commonwealth Capital Plan in FY22. Pre-planning was authorized in FY25 by the Commonwealth and that effort is nearing completion. It is now a \$216.2M request that includes an approximately 150K GSF interdisciplinary science and engineering building on the Fairfax campus. Prior to the ISEB submission, Mason's capital improvement plan has had projects for full renovations of Planetary Hall (formally Science and Tech Building I) and David King Hall for nearly 2 decades without approval. This building would provide replacement space for the future demolition or repurpose of

David King and Planetary Halls, and be the second phase of development needed to address a critical specialized instructional laboratory deficiency identified as part of Mason's recent 20-year Master Planning study. A renovation of the spaces within Planetary Hall and David King Hall would not be achievable without taking the spaces offline for a period of 1-2 years and we cannot simply replicate the labs elsewhere on campus. Given the growth of the STEM majors at Mason, we would not be able to serve the needs of our students without these spaces remaining active.

The building program includes predominantly specialized instructional wet and dry laboratory spaces, along with classrooms, collaboration and academic support spaces. The primary occupants of this new interdisciplinary building would be the College of Engineering and Computing, the College of Science, the College of Education & Human Development and the College of Visual and Performing Arts. The building would be 5-7 stories in height, and would respond to architectural elements of existing academic buildings within the campus core. If constructed as originally envisioned, it would frame a new central quad as a primary gathering space in the heart of the Fairfax campus, opposite the Johnson Student Center. Site selection allows for construction of the new building prior to a potential demolition of 2 adjacent buildings (David King and Planetary Science Halls) with critical facility indices. Demolition of these 2 adjacent buildings is not included in the scope of this request and if determined to be the best option for the buildings would be phased in to reveal the new central quad. Circulation elements would be integrated with the new building program, based on concepts identified in Mason's 20-year Master Plan as part of the vision for the central quad.

An alternate site selection is being explored to allow for the ISEB to be the anchor of the first Living Learning Village. If this direction is selected, there will be a tie to this project and the Living Learning Village I project.

Costello College of Business Building

The Costello College of Business boasts Mason's fourth largest enrollment and second largest projected growth of the ten academic units. The Costello College additionally supports the second largest undergraduate online program, the largest unit represented in Mason Korea, INTO and Advance programs. However, The Costello College notably lacks a dedicated building to support their operations, enrollment and growth, as other smaller units have. The Costello College maintains a significant presence on Fairfax for undergraduate programs

and Arlington's Mason Square for graduate programs. The Costello College at Fairfax presently relies on 44K assignable square feet (ASF) in four shared buildings on-campus and 12K ASF in off-campus lease space, all of which have reached capacity.

The proposed new \$165M building will be approximately 150K gross square feet (GSF), currently proposed to be centrally located to facilitate interdisciplinary collaboration between The Costello College and other Mason Units, and a defining element of the northern quad envisioned in Mason's Master Plan. However, multiple sites are being evaluated to allow for the building to be an anchor for a Living Learning Village. The proximity to land for housing is necessary. This new building would provide dedicated space to support approximately 6,500 full-time equivalent (FTE) students including approximately 2,000 FTE business majors, approximately 2,000 non-business students and 4% annual planned growth.

The building program would include dedicated teaching, collaboration and student engagement space for The Costello College, plus replacement space as a result of demolition of Lecture Hall to accommodate the new building site. Replacement space would include one approximately 3,000 ASF and two approximately 1,000 ASF university shared classrooms, along with support space for those classrooms. In 2018, The Costello College developed an initial space program for the building, which includes the following elements:

- Teaching spaces
 - Technology-rich classrooms
 - Trading rooms
 - Lecture halls
- Student service spaces
 - Career services
 - Student success
 - Maker space
 - Student organizations
- Engagement spaces
 - Executive development suite
 - Incubator/start-up space
 - Behavioral research lab
 - Video studio

Building elements identified during the 2018 study will inform the conceptual planning study including a Detailed Project Program and cost estimates to support project implementation currently in the procurement stage.

Critical Deferred Maintenance

This project was first included as part of the University's Commonwealth Capital Plan in FY23. The University's buildings are nearing a 30-year average age and major building systems are reaching the end of their useful life. Mason Facilities has implemented a Facility Condition Assessment Program (FCAP) to physically inspect each campus building on a three-year cycle. Based upon the FCAP's review and assuming annual maintenance reserve allocations from the Commonwealth remain consistent, Mason will have a deficit in funding for critical deferred maintenance of E&G buildings of \$56 million in the next biennium. This will be adjusted before submission to account for any supplemental funding included in the current Commonwealth budget process. The University is again requesting a capital project to aggregate the critical deferred maintenance. Funding would be used for replacement and repair projects for all E&G buildings for the following building elements:

- Aging roofs, windows, exterior doors, and repairs to exterior wall systems
- Interior doors, flooring, and ceilings; repairs to existing fire walls; and refresh of interior painting.
- Main electrical equipment, fire alarm systems, fire pumps, and generators; and repairs to existing plumbing and fire suppression systems.
- Heating, cooling, and ventilation equipment, controls, and distribution systems at the end or beyond their useful life.
- Elevators and lifts at or beyond their useful life.
- Sidewalks and ADA repairs

The University will also take the opportunity to look for energy efficiency with the replacement of systems. These efficiencies will be assessed in the electrical equipment, HVAC equipment, and building envelope. Without the investment into these buildings, the buildings will continue to depreciate to the point where replacement will be necessary.

STAFF RECOMMENDATION:

Board approval of the proposed Six-Year Capital Plan.

ITEM NUMBER IV.B.:

LAND USE CERTIFICATION (ACTION)

PURPOSE OF ITEM:

This item requests BOV certification that the university has a need for the land it owns.

APPROPRIATE COMMITTEE:

FINANCE AND LAND USE

Virginia Code §2.2-1153 requires agencies and institutions to submit a Land Use Plan annually to the Department of General Services (DGS) showing present and planned uses of each property owned. This is primarily for the purpose of identifying whether the Commonwealth should declare any such property surplus. The code requires certification by the Board of Visitors.

In order to comply, the Department of General Services (DGS) requested institutions and agencies update the DGS database provided on the attached spreadsheet. The attached spreadsheet provides the land use information requested by DGS. Note this report does not include land owned by the George Mason University Foundation which may in the future be transferred to the university.

The report accurately reflects current land use for the university-owned properties.

The significant changes since last year's report are a waterline connection easement between George Mason University (Grantor) and Fairfax Water on the Fairfax Campus related to the Student Engagement and Well-Being Building and two waterline connection easement between George Mason University (Grantor) and the Prince William County Service Authority on the Sci Tech Campus related to the total campus distribution system and the infrastructure installed to support LSEB respectively providing easements and rights of way to install, lay, construct, operate, maintain, repair, add to alter or replace the water distribution system.

A future easement is proposed between George Mason University (Grantor) and Dominion Virginia

Power to extend DVP's distribution system on the Sci Tech Campus providing easements and rights of way to install, lay, construct, operate, maintain, repair, add to alter or replace the overhead power lines. If approved, this will be included in the FY25 Land Use Certification.

STAFF RECOMMENDATION:

Approve submission of the attached spreadsheet to DGS.

ITEM NUMBER IV C.: EASEMENT BETWEEN GEORGE MASON UNIVERSITY AND DOMINION VIRGINIA POWER AT THE SCITECH CAMPUS (ACTION)

PURPOSE OF ITEM: Review of requested Dominion Virginia Power easement to extend the overhead power line distribution along the border of the SciTech Campus to serve the new substation immediately to the North of the Campus.

APPROPRIATE COMMITTEE: FINANCE AND LAND USE

BRIEF NARRATIVE: Dominion Virginia Power (DVP) by way of the Peterson Companies has requested an easement to install Overhead powerline distribution along the border of the Campus. This easement will allow for the connection of the proposed DVP substation to the existing infrastructure. Facilities and Real Estate departments have reviewed the easement and have determined that it is not intrusive.

Per Commonwealth of Virginia requirements an appraisal of the easement was completed by Robert Paul Jones Company to determine value as the easement does not provide any direct benefit to the university. The appraised value was determined to be \$104,730 and the Commonwealth will be compensated for that amount plus the cost of appraisal services for a total of \$110,230.

STAFF RECOMMENDATION: The staff recommends BOV approval of this easement request.

Faculty Handbook Revision Committee
Revisions approved by the Senate and ready for BOV approval

- [2.1.3 Term Appointments](#)
- [2.12.3 Procedures for Appointment and Renewal](#) (Department Chairs)
- [3.6.2 Leave Program for Instructional Faculty](#)
- [2.8.5 Remand Process](#)
- [2.11.2.2 Grievance Procedures](#)

2.1.3 Term Appointments

Proposed Language

2.1.3 Term Appointments

Full-time faculty on fixed-term, non-tenure-track appointments are known as Term Faculty. Term faculty whose assignments focus primarily on teaching are appointed as instructional faculty. Term faculty whose assignments focus primarily on research are appointed as research faculty. Term faculty whose assignments focus primarily on clinical practice are appointed as clinical faculty. While term faculty may identify with a primary focus, their assignments may include a blend of teaching, research, service, clinical practice, administrative, or leadership responsibilities that go beyond the boundaries of their primary focus. The faculty member's specific responsibilities will be stipulated in the appointment contract or assignment letter.

Instructional term faculty with a terminal degree may hold one of the following ranks: Instructional Assistant Professor, Instructional Associate Professor, or Instructional Professor. Research term faculty with a terminal degree may hold one of the following ranks: Research Assistant Professor, Research Associate Professor, or Research Professor. Clinical term faculty with a terminal degree may hold one of the following ranks: Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

Instructional term faculty without a terminal degree may hold one of the following ranks: Instructor, Senior Instructor, Master Instructor, or Professor of Practice. Clinical term faculty without a terminal degree may hold the rank of Clinical Instructor, Clinical Senior Instructor, or Clinical Master Instructor. Research term faculty without a terminal degree are Research Staff ([Section 2.1.6](#)).

Term faculty on single-year appointments whose permanent employment is with another organization hold title with the prefix "Visiting."

Term faculty appointment contracts are issued for a single-year or for multiple years, up to a maximum of 5 years. For initial appointments for faculty with terminal degrees, the maximum contract length for assistant professors is three years and for associate and full professors it is five years. For initial appointments for faculty without terminal degrees, the contract length is one year. If a multi-year appointment is offered to a faculty member whose position relies entirely or partially on non-state appropriated funding, then a multi-year contract may be established subject to the continuing availability of funding throughout the contract period. Exceptions to either contract length or terminal degree requirements must be approved by the Provost.

Contracts automatically expire at the end of the contract period, and although a faculty member may be reappointed ([Section 2.7.1](#)), there is no guarantee or right to reappointment from one contract to the next, whether single-year or multi-year. With the prior approval of the Provost, term faculty with the terminal degree may be considered for a tenure-track or tenured appointment as a result of a search ([Section 2.3.2.1](#)) or, rarely, by a direct appointment ([Section 2.3.2.2](#)). Service on a term appointment, whether or not externally-funded, may be applied to tenure consideration only if specified in the initial tenure-track letter of appointment.

Term faculty are eligible to be considered for promotion in rank, normally after five years of service.

Proposed Language with Track Changes

2.1.3 Term Appointments

Full-time faculty on fixed-term, non-tenure-track appointments are known as Term Faculty. Term faculty whose assignments focus primarily on teaching are appointed as instructional faculty. Term faculty whose assignments focus primarily on research are appointed as research faculty. Term faculty whose assignments focus primarily on clinical practice are appointed as clinical faculty. While term faculty may identify with a primary focus, their assignments may include a blend of teaching, research, service, clinical practice, administrative, or leadership responsibilities that go beyond the boundaries of their primary focus. The faculty member's specific responsibilities will be stipulated in the appointment contract or assignment letter.

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Term faculty on single-year appointments whose permanent employment is with another organization hold title with the prefix "Visiting."

Term faculty appointment contracts are issued for a single-year or for multiple years, up to a maximum of 5 years. For initial appointments [for faculty with terminal degrees](#), the maximum contract length for assistant professors is three years and for associate and full professors it is five years. [For initial appointments for faculty without terminal degrees, the contract length is one year.](#) If a multi-year appointment is offered to a faculty member whose position relies entirely or partially on non-state appropriated funding, then a multi-year contract may be established subject to the continuing availability of funding throughout the contract period. Exceptions to either contract length or terminal degree requirements must be approved by the Provost.

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Current Language

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Term faculty are eligible to be considered for promotion in rank, normally after five years of service.

2.12.3 Procedures for Appointment and Renewal

Proposed Language

2.12.3 Procedures for Appointment and Renewal

2.12.3.1 Search Procedures

Search procedures are initiated after the incumbent chair has declined to seek reappointment, or after the Provost has notified the incumbent chair of the decision not to reappoint, or when the position is vacant. A search committee is constituted no later than December 10th. This committee consists of five faculty, all of whom have held a full-time instructional appointment for at least one year: (i) a chair, appointed by the Dean, from among the faculty of the college/school but not of the department; (ii) two faculty appointed by the Dean from among the faculty of the department; and (iii) two faculty elected from among and by the faculty of the department. The department elects its members of the committee after the appointments by the Dean have been made known. The four department faculty members must include at least one representative from each of the faculty groups (tenured, tenure-track, instructional term) who have appointments in the department. If the qualifications for faculty membership cannot be met, the Dean will consult with the department faculty before appointing another faculty member.

The search committee:

1. consults with the faculty of the department and other persons it deems appropriate about the qualities to be sought in a new chair;
2. seeks qualified candidates from inside or, if the Dean has given notice that external candidates can be considered, from outside the department;
3. requests dossiers, including references, from candidates outside the University, when appropriate;
4. consults regarding fair employment practices with the Office of Diversity, Ethics, and Inclusion;
5. evaluates qualifications and dossiers of candidates;
6. supervises departmental discussion of candidates and balloting to determine the wishes of the department faculty; and
7. submits to the Dean reports including a general assessment of the several candidates, a summary of departmental discussions, the results of departmental balloting, and its own recommendations.

The Dean makes a recommendation with an accompanying justification in writing to the Provost and the departmental faculty, including in that recommendation the full report of the committee. If the committee and the departmental faculty are not in agreement or if the Dean does not endorse the recommendation of a majority of the committee and/or the department faculty, the Dean meets with the committee and/or the faculty to seek committee and faculty perspectives and try to reach consensus before submitting the Dean's recommendation to the Provost.

If the committee and/or the departmental faculty and the Dean have remained in disagreement, or if the Provost does not endorse the joint recommendation of the committee and the Dean, the

Provost meets with the committee and the Dean to seek each party's perspectives and to try to reach consensus. The final decision rests with the Provost.

The Provost apprises the Dean, the search committee, and the faculty of the decision. Upon notification of the Provost's decision, the Dean extends a formal invitation to the person chosen.

If the vacancy is not filled nor an offer extended by May 1st, the Provost, after consultation with the Dean and the faculty of the department, appoints an acting chair and so notifies members of the department by July 1st.

2.12.3.2 Renewal Procedures

The Dean of the appropriate college/school writes to the incumbent chair before the last day of classes of the spring term of the academic year preceding the chair's final year of appointment. In this letter, the Dean states that the chair will be considered a candidate for reappointment unless the chair withdraws from consideration in writing before September 1st.

If the incumbent chair wishes to be a candidate for reappointment, the Dean constitutes by September 15th a committee to elicit and formulate the views of the faculty of the department. The committee is constituted according to the specifications governing the composition of the search committee described in [Section 2.12.3.1](#).

To begin the process for chair renewals, the committee consults with the department faculty and other persons it deems appropriate concerning the past performance of the chair and the desirability of the chair's renewal. The committee ascertains the will of the department faculty through an anonymous ballot and makes recommendations in writing to the Dean no later than October 15th. LAU bylaws should specify who has voting rights. The report includes the division of departmental and committee balloting by numbers only.

The Dean makes a recommendation to the Provost by November 1st. The Provost decides whether or not to reappoint the incumbent chair by December 1st and promptly communicates this decision and supporting reasons in writing to the Dean, the committee, the departmental faculty, and the chair.

Proposed Language with Track Changes:

2.12.3 Procedures for Appointment and Renewal

2.12.3.1 Search Procedures

Search procedures are initiated after the incumbent chair has declined to seek reappointment, or after the Provost has notified the incumbent chair of the decision not to reappoint, or when the position is vacant. A search committee is constituted no later than December 10th. This committee consists of five faculty, all of whom have held a full-time instructional appointment for at least one year: (i) a chair, appointed by the Dean, from among the faculty of the college/school but not of the department; (ii) two faculty appointed by the Dean from among the faculty of the department; and (iii) two faculty elected from among and by the faculty of the department. The department elects its members of the committee after the appointments by the Dean have been made known. The four department faculty members must include at least one representative from each of the faculty groups (tenured, tenure-track, instructional term) who have appointments in the department. If the qualifications for faculty membership cannot be met, the Dean will consult with the department faculty before appointing another faculty member.

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If the committee and/or the departmental faculty and the Dean have remained in disagreement, or if the Provost does not endorse the joint recommendation of the committee and the Dean, the Provost meets with the committee and the Dean to seek each party's perspectives and to try to reach consensus. The final decision rests with the Provost.

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The Provost apprises the Dean, the search committee, and the faculty of the decision. Upon notification of the Provost's decision, the Dean extends a formal invitation to the person chosen.

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Current Language

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If the committee and/or the departmental faculty and the Dean have remained in disagreement or if the Provost does not endorse the joint recommendation of the committee and the Dean, the Provost meets with the committee and the Dean to seek an identity of view.

The Provost apprises the Dean, the search committee, and the faculty of the decision. Upon notification of the Provost's decision, the Dean extends a formal invitation to the person chosen.

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The committee consults with the department faculty and other persons it deems appropriate concerning the past performance of the chair and the desirability of the chair's renewal. The committee ascertains the will of the department faculty and makes recommendations in writing to the Dean no later than October 15th. The report includes the division of departmental and committee balloting by numbers only.

The Dean makes a recommendation to the Provost by November 1st. The Provost decides whether or not to reappoint the incumbent chair by December 1st and promptly communicates this decision and supporting reasons in writing to the Dean, the committee, the departmental faculty, and the chair.

3.6.2 Leave Program for Instructional Faculty

Proposed Language

3.6.2 Leave Program for Instructional Faculty

The purpose of this leave program is to support professional development initiatives designed to advance scholarly research, teaching, and/or creative activity, including the development of innovative teaching approaches and methods. Leaves are for one semester at full pay and full benefits or an academic year at half pay with full benefits (based on 50% of base salary).

Faculty must be tenured or on a term multi-year contract, with six years of service at Mason, and have completed six years of such service since a previous study leave (not including tenure-track study leaves, see 3.6.1). This six-year period includes time spent on leave of absence, unless such leave includes time worked at another agency or institution, in which case an exception must be approved and granted by the Vice President for Research.

Colleges and schools establish and publish the procedures, criteria and deadlines for submission and review of leave proposals. The timing of a leave may be delayed if in the judgment of the LAU administrator, the faculty member's services are needed for a particular semester. Colleges and schools will notify the Provost of those faculty who have been approved for a study leave.

A faculty member who receives a study leave must agree to remain a full-time employee of the University for at least one academic year after the conclusion of the leave.

A faculty member who accepts a study leave must agree to serve as a reviewer of future applications at least once.

Proposed Language with Track Changes

3.6.2 Leave Program for Instructional Faculty

The purpose of this leave program is to support professional development initiatives designed to advance scholarly research, teaching, and/or creative activity, including the development of innovative teaching approaches and methods. Leaves are for one semester at full pay and full benefits or an academic year at half pay with full benefits (based on 50% of base salary).

Faculty must be tenured or on a term multi-year contract, with six years of service at Mason, and have completed six years of such service since a previous study leave (**not including tenure-track study leaves, see 3.6.1**). This six-year period includes time spent on leave of absence, unless such leave includes time worked at another agency or institution, in which case an exception must be approved and granted by the Vice President for Research.

Colleges and schools establish **and publish** the procedures, criteria and deadlines for submission and review of leave proposals. The timing of a leave may be delayed if in the judgment of the LAU administrator, the faculty member's services are needed for a particular semester. Colleges and schools will notify the Provost of those faculty who have been approved for a study leave.

A faculty member who receives a study leave must agree to remain a full-time employee of the University for at least one academic year after the conclusion of the leave.

A faculty member who accepts a study leave must agree to serve as a reviewer of future applications at least once.

Current Language

3.6.2 Leave Program for Instructional Faculty

The purpose of this leave program is to support professional development initiatives designed to advance scholarly research, teaching, and/or creative activity, including the development of innovative teaching approaches and methods. Leaves are for one semester at full pay and full benefits or an academic year at half pay with full benefits (based on 50% of base salary).

Faculty must be tenured or on a term multi-year contract, with six years of service at Mason, and have completed six years of such service since a previous study leave. This six-year period includes time spent on leave of absence, unless such leave includes time worked at another agency or institution, in which case an exception must be approved and granted by the Vice President for Research.

Colleges and schools establish the procedures, criteria and deadlines for submission and review of leave proposals. The timing of a leave may be delayed if in the judgment of the LAU administrator, the faculty member's services are needed for a particular semester. Colleges and schools will notify the Provost of those faculty who have been approved for a study leave.

A faculty member who receives a study leave must agree to remain a full-time employee of the University for at least one academic year after the conclusion of the leave.

A faculty member who accepts a study leave must agree to serve as a reviewer of future applications at least once.

2.8.5 Remand Process

Proposed Language

2.8.5 Remand Process

If the UPTRAC determines by majority vote that the appeal has sufficient merit, then the UPTRAC remands the case to the lowest level at which the grounds for appeal was based or to the first-level review committee if the grounds for appeal is based on Substantial New Evidence ([Section 2.8.1](#)). At that level and each subsequent level specified in [Section 2.7.3](#) (or in the case of renewal, [Section 2.7.2](#)), the case shall be evaluated by the designated bodies as they are constituted at the time of the remand, and by the individuals holding the relevant administrative positions at the time of the remand. At each level, a recommendation should normally be completed within fourteen calendar days and forwarded to the next level. The reason for the UPTRAC remand must be explicitly addressed in the recommendation at each level. No case may be remanded more than once.

If the President believes that promotion or tenure should be granted, the recommendation is submitted to the Board of Visitors for final action. If the President decides that renewal should be granted, the decision is final. If the President decides renewal, promotion or tenure should not be granted, the decision is final and there is no further appeal.

At each level of review in the remand process, if a recommendation or decision is negative, a clear, written justification is sent concurrently to the appellant, to the local academic unit, and to the next level of review.

Proposed Language with Track Changes

2.8.5 Remand Process

If the UPTRAC determines by majority vote that the appeal has sufficient merit, then the UPTRAC remands the case to the lowest level at which the grounds for appeal was based or to the first-level review committee if the grounds for appeal is based on Substantial New Evidence ([Section 2.8.1](#)). At that level and each subsequent level specified in [Section 2.7.3](#) (or in the case of renewal, [Section 2.7.2](#)), the case shall be evaluated by the designated bodies as they are constituted at the time of the remand, and by the individuals holding the relevant administrative positions at the time of the remand. At each level, a recommendation should normally be completed within fourteen calendar days and forwarded to the next level. The [reason for the UPTRAC remand](#) must be explicitly addressed in the recommendation at each level. No case may be remanded more than once.

If the President believes that promotion or tenure should be granted, the recommendation is submitted to the Board of Visitors for final action. If the President decides that renewal should be granted, the decision is final. If the President decides renewal, promotion or tenure should not be granted, the decision is final and there is no further appeal.

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At each level of review in the remand process, if a recommendation or decision is negative, a clear, written justification is sent concurrently to the appellant, to the local academic unit, and to the next level of review.

Current Language

2.8.5 Remand Process

If the UPTRAC determines by majority vote that the appeal has sufficient merit, then the UPTRAC remands the case to the lowest level at which the grounds for appeal was based or to the first-level review committee if the grounds for appeal is based on Substantial New Evidence ([SECTION 2.8.1](#)). At that level and each subsequent level specified in [SECTION 2.7.3](#) (or in the case of renewal, [SECTION 2.7.2](#)), the case shall be evaluated by the designated bodies as they are constituted at the time of the remand, and by the individuals holding the relevant administrative positions at the time of the remand. At each level, a recommendation should normally be completed within fourteen calendar days and forwarded to the next level. The case file submitted by the UPTRAC must be explicitly addressed in the recommendation at each level. No case may be remanded more than once.

If the President believes that promotion or tenure should be granted, the recommendation is submitted to the Board of Visitors for final action. If the President decides that renewal should be granted, the decision is final. If the President decides renewal, promotion or tenure should not be granted, the decision is final and there is no further appeal.

At each level of review in the remand process, if a recommendation or decision is negative, a clear, written justification is sent concurrently to the appellant, to the local academic unit, and to the next level of review.

2.11.2.2 Grievance Procedures

Proposed Language

2.11.2.2 Grievance Procedures

1. Grievance procedures for all Grievance Committees must adhere to the following basic elements.
 - a. The faculty member initiates a grievance by filing a written statement of the grievance, along with supporting documentation, with the Chair of the relevant grievance committee. No grievance may be heard on behalf of a third party or group.
 - b. Before the grievance itself is considered, the committee must conclude that the petitioner's case appears to have merit.
 - c. The faculty member may withdraw the grievance at any time without the grievance committee's approval. In such case, the grievance committee will not make a decision or recommendation.
 - d. No member of the committee with a conflict of interest in the grievance case may participate in the proceedings.
 - e. Committees are particularly charged to be alert to instances of inequitable treatment and retaliation against colleagues who have filed grievances.
2. Within a college/school, grievances against fellow faculty members and academic administrators below the level of Dean are heard by the local grievance committee.
 - a. If the grievance is against a fellow faculty member, the committee is charged to investigate the facts of the case and determine an appropriate resolution. The grievance committee's decision is final.
 - b. If the grievance is against an academic administrator below the level of Dean, the committee is charged to investigate the facts of the case and to recommend a resolution, which is then forwarded to the Dean, whose decision is final.
3. Grievances against academic administrators at or above the level of Dean are heard by the University Grievance Committee.
 - a. If the grievance is against a Dean, the committee's recommendation is forwarded to the Provost, whose decision is final.
 - b. If the grievance is against the Provost, the committee's recommendation is forwarded to the President, whose decision is final.
 - c. If the grievance is against the President, the committee's recommendation is forwarded to the Rector of the Board of Visitors, whose decision is final.

Proposed Language with Track Changes

2.11.2.2 Grievance Procedures

1. Grievance procedures for all Grievance Committees must adhere to the following basic elements.
 - a. The faculty member initiates a grievance by filing a written statement of the grievance, along with supporting documentation, with the Chair of the relevant grievance committee. No grievance may be heard on behalf of a third party or group.
 - b. Before the grievance itself is considered, the committee must conclude that the petitioner's case appears to have merit.
 - c. The faculty member may withdraw the grievance at any time without the grievance committee's approval. In such case, the grievance committee will not make a decision or recommendation.
 - d. No member of the committee with a conflict of interest in the grievance case may participate in the proceedings.
 - e. Committees are particularly charged to be alert to instances of inequitable treatment and retaliation against colleagues who have filed grievances.
2. Within a college/school, grievances against fellow faculty members and academic administrators below the level of Dean are heard by the local grievance committee.
 - a. If the grievance is against a fellow faculty member, the committee is charged to investigate the facts of the case and determine an appropriate resolution. The grievance committee's decision is final.
 - b. If the grievance is against an academic administrator below the level of Dean, the committee is charged to investigate the facts of the case and to recommend a resolution, which is then forwarded to the Dean, whose decision is final.
3. Grievances against academic administrators at or above the level of Dean are heard by the University Grievance Committee.
 - a. If the grievance is against a Dean, the committee's recommendation is forwarded to the Provost, whose decision is final.
 - b. If the grievance is against the Provost, the committee's recommendation is forwarded to the President, whose decision is final.
 - c. If the grievance is against the President, the committee's recommendation is forwarded to the Rector of the Board of Visitors, whose decision is final.

Deleted: c. In cases of alleged violations of academic freedom, the faculty of the college/school acts on its grievance committee's recommendation by formal vote, the outcome of which is final.

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Current Language

2.11.2.2 Grievance Procedures

1. Grievance procedures for all Grievance Committees must adhere to the following basic elements.
 - a. The faculty member initiates a grievance by filing a written statement of the grievance, along with supporting documentation, with the Chair of the relevant grievance committee. No grievance may be heard on behalf of a third party or group.
 - b. Before the grievance itself is considered, the committee must conclude that the petitioner's case appears to have merit.
 - c. The faculty member may withdraw the grievance at any time without the grievance committee's approval. In such case, the grievance committee will not make a decision or recommendation.
 - d. No member of the committee with a conflict of interest in the grievance case may participate in the proceedings.
 - e. Committees are particularly charged to be alert to instances of inequitable treatment and retaliation against colleagues who have filed grievances.
2. Within a college/school, grievances against fellow faculty members and academic administrators below the level of Dean are heard by the local grievance committee.
 - a. If the grievance is against a fellow faculty member, the committee is charged to investigate the facts of the case and determine an appropriate resolution. The grievance committee's decision is final.
 - b. If the grievance is against an academic administrator below the level of Dean, the committee is charged to investigate the facts of the case and to recommend a resolution, which is then forwarded to the Dean, whose decision is final.
 - c. In cases of alleged violations of academic freedom, the faculty of the college/school acts on its grievance committee's recommendation by formal vote, the outcome of which is final.
3. Grievances against academic administrators at or above the level of Dean are heard by the University Grievance Committee.
 - a. If the grievance is against a Dean, the committee's recommendation is forwarded to the Provost, whose decision is final.
 - b. If the grievance is against the Provost, the committee's recommendation is forwarded to the President, whose decision is final.
 - c. If the grievance is against the President, the committee's recommendation is forwarded to the Rector of the Board of Visitors, whose decision is final.

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Albanese	Massimiliano	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): URL: [Massimiliano Albanese Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Anand	Priyanka	8/25/2025	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: Health Administration and Policy (CPH)

Note(s): URL: [Priyanka Anand Web Profile](#)

Notification to Candidate	
First Level	October 18, 2024
LAU Head	November 13, 2024
Second Level	December 4, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Anderson	Taylor	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): URL: [Taylor Anderson Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	January 23, 2025
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Beauchamp	Jonathan	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Economics (CHSS)

Note(s): URL: [Jonathan Beauchamp Web Profile](#)

Notification to Candidate	
First Level	October 29, 2024
LAU Head	November 13, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Bidkhor	Hoda	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Computational and Data Sciences (COS)

Note(s): URL: [Hoda Bidkhor Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	February 24, 2025
Dean	February 24, 2025
Provost	March 28, 2025
President	April 14, 2025

Borup	Jered	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Jered Borup Web Profile](#)

Notification to Candidate	
First Level	November 21, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Cai	Xiaomei	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Communication (CHSS)

Note(s): URL: [Xiaomei Cai Web Profile](#)

Notification to Candidate	
First Level	November 11, 2024
LAU Head	November 14, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Carrier	Jason	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Jason Carrier Web Profile](#)

Notification to Candidate	
First Level	October 10, 2024
LAU Head	November 1, 2024
Second Level	December 11, 2024
Dean	January 30, 2025
Provost	March 28, 2025
President	April 14, 2025

Chavis	Charles	8/25/2025	Y/ Y
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Title: Associate Professor without Term

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

Note(s): URL: [Charles Chavis Web Profile](#)

Notification to Candidate	
First Level	November 27, 2024
Second Level	January 7, 2025
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Chitnis	Parag	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Bioengineering (CEC)

Note(s): URL: [Parag Chitnis Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Cooley	Mark	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Mark Cooley Web Profile](#)

Notification to Candidate	
First Level	October 21, 2024
LAU Head	November 1, 2024
Second Level	December 6, 2024
Dean	January 30, 2025
Provost	March 28, 2025
President	April 14, 2025

Craig	Richard	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Communication (CHSS)

Note(s): URL: [Richard Craig Web Profile](#)

Notification to Candidate	
First Level	October 8, 2024
LAU Head	November 15, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
D'Arcy	Shaun	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Dance (CVPA)

Note(s): URL: [Shaun D'Arcy Web Profile](#)

Notification to Candidate	
First Level	October 15, 2024
LAU Head	October 28, 2024
Second Level	December 11, 2024
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

Edwards	Cody	6/10/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Biology (COS)

Note(s): URL: [Cody Edwards Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	December 6, 2024
Second Level	December 6, 2024
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

Epstein	Neil	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Mathematical Science (COS)

Note(s): URL: [Neil Epstein Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Ermagun	Alireza	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): URL: [Alireza Ermagun Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	January 23, 2025
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Ferguson	Daniel	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Daniel Ferguson Web Profile](#)

Notification to Candidate	
First Level	November 2, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

Frenn	Chawky	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Chawky Frenn Web Profile](#)

Notification to Candidate	
First Level	October 23, 2024
LAU Head	November 1, 2024
Second Level	December 6, 2024
Dean	January 30, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
George Mwangi	Chrystal	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Higher Education Program (CHSS)

Note(s): URL: [Chrystal George Mwangi Web Profile](#)

Notification to Candidate	
First Level	October 17, 2024
LAU Head	November 18, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Ghahari Kermani	Fereshte	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): URL: [Fereshte Ghahari Kermani Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Gupta	Jhumka	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Global and Community Health (CPH)

Note(s): URL: [Jhumka Gupta Web Profile](#)

Notification to Candidate	
First Level	October 18, 2024
LAU Head	November 6, 2024
Second Level	December 9, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Han	Bo	8/25/2025	N/ Y

Title: Associate Professor without Term

Local Academic Unit: Computer Science (CEC)

Note(s): URL: [Bo Han Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Holincheck	Nancy	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Nancy Holincheck Web Profile](#)

Notification to Candidate	
First Level	November 18, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

Inoue	Megumi	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Social Work (CPH)

Note(s): URL: [Megumi Inoue Web Profile](#)

Notification to Candidate	
First Level	October 16, 2024
LAU Head	November 6, 2024
Second Level	December 11, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Irvin-Erickson	Douglas	8/25/2025	Y/ Y

Title: Associate Professor without Term

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

Note(s): URL: [Douglas Irvin-Erickson Web Profile](#)

Notification to Candidate	
First Level	November 27, 2024
Second Level	January 7, 2025
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

Ji	Ran	8/25/2025	Y/ Y
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Title: Associate Professor without Term

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

Note(s): URL: [Ran Ji Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Ji	Wenying	8/25/2025	Y/ Y
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Title: Associate Professor without Term

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

Note(s): URL: [Wenying Ji Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Jing	Hao	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): URL: [Hao Jing Web Profile](#)

Notification to Candidate	
First Level	February 5, 2025
LAU Head	February 5, 2025
Second Level	February 5, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Kang	Pilgyu	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Mechanical Engineering (CEC)

Note(s): URL: [Pilgyu Kang Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	February 4, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Kavak	Hamdi	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Computational and Data Sciences (COS)

Note(s): URL: [Hamdi Kavak Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	February 18, 2025
Dean	February 17, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Khasawneh	Khaled	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): URL: [Khaled Khasawneh Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Lattanzi	David	8/25/2025	Y/ N
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Title: Professor without Term

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

Note(s): URL: [David Lattanzi Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Leider	Robert	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Antonin Scalia Law School

Note(s): URL: [Robert Leider Web Profile](#)

Notification to Candidate	
First Level	December 9, 2024
Second Level	February 3, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Liu	Hung-Ling	8/25/2025	N/ Y

Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Hung-Ling Liu Web Profile](#)

Notification to Candidate	
First Level	November 19, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

Mayer	Jeremy	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): URL: [Jeremy Mayer Web Profile](#)

Notification to Candidate	
First Level	December 6, 2024
Second Level	January 30, 2025
Dean	February 1, 2025
Provost	March 28, 2025
President	April 14, 2025

Miller	Angela	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Angela Miller Web Profile](#)

Notification to Candidate	
First Level	November 25, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Moran	Jeffrey	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Mechanical Engineering (CEC)

Note(s): URL: [Jeffrey Moran Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 19, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Morris	Christopher	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Sociology and Anthropology (CHSS)

Note(s): URL: [Christopher Morris Web Profile](#)

Notification to Candidate	
First Level	November 8, 2024
LAU Head	November 8, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Nelson	Jill	6/10/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): URL: [Jill Nelson Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Nowaczyk	Sarah	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Psychology (CHSS)

Note(s): URL: [Sarah Nowaczyk Web Profile](#)

Notification to Candidate	
First Level	November 4, 2024
LAU Head	November 6, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Oh	Kyeung	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Nursing (CPH)

Note(s): URL: [Kyeung Oh Web Profile](#)

Notification to Candidate	
First Level	October 16, 2024
LAU Head	November 20, 2024
Second Level	December 12, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Otis	Jessica	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: History and Art History (CHSS)

Note(s): URL: [Jessica Otis Web Profile](#)

Notification to Candidate	
First Level	October 8, 2024
LAU Head	November 15, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Peterson	Andrew	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Philosophy (CHSS)

Note(s): URL: [Andrew Peterson Web Profile](#)

Notification to Candidate	
First Level	November 13, 2024
LAU Head	November 15, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Plavchan	Peter	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): URL: [Peter Plavchan Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Reinkemeyer	Andrea	8/25/2025	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: Music (CVPA)

Note(s): URL: [Andrea Reinkemeyer Web Profile](#)

Notification to Candidate	
First Level	October 17, 2024
LAU Head	November 1, 2024
Second Level	December 11. 2024
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Rosenberg	Jessica	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): URL: [Jessica Rosenberg Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	February 5, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Salerno	Jennifer	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Environmental Science and Policy (COS)

Note(s): URL: [Jennifer Salerno Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Schulman	Vanessa	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: History and Art History (CHSS)

Note(s): URL: [Vanessa Schulman Web Profile](#)

Notification to Candidate	
First Level	November 7, 2024
LAU Head	November 12, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Schulz	Jonathan	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Economics (CHSS)

Note(s): URL: [Jonathan Schulz Web Profile](#)

Notification to Candidate	
First Level	October 29, 2024
LAU Head	November 13, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Sheridan	Kimberly	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Kimberly Sheridan Web Profile](#)

Notification to Candidate	
First Level	November 20, 2024
Second Level	December 17, 2024
Dean	January 29, 2025
Provost	March 28, 2025
President	April 14, 2025

Solomon	Lee	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): URL: [Lee Solomon Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	February 18, 2025
Second Level	February 18, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Stice	Han	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Costello College of Business

Note(s): URL: [Han Stice Web Profile](#)

Notification to Candidate	
First Level	October 11, 2024
Second Level	November 11, 2024
Dean	January 21, 2025
Provost	March 28, 2025
President	April 14, 2025

Streckfus-Green	Heather	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Heather Streckfus-Green Web Profile](#)

Notification to Candidate	
First Level	October 10, 2024
LAU Head	November 1, 2024
Second Level	December 11, 2024
Dean	January 30, 2025
Provost	March 28, 2025
President	April 14, 2025

Tan	Xiaoyan	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): URL: [Xiaoyan Tan Web Profile](#)

Notification to Candidate	
First Level	January 23, 2025
LAU Head	January 23, 2025
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Tian	Kuo	8/25/2025	Y/ Y

Title: Associate Professor without Term

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

Note(s): URL: [Kuo Tian Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Turpin	Rodman	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Global and Community Health (CPH)

Note(s): URL: [Rodman Turpin Web Profile](#)

Notification to Candidate	
First Level	October 18, 2024
LAU Head	November 6, 2024
Second Level	December 9, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Yun	John	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Antonin Scalia Law School

Note(s): URL: [John Yun Web Profile](#)

Notification to Candidate	
First Level	December 9, 2024
Second Level	February 3, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Zhang	Ketian	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): URL: [Ketian Zhang Web Profile](#)

Notification to Candidate	
First Level	October 29, 2024
LAU Head	December 2, 2024
Second Level	January 30, 2025
Dean	February 3, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Baker	Pamela H.	6/2/2025

Title: Associate Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Berroa	Rei	5/1/2025
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Title: Professor Emeritus

Local Academic Unit: Modern and Classical Languages (CHSS)

Brigham	Frederick J.	6/2/2025
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Title: Professor Emeritus of Education

Local Academic Unit: College of Education and Human Development

Dabbagh	Nada	6/2/2025
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Title: Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Hanrahan	Nancy W.	5/1/2025
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Title: Associate Professor Emerita

Local Academic Unit: Sociology and Anthropology (CHSS)

Kelly	Theodore M.	5/1/2025
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Title: Professor Emeritus

Local Academic Unit: History and Art History (CHSS)

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Kreps	Gary L.	6/2/2025

Title: Distinguished University Professor Emeritus

Local Academic Unit: Communication (CHSS)

Maddox	Peggy J.	6/2/2025
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Title: Professor Emerita

Local Academic Unit: Health Administration and Policy (CPH)

Pierce	Lorraine V.	6/2/2025
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Title: Associate Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Reybold	L. Earle	6/2/2025
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Title: Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Shaklee	Beverly D.	6/2/2025
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Title: Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Shukla	Jagadish	6/2/2025
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Title: Distinguished University Professor Emeritus

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

ACTION ITEMS


Academic Programs, Diversity, and University Community Committee

May 1, 2025

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Sprague	Debra R.	6/2/2025
Title: Associate Professor Emerita of Education Local Academic Unit: College of Education and Human Development		
Witte	James C.	6/2/2025
Title: Professor Emeritus Local Academic Unit: Sociology and Anthropology (CHSS)		

TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Pamela Hudson Baker

DATE: March 7, 2025

I am writing to endorse the nomination of Associate Professor Pamela Hudson Baker for the honorary title of Associate Professor Emerita of Education.

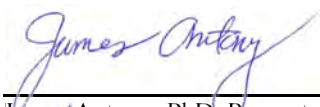
Dr. Baker joined Mason in 2005 as an assistant professor and was promoted to associate professor with tenure in 2012. She has been the director of the Division of Special Education and disAbility Research since 2014, and under her leadership the Special Education program has reached #1 in Virginia and #5 in the nation, according to the 2025 *U.S. News and World Report*. Dr. Baker has guided the efforts to establish an American Sign Language minor and an undergraduate special education program, and she shepherded the Mason Learning into Future Environments (LIFE) program, which provides post-secondary education and independent living opportunities for individuals with intellectual disabilities.

Dr. Baker has taught multiple sections of 12 distinct courses at the undergraduate, master's, and doctoral levels. She has served on 25 doctoral dissertation committees, chairing or co-chairing five, and on 32 doctoral advisory committees, chairing seven. She received the Teaching Excellence Award in 2009. Dr. Baker has maintained a steady research trajectory, contributing one book and publishing 25 articles in top-tier, peer-reviewed journals and 10 book chapters while at Mason. Dr. Baker has given more than 100 refereed presentations at the local, state, regional, national, and international levels and has secured numerous prestigious grant awards totaling over \$13 million.

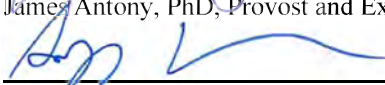
Dr. Baker's service has been extensive across her college, university, and profession. Service to CEHD and Mason has included serving on CEHD's Leadership Team, Educator Preparation Council, and on Mason's Faculty Senate Technology Policy Committee and Undergraduate Online Task Force. Professional service has including holding many positions in the Council of Administrators of Special Education, and serving as proposal reviewer for the Council for Exceptional Children and the American Educational Research Association. She currently serves on the VA CEEDAR State Steering Committee to help improve outcomes for students with disabilities.

The impact of Dr. Baker's leadership has been tremendous for her division, college, university, and for the profession. I highly recommend an appointment for emerita faculty status.

Approved ☒ Not Approved ☐

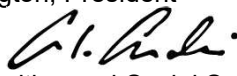

James Antony, PhD, Provost and Executive Vice President

Approved ☒ Not Approved ☐


Gregory Washington, PhD, President

This memo certifies that the criteria have been met by this Emerita 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, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emeritus Designation for Rei Berroa

Date: March 27, 2025

On the recommendation of the Department of Modern and Classical Languages, I am pleased to recommend Dr. Rei Berroa for appointment as Professor Emeritus, effective May 1, 2025 upon approval of the Board of Visitors. Dr. Berroa earned his Ph.D. from the University of Pittsburgh in 1983 and began teaching at George Mason University in 1984. He retired from Mason in 2023.

Dr. Berroa had a long and varied career in teaching, research, creative work, and administrative services. He is the author of two books on the literature of the Dominican Republic, co-editor on two more, and the author of many scholarly essays. He is also a distinguished poet and author of many books of poetry, and an editor of still more.

As an instructor at both graduate and undergraduate levels of university teaching, Dr. Berroa engaged in experiential learning with his students long before that practice became a university focus. He had undergraduate students translating plays for Arlington's Spanish-language Teatro de la Luna, and he took graduate students on different occasions to Boston and New York to see celebrated special exhibits relevant to classes he was teaching.

Dr. Berroa provided important service to the department, college and university. He was a long member of the Faculty Senate serving on numerous of committees. He represented MCL on the College of Arts and Sciences Council for 10 years, and he served as department chair of MCL for four years (and as interim chair for a year before that service). He was instrumental in bringing many distinguished literary and intellectual figures to George Mason University.


Based on his distinguished service at GMU, the department faculty were unanimous and enthusiastic in their support of recommending Rei Berroa for Emeritus status.

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.

TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emeritus Faculty Appointment Letter of Endorsement for Dr. Frederick Brigham

DATE: March 7, 2025

I am writing to endorse the nomination of Professor Frederick Brigham for the honorary title of Professor Emeritus of Education. Dr. Brigham joined George Mason University in 2005 when he was hired as a tenured associate professor. In 2015, he was promoted to the rank of full professor.

Dr. Brigham has taught numerous sections of nine distinct courses in special education as well as three different courses required for doctoral students in the PhD in Education program. His course expertise relates to educational assessment, measurement, and research. In addition, he has served on many dissertation committees and continues to publish and present with students after they graduate. He has been nominated three times for the GMU Teaching Excellence Award—in 2012, 2016, and 2020.

Dr. Brigham's research has focused primarily on effective interventions and services for students with emotional and behavior disorders. He has published three books, 29 peer-reviewed articles, and 27 book chapters. His articles have appeared in such prominent special education journals as the *Journal of Emotional and Behavioral Disorders* and the *Journal of Autism and Developmental Disorders*. He received the Outstanding Author Contribution Literati Award for Excellence in both 2013 and 2020. Additionally, Dr. Brigham has presented close to 200 times across his career to a wide range of audiences.

Regarding service, Dr. Brigham has served on several faculty search committees, the School of Education's Faculty Evaluation Committee, and Mason's Institutional Review Board. His editorial positions include being twice appointed as co-editor of *Behavioral Disorders*, serving as a recent guest co-editor of *Behavior Modification*, and serving as associate editor of *Exceptional Children*, the most respected scholarly journal in special education. Equally important is his service to the leading professional organization of special education, the Council for Exceptional Children (CEC). From 2006–2009, he was elected to the presidential line of CEC's Division for Research.

Dr. Brigham is a respected scholar who has been a dedicated educator and advocate for individuals with disabilities. I am pleased to offer my recommendation for Professor 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.

TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Nada Dabbagh

DATE: March 7, 2025

I am writing to endorse the nomination of Professor Nada Dabbagh for the honorary title of Professor Emerita of Education. Dr. Dabbagh joined Mason in 1999 as an assistant professor. She earned tenure and promotion in 2004 and promotion to professor in 2011. She is the inaugural director of the Division of Learning Technologies in the College of Education and Human Development.

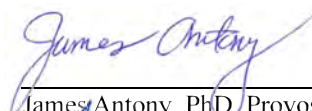
Dr. Dabbagh's research has greatly impacted the fields of instructional design, learning design, and learning technologies. She has published seven books (with one under contract), 47 peer-reviewed articles, 28 book chapters, and 34 refereed conference proceedings, and remarkably, almost 40% of these publications are co-authored with her graduate students. In addition, Dr. Dabbagh has developed several technology-based instructional and training products, such as the *Learning Asset Technology Integration Support Tool (LATIST)* with a companion mobile app designed to assist faculty and staff with integrating advanced technologies into their course design and delivery.

With regard to teaching, Dr. Dabbagh has taught numerous sections of 16 different courses at the master's and doctoral levels across various modalities (in person, hybrid, and online), and she developed six new courses. In 2003, she was awarded the Teaching Excellence Award. She has chaired 18 and served as a member of 11 dissertation committees and has chaired 27 and served as a member of six pre-dissertation committees. She has improved educational outcomes by serving as project advisor for the International Society for Technology in Education Teacher Ready Project funded by the GATES Foundation.

Dr. Dabbagh's service spans her program, division, college, university and profession. She has served on the CEHD Promotion and Tenure Committee, Faculty Evaluation Committee, and CEHD Council. At the university level, she serves as a Distinguished Faculty Mentor and has served in the Faculty Senate. She served in the presidential line for the Association for Educational Communications and Technology (AECT) and received several prestigious awards in her field, including the Featured Research Award, Outstanding Research Reviewer Award, and AECT Crystal Award.

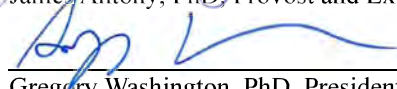
Dr. Dabbagh is a recognized scholar who has had an extraordinary influence on the field of learning technologies both nationally and internationally. I highly recommend her for an emerita faculty appointment.

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 Emerita 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, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emerita Designation for Nancy Hanrahan

Date: February 21, 2025

On the recommendation of the Department of Sociology and Anthropology, I am pleased to recommend Dr. Nancy Hanrahan for appointment as Associate Professor Emerita, effective May 1, 2025 upon approval by the Board of Visitors. Dr. Hanrahan joined Mason in 1994 as Assistant Professor of Sociology. Since that time, she has demonstrated an outstanding commitment to the institution through research, teaching, and service. Dr. Hanrahan retired on June 1, 2024.

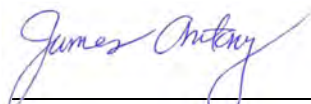
Dr. Hanrahan taught courses of high value to the sociology curriculum, introduced popular electives, and interacted with introductory level students. Core courses taught include Contemporary Sociological Theory and Classical Sociological Theory. These courses were popularly enrolling sections among the SOAN graduate and upper-division student communities. Her student evaluations were among the highest in sociology, and she achieved dedicated followings of students. Her teaching was augmented by dedicated mentorship of graduate students, having mentored seven doctoral students.

Dr. Hanrahan's research expertise lies in cultural sociology, feminist theory, and the sociology of music. Since arriving at Mason, Dr. Hanrahan published 18 peer-reviewed articles and book chapters as well as one book and one edited volume. She also delivered 19 presentations at professional conferences since 2007. Dr. Hanrahan is known for her exacting interaction with deep theory, careful, meticulous research of critical inquiry, and incorporation of this to music.


Dr. Hanrahan served as Director of the sociology doctoral program and also Director of the Women and Gender Studies program. Within the Women and Gender Studies program, she is a core constituent faculty member, having been a contributor and supporter of the initial build-out of the program. Her service on committees within SOAN was always deeply valued.

Based on her distinguished service at GMU, the department faculty were unanimous and enthusiastic in their support of recommending Nancy Hanrahan for emerita status.

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.

To: James Antony, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emeritus Designation for T. Mills Kelly

Date: March 7, 2025


On the recommendation of the Department of History and Art History, I am pleased to recommend Dr. T. Mills Kelly for appointment as Professor Emeritus, effective May 1, 2025 upon approval by the board of Visitors.

Dr. Kelly joined Mason in 2001, making an enormous impact in research, teaching and service. In addition to his groundbreaking research on Eastern European history, he has been a pioneer in the scholarship of teaching and learning. In his 2013 book, *Teaching History in the Digital Age*, he argued that we can most effectively teach our students when we give them the opportunity to experiment, using digital technology to enable creative engagements with the past. Dr. Kelly's pioneering approach to pedagogy and his demonstrated success in the classroom were rewarded with the prestigious Gutenberg Teaching Award from the University of Mainz in 2020. Even as he was reshaping our discipline's approach to teaching history and historical methodology, Dr. Kelly was also producing ambitious, grant-funded projects in digital public history, including World History Matters, Women in World History, and Making the History of 1989: Sources and Narratives on the Fall of Communism. In recent years, he has researched the history of the Appalachian Trail, producing two books and a highly successful historical podcast.


Just as impressive as Dr. Kelly's research and teaching portfolio is his record as an administrator and leader. After achieving demonstrable success as the Director of the Global Affairs Program and in various high-level university service roles, he took over as Executive Director of the Roy Rosenzweig Center for History and New Media (RRCHNM) in 2019 just before the pandemic hit. Despite this inauspicious context, the center thrived under his leadership. He proved adept at improving and sustaining morale and creating a high-functioning, collaborative environment. Among his many concrete victories was the \$1 million grant he and his team secured from the Mellon Foundation to reimagine the center's funding mechanisms and place it on more solid financial footing.

Dr. Kelly retired from Mason in February 2025, after an exemplary academic career. Based on his distinguished service at GMU, the History Department faculty were unanimous and enthusiastic in their support of recommending T. Mills Kelly for emeritus status.

Approval ☒ Disapproval ☐



James Antony, PhD
Provost and Executive Vice President

Approval ☒ Disapproval ☐


Gregory Washington, PhD
President

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To: James Antony, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emeritus Designation for Gary Kreps

Date: February 26, 2025

On the recommendation of the Department of Communication, I am pleased to recommend Dr. Gary Kreps for appointment as Distinguished University Professor Emeritus, effective June 2, 2025 upon approval by the Board of Visitors.

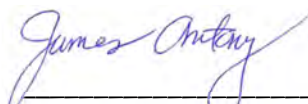
Gary Kreps is a health and risk communication scientist who is widely known as one of the world's leading and founding health communication scholars. Dr. Kreps joined Mason in 2004 at the rank of Full Professor, serving as the Communication Department Chair from 2004 to 2013, and held the Eileen and Steve Mandell Endowed Chair in Health Communication from 2004 to 2010. In 2007, he established Mason's Center for Health and Risk Communication (CHRC), which has been in continuous operation since and has received millions of dollars to support cutting-edge funded research and outreach projects from major funding agencies.

Dr. Kreps' primary research focus has examined the applications of human and mediated communication to promote public health, with a focus on serving the needs of at-risk populations who often experience significant health disparities. He has received extensive recognition and honors for his active and productive research program. His research has been reported in more than 600 frequently cited research articles, chapters, scholarly books, and edited volumes published across the fields of communication, public health, medicine, and information science. His published work has been widely cited in scholarly literature more than 24,000 times.

Dr. Kreps has primarily taught graduate courses, most of which he developed himself. He has received wide recognition for his teaching, including being honored by the Stearns Center for Teaching and Learning: Thank a Teacher Program. He was instrumental in the development of Mason's highly ranked Ph.D. program in Communication and also in the revitalization of the department's MA program.

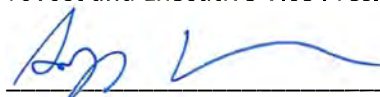
On June 1, 2025, Dr. Kreps will retire from Mason after an exemplary academic career as a Distinguished University Professor of Communication. An emeritus appointment will allow him to continue his valuable research and programmatic involvement advising graduate students, working on funded research projects, and potentially returning to the university in adjunct status to teach occasional courses. His continued contributions in these areas are highly desirable.

Approval ☒ Disapproval ☐



James Antony, PhD
Provost and Executive Vice President

Approval ☒ Disapproval ☐



Gregory Washington, PhD
President

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To: James Antony, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Dean Melissa Perry, ScD, MHS 
College of Public Health

Subject: Emerita Designation for Peggy Jo (PJ) Maddox

Date: 3/13/2025

I am pleased to submit this memo in strong support of granting Professor Emerita status to Dr. Peggy Jo Maddox in recognition of her outstanding contributions to George Mason University, the College of Public Health, and the Department of Health Administration and Policy. The Emerita status will take effect on June 2, 2025 upon approval by the Board of Visitors.

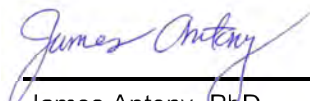
Since joining the university in 1995 as an Associate Professor and Coordinator of the Graduate Program in Health Systems Management, Dr. Maddox has been an exemplary leader, educator, and scholar. Her distinguished career includes serving as Professor and Chair of the Department of Health Administration and Policy (HAP) since 2005, Co-Director of the Virginia Center for Health Workforce Development, and, most recently, Acting Co-Director of the School of Nursing. Under her leadership, the Department and School have experienced remarkable growth, faculty development has been strengthened, and research initiatives have flourished, leaving a lasting impact on students, faculty, and staff.

A respected scholar, Dr. Maddox has made significant contributions to health workforce development, nursing economics, and health policy reform, with numerous publications in top-tier journals and leadership in securing multi-million-dollar research grants. Her work has been instrumental in shaping state and national healthcare policies.


Dr. Maddox's unwavering dedication to education has mentored and shaped the careers of countless students and junior faculty, many of whom have gone on to become leaders in academia, government, and healthcare. Her exceptional service and scholarship have been recognized through numerous accolades, including George Mason University's Faculty of the Year Award (2021).

Given her distinguished career, transformative leadership, and enduring contributions, I wholeheartedly support Dr. Maddox's nomination for Professor Emerita status, confident that she will continue to enrich and inspire the academic community in this role.

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.

TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development



RE: Emerita Faculty Appointment Letter of Endorsement for
Dr. Lorraine Valdez Pierce

DATE: March 7, 2025

I am writing to endorse the nomination of Associate Professor Lorraine Valdez Pierce for the honorary title of Associate Professor Emerita of Education. Dr. Valdez Pierce joined George Mason University in 1992 as an associate professor and earned tenure in September 1998. She is considered a leading authority on assessment in the field of Teaching English to Speakers of Other Languages (TESOL).

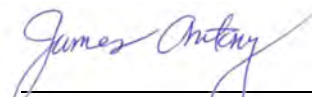
Dr. Valdez Pierce has taught 10 different courses (four of which she developed) at the master's and doctoral levels in the Teaching Culturally and Linguistically Diverse and Exceptional Learners (TCLDEL) program and the PhD Multilingual/Multicultural Education (MME) specialization. She served as the co-coordinator of the MME program and was instrumental in the development of the ESL Teacher Licensure Program, which is now part of the TCLDEL Program. She was a finalist for the Center for Teaching Excellence award four times.

Her research in the field of TESOL education and assessment has produced two books, 15 book chapters, 13 peer-refereed journal publications, and 46 other publications. Additionally, she delivered three international webinars, 23 invited keynotes in the U.S., 43 invited and 61 refereed presentations, 48 invited summer institutes, and 91 invited workshops in Virginia and across the US. Her dedication to building school-university partnerships is seen in an astounding 169 workshops about oral language and writing assessment for English learners for school districts in Virginia.

Dr. Valdez Pierce's university service includes chairing the Effective Teaching Committee, which resulted in a revision of the university Student Evaluation of Teaching (SET) form. At CEHD, she served on the PhD Committee in Education and the CEHD Tenure-Track Annual Review Committee. Her abundant service to her profession includes serving as a reviewer for assessment guidelines for the National Council on Measurement in Education Standards & Test Use Committee and as a reviewer for the *Journal of Teacher Education*.

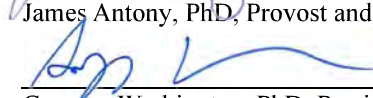
Dr. Valdez Pierce is a highly respected scholar and leader in applied linguistics and TESOL assessment locally, nationally, and internationally. I am pleased to endorse her emerita faculty status.

Approved ☒ Not Approved ☐



James Antony, PhD, Provost and Executive Vice President


Approved ☒ Not Approved ☐



Gregory Washington, PhD, President

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TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Earle Reybold

DATE: March 7, 2025

I am writing to endorse the nomination of Professor Earle Reybold for the honorary title of Professor Emerita of Education. Dr. Reybold joined the George Mason University faculty in 2006 and earned tenure in 2009. In 2016, she was promoted to full professor.

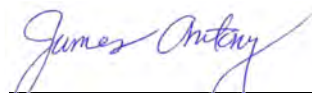
Dr. Reybold's work has focused on 1) qualitative research methods, 2) faculty development, and 3) the experiences of women, minorities, and disabled faculty in academia. She has published over 40 scholarly works, presented over 70 national/international presentations, and received grant funding for 15 projects. She is committed to mentoring developing scholars, evidenced by her co-authorship of many publications and presentations with graduate students.

She has been a dedicated teacher, teaching multiple sections of 12 different doctoral courses and developing eight of the 12 courses. She was a finalist for the GMU Excellence in Teaching Award in 2015–2016 and was recognized as a Distinguished Mentoring Fellow in 2019–2020. In addition, she supervised numerous dissertations as a qualitative methodologist throughout her career and chaired (and served as methodologist) on eight dissertation committees. Notably, Dr. Reybold guided the development of the Qualitative Research Certificate that brings students from other disciplines to CEHD to learn high-quality qualitative research skills.

Regarding college and university service, Dr. Reybold has served on the CEHD PhD in Education Committee, Faculty Evaluation Committee, the CEHD Promotion and Tenure Committee. For Mason's Faculty Senate she has served on the Executive Committee and as secretary. In addition, Dr. Reybold has been active in many professional organizations, such as the American Educational Research Association, American Association of University Professors, and the Institute for the International Education of Students.

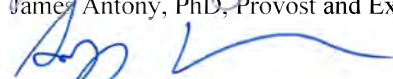
Dr. Reybold is a well-respected scholar who has been a vital member of CEHD and Mason for nearly two decades. I am pleased to recommend her for an emerita faculty appointment.

Approved ☒ Not Approved ☐



James Antony, PhD, Provost and Executive Vice President


Approved ☒ Not Approved ☐



Gregory Washington, PhD, President

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TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Beverly Shaklee

DATE: March 7, 2025

I am writing to endorse the nomination of Professor Beverly Shaklee for the honorary title of Professor Emerita of Education. Dr. Shaklee joined George Mason University in 2001 as a tenured full professor. She has held multiple leadership positions in the college, including as inaugural division director of the Division of Advanced Professional Teacher Development and International Education for eight years and as coordinator of both the Elementary Education and FAST TRAIN international education programs.

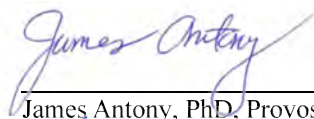
Dr. Shaklee's research focuses on dynamic educational environments, antiracist pedagogy, gifted education, assessment, systems, and teacher training in a globalized society. She has published five co-authored books, 18 book chapters, 30 peer-reviewed journal articles, and 45 non-refereed products. In addition, she has given over 100 refereed national and international presentations. She has served as PI and co-PI for grant projects totaling over \$5 million from sources such as the U.S. Department of Education, MacArthur Foundation, and U.S. Department of State; the projects are specific to areas such as gifted education, international teacher education, and international quality assurance in education.

Dr. Shaklee has taught 17 graduate courses on international education, gifted education, and elementary education. She has chaired or co-chaired 15 doctoral dissertation committees and consistently offers mentoring support for junior faculty. Prior to online teacher education, Dr. Shaklee led the innovative FAST TRAIN program for 10 years, which produced educators across the world.

Dr. Shaklee's service is extensive. At CEHD, she has been a member of the CEHD Council, CEHD Leadership Team, and CEHD Promotion and Tenure Committee, among others. At Mason, she contributed her expertise to the Global Complexity and Ethical Education Committee, President's Vision Committee on Global Strategies, and the Center for Global Studies. She also served as editor-in-chief of the Association for Advancement of International Education (AAIE) *InterEd* journal and has contributed to the Alliance for the Council for International Schools and National Association for Gifted Children. She was recently inducted into the Hall of Fame of AAIE for her longstanding contributions.

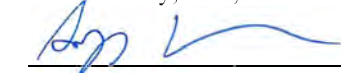
Dr. Shaklee's important contributions have spanned 24 years at Mason. She is highly deserving of the Professor Emerita status, and I am pleased to offer my strongest recommendation.

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 Emerita 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: Dr. James Antony, Provost and Executive Vice President
Dr. Gregory Washington, President

From: Dr. Cody W. Edwards, Interim Dean 

Subject: Emeritus Designation for Dr. Jagadish Shukla

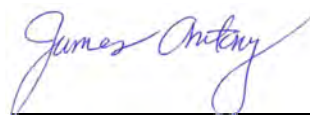
Date: March 10, 2024

Dr. Jagadish Shukla joined the George Mason faculty on February 1, 1994 and will retire on June 1, 2025 with an exemplary record of teaching, scholarship, research, and service as a Distinguished University Professor Emeritus in the College of Science and to the George Mason community. Dr. Shukla is retiring after 31 years of service and has embodied an outstanding record of achievement in research, scholarship, and education.

Dr. Shukla's scientific contributions have changed the course of climate research. I echo the words of the recommending chair in that Dr. Shukla is an "internationally-recognized scientist who has contributed to the science of meteorology and to governments, research organizations, and institutions of higher learning throughout the world, through scientific research, institution building, and international cooperation in meteorology for the betterment of humankind worldwide."

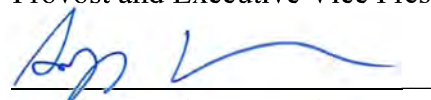
I am pleased to support the nomination of Dr. Shukla for the rank of Distinguished University Professor Emeritus, as recommended by Dr. Mark Uhen, Professor and Chair of the department of Atmospheric, Oceanic, and Earth Sciences (AOES). Given Dr. Shukla's contributions and impact at George Mason and beyond, it seems fitting that we confer this honor effective June 2, 2025 upon approval by the Board of Visitors.

Approval ☒ Disapproval ☐



James Antony, PhD
Provost and Executive Vice President


Approval ☒ Disapproval ☐



Gregory Washington, PhD
President

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TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Debra Sprague

DATE: March 7, 2025

I am writing to endorse the nomination of Associate Professor Debra Sprague for the honorary title of Associate Professor Emerita of Education. Dr. Sprague began her career at Mason in 1995 as an assistant professor. In 2001, she earned tenure and was promoted to the rank of associate professor.

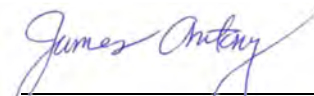
Dr. Sprague has taught numerous courses at all levels across multiple programs (Elementary Education, Teaching and Teacher Education, Advanced Studies in Teaching and Learning) and deliveries (F2F, hybrid, synchronous online, and asynchronous online). Noteworthy is her development of ELED 257, which has become a core course in the Elementary Education program, reflecting her innovative approach to curriculum design. She has received student “Thank-a-Teacher” notes from the Stearns Center and recognition from Mason’s Distance Learning office for the development of exceptional online courses.

She has collaborated extensively with colleagues through peer-reviewed publications, presentations, and editorials; has conducted numerous workshops and webinars; and has secured external and internal funding for her many research projects. Her expertise led to her reviewing several books focused on technology integration in teacher education. A significant scholarly contribution was her leadership as editor of the *Journal of Technology and Teacher Education* from 2001 to 2012, a role that provided critical guidance to emerging scholars. Under her guidance, *JTATE*’s influence in the field grew, and it is currently ranked the #1 journal in teacher education and technology.

Dr. Sprague’s exceptional service has included participation in critical university and CEHD committees, including Mason’s Faculty Senate (serving as co-chair of the Technology Policy Committee) and Distance Education Committee, and as chair of the CEHD Tenure-Track Annual Review Committee. She was also co-chair of the Technology Infusion SIG for the Society for Information Technology and Teacher Education and as chair of the TACTL SIG for the American Educational Research Association.

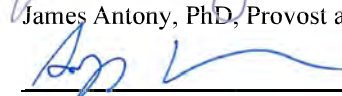
Dr. Sprague’s career has been marked by exceptional service, significant research, and engaged teaching that has advanced our university’s mission and reputation. I am pleased to offer my recommendation for emerita status.

Approved ☒ Not Approved ☐



James Antony, PhD, Provost and Executive Vice President


Approved ☒ Not Approved ☐



Gregory Washington, PhD, President

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To: James Antony, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emeritus Designation for James Witte

Date: February 21, 2025

On the recommendation of the Department of Sociology and Anthropology, I am pleased to recommend Dr. James Witte for appointment as Professor Emeritus, effective June 2, 2025 upon approval by the Board of Visitors.

Dr. Witte joined Mason in 2009 as Professor of Sociology after holding faculty positions at Northwestern University (1994-1999) and Clemson University (1999-2009). Dr. Witte has also served as the Director of the Center for Social Science Research (2009-2020) and Director of the Institute for Immigration Research (2012-present).

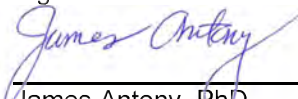
Dr. Witte is seen as one of the “go-to” faculty who teaches methods. His deep and exacting knowledge of quantitative methods have been greatly valued by our student body. He has provided students with detailed training in the quantitative methods associated with applied sociological research through practice, in addition to their experience in the classroom. He has also taught courses for SOAN including SOCI 636 Statistical Reasoning for Applied Sociological Research and has garnered exceptionally positive feedback. Dr. Witte can be seen as a faculty member who teaches through both direct pedagogical methods and by mentorship during his leadership of the research centers. He has supervised four doctoral dissertations in sociology and mentored dozens of students.

Dr. Witte’s expertise within sociology lies within the use of survey data collected from the internet, immigration, digitization of academic publications into a research archive for the production of sociological knowledge, and survey studies of immigrant professionals across seven cities in the United States. His research contributions include more than 60 peer-reviewed journal articles and book chapters. His research has been funded by prestigious peer-review and philanthropy organizations. These efforts have amassed more than \$7 million dollars to fund faculty, graduate student, and postdoctoral research at Mason.


Dr. Witte has served on several committees for the University. Within SOAN, he has served on the Faculty Matters Committee, Academic Program Review Committee, and the By-Law Revision Committee in 2021. He has twice served on the CHSS Senior Leadership Committee.

Based on his distinguished service at GMU, the department faculty were unanimous and enthusiastic in their support of recommending James Witte for emeritus status.

Approval ☒ Disapproval ☐


James Antony, PhD
Provost and Executive Vice President

Approval ☒ Disapproval ☐


Gregory Washington, PhD
President

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ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

ELECTIONS OF NEW TENURED FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Miller	Robert T.	8/25/2025

Title: Professor of Law and Rouse Chairholder
Rank: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Antonin Scalia Law School

Rebmann	Terri	5/1/2025
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Title: Professor
Rank: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Nursing (CPH)

Note(s): Additional Title: Divisional Dean and Director

Shen	Min	8/25/2025
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Title: Associate Professor
Rank: Associate Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Costello College of Business

Note(s): Additional Title: Phillip G. Buchanan Endowed Fellowship



OFFICE OF THE PROVOST
ALAN AND SALLY MERTEN HALL
4400 University Drive, MSN 3A2, Fairfax, Virginia 22030
Phone: 703-993-8770; Website: provost.gmu.edu

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

This form must be submitted in Interfolio as part of the Tenured upon Hire case at the Dean's recommendation step.

Robert Miller, Professor of Law

Faculty Member's Name and Title

Antonin Scalia Law School

Local Academic Unit



Verification of Hiring and Trainings:

I verify that all hiring requirements, including reference checks, for the candidate has been completed and the candidate has been informed of all training that need to be completed within the first few weeks of the start of their appointment (including but not limited to DEI trainings: Title IX Overview and Sexual Harassment Prevention, Equal Opportunity: A Fair Shake and Ethics).

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

Robert Miller easily meets or exceeds the university's requirements for tenure and the rank of full professor. His appointment at the rank of Professor of Law is in keeping with his distinguished academic career, where he has held tenure at both the University of Iowa College of Law (since 2012) and Villanova University School of Law (since 2008). Professor Miller is a nationally-recognized scholar in corporate law, and brings a long research and publication history with him which will improve the reputation of our law school. He also has strong connections with large law firms, particularly in New York, where he will be of great value in helping to place our students after graduation. His teaching is consistently rated highly by students who praise his command of the material, his real-world experience, and his energetic lecture style. His service to his law schools, his universities, his students, his colleagues, the practice of law, and the study of law have been outstanding. Along with our faculty, I strongly recommend Robert Miller's hire with tenure and the rank of Professor of Law.

Dean

March 6, 2025

Date

Robert Miller

May 1, 2025

Robert Miller, J.D. is a candidate for Tenure upon Hire to Professor without Term in the Antonin Scalia Law School (ASLS). Professor Miller received his J.D. in 1997 from Yale Law School. He also earned a M.A. in Philosophy in 1994 and a B.A. in Philosophy and Mathematics in 1992 from Columbia University.

Currently, Professor Miller holds an appointment as the F. Arnold Daum Chair in Corporate Finance and Law and is a Professor of Law in the University of Iowa and also served as Associate Dean for Faculty Development. He previously was a Professor of Law at Villanova University and served as an Associate Director and Acting Executive Director for the Matthew J. Ryan Center for the Study of Free Institutions and the Public Good. In addition, he's held a variety of visiting professorships and fellowships with the University of Pennsylvania, Yeshiva University, and Oklahoma state University. He's also currently an affiliated scholar with New York University and James Wilson Institute on Natural Rights and the American Founding.

Professor Miller's tenure dossier demonstrates that he has established an exceptionally strong record of research/scholarship, teaching, and service. His case strongly is supported by the ASLS Review Committees and the Dean of the Law School each of which has documented the strength of his academic record.

The decision to hire Professor Miller is well supported. He will be a valued member of our university community and is deserving of appointment to the rank of Professor without Term.

Consistent with the recommendation of the ASLS review committees, and the Dean of the Law School, I also recommend that Professor Miller be granted appointment without term to the rank of Professor without Term in the Antonin Scalia Law School, effective August 25, 2025.



OFFICE OF THE PROVOST
ALAN AND SALLY MERTEN HALL
4400 University Drive, MSN 3A2, Fairfax, Virginia 22030
Phone: 703-993-8770; Website: provost.gmu.edu

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

This form must be submitted in Interfolio as part of the Tenured upon Hire case at the Dean's recommendation step.

Terri Rebmann, Professor without Term

Faculty Member's Name and Title

School of Nursing, CPH

Local Academic Unit



Verification of Hiring and Trainings:

I verify that all hiring requirements, including reference checks, for the candidate has been completed and the candidate has been informed of all training that need to be completed within the first few weeks of the start of their appointment (including but not limited to DEI trainings: Title IX Overview and Sexual Harassment Prevention, Equal Opportunity: A Fair Shake and Ethics).

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

The benefit of this hire, Dr. Terri Rebmann, is to provide strong leadership to the School of Nursing. Her academic preparation (undergraduate and graduate degrees and certifications) is in Nursing with specializations in Infection Control and Epidemiology and Disaster and Emergency Preparedness. She has extensive academic leadership experience stemming from serving 11 years as the Director of the SLU Institute for Biosecurity and at the university level (2020-2023) by serving as Special Assistant to the President of SLU for managing the university's COVID pandemic response. She is familiar with external program accreditation and the requirements for fielding professional degrees in general. She has strengths in overall academic program leadership in all areas of management responsibility (budget, HR, fundraising, staffing, accreditation management) and at both local academic unit and university levels. Of the candidates interviewed she had the most robust leadership experience and was the best fit to offer strong leadership to the faculty, students, and staff in the School of Nursing.

Melissa J. Perry

Dean

3-13-25

Date

Terri Rebmann
May 1, 2025

Terri Rebmann, PhD is a candidate for Tenure upon Hire to Professor without Term in the School of Nursing within the College of Public Health (CPH) and was also selected to serve as the Divisional Dean and Director for the School of Nursing that began in March 2025. Professor Rebmann received her PhD in Nursing (2006) from Saint Louis University. She also received her MSN (1996) in Nursing from the University of Missouri (2008) and a BSN in Nursing (1992) from Truman State University.

Prior to Professor Rebmann joining George Mason University, she held an academic appointment as a Tenured Professor of Epidemiology and a variety of administrative and staff appointments as Director for the Institute for Biosecurity (2014-2025), Special Assistant to the President (2020-2023), Associate Dean for Academic and Faculty Affairs (2020-2021), Associate Director for Curricular Affairs (2005-2007), and Infectious Disease Specialist (200-2006) throughout her career at Saint Louis University. Concurrently, she was the Lead Epidemiologist at Biorisk Intelligence and Public Health Communications Specialist at PHC Global (2024-2025). Professor Rebmann also held position with a variety of hospitals and Health Projects and Services such as, Barnes-Jewish Hospital as an Infection Preventionist, Reproductive Health Services of Planned Parenthood as Patient Services Supervisor, Aids Project of the Ozarks as a Clinical Research Coordinator, and Harry S. Truman Veteran's Administration Hospital as a Charge Nurse, and US Medical Center for Federal Prisoners as a RN.

Professor Rebmann's tenure dossier demonstrates that she has established an exceptionally strong record of research, teaching, and service. Her case is strongly supported by all of the CPH review committees, the Co-Director, and the Dean of the College. She will be a valued member of our university community and, in my view, is deserving of appointment to the rank of Professor without Term.

Consistent with the unanimous recommendation of the CPH review committees, the Co-Director, and the Dean of the College, I recommend that Professor Rebmann be granted appointment to the rank of Professor without Term in the School of Nursing within the College of Public Health, effective May 1, 2025.



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Phone: 703-993-8770; Website: provost.gmu.edu

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

This form must be submitted in Interfolio as part of the Tenured upon Hire case at the Dean's recommendation step.

Dr. Min Shen, Associate Professor without Term

Faculty Member's Name and Title

Accounting Area

Local Academic Unit

☒ **Verification of Hiring and Trainings:**

I verify that all hiring requirements, including reference checks, for the candidate has been completed and the candidate has been informed of all training that need to be completed within the first few weeks of the start of their appointment (including but not limited to DEI trainings: Title IX Overview and Sexual Harassment Prevention, Equal Opportunity: A Fair Shake and Ethics).

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

The appointment of Dr. Min Shen will greatly benefit Costello College of Business. Min Shen earned her PhD degree in Accounting from Michigan State University in 2005. Min has seven premier publications and a conditional acceptance, an extremely strongest record in Accounting for an Associate Professor. She also has a strong pipeline and meets Costello's AACSB Scholarly Academic (SA) standards. Min is well recognized in the accounting profession for her expertise on corporate disclosure and market microstructure. She is a creative and passionate scholar, a strong applied econometrician, and an experienced mentor to many. Her research interests on capital markets, corporate disclosures, regulatory filings, information intermediaries, etc. align closely with the work of nearly all the accounting area research faculty. She has been a strong mentor to others, serving on dissertation committees and the editorial board of the Journal of Accounting, Auditing, and Finance (a well regarded accounting journal). She teaches in one of our needed topical areas, is a dedicated teacher who has taught large classes in multiple modalities, and has been a good citizen at her previous institution.

Dean

3/12/2025

Date

Min Shen
May 1, 2025

Min Shen, PhD is a candidate for Tenure upon Hire to Associate Professor without Term in the Costello College of Business (CCB). Professor Shen received her PhD (2005) and MS (2003) in Accounting from Michigan State University. She also received her BA in International Finance from the Shanghai University of Finance and Economics (1998).

Currently, Professor Shen holds an academic appointment as an Associate Professor of Accounting at Baruch College, Zicklin School of Business. Prior to that, she held appointments as an Associate Professor (2011-2012) and Assistant Professor (2005-2011) of Accounting at George Mason University in the Costello College of Business. Professor Shen also taught courses previously at Michigan State University and participated in a lecture to doctoral students at Xiamen University.

Professor Chen's tenure dossier demonstrates that she has established an exceptionally strong record of research, teaching, and service. Her case is strongly supported by all of the CCB review committees and the Dean of the College. She will be a valued member of our university community and, in my view, is deserving of appointment to the rank of Associate Professor without Term.

Consistent with the unanimous recommendation of the CCB review committees and the Dean of the College, I recommend that Professor Shen be granted appointment to the rank of Associate Professor without Term in the Costello College of Business, effective August 25, 2025.

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

SPECIAL RANK CHANGE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Cheskin	Lawrence	5/1/2025

Title: Distinguished University Professor
Local Academic Unit: Nutrition and Food Studies (CPH)

TIMELINE REFLECTING ONGOING CONVERSATIONS RE MASON 'DEI' PROGRAMS/STAFF

2023

- AUGUST: Heritage Foundation publishes an independent report on the number of DEI positions at Mason by conducting a website search
- SEPTEMBER: BOV Meeting; President provides data on Mason DEI positions; DEI Committee formed to include Visitors Burke (abstained from committee) and Witeck to provide accurate numbers
- NOVEMBER: BOV Meeting; Presentation on positions by DEI Committee; included overall numbers, as well as federal work study and student assistants (initially listed as 'full-time staff' positions)

2024

- FEBRUARY: BOV Meeting; Presentation on Just Societies core curriculum; DEI committee formed at request of Rector and President; six-person committee includes Vice Rector Meese and former Visitor Witeck
- MAY: BOV Meeting; Presentation from DEI Committee on positions and Just Societies core curriculum; Report includes "The Mason Way" report; Recommendations call for assessment of positions and offices, campus climate assessment, and additional programming; recommendations accepted by 15-1 board vote
- MAY: Just Societies curricular requirement paused by decision of Interim Provost Ken Walsh
- JUNE: Reviewed and amended four position descriptions in academic units; positions updated
- JUNE: Ended Anti-Racism and Inclusive Excellence (ARIE) Initiative
- JULY: Dissolved student support unit Center for Culture, Equity and Empowerment
- JULY: Eliminated three Assistant Director positions in Center for Culture, Equity, and Empowerment
- JULY: Established Center for Leadership and Intercultural Engagement
- JULY: Reviewed and amended three position descriptions in Office for Diversity, Equity, and Inclusion; positions updated
- JULY: Discontinued the Chief Diversity, Equity, and Inclusion Officer Executive Certificate Program

AUGUST: University updated non-discrimination policy (University Policy 1201) to include IHRA definition

AUGUST: 'Dialogue X Differences' year-long programming initiative begins

SEPTEMBER: Eliminated two vacant positions (DEI Coordinator and ADA Accessible Text and Records Management Coordinator) in Office for Diversity, Equity, and Inclusion

SEPTEMBER: IHRA definition distributed to university community

SEPTEMBER: Expanded Constructive Dialogue Institute and Dialogue x Differences programming

SEPTEMBER: Discontinued use of Inclusive Excellence Plans

DECEMBER: SCHEV initiates Virginia public institution survey on DEI programs and positions

2025

JANUARY: Completed SCHEV DEI survey with listing of all positions

JANUARY: University Counsel reviewed Office for Diversity, Equity, and Inclusion positions for compliance alignment

FEBRUARY: Dissolved Office for Diversity, Equity, and Inclusion

FEBRUARY: Created Office of Access, Compliance, and Community to better align with Executive Orders, Dear Colleague Letter (SFFA vs Harvard) and other guidance from Commonwealth

FEBRUARY: Reviewed Office of Access, Compliance, and Community trainings and professional development workshops for any concepts that have the potential to create a hostile environment based on race for individuals who participate

FEBRUARY: Ceased promotion of third-party opportunities that use race conscious criteria

FEBRUARY: Reviewed and updated digital platforms (ongoing)

FEBRUARY: Reviewed Employee Resource Groups and Affinity Groups to confirm they were open to all interested faculty, staff, and students

MARCH: Reviewed and amended all positions in Office of Access, Compliance, and Community to align with new office functions

MARCH: Eliminated Director of Supplier Diversity position

MARCH: Terminated institutional partnership with the PhD Project

MARCH: Reviewed use of required diversity statements and provided guidance that use of diversity statements are prohibited

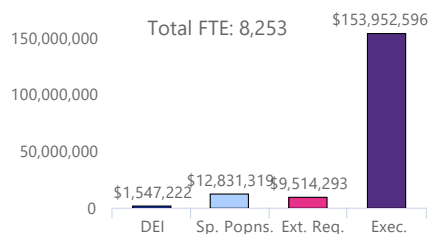
MARCH:	Evaluated institutionally funded scholarships and grants (ongoing)
MARCH:	Assessed the Hampton Summer Immersion Program for alignment with legal standards
MARCH:	Reviewed all student life programs for race-conscious exclusive criteria
MARCH:	Paused activities associated with student support Black Male Success Initiative (BMSI)
MARCH:	Campus Climate assessment conducted by third party initiated
APRIL:	Position descriptions updated in the Office of Access, Compliance, and Community
APRIL:	Discontinued use of Affirmative Action Plans for Women and Minorities, following the revocation of Executive Order 11246 (1965)
APRIL:	Paused 112 scholarships managed by GMU Foundation, which is a legally separate entity from the university (review by external legal counsel in progress)

*All actions in red were either eliminated, amended, or paused

Summary | Total Public Two-Year Institutions

Total Salaries & Benefits

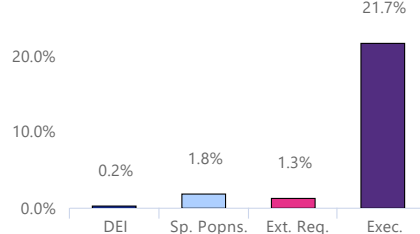
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■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Percentage of Salaries & Benefits

30.0%



Overall Summary

The document provides an overview of DEI/DOI initiatives at various two-year institutions, detailing their purpose, evaluation methods, expenditures, board involvement, and successes. Here are the key points:

1. Overall Purpose of DEI/DOI Initiative Each institution aims to foster an inclusive and supportive environment, promoting diversity, equity, and inclusion through various strategies and initiatives. These efforts align with their respective strategic plans and goals.
2. Evaluating Progress Progress is evaluated through metrics such as student and faculty demographics, participation in DEI programs, feedback from the college community, and other specific indicators relevant to each institution.
3. Personnel Expenditure The total personnel expenditure for DEI/DOI initiatives across the institutions is significant, with some institutions reporting specific budget allocations while others do not have dedicated personnel expenditures. The total personnel expenditure reported is approximately \$1,500,000.
4. Non-Human Capital Expenditures Non-human capital expenditures for DEI/DOI initiatives vary across institutions, with some allocating specific budgets for DEI programs and resources, while others do not have dedicated non-human capital expenditures. The total non-human capital expenditure reported is approximately \$500,000.
5. Board Involvement The involvement of boards varies across institutions. Some institutions provide regular updates to their boards on DEI initiatives, while others have limited or no formal engagement. The number of institutions with direct board involvement is five.
6. Board Resolutions Passed The number of board resolutions passed specifically for DEI/DOI initiatives is limited. Only a few institutions have adopted specific DEI resolutions, indicating room for improvement in formal engagement.

Most Common Special Populations The most common groups defined as special populations include:

- Pell-eligible students
- Racial and ethnic minorities
- Individuals with disabilities
- First-generation college students
- LGBTQ+ individuals
- Veterans
- International students

Evidence of Successful DEI/DOI Activities Evidence of successful DEI/DOI activities includes:

- Increased diversity among students and faculty
- Improved retention and graduation rates for underrepresented groups
- Enhanced support services and resources for special populations
- Positive feedback from campus climate surveys
- Successful implementation of DEI programs and initiatives

Institutions with Direct Board Involvement

- Blue Ridge Community College
- Brightpoint Community College
- Central Virginia Community College
- Danville Community College
- Eastern Shore Community College

These institutions provide regular updates to their boards on DEI initiatives, ensuring accountability and transparency in their efforts to promote diversity, equity, and inclusion.

Special Populations Defined by Institution

First-generation college students;
Adult Learners
Adult Learners (TJACE)
African American
Asian American
Degree-recipients receiving Pell grants at any time during the five years prior to degree award
Disability support services
Disabled - hearing impaired

Gender Identity
Haitian
Hispanic
Hispanic American
Homeless or Housing-Insecure
Individuals from low income / economically disadvantaged household
Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV

Military Affiliated Students (Active, Veteran, Dependent)
Minority and Underrepresented Students
Minority males (inclusive of African-American, Hispanic and other men of color)
Native American
Non-Traditional Students: Age 25 years or older at entry
Non-Traditional/Adult Learners

Students facing Mental Health Challenges
Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
Students requiring Learning Accommodations (Disability Services)
Students with disabilities

Early College Students
English Language Learners
First-generation college
students;
Foster children (Great
Expectations)

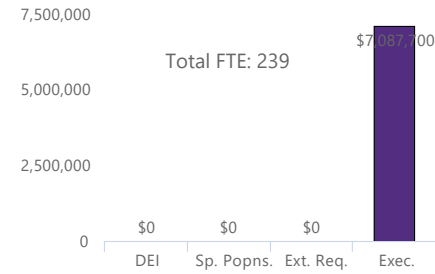
Individuals impacted by the justice
system (REACH Grants)
Individuals with disabilities
LGBTQ+
Low-Income Students (Pell Grant/Title III
Grant)

Non-white US citizens and
permanent residents
Other Underrepresented Students
(Title III Grant/Perkins Grant)
Prison Populations
Sexual Orientation
Student Parents (CCAMPIS/CAPS
Grants)

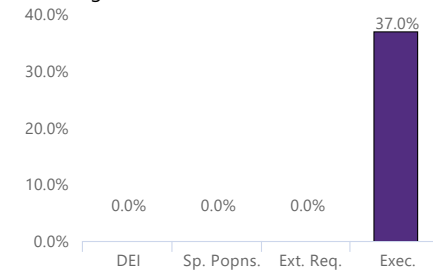
Underserved Communities: First generation
college students; veterans; non-white
students, permanent residents
Underserved Students (Envision)
Underserved Students (SNAP)
Underserved Students (TRIO)
Veteran support services
Veterans and Active Military Members

Summary | Blue Ridge Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Blue Ridge Community College's DEI/DOI initiatives focus on enhancing recruitment processes, workplace satisfaction, and Title IX compliance, aligning with broader strategic goals. The Human Resources Director and Vice-President of Academic Affairs play key roles in implementing and tracking these initiatives. However, there are no specific budget allocations for personnel or non-human capital expenditures dedicated to DEI/DOI initiatives.

The Board does not receive regular updates on DEI initiatives and has not adopted any DEI-specific resolutions, indicating a potential area for improvement. Despite this, BRCC's commitment to improving workplace culture and ensuring compliance showcases its ongoing efforts to foster an inclusive environment. Enhancing board involvement and formalizing DEI roles could further strengthen these initiatives and promote a more inclusive campus community.

Overall Purpose of DEI/DOI Initiative:

Blue Ridge Community College (BRCC)'s Diversity, Opportunity, and Inclusion (DOI) Plan was established as per the Governor's Executive Order. The plan focuses on three main goals: providing search advocate training, participating in the 2024 Great College to Work For Survey, and restructuring the Title IX administration and coordination process. These initiatives aim to enhance recruitment processes, improve workplace satisfaction, and ensure compliance with Title IX requirements. Additionally, BRCC's DEI/DOI initiatives align with the VCCS' Accelerate Opportunity Strategic Plan, which seeks to increase the diversity of full-time faculty and staff by 5% by 2030.

Evaluating Progress:

The Human Resources Director is responsible for implementing and tracking the progress of the search advocate training and the Great College to Work For Survey results. The Vice-President of Academic Affairs works with appropriate deans/associate deans to manage and coordinate Title IX responsibilities. These metrics are assessed to ensure the DEI goals are effectively met.

Expenditures:

Currently, BRCC does not have specific positions with formal DEI/DOI duties, and the college's DEI/DOI responsibilities are integrated into its governance process. Therefore, there is no separate allocation for personnel expenditure dedicated solely to DEI/DOI initiatives.

Detailed information about non-human capital expenditures dedicated to DEI/DOI initiatives is not provided, indicating that these expenditures may be part of broader operational budgets.

How is the board involved:

The Board does not receive reports on DEI/DOI initiatives regularly, and no specific DEI resolutions have been adopted. This limited involvement suggests an area for potential improvement in enhancing board engagement with DEI efforts.

What success has been demonstrated to date?

The text does not provide specific examples of demonstrated success, but the steps taken by BRCC, such as participating in the Great College to Work For Survey and restructuring Title IX administration, indicate ongoing efforts to improve recruitment, workplace culture, and compliance.

Departments and Positions Associated with DEI/DOI and Special Populations

Human Resources

Director of Human Resources

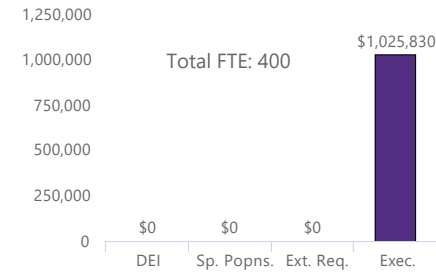
Special Populations Defined by Institution

First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Minority males (inclusive of African-American, Hispanic and other men of color)	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Native American	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional Students: Age 25 years or older at entry	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-Traditional/Adult Learners	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Non-white US citizens and permanent residents	
Early College Students	Individuals with disabilities	Other Underrepresented Students (Title III Grant/Perkins Grant)	
English Language Learners	LGBTQ+		
First-generation college students;			

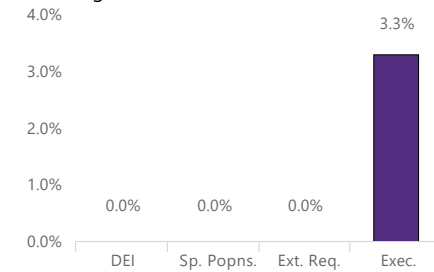
Foster children (Great Expectations)	Low-Income Students (Pell Grant/Title III Grant)	Prison Populations Sexual Orientation Student Parents (CCAMPIS/CAPS Grants)	Underserved Students (SNAP) Underserved Students (TRIO) Veteran support services Veterans and Active Military Members
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Summary | Brightpoint Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Brightpoint Community College integrates its DEI initiatives within its strategic plan, focusing on creating an inclusive and supportive environment. Progress is evaluated through comprehensive metrics, ensuring alignment with institutional goals. The college allocates a modest portion of its budget to personnel expenditures dedicated to DEI initiatives, reflecting its commitment to these efforts.

The Board is periodically informed about DEI initiatives, but no formal resolutions have been adopted, suggesting an area for potential improvement in formalizing their involvement. Brightpoint Community College's demonstrated successes include enhancing recruitment processes, fostering community partnerships, and supporting historically underrepresented and underserved populations, showcasing its dedication to fostering a diverse and inclusive community.

Overall Purpose of DEI/DOI Initiative:

Brightpoint Community College's DEI initiatives aim to foster a culture of inclusion, equity, and diversity within the institution. The strategic plan outlines six main goals focusing on communication, recruitment, retention, community partnerships, professional development, and student success. These initiatives are designed to create an environment where every community member feels valued, embraced, and respected.

Evaluating Progress:

Progress is tracked through quantitative measures such as hiring outcomes, pay equity, and retention rates. The Department of Human Resources monitors these metrics to ensure the effectiveness of DEI initiatives and to identify areas for improvement.

Expenditures:

The total personnel expenditure for DEI initiatives is \$7,583, accounting for less than 1% of the total budget. This expenditure reflects the costs associated with roles partially dedicated to DEI efforts.

There are no dedicated non-human capital expenditures for DEI initiatives, indicating that these costs are integrated into broader institutional budgets.

How is the board involved:

The Board is periodically updated on DEI initiatives as needed during board meetings. However, no specific DEI resolutions have been adopted, indicating a potential area for enhancing the Board's engagement and support for these initiatives.

What success has been demonstrated to date?

The college demonstrates success through various DEI goals, including broadening the recruitment process, using findings from surveys to improve employee retention and job satisfaction, fostering community partnerships, and ensuring professional development opportunities for faculty and staff. Additionally, student activities and support services are tailored to meet the needs of historically underrepresented and underserved populations.

Departments and Positions Associated with DEI/DOI and Special Populations

Human Resources
Diversity Officer and Specialist

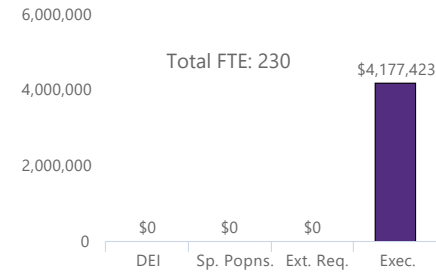
Office of the President
VP of Operations/Chief Human Resources Officer

Special Populations Defined by Institution

First-generation college students; Adult Learners Adult Learners (TJACE) African American Asian American Degree-recipients receiving Pell grants at any time during the five years prior to degree award Disability support services Disabled - hearing impaired Early College Students English Language Learners First-generation college students; Foster children (Great Expectations)	Gender Identity Haitian Hispanic Hispanic American Homeless or Housing-Insecure Individuals from low income / economically disadvantaged household Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV Individuals impacted by the justice system (REACH Grants) Individuals with disabilities LGBTQ+ Low-Income Students (Pell Grant/Title III Grant)	Military Affiliated Students (Active, Veteran, Dependent) Minority and Underrepresented Students Minority males (inclusive of African-American, Hispanic and other men of color) Native American Non-Traditional Students: Age 25 years or older at entry Non-Traditional/Adult Learners Non-white US citizens and permanent residents Other Underrepresented Students (Title III Grant/Perkins Grant) Prison Populations Sexual Orientation Student Parents (CCAMPIS/CAPS Grants)	Students facing Mental Health Challenges Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties) Students requiring Learning Accommodations (Disability Services) Students with disabilities Underserved Communities: First generation college students; veterans; non-white students, permanent residents Underserved Students (Envision) Underserved Students (SNAP) Underserved Students (TRIO) Veteran support services Veterans and Active Military Members
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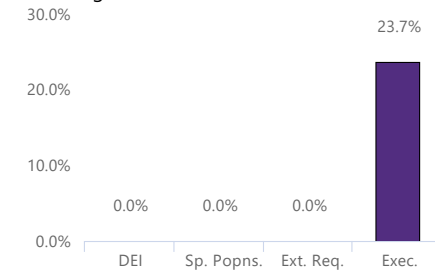
Summary | Central Virginia Community College

Total Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Percentage of Salaries & Benefits



Overall Summary

Central Virginia Community College's DEI/DOI initiatives align with the "Accelerate Opportunity" goals, focusing on increasing the diversity of students and staff by 2030. Progress is monitored through annual strategic plan reviews, ensuring continuous advancement towards DEI objectives.

The college reports no specific budget allocations for DEI personnel or non-human capital expenditures, suggesting that these efforts are integrated into broader institutional resources. The Board receives annual updates on DEI initiatives but has not adopted specific resolutions, indicating an area for potential improvement in formalizing their involvement. Central Virginia Community College's commitment to fostering an inclusive environment is evident through ongoing initiatives such as nontraditional recruitment, Search Advocate training, and professional development opportunities.

Overall Purpose of DEI/DOI Initiative:

Central Virginia Community College's DEI/DOI initiatives are aligned with the "Accelerate Opportunity" goals, aiming to increase the annual application yield for Black, Hispanic, and Indigenous students to 66% by 2030 and to increase the diversity of full-time faculty and staff by 5% by 2030. These initiatives reflect the institution's commitment to fostering an inclusive environment and promoting diversity within both the student body and faculty/staff.

Evaluating Progress:

Progress is evaluated through an annual review and update of the strategic plan, documenting activities completed each year that support DEI goals. Examples include creating nontraditional recruitment networks, training additional faculty and staff as Search Advocates, and providing professional development opportunities. These metrics ensure continuous progress toward DEI objectives.

Expenditures:

Central Virginia Community College reports no dedicated personnel expenditure specifically assigned to DEI/DOI initiatives, resulting in a total expenditure of \$0.

Similarly, there are no non-human capital expenditures allocated to DEI/DOI initiatives, with a reported total expenditure of \$0. This suggests that the financial resources for DEI/DOI efforts may be integrated into broader institutional budgets.

How is the board involved:

The Board receives annual updates on all strategic plan initiatives, including DEI/DOI efforts. However, no DEI-specific resolutions have been adopted, indicating limited formal engagement in these initiatives.

What success has been demonstrated to date?

While specific examples of demonstrated success are not provided, the college's ongoing efforts to create nontraditional recruitment networks, train Search Advocates, and offer professional development opportunities reflect a commitment to advancing DEI goals.

Departments and Positions Associated with DEI/DOI and Special Populations

Human Resources

Director of Human Resources

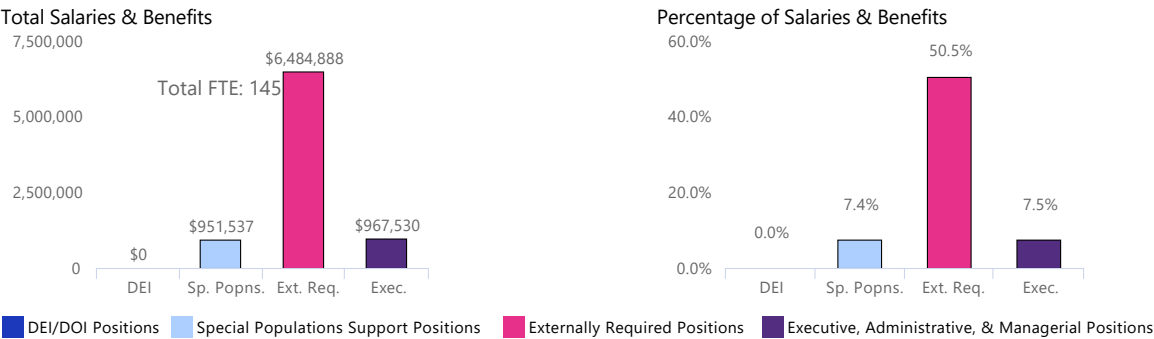
Special Populations Defined by Institution

First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students; permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS)	
Foster children (Great Expectations)			

Grants)

Veterans and Active Military Members

Summary | Danville Community College



Overall Summary

Danville Community College’s DEI/DOI initiatives aim to foster an inclusive campus environment aligned with the "Access & Opportunity" strategic plan. Progress is evaluated through annual reviews of key metrics, with a focus on comprehensive diversity, recruitment and retention, and credential attainment.

Despite no specific budget allocations for DEI personnel, the college dedicates 0.90% of the budget to non-human capital expenditures supporting DEI efforts. The Local Advisory Board receives quarterly updates, although no DEI-specific resolutions have been adopted. Demonstrated successes include the establishment of a Diversity Committee, support for various state and college DEI initiatives, and active promotion of diversity training and representation in search committees.

Overall Purpose of DEI/DOI Initiative:

Danville Community College (DCC) aims to advance the success of all students, staff, and faculty, regardless of their background. This purpose aligns with Strategic Priority 4 of the 2024-2030 Strategic Plan "Access & Opportunity," which focuses on comprehensive diversity, improving recruitment and retention of underrepresented faculty and staff, and increasing credential attainment for underrepresented students.

Evaluating Progress:

Progress is tracked through annual reviews of metrics associated with the DEI/DOI strategy. Indicators such as recruitment outcomes, retention rates, and credential attainment are regularly assessed to ensure alignment with DEI goals and continual improvement.

Expenditures:

There are no dedicated personnel expenditures specifically assigned to DEI/DOI initiatives, resulting in a total expenditure of \$0.

DCC allocates \$17,850, representing 0.90% of the total budget, to non-human capital expenditures for DEI/DOI initiatives. This budget includes costs related to rent and utilities.

How is the board involved:

The Local Advisory Board is updated once per quarter during scheduled board meetings regarding any new or ongoing DEI/DOI initiatives. While no specific DEI resolutions have been adopted, this ensures the Board stays informed about DEI/DOI progress.

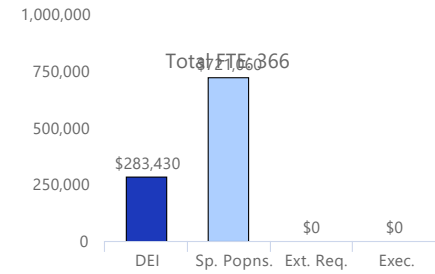
What success has been demonstrated to date?

Successes include the formation of a Diversity Committee comprised of faculty and staff, supporting various state and college initiatives, diversity training, and events recognizing different heritage months and significant periods. Human Resources encourages diverse representation on search committees and promotes participation in VCCS Search Advocate training.

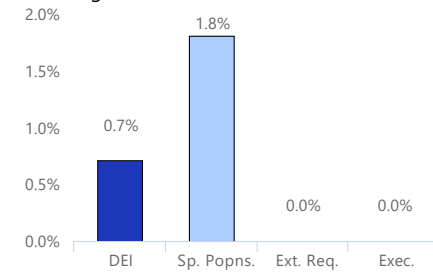
Departments and Positions Associated with DEI/DOI and Special Populations			
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Non-Traditional Students: Age 25 years or older at entry	Students requiring Learning Accomodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional/Adult Learners	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-white US citizens and permanent residents	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Prison Populations	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Sexual Orientation	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Student Parents (CCAMPIS/CAPS Grants)	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)		Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Eastern Shore Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Eastern Shore Community College (ESCC) focuses on fostering an inclusive, equitable, and diverse environment through its DEI plan. Progress is evaluated using various metrics, and while there are no specific budget allocations for DEI personnel or non-human capital expenditures, the college continues to promote a culture of inclusion through initiatives like the YES! Culture.

The ESCC Advisory Board has not been formally involved in DEI initiatives or adopted specific resolutions, indicating an area for potential improvement. Despite these challenges, ESCC's commitment to inclusivity is evident through its ongoing efforts to enhance hiring practices, support diverse applicants, and maintain a respectful and supportive campus climate.

Overall Purpose of DEI/DOI Initiative:

Eastern Shore Community College (ESCC) aims to create a more inclusive, equitable, and diverse environment through its DEI plan. The objectives include improving hiring processes and access to diverse applicants, retaining and promoting a diverse workforce, maintaining a supportive and respectful climate, and addressing conflicts and complaints promptly. These initiatives align with ESCC's mission to foster a sense of belonging and promote equity.

Evaluating Progress:

Progress is evaluated through several metrics, including tracking demographic data for hiring, promotions, and retention rates; collecting feedback via surveys; analyzing pay equity; and monitoring participation in DEI programs. These metrics help ensure that DEI efforts are effective and continuously improved.

Expenditures:

Progress is evaluated through several metrics, including tracking demographic data for hiring, promotions, and retention rates; collecting feedback via surveys; analyzing pay equity; and monitoring participation in DEI programs. These metrics help ensure that DEI efforts are effective and continuously improved.

Similarly, there are no non-human capital expenditures dedicated to DEI initiatives, totaling \$0. This suggests that financial resources for these efforts may be integrated within broader institutional budgets.

How is the board involved:

The ESCC Advisory Board does not receive regular updates on DEI initiatives, nor have specific DEI resolutions been adopted. This lack of formal engagement from the Board highlights a potential area for improvement in advancing DEI efforts.

What success has been demonstrated to date?

The ESCC Advisory Board does not receive regular updates on DEI initiatives, nor have specific DEI resolutions been adopted. This lack of formal engagement from the Board highlights a potential area for improvement in advancing DEI efforts.

Departments and Positions Associated with DEI/DOI and Special Populations

n/a
n/a

Special Populations Defined by Institution

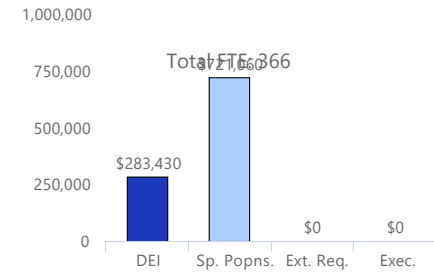
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Prison Populations	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Sexual Orientation	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Student Parents (CCAMPIS/CAPS)	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)		
Foster children (Great Expectations)			

Grants)

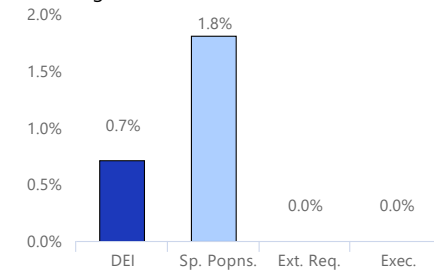
Veterans and Active Military Members

Summary | Germanna Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Germanna Community College's DEI/DOI initiatives are deeply integrated into the institution's strategic plan, focusing on creating an inclusive and supportive environment. Progress is evaluated through comprehensive metrics, ensuring alignment with strategic goals and continuous improvement. The college allocates a modest portion of its budget for personnel expenditures related to DEI efforts, reflecting its commitment to these initiatives.

The Local College Board receives regular updates on DEI progress, although no specific DEI resolutions have been adopted. This highlights the Board's involvement in guiding the college's strategic direction and ensuring transparency. Germanna Community College's dedication to fostering diversity, equity, and inclusion is evident through its comprehensive strategic goals and ongoing efforts to support student success and community impact.

Overall Purpose of DEI/DOI Initiative:

Germanna Community College's DEI/DOI initiatives aim to foster an inclusive and supportive environment for all members of the college community. The strategic plan emphasizes nurturing a culture of high performance, transforming teaching and learning, constructing educational and career pipelines, eliminating barriers to access and success, building sustainable infrastructure, and fostering excellence in diversity, equity, and opportunity. These goals align with the mission to provide accessible, high-quality education and support student success.

Evaluating Progress:

Progress is tracked through specific metrics related to student success and completion rates, equitable outcomes, and workforce alignment and economic impact. These metrics are monitored through the college's Institutional Effectiveness processes, ensuring comprehensive evaluation and data-driven decision-making.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is \$96,283, accounting for less than 1% of the total budget. This reflects the costs associated with roles partially dedicated to DEI efforts.

Germanna Community College reports no specific non-human capital expenditures dedicated to DEI initiatives, with a total expenditure of \$0. This indicates that these expenses may be integrated into broader institutional budgets.

How is the board involved:

The Germanna Community College Local College Board receives regular updates on the progress of the College Strategic Plan objectives at each board meeting and as requested. Although no specific DEI resolutions have been adopted, the Board plays a crucial role in guiding the college's strategic direction and ensuring alignment with its mission.

What success has been demonstrated to date?

Successes include the establishment of comprehensive DEI/DOI goals, monitoring equitable student outcomes, aligning educational programs with labor market demands, and fostering a culture of excellence in diversity, equity, and opportunity. These initiatives support the overall mission of providing accessible, high-quality education.

Departments and Positions Associated with DEI/DOI and Special Populations

Student Services Advisor, Accessibility Resources Advisor, Accessibility Resources (PT) Advisor, Military and Veteran Services	CAPS Coach (VFCCE - Foundation Funded) Childcare Consultant (Federally Funded) Coordinator of Equity Advancement and Early College Programs	Coordinator, Accessibility Resources Counselor (Great Expectations Coach and Social Worker) Director of Equity Advancement and Early College Programs	Military and Veteran Services Center/Veritas Liaison School Certifying Official Vice President of Student Services and Equity Advancement
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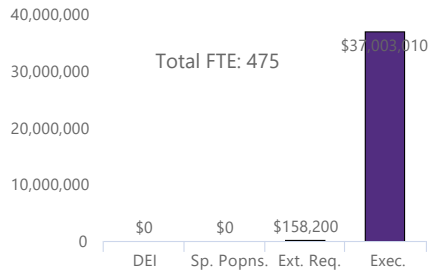
Special Populations Defined by Institution

First-generation college students; Adult Learners Adult Learners (TJACE) African American Asian American Degree-recipients receiving Pell	Gender Identity Haitian Hispanic Hispanic American Homeless or Housing-Insecure Individuals from low income / economically disadvantaged household	Military Affiliated Students (Active, Veteran, Dependent) Minority and Underrepresented Students Minority males (inclusive of African-American, Hispanic and other men of color)	Students facing Mental Health Challenges Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack
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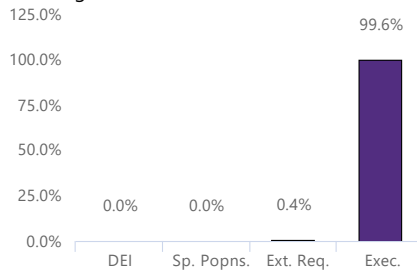
grants at any time during the five years prior to degree award	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Native American	and Northampton counties)
Disability support services	Individuals impacted by the justice system (REACH Grants)	Non-Traditional Students: Age 25 years or older at entry	Students requiring Learning Accommodations (Disability Services)
Disabled - hearing impaired	Individuals with disabilities	Non-Traditional/Adult Learners	Students with disabilities
Early College Students	LGBTQ+	Non-white US citizens and permanent residents	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
English Language Learners	Low-Income Students (Pell Grant/Title III Grant)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (Envision)
First-generation college students;		Prison Populations	Underserved Students (SNAP)
Foster children (Great Expectations)		Sexual Orientation	Underserved Students (TRIO)
		Student Parents (CCAMPIS/CAPS Grants)	Veteran support services
			Veterans and Active Military Members

Summary | J Sargeant Reynolds Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

J Sargeant Reynolds Community College incorporates DEI/DOI initiatives within its strategic plan, Impact 2027, focusing on creating a welcoming and diverse community. Progress evaluation metrics are yet to be formally established, indicating potential areas for enhancement. There are no dedicated personnel or non-human capital expenditures specifically assigned to DEI/DOI initiatives, suggesting that these efforts are integrated into broader institutional resources.

The Board's involvement in DEI efforts is minimal, with no specific resolutions adopted, highlighting a crucial area for potential improvement. Emphasizing formal engagement and accountability in DEI initiatives could strengthen Reynolds' commitment to fostering an inclusive campus environment. Shall we delve deeper into recommendations for enhancing DEI efforts at Reynolds or shift to a different topic?

Overall Purpose of DEI/DOI Initiative:

J Sargeant Reynolds Community College (Reynolds) has embedded DEI/DOI initiatives within its core focus area of the strategic plan, Impact 2027. The purpose is to foster a community that reflects diverse backgrounds, perspectives, and experiences through inclusive recruitment and support practices. Additionally, the plan promotes equity ensuring equal access to opportunities and developing best practices for equitable compensation and shared governance. Furthermore, it aims to create a welcoming environment where all individuals feel valued and respected, contributing to the college's collective success.

Evaluating Progress:

J Sargeant Reynolds Community College (Reynolds) has embedded DEI/DOI initiatives within its core focus area of the strategic plan, Impact 2027. The purpose is to foster a community that reflects diverse backgrounds, perspectives, and experiences through inclusive recruitment and support practices. Additionally, the plan promotes equity ensuring equal access to opportunities and developing best practices for equitable compensation and shared governance. Furthermore, it aims to create a welcoming environment where all individuals feel valued and respected, contributing to the college's collective success.

Expenditures:

Reynolds reports no dedicated personnel expenditures specifically assigned to DEI/DOI initiatives, resulting in a total expenditure of \$0.

Similarly, there are no allocated non-human capital expenditures for DEI/DOI initiatives, with a total expenditure of \$0. Expenditures for these efforts may be integrated into broader institutional budgets.

How is the board involved:

The Board has not maintained records of progress for DEI initiatives nor adopted any resolutions specific to DEI. This limited involvement indicates an area where formal engagement and accountability could be improved.

What success has been demonstrated to date?

Due to the absence of formal metrics and tracking, specific examples of demonstrated success are not provided. However, embedding DEI/DOI goals within Impact 2027 reflects Reynolds' commitment to fostering an inclusive environment continuously.

Departments and Positions Associated with DEI/DOI and Special Populations

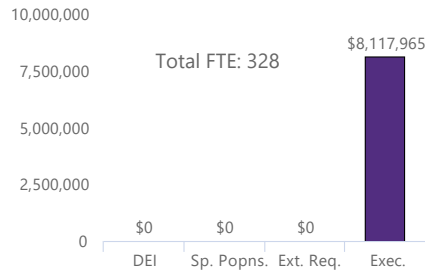
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	underrepresented populations as defined by Presidential Executive Order and SCHEV	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals impacted by the justice system (REACH Grants)	Prison Populations	Underserved Students (TRIO)
English Language Learners	Individuals with disabilities	Sexual Orientation	
First-generation college students;	LGBTQ+		
Foster children (Great Expectations)	Low-Income Students (Pell Grant/Title III Grant)		

Student Parents (CCAMPIS/CAPS
Grants)

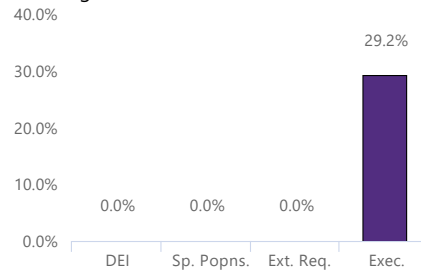
Veteran support services
Veterans and Active Military Members

Summary | Laurel Ridge Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Laurel Ridge Community College's DEI/DOI initiatives are embedded within the Engage 2027 strategic plan, focusing on creating an inclusive campus culture and recruiting a diverse workforce. Progress is systematically evaluated through various studies and metrics, ensuring continuous improvement. The college allocates a portion of its budget to personnel and non-human capital expenditures related to DEI/DOI efforts, reflecting its commitment to these goals.

While the board receives periodic updates on DEI initiatives, no specific DEI resolutions have been adopted, highlighting an area for potential enhancement. Demonstrated successes include inclusive recruitment processes, workplace studies, and strategic advertising for diverse job applicants. LRCC's dedication to fostering a diverse and inclusive environment is evident through these ongoing initiatives and strategic goals.

Overall Purpose of DEI/DOI Initiative:

Laurel Ridge Community College's (LRCC) DEI/DOI initiatives, outlined in the strategic plan Engage 2027, aim to retain and ensure access to a diverse, qualified workforce, and improve working conditions to create an inviting, inclusive culture. This involves identifying barriers and opportunities in the working environment, conducting space utilization and compensation studies, and enhancing onboarding experiences. These initiatives align with the strategic goals of recruiting diverse employees, fostering a welcoming campus, and employing best practices for recruitment and employee engagement.

Evaluating Progress:

Progress is evaluated through methods like the Space Utilization Study, the Compensation & Classification Study, and the Culture Climate Study. Metrics include workforce demographics, pay equity analysis, onboarding program effectiveness, and employee engagement levels. These evaluations help ensure that DEI/DOI goals are met and continuously improved. However, no specific measures are provided with their results.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is less than \$20,000 annually, accounting for less than 0.05% of the operating budget. This includes roles like the Associate Vice President of Human Resources and an HR Analyst II, who dedicate a portion of their duties to DEI initiatives.

LRCC allocates \$5,000 (0.01% of the operating budget) to non-human capital expenditures for DEI/DOI initiatives. This budget supports the Diversity and Inclusion Committee and various operational costs.

How is the board involved:

The board is periodically notified of DEI/DOI progress through informational items presented at board meetings. Examples include updates on strategic plan progress and specific initiatives supporting parenting students. However, no specific DEI resolutions have been adopted by the board, indicating potential for increased formal engagement.

What success has been demonstrated to date?

Successes include the development of inclusive recruitment and onboarding processes, conducting studies to understand workplace dynamics, and leveraging strategies to advertise job openings to diverse populations. These initiatives demonstrate LRCC's commitment to creating an inclusive and supportive environment for employees and students.

Departments and Positions Associated with DEI/DOI and Special Populations

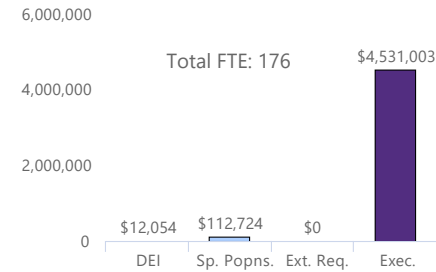
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	underrepresented populations as defined by Presidential Executive Order and SCHEV	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals impacted by the justice system (REACH Grants)	Prison Populations	Underserved Students (TRIO)
English Language Learners	Individuals with disabilities	Sexual Orientation	
First-generation college students;	LGBTQ+		
Foster children (Great Expectations)	Low-Income Students (Pell Grant/Title III Grant)		

Student Parents (CCAMPIS/CAPS
Grants)

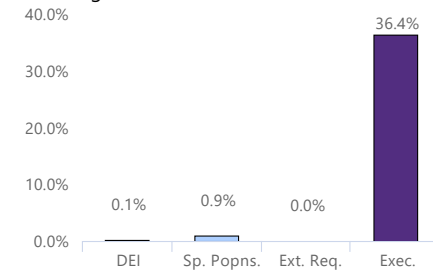
Veteran support services
Veterans and Active Military Members

Summary | Mountain Empire Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Mountain Empire Community College's DEI/DOI initiatives focus on creating an inclusive and diverse campus environment. Progress is evaluated through comprehensive metrics, ensuring alignment with institutional goals. The college allocates a portion of its budget to support DEI initiatives, reflecting its commitment to fostering an inclusive environment.

The Advisory Board is not currently involved in DEI initiatives, highlighting an area for potential enhancement. Despite this, MECC has demonstrated success through various DEI programs and initiatives, contributing to a more inclusive campus culture. Formalizing board engagement could further strengthen these efforts and promote accountability.

Overall Purpose of DEI/DOI Initiative:

Mountain Empire Community College (MECC) is committed to fostering an environment where all employees and students have equitable access to quality learning opportunities. The DEI/DOI initiatives aim to build a diverse, inclusive campus culture that values individuality and encourages diverse thought. By embracing and respecting differences, MECC strives to equip students and the workforce with the skills and perspectives necessary to thrive in a globally competitive society.

Evaluating Progress:

Progress is evaluated through both quantitative and qualitative measures. These include tracking student and employee demographics, retention and graduation rates, campus climate surveys, curriculum audits, and participation in DEI programs. Regular feedback from campus stakeholders and annual DEI reports ensure accountability and continuous improvement.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is \$30,544, which is 0.07% of the total Human Resources budget. This includes a portion of the Director's salary and benefits, professional development grants, and costs associated with the affirmative action plan and job advertisements.

MECC allocates \$30,544 (0.07% of the total HR budget) to non-human capital expenditures for DEI/DOI initiatives. This budget supports professional development programs, grants, and advertising costs.

How is the board involved:

Currently, the MECC Advisory Board is not notified of DEI/DOI initiatives and their progress. No specific DEI resolutions have been adopted by the Board, indicating an area for potential improvement in formal engagement and accountability.

What success has been demonstrated to date?

Successes include the implementation of various DEI programs and initiatives, such as workshops, cultural events, diversity training, and community outreach activities. These efforts have contributed to a more inclusive campus culture and improved understanding of diversity and inclusion among students and employees.

Departments and Positions Associated with DEI/DOI and Special Populations

Human Resources

Director of Human Resources/Chief Diversity Officer (dual role)

Special Populations Defined by Institution

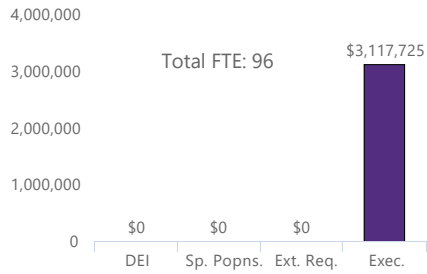
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students; permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)		
Foster children (Great Expectations)			

Student Parents (CCAMPIS/CAPS
Grants)

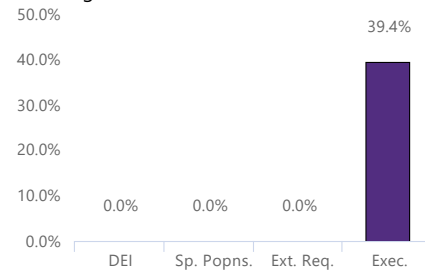
Veteran support services
Veterans and Active Military Members

Summary | Mountain Gateway Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Mountain Empire Community College's DEI/DOI initiatives focus on creating an inclusive and diverse campus environment. Progress is evaluated through comprehensive metrics, ensuring alignment with institutional goals. The college allocates a portion of its budget to support DEI initiatives, reflecting its commitment to fostering an inclusive environment.

The Advisory Board is not currently involved in DEI initiatives, highlighting an area for potential enhancement. Despite this, MECC has demonstrated success through various DEI programs and initiatives, contributing to a more inclusive campus culture. Formalizing board engagement could further strengthen these efforts and promote accountability.

Overall Purpose of DEI/DOI Initiative:

Mountain Empire Community College (MECC) is dedicated to fostering an environment where all employees and students have equitable access to quality learning opportunities. The DEI/DOI initiatives aim to build a diverse, inclusive campus culture that values individuality and encourages diverse thought. By embracing and respecting differences, MECC strives to equip students and the workforce with the skills and perspectives necessary to thrive in a globally competitive society.

Evaluating Progress:

Progress is evaluated through both quantitative and qualitative measures. These include tracking student and employee demographics, retention and graduation rates, campus climate surveys, curriculum audits, and participation in DEI programs. Regular feedback from campus stakeholders and annual DEI reports ensure accountability and continuous improvement.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is \$30,544, which is 0.07% of the total Human Resources budget. This includes a portion of the Director's salary and benefits, professional development grants, and costs associated with the affirmative action plan and job advertisements.

MECC allocates \$30,544 (0.07% of the total HR budget) to non-human capital expenditures for DEI/DOI initiatives. This budget supports professional development programs, grants, and advertising costs.

How is the board involved:

Currently, the MECC Advisory Board is not notified of DEI/DOI initiatives and their progress. No specific DEI resolutions have been adopted by the Board, indicating an area for potential improvement in formal engagement and accountability.

What success has been demonstrated to date?

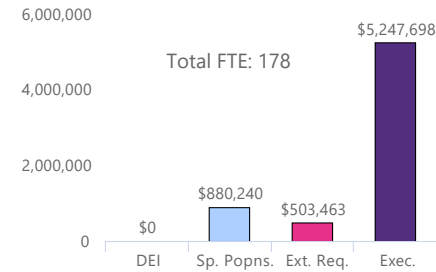
Successes include the implementation of various DEI programs and initiatives, such as workshops, cultural events, diversity training, and community outreach activities. These efforts have contributed to a more inclusive campus culture and improved understanding of diversity and inclusion among students and employees.

Departments and Positions Associated with DEI/DOI and Special Populations

Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students; permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

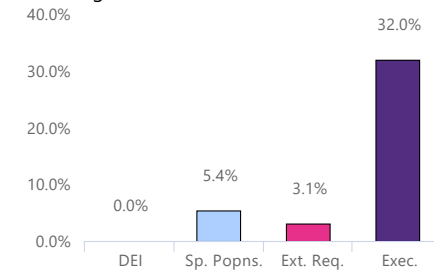
Summary | New River Community College

Total Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Percentage of Salaries & Benefits



Overall Summary

New River Community College's DEI/DOI initiatives aim to improve retention rates, increase enrollment for underserved populations, and expand cultural opportunities, aligning with state-wide strategic plans. Progress is evaluated through internal studies conducted by IR/IE staff, ensuring continuous improvement toward DEI goals.

There are no specific budget allocations for DEI personnel or non-human capital expenditures, suggesting that DEI efforts are integrated within the broader institutional budget. The Local Board receives occasional updates on DEI initiatives but has not adopted specific resolutions, indicating a potential area for enhancing formal engagement. NRCC's commitment to fostering an inclusive environment is evident through its ongoing efforts to align with strategic goals and state-wide initiatives.

Overall Purpose of DEI/DOI Initiative:

New River Community College's (NRCC) DEI/DOI initiatives focus on improving student retention rates, increasing enrollment for underserved populations, and expanding cultural opportunities. These goals align with the Commonwealth of Virginia's Diversity, Opportunity, and Inclusion Plan and the Virginia Community College System's (VCCS) Accelerate Opportunity Strategic Plan. The primary aim is to create a more inclusive and supportive learning environment, ensuring equal opportunities for all students and fostering a diverse workforce.

Evaluating Progress:

Progress is evaluated through internal studies conducted by Institutional Research and Institutional Effectiveness (IR/IE) staff. These studies track metrics related to retention, enrollment, and cultural engagement to ensure that DEI/DOI goals are being met and improvements are continuously made.

Expenditures:

NRCC does not report any dedicated personnel expenditures specifically assigned to DEI/DOI initiatives, resulting in a total expenditure of \$0.

Similar to personnel expenditures, the college reports \$0 in non-human capital expenditures for DEI/DOI initiatives, suggesting either a lack of allocated resources or unreported financial specifics.

How is the board involved:

Progress on DEI initiatives is occasionally reported to the Local Board through staff reports at board meetings. Historically, the NRCC Local Board has not adopted specific DEI resolutions, indicating limited formal engagement in these initiatives.

What success has been demonstrated to date?

While specific examples of demonstrated success are not provided, NRCC's ongoing efforts to align with strategic goals and state-wide initiatives reflect a commitment to fostering a more inclusive and supportive environment. The focus on improving retention, enrollment, and cultural opportunities highlights the college's dedication to DEI objectives.

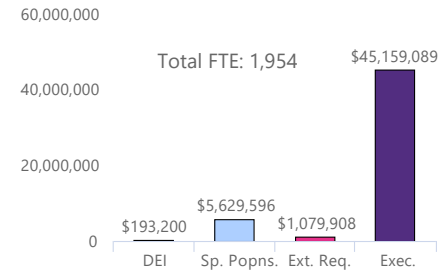
Departments and Positions Associated with DEI/DOI and Special Populations

Special Populations Defined by Institution

First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students; permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Prison Populations	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Sexual Orientation	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Student Parents (CCAMPIS/CAPS Grants)	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)		Veterans and Active Military Members
Foster children (Great Expectations)			

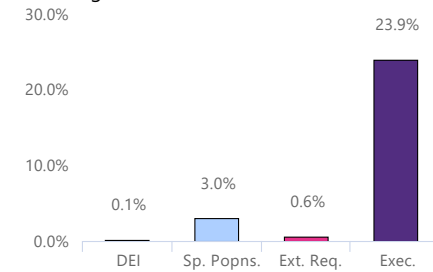
Summary | Northern Virginia Community College

Total Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Percentage of Salaries & Benefits



Overall Summary

Northern Virginia Community College's DEI/DOI initiatives are deeply integrated into its mission and strategic plan, focusing on creating an inclusive and supportive campus environment. Progress is evaluated through comprehensive metrics, ensuring continuous improvement. The college allocates resources to support DEI programs and initiatives, reflecting its commitment to fostering an inclusive community.

The Board of Visitors plays an active role in overseeing DEI initiatives, providing resolutions of commitment and receiving regular updates on progress. NOVA's demonstrated successes, such as the DEI InNOVation Program and various support resources, highlight its dedication to advancing diversity, equity, and inclusion. This structured approach ensures that NOVA continues to promote opportunity and belonging for all members of its community.

Overall Purpose of DEI/DOI Initiative:

Northern Virginia Community College (NOVA) is committed to advancing inclusive excellence through its DEI/DOI initiatives. The primary goal is to create a safe, inclusive, and accepting college community that embraces different ideas, identities, values, beliefs, and perspectives. These initiatives align with NOVA's mission to provide equitable access to affordable and exceptional higher education and workforce programs, transforming the lives of students and advancing opportunities in the community.

Evaluating Progress:

Progress is evaluated through various metrics, including student and faculty demographics, participation in DEI programs, and feedback from the college community. The DEI InNOVation Program, for example, supports innovative projects that further NOVA's commitment to diversity, equity, and inclusion. These metrics help ensure that DEI initiatives are effective and continuously improved.

Expenditures:

Specific personnel expenditures for DEI/DOI initiatives are not detailed in the available information. However, the DEI InNOVation Program and other DEI efforts are supported by NOVA's Office of Diversity, Equity, and Inclusion, which collaborates with faculty, staff, and students to advance these goals.

Non-human capital expenditures for DEI/DOI initiatives include funding for DEI programs, workshops, and resources. The DEI InNOVation Program, for instance, provides financial support for projects that impact NOVA's strategic plan and mission. These expenditures are essential for creating a supportive and inclusive campus environment.

How is the board involved:

The Northern Virginia Community College Board has shown commitment to DEI initiatives through resolutions and support for the college's strategic plan. The Board's resolution of commitment calls upon NOVA's leadership, faculty, and staff to act on the institution's shared values with renewed purpose and integrity. Regular updates on DEI progress are provided to the Board, ensuring accountability and transparency.

What success has been demonstrated to date?

Successes include the implementation of the DEI InNOVation Program, which supports projects that advance NOVA's commitment to diversity, equity, and inclusion. Additionally, NOVA has established various DEI resources and support systems, such as lactation spaces, meditation spaces, and single-occupancy restrooms on each campus, to meet the needs of all individuals.

Departments and Positions Associated with DEI/DOI and Special Populations

Office of Accomodations & Accessibility Services
Counselor
Director
Information Technology Specialist
Office of Diversity, Equity, & Inclusion
AANAPISI Grant Coordinator (grant funded)

Chief Institutional Effectiveness & Inclusion Officer
Intercultural Learning Center Assistant
Title IX Coordinator
Office of EEO
Human Resource Director/EEO Officer

Office of Military and Veteran Services
Director
Education Support Specialist
Program Administration Manager

Program Administration Specialist
VERITAS Veterans Liaison
Veteran/Military Affairs Specialist

Special Populations Defined by Institution

First-generation college students;
Adult Learners
Adult Learners (TJACE)
African American
Asian American
Degree-recipients receiving Pell grants at any time during the five years prior to degree award

Gender Identity
Haitian
Hispanic
Hispanic American
Homeless or Housing-Insecure
Individuals from low income / economically disadvantaged household
Individuals from underserved underrepresented populations as

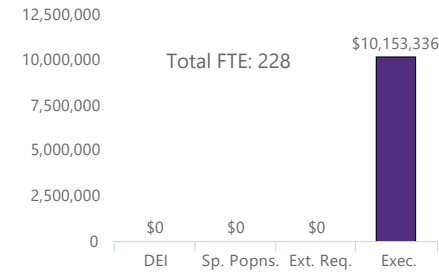
Military Affiliated Students (Active, Veteran, Dependent)
Minority and Underrepresented Students
Minority males (inclusive of African-American, Hispanic and other men of color)
Native American
Non-Traditional Students: Age 25

Students facing Mental Health Challenges
Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
Students requiring Learning Accommodations

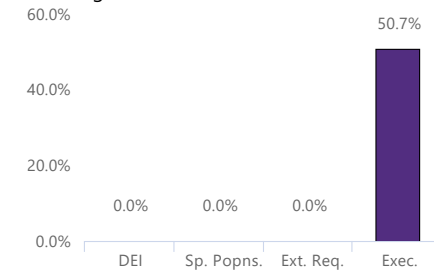
Disability support services	defined by Presidential Executive Order	years or older at entry	(Disability Services)
Disabled - hearing impaired	and SCHEV	Non-Traditional/Adult Learners	Students with disabilities
Early College Students	Individuals impacted by the justice	Non-white US citizens and	Underserved Communities: First generation
English Language Learners	system (REACH Grants)	permanent residents	college students; veterans; non-white
First-generation college	Individuals with disabilities	Other Underrepresented Students	students, permanent residents
students;	LGBTQ+	(Title III Grant/Perkins Grant)	Underserved Students (Envision)
Foster children (Great	Low-Income Students (Pell Grant/Title III	Prison Populations	Underserved Students (SNAP)
Expectations)	Grant)	Sexual Orientation	Underserved Students (TRIO)
		Student Parents (CCAMPIS/CAPS	Veteran support services
		Grants)	Veterans and Active Military Members

Summary | Patrick & Henry Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Patrick & Henry Community College integrates its DEI goals into its broader strategic plan, aiming to recruit, develop, and retain a diverse workforce aligned with its mission and vision. Progress is tracked through annual reviews of the strategic plan, documenting efforts such as non-traditional recruitment and faculty training.

However, there are no budget allocations dedicated to DEI/DOI initiatives, both in terms of personnel and non-human capital expenditures. The Board's involvement is limited to annual updates without the adoption of DEI-specific resolutions. This indicates a need for greater financial and strategic commitment to achieve tangible DEI outcomes and further engage the Board in DEI initiatives.

Overall Purpose of DEI/DOI Initiative:

Patrick & Henry Community College's DEI initiative forms a critical part of its strategic plan, specifically objective 5. The goal emphasizes recruiting, hiring, developing, and retaining a high-performing workforce (faculty and staff) that mirrors the diversity of the student body and college community, all while supporting the mission and vision of the college.

Evaluating Progress:

Progress for the DEI initiative is monitored as part of the annual review and update of the institution's strategic plan. This includes documenting activities completed each year, such as creating a network of non-traditional recruitment methods, training faculty and staff as Search Advocates, and providing professional development opportunities.

Expenditures:

The college reports a \$0 expenditure on personnel specifically assigned to DEI/DOI initiatives. This indicates there are no dedicated budget allocations for specific personnel expenses towards DEI/DOI initiatives.

Similarly, there is no budget allocated towards non-human capital expenditures for DEI/DOI initiatives, with a reported total expenditure of \$0.

How is the board involved:

The Board at Patrick & Henry Community College is updated annually on all strategic plan initiatives, including DEI. However, no resolutions specific to DEI have been adopted by the Board.

What success has been demonstrated to date?

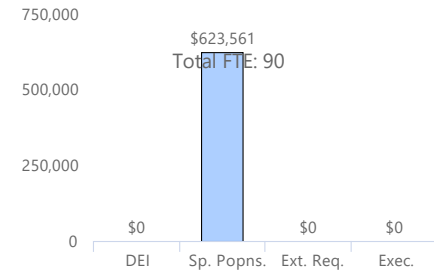
Although specific success metrics are not provided, the college has documented activities like non-traditional recruitment, the implementation of Search Advocates, and professional development as part of their progress towards DEI goals.

Departments and Positions Associated with DEI/DOI and Special Populations

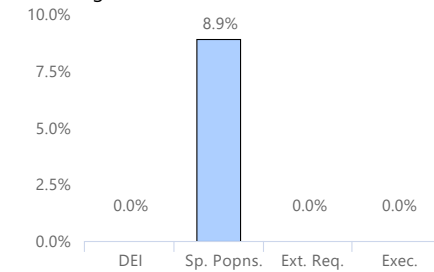
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accomodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Paul D Camp Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Paul D Camp Community College's DEI/DOI initiatives align closely with its strategic plan and the Commonwealth of Virginia's Diversity Opportunity and Inclusion Plan, aiming to create equity-minded practices in both student success and workforce diversity. Progress is tracked through the Applicant Tracking System by monitoring new hires and applicants from diverse backgrounds.

However, there are no allocated budgets for personnel and non-human capital expenditures dedicated to DEI/DOI initiatives. Board involvement is not detailed, suggesting limited engagement in these matters. Strengthening this engagement and providing detailed financial support for DEI initiatives could enhance effectiveness and accountability.

Overall Purpose of DEI/DOI Initiative:

Paul D Camp Community College's DEI/DOI initiative focuses on achieving equity in access, learning outcomes, and success for students from diverse backgrounds. The initiative supports recruiting, developing, and recognizing a diverse workforce committed to equity-minded principles and practices. It aligns with the Commonwealth of Virginia's Diversity Opportunity and Inclusion Plan, which emphasizes recruiting from diverse populations, improving hiring processes, and utilizing alternative hiring processes for individuals with disabilities, as well as employing diverse interview panels.

Evaluating Progress:

Progress is evaluated through the Applicant Tracking System, which tracks new hires and the number of applicants from diverse backgrounds. The college also emphasizes recruiting in various spaces to connect with different audiences and continues to use diverse interview panels and alternative hiring processes.

Expenditures:

There is no dedicated budget for personnel expenditures specific to DEI/DOI initiatives, with a reported total expenditure of \$0.

Similarly, there is no budget allocated for non-human capital expenditures for DEI/DOI initiatives, with a total expenditure of \$0.

How is the board involved:

The institution did not provide specific details about Board involvement in DEI/DOI initiatives. The format or frequency of Board updates and whether the Board has adopted any DEI-specific resolutions are not addressed.

What success has been demonstrated to date?

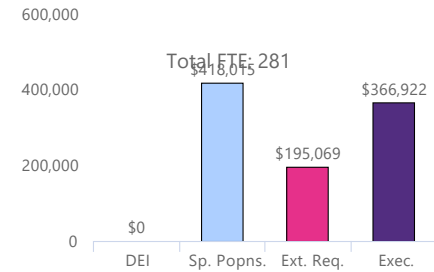
While specific success metrics are not provided, the college mentions its efforts in tracking new hires and applicants, utilizing diverse interview panels, and adopting alternative hiring processes for individuals with disabilities as part of their progress checks.

Departments and Positions Associated with DEI/DOI and Special Populations

Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional/Adult Learners	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-white US citizens and permanent residents	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (Envision)
Disabled - hearing impaired	underrepresented populations as defined by Presidential Executive Order and SCHEV	Prison Populations	Underserved Students (SNAP)
Early College Students	Individuals impacted by the justice system (REACH Grants)	Sexual Orientation	Underserved Students (TRIO)
English Language Learners	Individuals with disabilities	Student Parents (CCAMPIS/CAPS Grants)	Veteran support services
First-generation college students;	LGBTQ+		Veterans and Active Military Members
Foster children (Great Expectations)	Low-Income Students (Pell Grant/Title III Grant)		

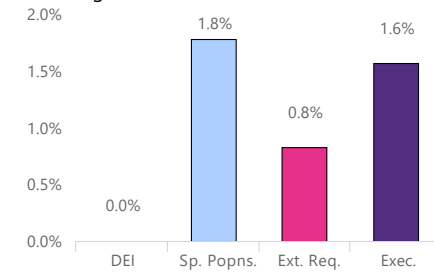
Summary | Piedmont Virginia Community College

Total Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Percentage of Salaries & Benefits



Overall Summary

Piedmont Virginia Community College's DEI/DOI initiatives are deeply embedded within the College's strategic plan, Momentum 2030, focusing on providing equitable, accessible, and transformative education. These initiatives are tracked using key performance indicators and data dashboards maintained by the Office of Institutional Effectiveness and Research, ensuring alignment with the College's mission and vision.

Despite a strong strategic alignment, there are no dedicated personnel or non-human capital expenditures specifically assigned to DEI/DOI initiatives. The College Board, which reviews overall progress, has not adopted any DEI-specific resolutions yet but engages in regular strategic reviews. Enhancing budget support and adopting specific DEI measures could further bolster the institution's commitment to diversity, equity, and inclusion.

Overall Purpose of DEI/DOI Initiative:

Piedmont Virginia Community College's DEI/DOI initiative aligns with the overarching strategic plan, Momentum 2030. The initiative emphasizes accelerating opportunity for students by offering accessible, equitable, and innovative education. This commitment is rooted in a vision to transform the lives of students and the communities through education, training, and cultural enrichment, consistent with the state's Accelerating Opportunity strategic plan to award 300,000 cumulative meaningful credentials by 2030.

Evaluating Progress:

PVCC regularly assesses its performance using key performance indicators related to its mission. Metrics are tracked via data dashboards maintained by the Office of Institutional Effectiveness and Research. These dashboards include both PVCC-specific data and publicly available data from external sources like the SCHEV and VCCS websites, which help measure the progress of the strategic initiative, Accelerate Opportunity.

Expenditures:

No full-time equivalents (FTEs) are specifically assigned to DEI/DOI initiatives, resulting in a reported total expenditure of \$0 for personnel expenses related to these initiatives.

There is similarly no dedicated budget for non-human capital expenditures toward DEI/DOI initiatives, with a total expenditure of \$0 noted.

How is the board involved:

The advisory College Board meets bi-monthly and reviews data highlights related to access, completion, and community impact. While the College Board approved the strategic plan in April 2023, it has not enacted any specific resolutions about DEI.

What success has been demonstrated to date?

The success of the DEI/DOI initiative is indirectly evidenced through the College's strategic plan accomplishments and the consistent review and assessment practices applied by all faculty, staff, and students to foster an inclusive environment.

Departments and Positions Associated with DEI/DOI and Special Populations

Network2Work Dean of Student Support and Community Partnerships Financial Assistance Manager/Network2Work Coach Job Seeker Network Coordinator (Rural)/Network2Work Coach Job Seeker Network Coordinator (Urban)/Network2Work Coach Network2Work Coach	Office Manager/Financial Assistance Administrator Provider Network Coordinator/Network2Work Coach Student Affairs Coordinator of Higher Education in Prison Programs Student Affairs / Advising Military Veterans Advisor/Great Expectations	Student Affairs / Student Support Assistant Director of Student Accessibility and Accommodations Director of Student Accessibility and Accommodations Student Resource Center Manager Student Services Coordinator of Engagement and Inclusion	Thomas Jefferson Adult Career Education Adult Career Coach Enrollment and Data Specialist Office Specialist (PT) TJACE Director
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Special Populations Defined by Institution

First-generation college students; Adult Learners Adult Learners (TJACE) African American Asian American Degree-recipients receiving Pell grants at any time during the five years prior to degree award Disability support services Disabled - hearing impaired	Gender Identity Haitian Hispanic Hispanic American Homeless or Housing-Insecure Individuals from low income / economically disadvantaged household Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Military Affiliated Students (Active, Veteran, Dependent) Minority and Underrepresented Students Minority males (inclusive of African-American, Hispanic and other men of color) Native American Non-Traditional Students: Age 25 years or older at entry Non-Traditional/Adult Learners	Students facing Mental Health Challenges Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties) Students requiring Learning Accommodations (Disability Services) Students with disabilities
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Early College Students
English Language Learners
First-generation college
students;
Foster children (Great
Expectations)

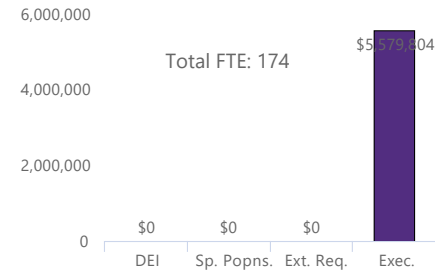
Individuals impacted by the justice
system (REACH Grants)
Individuals with disabilities
LGBTQ+
Low-Income Students (Pell Grant/Title III
Grant)

Non-white US citizens and
permanent residents
Other Underrepresented Students
(Title III Grant/Perkins Grant)
Prison Populations
Sexual Orientation
Student Parents (CCAMPIS/CAPS
Grants)

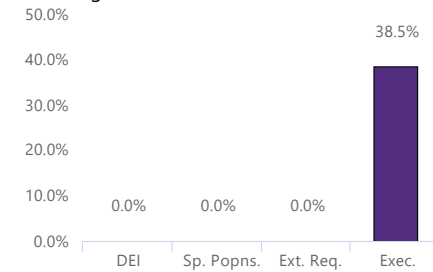
Underserved Communities: First generation
college students; veterans; non-white
students, permanent residents
Underserved Students (Envision)
Underserved Students (SNAP)
Underserved Students (TRIO)
Veteran support services
Veterans and Active Military Members

Summary | Rappahannock Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Rappahannock Community College's comprehensive DEI initiative aligns with the strategic plan's goal to foster diversity, equity, and inclusion across all settings. The college monitors and evaluates progress through systematic assessments of demographic data and strategic hiring practices, yet it reports no dedicated budget for personnel or non-human capital expenditures towards DEI initiatives.

The RCC Board's involvement in DEI efforts is limited to an advisory capacity, with no specific DEI resolutions or regular progress updates. Despite the absence of allocated budgets and board engagement, the college demonstrates success through proactive diversity recruitment, Search Advocate Training, and various supportive measures for inclusivity.

Overall Purpose of DEI/DOI Initiative:

Rappahannock Community College (RCC)'s DEI initiative is deeply rooted in the institution's strategic plan for 2020-2025, which emphasizes promoting diversity, equity, and inclusion across all settings. The plan aims to mirror faculty and student diversity percentages within the service region, ensure student success rates are equitable across demographics, mandate annual DEI training, and provide opportunities for DEI discussions. These goals align with the Virginia Community College System's (VCCS) commitment to fostering an inclusive and diverse environment.

Evaluating Progress:

RCC evaluates progress through annual assessments of internal age and race/ethnicity percentages relative to its service region, tracked by the Human Resources department using data from the Dean of Research, Effectiveness, and Planning, and VCCS Human Capital Management System.

Expenditures:

The report does not indicate any dedicated budget for personnel expenditures specifically assigned to DEI/DOI initiatives, with a reported total expenditure of \$0.

Similarly, RCC does not allocate a separate budget for non-human capital expenditures for DEI/DOI initiatives, with a reported total expenditure of \$0.

How is the board involved:

The RCC Board is an advisory entity and does not receive regular updates on DEI initiatives nor adopt any DEI-specific resolutions. This limited involvement could potentially hinder the transparency and accountability of DEI efforts at the college.

What success has been demonstrated to date?

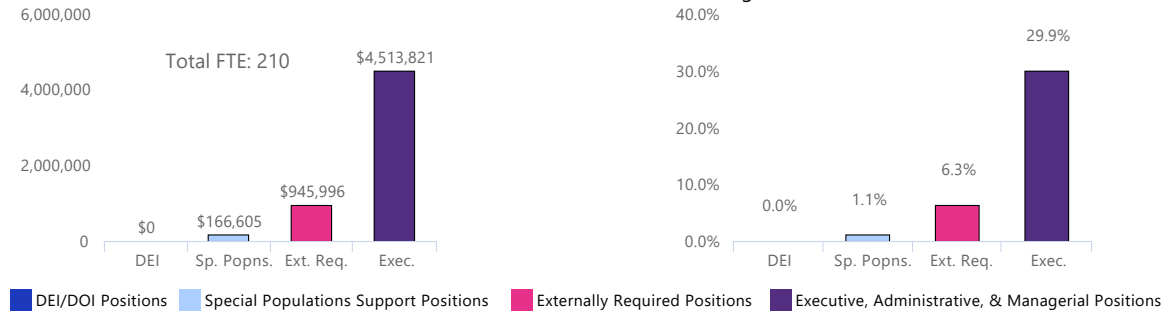
RCC employs several DEI initiatives including Search Advocate Training to promote inclusive hiring, proactive recruitment from diverse job websites, monitoring applicant pools for diversity, and adhering to alternative hiring processes for people with disabilities. These initiatives, albeit successful in their own right, signify the college's ongoing endeavors to enhance diversity and inclusion.

Departments and Positions Associated with DEI/DOI and Special Populations

Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Southside Virginia Community College

Total Salaries & Benefits



Overall Summary

Southside Virginia Community College (SVCC) integrates its Diversity, Opportunity, and Inclusion (DOI) initiatives within its strategic plan, focusing on creating an inclusive and supportive campus environment. Progress is evaluated through comprehensive metrics, ensuring alignment with strategic goals. The college reports no specific personnel or non-human capital expenditures dedicated to DEI initiatives, indicating that these efforts are integrated within broader institutional resources.

The Board receives periodic updates on DEI initiatives during quarterly meetings but has not adopted specific DEI resolutions, highlighting an area for potential improvement in formal engagement. SVCC's demonstrated successes include the implementation of the Alternative Hiring Process and Search Advocate Program, as well as mentorship programs that support underrepresented groups. These initiatives reflect the college's commitment to fostering a diverse and inclusive community.

Overall Purpose of DEI/DOI Initiative:

Southside Virginia Community College's (SVCC) Diversity, Opportunity, and Inclusion (DOI) plan aims to create a campus environment that celebrates and values diversity. The plan focuses on providing equal opportunities for all community members, fostering an inclusive culture, and empowering individuals to thrive. This initiative aligns with the college's strategic plan, "Aspire 2027: Pathways to Opportunities," by fostering a welcoming and inclusive community, engaging in professional development, and recruiting a diverse workforce.

Evaluating Progress:

Progress is measured through various metrics, including results from the Employee Satisfaction Survey, evaluation of progression in DEI competencies, integration of inclusive practices, representation in diverse committees, decline in formal complaints, training attendance rates, and demographic data tracked on the SVCC Diversity Dashboard.

Expenditures:

SVCC currently reports no dedicated personnel expenditures specifically for DEI/DOI initiatives, resulting in a total expenditure of \$0.

Non-human capital expenditures towards DEI/DOI initiatives are also reported as \$0, suggesting a lack of dedicated financial resources for these purposes.

How is the board involved:

The Board receives updates on the college's strategic plan and DEI initiatives during at least one of their quarterly meetings. However, no specific DEI resolutions have been adopted, indicating an area where formal board engagement could be enhanced.

What success has been demonstrated to date?

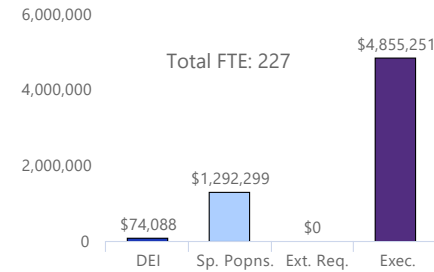
Successes include the adoption of the Alternative Hiring Process (AHP) and Oregon State University's Search Advocate Program, which enhance diversity, validity, and equity in recruitment processes. Additionally, mentorship programs like Make It Happen and WISE foster community engagement and support for African-American males and women, respectively.

Departments and Positions Associated with DEI/DOI and Special Populations

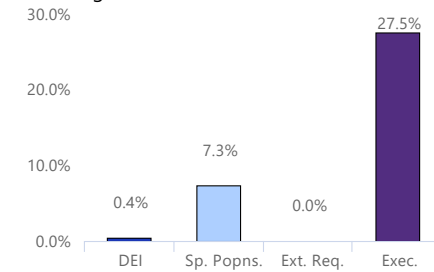
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Southwest Virginia Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Southwest Virginia Community College's DEI/DOI initiatives are comprehensive, targeting the establishment of a diverse workforce and inclusive environment. Annual evaluations by the Department of Human Resources monitor progress, ensuring that key goals are met.

Personnel expenditures are allocated to DEI initiatives, though non-human capital expenditures are not separately budgeted. The Board is periodically informed about DEI progress through broader institutional reports but has not adopted specific DEI resolutions. Despite limited formal board engagement in DEI, successes in supporting diverse groups through various programs highlight SWCC's commitment to fostering an inclusive campus community.

Overall Purpose of DEI/DOI Initiative:

Southwest Virginia Community College (SWCC) has designed its DEI/DOI initiatives with the intention of establishing a diverse and inclusive workforce. The plan aligns with the Commonwealth of Virginia's Diversity, Opportunity, and Inclusion Plan and the VCCS Accelerate Opportunity Strategic Plan. Key goals include forming employee resource groups, engaging in constructive dialogues, and developing leadership programs to bolster diversity and retain talent within the institution.

Evaluating Progress:

Progress is evaluated annually through assessments conducted by the Department of Human Resources, ensuring sustained effort and measurable outcomes.

Expenditures:

The college reports a personnel expenditure of \$74,088 for DEI/DOI initiatives, although the percentage of the total budget is not specified. This allocation indicates a commitment to dedicating resources for maintaining and promoting DEI goals.

There are no specific non-human capital expenditures dedicated to DEI/DOI initiatives, with a reported total expenditure of \$0. This suggests that financial resources for such initiatives might be pooled within broader institutional budgets.

How is the board involved:

The Board receives updates on DEI initiatives in alignment with holistic institutional progress reports, rather than on a scheduled basis. The local board has not adopted any DEI-specific resolutions, implying limited formal Board engagement in DEI activities.

What success has been demonstrated to date?

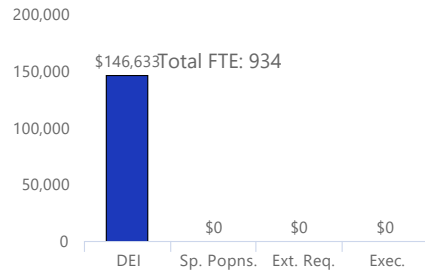
Successes include collaborative DEI initiatives such as the Veterans Upward Bound program, TRIO services, and the Great Expectations program. Additionally, the college's engagement in inclusivity efforts through accessibility services, student food pantry, and emergency funds demonstrates a robust commitment to supporting diverse student needs.

Departments and Positions Associated with DEI/DOI and Special Populations

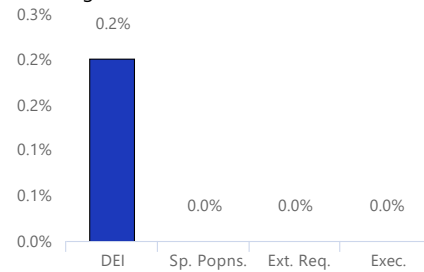
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Tidewater Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Tidewater Community College integrates its DEI/DOI initiatives into its strategic plan, focusing on fostering an inclusive environment and expanding opportunities. Progress is assessed through linked department objectives and comprehensive Climate & Culture Surveys, ensuring alignment with the college's mission and broader state goals.

Financial allocations for DEI efforts include \$51,873 for personnel and \$1,962 for non-human capital expenditures. The Local College Board receives general updates on student success but not specific DEI progress reports, highlighting an area for possible improvement. TCC's successful DEI initiatives, including the Diversity & Inclusion Action Plan and collaborative efforts across various departments, underscore the institution's commitment to fostering an inclusive and supportive environment for all stakeholders.

Overall Purpose of DEI/DOI Initiative:

Tidewater Community College (TCC) deeply integrates DEI/DOI initiatives with its strategic plan, focusing on fostering an inclusive environment and expanding opportunities for all. The purpose is to promote diversity across all spectrums, from race and ethnicity to socioeconomic status and religion, ensuring everyone feels valued and empowered. TCC's mission emphasizes being the community's top choice for education and innovation, aligning its strategic priorities with the goals of the Virginia Community College System (VCCS) and the Commonwealth of Virginia's DEI Office.

Evaluating Progress:

Progress is evaluated through department objectives linked to the college's strategic plan and through Climate & Culture Surveys providing both qualitative and quantitative data. Accreditation bodies like CHEA and SACSCOC ensure DEI learning objectives are included in courses, enriching the overall student experience.

Expenditures:

TCC allocates \$51,873, accounting for 0.09% of the total budget, to personnel expenditures related to DEI/DOI initiatives. This indicates a specific focus on funding roles that promote diversity and inclusion within the institution.

Non-human capital expenditures for DEI/DOI initiatives include \$1,962, covering costs such as rent and utilities. The relatively small percentage of the total budget suggests these expenditures are minimal but present.

How is the board involved:

The Local College Board does not receive specific updates on DEI initiatives, focusing instead on overall student success metrics provided periodically by the President and VP for Student Affairs. This lack of direct DEI reporting may limit the Board's insight into the specifics of DEI progress.

What success has been demonstrated to date?

Success at TCC is shown through the establishment of the Diversity & Inclusion Action Plan, partnerships with academic and administrative offices to promote inclusive curricula and student activities, and the oversight by the Diversity, Equity, and Inclusion Council. These actions reflect TCC's continuous improvement approach to policies and practices for equitable student success.

Departments and Positions Associated with DEI/DOI and Special Populations

Institutional Effectiveness

Director of Institutional Equity, Diversity and Inclusion

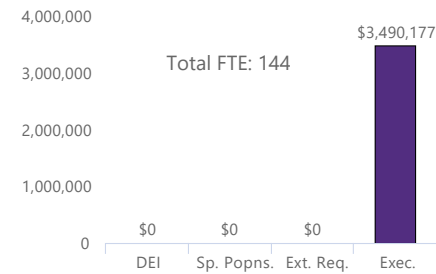
Special Populations Defined by Institution

First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional/Adult Learners	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-white US citizens and permanent residents	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (Envision)
Disabled - hearing impaired	underrepresented populations as defined by Presidential Executive Order and SCHEV	Prison Populations	Underserved Students (SNAP)
Early College Students	Individuals impacted by the justice system (REACH Grants)		
English Language Learners	Individuals with disabilities		
First-generation college students;	LGBTQ+		
Foster children (Great	Low-Income Students (Pell Grant/Title III		

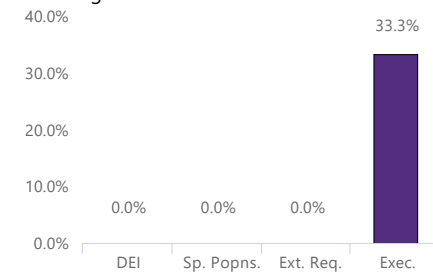
Expectations)	Grant)	Sexual Orientation Student Parents (CCAMPIS/CAPS Grants)	Underserved Students (TRIO) Veteran support services Veterans and Active Military Members
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Summary | Virginia Highlands Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Virginia Highlands Community College incorporates its DEI/DOI initiatives within its strategic plan, focusing on creating an inclusive and supportive campus environment through community collaborations. Progress is evaluated through rigorous data monitoring and reporting, though there is no dedicated budget allocated for personnel or non-human capital expenditures for DEI initiatives.

The college Board does not engage with DEI-specific reports or resolutions, indicating an area for potential improvement in formalizing their involvement. While specific success metrics are not detailed, VHCC's dedication to diversity through community partnerships and inclusive practices underscores its commitment to fostering a diverse and equitable educational environment.

Overall Purpose of DEI/DOI Initiative:

Virginia Highlands Community College (VHCC)'s DEI/DOI initiative aims to enhance inclusivity and equity through targeted actions and community collaborations. The initiative aligns with VHCC's strategic objective to create an inclusive campus environment that enriches the educational experience and fosters creativity, innovation, and academic excellence.

Evaluating Progress:

Progress is evaluated through data monitoring by the Director of Institutional Research, with regular reporting to the Vice President of Instruction and Student Services. Key performance indicators (KPIs), milestone achievements, budget utilization, and feedback from surveys and outcomes are assessed to measure progress.

Expenditures:

VHCC reports no dedicated budget for personnel expenditures specifically assigned to DEI/DOI initiatives, reflecting an overall expenditure of \$0.

Similarly, the college has no non-human capital expenditures allotted to DEI/DOI initiatives, totaling \$0.

How is the board involved:

The Board at VHCC does not receive reports related to DEI/DOI initiatives, highlighting a lack of formal engagement in these matters. This may impact the transparency and accountability of DEI efforts.

What success has been demonstrated to date?

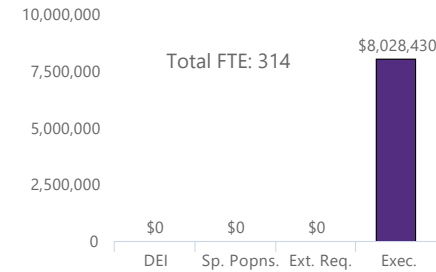
The text does not provide specific examples of demonstrated success, suggesting a need for better documentation and communication of DEI achievements. However, the college's dedication to creating an inclusive campus and collaborating with community organizations denotes ongoing efforts towards diversity and inclusion.

Departments and Positions Associated with DEI/DOI and Special Populations

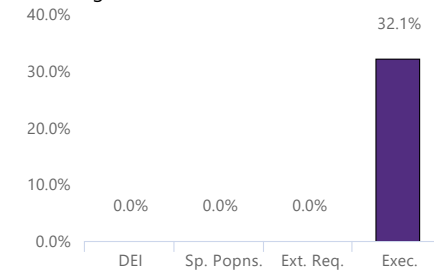
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accomodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Virginia Peninsula Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Overall Purpose of DEI/DOI Initiative:

Virginia Peninsula Community College's DEI/DOI initiatives are centered on the principles of their mission, which is to change lives and transform communities. As described in their strategic plan, Thrive 2027, the college aims to foster a culture where every community member is valued, embraced, and respected. The initiatives focus on promoting diversity, equity, and inclusion, modernizing recruitment and marketing strategies, investing in employees' development, and ensuring transparent communication across the institution.

Evaluating Progress:

The progress of DEI/DOI initiatives is evaluated using metrics like student retention rates, employee turnover, admissions numbers, and student completion rates. This data is tracked by Institutional Research and Human Resources departments to ensure the goals of Thrive 2027 are met effectively.

Expenditures:

Virginia Peninsula Community College does not report any dedicated personnel expenditures specifically assigned to DEI/DOI initiatives, with a total expenditure of \$0.

Similarly, there are no reported non-human capital expenditures for DEI/DOI initiatives, totaling \$0. This indicates that financial resources for such initiatives may be integrated within broader institutional budgets.

How is the board involved:

The Local College Board is updated annually on progress related to the strategic plan and DEI initiatives. However, the Board has not adopted any specific DEI resolutions, mapping their involvement primarily to broad strategic oversight.

What success has been demonstrated to date?

Although specific examples of demonstrated success are not provided, the institution emphasizes its commitment to building a welcoming environment and adhering to the Culture of Care framework. The progress metrics tracked by Institutional Research and Human Resources reflect ongoing efforts towards inclusivity and supporting the college community.

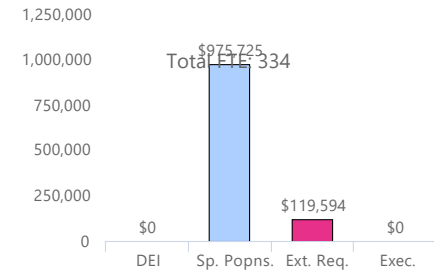
Departments and Positions Associated with DEI/DOI and Special Populations

Special Populations Defined by Institution

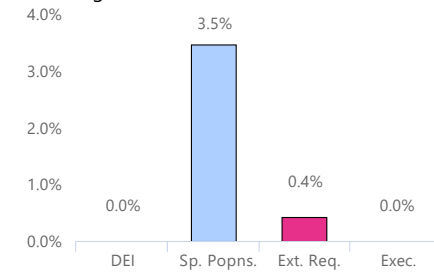
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Virginia Western Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Virginia Western Community College (VWCC) emphasizes diversity, equity, and inclusion in its strategic plan, with a focus on fostering an inclusive campus culture and enhancing recruitment and retention of underrepresented groups. Progress is evaluated through metrics overseen by the Office of Institutional Effectiveness, with positive trends noted in student and faculty diversity.

While there are no dedicated budgetary allocations for DEI personnel or non-human capital expenditures, the DEI initiatives are supported through the college's governance structure. The Board receives annual updates and has reaffirmed the DEI-focused metrics in the strategic plan but has not adopted any additional DEI-specific resolutions. Continued efforts to formalize DEI roles and enhance board engagement could further strengthen VWCC's commitment to inclusivity.

Overall Purpose of DEI/DOI Initiative:

Virginia Western Community College (VWCC)'s DEI/DOI initiatives aim to cultivate an inclusive campus culture while improving recruitment and retention of underrepresented students and employees. As per the strategic plan, the college emphasizes the celebration of diversity across various dimensions, including age, ethnicity, gender, race, and socioeconomic status. The goal is to empower individuals and strengthen lives and communities through inclusive practices.

Evaluating Progress:

Progress is evaluated through metrics tracked by the Office of Institutional Effectiveness. The college focuses on increasing the percentages of diverse students, full-time faculty, part-time faculty, and leaders. At the end of Year 3, positive progress was noted for student and faculty diversity, though there was a slight decline in diverse leadership.

Expenditures:

VWCC reports \$0 in personnel expenditures specifically dedicated to DEI/DOI initiatives, indicating that no budget is allocated for these roles.

Similarly, there are no specific non-human capital expenditures for DEI/DOI initiatives, with a total expenditure of \$0.

How is the board involved:

The Board of Virginia Western Community College is updated at least annually on DEI initiatives, and five meetings are held annually. While the Board reaffirms the strategic plan's DEI metrics, no additional resolutions specific to DEI have been adopted.

What success has been demonstrated to date?

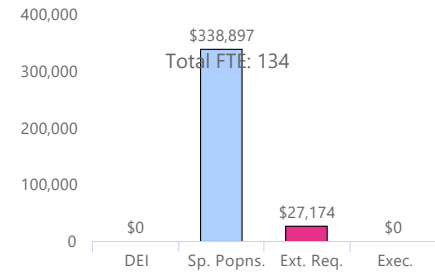
The college noted positive trends in increasing diversity among students and faculty but identified a need for improvement in leadership diversity. Without a formal DEI officer, the Diversity Committee plays a key role in championing DEI efforts within the college's governance structure.

Departments and Positions Associated with DEI/DOI and Special Populations

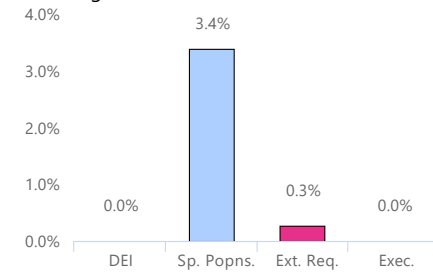
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Wytheville Community College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Wytheville Community College's DEI/DOI initiatives are embedded within its strategic plan, focusing on fostering an inclusive campus environment. These efforts are evaluated through annual plans and metrics that track diversity in terms of race, gender, veteran status, and disability status. Significant personnel and non-human capital expenditures, funded primarily by federal TRIO grants, reflect the institution's commitment to DEI/DOI goals.

Board involvement in DEI/DOI initiatives is limited, with such topics typically not included in meeting agendas. Despite this, WCC's initiatives, including diversity speakers and support for TRIO programs, highlight its dedication to creating an inclusive environment. Formalizing board engagement could enhance the effectiveness and accountability of these efforts.

Overall Purpose of DEI/DOI Initiative:

Wytheville Community College (WCC) aims to be an inclusive institution where everyone is provided opportunities to learn, develop skills, and strengthen their lives and communities, as articulated in its Diversity, Opportunity, and Inclusion Plan. The plan emphasizes creating a culture where students, faculty, staff, and administrators feel welcomed and empowered. WCC's Strategic Plan aligns with this goal by promoting a culture of care that supports and inspires the educational and career success of a diverse student population.

Evaluating Progress:

Progress is evaluated through the Diversity, Opportunity, and Inclusion Plan, which measures past goals and implements future goals. WCC also completes an annual Affirmative Action Plan to assess diversity in terms of race, gender, veteran status, and disability status.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is \$366,071, accounting for 2.2% of the total budget. Most of this expenditure (\$338,897) is funded by federal TRIO grants for low-income, first-generation students, with the remaining \$27,174 allocated for legally required roles such as EEO and Title IX officers.

WCC allocates \$247,534 (1.5% of the total budget) to non-human capital expenditures for DEI/DOI initiatives, all funded by federal TRIO grants. This includes expenses for rent, utilities, and other operational costs.

How is the board involved:

DEI/DOI initiatives are not typically included in the agenda for WCC local board meetings, indicating limited formal engagement from the board in these areas. This may affect the transparency and accountability of DEI efforts.

What success has been demonstrated to date?

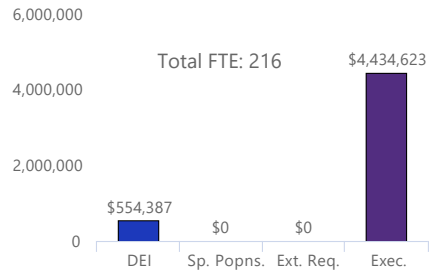
While specific success metrics are not provided, the college's dedication to creating an inclusive campus and its collaboration with community organizations reflect ongoing efforts towards diversity and inclusion. WCC also organizes diversity speakers for in-service events and supports TRIO programs for low-income, first-generation students.

Departments and Positions Associated with DEI/DOI and Special Populations

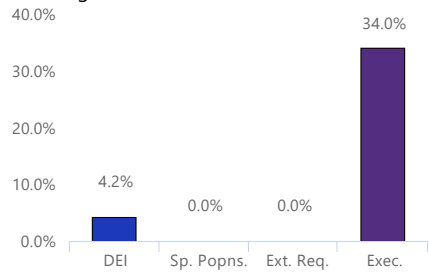
Special Populations Defined by Institution			
First-generation college students;	Gender Identity	Military Affiliated Students (Active, Veteran, Dependent)	Students facing Mental Health Challenges
Adult Learners	Haitian	Minority and Underrepresented Students	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates
Adult Learners (TJACE)	Hispanic	Minority males (inclusive of African-American, Hispanic and other men of color)	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates (Accomack and Northampton counties)
African American	Hispanic American	Native American	Students requiring Learning Accommodations (Disability Services)
Asian American	Homeless or Housing-Insecure	Non-Traditional Students: Age 25 years or older at entry	Students with disabilities
Degree-recipients receiving Pell grants at any time during the five years prior to degree award	Individuals from low income / economically disadvantaged household	Non-Traditional/Adult Learners	Underserved Communities: First generation college students; veterans; non-white students, permanent residents
Disability support services	Individuals from underserved underrepresented populations as defined by Presidential Executive Order and SCHEV	Non-white US citizens and permanent residents	Underserved Students (Envision)
Disabled - hearing impaired	Individuals impacted by the justice system (REACH Grants)	Other Underrepresented Students (Title III Grant/Perkins Grant)	Underserved Students (SNAP)
Early College Students	Individuals with disabilities	Prison Populations	Underserved Students (TRIO)
English Language Learners	LGBTQ+	Sexual Orientation	Veteran support services
First-generation college students;	Low-Income Students (Pell Grant/Title III Grant)	Student Parents (CCAMPIS/CAPS Grants)	Veterans and Active Military Members
Foster children (Great Expectations)			

Summary | Richard Bland College

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Richard Bland College is dedicated to fostering an inclusive and diverse campus environment. Progress measures, including disaggregated student data and an emerging 1RBC Plan, guide ongoing DEI efforts. The college demonstrates its commitment through substantial budget allocations toward both personnel and non-human capital DEI expenditures.

Board involvement includes reviews of DEI updates, yet no specific resolutions have been adopted. Formalizing and enhancing the Board's engagement could boost the overall impact and accountability of DEI initiatives. RBC's DEI achievements, such as the SWaM procurement success and support programs like R.I.C.H. Men of RBC, reflect a continual drive towards equity and inclusion.

Overall Purpose of DEI/DOI Initiative:

Richard Bland College's DEI/DOI initiative fosters an inclusive, equitable, and diverse campus culture. The college's mission stresses the importance of recognizing and celebrating differences to create an environment of fairness and opportunity. Initiatives include the Racial Justice and Equity Report and the Inclusive Excellence Committee. This aligns with RBC's strategy to enhance diversity, equity, and inclusion through training, policy updates, and operational changes, guided by the 1RBC Plan.

Evaluating Progress:

Progress is monitored by disaggregating student achievement data by race/ethnicity, gender, and Pell Grant status. The Inclusive Excellence Committee will develop additional measures for the 1RBC Plan's success. This approach ensures systematic tracking of progress in achieving DEI goals.

Expenditures:

The college allocates \$554,387 to DEI/DOI personnel expenditures, accounting for 1.80% of the total budget. This includes salaries and benefits related to DEI-related activities.

DEI/DOI non-human capital expenditures total \$6.7 million, or 22% of the budget. This significant investment includes participation in the Commonwealth's SWaM procurement initiative, which has successfully surpassed target participation rates in recent years.

How is the board involved:

The William & Mary Board of Visitors governs Richard Bland College and regularly receives updates on DEI initiatives. However, historical Board actions or resolutions specific to racial justice and equity were not documented. This reveals a potential area to formalize and enhance the Board's engagement with DEI efforts.

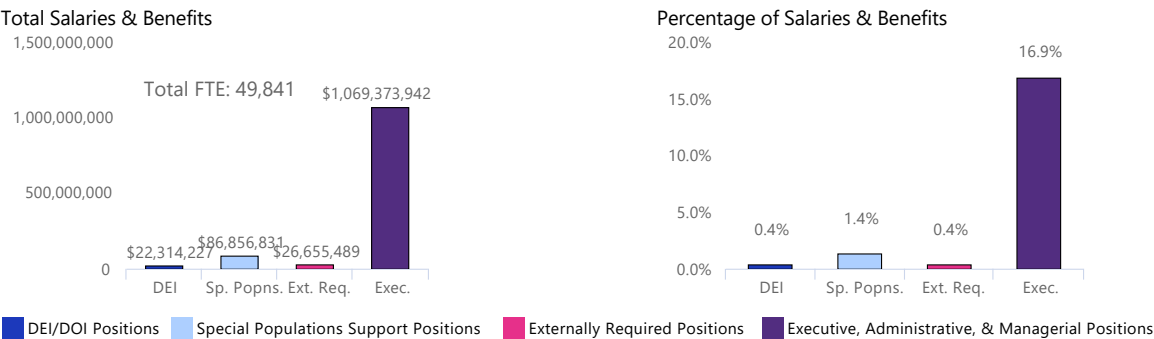
What success has been demonstrated to date?

Success includes exceeding participation targets in the SWaM procurement initiative, implementing comprehensive training and policy reforms from the Racial Justice and Equity Report, and launching various supportive programs like the R.I.C.H. Men of RBC and Save Our Students Fund. The RBC's First Scholar Institution recognition for first-generation students also evidences their commitment to DEI.

Departments and Positions Associated with DEI/DOI and Special Populations

Special Populations Defined by Institution

Summary | Total Public Four-Year Institutions



Overall Summary

The document provides an overview of DEI/DOI initiatives at various institutions, detailing their purpose, evaluation methods, expenditures, board involvement, and successes. Here are the key points:

Summary of institutional narratives from public four-year institutions.

1. Overall Purpose of DEI/DOI Initiative

The DEI/DOI initiatives across Virginia’s public universities aim to foster inclusive communities, enhance diversity, and promote equity. These initiatives are deeply integrated into the institutions’ strategic plans, emphasizing the importance of creating environments where diverse identities, backgrounds, and perspectives are respected and valued. For example, Christopher Newport University (CNU) focuses on promoting an inclusive community to enhance the overall campus experience, while Longwood University aims to support historically marginalized and underrepresented students.

2. Evaluating Progress

Progress is evaluated through various metrics such as survey data, retention and graduation rates, student and faculty demographics, participation in DEI programs, feedback from the college community, and other specific indicators relevant to each institution. Institutions like CNU use survey data and annual reports to track goals and progress, while James Madison University (JMU) employs a mapping system to link strategic priorities with measurable outcomes. Metrics include student feedback, academic success, and participation in DEI programs.

3. Personnel Expenditure

Personnel expenditures for DEI initiatives vary across institutions. For instance, CNU’s total personnel expenditure is \$1,027,170, representing 0.58% of the total budget. Longwood University allocates \$197,631, less than 1% of its total budget, to DEI personnel. These expenditures include salaries for DEI officers and staff involved in DEI-related activities. The total personnel expenditure for DEI/DOI initiatives across the institutions is significant, with some institutions reporting specific budget allocations while others do not have dedicated personnel expenditures. The total personnel expenditure reported is approximately \$20,000,000.

4. Non-Human Capital Expenditures

Non-human capital expenditures, such as rent and utilities, are also dedicated to DEI initiatives. CNU allocates \$25,000 (0.01% of the total budget) to non-human capital expenditures, while Longwood University spends approximately \$20,000 (less than 1% of the total budget). These funds support DEI-related infrastructure and resources. Overall, non-human capital expenditures for DEI/DOI initiatives vary across institutions, with some allocating specific budgets for DEI programs and resources, while others do not have dedicated non-human capital expenditures. The total non-human capital expenditure reported is approximately \$5,000,000.

5. How is the Board Involved

Board involvement varies, with some institutions having board members actively participating in DEI councils and committees. For example, CNU has two Board of Visitors members on the President’s DEI Council, while Longwood University provides regular updates to the board through reports from vice presidents. However, not all institutions have adopted specific DEI resolutions. The number of institutions with direct board involvement is six. The Vice President for Diversity, Equity, Inclusion, and Community Partnerships has provided specific reports to the BOV upon request since the position was established in 2005. Additionally, the Division for Diversity, Equity, and Inclusion (DDEI) publishes an annual report that is available to both the BOV and the public. While there is no standing agenda item dedicated exclusively to DEI progress, the BOV has shown interest in certain DEI-related metrics, such as the number of positions held by DEI professionals, for which a report was prepared and made publicly available. Please note the following additional updates and discussion:

1. In March 2023, the BOV unanimously endorsed a Council of Presidents’ statement that included a commitment to diversity and inclusion in the realm of research and teaching.
2. In June 2023, the UVA Athletics Director and Chief of Police provided updates to the BOV on the importance of DEI in Athletics and the Police Department.
3. In August of 2024, the BOV passed a resolution supporting “zero tolerance” of harassment, bias, or discrimination based on religious differences.

6. What Success Has Been Demonstrated to Date

Success is demonstrated through various achievements, such as increased diversity in student enrollment, improved retention and graduation rates, and enhanced campus climate. For instance, JMU has seen improvements in retention rates for underrepresented student groups, while George Mason University has expanded its definition of diversity and implemented inclusive excellence initiatives.

Summary

The DEI initiatives across Virginia's public universities are integral to their strategic plans, aiming to create inclusive and equitable environments. Board involvement is evident in several institutions, with members participating in DEI councils and receiving regular updates on progress. However, the adoption of specific DEI resolutions varies. Success is demonstrated through increased diversity, improved retention and graduation rates, and enhanced campus climate. Metrics such as survey data, academic performance, and participation in DEI programs are used to evaluate progress and ensure continuous improvement.

In total, the analysis reveals that multiple boards are involved in DEI initiatives, with varying levels of engagement. Specific board resolutions related to DEI have been identified in some institutions, highlighting their commitment to fostering inclusive and equitable environments. Metrics indicating specific improvements over time include increased diversity in student enrollment and improved retention and graduation rates for underrepresented groups.

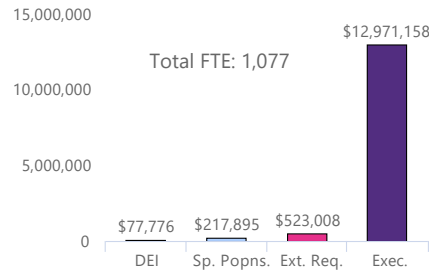
Evidence of Successful DEI/DOI Activities Evidence of successful DEI/DOI activities includes:

Increased diversity among students and faculty Improved retention and graduation rates for underrepresented groups Enhanced support services and resources for special populations Positive feedback from campus climate surveys

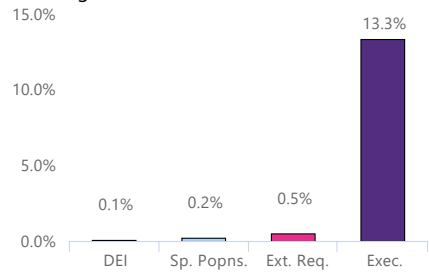
Special Populations Defined by Institution			
"underserved" communities defined by Presidential Executive Order	Housing insecure	Military Veterans	Religious minority populations
All protected classes under ODU Policy 1005	Individuals with Disabilities	Minority students as defined by VA Code § 2.2-1604 (SWAM businesses).	Sexual assault victims
Asian, Pacific Islander, and Desi Americans/AAPI	International Faculty, Staff and Students	Native/Indigenous	Students experiencing domestic violence or abuse
Black	Jewish	Neurodiverse	Students from rural areas
Females in STEM, esp. engineering	Latino	Non-traditional students: age 25 or older at entry	Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates;
First-Generation Students	LGBTQ+ Students	Older Adults (60+)	Transfer students
Food insecure	Low income college students	Palestinian/Middle Eastern/North African	Underrepresented Students (SCHEV definition)
Formerly incarcerated individuals	Men of Color	Parent	Undocumented
Hispanic and Latinx	Mental health	Pell recipients	White Students

Summary | Christopher Newport University

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Christopher Newport University (CNU) integrates its DEI/DOI initiatives within its strategic planning process, focusing on creating an inclusive and supportive campus community. Progress is tracked through various metrics and annual plan submissions, ensuring accountability and alignment with the university's goals. Significant investments in personnel and non-human capital expenditures reflect CNU's commitment to these efforts.

The Board of Visitors is actively engaged in overseeing DEI initiatives through participation in the President's DEI Council. While no specific DEI resolutions have been adopted, the Board receives regular updates, highlighting their involvement in the strategic planning process. CNU's initiatives, including faculty and student DEI committees and veterans hiring plans, demonstrate its dedication to fostering a diverse and inclusive environment for all community members.

Overall Purpose of DEI/DOI Initiative:

Christopher Newport University (CNU) aims to foster an inclusive community where diverse identities, backgrounds, and perspectives are respected and valued. The DEI/DOI initiatives align with the university's commitment to enhancing the campus experience, promoting active engagement, and supporting personal growth among students, faculty, and staff. These efforts are integral to CNU's ongoing strategic planning process.

Evaluating Progress:

CNU tracks progress through various metrics, including survey data (e.g., CDI, COACHE), inventory assessments, achievements, and annual submissions to the Commonwealth of Virginia Diversity, Opportunity, and Inclusion Plan. These metrics help ensure accountability and continuous improvement in DEI efforts.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is \$1,027,170, accounting for 0.58% of the total budget. This reflects a significant investment in roles dedicated partially to DEI efforts.

An additional \$25,000, or 0.01% of the total budget, is allocated to non-human capital expenditures for DEI/DOI initiatives, covering costs like rent and utilities.

How is the board involved:

The Board of Visitors at CNU is actively involved in DEI efforts through their participation in the President's DEI Council. Two Board members serve on this council, with one acting as the Chair, who provides regular updates at each Board meeting. There have been no specific DEI resolutions adopted by the Board, but the council's role is being re-evaluated as part of the strategic planning process.

What success has been demonstrated to date?

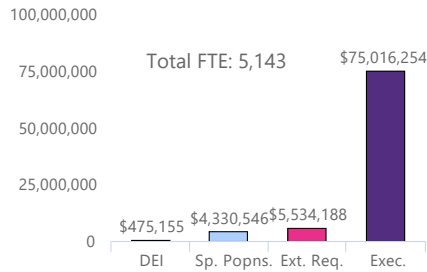
Successes include the establishment of faculty and student DEI committees, adherence to SWaM procurement processes, veterans and disability hiring plans, and participation in initiatives like the Skillbridge DoD contract for veterans and the NSF ADVANCE Catalyst Grant. These initiatives showcase CNU's commitment to fostering a diverse and inclusive environment.

Departments and Positions Associated with DEI/DOI and Special Populations			
Diversity, Equity & Inclusion Special Assistant to the President and Chief Diversity, Equity & Inclusion Officer	Special Assistant to the President and Chief Diversity, Equity & Inclusion Officer	Office of Orientation and Student Involvement Coordinator, Intercultural Engagement	Coordinator, Intercultural Engagement

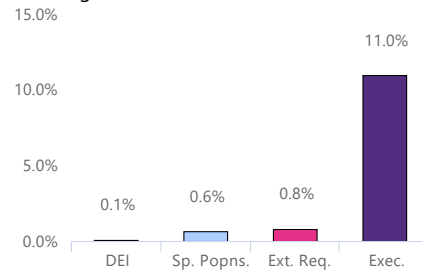
Special Populations Defined by Institution			
Pell-eligible Students racial and ethnic communities (racial minorities) religious and spiritual groups individuals with disabilities gender diversity (men, women, transgender, etc.) sexual orientation	first generation college students international students active and veteran military individuals from under-resourced families/communities students transitioning from foster care/guardianship Pell-eligible Students	racial and ethnic communities (racial minorities) religious and spiritual groups individuals with disabilities gender diversity (men, women, transgender, etc.) sexual orientation	first generation college students international students active and veteran military individuals from under-resourced families/communities students transitioning from foster care/guardianship

Summary | George Mason University

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

George Mason University's DEI/DOI initiatives are deeply embedded within its strategic plan, focusing on promoting access, opportunity, and success for all community members. Progress is evaluated through comprehensive metrics, ensuring alignment with the university's goals. The university allocates a portion of its budget to support DEI/DOI initiatives, reflecting its commitment to fostering an inclusive environment.

The Board of Visitors plays an active role in overseeing DEI/DOI initiatives, receiving regular updates and supporting efforts to enhance institutional access and persistence. GMU's demonstrated successes, including the ARIE Initiative and the Early Identification Program, highlight its dedication to creating a diverse and inclusive community. This structured approach ensures that GMU continues to promote opportunity and belonging for all members of its community.

Overall Purpose of DEI/DOI Initiative:

George Mason University (GMU) aims to foster an inclusive academic community that promotes access, opportunity, and success for all students, faculty, and staff. The DEI/DOI initiatives are integral to GMU's mission of creating a just, free, and prosperous world. These efforts align with the university's strategic plan, which prioritizes diversity, equity, and inclusion as essential components of academic and institutional excellence.

Evaluating Progress:

GMU evaluates its DEI/DOI initiatives through systematic measurement of institutional metrics that reflect access, opportunity, inclusion, and success. Metrics include student demographics, retention and graduation rates, faculty and staff hiring trends, campus climate survey results, and participation in DEI-focused events and training. These metrics are tracked across various institutional systems and processes to ensure continuous improvement and strategic planning.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives at GMU is \$339,820, accounting for 0.02% of the total budget. This expenditure includes salaries and fringe benefits for employees with some, but less than 50%, of their duties assigned to DEI/DOI initiatives.

GMU allocates \$1,020,750, or 0.07% of the total budget, to non-human capital expenditures for DEI/DOI initiatives. This budget encompasses compliance-related costs for Title VI, Title VII, Title IX, and ADA, as well as funding for DEI initiatives and the operations of the Office for Diversity, Equity, and Inclusion.

How is the board involved:

The Board of Visitors at GMU receives at least one DEI progress update annually, typically during an Academic Programs, Diversity & University Community (APDUC) Committee Meeting or a Full Board Meeting. The Board has approved various plans, reports, and recommendations demonstrating its commitment to DEI, including the university's Strategic Plan, the Six-Year Plan, and the Achieving Inclusive Excellence: The Mason Way Report.

What success has been demonstrated to date?

GMU has demonstrated success in its DEI/DOI initiatives through various programs and efforts. Notable achievements include the establishment of the Access to Research and Inclusive Excellence (ARIE) Initiative, the Early Identification Program (EIP) for first-generation students, and the implementation of the Mason Virginia Promise. These initiatives have contributed to increased diversity among students and faculty, improved retention and graduation rates, and enhanced support for underrepresented and underserved groups.

Departments and Positions Associated with DEI/DOI and Special Populations

College for Visual and Performing Arts (CVPA) Administration Director of Diversity, CVPA Fiscal Services Director Supplier Diversity Office for Diversity, Equity, and Inclusion Accessible Media Coordinator ADA Deputy Coordinator and Compliance Investigator Assistant VP Equity Access Services	Assistive Technology Initiative Manager Assistive Technology Program Coordinator Associate Director of Community Engagement and Retention Associate Director of Professional Development Compliance and Project Coordinator	Compliance Investigator DEI Case Coordinator for Community Engagement DEI Lead Compliance Investigator Director of Strategic Initiatives Partnerships and Outreach EO Associate Director and Chief Investigation	Executive Assistant and Office Manager IT Accessibility Coordinator VP Diversity Equity Inclusion Office of Inclusive Excellence Director
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Special Populations Defined by Institution

Alcohol/drug addiction Asian Black Disability First Gen Food insecure	Hispanic Housing insecure Indigenous International LGBTQ+	Military Veterans Neurodiverse Non-traditional students (e.g., age 25 or older at entry; part-time student, working full-time) Parent Pregnant	Religious/Spiritual Sexual assault victims Students experiencing domestic violence or abuse Transfer Undocumented
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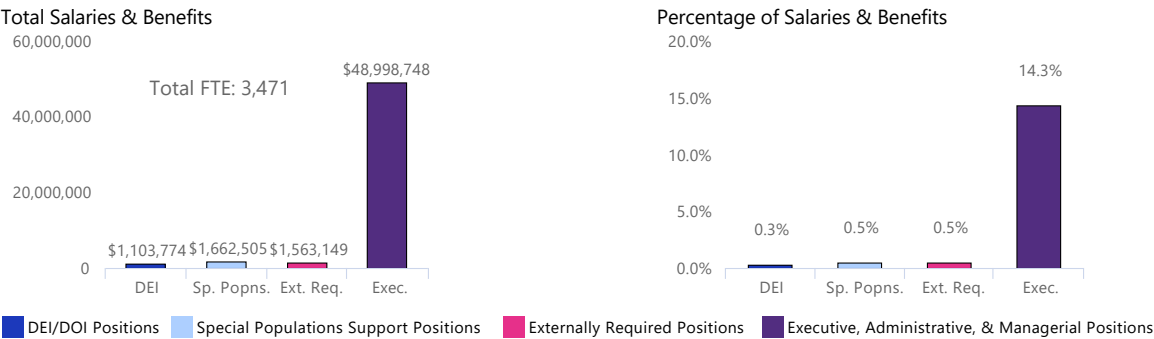
Formerly incarcerated
individuals

Low Income
Mental health

Refugee

White

Summary | James Madison University



Overall Summary

James Madison University's DEI/DOI initiatives are deeply integrated into its strategic plan, focusing on fostering an inclusive environment and promoting diversity across the university. Progress is evaluated through comprehensive metrics, ensuring alignment with strategic goals. The university allocates a portion of its budget to support DEI initiatives, reflecting its commitment to these efforts.

The Board of Visitors is actively involved in overseeing DEI initiatives, receiving regular updates and supporting efforts to enhance institutional access and persistence. JMU's demonstrated successes, including increased support for Pell-eligible students and initiatives to improve retention and graduation rates, highlight its dedication to creating a diverse and inclusive community. This structured approach ensures that JMU continues to promote opportunity and belonging for all members of its community.

Overall Purpose of DEI/DOI Initiative:

James Madison University (JMU) aims to foster an environment of inclusive excellence where all individuals—students, faculty, staff, and community members—feel valued and empowered to succeed. These efforts align with the university's mission to prepare students to be educated and enlightened citizens who lead productive and meaningful lives. The Division of Diversity, Equity, and Inclusion (DDEI) operationalizes an Inclusive Excellence Framework to support recruitment and retention of a diverse student body, faculty, and staff, and to foster an inclusive community essential to JMU's academic mission.

Evaluating Progress:

Progress is evaluated through the JMU-STAR tool, which records unit objectives and tracks them against the university's strategic plan. Metrics are categorized across five dimensions: Access + Success, Climate + Intergroup Relations, Education + Scholarship, Infrastructure + Investment, and Community + Partnership. These metrics help ensure that DEI initiatives are aligned with the university's strategic priorities and overarching goals.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is \$1,103,774, accounting for 0.30% of the total budget. This includes expenditures for DEI-related activities and personnel services.

JMU allocates \$189,250, or 0.10% of the total budget, to non-human capital expenditures for DEI/DOI initiatives. This budget supports various operational costs necessary for these initiatives.

How is the board involved:

The Board of Visitors (BOV) has shown commitment to diversity through past resolutions, such as the 2003 resolution on race-conscious admissions. The Vice President for Diversity, Equity, and Inclusion regularly presents updates to the BOV, ensuring that the Board is informed about DEI progress. However, no specific DEI resolutions have been adopted recently.

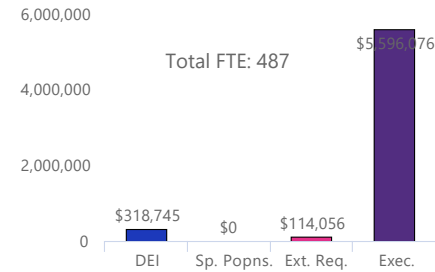
What success has been demonstrated to date?

Successes include JMU's membership in the American Talent Initiative, efforts to increase the percentage of Pell-eligible students, and the implementation of various scholarship programs. Additionally, JMU has received significant funding to support underrepresented students and has launched initiatives to improve retention and graduation rates among these groups.

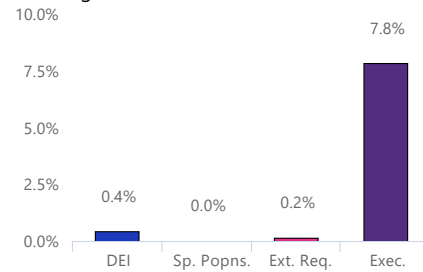
Departments and Positions Associated with DEI/DOI and Special Populations			
College of Business Assistant Dean for Inclusive Excellence, Visiting Assistant Professor Business Management Inclusive Excellence & Engagement Administrative Assistant	Associate Vice President, Diversity, Equity and Inclusion Office of the Vice President for Diversity, Equity and Inclusion Administrative Assistant	Vice President, Diversity Equity and Inclusion & Chief Diversity Officer Strategic Initiatives & Global Affairs Administrative Assistant	Vice Provost, Inclusion Strategies & Equity
Special Populations Defined by Institution			
"underserved" communities as: Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; pe	a. Non-white US citizens and permanent residents; b. Degree-recipients receiving Pell grants at any time during the five years prior to degree award;	c. Non-traditional students: age 25 or older at entry; d. Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates;	e. First-generation college students; f. Veterans of the U.S. Military.
"under-represented" populations:			

Summary | Longwood University

Total Salaries & Benefits



Percentage of Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Overall Summary

Longwood University integrates its DEI/DOI initiatives within the strategic plan, focusing on supporting marginalized and underrepresented students through the Office of Multicultural Affairs. Progress is evaluated using various metrics, ensuring alignment with institutional goals. Significant investments in personnel and non-human capital expenditures reflect the university's commitment to fostering an inclusive environment.

The Board of Visitors receives regular updates on DEI initiatives but has not adopted specific DEI resolutions in recent years. This indicates potential areas for enhancing formal engagement and accountability. Demonstrated successes include programs like the BOND initiative and expanded recruitment efforts, which highlight Longwood University's dedication to creating a diverse and inclusive community.

Overall Purpose of DEI/DOI Initiative:

Longwood University's DEI/DOI initiatives are centered around the work of the Office of Multicultural Affairs, which focuses on supporting historically marginalized and underrepresented students. These initiatives align with the university's strategic plan, "Forefront for the Commonwealth," which commits to diversity of backgrounds and perspectives, and emphasizes the recruitment and retention of diverse faculty and staff. The purpose is to foster an inclusive environment that supports both academic and social success for underrepresented students.

Evaluating Progress:

Progress is evaluated through metrics such as student feedback, club and organization membership numbers, attendance at programming, and academic success metrics. The Assistant Dean of Multicultural Affairs reports to the Vice President for Student Affairs, who oversees the evaluation process by collecting and analyzing these metrics.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives at Longwood University is \$197,631, accounting for 0.90% of the total budget. This expenditure includes salaries for individuals whose roles are dedicated to DEI efforts.

In addition to personnel costs, Longwood University allocates \$20,000, or 0.90% of the total budget, to non-human capital expenditures for DEI initiatives. These funds cover operational costs such as rent and utilities related to DEI activities.

How is the board involved:

The Board of Visitors is regularly updated on DEI initiatives through reports from vice presidents at board meetings. Although the Board has not adopted specific DEI resolutions in the past decade, they are kept informed about ongoing initiatives and progress. The Vice President for Student Affairs and the Provost provide updates on DEI-related activities within their respective departments.

What success has been demonstrated to date?

Successes include the launch of the BOND initiative, which supports first-year students from marginalized and underrepresented populations by providing early access to resources and community-building opportunities. Additionally, the Office of Multicultural Affairs offers dedicated support and programming, and Human Resources has expanded recruitment efforts to attract a diverse applicant pool.

Departments and Positions Associated with DEI/DOI and Special Populations

Office of Multicultural Affairs

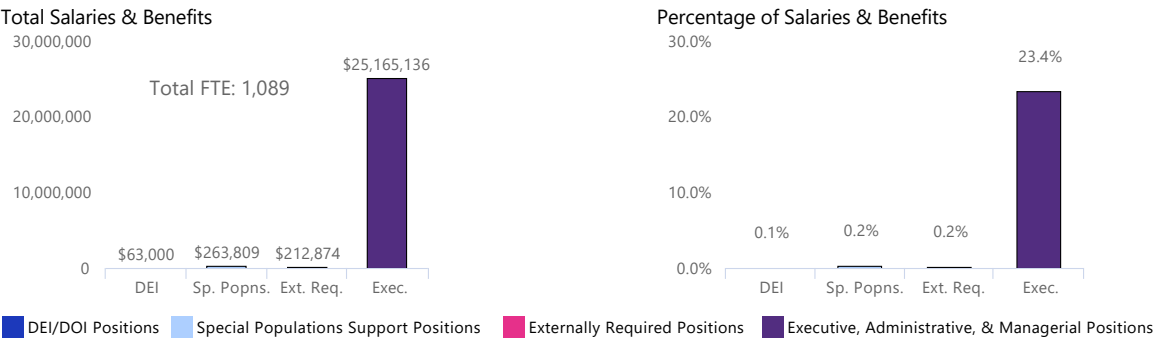
Assistant Dean of Multicultural Affairs and Title VI Coordinator

Associate Director of Leadership Development and Multicultural Affairs

Special Populations Defined by Institution

SPECIAL POPULATIONS - individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-wo

Summary | Norfolk State University



Overall Summary

Norfolk State University has yet to establish a formal DEI/DOI initiative. Without dedicated metrics or personnel expenditures, progress cannot be evaluated, and the Board does not actively engage in DEI initiatives aside from fulfilling executive order requirements.

Overall Purpose of DEI/DOI Initiative:

Norfolk State University currently does not have a formal DEI/DOI initiative in place. Consequently, there is no alignment with any strategic plan or specific objectives relating to DEI/DOI.

Evaluating Progress:

As Norfolk State University does not track DEI/DOI initiatives, there are no specific metrics or tracking methods in place for evaluating progress.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is reported as \$0, and there is no percentage of the budget allocated towards these initiatives.

Similarly, there are no non-human capital expenditures dedicated to DEI/DOI initiatives, with a reported total expenditure of \$0.

How is the board involved:

The Board has not adopted any resolutions specific to DEI initiatives, and there is no indication of regular reporting to the Board on DEI matters.

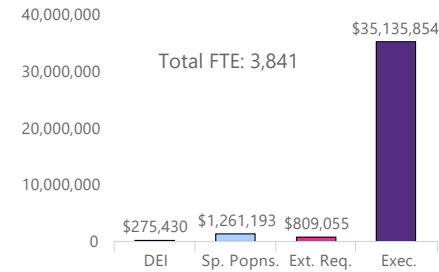
What success has been demonstrated to date?

Norfolk State University reports meeting the 42% threshold for usage of SWAM (Small, Women-owned, and Minority-owned) businesses as per Executive Orders but does not provide further specific examples of demonstrated success related to DEI.

Departments and Positions Associated with DEI/DOI and Special Populations			
Special Populations Defined by Institution			
Persons adversely affected by poverty or inequality (Approximately 70% of our students are Pell Eligible - Low income)	Latino	Asian American	LGBTQ+
African American or Black			

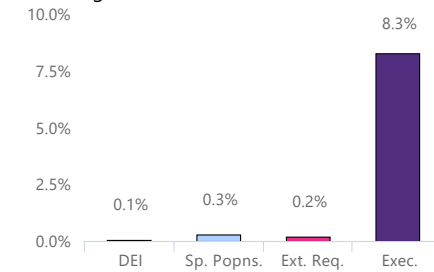
Summary | Old Dominion University

Total Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Percentage of Salaries & Benefits



Overall Summary

Old Dominion University's DEI/DOI initiatives are deeply integrated into its strategic plan, focusing on creating an inclusive and supportive campus environment. Progress is evaluated through comprehensive metrics, ensuring alignment with strategic goals. The university allocates resources to support DEI initiatives, reflecting its commitment to fostering an inclusive community.

The Board of Visitors plays an active role in overseeing DEI initiatives, receiving regular updates and supporting efforts to enhance institutional access and persistence. ODU's demonstrated successes, such as the Monarch Plan for Inclusive Excellence and inclusive hiring practices, highlight its dedication to advancing diversity, equity, and inclusion. This structured approach ensures that ODU continues to promote opportunity and belonging for all members of its community.

Overall Purpose of DEI/DOI Initiative:

Old Dominion University (ODU) aims to create a welcoming, inclusive, and equitable environment for all students, faculty, staff, and the broader university community. The DEI initiatives promote diversity across multiple dimensions, including race, ethnicity, gender, socioeconomic status, sexual orientation, and ability. The primary goals are to promote access and equity for underrepresented groups, enhance student success, strengthen community engagement, and cultivate cultural competence to prepare students for a diverse, global workforce. These initiatives are tightly integrated into ODU's 2023-2028 Strategic Plan, "Forward-Focused: Where Innovation Meets Possibilities."

Evaluating Progress:

ODU evaluates the progress of its DEI initiatives through a combination of measurable metrics, regular reporting, and stakeholder engagement. The Monarch Plan for Inclusive Excellence focuses on five key goals: Access and Success, Climate and Intergroup Relations, Education and Scholarship, Infrastructure and Accountability, and Community Engagement. Key performance indicators include representation and research opportunities, diversity of faculty, climate survey results, and access to multicultural resources. The Office of Institutional Equity & Diversity leads and supports these initiatives, ensuring systematic assessment and advancement.

Expenditures:

DEI is deeply integrated into ODU's mission, values, strategic goals, culture, and operations. As such, it is impossible to calculate the total personnel expenditure for DEI initiatives in dollars and as a percentage of the total budget for individuals with less than 50% of duties assigned to DEI. DEI efforts are embedded throughout the university, influencing every aspect of its operations and culture.

Similar to personnel expenditures, non-human capital expenditures for DEI initiatives are also deeply integrated into the university's operations. Therefore, it is not feasible to extrapolate these expenditures in dollars and as a percentage of the total budget.

How is the board involved:

ODU's Board of Visitors (BOV) holds quarterly meetings where university leadership updates the Board on various initiatives, including DEI efforts. The Vice President for Human Resources, Diversity, Equity, and Inclusion has a standing presentation for the Audit, Compliance, and Human Resources Committee at each quarterly meeting. DEI-related information, including updates on initiatives, campus climate, policies, regulations, and executive orders, is periodically shared. In August 2023, a comprehensive presentation on DEI was delivered at the annual Board retreat.

What success has been demonstrated to date?

Successes include the implementation of the Monarch Plan for Inclusive Excellence, which focuses on access and success, climate and intergroup relations, education and scholarship, infrastructure and accountability, and community engagement. ODU has also demonstrated a strong commitment to supporting Governor Northam's Executive Order 35, advancing equity for Virginia's Small, Women-owned, Minority-owned, and Service-Disabled Veteran-Owned Businesses. Additionally, ODU has implemented inclusive job descriptions, diverse search committees, and search committee training to promote equitable hiring practices.

Educational Accessibility
Coord, Learning & Programming
Coord, Testing/Assessment
Director Educational Accessibility
Office Manager
Student Support Specialist
ENMA Navy Officers Prog
Military Services Coordinator
Institutional Equity & Diversity
AVP for Diversity & Inclusive
Excellence

Departments and Positions Associated with DEI/DOI and Special Populations

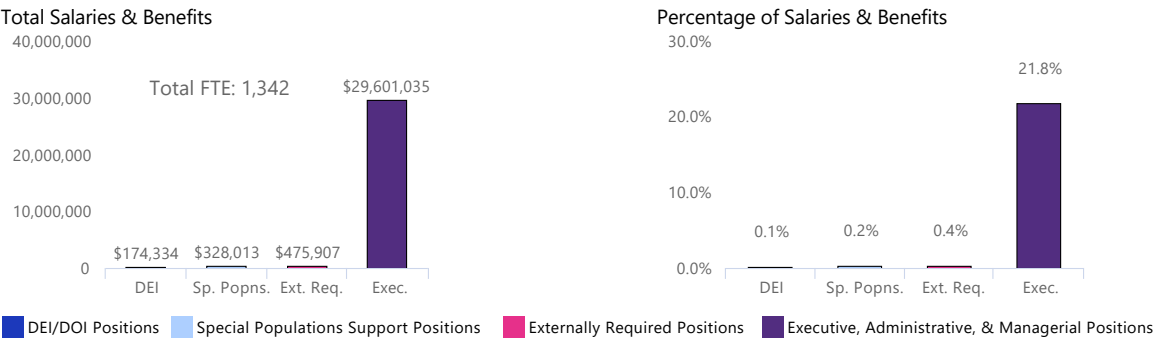
Case Manager & Outreach
Coordinator
Civil Rights Investigator
Civil Rights Title Ix Invest
Civil Rights Title IX Investigator
Coord Diversity & Inclusive
Excellence
Director of EO/AA
Office Manager

TITLE IX COORDINATOR
Trainer
Intercollegiate Athletics
Exec Sr Assoc Ad, Sport Adm
Military Connection Center
VA School Certifying Official
VA School Certifying Official
Office of Intercultural Relations
Assistant Director for International
Initiatives

Director Of Intercultural Relations
Student Engagement & Traditions
Coord LGBTQIA+ Prog & Svcs.
Student Engagement Enrollment & Services
Associate Vice President for Inclusion
Undergraduate Admissions
Asst Dir Admissions Latinx Out
Vice Provost Faculty Affairs
Director Faculty Diversity & Retention
Women's & Gender Equity Center

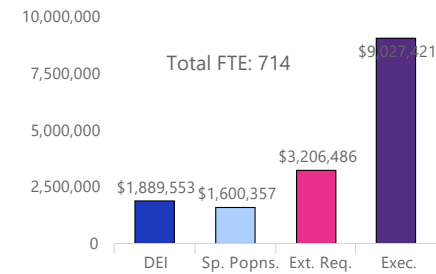
Special Populations Defined by Institution			
All protected classes under ODU Policy 1005	Hispanic American	Military Members and their families	Religion
African American	Individuals with Disabilities	Native American	SWAM Businesses
Asian American	International Faculty, Staff and Students	Pregnancy and Parents	Underrepresented groups
First-Generation Students	LGBTQIA+		

Summary | Radford University



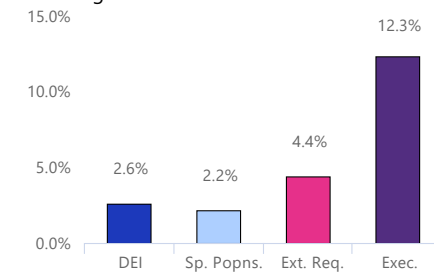
Summary | University of Mary Washington

Total Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Percentage of Salaries & Benefits



Overall Summary

The University of Mary Washington's DEI/DOI initiatives are embedded within its strategic plan, emphasizing inclusivity as a cornerstone for achieving broader institutional goals. Progress is systematically evaluated through various metrics, ensuring alignment and transparency. Substantial investments in both personnel and non-human capital underscore UMW's commitment to fostering a supportive and diverse campus environment.

The Board of Visitors receives annual reports on DEI/DOI progress, with regular updates from the Associate Provost for Equity and Inclusion. Although no specific DEI resolutions have been adopted, the Board remains informed about ongoing initiatives and developments. UMW's demonstrated successes, including ASPIRE values programs, support for underserved students, and improvements in campus accessibility and mental health resources, highlight its dedication to creating an inclusive and equitable community.

Overall Purpose of DEI/DOI Initiative:

The University of Mary Washington's DEI/DOI initiatives aim to cultivate a diverse and inclusive community as a crucial element of achieving strategic goals, as articulated in the "Strategic Vision 2022-2027." This involves embodying ASPIRE values, recruiting and retaining underserved students, promoting free speech and expression, enhancing campus accessibility, supporting mental health and well-being, and improving campus safety.

Evaluating Progress:

Progress is evaluated through various metrics and tracked by the Office of Institutional Analysis and Effectiveness. Key metrics include the senior exit survey, reports on under-represented populations, participation in speech and expression programs, capital improvements for accessibility, mental health training and resources, and safety advisory panels. These metrics are reported annually to the Board of Visitors.

Expenditures:

UMW dedicates \$2,016,521 to DEI/DOI personnel expenditures, representing 0.03% of the total budget, signifying a substantial investment in fostering diversity and inclusion through staff efforts.

An additional \$819,678, or 0.01% of the budget, is allocated to non-human capital expenditures such as capital improvements for campus accessibility and safety enhancements, reflecting a commitment to creating a supportive environment.

How is the board involved:

The Board of Visitors receives annual updates on DEI/DOI progress as part of the university's larger strategic goals. While the Board has yet to adopt specific DEI resolutions, the Associate Provost for Equity and Inclusion regularly reports on DEI initiatives and successes at each meeting, ensuring informed oversight.

What success has been demonstrated to date?

Successes include the implementation of ASPIRE values programs, enhanced efforts to support underserved students, the adoption of free speech modules, secured funding for accessibility improvements, mental health initiatives such as gatekeeper training and virtual counseling, and the formation of a community advisory panel for campus safety. These actions collectively empower UMW's diverse community and provide essential support to students and staff.

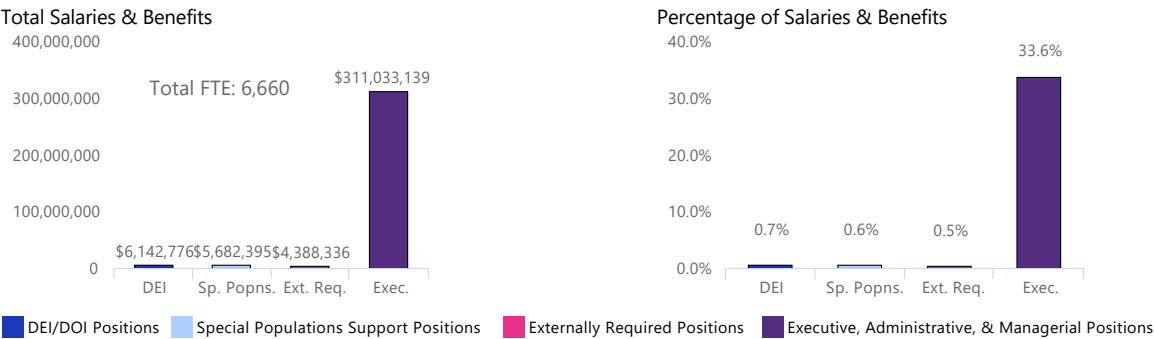
Departments and Positions Associated with DEI/DOI and Special Populations

Bachelor of Liberal Studies Program Associate Director Director	Human Resources Employee Relations Executive Director and AAEO Officer James Farmer Multicultural Center Assistant Director Assistant Vice President for Student Affairs/Director of Multicultural Affairs and the James Farmer Multicultural Center Associate Director	Assistive Technology Coordinator Associate Director Director Operations and Testing Manager Office of Diversity, Equity, and Inclusion Administrative Assistant for the Office of Diversity, Equity, and Inclusion	Associate Provost for Equity and Inclusion and Chief Diversity Officer Pell in Virginia Initiative Student Retention Specialist Safe Zone Director Title IX Director of Compliance and Title IX/ADA Coordinator Veterans Services Military-Affiliated Student Support Specialist
Call Me Mister Director			
Center for Prevention and Education Director			
Center for Student Transition, Access & Retention Services (STARS) Assistant Director Director	Office of Disability Resources Access Consultant		

Special Populations Defined by Institution

Students with Disabilities	Students from rural areas	Adult students	Those experiencing discrimination based on sex/gender
Pell eligible students	Veterans	LGBTQ+ Students	Those experiencing discrimination based on race/ethnicity
First-Generation Students			

Summary | University of Virginia



Overall Summary

The University of Virginia's DEI/DOI initiatives are deeply embedded within its strategic plan, focusing on promoting diversity, equity, and inclusion across all aspects of the university. Progress is evaluated through comprehensive metrics, ensuring continuous improvement and alignment with the university's goals. The university allocates a portion of its budget to support DEI/DOI initiatives, reflecting its commitment to fostering an inclusive environment.

The Board of Visitors plays an active role in overseeing DEI/DOI initiatives, receiving regular updates and supporting efforts to enhance institutional access and persistence. UVA's demonstrated successes, including high graduation rates, strong employment outcomes, and increased support for underrepresented students, highlight its dedication to creating a diverse and inclusive community. This structured approach ensures that UVA continues to promote opportunity and belonging for all members of its community.

Overall Purpose of DEI/DOI Initiative:

The University of Virginia (UVA) aims to drive opportunity in the Commonwealth, advance its mission, and support objectives set out in the Code of Virginia. The DEI/DOI initiatives are designed to integrate diversity, equity, and inclusion goals into the university's mission, operations, programs, and infrastructure. UVA defines diversity as the full spectrum of human attributes, perspectives, identities, backgrounds, and disciplines. Equity ensures equal opportunity, and inclusion involves building a welcoming community that promotes a sense of belonging. The initiatives align with UVA's strategic plan, the 2030 Plan, which includes goals such as recruiting and supporting diverse students, faculty, and staff, and promoting a culture of integrity, mutual respect, and collaboration.

Evaluating Progress:

UVA evaluates its DEI/DOI initiatives through various key indicators monitored centrally. These metrics include data on first-generation and military-affiliated students, student experiences from the SERU survey, faculty promotions, tenure, and staff career progression. The university also conducts labor market analyses to inform recruitment efforts and uses the Inclusive Excellence framework for continuous improvement. Data is disaggregated by characteristics such as family income, educational generation, race, gender, and religion to understand nuances and differences by groups.

Expenditures:

UVA does not currently have the ability to report personnel expenditures based on a minority percentage of duties by position for any job function, including DEI/DOI initiatives.

The university allocates \$1.7 million, or 0.2% of the total budget, to non-human capital expenditures for DEI/DOI initiatives. This budget supports various operational costs necessary for these initiatives.

How is the board involved:

The University of Virginia's Board of Visitors (BOV) receives updates on DEI/DOI initiatives through various reports and presentations. These updates cover financial aid programs, student safety, educational enhancements, admissions and recruitment strategies, and economic and social impact. The Vice President for Diversity, Equity, Inclusion, and Community Partnerships provides specific reports to the BOV upon request. The BOV has shown interest in certain DEI-related metrics and has endorsed statements and resolutions supporting diversity and inclusion.

What success has been demonstrated to date?

UVA has demonstrated success in its DEI/DOI initiatives through various programs and efforts. Notable achievements include high graduation rates for all students, low student loan default rates, strong employment outcomes, and high first-year earnings for graduates. The university has also increased the number of Pell-eligible students and military-affiliated students, and established programs to support first-generation and low-income students. Additionally, UVA's Division for Diversity, Equity, and Inclusion enhances campus climate and institutional initiatives through direct engagement, assessment, and partnerships.

Departments and Positions Associated with DEI/DOI and Special Populations			
AR-Landscape Architecture Associate Professor of Landscape Architecture AS-Dean's Office (DEAN) Associate Dean for Diversity & Inclusion DA-Academic Operations Associate Director Global Diversity, Equity and Inclusion, Admissions Senior Assistant Dean, and Chief Community and Connection Officer Senior Associate Dean & Global Chief Diversity Officer Senior Director for Global Diversity,	Employment Equity Specialist Outreach, Education & Training Manager Senior Compliance Director for Equal Opportunity & Civil Rights Sexual Misconduct/Title IX Case Manager Special Projects Manager ED-CISE Professor of Education ED-DEAN Diversity Equity & Inclusion Senior Special Assistant EN-Administration	Program Coordinator - Student Information Systems and Technology PV-ISO-ISSP Assistant Director, International Programs-IPR62 International Student and Scholar Advisor - DSO & ARO International Student and Scholar Advisor - DSO & ARO International Student and Scholar Advisor - DSO & ARO SEVIS & Technical Manager,	Intermediate Administrative Coordinator Outreach Coordinator Senior Assistant Director SA-First Gen Low Income (FGLI) Assistant Director of Hoos First: First Generation and Limited Income Initiatives Business Systems Analyst 2-SWEDA62 Director, Hoos First Program Coordinator SA-LNEC Accommodations Academic Accommodation Exam Specialist Accessibility Specialist Accessibility Specialist

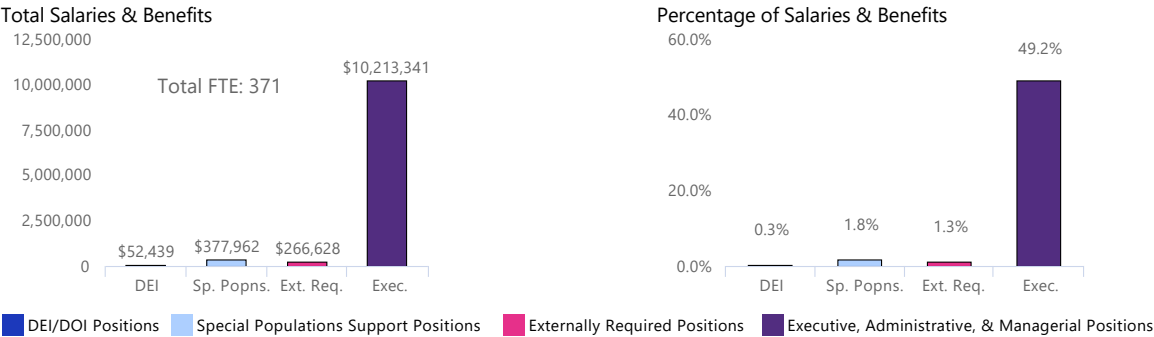
Equity and Inclusion, Admissions DE-Office for Diversity Equity and Inclusion Admin Asst to the VP & Chief Officer for Diversity & Equity Assistant Director for Assessment and Data Analytics Assistant Vice President for Equity and Inclusive Excellence Chief of Staff Community Partnerships Manager Director of Business Operations and Grants Management Director of Communications Director of Diversity Education Education and Outreach Specialist Events and Venue Planner Program Manager Project Manager Senior Director for Grants Administration and Strategic Partnerships Vice President for Diversity, Equity, Inclusion and Community Partnerships DE-Office of Equal Opportunity and Civil Rights ADA Coordinator Assistant Vice President and Title IX Coordinator Associate Vice President-Equal Opportunity & Civil Rights Civil Rights Specialist Civil Rights Specialist Civil Rights Specialist Civil Rights Specialist Deputy ADA Coordinator Digital Accessibility Coordinator Director of Investigation and Resolution, Deputy Title IX/Sexual Misconduct Coordinator for Investigations	Associate Dean for Diversity, Equity and Inclusion for the School of Engineering and Applied Science EN-Office of Diversity & Engagement Assistant Director, Center for Diversity in Engineering Center for Diversity in Engineering - Director Operations Manager FI-Supplier Diversity Procurement Data Optimization Project Lead Project Associate Supplier Diversity Construction Lead FM-Occupational Programs Facilities Management Diversity, Equity and Inclusion Specialist HS-Health Sciences Library Librarian for Digital Life LB-Inclusion and Diversity Associate Dean for Inclusion, Diversity, Equity & Accessibility Associate Director for Organizational Culture, Learning, and Outreach LW-Diversity Office Assistant Dean for Community Engagement and Equity MD-PBHS Public Health Sciences Admin Associate Director for DEI MD-UROL Urology Dept Chief Diversity and Community Engagement Officer and Professor of Urology NR-Administrative Operations Associate Professor Director of Diversity, Inclusion, and Equity PS-Police UPD Diversity Officer PV-Admissions-Undergrad Undergraduate Admission Counselor for Diversity and Access PV-ISO-CAELC Academic Director & ITA Prog Coordinator Assistant Professor (Academic) of Linguistics, General Faculty Lecturer Lecturer in the Center for American English Language and Culture Lecturer in the Center for American English Language and Culture	Principal Designated School Official PV-ISO-Visiting Scholars International Program and Scholar Advisor PV-KI-Equity Center ADSTP Expert-ADSTP95 PV-Maxine Platzer Lynn Womens Center Asst. Director for Engaged Scholarship Asst. Director for Operations Director, Maxine Platzer Lynn Women's Center Education and Outreach Manager-EO58 Program Director of Communications and Advancement Program Director of Counseling Receptionist and Fiscal Assistant Senior Trauma Counselor Trauma Counselor Trauma Counselor Trauma Counselor Trauma Counselor PV-University Registrar Darden Military Benefits and Veterans Affairs Coordinator PV-Uplift Director, Upward Bound Education and Outreach Manager-EO58 PV-Virginia College Advising Corps Administrative Generalist All Virginia Program Director Assistant Director Assistant Director Assistant Director, Virginia College Advising Corps Commonwealth Partnerships Coordinator Director	Accessibility Specialist Accessibility Specialist, SDAC Assistant Director - Student Health and Wellness Assistant Director-SDAC Coordinator of Deaf/Hard of Hearing and Accessible Media Services Director, Student Disability Access Center Executive Assistant Senior Administrative Assistant (O&A) Strategic Initiatives and Accessible Technology Manager SA-Multicultural Student Services (MSS) Student Affairs Fellow Assistant Director, Multicultural Student Services Program Coordinator Senior Associate Dean of Students SA-Office of African American Affairs (OAAA) Administrative and Office Specialist II Assistant Dean of the Office of African American Affairs and Director of the GradSTAR Program Assistant Dean of the Office of African American Affairs and Director of the Luther P. Jackson Black Cultural Center Associate Dean of African-American Affairs Associate Vice President and Dean, Office of African American Affairs Office Manager Student Affairs Director (University Staff M&P)
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Special Populations Defined by Institution

Many are covered in SCHEV definition of underserved with other specific statuses (e.g., first-generation, low income, individuals with disabilities, non-traditional students).

See DEIDOI Departments and Job Titles

Summary | University of Virginia's College at Wise



Overall Summary

The University of Virginia's College at Wise has embedded its DEI/DOI initiatives within its Inclusive Excellence Plan, aligning with the college's 2030 strategic plan. Progress is evaluated through key indicators and surveys, ensuring that the initiatives promote an inclusive and supportive environment. The college allocates a portion of its budget to non-human capital expenditures for DEI/DOI initiatives, reflecting its commitment to these goals.

The UVA Wise Advisory Board plays an active role in overseeing DEI/DOI initiatives, receiving regular updates and supporting efforts to enhance institutional access and persistence. The college's demonstrated successes, including the establishment of the Multicultural Center and participation in the SERU survey, highlight its dedication to fostering a diverse and inclusive community.

Overall Purpose of DEI/DOI Initiative:

The University of Virginia's College at Wise (UVA Wise) has integrated its DEI/DOI initiatives into its Inclusive Excellence Plan, which aligns with the college's 2030 strategic plan. The plan focuses on five strategic pillars: Access + Success, Climate + Intergroup Relations, Education + Scholarship, Infrastructure + Investment, and Community + Partnership. These initiatives aim to recruit and support diverse students, faculty, and staff, promote an inclusive community, enhance academic excellence, and foster regional partnerships.

Evaluating Progress:

Progress is evaluated through a range of key indicators monitored centrally, including Office Program Reviews and Campus-Wide Perception Surveys. These metrics assess community perceptions of feeling valued and respected. The college also participates in the University of Virginia's Student Experience in the Research University (SERU) survey, which tracks students' sense of belonging and other key metrics disaggregated by various characteristics.

Expenditures:

UVA Wise does not currently have the ability to report personnel expenditures based on a minority percentage of duties by position for any job function, including DEI/DOI initiatives.

The college allocates \$6,000, or 0.80% of the total budget, to non-human capital expenditures for DEI/DOI initiatives. This budget supports various operational costs necessary for these initiatives.

How is the board involved:

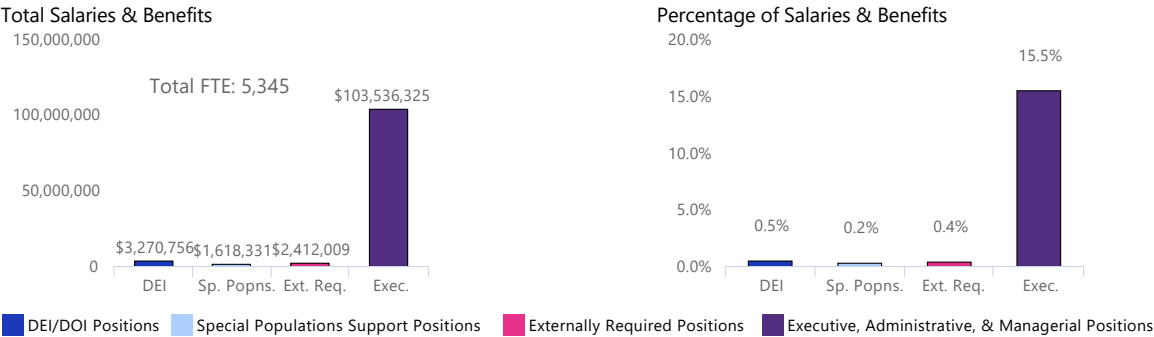
The UVA Wise Advisory Board receives ongoing updates on DEI/DOI initiatives through various reports, presentations, and quarterly meetings. These updates cover financial aid programs, student support services, admissions and recruitment strategies, and other efforts impacting institutional access and persistence.

What success has been demonstrated to date?

Successes include the establishment of the Multicultural Center, participation in the SERU survey, and the creation of the Inclusive Excellence Plan. The college also supports first-generation and/or disability student access and success through TRiO updates and mental health programming.

Departments and Positions Associated with DEI/DOI and Special Populations			
ADA Academic Coordinator Academic Coordinator Director of Disability Services/Academic Coordinator Director of Disability Services/Academic Coordinator	Disability Services Assistant Disability Services Assistant Administration & Strategic Initiatives Healthy Appalachia Program Manager Healthy Appalachia Program Manager	Advocacy and Opportunity Coordinator of Diversity Initiatives Coordinator of Diversity Initiatives Advocacy and Opportunity Deputy Title IX Coordinator & Compliance Specialist	Deputy Title IX Coordinator & Compliance Specialist Student Support Services Grant Director of TRiO Student Support Services Director of TRiO Student Support Services
Special Populations Defined by Institution			
First-generation college students Low income college students	Individuals with disabilities Nondiscrimination Statement	First-generation college students Low income college students	Individuals with disabilities Nondiscrimination Statement

Summary | Virginia Commonwealth University



Overall Summary

Virginia Commonwealth University (VCU) deeply embeds DEI/DOI initiatives within its strategic plan, Quest 2028, ensuring that diversity, equity, and inclusion are central to its mission. Progress is rigorously tracked through a variety of comprehensive metrics, providing a clear picture of DEI efforts. With significant financial investments in both personnel and non-human capital, VCU demonstrates a strong commitment to fostering an inclusive environment.

The Board of Visitors plays an active role in overseeing DEI progress, with annual and ad-hoc updates and recent DEI-specific resolutions. VCU's successes, such as the Strengthening Climate and Inclusion Initiative and the Recruitment Inclusive Champions program, showcase the institution's dedication to creating a diverse and supportive community. These initiatives, supported by collaborations across departments and services, ensure that DEI remains a driving force within VCU's strategic vision.

Overall Purpose of DEI/DOI Initiative:

Virginia Commonwealth University's (VCU) DEI/DOI initiatives emphasize fostering an inclusive environment to benefit all community members, aligning with VCU's Strategic Plan, Quest 2028. These initiatives focus on championing diversity, equity, and inclusion, and are interwoven throughout goals such as recruiting diverse staff, implementing inclusive research practices, and addressing social and health inequities through community partnerships. VCU's significant minority-serving status underlines its commitment to inclusiveness.

Evaluating Progress:

Inclusive Excellence tracks various metrics, including faculty, staff, and student diversity; faculty diversity by rank and position; and retention and graduation rates for diverse student groups. Human Resources and the Office of the Vice President for Research and Innovation maintain related data, ensuring comprehensive tracking of DEI progress. Surveys and participant satisfaction metrics for training and learning opportunities are also used to assess DEI initiatives' effectiveness.

Expenditures:

VCU allocates \$4,312,250, accounting for 0.26% of the total budget, to personnel expenditures for DEI/DOI initiatives. This figure includes DEI-related activities, research positions, and certain managerial job positions, signifying a robust financial commitment to diversity and inclusion efforts.

An additional \$575,607, or 0.04% of the total budget, is allocated to non-human capital expenditures such as rent and utilities. This allocation demonstrates VCU's commitment to maintaining the infrastructure necessary to support DEI initiatives.

How is the board involved:

The Board of Visitors receives annual and as-needed updates on DEI progress, with recent resolutions including a land acknowledgment statement and recommendations from Project Gabriel. This highlights the Board's engagement with and support for DEI initiatives.

What success has been demonstrated to date?

Successes include VCU's Strengthening Climate and Inclusion Initiative, Recruitment Inclusive Champions program, and collaborations with various departments to integrate DEI into curricula, student services, and faculty support. VCU's Procurement Services also reinforces diversity within the supply chain, demonstrating a comprehensive approach to inclusion.

Departments and Positions Associated with DEI/DOI and Special Populations			
Development & Alumni Relations Director, Alumni Affinity Programs Inclusive Excellence Assoc Vice President for Belonging & Inclusion Director of Inclusive Education Division Administrator Division Communications Manager Program and Event Specialist Vice President, Chief Diversity Officer L. Douglas Wilder School of Government & Public Affairs Director, RISE and Associate Professor	Executive Assistant, RISE	Academic Counselor	Marketing and Program Coordinator
	RISE, Assistant Professor	Assistant Director, Division for Academic Success	Testing Center Coordinator
	RISE, Assistant Professor	Assoc Director, Partnerships and Programs	Student Affairs
	Senior Research Associate, RISE	Data Specialist	Administrative Coordinator, OMSA
	School of Medicine	Director Hlth Equity/Strate Engmt	Assistant Director
Senior Vice President for Health Sciences Academic Counselor	DEI Program Manager	Director, Division for Academic Success	Assistant Director of Residential Life for Diversity, Equity, and Inclusion
	Senior Associate Dean for Diversity, Equity and Inclusion	Director, Projects and Program Plan	Associate Dir, OMSA
	Director, RISE and Associate Professor		Director, OMSA

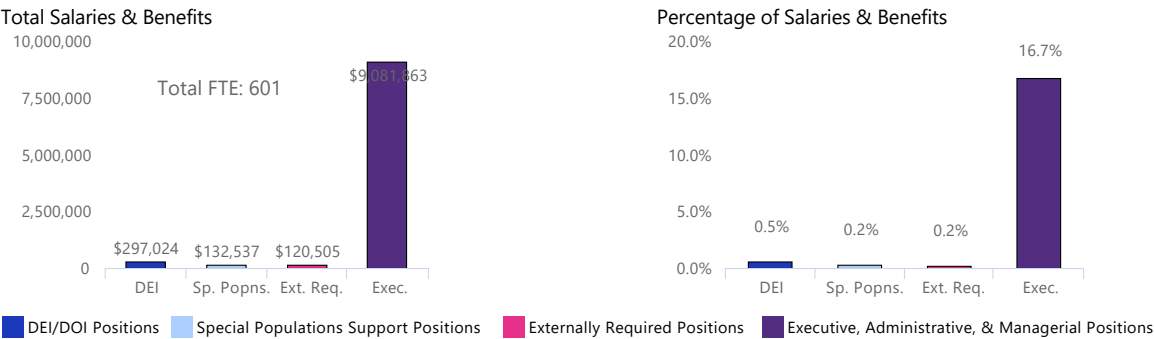
Special Populations Defined by Institution			
First-generation Pell Grant recipient	Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) sexual and gender identities	Hispanic/Latine Native/Indigenous Men of Color	Rural International Older Adults
Low income as defined by the current Federal	Military and Veteran		

Income Guidelines
Disability or health-related impairment

Asian American and Pacific Islander
Black/African-American

(60+)

Summary | Virginia Military Institute



Overall Summary

The Virginia Military Institute’s DEI/DOI initiatives are deeply embedded within its strategic plan, focusing on developing leaders who are ethical, inclusive, and effective. Progress is evaluated through comprehensive metrics, ensuring that the initiatives promote growth, belonging, and leadership skills. The institution allocates significant resources to both personnel and non-human capital expenditures, reflecting its commitment to fostering diversity and inclusion.

The Board of Visitors plays an active role in overseeing DEI/DOI initiatives, with regular updates and enacted resolutions supporting these efforts. VMI’s demonstrated successes, including diverse academic programs and partnerships with SWaM businesses, highlight its dedication to creating an inclusive and supportive environment for all members of its community. This structured approach ensures that VMI continues to develop leaders who are prepared to navigate and thrive in a diverse and interconnected world.

Overall Purpose of DEI/DOI Initiative:

The Diversity, Opportunity, and Inclusion (DOI) initiatives at the Virginia Military Institute (VMI) are integral to its mission of developing leaders equipped to navigate the complexities of an increasingly diverse and interconnected world. These efforts are embedded within the goals outlined in the "Forging 21st Century Leaders" strategic plan. The primary purpose is to instill in cadets the skills and values necessary to lead ethically, inclusively, and effectively in both military and civilian contexts. VMI’s DOI initiatives aim to foster a culture of respect for diversity, which is essential for leadership development. This emphasis prepares cadets to lead in multicultural environments, where understanding and appreciating differences is crucial for effective collaboration.

Evaluating Progress:

VMI evaluates the progress of its DOI initiatives through various metrics, including cadet participation in DOI activities, retention and graduation metrics, survey data and stakeholder feedback, and professional development and training completion. These metrics are tracked and reported regularly to ensure that the initiatives are effective in promoting inclusivity, cultural competency, and leadership skills. The strategic plan emphasizes the importance of experiences that promote growth, enhance belonging, and equip cadets with the skills needed to build and lead strong teams.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives at VMI is \$303,326. This expenditure reflects the institution's commitment to dedicating resources towards fostering diversity and inclusion within its community.

VMI allocates \$80,000 to non-human capital expenditures for DEI/DOI initiatives. This budget covers expenses such as rent and utilities, supporting the infrastructure necessary for these initiatives.

How is the board involved:

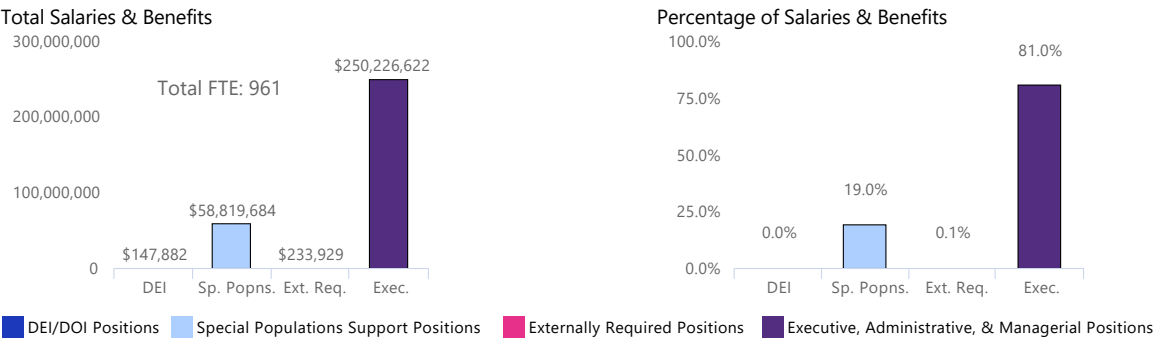
VMI’s Board of Visitors (BOV) meets three times per year, with additional meetings as needed. The BOV discusses DOI initiatives primarily through the Cadet and Personnel Affairs Committee, which integrates DOI functions and ensures a supportive environment for faculty, staff, and cadets. The Chief Diversity Officer (CDO) provides reports on DOI activities during these meetings, including survey results and training materials. The BOV has enacted several resolutions related to DEI/DOI, including the adoption of the Diversity, Equity, and Inclusion Committee Charter and the establishment of the Commemorations and Memorials Review Committee.

What success has been demonstrated to date?

VMI has demonstrated success in its DEI/DOI initiatives through various programs and courses that address diversity-related topics. These include courses in history, leadership, biology, economics, and English that foster cultural awareness and inclusivity. Additionally, VMI emphasizes partnerships with Small, Women-owned, and Minority-owned (SWaM) businesses and participates in initiatives to recruit cadets from diverse backgrounds.

Departments and Positions Associated with DEI/DOI and Special Populations		
Department of Diversity, Opportunity, and Inclusion	Deputy Chief Diversity Officer	Office Manager
Chief Diversity Officer		
Special Populations Defined by Institution		
Cadets with documented learning disabilities		Pell Grant eligible cadets

Summary | Virginia State University



Overall Summary

Virginia State University's DEI/DOI initiatives, grounded in its strategic plan "Preeminence with Purpose: 2020-2025," focus on student success and institutional excellence. The progress of these initiatives is evaluated through comprehensive metrics including retention rates, academic performance, and student engagement.

Although specific budget allocations for DEI personnel and non-human capital expenditures are not itemized, the university ensures that these responsibilities are shared across the institution. The Board of Visitors actively reviews DEI initiatives as part of broader strategic goals, promoting accountability and transparency. VSU's commitment to empowering individuals through education, as demonstrated through its inclusive programs and support services, showcases a legacy of fostering academic and personal growth.

Overall Purpose of DEI/DOI Initiative:

Virginia State University (VSU) aims to create an inclusive campus environment, grounded in its Strategic Plan, "Preeminence with Purpose: 2020-2025." The initiative focuses on fostering student success and institutional excellence by offering high-quality education and support services for all students, particularly those facing barriers to higher education. This aligns with VSU's historic mission of empowering African-Americans through education.

Evaluating Progress:

VSU evaluates its progress through metrics such as retention and graduation rates, academic performance, and student engagement. These metrics help ensure that students receive comprehensive support aligning with VSU's commitment to academic excellence and personal growth.

Expenditures:

VSU does not itemize specific personnel costs for DEI/DOI initiatives. Instead, these responsibilities are shared across the university, reflecting a collective effort to maintain an inclusive environment. This approach ensures that resources are incorporated into broader student success efforts.

Non-human capital expenditures at VSU are integrated into the broader operations of the university, such as investments in facilities, technology, and services tailored to enhance the educational experience for all students.

How is the board involved:

The VSU Board receives regular updates on DEI/DOI progress, though no specific DEI resolutions have been adopted recently. Emphasis is placed on ensuring transparency and documenting progress toward the university's strategic goals.

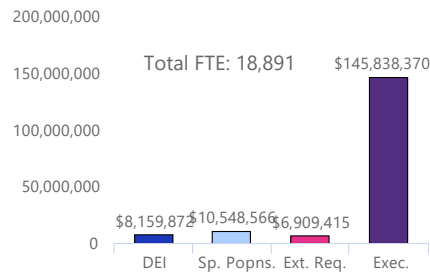
What success has been demonstrated to date?

Successes include VSU's strategic focus on recruitment, retention, and leadership development for students, aligning with the historical commitment to empower individuals through education. Programs and services supporting academic success, personal growth, and a sense of community are key elements of these efforts.

Departments and Positions Associated with DEI/DOI and Special Populations			
Office of Equal Employment Opportunity Dir Diversity/Community/Belong			
Special Populations Defined by Institution			
a. Non-white US citizens and permanent residents;	c. Non-traditional students: age 25 or older at entry;		e. First-generation college students;
b. Degree-recipients receiving Pell grants at any time during the five years prior to degree award;	d. Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates;		f. Veterans of the U.S. Military.

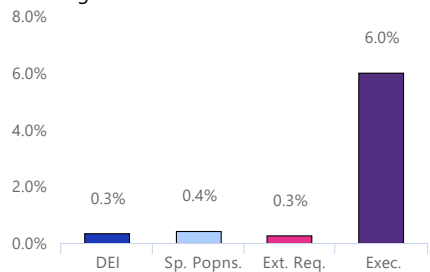
Summary | Virginia Tech

Total Salaries & Benefits



■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, & Managerial Positions

Percentage of Salaries & Benefits



Overall Summary

Virginia Tech's DEI/DOI initiatives, guided by the InclusiveVT framework, are deeply integrated into the university's strategic plan, focusing on sustainability, representation, climate, and excellence. Progress is evaluated through comprehensive metrics, ensuring alignment with the university's goals. The university allocates a portion of its budget to support DEI/DOI initiatives, reflecting its commitment to fostering an inclusive environment.

The Board of Visitors plays an active role in overseeing DEI/DOI initiatives, receiving regular updates and supporting efforts to enhance institutional access and persistence. Virginia Tech's demonstrated successes, including increased applications from underrepresented and underserved students and the institutionalization of InclusiveVT, highlight its dedication to creating a diverse and inclusive community. This structured approach ensures that Virginia Tech continues to promote opportunity and belonging for all members of its community.

Overall Purpose of DEI/DOI Initiative:

Virginia Tech's DEI/DOI initiatives are encapsulated in the InclusiveVT framework, which aligns with the university's strategic plan, "Beyond Boundaries: A 2047 Vision." The purpose is to ensure that all students have diverse on-campus experiences that prepare them for the global workforce. InclusiveVT focuses on sustainability, representation, climate, and excellence, aiming to create a welcoming, affirming, and accessible campus environment.

Evaluating Progress:

Progress is evaluated through public tracking of strategic plan metrics, including representation of underrepresented minority (URM) and underserved (USS) students, faculty, and staff. Specific milestones include achieving 25% URM representation in the entering class by Fall 2028 and increasing female faculty representation to 40% by Fall 2028. Retention and graduation rates for URM and USS students are also monitored.

Expenditures:

The total personnel expenditure for DEI/DOI initiatives is \$4,236,320, accounting for 0.19% of the total budget. This reflects the direct personnel costs associated with DEI-related activities across the university.

Virginia Tech allocates \$1,194,859, or 0.05% of the total budget, to non-human capital expenditures for DEI/DOI initiatives. This budget supports various operational costs necessary for these initiatives.

How is the board involved:

The Board of Visitors evaluates outcomes related to the strategic plan annually, primarily through the Academic, Research, and Student Affairs Committee and the Governance and Administration Committee. Specific updates on InclusiveVT-related outcomes are provided upon request, either in written reports or presentations. The Board endorsed the adoption of the Principles of Community in 2005 and reauthorized them in 2014.

What success has been demonstrated to date?

Successes include a significant increase in applications from URM and USS students, with URM applications increasing by 291% and USS applications by 212% since 2013. The university has also institutionalized InclusiveVT through various programs and initiatives, such as the College Access Collaborative and professional development opportunities that include diversity and inclusion content.

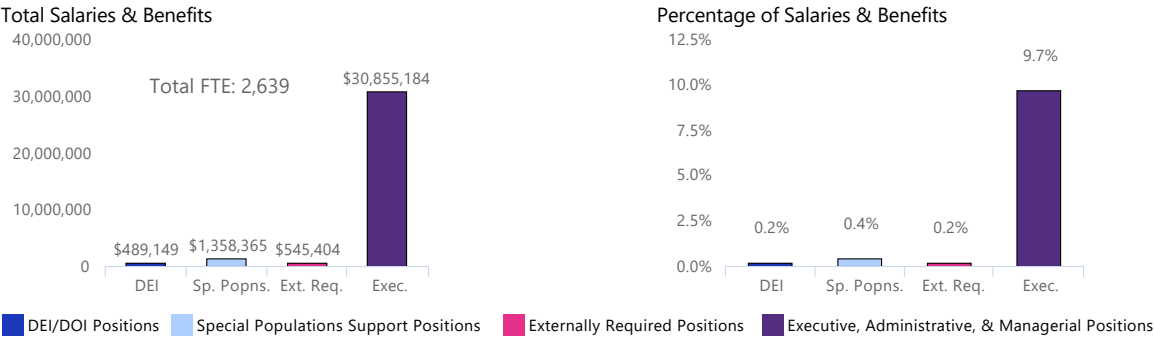
Departments and Positions Associated with DEI/DOI and Special Populations			
College Access Collaborative Associate Vice Provost for College Access Director, College Access Collaborative Program Coordinator	Associate Vice President for Equity & Accessibility Civil Rights Investigator Civil Rights Investigator Director of Compliance and Conflict Resolution & Interim Title IX Coordinator Director, Affirmative Action & EEO Compliance Equity & Title IX Investigator Equity & Title IX Investigator Equity Manager Senior Affirmative Action Specialist Title IX & Compliance Investigator	Chief of Staff Director of Communications and Marketing, Office for Inclusion and Diversity Director of Faculty Diversity and Community Engagement Director of Solitude Fraction Financial and Operations Manager Office Manager Program Coordinator Senior Associate Director for SOAR SOAR Program Manager Vice President for Strategic Affairs and Diversity Intercultural Engagement Center Administrative & Programming Assistant Assistant Director for the Asian Cultural Center Assistant Director for the Black Cultural Center	Registrar Assistant Registrar for Veteran Services Senior Vice President for Advancement Assistant Vice President for Diversity, Equity, & Inclusion Services for Students with Disabilities Academic Coach and Counselor Access Specialist Access Specialist Administrative Assistant Administrative Assistant to the Executive Office Associate Director, Services for Students with Disabilities Director, Services for Students with Disabilities Disability Services Counselor Disability Services Counselor Interpreter for the Deaf Interpreter/Captionist for the Deaf Senior Interpreter
College of Agriculture and Life Sciences Diversity and Inclusion Assistant Dean, Diversity, Equity & Inclusion CALS Diversity, Equity & Inclusion Project Manager			
College of Natural Resources Director for Inclusion and Diversity			
Dean - Architecture Director of DEI			
Dean - College of Engineering Assistant Director, Graduate Student Programs	Hokie Wellness Assistant Director, Alcohol and other Drug Programs Assistant Director, Substance Misuse		
Dean - Graduate School Assistant Dean, Student Services, Inclusion, & Strategic Partnerships			

Dean - Veterinary Medicine Director of Diversity, Equity & Inclusion Dean of Business Associate Dean Diversity, Equity, Inclusion and Belonging Dean of Science Director for Inclusion and Diversity Dean of Students Office Assistant Dean for Interfaith Leadership Assistant Director for Care and Advocacy Senior Assistant Dean of Students Dean of VTC School of Medicine Diversity Equity & Inclusion Specialist Dean-Liberal Arts & Human Sciences Assistant Dean for Diversity-Equity-Inclusion Equity and Access 508 Compliance and Digital Accessibility Officer Accessibility Developer ADA Accommodation and Outreach Specialist ADA Accommodation Specialist ADA Campus Accessibility Architect Assistant Director Assistant Director For Investigations/Deputy Title IX Coordinator for Investigations	Recovery Community Coordinator VT Recovery Community Assistant Director Housing and Residence Life Coordinator for Experience VT Coordinator for Inclusion & Belonging Managing Director for Wellbeing and Inclusion Managing Director for Well-being and Inclusion Inclusive Strategy and Excellence Assistant Director of SOAR Assistant Provost for Diversity and Inclusion Assistant Provost for Faculty Diversity Associate Director of SOAR Associate Director of SOAR	Assistant Director of LGBTQ+ Resource Center Business Manager for the Community Cultural Center's Coordinator for ExperienceVT Director of American Indian and Indigenous Community Center Director of Asian Cultural Engagement Center Director of Black Cultural Center Director of El Centro Director of LGBTQ+ Resource Center Library Director, Belonging, Engagement & Organizational Development New Student and Family Programs Programs Coordinator	Student Affairs Director, Inclusion and Diversity Student Conduct Associate Director for Student Conduct-Gender-based Violence & Abusive Conduct Adjudication Technology-Enhanced Learning and Online Strategies Accessibility Analyst The Student Success Center Assistant Director, Multicultural Academic Opportunities Director Director of Veterans Services Thomas Cook Counseling Center Staff Counselor;Coordinator of Diversity, Equity & Inclusion Undergraduate Admissions Assistant Director for Diversity Initiatives Vice President for Finance Project Manager
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Special Populations Defined by Institution

Black/African American Hispanic and Latinx Asian, Pacific Islander, and Desi Americans/AAPL Native American Veteran	Students from low income households First generation students in college Persons with disabilities (physical disability, neurodivergent/learning disability) Transfer students	LGBTQ+ International Student athletes Females in STEM, esp. engineering	Students in recovery from substance use Jewish Palestinian/Middle Eastern/North African Religious minority populations
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Summary | William & Mary



Overall Summary

William & Mary's DEI/DOI initiatives are deeply integrated into the institution's strategic plan, "Strategic Vision 2022-2027," aiming to foster a diverse, supportive, and inclusive community. Progress is thoroughly tracked using the Inclusive Excellence Plan and Diversity Dashboard, ensuring transparency and accountability.

Financial allocations, including \$30,000 for personnel and \$25,000 for non-human capital expenditures, reflect the institution's commitment to its DEI efforts. The Board of Visitors plays a crucial role, receiving annual updates and adopting DEI-specific actions to support the university's goals. With successes spanning recruitment, campus accessibility, mental health, and civil discourse programs, William & Mary continues its dedication to creating a nurturing environment for all stakeholders.

Overall Purpose of DEI/DOI Initiative:

William & Mary's DEI/DOI initiative, guided by the "Strategic Vision 2022-2027," focuses on creating a diverse and inclusive community. Emphasizing core values like accountability, inclusive excellence, and engagement, the goal is to ensure all members feel supported and affirmed. The initiative spans efforts such as recruitment, transparent hiring, and promotion processes, along with fostering an environment of civil discourse, mental well-being, and campus safety.

Evaluating Progress:

DEI progress is assessed through the Inclusive Excellence Plan and the Diversity Dashboard, which track metrics such as student and faculty diversity, program participation, and site surveys. These indicators help measure the initiative's effectiveness in achieving inclusivity and support within the institution.

Expenditures:

The total personnel expenditure for DEI initiatives is \$30,000, accounting for 0.004% of the total budget. This includes a stipend designated for faculty members in professional schools.

An additional \$25,000 is dedicated to non-human capital expenditures (e.g., rent, utilities) for DEI initiatives, demonstrating the institution's financial commitment to its DEI goals.

How is the board involved:

The Academic Affairs Committee of the Board of Visitors receives annual updates on the university's DEI progress, typically in the spring. The Board has adopted several DEI-specific actions and policies, including an Inclusive Excellence Plan, land acknowledgements, and policies on naming and renaming structures.

What success has been demonstrated to date?

Notable DEI successes include the recruitment and support of underserved students, launching 'Perspectives' programs for civil discourse, securing funds for campus accessibility projects, mental health initiatives like "gatekeeper" training, and the establishment of the police community advisory panel for enhancing safety. These initiatives reflect William & Mary's dedication to fostering a supportive, inclusive environment.

Departments and Positions Associated with DEI/DOI and Special Populations			
Dean of Arts & Sciences Office	Diversity and Inclusion	Chief Diversity Officer	
Associate Dean for Diversity, Equity & Inclusion	Administrative Coordinator		
Special Populations Defined by Institution			
1. Minority students as defined by VA Code § 2.2-1604 (SWAM businesses).	a. Non-white US citizens and permanent residents;	d. Students from Virginia localities in the lowest quintile of associate and baccalaureate attainment rates;	f. Veterans of the U.S. Military.
2. Students with disabilities, who registered through and are supported by Office of Student Accessibility Services	b. Degree-recipients receiving Pell grants at any time during the five years prior to degree award;	e. First-generation college students;	4. "underserved" communities defined by Presidential Executive Order On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government and supported by Center for Student Diversity: Black, Latino, and Indigenous and Native
3. "under-represented" population defined by SCHEV and supported by a variety of offices at W&M: Student Transition Engagement Programs (STEP), First Generation Student Engagement, Student Veteran Engagement, Military & Veteran Affairs, University Re	c. Non-traditional students: age 25 or older at entry;		

Diversity, Equity, and Inclusion Resolution

Draft Version 2

Posted to Board Effect on April 17, 2025 and provided to committee members during the APDUC Committee Meeting

**RESOLUTION OF GEORGE MASON UNIVERSITY REGARDING THE
PRESIDENTIAL EXECUTIVE ORDER ON DIVERSITY, EQUITY, AND
INCLUSION**

WHEREAS, as the largest and most diverse university in Virginia, George Mason University highly values diversity, especially diversity of thought and experience, and fosters an inclusive environment, encouraging a culture of opportunity for all, which immensely enriches our campuses; and

WHEREAS, George Mason University is committed to providing every student an education that is free from discrimination and grounded in merit, reflected in the fact that it has not used race or ethnicity in admissions since 2007; and

WHEREAS, the George Mason University's mission statement includes a commitment to "creating a more just, free, and prosperous world;" and

WHEREAS, on January 21, 2025, President Donald J. Trump signed the Executive Order titled "Ending Illegal Discrimination and Restoring Merit-Based Opportunity;" and

WHEREAS, the U.S. Department of Education issued a Dear Colleague Letter on February 14, 2025, to clarify and affirm the nondiscrimination obligations of institutions receiving federal funds by explaining and reiterating existing legal requirements under Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, the U.S. Department of Education released Frequently Asked Questions on March 1, 2025, to anticipate and answer questions that might be raised by the Dear Colleague Letter and to facilitate compliance with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and the Supreme Court's decision in Students for Fair Admissions v. Harvard; and

WHEREAS, the state law obligations of Commonwealth of Virginia agencies do not require a standalone office of Diversity, Equity, and Inclusion (DEI) or dedicated DEI officers, nor do they require an infrastructure, strategic plan, or any elements that do not comply with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, both George Mason University's Board of Visitors and its administration are committed to complying with the law, including the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws, informed by guidance provided in the January 21, 2025 Executive Order, the Dear Colleague Letter, and the March 1, 2025 Frequently Asked Questions; and

WHEREAS, George Mason University established a University Committee on DEI and Just Societies, including Board of Visitors members, that examined DEI issues in Spring 2024, leading to a report that was adopted by a 15-1 Board vote on 2 May 2024, which recommended a comprehensive review and adjustment of "resource allocations, current roles, responsibilities, and unit names to ensure alignment with the "Mason Way" of inclusive excellence and the Commonwealth of Virginia Diversity Opportunity and Inclusion plan;" and

WHEREAS George Mason University has taken actions pursuant to the Board-adopted DEI Committee report that has resulted in the elimination of programs and offices that were inconsistent with the Commonwealth of Virginia Diversity Opportunity and Inclusion plan and the recent EOs and letters from the Department of Education and their reorganization into the Office of Access, Compliance, and Community (OACC); and

RESOLVED, WHEREAS the University ~~will~~ has already taken the following actions:

1. Ensured that all University programs, policies, practices, and actions in every regard comply with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights law, as informed by the guidance in the February 14, 2025, Dear Colleague Letter as well as the March 1, 2025, Frequently Asked Questions document. This includes, but is not limited to, admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life;
2. Ensured there are no efforts by the University or any of its departments, colleges, or employees to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends;
3. Ensured there are no third-party contractors, clearinghouses, or aggregators are engaged by the University or any of its departments,

colleges, or employees in an effort to circumvent prohibited uses of race;
and

WHEREAS the University's Office of Access, Compliance, and Community (OACC) has eliminated all programs, trainings, processes not specifically required by federal or state law, and is eliminating staff positions supporting functions not required by federal or state law; and

WHEREAS, the Anti-Racism and Inclusive Excellence (ARIE) program has been dissolved and replaced with a conference on inclusive excellence scheduled for Fall 2025; and

WHEREAS, the University's Office of Access, Compliance and Community does not participate in any aspect of routine hiring or promotion of any employee position outside the OACC office itself and is only involved with any employee position outside the OACC office itself when there is an exceptional direct hiring case to ensure compliance with state and federal laws and regulations; and

~~RESOLVED FURTHER, the University's Office of Access, Compliance, and Community (OACC) is hereby directed to eliminate all programs, trainings, processes not specifically required by federal or state law, and if necessary, eliminate staff positions, within 30 days of the date of this Resolution; and~~

BE IT THEREFORE

RESOLVED ~~FURTHER~~, the University's Bias Incident Response Team (BIRT) is hereby dissolved and any activities required by law handled by the BIRT transferred immediately to OACC; and

~~RESOLVED FURTHER, the Access to Research and Inclusive Excellence (ARIE) program is hereby dissolved; and~~

RESOLVED FURTHER, the University shall immediately prohibit any and all departments, colleges, or employees of George Mason University from requiring diversity statements for any potential employee, for promotion of current employees, for faculty tenure considerations, or for any other purpose; and

~~RESOLVED FURTHER, the University's Office of Access, Compliance and Community shall not participate in any aspect of hiring or promotion of any employee position outside the OACC office itself; and~~

RESOLVED FURTHER, the University shall continue to review ongoing guidance from the U.S. Department of Education and the U.S. Department of Justice and make appropriate and timely changes to comply fully with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws; and

RESOLVED FURTHER, the President shall update the Board of Visitors on compliance with this Resolution within 30 days of the date of this Resolution.

Diversity Equity and Inclusion Resolution

Original Draft Version

Posted to Board Effect on April 8, 2025

**RESOLUTION OF GEORGE MASON UNIVERSITY REGARDING THE
PRESIDENTIAL EXECUTIVE ORDER ON DIVERSITY, EQUITY, AND
INCLUSION**

WHEREAS, George Mason University highly values diversity, especially diversity of thought and experience, and fosters an inclusive environment, encouraging a culture of opportunity for all, which immensely enriches our campuses; and

WHEREAS, George Mason University is committed to providing every student an education that is free from discrimination and grounded in merit; and

WHEREAS, the George Mason University's mission statement includes a commitment to "creating a more just, free, and prosperous world;" and

WHEREAS, on January 21, 2025, President Donald J. Trump signed the Executive Order titled "Ending Illegal Discrimination and Restoring Merit-Based Opportunity;" and

WHEREAS, the U.S. Department of Education issued a Dear Colleague Letter on February 14, 2025, to clarify and affirm the nondiscrimination obligations of institutions receiving federal funds by explaining and reiterating existing legal requirements under Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, the U.S. Department of Education released Frequently Asked Questions on March 1, 2025, to anticipate and answer questions that might be raised by the Dear Colleague Letter and to facilitate compliance with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and the Supreme Court's decision in *Students for Fair Admissions v. Harvard*; and

WHEREAS, the state law obligations of Commonwealth of Virginia agencies do not require a standalone office of Diversity, Equity, and Inclusion (DEI) or dedicated DEI officers, nor do they require an infrastructure, strategic plan, or any elements that do not comply with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, both George Mason University's Board of Visitors and its administration are committed to complying with the law, including the Equal

Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws, informed by guidance provided in the January 21, 2025 Executive Order, the Dear Colleague Letter, and the March 1, 2025 Frequently Asked Questions;

WHEREAS, the University's Office of Diversity, Equity and Inclusion (DEI) has been renamed the Office of Access, Compliance, and Community (OACC);

RESOLVED, the University will take the following actions:

1. Ensure that all University programs, policies, practices, and actions in every regard comply with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights law, as informed by the guidance in the February 14, 2025, Dear Colleague Letter as well as the March 1, 2025, Frequently Asked Questions document. This includes, but is not limited to, admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life;
2. Ensure there are no efforts by the University or any of its departments, colleges, or employees to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends;
3. Ensure there are no third-party contractors, clearinghouses, or aggregators are engaged by the University or any of its departments, colleges, or employees in an effort to circumvent prohibited uses of race; and

RESOLVED FURTHER, the University's Office of Access, Compliance, and Community (OACC) is hereby directed to eliminate all programs, trainings, processes not specifically required by federal or state law, and if necessary, eliminate staff positions, within 30 days of the date of this Resolution; and

RESOLVED FURTHER, the University's Bias Incident Response Team (BIRT) is hereby dissolved and any activities required by law handled by the BIRT transferred immediately to OACC; and

RESOLVED FURTHER, the Access to Research and Inclusive Excellence (ARIE) program is hereby dissolved; and

RESOLVED FURTHER, the University shall immediately prohibit any and all departments, colleges, or employees of George Mason University from requiring diversity statements for any potential employee, for promotion of current employees, for faculty tenure considerations, or for any other purpose; and

RESOLVED FURTHER, the University's Office of Access, Compliance and Community shall not participate in any aspect of hiring or promotion of any employee position outside the OACC office itself; and

RESOLVED FURTHER, the University shall continue to review ongoing guidance from the U.S. Department of Education and the U.S. Department of Justice and make appropriate and timely changes to comply fully with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws; and

RESOLVED FURTHER, the President shall update the Board of Visitors on compliance with this Resolution within 30 days of the date of this Resolution.

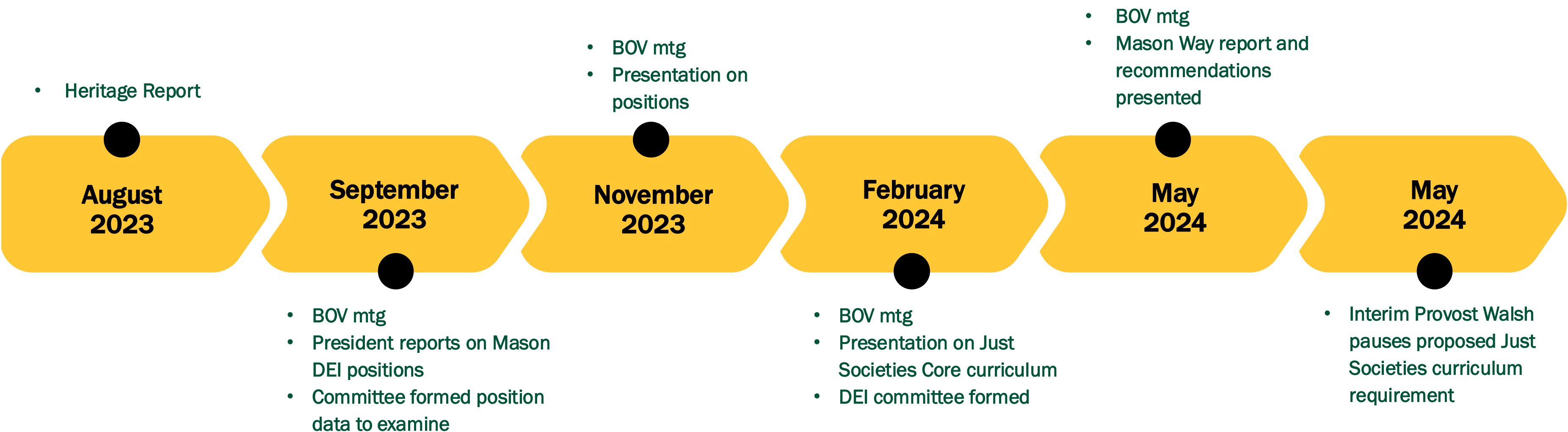


The Mason Way: A Timeline of Institutional Actions and Changes

May 1, 2025

Phase 1: Review of Diversity, Equity, and Inclusion

(August 2023 – May 2024)



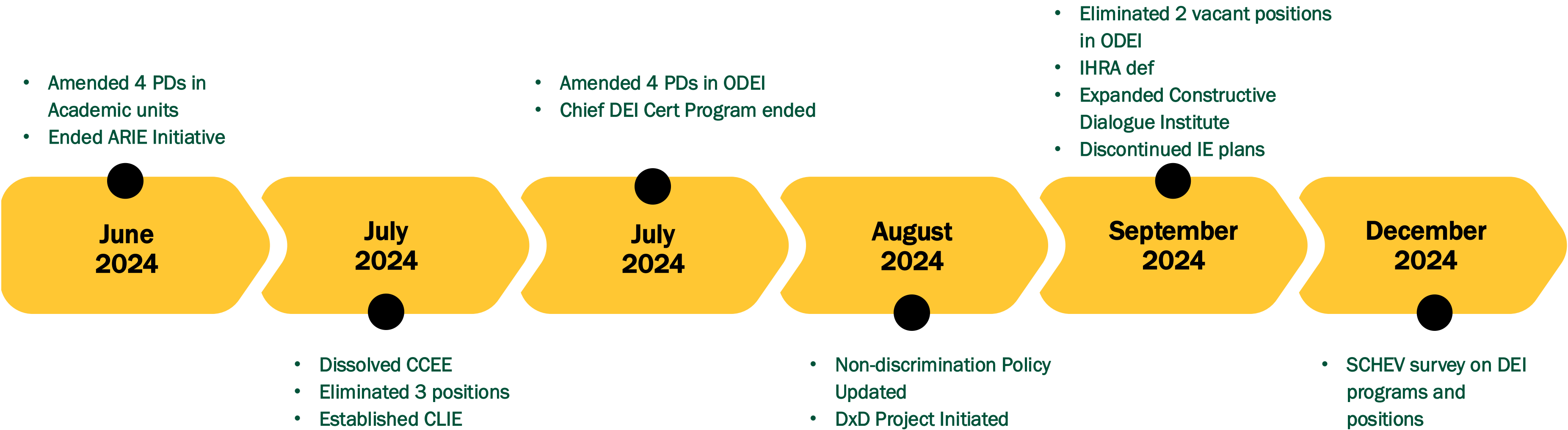
The Mason Way

DEI Critique	"Mason: All Together Different"
Affirmative Action race-conscious admissions	Holistic admissions agnostic of race/ethnicity since 2007
Inequities in Graduation/Completion Rates	No difference in graduate rates by race/income status
Inequitable post-graduation rates	Career Outcomes survey shows no inequities
Diversity, Equity, and Inclusion (DEI) focus began with Black Lives Matter (BLM)	Support of diverse student populations is a long-standing practice based on state and student needs, predates BLM
DEI: Racism, Homophobia, Sexism but not Anti-Semitism	Mason DEI framework includes anti-Semitism
DEI: limits free expression	Foundation for Individual Rights in Education (FIRE) Rating #8 in United States (248+ schools)
'Cancel' controversial speakers	No speaker ever cancelled, FIRE rating #8
Required DEI Course(s)	No required DEI course(s); Broad choice among 40+ varied courses that are major and interest specific
No SAT Requirements = Less qualified applicants	Test optional since 2007; incoming GPAs stronger; standards being maintained

DEI Critique	"Mason: All Together Different"
DEI focuses primarily or exclusively on traditional 'victimized' minorities	Many students are supported, e.g.: Asian, Black, Caucasian, Hispanic, Indigenous, LGBTQ+, First Gen, Military Veterans, International, Religious/Spiritual, Low Income, Disability, Parent, Transfer, Undocumented, Refugee, no housing, food insecure, sexual assault victims, alcohol/drug addiction, mental health, etc.
Ideological Indoctrination	FIRE Rating #8, Scalia School, Carter Center, Wilkins Plaza, national speakers from all perspectives, Economics, Mercatus Center, Cultural Studies
Students served by DEI programs receive preferential supports based solely on their "group identity"	Student support is customized to address specific individual student needs to serve at scale by bringing together, not separating or accentuating differences
Required diversity statements	No university required 'diversity statements'
DEI: Preferential Hiring	Inclusive hiring practices. No quotas.
Mandatory DEI Trainings	No required DEI trainings. (There are required compliance trainings.)

Phase 2: Institutional Personnel and Program Realignment

(June 2024 – December 2024)



Office for Diversity, Equity, and Inclusion Personnel Changes

(June 2024 – December 2024)

- **2 positions eliminated**
 - Diversity, Equity, and Inclusion Coordinator
 - ADA Accessible Text and Records Management Coordinator
- **3 positions realigned to reflect broader institutional priorities**
 - Associate Director of Community Engagement and Retention
 - Associate Director of Professional Development
 - Director of Strategic Initiatives, Partnerships, and Outreach



Office for Diversity, Equity, and Inclusion Program Changes

(June 2024 – December 2024)



- **2 initiatives ended**
 - Anti-Racism and Inclusive Excellence (ARIE) Initiative
 - Inclusive Excellence Plans
- **1 initiative expanded**
 - Constructive Dialogues Institute

Academic Units and Provost Office Personnel Changes

(June 2024 – December 2024)

- **4 positions realigned to reflect broader student support priorities**
 - Associate Dean of Access, Belonging, and Community Engagement
 - Associate Dean for Outreach, Student Success, and Engagement
 - Director of Belonging and Inclusive Engagement
 - Director of Faculty Engagement and Well-Being



Academic Units and Provost Office Program Changes

(June 2024 – December 2024)

- **1 program ended**
 - Chief Diversity, Equity, and Inclusion Officer Executive Certificate Program
- **1 program paused**
 - Proposed Just Societies curriculum requirement

- **3 areas expanded**
 - Accessibility
 - Constructive dialogues
 - Well-being



University Life Personnel Changes

(June 2024 – December 2024)



- **3 positions eliminated**
 - Assistant Director, Center for Culture, Equity, Empowerment
 - Assistant Director, Center for Culture, Equity, Empowerment
 - Assistant Director, Center for Culture, Equity, Empowerment
- **4 positions realigned to reflect broader student support priorities**

University Life Program Changes

(June 2024 – December 2024)

- New unit formed: Center for Leadership and Intercultural Engagement
- Programs initiated
 - Spiritual/Interfaith Development – Opening of Interim Spiritual Center
 - Dialogue X Differences programming initiative
 - Participation in antisemitism learning communities



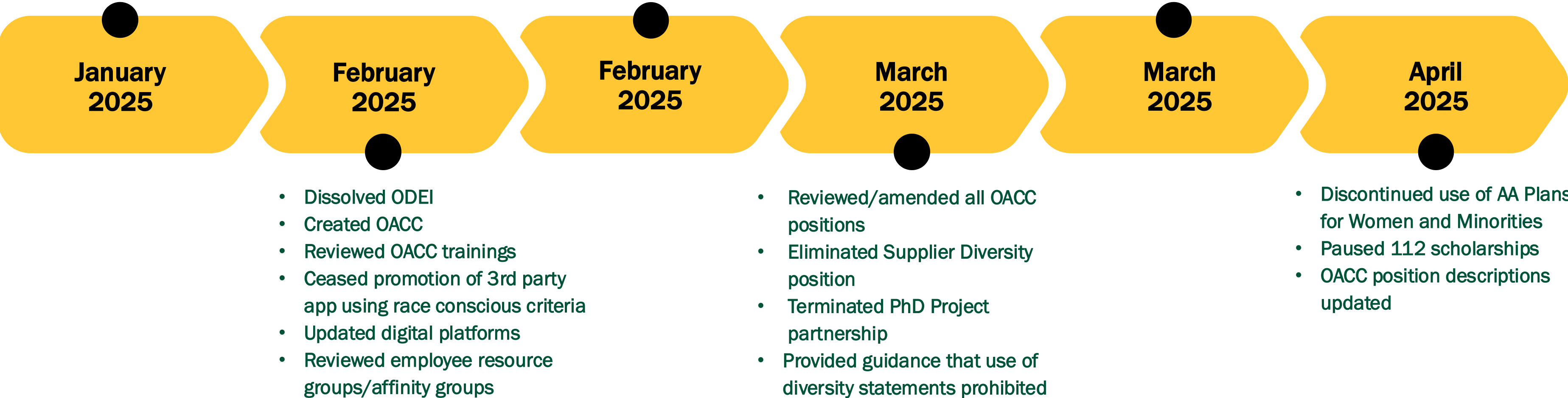
Phase 3: Aligning with Federal Executive Orders and Guidance

(January 2025 – April 2025)

- Submitted SCHEV DEI Survey
- Univ Counsel reviews all ODEI positions for compliance

- Antisemitism resolution passed

- Reviewed all student life programs for race conscious exclusive criteria
- Paused activities associated with BMSI
- Campus Climate assessment
- University Counsel review of programs

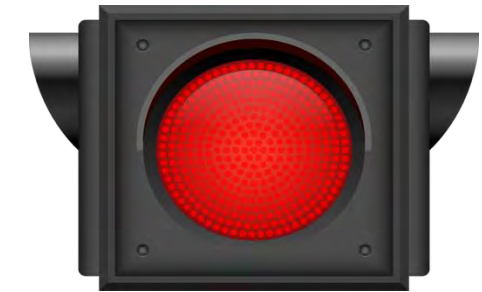


Institutional Changes

(January 2025 – April 2025)

Dissolved or Eliminated

- Office for Diversity, Equity, and Inclusion
- Promotion of third-party opportunities that use race-conscious criteria
- Institutional partnership with The PhD Project
- Use of Affirmative Action Plans for Women and Minorities, following the revocation of Executive Order 11246 (1965)
- Use of diversity statements in hiring and promotion
- Director of Supplier Diversity position



Paused for Further Review

- 112 GMU Foundation-managed scholarships (*GMU Foundation is a legally separate entity from the university.*)
- Black Male Success Initiative (BMSI) (UL)

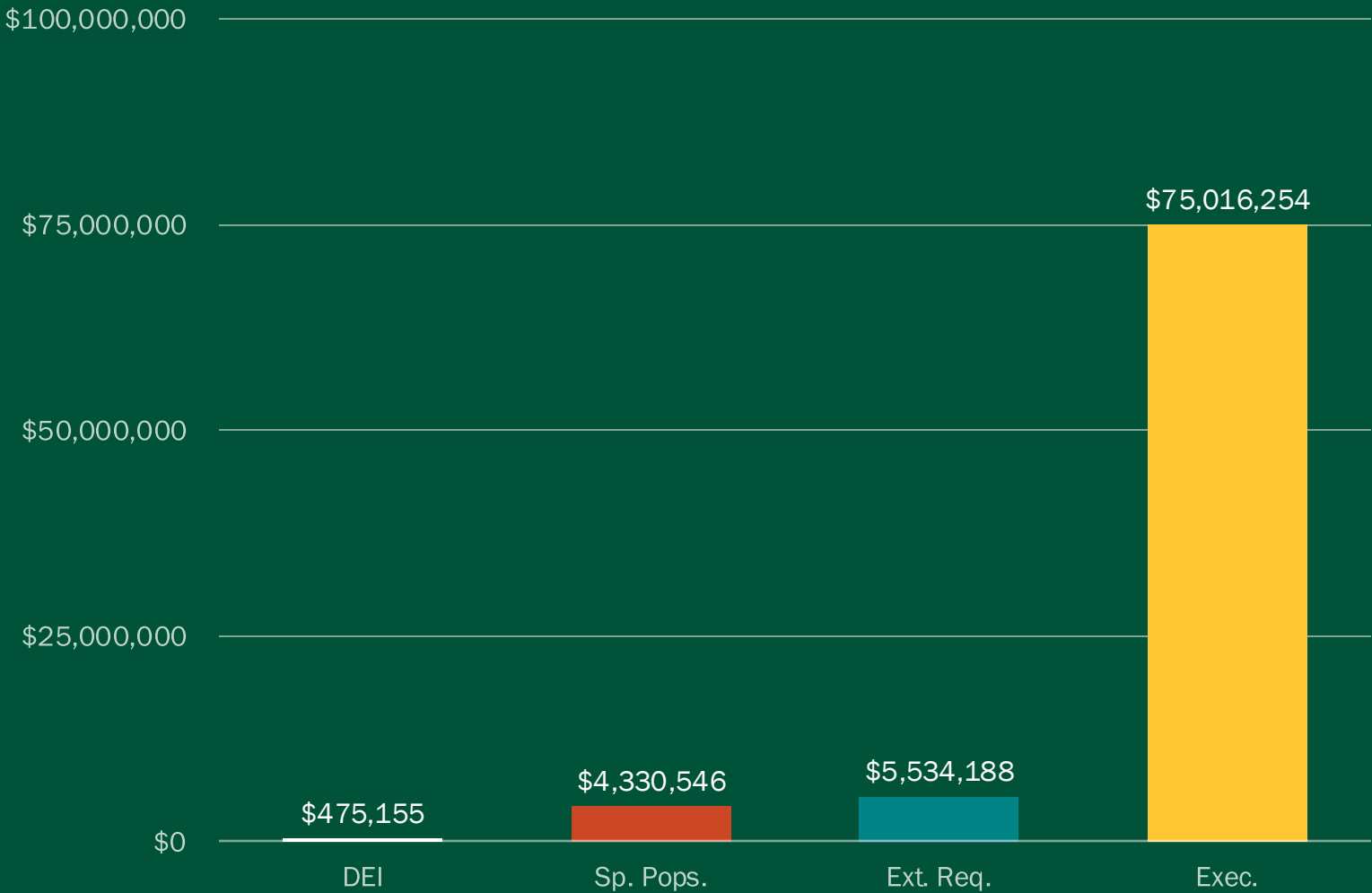


Reviewed and/or Realigned to Ensure Compliance

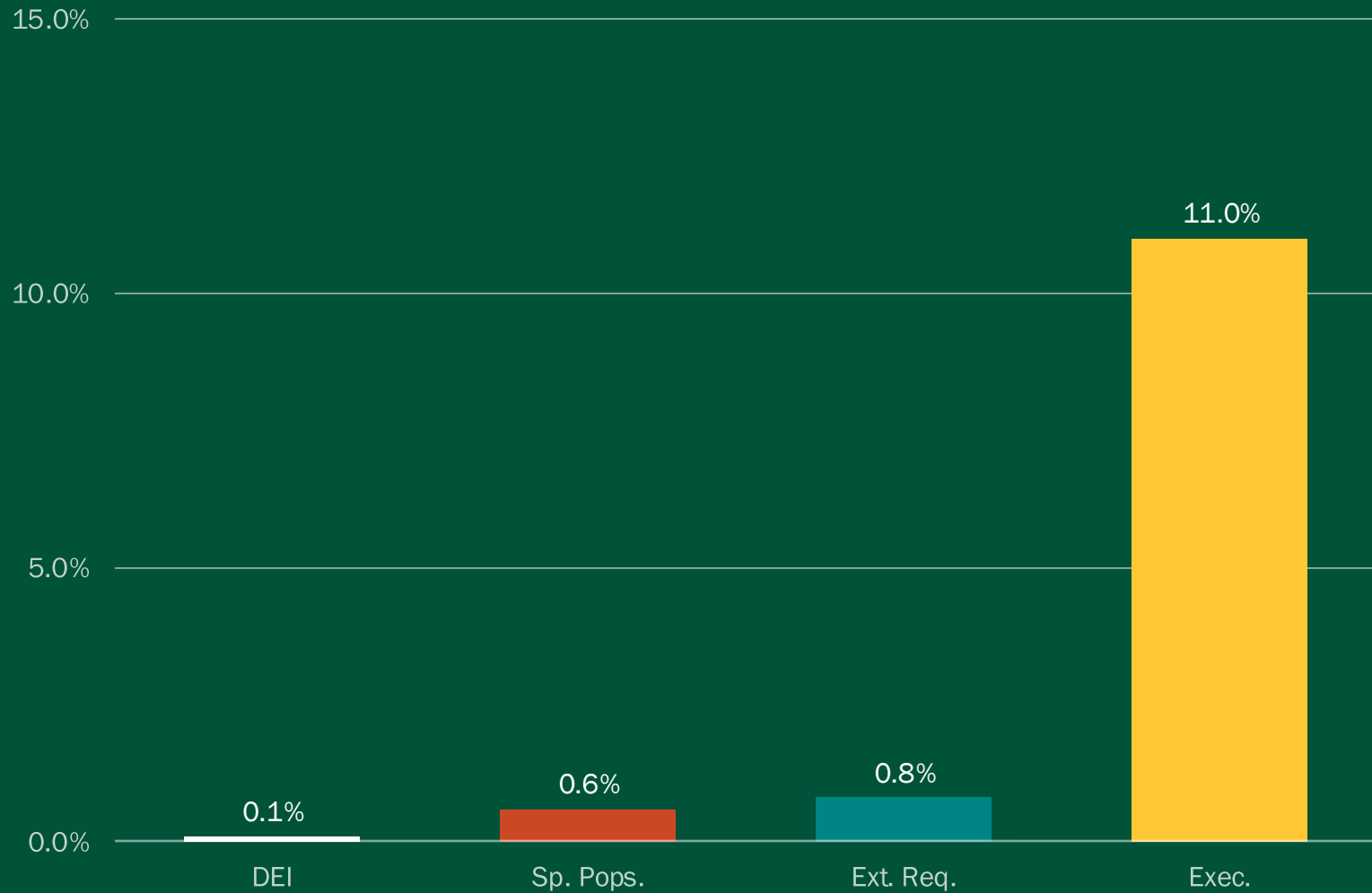
- New unit formed: Office of Access, Compliance, and Community
- Institutionally-funded scholarships and grants
- Hampton Summer Immersion Program for alignment with legal standards
- Employee Resource Groups and Affinity Groups to confirm they are open to all interested faculty, staff, and students
- Trainings and professional development workshops for concepts that could create a hostile environment based on race for individuals who participate
- All student life programs for race-conscious exclusive criteria
- Digital platforms



Total Salaries and Benefits



Percentage of Salaries and Benefits

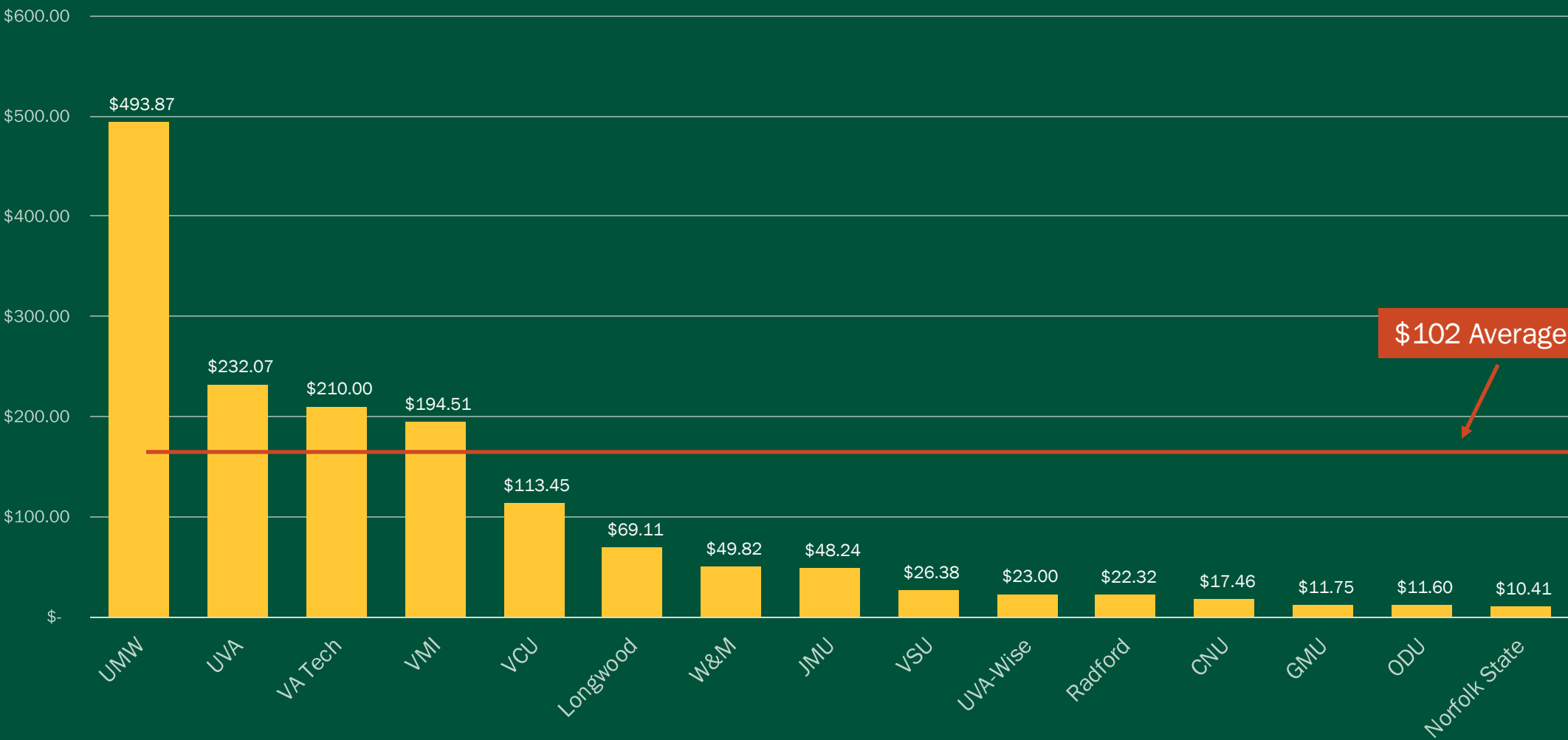


■ DEI/DOI Positions ■ Special Populations Support Positions ■ Externally Required Positions ■ Executive, Administrative, and Managerial Positions



Source: State Council of Higher Education for Virginia

Salary and Benefit Expenses for DEI Support per Student



Salary and Benefit Expenses for DEI Support per Student Large/Doctoral in VA



**RESOLUTION OF THE BOARD OF VISITORS OF
GEORGE MASON UNIVERSITY**

WHEREAS, Chapter 15, Title 23.1 of the Code of Virginia of 1950, as amended (the "Virginia Code"), establishes a public corporation under the name and style of The Rector and Visitors of George Mason University (the "University") which is governed by a Board of Visitors (the "Board") vested with the supervision, management and control of the University;

WHEREAS, by Article 4, Chapter 10, Title 23.1 of the Code of Virginia of 1950, the University entered into a management agreement with the Commonwealth of Virginia which was enacted as Chapters 76 and 77 of the Acts of Assembly of 2021 (Special Session I) which, classifies the University as a public institution of higher education and empowers the University with the authority to undertake and implement major capital projects, including the acquisition of any interest in land;

WHEREAS, on May 1, 2025, the Board approved the submission of the University's Six-Year Capital Plan which included Faculty Staff Housing ("Capital Plan") and

WHEREAS, the Board deems it desirable and in the best interests of the University to acquire that certain real property discussed in Closed Session on this date (the "Property").

NOW THEREFORE, BE IT RESOLVED:

1. The University is authorized to acquire the Property with Non-General Funds at the agreed upon price and upon such other terms and conditions as the President or others authorized to act on his behalf may, in their discretion, deem advisable;
2. The Board hereby authorizes, directs and empowers the President or the Executive Vice President for Strategic Initiatives and Chief of Staff to execute, for and on behalf of the University and in its name, any and all documents required in connection with the acquisition of the Property,
3. Any actions by the aforementioned officers or those delegated to act on their behalf within the authority conferred hereby, taken prior to the date of this resolution, are hereby ratified, confirmed and approved as the acts and deeds of the University; and
4. That this resolution is effective immediately.

Charles Stimson
Rector
Board of Visitors
George Mason University

Date: May 1, 2025

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Finance and Land Use Committee Meeting
April 10, 2025, 3:00pm
Merten Hall, Hazel Conference Room (1201), Fairfax Campus**

AGENDA

- I.** Call to Order
- II.** Approval of Minutes for February 13, 2024 (**ACTION**)
- III.** Financial Matters
 - A. FY 2025 Financial Report Through February
 - B. FY 2026 University Budget (**ACTION**)
- IV.** Capital Matters
 - A. Six-Year Capital Plan (**ACTION**)
 - B. Land Use Certification (**ACTION**)
 - C. SciTech Dominion Transmission Easement (**ACTION**)
- V.** Adjournment

APPENDIX I – Capital Projects Review (Stoplight)
APPENDIX II – Detailed FY 2026 Tuition and Fee Rates
APPENDIX III – Supplemental Financial Information
APPENDIX IV – Six-Year Capital Plan Outyear Projects

The April 10, 2025 Meeting of the Board of Visitors Finance and Land Use Committee 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/>. Those attending any Board of Visitors sessions are asked to adhere to the meeting rules, accessible at the following webpage: <https://bov.gmu.edu/board-of-visitors-resources/>

No oral public comment will be taken at this meeting.

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Finance and Land Use Committee Meeting
February 13, 2025
Meeting Minutes**

COMMITTEE MEMBERS PRESENT: Chair Pence; Vice Chair Rosen; Visitor Alacbay; Executive Vice President Dickenson; Faculty Representatives: Shutika, Venigalla

ABSENT: Visitor Peterson

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

I. Call to Order

Chair Pence called the meeting to order at 12:32 p.m.

II. Approval of Minutes for December 5, 2024 (ACTION ITEM)

Chair Pence called for any corrections to the minutes for the Finance and Land Use Committee Meeting for December 5, 2024. Hearing no corrections, the **MINUTES STOOD APPROVED AS WRITTEN.**

III. Financial Matters

A. FY 2025 Q2 Financial Report

Chair Pence turned the meeting over to Deb Dickenson, Executive Vice President for Finance and Administration. Ms. Dickenson noted that the FY26 Tuition and fee recommendations were informed by discussions at the December Finance and Land Use Committee meeting, the Governor's proposed budget, and both House and Senate budget recommendations. Ms. Dickenson highlighted the importance of voting on next year's Room and Board rates now to give parents and students the required information to make important financial decisions. Ms. Dickenson handed off to the Vice President for Finance, Dan Stephens.

Mr. Stephens shared the financial report for the FY25 Q2 Budget and Actuals:

- Year-to-date revenues are trending 10% ahead of prior year and expect to finish the year on a positive note;
- Primary drivers of increased revenue are Enrollment, State Appropriations, Grants & Contracts, and Auxiliary Enterprises;
- Expenses are trending 7% higher than the prior year;
- Largest cost drivers are compensation and contract expenses;
- Operating expenses continue to be monitored and cost reductions sought where possible.

Mr. Stephens reviewed the FY25 Q2 E&G Operating Budget and Actuals:

- Revenues trending 9% higher and expect the next half of the year to trend similarly;
- Primary drivers are State Appropriations and increased Net Tuition and Fees;
- Expenses are trending 2% over the prior year;
- Drivers for the increase are compensation increases and contractual services;
- Expecting to finish the year in a surplus.

B. FY 2025 Budget Planning

Ms. Dickenson continued with an update on the recent Moody's Ratings Affirmation of George Mason's Aa3 issuer rating and GMUF's A1 lease revenue bonds rating with a stable outlook.

Visitor Alacbay and Ms. Dickenson discussed the university's debt, which is currently \$398M in total outstanding debt, noting that Mason currently has debt capacity. Mason also has auxiliary reserves and the Patriot Investment Fund which are used for investment, research, capital, and deferred maintenance.

Ms. Dickenson updated the Board on the Commonwealth's budget development, with the House budget proposing \$10.7M in additional operations funding, while the Senate recommends \$4.6M. President Washington noted the university's positive position, with either scenario exceeding George Mason's \$18M in operating funds request or this biennium.

Mr. Stephens reviewed the three FY26 and FY27 E&G Operating Budget Planning Scenarios.

- The different scenarios include enrollment growth from 0% to 1.5% and tuition increases from 0% to 2.5%.
- 3% salary increases and 30% VMSDEP participation growth are included in all scenarios;
- George Mason is responsible for roughly half the impact of the salary increases approved by the Commonwealth, which is approximately \$10M each year;
- The impacts range from positive \$1M in FY26 and a \$6M deficit in with 2.5% tuition and 1.5% increase each year, to deficits of \$3M and \$22M each year with flat tuition both years and flat enrollment in FY27.

Rector Stimson and Mr. Stephens discussed the 3% salary increase as it relates to CPI and the fiscal impact of the executive orders. Mr. Stephens confirmed the incremental impact reflects budget impact and additional state funding requests indicate offsets to the Incremental Impact in response to Vice Chair Rosen's question.

Chair Pence requested analysis on the net cost of additional enrollment, inclusive of aid and incremental operating expenses. President Washington stated that additional costs are calculated within each scenario showing a net positive value for adding additional students with Ms. Dickenson noting recent JLARC studies had shown Mason's

operations to be extremely lean and efficient, so that when the university grows there is no significant growth in expenditures.

C. FY 2026 Room and Board Rates

Julie Zobel, Interim SVP for Operations and Business Services and Chief Risk Officer, presented the FY26 room and board rate recommendations:

- 1.5% housing rate increase of \$120;
- 4% board rate increase of \$230;
- for a 2.5% total increase of room & board of \$350;
- Compared with peers George Mason is one of the more economical options;
- Students and families benefit from having confirmed rates now while they are making important financial decisions about next year.

Student Representative Hoffman noted the need for affordable housing for graduate and professional students. In response to a question from Student Representative Cuesta, Ms. Zoble noted that the Room and Board increases will impact all students and the revenue generated with these increases goes back into housing and dining and is used for a variety of expenses including maintenance, refreshes, renovations, debt service, and utilities.

Visitor Alacbay asked if there is a point that we raise room and board costs that we are no longer competitive with other housing options in the area. Shannon Jordan, Associate Dean and Chief Housing Officer notes that the housing options are not exactly comparable as the room type offerings are different and Mason offers additional support services and amenities that are not offered at off campus housing locations. Mason housing is currently 98% occupied and that will drop to 92% in the Spring Semester which matches a historical pattern. Chair Pence would like to know the occupancy trends for the last three years.

Chair Pence and Visitor Alacbay voiced their concerns on voting with a reduced committee membership but recognized the importance of providing information to students and families. Vice Chair Rosen agreed, clarifying his view that tuition and room and board are separate issues.

Chair Pence **MOVED** the Committee to approve the Fiscal Year 2026 Room and Board Rates as detailed in the Board Book. Visitor Alacbay **SECONDED** the Motion. The **MOTION WAS CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**

Chair Pence opened discussion of next steps on the budget and tuition scenarios. Ms. Dickenson noted that there would be additional information in the Commonwealth's budget process with President Washington noting that a 2.5% tuition increase is within the Governor's parameters. Vice Chair Rosen noted his disposition to support a 0% tuition increase and would like to see that scenario thoroughly evaluated, noting that the Board should stay cognizant of the affordability and value Mason offers.

Visitor Alacbay asked for classroom utilization rates as the Board is thinking strategically about campus and facility expansion.

Faculty Representative Simmons noted that, given the current 3% CPI, all of the proposed tuition rates below that are essentially a tuition decrease. President Washington noted that if the Board approved no tuition increase in FY26 along with a 2.5% increase for FY27, that would provide certainty for leadership and enable longer-term planning.

Chair Pence mentioned a recent audit related to student financial aid, noting George Mason had been found to have deficiencies and questioned the adequacy of its response.

IV. Adjournment

There being no further business, Chair Pence adjourned the meeting at 1:48 pm.

Prepared by secretary pro tem,

Jessica Holtzman

Public Comments
Updated 2.13.25 at 4:00 p.m.

Full Name:	Mason Affiliation	Written Comment
Joseph jarjourah	Student	Anti-Zionism is not racist in any way. And I would repeat that a million times, Zionism is not related to any religion or race. It is related to a belief that killing Palestinians and being on the oppressive side of a genocide is okay and normal. Being an Anti-Zionist is not in any way causing hatred to a Jewish community but proving a point that Palestinian lives matter. That in fact the idea of proposing that Anti-Zionism is even possibly racist is actually racist towards Palestinians. Because it clearly states that their lives don't matter just because of an incorrect ideology.
Kay Linwood	Community Member	I am deeply disturbed by the pure lack of knowledge an institution holds around an extremist political ideology like Zionism. If you know this as a university and ignore it for financial reasons, remember that no amount of money can buy us out of hell. Condemning students, the ones who pay you for education, for speaking against a humanitarian atrocity is downright atrocious. May you realize the horrible side of history that George Mason University will fall into should it continue to perpetuate violence against students and stand as an institution that upholds the denial of genocide. Shame.
Jane Doe	Faculty	Antizionism is not racism. Antizionism is not racism. Antizionism is not racism.
Fairouz Ouikhlfen	Student	Recommendation for consideration of the alternative, Jerusalem Declaration on Antisemitism (https://jerusalemdeclaration.org/) referenced in this explanatory +972 article (https://www.972mag.com/ihra-antisemitism-israel-inversion-projection/). +972 describes itself as "an independent, online, nonprofit magazine run by a group of Palestinian and Israeli journalists." The university would be committing a fallacy to ignore or override the views of civically engaged Israeli citizens and adjacent reporters such as Democracy Now's Amy Goodman, without careful and unpolitical analysis. Zionism is a political movement involving American Christians in addition to numerous other backgrounds. In aligning it with features students or faculty cannot change about themselves without reasonable distress (ethnic markers, physical appearance, names, ancestry, nationality, or heritage), the university will politicize the fight against hate.
Declan Rees	Student	Conflating criticisms of Zionism as racist will only make the campus less safe. Zionism, unlike the Jewish faith, is an ideology. It is young, only coming into the world stage in the 20th century. It's creation was an attempt to answer the "Jewish Question" and many of its founding members cooperated with known Nazi sympathizers during the holocaust. In its innate principles it pushes for the development and maintenance of Ethno-state in the holy land, an area where many different peoples call to. The subjugation and genocidal aggression to the native Palestinian population sense the Nakba, especially in the past year, has been demoralizing. If you try to make it impossible to criticize the state of Israel or the ideology of Zionism you will be putting countless students in danger. I cannot express it more fervently, do not do this
Robert Zigmund	Staff	I am writing to oppose Jeff Rosen's proposal regarding criticism of Zionism. This proposal is a disgraceful and authoritarian attempt to censor our students in their opposition to genocide.
sara babb	alum	Anti-Zionism is anti-Apartheid. Do not conflate anti-semitism with anti-Zionism. Protect the right to fight for human rights. Reject the proposal of defining anti-

		zionism as racism. The truth is that zionism is racist and led to a genocide of Palestinians.
Laurie B.	Concerned citizen	Anti-zionism is Not racism!
Ryan Nary	Community Member	I am an Arlington resident and thus I share neighborhood space with GMU's Ballston campus. I want to express in the strongest possible terms my opposition to GMU adopting the IHRA definitions of antisemitism, which dangerously conflates criticism of Israel with antisemitism.
Sofia Nicholas	Student	Anti-Zionism is just and necessary. It is resistance to the hegemonic powers trying to steal Palestinian land and life. Anti-Zionism is not antisemitic and conflating the two is dangerous.
Siwar Masannat	Alumnus	The conflation of Zionism with a protected identity, on the one hand, and with Judaism as a religious identity, on the other, is not only erroneous but also dangerous. Zionism is a settler colonial ideology and systematic practice that has resulted in the genocide and successive mass displacement of Palestinians for more than seventy years. Zionism endangers Jewish people and Palestinians alike, and many Jewish people in our GMU community oppose Zionism based on the facts gathered by international agencies and bodies that have found Israel to be guilty of ethnic cleansing, genocide, apartheid, war crimes and torture based on meticulously gathered evidence and verified testimonies. Criminalizing the brave and conscientious actions of students, staff, and faculty who critique and oppose settler colonialism and genocide endangers them, their educational journeys and livelihoods. GMU, this is a shameful and unconscionable measure meant to stifle dissent against genocide and dispossession at a moment of heightened US fascism. Do better.
Stephen D'Alessio	Student	I am writing to oppose the measure from Jeff Rosen to equate all criticism of Zionism with antisemitism. As a George Mason student it is important to me that we oppose antisemitism and make sure that students of all backgrounds are welcomed and empowered. However, all criticism of Zionism is not antisemitic and the rights of students who want to fight for Palestinian rights need to be respected as well. Please oppose this proposal.
Anonymously	Alum and CVPA Board Member	I strongly oppose the proposed adoption of the International Holocaust Remembrance Alliance(IHRA) Working Definition of Anti-Semitism which conflates Zionism with anti-semitism. Leader across universities and institutions across the country are wary of this definition because of its intention to suppress criticism of Israel. It would shameful and misguided for GMU to adopt a policy which will in turn suppress free speech and any anti-Israel criticism which is not a criticism of Jewishness.
K Hoffman	Community Member	As an institution of higher learning, the inclusion of anti-Zionism in a definition of anti-Semitic activities is a far reach. Please remove all mentions of Zionism in your DEI initiatives. Claiming that Zionism is a Jewish identity is an insult to many Jewish people. That's like saying that all Christians identify as MAGA Republicans. No religion is a political monolith and this argument is exactly why the USA is predicated on the principle that we must separate church and state. GMU should encourage debate about politics and support free speech when bad policies are harming people. Stepping on the free speech of students in the USA in order to defend a foreign state's willful acts of genocide and apartheid is not a smart decision. Do better, GMU.

Anonymous	Staff	Anti-Zionism cannot be equated to racism or anti-semitism. To think so is to be greatly uninformed. Recognizing the livelihood and rights of the Palestinian people is not anti-semitism (see work by scholar Edward Said to learn more). Criminalizing, punishing, or otherwise preventing pro-Palestinian speech is suppression, and it is especially harsh coming from a university that lauds itself for its diversity and inclusion.
Ruby Hayes	Student	Comment regarding the antisemitism resolution: The safety of Jewish people and keeping anti-Semitism off campus is important. However, anti-Zionist beliefs are not inherently anti-Semitic. Being anti-Zionist is to oppose the State of Israel that has been occupying Palestinian land and killing thousands of Palestinians for decades.
Jacqueline Green	Alumna	<p>Hello, I am writing to urge you to vote NO on the resolution brought forward by Jeffrey Rosen to criminalize critiques of Zionism and genocide both on and off GMU campus.</p> <p>This resolution, if passed, would open the door for school officials to harass and persecute students and student organizations with whom they disagree, or based on their race, religion or ethnicity. Based on the violent assault on student peace protests during the 2023-2024 school year, this is likely to embolden further harassment and persecution of peace and human rights activists, and those who oppose genocide and apartheid.</p> <p>Students have the right to freely advocate and express their opinions, particularly in academic settings that are intended for free thought and inquiry. For example, targeting students for supporting Palestinian rights is a serious violation of freedom of speech, as enshrined in the first amendment of the constitution. If passed, this resolution would violate those rights. Historically, resolutions like this have been disproportionately used against minority and marginalized communities, and particularly targeted against Palestinian-American, Arab-American and Muslim-American communities.</p> <p>The ACLU has responded to resolutions like this across the country in the “Open Letter to Colleges and University Leaders: Reject Efforts to Restrict Constitutionally Protected Speech on Campuses.” (https://www.aclu.org/documents/open-letter-to-colleges-and-university-leaders-reject-efforts-to-restrict-constitutionally-protected-speech-on-campuses).</p> <p>Like the ACLU, I urge you to vote NO on this resolution and protect ALL GMU students' right to free speech both on and off campus.</p> <p>Thank you for your time.</p>
Roxanne Freeman	Student	Anti-zionism is not anti-Semitism and the suppression of pro Palestine voices is a violation of our rights to free speech.
Omar Abaza	Student	The definition of Zionism, a noun, “a movement for (originally) the re-establishment and (now) the development and protection of a Jewish nation in what is now Israel.” The same thing is real that is now wanted by the International criminal court for crimes against humanity. This decision alone , by definition, would be considered anti-Zionist. So you gonna be able to talk about the ICC ruling without being called anti-Zionist? They Can’t Criticize Israel without being called anti-Zionist? How is it that students can criticize the American government but not the Israeli one? This is all, besides the fact that Zionism is founded by The British government and the ethnic cleansing of the native people Palestine.

Anonymous	Alumni	It is unacceptable to criminalize free speech on any US campus. We have the right to a voice and we the right to be heard, please don't let your decision betray the values and foundational principles of our beautiful university.
Jude Schroder	Community Member	I advise the board to swiftly reject Jeffrey Rosen's proposed resolution regarding "antisemitism." Anti-Zionism is not antisemitism, and yet this resolution dangerously equates the two. This resolution will not make GMU safer. In fact, it will silence and exclude anyone in support of Palestinian liberation and autonomy. Furthermore, there are many, many Anti-Zionist Jewish people, however, this resolution mischaracterizes "Jewish identity" as Zionist. If this resolution passes, it would solidify GMU's institutional stance that it is in support of genocide and willing to punish anyone who dares to question the atrocities committed against the Palestinian people. This resolution hides behind language of DEI. I urge the board to consider the students, faculty, and community members it would be silencing and excluding with this resolution.
Jill DeWitt	Alumni	This resolution is a violation of free speech. The board should be ashamed of even considering an anti-human rights restriction on the freedom of students, faculty, and staff to support a free Palestine. This action would make me ashamed to be an alumni and I will never donate to any institution that restricts free speech.
Janet Freeman	Alumni	It is unconstitutional to bar free speech. Please reject Rosen's proposal.
Kristin Samuelian	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
S Hamdani	Faculty	Discussing policies of any state is fundamental to the principles of free speech and intellectual inquiry fundamental to society and to any university mission. Doing so does not constitute racism of any kind, or antisemitism. I therefore oppose this resolution for censoring any discussion of the state of Israel's policy with regard to the human rights or right to self-determination of Palestinians.

Michael Chang	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p> <p>Thank you, as always, for taking action. As we just learned from our victory blocking three additional partisan extremists from the BOV, we have a lot of power when we join together and fight!</p>
Eli Nguyen	Staff	<p>Forbidding any criticism of Zionism is a flagrant disregard for our right to free speech. In the current political climate protecting our fundamental rights should be of the utmost importance. No ideology is above critique, no ideology warrants being held away from any discussion. Who does it benefit to prohibit critique of an ideology? What other ideologies are given this same privilege?</p> <p>As a student of the Jimmy and Roslyn Carter School for Peace and Conflict Resolution I think it's imperative that we are able to have open discussion about political ideologies and their geopolitical consequences. Restricting this by prohibiting anything that may be construed as criticism of Zionism as a political ideology is reckless, and a restriction on the academic study being done at Mason. It's alarming to me that GMU, a school which prides itself on its diversity and open mindedness would consider a resolution that so clearly seeks to negate its own core values.</p>
Samirah Alkassim	Faculty	<p>Dear APDUC Committee Members,</p> <p>I strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. This resolution must be rejected, and I urge all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Once this politicized attempt to criminalize legitimate speech and inquiry is behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Angelica Zayid	Student	<p>Antisemitism and Zionism are not the same. Supporting Palestinians is about advocating for equality, not discrimination. No matter their faith—Jewish, Muslim, Christian, atheist, or otherwise—people should treat each other with love and respect. There is nothing antisemitic about expressing concern for the thousands of innocent children caught in the crossfire.</p>

Benjamin Steger	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Rose Cherubin	Faculty	<p>I strongly reject antisemitism and antisemitic ideologies, and I strongly support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. Criticism of the current state of Israel is not equivalent to criticizing the idea of a Jewish state, for the idea of a Jewish state does not imply adherence to the current state's policies, and can include the recognition of a Palestinian (also a semitic group) state alongside it. Indeed, many Israelis support the idea of a Jewish state and a Paletstinian state coexisting, and strongly oppose their own government's policies.</p> <p>In its current form, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can move ahead to crafting just and effective language that include ethnic identity and shared heritage in Mason's anti-discrimination policy.</p>
Alexander Monea	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Ella Duncan-High	Student	<p>Anti-Zionism is not racism. Protect free speech. How dare you try and silence students on campus.</p>

Carlin Decker	Staff	On the Topic of the recent resolution proposed by Jeffery Rosen, to criminalize criticism of Zionism, this resolution should be struck down. Being critical of a nation or a political philosophy it practices is a form a free speech protected under the First Amendment. Limiting the community's freedom of speech is a direct violation of their First Amendment rights.
Ellen Gurung	Alumni	I am writing to express my frustration about the recent GMU Board of Visitors Resolution regarding the condemnation of students who engage in anti-Zionist language, behavior, and activism. Zionism is not an integral part of Jewish identity nor should be considered antisemitic as explained by numerous Jewish activists. Israel is a colonial project that is currently responsible for an ongoing genocide against Palestinian people, and with GMU having such a large West Asian/Middle-Eastern population I would hope that GMU would consider the many students whose family and friends are deeply impacted by the atrocities that Israel is committing. As an alumni I will not financially support GMU in any donation or fundraising activities if this resolution is put in place. This is not the first time that GMU has worked to shut down leftist student activism efforts and I am ashamed to call GMU my alma mater.
Anonymous Staff Member	Staff	I would like to put forth a condemnation of Jeffrey Rosen's resolution to classify criticism of Israel as hate speech. Israel and Judaism are not one and the same. Judaism is a beautiful and ancient faith. Israel is a nation, which should not be exempt from the same criticisms other nations face. Jewish people do not unilaterally support Israel, and for the university to criminalize the discussion of the topic is to decide for those people what is acceptable speech from Jews. The university also runs the risk of having to enforce penalties for "antisemitism" on community members who are Jewish. This initiative is such a misstep from the University, please do not try to prevent our university from being a forum for such important conversation.
Mackenzie Liu	Student	As a Jewish individual, Israel is a key part of my identity. The prayers I say everyday mention Israel and its people. I'm a proud Zionist who believes that the Jewish people have the right to live in Israel. The harassment I have received on campus for the past year and a half has been nonstop. Often acts of anti-semitism like calling the Star of David offensive is stated to be anti-Zionist by people on this campus. My friends and I have been called countless names that are inappropriate and harmful. Again they were disguised under the name of anti-Zionism. I was left in tears one day after painting the star on one of Wilkins Plaza paintable walls. Six people yelled and circled around me, but claimed they were anti-Zionist and not anti-Semitic. The student government DEI committee has shown clear bias and refuses to acknowledge anti-semitism. Instead their meeting notes consist of anti-Zionist and anti-Israel rhetoric. The chairs of the committee even labeled a presentation on antisemitism as something that didn't involve them. Being a Zionist goes beyond the Jewish community. I have friends who are not Jewish and have received anti-Semitic harassment for supporting Israel. This further proves that the Jewish people and Zionism are linked. The climate on campus has been extremely hostile for Jewish and Zionist students. Our voices are being silenced by people who think we shouldn't exist or that a Jewish student born in Israel is a colonizer. We have been left out of student government meetings and communications about anti-Zionist legislative decisions.

Elizabeth DeMulder	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Betty Aquino	Community Member	<p>I've heard that Mason is considering a proposal to criminalize the criticism of Zionism on campus and I am deeply concerned by this proposal as it infringes on the students right to free speech.</p>
Grace Larsen	Student	<p>Please pass it, I often don't feel safe on campus because I am an open Zionist. I have received antisemitic messages, snide remarks, and have been given long glares at GMU.</p>
Laura Buckwald	Faculty	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee meeting.</p> <p>I reject antisemitism and antisemitic ideologies and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. However, this resolution is not about protecting students and faculty from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing and blocking free speech that supports the human rights of Palestinians. The policies of any nation need to be open to free discussion and debate. Any criticisms of Israeli state policies have nothing to do with antisemitism, just as criticisms of U.S. policy do not make one anti-American.</p> <p>As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate free speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p> <p>Thank you.</p>
Hannah Landsberger	Alumni	<p>I am deeply concerned about the antisemitism resolution and urge the committee not to approve it. The conflation of all Jewish people with the state of Israel is a dangerous and incorrect assumption to codify into policy on campus, and will be used to restrict free speech and students' rights to protest. As a Jewish descendant of Holocaust survivors, I can testify to the fact that the duty to protest injustice, including against governments that are executing a genocide not dissimilar to the one that my grandparents survived, is a critical part of Judaism. Students, including Jewish students, must not have their right to protest curtailed.</p>

Ana	Student	Mason is suppressing Arab and Palestinian students, prohibiting them from criticizing Zionism, which is a belief system that is accountable for the deaths of hundreds of thousands of people. This complacency in conflating Zionism with racism will tarnish Mason's already tumultuous history. Students should have the right to oppose a system that negatively impacts their homes as well as work towards disclosure and divestment. George Mason has praised itself for its diversity and consistently brands students of color on its websites; however, it appears to lack the resources and commitment to support these students adequately. This proposal, even being considered, highlights how Mason falls short in its alleged pursuit of genuine equity; approving it will only further isolate students. Regardless of administrative decisions, students will persist in making their voices heard.
Elizabeth Ann Kelly	Community Member	Zionism is an idea, not an identity. Just as criticizing our own government is a basic part of freedom of speech, criticizing another government or the actions of another nation is a basic part of freedom of speech. Students must be free to criticize the philosophy of Zionism and the actions of the government and nation of Israel (and the actions of all other governments and nations).
Emily Haines	Community Member	<p>I am writing to express concern and opposition to the proposal before the Board of Visitors that suggests adding Zionism protection to university policy as part of the University's protections from antisemitism.</p> <p>I personally have family and friends who are Jewish and who have even been harassed, so I am completely sympathetic to the desire to protect Jewish students and community members from antisemitic attacks. However, Zionism is very specifically a political ideology, not an identity, and it must be open to debate on a college campus where difficult ideas are meant to be discussed. Zionism is an ideology that can be extremely harmful, and has inherent racist and colonial roots, asserting that Jewish people have an absolute right to land that Palestinian people already owned before they arrive, and even that violence is acceptable to secure that land. The University's place in such debate, if it has one, is only to ensure all sides are respectful and that discussion is around beliefs and actions, not ad hominem attacks on who someone is that cannot be changed- Zionism is not unchanging, it is a political position. The assertion that Zionism is central to many Jewish people's identity, therefore Zionism must be protected, is a false equivalence. Many Catholics believe deeply that abortion is murder and define themselves as pro-life, but we do not consider pro-choice rhetoric, even against the Catholic Church establishment, to be anti-Catholic hate speech no matter how deeply held those beliefs may be. Zionism is the same. Just because it uses religious reasoning does not place it above reproach.</p> <p>It may be uncomfortable to allow such discussions on campus, but it doesn't make them less important to have, and groups that are already being silenced elsewhere such as Arabs and Palestinians, and even pacifists like Quakers, need academic spaces to be protected venues for free speech.</p> <p>The University, in specifically protecting Zionism, would be taking a racist and biased position itself under the guise of protecting one group from another. Please, reject this proposal, and use other methods to protect your Jewish students and faculty from direct antisemitism, without silencing legitimate criticism of a foreign government's ideology.</p>

Laura Dempsey	Community Member	It's come to my attention that this board is considering criminalizing the criticism of Zionism. This nationalistic movement should not be above criticism, just like we love and honor our country enough to criticize if we should be able to do so for a foreign country too.
Kieron Rust	Community Member	<p>It's dangerous when institutions of knowledge put guardrails on intellectual criticism. It goes against the very essence of your mission and purpose as a university.</p> <p>I am deeply concerned by the proposal to ban criticism of Israel and Zionism from campus. Students are expressing legitimate concerns about the actions of a state's government, and their conduct in war, which led to an arrest warrant in the ICC. This is vastly different from hatred based on religion, which we all condemn. These two things are not the same.</p> <p>Countries can still be criticized even when they are deeply tied to religious minorities. We spoke out against Saudi Arabia over the Khashoggi murder, which was not only protected speech, but encouraged. Calling out Israel's deeply immoral conduct is no different.</p> <p>Protect student's right to protest. Protect free speech.</p>
Pua Ali'i Lum	Community Member	There is no greater disservice to humanity than to conflate lies about antisemitism. Regardless of how many lies, court cases, threats and removing/revoking visas of students standing with Palestinians', human beings, rights. In some cases, they are Palestinians who are constantly suffering at the hands of Zionism Yt supremacy. You can't make a lie the truth. Shame on you.
Jackie Jones	Community Member	The least Jewish thing you can do is not share opinions and argue the points of founding principles of Zionism. Withholding love is a form of abuse and not caring about the rights and humanity of other's is anti-Jewish. We all should be standing tall in solidarity with Palestinian's.
Anne Komer	Community Member	I'm of Jewish descent and I do not support the genocide and lands stolen from the Palestinian people. There's a difference between antisemitism and anti-Zionism, and that distinction is a very important one. It is of utmost importance that we do not swing from no hate speech against a people who Hitler tried to ethnically cleanse to no hate speech against a government that is ethnically cleansing another people.

Concerned Community Member	Community Member	<p>To the Board of Visitors at GMU,</p> <p>I am writing as a concerned local community member and family member of a GMU alum about the proposal to revise University Policy Number 1201 (“Non-Discrimination Policy”) to criminalize all criticism of Zionism on and off campus. I think that the proposal should not be approved on the basis of protecting GMU students’ 1st Amendment right to freedom of expression. To me, this proposal to adopt the IHRA definition of antisemitism seems concerned about protecting a specific political position and not at all about protecting Jewish students, faculty, and staff.</p> <p>For example, indeed it would be antisemitic to “[a]ccus[e] the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust,” as stated in the IHRA examples of antisemitism. It also would indeed be antisemitic to “[hold all] Jews collectively responsible for actions of the state of Israel.” Accusing Jews as a people or Israel as a state of making up the Holocaust are examples of antisemitism because they show exaggeration and stereotyping of the entire Jewish community.</p> <p>However, there are several contemporary examples listed in the IHRA definition of antisemitism that are notably not antisemitic. It is extremely alarming to hear that GMU might implement a rule to punish students who are actually exercising their 1st Amendment right to freedom of expression by adopting this definition and its examples. For instance, it would NOT be antisemitic or denying the Jewish people their right to self-determination to “[claim] that the existence of a State of Israel is a racist endeavor.” The State of Israel does not represent Jewish people as a whole, so it would not be antisemitic to criticize Israel as a racist endeavor. Students, faculty, and staff raising concerns about Israel, for example about Israel being a modern colonialist state or “a racist endeavor”, would not be antisemitic because it does not attack Jewish people, and instead is criticizing the government and history of Israel. It’s conveniently vague that another IHRA example of antisemitism is “[a]pplying double standards [to Israel] by requiring of it a behavior not expected or demanded of any other democratic nation.” Who or what decides what is a double standard, and what is or is not expected of “any other democratic nation”? This does not seem like something that can be objectively enforced.</p> <p>I also have concerns about the language used in the proposal. It’s interesting that instead of Jewish people being explicitly the center of the intended expanded protections, the word “Zionist” is used. While white supremacists do use phrases like “Zionist” to spread antisemitism (for example, “Zionist-controlled government”), Zionist does not equal Jewish. There are many Zionist Christians in the world who are not Jewish. There are many Jewish people in the world who do not identify as Zionist. There are many Jewish people around the world, but especially here in the DC area, who are critical about Israel who would be labelled as antisemites by this change. Again, this proposal seems concerned about protecting a specific political position and not at all about protecting Jewish students, faculty, and staff on and off campus from actual antisemitism.</p> <p>I urge the Board of Visitors to reject this proposed change. There are better ways to protect Jewish students, faculty, and staff that do not need to revolve around the idea of protecting “Zionists” more than the Jewish community as a whole.</p>
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Allan Gluck	Community Member	Evaluating whether an act is genocide is objective. Applying the definition of the act of genocide to what Israel has done is objective, affirmed by the international criminal court and numerous other organizations and countries. Thus, to say that Israel is undertaking genocide is in no way antisemitic, and in fact denying this is antisemitic for it is antisemitic to think that Jews condone genocide.
Mariam C	Alumna	<p>To whom it may concern,</p> <p>As an alumna of GMU, I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>From my years at the university, both in and off campus, I know that George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>

Nezha Selloum	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Kelby Gibson	PhD candidate and GTA	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>

Terri Ginsberg	Community Member	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p>
Community Member	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>

James H. Finkelstein	Emeritus Professor of Public Policy	<p>I'm Jim Finkelstein, Professor Emeritus of Public Policy and was the founding Vice Dean of the School of Public Policy, now part of the Schar School.</p> <p>According to the Association of Governing Boards (AGB), the first Principle of Trusteeship is to "Embrace the full scope of your responsibilities." The foremost of these responsibilities is to "Fulfill your fiduciary responsibilities. As a fiduciary, you are charged with acting on behalf of the public to further the best interests of the organization on whose board you serve." I am concerned that at least one member of the Board of Visitors (BOV) may not be upholding this responsibility.</p> <p>On February 11, 2025, Dr. Lindsey Burke reposted a multipart tweet by her Heritage Foundation subordinate, Jay Greene, in which he strongly advocated for reducing the NIH indirect cost recovery rate. Earlier, she shared a February 7, 2025, tweet by Elon Musk:</p> <p>"Can you believe that universities with tens of billions in endowments were siphoning off 60% of research award money for 'overhead'? What a ripoff!"</p> <p>Dr. Burke's engagement with these posts suggests support for a policy that would significantly cut Mason's federal funding—a conservative estimate places the loss at over \$2 million per year if such changes were enacted. It is difficult to see how advocating for such cuts aligns with Mason's best interests.</p> <p>This is not the first time Visitor Burke has used X to express views that, in my view, conflict with her duty of care and fiduciary responsibility as a member of the Mason BOV and chair of its Academic Programs, Diversity, and University Community Committee.</p> <p>I urge Dr. Burke to step down from the BOV to uphold the integrity of the board and protect the university. This move would serve the best interests of Dr. Burke, the university community, the Commonwealth, , and even the Heritage Foundation.</p> <p>Respectfully,</p> <p>James H. Finkelstein, Ph.D. Professor Emeritus of Public Policy Schar School of Policy and Government</p>
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<p>Bethany Letiecq</p>	<p>Faculty</p>	<p>Dear APDUC Committee Members,</p> <p>As the president of the GMU chapter of the American Association of University Professors and a Professor in CEHD, I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting. This resolution is an overreach of the BOV and threatens both free speech and academic freedom.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling if not repressing critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians.</p> <p>As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th.</p> <p>Thank you for your consideration. Bethany Letiecq, President, GMU-AAUP</p>
<p>Sammy Alqasem</p>	<p>MD resident</p>	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>

Natalie Johnson	Community Member	Protect freedom of speech. Do not adopt Jeff Rosen's proposal to ban all anti-Zionist speech. Zionism is a racist colonial ideology that is predicated on the genocide of Palestinians. Anti-Zionism is NOT anti-Semitism. If you ban anti-Zionist speech, then you are trampling free speech and making all students less safe, especially Palestinian, Arab, and Muslim students.
Nora Mona	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>

Alison OConnell	Alumni	<p>Dear Board of Visitors,</p> <p>The IHRA definition of antisemitism is flagrantly untrue, racist, seeks to suppress free speech, and is in itself antisemitic.</p> <p>Kenneth Stern, who drafted it, says he regrets creating it because of how it has been weaponized by the right to suppress free speech, especially on college campuses: https://www.theguardian.com/commentisfree/2019/dec/13/antisemitism-executive-order-trump-chilling-effect</p> <p>Many Jewish organizations, including but not limited to, J-Street, T'ruah, Diaspora Alliance, Jewish Voice for Peace and Partners for Progressive Israel oppose this definition.</p> <p>Conflating all Jewish people with Zionism and the state of Israel is both inaccurate and antisemitic. The first anti-Zionists were Jewish people, long prior to 1948. Many Jews today are anti-Zionist and seeking to suppress their voices does not make this any less true. Yes, even Jewish people with family in Israel, who have lived in Israel, visited Israel - many of them also conclude the state of Israel is committing apartheid and genocide, and therefore oppose it.</p> <p>It is also appallingly racist and very transparent to try to suppress Palestinian students and professors from speaking honestly about their own experiences of colonization, racism and oppression.</p> <p>This Resolution is a shameful move on the part of Mason, and as an alumni I strongly encourage you to vote against it.</p>
Michael Beer	spouse is alumni. I am also a Virginia taxpayer	<p>As a person of Jewish heritage, and relatives who were killed and hostaged on Oct 7, as well as the descendant of Holocaust victims, I ask you to oppose the proposal by Jeff Rosen to criminalize and/or stigmatize criticism of Zionism on campus. Many many Jews are critical or oppose Zionism. Are you seriously going to equate (or link) antisemitism with anti-zionism? And please don't refer or promote the IHRA definition of antisemitism, which also equates criticism of Zionism with Judaism. Academic freedom is coming under attack by the Trump administration. LGBTQ, immigrants, gender studies, racism/ethnicity studies, people with disabilities and DEI. The issue of Israel and Palestine is a canary bird in the coal mine. Stand firm for academic freedom and the universal right to free speech and assembly as guaranteed under Article 19 of the Universal Declaration of Human Rights.</p>
Anonymous	Student	<p>Restricting students' free speech against the genocide against thousands of innocent Palestinians is a deeply disturbing proposition by a body meant to reflect the student voice. The IHRA's Definition of Antisemitism has a prominent history of being weaponized to silence criticism of Israel, and it's profoundly disappointing to see this institution do the same.</p>

Anonymous	Community Member	<p>Zionism, the idea that Jewish people have a right to all land that exists in a certain part of the Levant is highly damaging to not only to all non-Jewish people but as well as all Jewish people all over the world. By trying to legitimize this claim you are legitimizing all claims of old lost land, are we supposed to go back to the borders of the 16th century and entertain such nationalism? I think not.</p> <p>Even worse, if you were to legitimize such claims you are condemning the people that live in the Gaza Strip and the West Bank to being ethnically cleaned and removed from where they live, which will result in lives lost and extreme unnecessary agitation.</p> <p>Also, in suppressing the freedom of speech of people against Zionism is against human rights, especially the right of freedom of speech. To be against Zionism is not to be against Jewish people, in fact it's a standpoint that is rooted in creating a better world, as validating nationalistic claims to ethnically cleanse and settle land is highly anti-human.</p>
Q Garcia	Community Member	<p>Freedom of speech and expression is a foundational right in this country, and should be upheld by our collegiate institutions. Of course hate speech should not be tolerated, but trying to broaden the definition of "hate speech" for political purposes is an insult to all of us, and threatens our right to speak up against injustice. We are not claiming that Jewish community members should be attacked for their identity and beliefs, hate speech should continue to be banned. But broadening the definition of hate speech to include all good faith critiques of Israel as a settler-colonial nation, is not only false, but immoral and a threat to our freedoms.</p> <p>Many Jewish community members and leaders have differing views and opinions around Israel, and to reduce the Jewish community to one stance is anti-Jewish and hateful in itself.</p> <p>A commitment to honest and open dialogue about the issues of our time is desperately needed on our college campuses, and I urge you to rethink your assertions and definitions of hate speech and anti-semitism. Your current plans do not reflect American or Jewish values and instead threaten other groups of people being directly impacted by ongoing wars and displacement. This move seeks to divide us further, by silencing and forcing out voices that you don't agree with, further marginalizing already intentionally marginalized groups.</p> <p>It is your responsibility to advance truth and honesty in your rules and policies, not to punish students for views you disagree with.</p> <p>Thank you for your consideration.</p>
Grace Nina	Community Member	<p>Freedom of speech Freedom of assembly</p> <p>Respect our rights</p>
Anonymous	Faculty	<p>Please do not double down on policies that conflate criticism of Israel or Zionism with antisemitism. Almost every Jewish person I know feels less safe because of ISRAEL's actions over the last 15+ months, not because of Palestinians'. Equating antizionism and antisemitism makes Jews LESS safe, not more safe. The IHRA definition of antisemitism is counterproductive and compromises Jewish safety. Never again means never again for anyone.</p>

Jessica Schwalb	Student	None
Quinn Chapman	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Evelyn Rose Johnston	Staff	<p>As a member of the now protected identity of "Zionist", and a member of the GMU SSI board, I am happy to see that anti Israel hatred will not be tolerated. Students Supporting Israel at GMU fully supports this decision by the Board of Visitors, and will make SURE we are accepted into every space on campus. This prestigious university should no longer allow the violence that stems from the palestinian community to prosper on our campus. palestinians and pro palestinians are EXTREMELY violent, and full of terror and hatred. I personally am glad to see that they are no longer allowed to spread their filth and their lies about a FAKE genocide. They started a war, and now they cry because they can't finish it. Ban kuffiyehs next. Those rape rags are a filthy symbol for terrorism.</p>
Zahra Hilmi	Community Member	<p>This is an extremely dangerous motion that not only violates free speech, but censors hundreds of students, faculty, staff, and more. GMU claims to be an institution that values its students and diversity, while simultaneously suppressing those it promises to uplift. GMU only cares about its image, and if this motion passes, GMU will be forever remembered as an institution that sides with the oppressor, only using its power to uplift itself and that takes advantage of its students.</p>

Sara Sallaj	Community Member	Everyone in the United States has the right of free speech. Calling out complicity in genocide is in our rights and shame on George Mason University for trying to take that away from us. Shame on you George Mason, I would never want to represent a University as disgusting and dishonest as this one.
Susu e	Student	GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians DONT PROTECT people who call for VIOLENCE towards Palestinians
Ashley	Faculty	GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians DONT PROTECT people who call for VIOLENCE towards Palestinians
Chad	Staff	GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians DONT PROTECT people who call for VIOLENCE towards Palestinians
Alex	Community Member	GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians DONT PROTECT people who call for VIOLENCE towards Palestinians
President	Student	GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians DONT PROTECT people who call for VIOLENCE towards Palestinians
Fear God	Staff	GMU needs to ACKNOWLEDGE the Palestinian community at gmu and support the movement for the HUMAN RIGHTS of Palestinians DONT PROTECT people who call for VIOLENCE towards Palestinians
Sheima Amara	GMU Alumna	Removing students' abilities to critique government and political organizations is terrifying. This is a public institution that prides itself on diversity, encourages political dialogue and criticism, and understands the sanctity of protecting our constitutional rights. This would be a disastrous mistake for the university and university students of all backgrounds and ideologies.

Conner Moses	Student	<p>I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-zionism is dangerous, allowing fascism and white supremacy to strengthen their roots, especially if endorsed by a University that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Elisabeth Bodin	Student	<p>These ongoing resolutions are not what will protect Jewish students on campus. As a part-Jewish student on campus, I have witnessed a rise in anti-semitism with deep concern - and yet I think there are better ways to address the issue. Criminalizing certain discourse surrounding Israel and its policies to "protect" against this does not just go against free speech, it unfairly conflates all Jews with the decisions made by a state that they may or may not have ever stepped foot in, and may even lead to condemnation of Palestinian students practicing their own cultural identity or discussing concerns for their people if the rules are made too vague. Jewish and other students should be permitted the capacity to engage with Zionism critically; as a modern political ideology, it is just as applicable for discourse - positive or negative - as any other belief. It is of course inappropriate to harass Jewish students for their views on what is happening in Palestine - and it is also inappropriate to bar Jewish students from stating views that may descent from the popular on notions of Zionism.</p> <p>It is also odd to me that to protect Mason's student body, more is not being done to combat certain perceivable threats to the Jewish student population here at GMU. I specifically refer to an incident of a student dressing a nazi, something that makes me and others feel unsafe, but the university decided was "protected" under free speech. How come to dress and present one's self as those who would kill us is protected by free speech, but diverse discussion on a political belief from the 19th century is not? There are several other incidents I can think of where hate speech was left protected by the university - from anti-Trans protestors to some certain missionary folk with a history of harassing non-Christian students on campus.</p>

		George Mason tries to present itself as an institution where any can be whoever they want, and discuss what they must to make the world a better place; what does it mean for the university when political speech is controlled, but dangerous symbolism and hate speech are allowed to flourish?
Denise Albanese	Faculty	<p>I write to enter my objection to Visitor Rosen's resolution, due for consideration at the meeting on the 13th of February.</p> <p>It is demonstrable that anti-semitism is a real danger and that, horrifyingly, it is on the rise in the US: as I do with all forms of discrimination, I want to register my detestation of it. However, the proposed resolution risks obscuring this real danger by eliding it with a legitimate (if, to some, unpalatable) position concerning the rights of Palestinians. There is real work to do at Mason concerning myriad forms of anti-discrimination. This resolution, however, does nothing to advance that work. I urge you to vote no.</p>
Sojourner Davidson	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen's proposal for George Mason's Board of Visitors that would aim to criminalize all criticism of Zionism on campus. The proposal is an assault on free speech and a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to "honor freedom of thought and expression". This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely.</p> <p>I urge you to consider the negative effects this proposal would pose to freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>

Anonymous	Community Member	<p>I strongly disapprove of any attempt whatsoever to criminalize the criticism of Zionism. This is a reprehensible thing to do.</p> <p>I'd like to draw to your attention that numerous credible human rights and humanitarian organizations have cited, using primary sources, countless human rights violations committed by Israel, in the name of Zionism. Here are two particularly powerful, in-depth, primary-resource-filled reports that I read through, and that you should also read through:</p> <p>280-page report from Amnesty International: "Israel's apartheid against Palestinians: Cruel system of domination and crime against humanity" - https://www.amnesty.org/en/documents/mde15/5141/2022/en/</p> <p>296-page report from Amnesty International: "'You Feel Like You Are Subhuman': Israel's Genocide Against Palestinians in Gaza" - https://www.amnesty.org/en/documents/mde15/8668/2024/en/</p> <p>While there are articles floating around out there that try to argue against these points, keep in mind that QUALITY matters over QUANTITY. A high-quality, in-depth, primary-source-filled report is exponentially more valuable than a false claim repeated numerous times. And as a higher education institution, you should know and understand this very well.</p> <p>Criminalizing the criticism of Zionism will disproportionately hurt some of the most marginalized members of the GMU community who care deeply about human rights & social justice.</p>
Anonymous	Alumnus	<p>As an alumnus of George Mason University, one of the things I most appreciated about GMU in my time as a student was the space it gave to Students Against Israeli Apartheid, empowering it to speak out freely against the genocide of Palestinians and the racist, colonial ideology of Zionism. That this proposal to ban such speech is even being considered is utterly disgusting to me, and makes me ashamed to have attended this university.</p>
Grace Venes-Escaffi	Alumna	<p>After 16 months of publicly broadcasted genocide, it disappoints me as a George Mason alumna to think that my alma mater would contemplate passing such a harmful resolution based on protecting supremacist ideology. Anti-Zionist Jewish people from around the world have been saying for decades that association with Zionism is a desecration of their faith. This resolution posits that for many Jewish people support Zionism and Israel are integral part of their identities and that those identities will be protected under anti-discrimination policy - "many" is first arbitrary and second not representative of any majority. By the logic of "many" as stated in this resolution, if a sizable number of students identified as white supremacists this too should be protected ideology. I think we can all agree supremacy of any kind is not conducive to the progress we hope to see and facilitate in our educational environments.</p> <p>Anti-Zionism is Anti-Racism. Israel is a genocidal apartheid state, the global audience has seen it with their own eyes. To silence its criticism is to silence truth, and minimize the severity of the many human rights violations which make up Israel's history.</p>

M S	Community Member	<p>To whom it may concern,</p> <p>I am writing to express my concerns regarding Jeff Rosen’s proposal for George Mason’s Board of Visitors to adopt the IHRA's definition of anti-semitism that would aim to criminalize all criticism of Zionism on campus. This outrageous proposal is an assault on free speech and is a gross violation of our first amendment rights. Institutions of higher education should represent tolerance and growth, fostering environments where diverse perspectives, ideas and identities can thrive. Universities are indicators of social progress, making it crucial that they uphold principles of inclusivity, open discourse and freedom of expression.</p> <p>George Mason University prides itself on its diverse student population yet continues to harm and marginalize their very own students. This proposal seeks to silence and censor any criticism of Zionism within ALL University departments. Zionism is a colonialist and racist ideology rooted in the violent dispossession and displacement of Palestinians. Equating antisemitism to anti-Zionism is dangerous and allows fascism and white supremacy to strengthen their roots - especially if endorsed by a university that claims to “honor freedom of thought and expression”. This is not only a direct attack on Palestinian and Arab students; it endangers the fundamental rights of every individual to express their views freely. Marginalized groups rely on academic spaces to challenge dominant narratives and advocate for change, yet the University continues to repress activism and silence the very voices that it should uplift.</p> <p>I urge you to consider the grave consequences of this proposal which seeks to undermine freedom of expression, critical thinking and diverse discourse which are essential attributes of higher education. Suppressing these freedoms would not only diminish the educational experience but would also set a dangerous precedent for censorship, marginalization and the erosion of democratic values within academic institutions.</p>
Catherine Saunders	Faculty	<p>To the APDUC Committee:</p> <p>I am writing to express concern about the Antisemitism Resolution that you will be considering during your meeting today. While I appreciate that antisemitism, along with islamophobia and other forms of stereotype-based discrimination, is currently increasing in the United States, I worry that this resolution will have the unintended effect of suppressing academic inquiry and free speech, including the speech of Jewish faculty, students, and staff who are critical of the policies of the present Israeli government. There is also a very real possibility that curtailing opportunities for civil, in-depth, discussion of all the issues and ideas surrounding Israel, Palestine, and American policy toward the conflicts in that region will ultimately increase conflict and expressions of antisemitism by forestalling the possibility of difficult dialogue that could lead to greater understanding and decreased instances of stereotyping. While I’m sure the proposed resolution is well-intentioned, it ultimately strikes me as antithetical both to the university’s mission and to its intended purpose.</p>
Anonymous	Alumni	I am concerned that this policy would prohibit any criticism of the Israeli government’s actions against the Palestinian people. While antisemitism should be condemned, this should not be done in a way that excludes the plight of Palestinians.
.	Community Member	Don't support the IHRA definition

.	Student	Anti-Zionism is not Racism in the same way DEI is not anti-white
Ellie Fox	Student	<p>I'm president of Jewish Voice for Peace at George Mason University, and I urge against the adaptation of the APDUCC Antisemitism resolution.</p> <p>First, insisting that Zionism is an integral part of Jewish identity plays into the antisemitic trope that Jews have split loyalty between the United States and Israel. This is an unacceptable basis for University policy, and the Board of Visitors should be ashamed.</p> <p>Any antisemitism that happens to overlap with anti-Israel rhetoric (example: the usage of the term Zionist Occupied Government) could be taken care of with an antisemitism policy that doesn't equate antizionism with antisemitism by default. The examples of antisemitism to be given in the IHRA fact sheet, are far too broad and will be weaponized exclusively against the Palestine solidarity movement at George Mason University. I know this because the University has not taken action on actual examples of antisemitism from evangelical Christian protestors and Nazi cosplayers, being protected under free speech. I ask, what about our free speech? Will Jewish Voice for Peace be prosecuted for hurting the feelings of Zionists by calling out Apartheid conditions in Israel?</p> <p>This resolution must rejected, and we must shift away from the IHRA Definition of Antisemitism to policies that will serve jews and the rest of the student body.</p>
Sara van der Horst	Alumni	<p>As an alumna of George Mason University, I would like to register my opposition to the proposed anti-semitism resolution. To conflate Jewish identity with the state of Israel is a reductive and false assertion that is offensive to many Jews who do not feel an affiliation with Israel or the project of Zionism. While I am opposed to harassment based on identity, that is not the same as criticism of Israel as a state. To stifle criticism of a state and its actions seems to me to be contrary to the university's stated commitment to upholding the first amendment rights of its community members. I strongly urge the board to uphold its commitment to free speech by voting against this resolution.</p>

Wonmai
Punksungka

Student

Dear APDUC Committee Members,

I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.

Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.

Thank you, as always, for taking action. As we just learned from our victory blocking three additional partisan extremists from the BOV, we have a lot of power when we join together and fight!

Also - hot off the GMU-AAUP presses - we want to call to your attention a two-part article we just published in Academe, the AAUP's blog, entitled "The Transformation of George Mason University's Board." Part 1 provides some historical context and focuses on the Antisemitism resolution. Part 2 discusses the University of Chicago's "Shils Report" and how the BOV's fascination with this report could affect GMU professors, particularly with regard to the report's recommended (and, in our view, exceedingly narrow and rigid) criteria for tenure and promotion. Indeed, the Board's upcoming discussion of this report is an ominous sign that visitors may soon try to exert influence over GMU's tenure process. We urge you to read both of our Academe blog posts when you have time.

Sincerely,
The GMU-AAUP Executive Committee

Norma Rantisi	Professor, Concordia University	<p>Dear APDUC Committee Members,</p> <p>I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>Like all people of good will, I reject antisemitism and antisemitic ideologies, and I support including protections based on ethnic identity and shared heritage in GMU's anti-discrimination policy. But this resolution is not about protecting faculty and students from discrimination. It is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. As such, this resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th. Then, with this politicized attempt to criminalize legitimate speech and inquiry behind us, we can get to the real work of including ethnic identity and shared heritage into Mason's anti-discrimination policy.</p> <p>Sincerely,</p> <p>Norma Rantisi</p>
Madeline Portnoy	Staff	<p>As a Jewish staff member at this institution, I am writing to strongly object to Visitor Rosen's proposed resolution (titled "Antisemitism Resolution") under consideration at the February 13th APDUC Committee Meeting.</p> <p>This resolution is not about protecting Jewish students, staff, and faculty from discrimination - it is about chilling critical discussions of Israel and Israeli state policy and stigmatizing speech that supports the human rights of Palestinians. This policy will be used to discriminate against anyone critical of the state of Israel, even Jews like myself. This policy also uses arbitrary examples of antisemitism, rejecting the lived experiences of Jews in modern, historical, and societal contexts.</p> <p>This resolution must be rejected, and I call on all Board members on the APDUC Committee to vote "NO" when the resolution comes up for debate on February 13th.</p>

Anonymous	Student	<p>Greetings to the board,</p> <p>I am a student and TA at GMU. But first and foremost, I am a Jew who loves her culture, religion, and is not ashamed of her ethnicity. I am a proud Zionist. I fear that many of my peers do not know much about Jewish people or Zionism. I know some of these students very well and yet they never ask me anything about Zionism or even about Israel. These students claim to be fighting for peace but refuse to do the hard work that peace entails. Communication, compassion, reevaluation and understanding. But I am committed to the work because I truly wish to see a day where Israelis and Palestinians, Jews and Arabs see themselves as friends, as family who recognize just how much we both have in common. History shows us that Jews are indigenous to the land but that we aren't the only ones! By protecting the rights to include Zionists in this discussion of peace you protect peace itself. You give others the opportunities to learn, to ask questions. You give me the opportunity to learn, to coexist, to grow! Thank you for protecting your Jewish students and thank you for protecting peace. I encourage you to ask more questions. To learn more about the side you don't understand. I beg of my fellow TA's and faculty on campus to be a role model for your students. You know what it means to cross reference. You know the importance of concession, of an open mind. Show your students this. Do your research talk to real people, real Jews, real Zionists in person. Zionism is inherit to Jewish people. It is a part of us. Israel is a part of us. Zionism does not mean war nor does it mean evil. It is our indigenous right to live on the land that we come from. The land that our ancestors dreamed of in the diaspora. To discriminate against any other indigenous people would not be tolerated on a liberal college campus. Why do you make an exception for Jews? Why have you not talked to us? What are you afraid you'll learn?</p> <p>Peace is not one sided.</p> <p>Thank you</p>
Martha Molinaro	Student	<p>I am in the Arabic department. Many of the people here are Palestinians. Over the past year, some of them have pretty much had their bloodlines wiped out and all of them have lived their entire life under the oppressive chokehold of Zionism in all its real world applications. It is absurd to say that they cannot criticize or protest the very ideology that has been used to systemically oppress their entire people and kill their families and community members. It is also absurd to say that allies of all faiths and ethnicities and nationalities cannot criticize an ideology (Zionism), which is separate from an identity. With such large Palestinian, Arab and Muslim populations on your campus, it is your job to protect them instead of marginalizing them further in this environment where their rights and even some students' visa and immigration statuses are under attack. The defense of this policy seems to be that it is fighting anti-semitism, which not only equates Judaism with Zionism, but erases the very people most impacted by Zionism, Palestinians. Their voices should be THE center of conversations about Zionism, as its victims. Prohibiting them from voicing their own struggles only succeeds in cutting productive conversation entirely. Additionally, the school already has policies against discrimination based on identity or religion, including anti-semitism. Instead of enforcing those policies, you are changing the definition of anti-semitism in order to target another vulnerable community whose genocide Mason has helped fund for 15 months, essentially scapegoating them and their allies for the scourge of anti-Jewishness in this country while simultaneously promoting negative stereotypes of the Arabs as hostile Jew-haters. That is so deeply wrong I don't even know where to begin with it. Even if you don't name Palestinians in this policy to obscure its intentions, we know what you are doing because it is obvious who will be realistically most affected by this, and who is being targeted by policies like these being adapted at schools across the</p>

		<p>nation. We in the Mason community must keep the Heritage Foundation, Project Esther, and other anti-democratic, anti-immigrant, and anti-DEI policies off of our campus.</p>
Serena Abdallah	Student	<p>I am writing to you regarding the proposed resolution to change the definition of antisemitism, which will include critiques of Zionism. This is a very concerning matter, as the ability to critique and analyze governments, ideologies, and ways of thinking is part of an academic environment, and this resolution will impact academic integrity and freedoms at our university.</p> <p>Last year, President Washington sent us an email that claimed hate speech is also free speech, and that people have differing opinions and beliefs, and I sent an email back that hate speech can incite real acts of violence against people and should be addressed as such. Hatred towards Jewish people and targeting someone simply because they are Jewish is wrong. Zionism is separate from this, especially as it is used as a means to punish and control people, not just Palestinians, but people all over the world who do not agree with a Zionist ideology.</p> <p>Freedom of speech is not speech without consequences - just as prejudice towards Jewish people is wrong, so is the admonishing of a person's character by labeling them as an antisemite because they speak out against or debate the treatment of people by the Israeli government and their military. Just because some people conflate Judaism with Zionism, does not mean they always coexist in the same spaces or conversations. Unless you want to tell me that just because some people conflate Islam with terrorism, it means the two must always be banded together? That is something that I'm sure many members of the student body would not be pleased to hear.</p> <p>While I would have loved to take this opportunity to argue my own politics, I assure you, that is not my intention. Because if it starts with conflating critiquing Zionism with antisemitism, then where does it end? This will spread into other areas of knowledge and discussion, and people who may support this resolution could realize it has seeped into something that now silences and demonizes them as well. Again, I reiterate that it is true that freedom of speech is not speech without consequences - but are you leaving us with freedom?</p>

Evan Belcher	Mason Alumnus	<p>As a proud Mason alum who is passionate about the stated values of the university, particularly its protection of free speech and diversity, I vehemently oppose this proposed resolution.</p> <p>By adopting the overbroad IHRA definition of anti-semitism, this University would knowingly have a chilling effect on productive and vital conversations regarding Israel and Palestine. In its breadth, the definition obscures and trivializes the very real problem of anti-semitism, conflating it with mere criticism of the state of Israel. Criticism of the government of Israel is no more inherently anti-Semitic than criticism of the US government is anti-Christian or criticism of Saudi Arabia's government is islamaphobic. We can — and must — allow discourse critical of any government to stand at face value, without assuming or inventing ulterior motive. Adopting this resolution would align this University with a dangerous double-standard.</p> <p>In addition, it would materially oppress Palestinian-Americans in the student body, faculty, and wider community, whose lived experience over the past year and a half — not to mention the 75 years prior — have been filled with deep personal loss and cultural trauma. They should share the rights enjoyed by all others, to speak about their trauma (and indeed, name its cause) without fear of official reproach or retaliation. In the same vein, other pro-Palestinian advocates (many of them Jewish) should be able to express their views without fear.</p> <p>Finally, as the arc of history bends towards justice with the recent ceasefire deal and issuance of ICC arrest warrants for both Hamas and Israeli leaders for their respective atrocities, it is important that Mason leadership take a strong stance towards free and open debate rather than one-sided sanctions. Mason should position itself as an impartial champion of civil liberties, freedom, and diversity in this time.</p> <p>As a proud and active member of the Mason community, I ask that you thoroughly consider the above and reject this resolution.</p>
Christopher Lowder	Faculty	<p>In regards to the Antisemitism Resolution, board members often said "not intended" with the reading of the text. However, it has been interpreted by a large number of faculty, staff, and students that it might indeed impact speech. This would be a chilling effect on speech. First Amendment and 14th amendment protections not only protect the intention, but the real world impact. If enough folks read this resolution as prevention speech, even if not intentional, this chilling effect is unconstitutional. With the current writing of the text, this chilling effect would be unconstitutional and could open the university up to legal action in regards to suspension and termination of faculty.</p>
Hannah Wing-Bonica	Alumni	<p>As a GMU Alumnus, I am concerned about antisemitism and do not want students to experience discrimination for being Jewish. However, I believe that this resolution should not be approved as it prevents students from protesting against the state of Israel. A recent investigation by Amnesty International concluded that Israel is committing genocide against Palestinians in Gaza. Students should not have their right to protest against Israel's war crimes taken away.</p>

Hannah Landsberger	Alumni	I want to address Visitor Rosen's assertion that the antisemitism resolution will not restrict free speech on campus. The equation of criticism of the government of Israel with antisemitism will absolutely be used to restrict the free speech of students who are advocating for Palestinian rights. He claims that Anti Zionism sentiment will be allowed as long as it is not being used to target Jewish students. Who will make this distinction? Who will decide if a protest against the government of Israel is actually antisemitism? The definition is so vague as to allow any acts of free speech critical of Israel to be labeled as antisemitic. This will be used to shut down peaceful protest, academic debate, curriculum that features Palestinian history, and funding for student organizations that support Palestinian students. It is very clear to me that this resolution is actually an anti-Palestinian resolution in disguise as an antisemitism resolution. In addition, the proposed "wordsmithing" he is asking for will take up valuable time and energy from the board and from the DEI offices that are under so much stress because of the current executive orders. I do not see a productive definition of antisemitism arriving from such "wordsmithing"; in fact I worry that this will be used simply to create loopholes that will allow anti-zionism and support of Palestinian rights to be more restricted on campus. I would urge the board to not pass this resolution in any form.
Anonymous	Alumnus	Criticizing a government (no matter the religion of the country itself) does not ever equate to hate speech towards a religion or ethnicity. Those are separate things. We should be able to criticize the actions of a government. Criticizing the government of Pakistan has never meant "hating Muslims" or Islamophobia. It's the same idea here. Students on campus should be able to speak up for the rights of Palestinians and not be punished for it. Do not encroach on their first amendment right.

ITEM III. B.:

FY 2026 University Budget (ACTION)

PURPOSE OF ITEM:

The FY 2026 University Budget reflects revenue and expense plans that include proposed tuition and fee rates.

APPROPRIATE COMMITTEE: FINANCE AND LAND USE

BRIEF NARRATIVE:

An FY 2026 University Budget budget is being recommended that includes a 2.5% increase in tuition rates and mandatory student fees. The tuition revenue is needed to meet critical university needs including the State's compensation increases, inflationary costs, and strategic reinvestments including Grand Challenges, infrastructure and market compensation.

Since the General Assembly has not finalized the Commonwealth's FY 2026 budget, George Mason's E&G Operating Budget includes both the current proposed budget amendments and the biennium budget adopted in May 2024.

The E&G Operating Budget would be balanced with the additional appropriations included in the current proposed budget amendments. Without the recommended tuition increase, there would be a \$5M - \$17M shortfall, depending on the final Commonwealth budget. Any anticipated shortfalls will be actively managed to reflect a balanced budget.

George Mason's proposed FY 2026 All-Funds Operating Budget continues to reflect a more positive margin trajectory, primarily driven by Auxiliary Enterprises. A positive margin will continue to support AE critical capital projects and infrastructure.

The FY 2026 Capital Budget is \$133M covering debt service and spending on previously approved capital projects, annual capital, and ongoing maintenance.

The FY 2026 In-State annual rates reflect a flat 2.5% increase. The Out-of-State annual rate increases for Undergraduate, Graduate and Law are \$528, \$720, and \$1,022, respectively.

The total price for an FY 2026 undergraduate student living on-campus (including tuition, fees, room, and board) is

proposed at \$29,020 for in-state and \$53,752 for out-of-state.

Detailed tuition rates are provided in the presentation materials.

STAFF RECOMMENDATION: Staff recommends Board of Visitors approval of the FY 2026 University All-Funds and E&G Operating Budgets, including Commonwealth scenarios, with a 2.5% increase in Tuition Rates and Mandatory Student Fees.

ITEM NUMBER IV.A.:**SIX-YEAR CAPITAL PLAN (ACTION)****PURPOSE OF ITEM:**

This item provides information on the upcoming annual submission of the University's Six-Year Capital Plan for Board approval.

APPROPRIATE COMMITTEE:

FINANCE AND LAND USE

BRIEF NARRATIVE:

This is the annual evaluation of the University's Six-Year Capital Plan. Authorization is only for FY26 projects to begin execution or include as part of the Commonwealth request. There are two actions that take place:

- Project Initiation in FY26: Projects only utilizing Mason funding (non-general fund).
- Project Submission to Commonwealth: Projects submitted to the Commonwealth for general fund (GF) support or debt sold by the Commonwealth. Requires subsequent Commonwealth approval.

Projects planning for an FY26 start include the first components of the newly launched Mason2050 plan, the first element of the Student Space Efficiency Analysis, and deferred maintenance items.

Mason 2050 is aimed at a redesigned main campus, expanded residential on Mason Square Campus, and a community integrated SciTech Campus. Particular emphasis is placed upon the development of the premier living/learning communities in the region. The 4 projects requested to be the catalyst for this plan are:

- a pedestrian bridge over Route 123 to better link east and west campuses while improving pedestrian safety;
- a phased renovation to the lower bowl of EagleBank Arena to separate basketball and EBA operations and enhance fan experience by moving current storage space, creating new entertainer locker rooms, and consolidating Monumental operations;
- the creation of Faculty Staff Housing adjacent the Sci Tech campus; and
- the construction of 650 additional beds on the Fairfax Campus as part of the first Living Learning Village.

The Student Space Efficiency Analysis is an ongoing effort to better utilize spaces within our student centers. It is envisioned that the first project upon completion will be a renovation to a large space within the Johnson Center that we quickly adapted

into a covid testing area now no longer needed to function as such.

Finally, Mason has a commitment to maintain our assets. There are elements of deferred maintenance that are now applicable for the use of general fund and exceed the major capital project threshold. There are 3 such requests in this capital plan. The first of which is a replacement of Potomac Height's roof. It is a combination of membrane and singles that has met the end of its useful life and shows signs of deterioration. Without replacement, leaks will for causing additional interior repairs. The second request a combination a series of projects to be completed in Mason Pond Parking Deck. This includes the repair of expansion joints, sealant, precast clips, spalling concrete, ponding and traffic membranes. The third such request is a phased renovation to Masonvale. Masonvale is in need of cosmetic renovations. This is planned to be phased over 3 years as units are vacated.

Projects planned for Commonwealth submission have been previously approved by the BOV and are presented as an advisory for Mason's proposed FY26 Commonwealth funding request. Mason annually submits a six-year capital plan to the Virginia Department of Planning and Budget (DPB). The deadline for submission typically occurs between July and September. Building projects and critical deferred maintenance requests submitted in FY22, FY23, and FY24 will be resubmitted for FY25 Capital Budget Requests (CBRs), and will remain on Mason's prospective project list pending confirmation of funding approval. Projects proposed for FY25 Commonwealth funding approval include the following:

- Interdisciplinary Science & Engineering Building 1
- Costello College of Business Building
- Critical Deferred E&G Maintenance

Interdisciplinary Science & Engineering Building (ISEB)

This project was first included as part of the University's Commonwealth Capital Plan in FY22. Pre-planning was authorized in FY25 by the Commonwealth and that effort is nearing completion. It is now a \$216.2M request that includes an approximately 150K GSF interdisciplinary science and engineering building on the Fairfax campus. Prior to the ISEB submission, Mason's capital improvement plan has had projects for full renovations of Planetary Hall (formally Science and Tech Building I) and David King Hall for nearly 2 decades without approval. This building would provide replacement space for the future demolition or repurpose of

David King and Planetary Halls, and be the second phase of development needed to address a critical specialized instructional laboratory deficiency identified as part of Mason's recent 20-year Master Planning study. A renovation of the spaces within Planetary Hall and David King Hall would not be achievable without taking the spaces offline for a period of 1-2 years and we cannot simply replicate the labs elsewhere on campus. Given the growth of the STEM majors at Mason, we would not be able to serve the needs of our students without these spaces remaining active.

The building program includes predominantly specialized instructional wet and dry laboratory spaces, along with classrooms, collaboration and academic support spaces. The primary occupants of this new interdisciplinary building would be the College of Engineering and Computing, the College of Science, the College of Education & Human Development and the College of Visual and Performing Arts. The building would be 5-7 stories in height, and would respond to architectural elements of existing academic buildings within the campus core. If constructed as originally envisioned, it would frame a new central quad as a primary gathering space in the heart of the Fairfax campus, opposite the Johnson Student Center. Site selection allows for construction of the new building prior to a potential demolition of 2 adjacent buildings (David King and Planetary Science Halls) with critical facility indices. Demolition of these 2 adjacent buildings is not included in the scope of this request and if determined to be the best option for the buildings would be phased in to reveal the new central quad. Circulation elements would be integrated with the new building program, based on concepts identified in Mason's 20-year Master Plan as part of the vision for the central quad.

An alternate site selection is being explored to allow for the ISEB to be the anchor of the first Living Learning Village. If this direction is selected, there will be a tie to this project and the Living Learning Village I project.

Costello College of Business Building

The Costello College of Business boasts Mason's fourth largest enrollment and second largest projected growth of the ten academic units. The Costello College additionally supports the second largest undergraduate online program, the largest unit represented in Mason Korea, INTO and Advance programs. However, The Costello College notably lacks a dedicated building to support their operations, enrollment and growth, as other smaller units have. The Costello College maintains a significant presence on Fairfax for undergraduate programs

and Arlington's Mason Square for graduate programs. The Costello College at Fairfax presently relies on 44K assignable square feet (ASF) in four shared buildings on-campus and 12K ASF in off-campus lease space, all of which have reached capacity.

The proposed new \$165M building will be approximately 150K gross square feet (GSF), currently proposed to be centrally located to facilitate interdisciplinary collaboration between The Costello College and other Mason Units, and a defining element of the northern quad envisioned in Mason's Master Plan. However, multiple sites are being evaluated to allow for the building to be an anchor for a Living Learning Village. The proximity to land for housing is necessary. This new building would provide dedicated space to support approximately 6,500 full-time equivalent (FTE) students including approximately 2,000 FTE business majors, approximately 2,000 non-business students and 4% annual planned growth.

The building program would include dedicated teaching, collaboration and student engagement space for The Costello College, plus replacement space as a result of demolition of Lecture Hall to accommodate the new building site. Replacement space would include one approximately 3,000 ASF and two approximately 1,000 ASF university shared classrooms, along with support space for those classrooms. In 2018, The Costello College developed an initial space program for the building, which includes the following elements:

- Teaching spaces
 - Technology-rich classrooms
 - Trading rooms
 - Lecture halls
- Student service spaces
 - Career services
 - Student success
 - Maker space
 - Student organizations
- Engagement spaces
 - Executive development suite
 - Incubator/start-up space
 - Behavioral research lab
 - Video studio

Building elements identified during the 2018 study will inform the conceptual planning study including a Detailed Project Program and cost estimates to support project implementation currently in the procurement stage.

Critical Deferred Maintenance

This project was first included as part of the University's Commonwealth Capital Plan in FY23. The University's buildings are nearing a 30-year average age and major building systems are reaching the end of their useful life. Mason Facilities has implemented a Facility Condition Assessment Program (FCAP) to physically inspect each campus building on a three-year cycle. Based upon the FCAP's review and assuming annual maintenance reserve allocations from the Commonwealth remain consistent, Mason will have a deficit in funding for critical deferred maintenance of E&G buildings of \$56 million in the next biennium. This will be adjusted before submission to account for any supplemental funding included in the current Commonwealth budget process. The University is again requesting a capital project to aggregate the critical deferred maintenance. Funding would be used for replacement and repair projects for all E&G buildings for the following building elements:

- Aging roofs, windows, exterior doors, and repairs to exterior wall systems
- Interior doors, flooring, and ceilings; repairs to existing fire walls; and refresh of interior painting.
- Main electrical equipment, fire alarm systems, fire pumps, and generators; and repairs to existing plumbing and fire suppression systems.
- Heating, cooling, and ventilation equipment, controls, and distribution systems at the end or beyond their useful life.
- Elevators and lifts at or beyond their useful life.
- Sidewalks and ADA repairs

The University will also take the opportunity to look for energy efficiency with the replacement of systems. These efficiencies will be assessed in the electrical equipment, HVAC equipment, and building envelope. Without the investment into these buildings, the buildings will continue to depreciate to the point where replacement will be necessary.

STAFF RECOMMENDATION:

Board approval of the proposed Six-Year Capital Plan.

ITEM NUMBER IV.B.:

LAND USE CERTIFICATION (ACTION)

PURPOSE OF ITEM:

This item requests BOV certification that the university has a need for the land it owns.

APPROPRIATE COMMITTEE:

FINANCE AND LAND USE

Virginia Code §2.2-1153 requires agencies and institutions to submit a Land Use Plan annually to the Department of General Services (DGS) showing present and planned uses of each property owned. This is primarily for the purpose of identifying whether the Commonwealth should declare any such property surplus. The code requires certification by the Board of Visitors.

In order to comply, the Department of General Services (DGS) requested institutions and agencies update the DGS database provided on the attached spreadsheet. The attached spreadsheet provides the land use information requested by DGS. Note this report does not include land owned by the George Mason University Foundation which may in the future be transferred to the university.

The report accurately reflects current land use for the university-owned properties.

The significant changes since last year's report are a waterline connection easement between George Mason University (Grantor) and Fairfax Water on the Fairfax Campus related to the Student Engagement and Well-Being Building and two waterline connection easement between George Mason University (Grantor) and the Prince William County Service Authority on the Sci Tech Campus related to the total campus distribution system and the infrastructure installed to support LSEB respectively providing easements and rights of way to install, lay, construct, operate, maintain, repair, add to alter or replace the water distribution system.

A future easement is proposed between George Mason University (Grantor) and Dominion Virginia

Power to extend DVP's distribution system on the Sci Tech Campus providing easements and rights of way to install, lay, construct, operate, maintain, repair, add to alter or replace the overhead power lines. If approved, this will be included in the FY25 Land Use Certification.

STAFF RECOMMENDATION:

Approve submission of the attached spreadsheet to DGS.

ITEM NUMBER IV C.: EASEMENT BETWEEN GEORGE MASON UNIVERSITY AND DOMINION VIRGINIA POWER AT THE SCITECH CAMPUS (ACTION)

PURPOSE OF ITEM: Review of requested Dominion Virginia Power easement to extend the overhead power line distribution along the border of the SciTech Campus to serve the new substation immediately to the North of the Campus.

APPROPRIATE COMMITTEE: FINANCE AND LAND USE

BRIEF NARRATIVE: Dominion Virginia Power (DVP) by way of the Peterson Companies has requested an easement to install Overhead powerline distribution along the border of the Campus. This easement will allow for the connection of the proposed DVP substation to the existing infrastructure. Facilities and Real Estate departments have reviewed the easement and have determined that it is not intrusive.

Per Commonwealth of Virginia requirements an appraisal of the easement was completed by Robert Paul Jones Company to determine value as the easement does not provide any direct benefit to the university. The appraised value was determined to be \$104,730 and the Commonwealth will be compensated for that amount plus the cost of appraisal services for a total of \$110,230.

STAFF RECOMMENDATION: The staff recommends BOV approval of this easement request.

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 February 2025 report include:

- Fuse at Mason Square (IDIA HQ) – Design is completed and full building construction reached Substantial Completion on Feb 7, 2025. Final Completion is projected for April 7, 2025. 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 fit out of the Mason Spaces, which includes about 2/3’s of the full building, is currently in process. The AV and Furniture installation will be substantially complete by May 1 of 2025. Mason will install fixtures and equipment including signs, door hardware and access control, appliances and other items in the Spring of 2025 with full occupancy planned for summer of 2025. Move coordination planning is currently in process with moves into the building expected during June and July 2025.
- Life Sciences Engineering Building (Bull Run Hall IIIB) – Design is completed and the construction is complete except for punch list items including the completion of HVAC Commissioning. The construction period was 24 months and the project was completed on schedule. We received the temporary occupancy permit for the building on Friday January 10th, 2025. Classes and Laboratory instruction started in the building on January 21st. As such, the schedule was turned back to green. There are a few more labs and fabrication spaces that will move in later in the year after completing research and projects in their existing spaces. Training on the building systems is ongoing. Finalization of Building Commissioning and LEED certifications is ingoing. We are working to negotiate change orders; however, we have been successful in reducing the cost and finding additional savings. As such, budget status was changed back to green.
- 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 awaiting verifying test results on fiber and warmer weather to complete landscaping.
- Johnson Center HVAC Repairs – Installation for AHUs #1, #2 and #3 are complete. Commissioning for AHUs #1 & #2 is complete, and Commissioning for AHU #3 is underway. Assembly of AHU #4 is underway, and the unit will be completely installed in early April. Project is on track 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. The pumps, filters, and heat exchanger associated with the chilled water expansion have been set and associated piping installed. Awaiting other long lead-time equipment for chiller and high temperature water generator (boiler) which has been ordered. Anticipated project completion is January 2026.
- Housing Renovations Phase 1 – Internal authorization to proceed was granted. Request for Proposals (RFP) for A/E Services is open. Responses are due the 17th of April.
- Aquatic & Fitness Center Capital Renewal – All construction work for the project is complete, and the Competition Pool is back in use. Work on the rooftop PRUs to make them ready for final Commissioning continues and is targeted to complete by the end of March. All other punch list corrections are complete as well as Graphics & stenciling work in the Competition Pool area. Because of recent weather the IR scan to complete the roof inspection is rescheduled for the first week in April pending approval from FAA for drone flyover. Project Closeout is underway.
- Telecom Infrastructure Phase 2 – Design is underway. The Preliminary design has been reviewed by OUBO and Land Development; the architectural/engineering firm is addressing review comments for the next design submission. The estimate was completed in October 2024 and confirms our construction budget. The next submission of drawings is anticipated in May.
- 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 August of 2025 (due to scope refinement). Surveys have started on site.
- Student Activities & Engagement Building (Activities Building) – A Design/Build contract was awarded to Hoar Construction. Design is complete and construction is underway. The center tilt wall construction is complete and the fabric sections are 95% complete. Interior electrical, mechanical, plumbing, and framing are underway in all three areas of the building. The project is on target for substantial completion in spring 2025.
- Basketball and Academic Performance Center (RAC Addition) – The architectural/engineering firm, Perkins & Will (P&W), has continue to work on the Preliminary Design. Whiting-Turner is fully engaged, ensuring a collaborative approach to both design and estimating. Estimating efforts remain ongoing to validate and confirm our construction budget, align with project goals and financial expectations. Initial estimates exceeded the construction budget and the design team is working to document pathways to bring the project back within budget. As such, the budget is note as yellow
- 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 upcoming summer will be the 5th 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 nearing the 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. Task orders for the A/E services have been issued and design work is beginning for 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 and interviews of the short-listed firms were held at the end of January. A selection was made and we are working towards the design contract.
- 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.

STAFF RECOMMENDATION:

For Board Information Only

FY25 CAPITAL PROJECT STOPLIGHT CHART

	Total Project Authorization (A)	Expenditures				Future Project Spend (=A-B-C)	Budget Status	Schedule Status	Scope Status	Construction % Complete	Occupancy/ Completion Date
		As of FY24 (B)	Fiscal Year 2025								
			Budget	YTD	Full-year Forecast (C)						
Planning Phase											
Interdisciplinary Sci. & Engr. Building	0.5	0.0	0.5	0.2	0.5	0.0				0.0%	TBD
Housing Renovations Phase 1	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Design Phase											
Address Priority Facility Improvements	8.0	0.0	1.7	0.0	1.7	6.3	<div></div>	<div></div>	<div></div>	0.0%	TBD
Basketball and Academic Performance Center	30.0	0.3	1.8	0.6	1.1	28.6	<div></div>	<div></div>	<div></div>	0.0%	12/2/2026
EagleBank Arena AHU Replacements	11.7	0.0	0.5	0.0	0.2	11.5	<div></div>	<div></div>	<div></div>	0.0%	TBD
Telecom Infrastructure, Ph 2	23.3	0.5	2.7	0.7	1.1	21.6	<div></div>	<div></div>	<div></div>	0.0%	4/16/2026
Telecom Infrastructure, Ph 3	24.0	0.0	1.6	0.1	0.7	23.3	<div></div>	<div></div>	<div></div>	0.0%	TBD
Construction Phase											
Student Activities & Engagement Building	11.0	1.7	9.3	6.2	8.3	1.0	<div></div>	<div></div>	<div></div>	80.3%	5/4/2025
Aquatic & Fitness Center Capital Renewal	13.5	8.1	5.4	3.6	4.7	0.7	<div></div>	<div></div>	<div></div>	99.0%	9/1/2024
Expand Central Plant Capacity	8.2	1.2	6.0	2.6	4.5	2.5	<div></div>	<div></div>	<div></div>	48.3%	1/26/2026
Johnson Center HVAC Repairs	8.0	2.7	4.5	3.6	4.5	0.8	<div></div>	<div></div>	<div></div>	90.3%	5/15/2025
FUSE at Mason Square	253.8	173.3	69.2	42.8	56.5	24.0	<div></div>	<div></div>	<div></div>	99.0%	7/1/2025
Tech Talent Bachelors Capital	23.0	16.3	1.7	1.0	1.7	5.0	<div></div>	<div></div>	<div></div>	N/A	N/A
Close-Out											
Life Science Engineering Building	107.0	70.3	34.3	27.4	34.3	2.4	<div></div>	<div></div>	<div></div>	95.7%	1/10/2025
Telecom Infrastructure, Ph 1	10.5	5.2	4.2	4.0	4.2	1.1	<div></div>	<div></div>	<div></div>	97.9%	2/17/2025
Umbrella (On-going)											
Maintenance Reserve	3.4	N/A	3.4	1.6	3.4	N/A				N/A	N/A
Annual Capital	6.7	N/A	6.7	14.2	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
Real Estate Acquisitions Phase 1 (Arlington)	40.0	24.1	0.0	0.0	0.0	15.9				100.0%	Complete
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	303.6	153.4	108.8	142.3 ⁽¹⁾	625.3					

(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 | April 10, 2025

Agenda

Financial Matters

- A. FY 2025 Financial Report Through February
- B. FY 2026 University Budget (ACTION)

Capital Matters

- A. Six-Year Capital Plan (ACTION)
- B. Land Use Certification (ACTION)
- C. SciTech Dominion Transmission Easement (ACTION)

Appendix I: Capital Project Review (Stoplight)

Appendix II: Detailed Tuition & Fee Rates

Appendix III: Supplemental Financial Information

Appendix IV: Six-Year Capital Plan Outyear Projects



FY 2025 Financial Report Through February

Financial Matters

FY 2025 Financial Report Through February - E&G Operating

FY25 E&G Operating Budget and YTD actuals are aligned as of February.

- Revenues are trending ahead of budget due to additional State Support and Net Tuition & Fees.
- Ongoing State support provides funding to stabilize E&G operations and invest in strategic initiatives.
- Expenses are trending slightly higher than budget primarily due to the timing of activity. Expenses are expected to normalize by year-end.
- Favorable year-end results are contingent on continued mitigation strategies.

Cash basis, in \$M's	FY 2024 Actual	FY 2025 Budget ⁽¹⁾	FY 2025 YTD Actual (Feb) ⁽²⁾	FY 2025 YTD Actual as a % of Budget ⁽³⁾
Revenues				
Net Tuition and Fees	515	529	508	
State Appropriations	245	274	187	
Auxiliary Enterprises	1	-	-	
Other Operating Revenue	16	20	15	
Total Revenues	777	823	710	86%
Expenses				
Compensation	626	659	444	
Contractual Services	83	84	56	
Direct Expenses/Other	81	80	72	
Total Expenses	790	823	572	69%
E&G Surplus/(Shortfall)	(13)	-	138	
Strategic Use of Reserves	-	-	-	
Balancing Mitigation Strategies	13	-	-	
Strategic Reinvestment	-	-	-	
Adjusted E&G Surplus/(Shortfall)	-	-	-	

⁽¹⁾ FY25 Recalibrated Budget presented at the February BOV FLUC meeting.

⁽²⁾ YTD Surplus is not indicative of projected year-end results. This amount will continuously change as additional expenses are incurred and aligned with revenues through FY25 year-end.

⁽³⁾ Straight-line benchmark as of February: Revenue achieved ~67% and Expenses utilized ~67%. This methodology does not incorporate specific trends or seasonality.

FY 2025 Financial Report Through February - Operating

FY25 Operating Budget and YTD actuals are aligned as of February.

- Revenues are trending ahead of budget and anticipated to continue.
- Primary revenue drivers are State support, Research volume, Interest income and Net tuition & fees.
- Expenses are trending slightly higher than budget but expected to normalize by year-end.
- Anticipated year-end surplus primarily attributed to Auxiliary Enterprises.
- Strategic reinvestments will address AE critical capital projects and infrastructure.

Cash basis, in \$M's	FY 2024 Actual	FY 2025 Budget ⁽¹⁾	FY 2025 YTD Actual (Feb) ⁽²⁾	FY 2025 YTD Actual as a % of Budget ⁽³⁾
Revenues				
Net Tuition and Fees	518	531	511	
State Appropriations	328	359	273	
Grants & Contracts	294	286	226	
Auxiliary Enterprises	288	290	272	
Other Operating Revenue	38	39	35	
Total Revenues	1,466	1,505	1,317	87%
Expenses				
Compensation	819	865	588	
Contractual Services	235	242	171	
Direct Expenses/Other	380	381	317	
Total Expenses	1,433	1,488	1,076	72%
Surplus/(Shortfall)	33	17	241	
Strategic Use of Reserves	-	-	-	
Balancing Mitigation Strategies	-	-	-	
Strategic Reinvestment	(33)	(17)	-	
Adjusted Surplus/(Shortfall)	-	-	-	

⁽¹⁾ FY25 Recalibrated Budget presented at the February BOV FLUC meeting.

⁽²⁾ YTD Surplus is not indicative of projected year-end results. This amount will continuously change as additional expenses are incurred and aligned with revenues through FY25 year-end.

⁽³⁾ Straight-line benchmark as of February: Revenue achieved ~67% and Expenses utilized ~67%. This methodology does not incorporate specific trends or seasonality.

Note: Operating includes the following funds: Education and General (E&G), Auxiliary Enterprises, Sponsored Research, Indirects, Financial Aid, Other Restricted and Other Unrestricted. **Capital Funds are EXCLUDED.**

Budget Mitigation Update

Mitigation Savings Achieved

George Mason is reflecting an Operating “All-Funds” budget surplus and a balanced E&G budget. This was accomplished through a two-year mitigation plan that included cost reductions/savings and revenue enhancements.

Mitigation Savings Ongoing

As of February, expenses are continuing to trend on-budget, which is indicative of the successful cost savings and revenue enhancement mitigation strategies, including disciplined workforce planning, improved operational processes and efficiency, and strategic realignments across key areas.

The Senior Leadership Team conducts a monthly financial review of operations, demonstrating strong financial management oversight and stewardship of university financial operations.

Budget Mitigation Update

Achieved Budget Mitigations

Revenue Enhancements

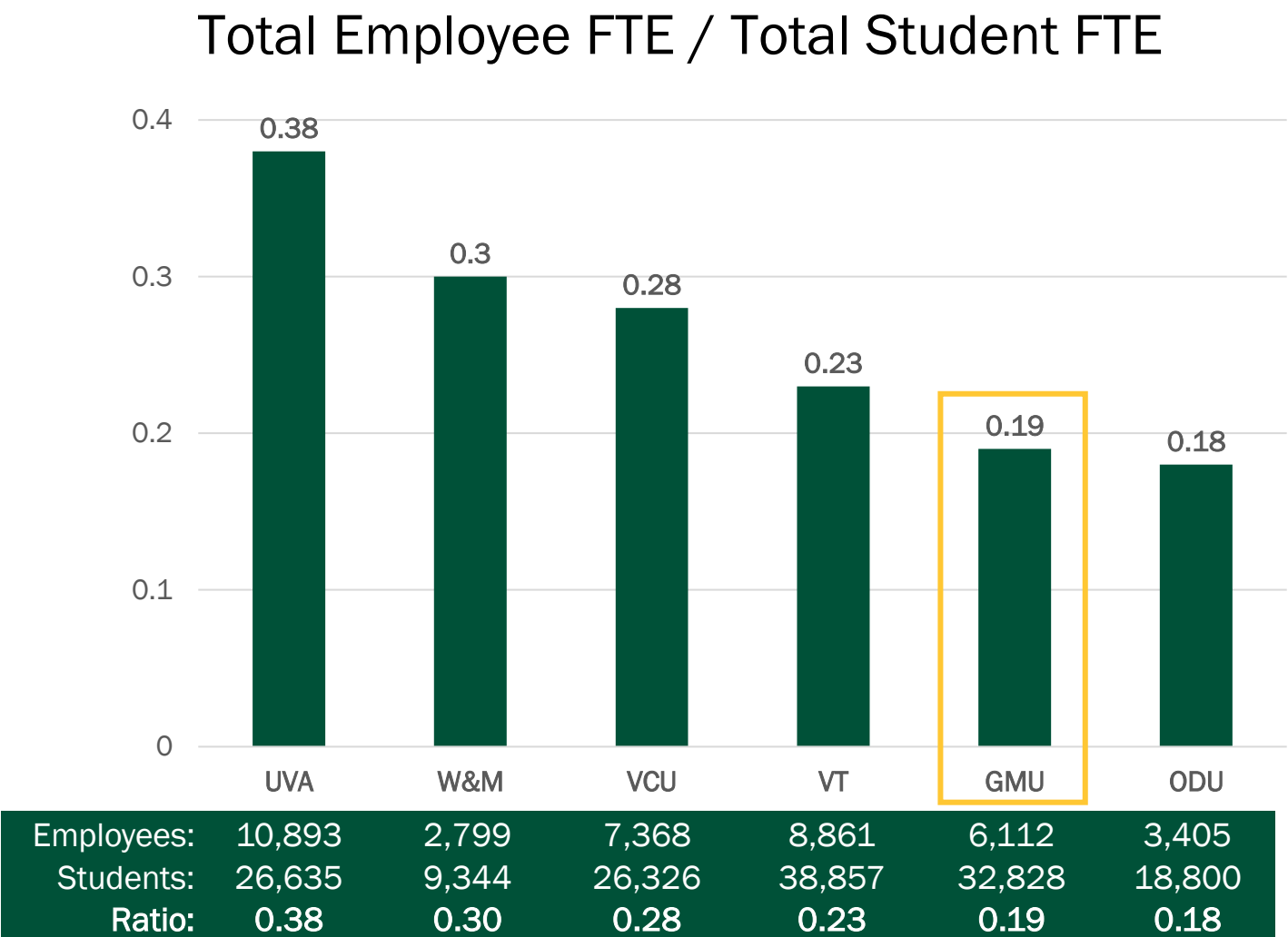
- Patriot Investment Fund - \$2.2M in FY24, \$3.9M projected in FY25
- Masonvale ground lease termination - \$3M annual
- Vernon Smith Hall acquisition - \$12M in FY24 (one-time), \$2.3M annual

Cost Savings/Cost Avoidance

- 64 positions not filled through Critical Vacancy Review - \$9.2M
- Vernon Smith Hall rent expense elimination - \$4M annual
- Faculty Incentive Retirement Plan - \$3M (5-year period)
- Freedom Aquatic & Fitness Center renegotiation - \$2.1M (5-year period)
- Parking contract savings - \$1.1M annual
- Janitorial service adjustments - \$775K annual
- Library material reduction (duplicate & underutilized) - \$750K annual
- Energy efficiency improvements - \$475K annual

George Mason Is Efficient

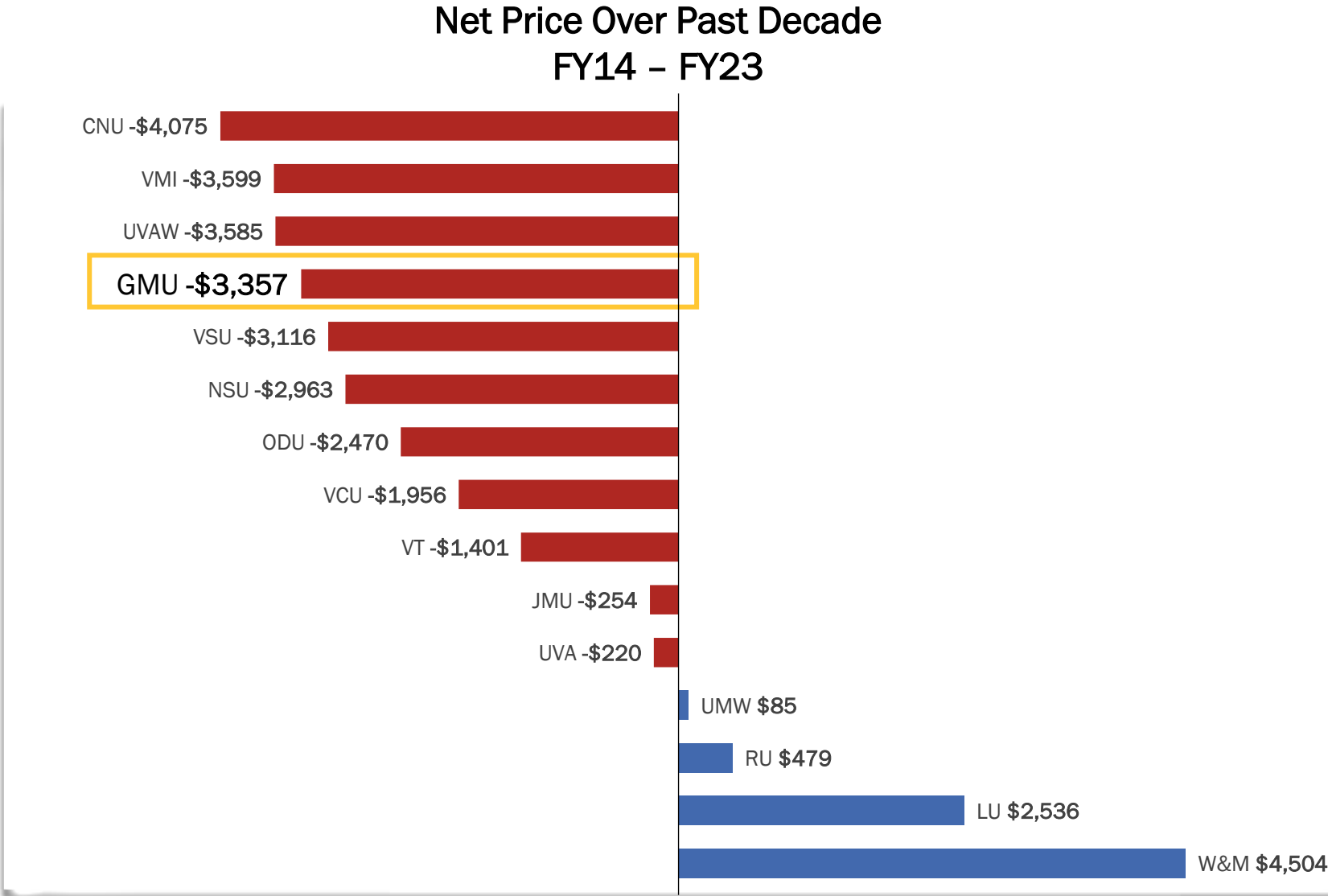
- George Mason has fewer employees per student than nearly all Virginia doctoral peers
- George Mason continues to improve and invest in operational infrastructure and technology efficiencies
- This level of leanness is unsustainable



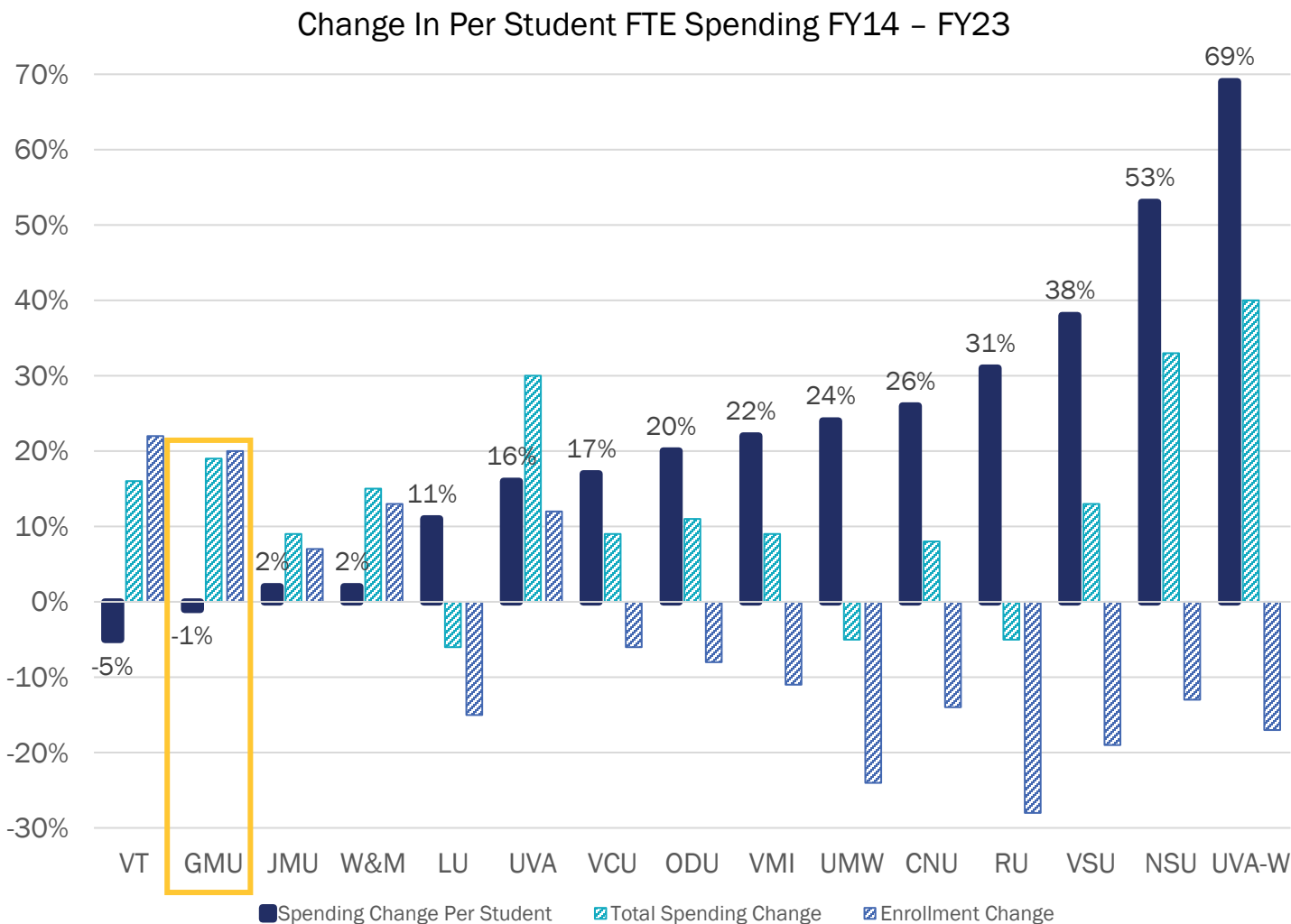
Source: SCHEV Enrollment – Annual FTE report: E05: Annualized Student FTE and Credit Hours
IPEDS FY23 Employee Headcount (FY24 data is not available yet)

Reduced Net Price

- George Mason has 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



Decreased Per Student Spending



- 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



FY 2026 University Budget

Financial Matters

Commonwealth Budget Status

- **Proposed Budget Amendments are on the Governor's Desk**

- **Mason's FY25 Allocation:**

- Historic second-year funding allocations in budget amendments maintained by General Assembly during April 2 Reconvened Session
- Increased appropriations proposed are a recognition of high performance and efficiency
- With proposed funding still below need, recommended tuition increase generates revenue to address critical needs

- **Final Budget Timeline**

- Governor expected to accept or reject proposed budget by May 2.
- If he rejects the proposed budget, the Commonwealth will continue to operate under the previously adopted biennium budget from May 2024.

FY 2026 Planning Scenarios - E&G Operating

George Mason reflects a balanced E&G budget to a slight shortfall under the current Commonwealth proposed budget.

- E&G budget will stabilize due to increases in State Appropriations (Operating) and Net Tuition & Fee Revenue.
- Lack of State Support and Net Tuition & Fee Revenue will create a need for alternative funding strategies & solutions.
- Tuition increase of 2.5% is needed to provide support for the following:
 - 3% State compensation increases
 - Inflationary costs (e.g. contracts, equipment, utilities & other)
 - Strategic reinvestments (e.g. Grand Challenges Cluster Hires, market compensation, infrastructure, etc.).
- Expense escalations include salaries & wages, contractual services (e.g. LSEB/FUSE, IT Infrastructure, etc.) and other direct expenses (e.g. scholarships & fellowships, equipment, etc.)

			FY 2026 Proposed Budget ⁽¹⁾ Under Governor's Consideration		FY 2026 Adopted Biennium Budget ⁽¹⁾ Approved in May 2024	
Cash basis, in \$M's	FY 2024 Actual	FY 2025 Budget ⁽²⁾	Recommended 2.5% Tuition Increase	0% Tuition Increase	Recommended 2.5% Tuition Increase	0% Tuition Increase
Revenues						
Net Tuition & Fees	515	529	536	531	536	531
State Appropriations	245	274	283	283	283	283
Auxiliary Enterprises	1	-	-	-	-	-
Other Operating Revenue	16	20	21	21	21	21
Total Revenues	777	823	840	835	840	835
Expenses						
Salaries & Wages	484	509	521	521	521	521
Fringe Benefits	142	151	157	157	157	157
Contractual Services	83	84	93	93	93	93
Direct Expenses/Other	81	79	81	81	81	81
Total Expenses	790	823	852	852	852	852
Surplus/(Shortfall) before New Appropriations	(13)	-	(12)	(17)	(12)	(17)
Proposed Additional Appropriations⁽³⁾	13	-	12	12	-	-
Adjusted Surplus/(Shortfall) before Balancing Mitigation Strategies	-	-	-	(5)	(12)	(17)
Balancing Mitigation Strategies	-	-	-	5	12	17
Strategic Reinvestment	-	-	-	-	-	-

⁽¹⁾ Both scenarios reflect 1.5% enrollment growth

⁽²⁾ FY25 Recalibrated Budget presented at the February BOV FLUC meeting.

⁽³⁾ Appropriations generally expected to be recurring.

FY 2026 Planning Scenarios - Operating

George Mason's Operating budget largely reflects a more positive margin trajectory under the current Commonwealth proposed budget.

- Favorability primarily attributed to Auxiliary Enterprises' (AE) margin surplus.
- State Appropriations and a tuition increase of 2.5% are needed to reflect an E&G balanced budget.
- Expense escalations include salaries & wages (3%), contractual services (LSEB/FUSE, IT Infrastructure, etc.) and other direct expenses (3%).
- Strategic reinvestment primarily used to support AE critical capital projects and infrastructure.

Cash basis, in \$M's	FY 2024 Actual	FY 2025 Budget ⁽²⁾	FY 2026 Proposed Budget ⁽¹⁾ Under Governor's Consideration		FY 2026 Adopted Biennium Budget ⁽¹⁾ Approved in May 2024	
			Recommended 2.5% Tuition Increase	0% Tuition Increase	Recommended 2.5% Tuition Increase	0% Tuition Increase
Revenues						
Net Tuition & Fees	518	531	539	534	539	534
State Appropriations	328	359	366	366	366	366
Grants & Contracts	294	286	295	295	295	295
Auxiliary Enterprises	288	290	299	299	299	299
Other Operating Revenue	38	39	43	43	43	43
Total Revenues	1,466	1,505	1,542	1,537	1,542	1,537
Expenses						
Salaries & Wages	643	668	685	685	685	685
Fringe Benefits	176	198	198	198	198	198
Contractual Services	235	242	268	268	268	268
Direct Expenses/Other	379	380	389	389	389	389
Total Expenses	1,433	1,488	1,540	1,540	1,540	1,540
Surplus/(Shortfall) before New Appropriations	33	17	2	(3)	2	(3)
Proposed Additional Appropriations⁽³⁾	-	-	14	14	-	-
Adjusted Surplus/(Shortfall) before Balancing Mitigation Strategies	33	17	16	11	2	(3)
Balancing Mitigation Strategies	-	-	-	-	-	3
Strategic Reinvestment	(33)	(17)	(16)	(11)	(2)	-

⁽¹⁾ Both scenarios reflect 1.5% enrollment growth

⁽²⁾ FY25 Recalibrated Budget presented at the February BOV FLUC meeting.

⁽³⁾ Appropriations generally expected to be recurring.

Note: Operating includes the following funds: Education and General (E&G), Auxiliary Enterprises, Sponsored Research, Indirects, Financial Aid, Other Restricted and Other Unrestricted. **Capital Funds are EXCLUDED.**

Potential Budget Risks

- **We are operating an environment of almost unprecedented financial uncertainty – arguably greater than the pandemic.**
- **Potential risk factors:**
 - Research cost recovery limitations
 - Reduced or withdrawn Federal/State appropriations
 - Indirect impact of reduced Federal/State funding for our external partners
 - Declining international enrollment
 - General economic uncertainty
- **Tuition revenue is an even more important funding source in this uncertain economic climate**

Tuition Recommendation

In-State	FY 2025 Tuition
Undergraduate	\$10,392
Graduate	\$14,136
Law (non-JD)	\$24,864
Out-of-State	FY 2025 Tuition
Undergraduate	\$34,860
Graduate	\$36,480
Law (non-JD)	\$40,978

Scenario #1	
FY 2026	
(2.5% Incr)	Tuition
\$264	\$10,656
\$360	\$14,496
\$616	\$25,480
FY 2026	
(\$ Incr)	Tuition
\$528	\$35,388
\$720	\$37,200
\$1,022	\$42,000

Scenario #2			
FY 2026		FY 2027	
(0% Incr)	Tuition	(2.5% Incr)	Tuition
\$0	\$10,392	\$264	\$10,656
\$0	\$14,136	\$360	\$14,496
\$616	\$25,480	\$644	\$26,124
FY 2026		FY 2027	
(\$ Incr)	Tuition	(\$ Incr)	Tuition
\$0	\$34,860	\$528	\$35,388
\$0	\$36,480	\$720	\$37,200
\$1,022	\$42,000	\$1,050	\$43,050

- George Mason is recommending a 2.5% increase in FY26 tuition to support critical infrastructure investments, rising costs and market compensation

NOTE: OOS increases based on double the IS \$ increase amounts
 Law (JD) tuition is not proposed to increase
 Proposed increases are adjusted from round numbers to enable billing by credit hour

Mandatory Student Fee Recommendation

In-State		FY 2026	
		2.5% Incr	Fee
Undergraduate	FY 2025 \$3,828	\$96	\$3,924
Graduate	\$3,828	\$96	\$3,924
Law	\$2,898	\$72	\$2,970
Out-of-State		FY 2026	
		2.5% Incr	Fee
Undergraduate	FY 2025 \$3,828	\$96	\$3,924
Graduate	\$3,828	\$96	\$3,924
Law	\$2,898	\$72	\$2,970

- George Mason is recommending a 2.5% increase in FY26 mandatory student fees
- Without a fee increase, critical investments in student infrastructure will be delayed and student service levels may be reduced

FY 2026 Capital Summary

CAPITAL BUDGET (in millions)	
Expenditure	
Major Capital	74
Annual Capital	10
Deferred Maintenance	20
Annual Debt Service	45
Sub-Total	149
Developer Cost Included Above	(16)
Total	133
Funding Sources	
State Appropriations Received in Current FY	43
State Appropriations Received in Prior FY	2
Debt	0
Gifts	0
Sponsored Grants	0
Central Operations / Reserves	27
School or Dep't Operations / Reserves	0
Transfers in from Operating	61
Total	133

- Total projections are less than last year due to the substantial completion of **FUSE** and **Life Science Engineering Building**. Detailed schedule of all projects on following slide.
- Annual Capital and Deferred Maintenance represent on-going routine projects.
- Annual Debt represents debt service (principal and interest) scheduled to be paid during FY 2026, funded from operations.
- Developer Costs to be paid by P3 partner have been removed from total projected Mason capital spending.
- New format identifies the various funding sources expected to cover FY 2026 capital project expenditures and debt service.

FY 2026 Capital Detail

- New projects from last year include Interdisciplinary Sci. and Engr. Building (ISEB), Housing Renovations Phase 1 (Pres. Park), and Address Priority Facility Improvements
- Basketball and Academic Performance Center is the former RAC Addition.
- Student Activities & Engagement Building is the former Activities Building (Community, Well-Being)
- Aquatic & Fitness Center Capital Renewal is the former Aquatic & Fitness Center Reno
- Interdisciplinary Sci. and Engr. Building (ISEB) shows a negative future spend as we are assuming this project will proceed but have not received additional authority.

FY26 CAPITAL EXPENDITURE-TO-DATE BY PROJECT						
	Total Project Authorization (A)	Expenditures				Future Project Spend (=A-B-C)
		As of FY25 (B)	Fiscal Year 2026			
			Budget	YTD	Full-year Forecast (C)	
Planning Phase						
Interdisciplinary Sci. & Engr. Building	0.5	0.5	10.5	0.0	10.5	(10.5)
Housing Renovations Phase 1	25.0	0.0	1.5	0.0	1.5	23.4
Design Phase						
Address Priority Facility Improvements	8.0	1.7	6.2	0.0	6.2	0.2
Basketball and Academic Performance Center	30.0	1.4	10.4	0.0	10.4	18.2
EagleBank Arena AHU Replacements	11.7	0.2	1.2	0.0	1.2	10.4
Telecom Infrastructure, Ph 2	23.3	1.6	13.0	0.0	13.0	8.7
Telecom Infrastructure, Ph 3	24.0	0.7	1.9	0.0	1.9	21.4
Construction Phase						
Student Activities & Engagement Building	11.0	10.0	1.0	0.0	1.0	0.0
Aquatic & Fitness Center Capital Renewal	13.5	12.8	0.7	0.0	0.7	0.0
Expand Central Plant Capacity	8.2	5.7	2.5	0.0	2.5	0.0
Johnson Center HVAC Repairs	8.0	7.2	0.8	0.0	0.8	0.0
FUSE at Mason Square	253.8	227.1	26.6	0.0	26.6	0.0
Tech Talent Bachelors Capital	23.0	18.0	3.1	0.0	3.1	2.0
Close-Out						
Life Science Engineering Building	107.1	104.6	2.5	0.0	2.5	0.0
Telecom Infrastructure, Ph 1	10.5	9.4	1.1	0.0	1.1	0.0
Umbrella (On-going)						
Maintenance Reserve	5.4	N/A	5.4	0.0	5.4	N/A
Annual Capital	15.5	N/A	15.5	0.0	15.5	N/A
Total	578.5	400.9	103.9	0.0	103.9	73.8
Annual Debt Service			45.0		45.0	
Sub-total			148.9	0.0	148.9	
Developer Cost Included Above			(16.0)	0.0	(16.0)	
Adj. Total			132.9	0.0	132.9	

Student & Board Budget Engagement

- ☒ **December 5 - Finance & Land Committee:**
 - Draft Tuition & Fee Scenarios
- ☒ **February 13 - Finance & Land Committee:**
 - Revised Tuition & Fee Scenarios
 - Room & Board Rates Approved (Full Board Approved 2/27)
- ☒ **Open Public Comment Portal**
- ☒ **March 20 - Student Government Hosted Town Hall**
- ☒ **April 1 - BOV Public Comment Session**
 - Proposed Tuition & Fees
- ☒ **April 10 - Finance & Land Use Committee:**
 - Proposed FY 2026 Budget (Committee Approval)
- ☐ **May 1 - BOV Meeting:**
 - Proposed FY 2026 Budget (Full Board Approval)

Staff Recommendation

Approval of the FY 2026 University Budget, including Commonwealth scenarios, with FY 2026 tuition rates and mandatory student fees as detailed in the meeting materials.

- **2.5% increase in FY 2026 in-state tuition**
- **2.5% increase in FY 2026 mandatory student fee**



Six-Year Capital Plan

Capital Matters

Six-Year Capital Plan

■ Annual Approval of Six-Year Capital Plan:

- Today's approval request is only for FY26 projects to begin execution or include as part of the Commonwealth request.
- Projects identified for FY27 and beyond are illustrative and subject to change. The list of these projects are included in the appendix.
- Projects are brought before the BOV for approval each May for execution or inclusion as part of the Commonwealth request in the following FY.

■ Actions After BOV Approval :

- **Project Initiation in FY26:** Projects only utilizing Mason funding (non-general fund).
- **Project Submission to Commonwealth:** Projects submitted to the Commonwealth for general fund (GF) support or debt sold by the Commonwealth. Requires subsequent Commonwealth approval.

Framework for Board Approval and Review of Capital Projects

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

- Project Approval (Annual Capital Plan)
- Schematic Design Approval
- Significant Change Approval
 - Required for changes greater than 10% in Budget (\$) or Scope (GSF)

Routine Board Review of Ongoing Project Review

- Stoplight Chart (in each BOV meeting book)
- Completion report (upon each major capital project completion)

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

Capital Project Planning & Prioritization

Capital Plan Initiatives

1. Academic Priority:
 - Expand student-centric space, modernize teaching facilities, and strengthen research
2. Mason 2050:
 - Redesigned Main Campus, expanded residential Mason Square Campus, and community integrated SciTech Campus
 - Emphasis on the development of the premier living/learning communities in the region
3. Deferred Maintenance:
 - Address priority facility improvements

Capital Planning Resource Considerations

1. Prioritize Capital Investments that Maximize On-Campus Space Efficiency
2. Advance Student-Centric Capital Projects
3. Phase Out External Leases Through Strategic Campus Development
4. Embed Lifecycle Deferred Maintenance into Capital Planning
5. Ensure Financial Sustainability By Managing Debt Capacity and Reserves

FY26 Capital Projects: Academic Priority

		GF Authorization	NGF Authorization	Total Authorization	Authority Needed
Academic Priority	Student Space Reno Phase I	\$0.00	\$6.00	\$6.00	BOV
	<ul style="list-style-type: none">This will be the first phase of renovations identified in the current Student Space Efficiency Analysis.It will likely take place in the Johnson Center and will provide a home for Mason's e-Sports.				
	Interdisciplinary Sci. & Eng. Building (ISEB) (Living Learning Village I)	\$216.20	\$0.00	\$216.20	BOV+Commonwealth
	<ul style="list-style-type: none">First submitted in University's FY22 Commonwealth Capital Plan submission. Resubmitted in FY24 as a \$165M project and in FY25 as \$216.2M.The ISEB is proposed as 150K GSF building that will modernize and replicate the spaces within David King Hall and Planetary Hall to allow Mason to repurpose or demolish the two antiquated facilities in accordance with the Master Plan.Anticipated to be the anchor building of the first Living Learning village on campus and has a direct relation with the Living Learning Village I project.				
	Costello College of Business Building (Living Learning Village II)	\$165.00	\$0.00	\$165.00	BOV+Commonwealth
	<ul style="list-style-type: none">Project previously approved by BOV in May 2019 with \$165M NGF budget. Project first submitted as part of the University's FY23 Commonwealth Capital Plan submission. If approved, funding will be converted to GF.The approximately 150K GSF building program is anticipated to collocate the Costello College of Business operations, include dedicated teaching space, include collaboration and include student engagement space.Anticipated anchor building of the second Living Learning village on campus and has a direct relation with the Living Learning Village II project noted in the appendix slides.				
	Subtotal	\$381.20	\$6.00	\$387.20	

(millions)

FY26 Capital Projects: Mason 2050

		GF Authorization	NGF Authorization	Total Authorization	Authority Needed
Mason 2050	University Drive/Ox Road (123) Pedestrian Bridge	\$0.00	\$8.00	\$8.00	BOV
	<ul style="list-style-type: none">Will improve pedestrian safety crossing Route 123.Increased pedestrian load is anticipated with new student housing and continue expansion on West Campus.				
	EagleBank Arena Athletics & Admin Offices	\$0.00	\$10.00	\$10.00	BOV
	<ul style="list-style-type: none">Phased renovation to separate Basketball and EBA operations and enhance fan experience by moving current storage space, creating new entertainer locker rooms, and consolidating Monumental operations.Cannot be completed until Basketball coaches move to Basketball and Academic Performance Center.				
	Faculty / Staff Housing PH 1 (Sci Tech)	\$0.00	\$10.00	\$10.00	BOV
	<ul style="list-style-type: none">Expansion of current stock of housing units for Faculty and Staff through purchase of units adjacent SciTech Campus.The additional housing will help with the recruitment and retention of Faculty and Staff.				
	Living Learning Village I (Engineering Village)	\$0.00	\$110.00	\$110.00	BOV
	<ul style="list-style-type: none">Construction of approximately 650 beds in conjunction with the ISEB project (contingent upon ISEB approval).Likely funded by debt to be paid back by housing revenue.Possibility to be pursued as a public-private partnership.				
Subtotal		\$0.00	\$138.00	\$138.00	

(millions)

FY26 Capital Projects: Deferred Maintenance

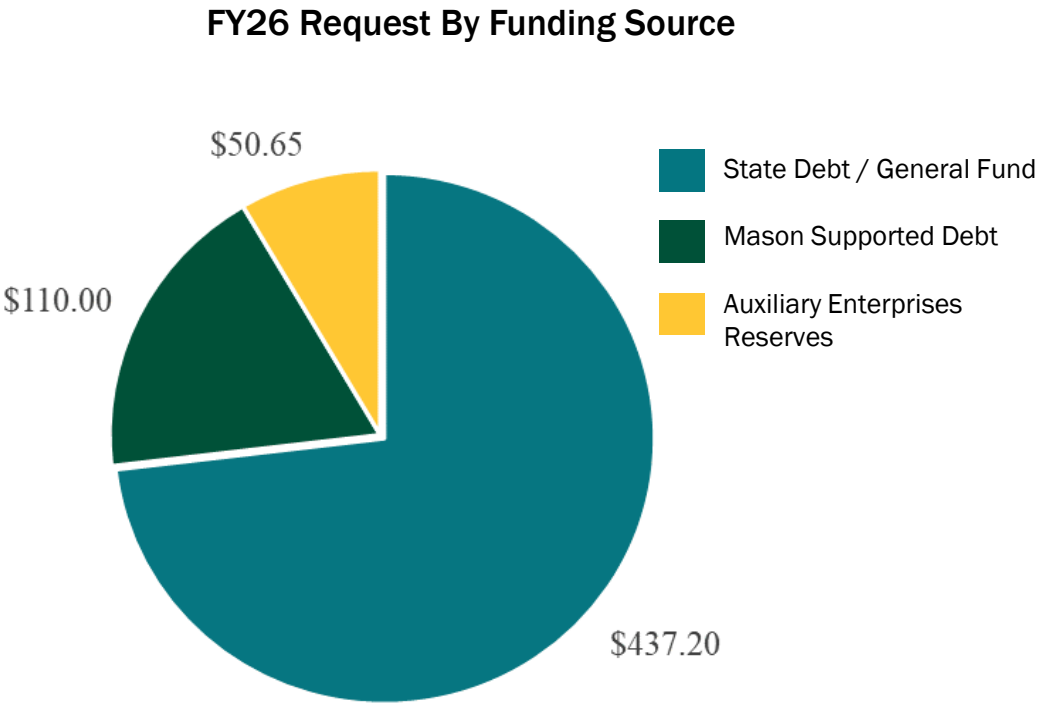
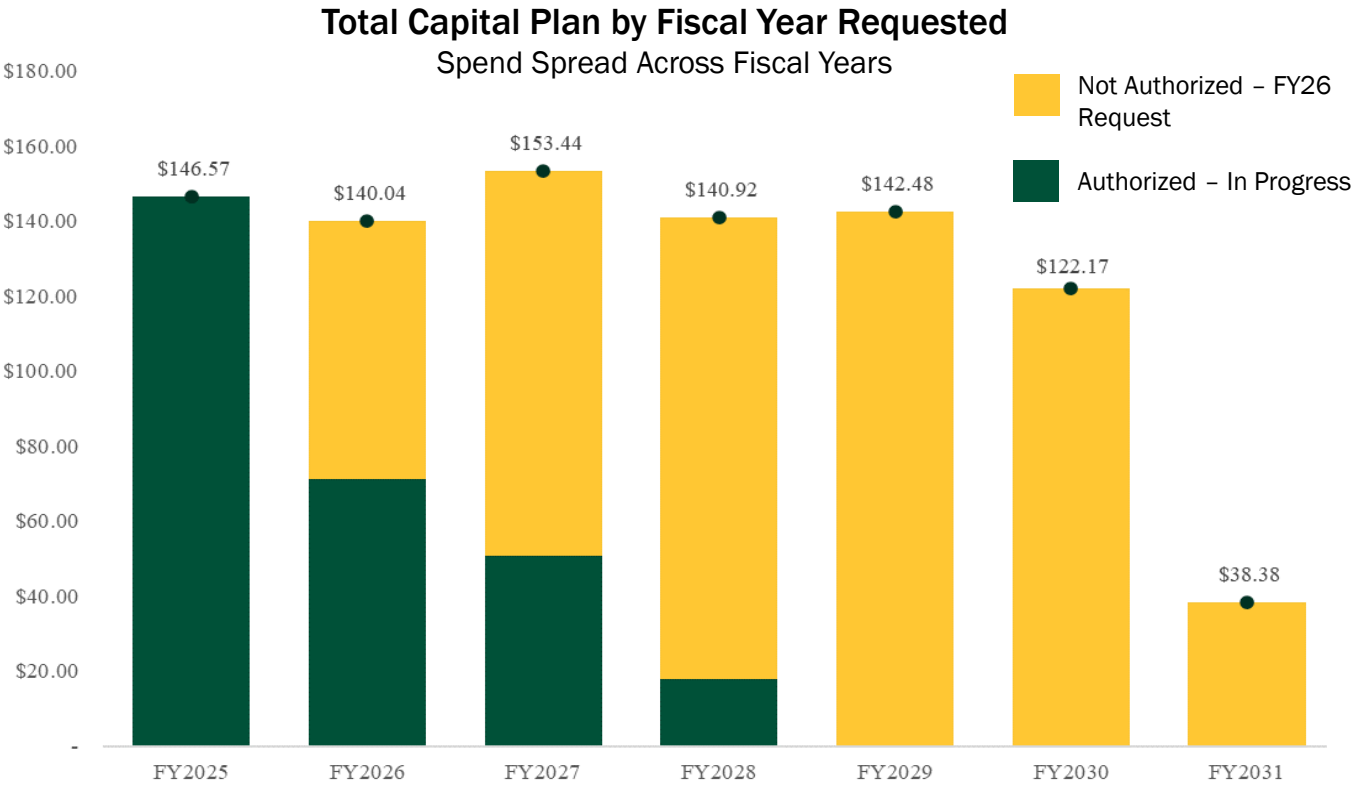
		GF Authorization	NGF Authorization	Total Authorization	Authority Needed
Deferred Maintenance	Critical Deferred E&G Maintenance	\$56.00	\$0.00	\$56.00	BOV+Commonwealth
	<ul style="list-style-type: none">First submitted as part of FY23 Commonwealth Capital Plan submission. Resubmitted in FY24 as \$36M project, and in FY25 as a \$96.4M project, based upon updated projected needs.The reduction to a \$56M request is the gap between anticipated funding and need for the next biennium (FY27 & FY28) and assumes no additional funding in the budget still under consideration. If \$12M noted in current budget update prevails, this value will be reduced accordingly.The Commonwealth’s annual maintenance reserve allocation is woefully underfunded to address the University’s critical deferred maintenance needs in E&G buildings.				
	Potomac Height Roof	\$0.00	\$5.75	\$5.75	BOV
	<ul style="list-style-type: none">Deferred maintenance project which has an aggregate sum that exceeds \$3M. It is necessary due to the deterioration of the shingled and membrane roofs and is budgeted for by Housing.				
	Mason Pond Garage Repair Phase I	\$0.00	\$3.40	\$3.40	BOV
	<ul style="list-style-type: none">Deferred maintenance project which has an aggregate sum that exceeds \$3M. It is necessary due to the deterioration of items such as expansion joints, sealant, precast clips, spalling concrete, ponding and traffic membranes. It is budgeted for by Parking and Transportation.				
	Masonvale Renovation	\$0.00	\$7.50	\$7.50	BOV
	<ul style="list-style-type: none">The project will be phased over 3 years. Cosmetic upgrades to all units will likely be completed as units are vacated.				
	Subtotal	\$56.00	\$16.65	\$72.65	

(millions)

FY26 Capital Projects: Total

	GF Authorization	NGF Authorization	Total Authorization
Academic Priorities	\$381.20	\$6.00	\$387.20
Mason 2050	\$0.00	\$138.00	\$138.00
Deferred Maintenance	\$56.00	\$16.65	\$72.65
Total	\$437.20	\$160.65	\$597.85

(millions)



Staff Recommendation

Approval of the Six-Year Capital Plan as detailed in the meeting materials.



Land Use Certification

Capital Matters

FY 2025 Land Use Certification

Virginia Code §2.2-1153 requires agencies and institutions to submit a Land Use Plan annually for all Commonwealth/University-owned land.

- Principal information desired by Department of General Services is identifying what land the Commonwealth may be able to surplus.
- The significant changes since last year's report are:
 - Waterline Connection Easement with Fairfax Water – Easement on Fairfax Campus related to the Student Engagement and Well-Being Building
 - Waterline Connection Easement with Prince William County Service Authority – Easement on SciTech Campus for distribution system
 - Waterline Connection Easement with Prince William County Service Authority – Easement on SciTech campus related to LSEB connection
- Potential Future Easement in FY25
 - Power Transmission Easement with Dominion Power – Easement on SciTech campus related to electrical power distribution

Staff Recommendation

Approval of the Land Use Certification spreadsheet included in the meeting materials.



SciTech Dominion Transmission Easement

Capital Matters

SciTech Dominion Transmission Easement

- Requested to extend existing power distribution to adjacent Dominion Power substation developments.
- Associated land is at the property border of our campus, contains areas of wetlands and is unlikely to be developed.
- Developer will compensate the Commonwealth \$110,230
 - \$104,730 for appraised value
 - \$5,500 cost of appraisal



Staff Recommendation

Approval of the SciTech Dominion Transmission Easement as detailed in the meeting materials.

Committee Vote:

Motion: To approve the following items as they are outlined in the meeting materials:

- **FY 2026 University Budget, including Commonwealth scenarios, with FY 2026 tuition rates and mandatory student fees:**
 - 2.5% increase in FY 2026 in-state tuition and
 - 2.5% increase in the FY 2026 mandatory student fee
- **Six-Year Capital Plan**
- **Land Use Certification**
- **SciTech Dominion Transmission Easement**



Appendix I

Capital Project Review

Capital Project Review (Stoplight)

FY25 CAPITAL PROJECT STOPLIGHT CHART											
	Total Project Authorization (A)	Expenditures				Future Project Spend (= A - B - C)	Budget Status	Schedule Status	Scope Status	Construction % Complete	Occupancy/ Completion Date
		As of FY24 (B)	Fiscal Year 2025								
			Budget	YTD	Full-year Forecast (C)						
Planning Phase											
Interdisciplinary Sci. & Engr. Building	0.5	0.0	0.5	0.2	0.5	0.0				0.0%	TBD
Housing Renovations Phase 1	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Design Phase											
Address Priority Facility Improvements	8.0	0.0	1.7	0.0	1.7	6.3	🟢	🟢	🟢	0.0%	TBD
Basketball and Academic Performance Center	30.0	0.3	1.8	0.6	1.1	28.6	🟢	🟢	🟢	0.0%	12/ 2/26
EagleBank Arena AHU Replacements	11.7	0.0	0.5	0.0	0.2	11.5	🟢	🟢	🟢	0.0%	TBD
Telecom Infrastructure, Ph 2	23.3	0.5	2.7	0.7	1.1	21.6	🟢	🟢	🟢	0.0%	4/ 16/26
Telecom Infrastructure, Ph 3	24.0	0.0	1.6	0.1	0.7	23.3	🟢	🟢	🟢	0.0%	TBD
Construction Phase											
Student Activities & Engagement Building	11.0	1.7	9.3	6.2	8.3	1.0	🟡	🟡	🟢	80.3%	5/ 4/25
Aquatic & Fitness Center Capital Renewal	13.5	8.1	5.4	3.6	4.7	0.7	🟢	🟢	🟢	99.0%	9/ 1/24
Expand Central Plant Capacity	8.2	1.2	6.0	2.6	4.5	2.5	🟢	🟢	🟢	48.3%	1/26/26
Johnson Center HVAC Repairs	8.0	2.7	4.5	3.6	4.5	0.8	🟢	🟢	🟢	90.3%	5/ 15/25
FUSE at Mason Square	253.8	173.3	69.2	42.8	56.5	24.0	🟢	🟢	🟢	99.0%	7/ 1/25
Tech Talent Bachelors Capital	23.0	16.3	1.7	1.0	1.7	5.0	🟢	🟢	🟢	N/A	N/A
Close-Out											
Life Science Engineering Building	107.0	70.3	34.3	27.4	34.3	2.4	🟢	🟢	🟢	95.7%	1/ 10/25
Telecom Infrastructure, Ph 1	10.5	5.2	4.2	4.0	4.2	1.1	🟢	🔴	🟢	97.9%	2/ 17/25
Umbrella (On-going)											
Maintenance Reserve	3.4	N/A	3.4	1.6	3.4	N/A				N/A	N/A
Annual Capital	6.7	N/A	6.7	14.2	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
Real Estate Acquisitions Phase 1 (Arlington)	40.0	24.1	0.0	0.0	0.0	15.9				100.0%	Complete
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	303.6	153.4	108.8	142.3 ⁽¹⁾	625.3					

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

(millions)



Appendix II

Detailed Proposed Tuition and Fees

Proposed Tuition & Fees: Annual Rates

FY26 PROPOSED TUITION AND FEE RATES

Classification	FY26 Tuition	FY26 MSF	FY26 Tuition & Fees
In-State			
Undergraduate	\$10,656	\$3,924	\$14,580
Graduate	\$14,496	\$3,924	\$18,420
Law (excl/JD)	\$25,480	\$2,968	\$28,448
Out-of-State			
Undergraduate	\$35,388	\$3,924	\$39,312
Graduate	\$37,200	\$3,924	\$41,124
Law (excl/JD)	\$42,000	\$2,968	\$44,968

FY27 PROPOSED TUITION RATES ONLY

Classification	FY26 Tuition	FY27 Increase	FY27 Tuition
In-State			
Undergraduate	\$10,656	\$264	\$10,920
Graduate	\$14,496	\$360	\$14,856
Law (excl/JD)	\$25,480	\$644	\$26,124
Out-of-State			
Undergraduate	\$35,388	\$528	\$35,916
Graduate	\$37,200	\$720	\$37,920
Law (excl/JD)	\$42,000	\$1,050	\$43,050

Note: FY27 Increases

- In-State reflects a 2.5% increase
- Out-of State increases are based on In-State "\$" increases doubled
- Law (JD) tuition is not proposed to increase
- All proposed increases are adjusted from round numbers to enable billing by credit hour

Proposed Tuition & Fees: Hourly Rates

FY26 PROPOSED TUITION AND FEES

Classification	FY26 Tuition	FY26 MSF	FY26 Tuition & Fees
In-State			
Undergraduate	\$444.00	\$163.50	\$607.50
Graduate	\$604.00	\$163.50	\$767.50
Law (excl/JD)	\$910.00	\$106.00	\$1,016.00
Out-of-State			
Undergraduate	\$1,474.50	\$163.50	\$1,638.00
Graduate	\$1,550.00	\$163.50	\$1,713.50
Law (excl/JD)	\$1,500.00	\$106.00	\$1,606.00

FY27 PROPOSED TUITION ONLY

Classification	FY27 Tuition
In-State	
Undergraduate	\$455.00
Graduate	\$619.00
Law (excl/JD)	\$933.00
Out-of-State	
Undergraduate	\$1,496.50
Graduate	\$1,580.00
Law (excl/JD)	\$1,537.50

Proposed Program-Specific Graduate Rates

	Per-Credit-Hour Rate	
	In State	Out of State
Carter School for Peace and Conflict Resolution		
All Carter programs, except below	\$604.00	\$1,558.00
Regional discount for MD/DC students in eligible programs	n/a	\$1,230.00
Conflict Analysis and Resolution, MS (online)	\$604.00	\$847.00
Contemporary Dispute Resolution Certificate Program (online)	\$604.00	\$847.00
Mass Atrocity and Genocide Prevention Certificate Program (online)	\$604.00	\$847.00
College of Education & Human Development		
All CEHD programs, except below	\$604.00	\$804.00
Virginia Educators Discount for all CEHD programs, except below	\$489.00	n/a
MEd, Curriculum & Instruction, concentration in Teaching (online)	\$805.00	\$805.00
MS, Learning Design & Technology (online)	\$805.00	\$805.00
Certificate in Learning Technology, eLearning (online)	\$805.00	\$805.00
Certificate in Autism Spectrum Disorders (online)	\$805.00	\$805.00
Certificate in Applied Behavior Analysis (online)	\$805.00	\$805.00
MEd, Special Education (online)	\$805.00	\$805.00
College of Engineering and Computing		
All CEC programs, except below	\$724.00	\$1,558.00
MS Data Analytics Engineering (online)	\$930.00	\$930.00
Certificate in Data Analytics (online)	\$930.00	\$930.00
MS Applied Information Technology (online)	\$950.00	\$950.00
MS Computer Science (online)	\$950.00	\$950.00

Proposed Program-Specific Graduate Rates (cont'd)

	Per-Credit-Hour Rate	
	In State	Out of State
College of Humanities and Social Sciences		
All CHSS programs, except below	\$604.00	\$1,558.00
MS, Criminal Justice	\$804.00	\$1,758.00
MPS, Applied Industrial/Organizational Psychology (online)	\$815.00	\$815.00
MA, Economics (online)	\$1,065.00	\$1,065.00
College of Public Health		
All CPH programs, except below	\$661.00	\$1,615.00
MHA, Health System Management (online)	\$895.00	\$895.00
MS, Health Informatics (online)	\$800.00	\$800.00
Certificate in Health Informatics & Data Analytics (online)	\$800.00	\$800.00
MS, Social Work (online)	\$795.00	\$795.00
MSN, Nursing - Family Nurse Practitioner (online)	\$850.00	\$850.00
Masters of Public Health (online)	\$725.00	\$725.00
College of Science		
All COS programs, except below	\$604.00	\$1,558.00
Advanced Biomedical Sciences Certificate	\$1,545.50	\$1,545.50
Bioinformatics and Computational Biology Certificates	\$704.00	\$1,658.00
Nanotech and Nanoscience Certificates	\$704.00	\$1,658.00
Forensics Programs	\$704.00	\$1,658.00
Geographic Information Sciences Certificate	\$804.00	\$1,758.00
Geospatial Intelligence and Remote Sensing Certificates	\$804.00	\$1,758.00
Cellular and Molecular Biology Certificate	\$704.00	\$1,658.00

Proposed Program-Specific Graduate Rates (cont'd)

	Per-Credit-Hour Rate	
	In State	Out of State
College of Visual and Performing Arts		
All CVPA programs, except below	\$604.00	\$1,558.00
MM, Concentration in Music Education (online)	\$840.00	\$840.00
Costello College of Business		
Accounting Degrees/Certificate Programs	\$925.00	\$1,616.00
Regional discount for MD/DC students in Accounting Degrees/Certificate Programs	n/a	\$925.00
Accounting Degrees/Certificate Programs (online)	\$925.00	\$925.00
MBA/Certificate programs	\$961.00	\$1,907.00
Regional discount for MD/DC students in MBA/Certificate Programs	n/a	\$961.00
MBA (online)	\$1,124.50	\$1,124.50
MS, Business Analytics	\$961.00	\$1,907.00
Regional discount for MD/DC students in MS, Business Analytics Programs	n/a	\$961.00
Certificate in Business Analytics (online)	\$1,124.50	\$1,124.50
MS, Finance	\$1,126.00	\$1,592.00
Regional discount for MD/DC students in MS, Finance Programs	n/a	\$1,126.00
MS, Management	\$922.00	\$1,613.00
Regional discount for MD/DC students in MS, Management Programs	n/a	\$922.00
MS, Real Estate Development	\$924.00	\$1,084.00
Regional discount for MD/DC students in MS, Real Estate Programs	n/a	\$924.00

Proposed Program-Specific Graduate Rates (cont'd)

	Per-Credit-Hour Rate	
	In State	Out of State
Schar School of Policy and Government		
All Schar programs (except Masters and PhD in Political Science)	\$804.00	\$1,658.00
Masters and PhD in Political Science	\$604.00	\$1,558.00
Regional discount for MD/DC students in Masters of Political Science	n/a	\$604.00
Regional discount for MD/DC students in all other eligible programs	n/a	\$804.00
Antonin Scalia Law School		
All programs, except those below		
Per credit hour rate	\$910.00	\$1,500.00
Regional discount to eligible public sector employees (part-time only)	n/a	\$910.00
LLM, Global Antitrust Law & Economics (online)	\$1,200.00	\$1,200.00
LLM, U.S. Law (online)	\$1,200.00	\$1,200.00

Total Tuition, Fees, Room & Board: Scenario #1

FY26: 2.5% IS UG Tuition

		In-State			Out-of-State**		
		Undergrad	Graduate	Law (non-JD)	Undergrad	Graduate	Law (non-JD)
Projected FTE	FY26	22,156	3,544	187	4,335	2,656	364
Tuition (IS--FY26-2.5%) (Law Non-JD--FY26-2.5%)	FY25	\$10,392	\$14,136	\$24,864	\$34,860	\$36,480	\$40,978
	Increase	\$264	\$360	\$616	\$528	\$720	\$1,022
	FY26	\$10,656	\$14,496	\$25,480	\$35,388	\$37,200	\$42,000
MSF (FY26 - 2.5%)	FY25	\$3,828	\$3,828	\$2,898	\$3,828	\$3,828	\$2,898
	Increase	\$96	\$96	\$70	\$96	\$96	\$70
	FY26	\$3,924	\$3,924	\$2,968	\$3,924	\$3,924	\$2,968
Total: Tuition + MSF	FY26	\$14,580	\$18,420	\$28,448	\$39,312	\$41,124	\$44,968
Room* (FY26 -1.5%)	FY25	\$8,270	\$9,100	\$9,100	\$8,270	\$9,100	\$9,100
	Increase	\$120	\$430	\$430	\$120	\$430	\$430
	FY26	\$8,390	\$9,530	\$9,530	\$8,390	\$9,530	\$9,530
Board* (FY26 - 4.0%)	FY25	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820
	Increase	\$230	\$230	\$230	\$230	\$230	\$230
	FY26	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050
Total: Tuition + MSF + Room* + Board*	FY26	\$29,020	\$34,000	\$44,028	\$53,752	\$56,704	\$60,548

* FY26 room & board rates were approved in Feb 2025. Undergrad room rates are based on traditional freshman double, Grad/Law room rates on Beacon Hall double. Board rates are based on the Independence meal plan.

** OOS increases are based on the IS "\$" increase doubled.

Note: All proposed increases are adjusted from round numbers to enable billing by credit hour; Law (JD) tuition is not proposed to increase

Total Tuition, Fees, Room & Board: Scenario #2

FY27: 2.5% IS UG Tuition

		In-State			Out-of-State**		
		Undergrad	Graduate	Law (non-JD)	Undergrad	Graduate	Law (non-JD)
Projected FTE	FY26	22,156	3,544	187	4,335	2,656	364
Tuition <i>(IS--FY26 - 0%; FY27- 2.5%)</i> <i>(Law Non-JD--FY26 & FY27- 2.5%)</i>	FY25	\$10,392	\$14,136	\$24,864	\$34,860	\$36,480	\$40,978
	Increase	\$0	\$0	\$616	\$0	\$0	\$1,022
	FY26	\$10,392	\$14,136	\$25,480	\$34,860	\$36,480	\$42,000
	FY27	\$10,656	\$14,496	\$26,124	\$35,388	\$37,200	\$43,050
MSF <i>(FY26 - 2.5%)</i>	FY25	\$3,828	\$3,828	\$2,898	\$3,828	\$3,828	\$2,898
	Increase	\$96	\$96	\$70	\$96	\$96	\$70
	FY26	\$3,924	\$3,924	\$2,968	\$3,924	\$3,924	\$2,968
Total: Tuition + MSF	FY26	\$14,316	\$18,060	\$28,448	\$38,784	\$40,404	\$44,968
Room* <i>(FY26 -1.5%)</i>	FY25	\$8,270	\$9,100	\$9,100	\$8,270	\$9,100	\$9,100
	Increase	\$120	\$430	\$430	\$120	\$430	\$430
	FY26	\$8,390	\$9,530	\$9,530	\$8,390	\$9,530	\$9,530
Board* <i>(FY26 - 4.0%)</i>	FY25	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820
	Increase	\$230	\$230	\$230	\$230	\$230	\$230
	FY26	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050
Total: Tuition + MSF + Room* + Board*	FY26	\$28,756	\$33,640	\$44,028	\$53,224	\$55,984	\$60,548

* FY26 room & board rates were approved in Feb 2025. Undergrad room rates are based on traditional freshman double, Grad/Law room rates on Beacon Hall double. Board rates are based on the Independence meal plan.

** OOS increases are based on the IS "\$" increase doubled.

Note: Proposed increases are adjusted from round numbers to enable billing by credit hour; Law (JD) tuition is not proposed to increase



Appendix III

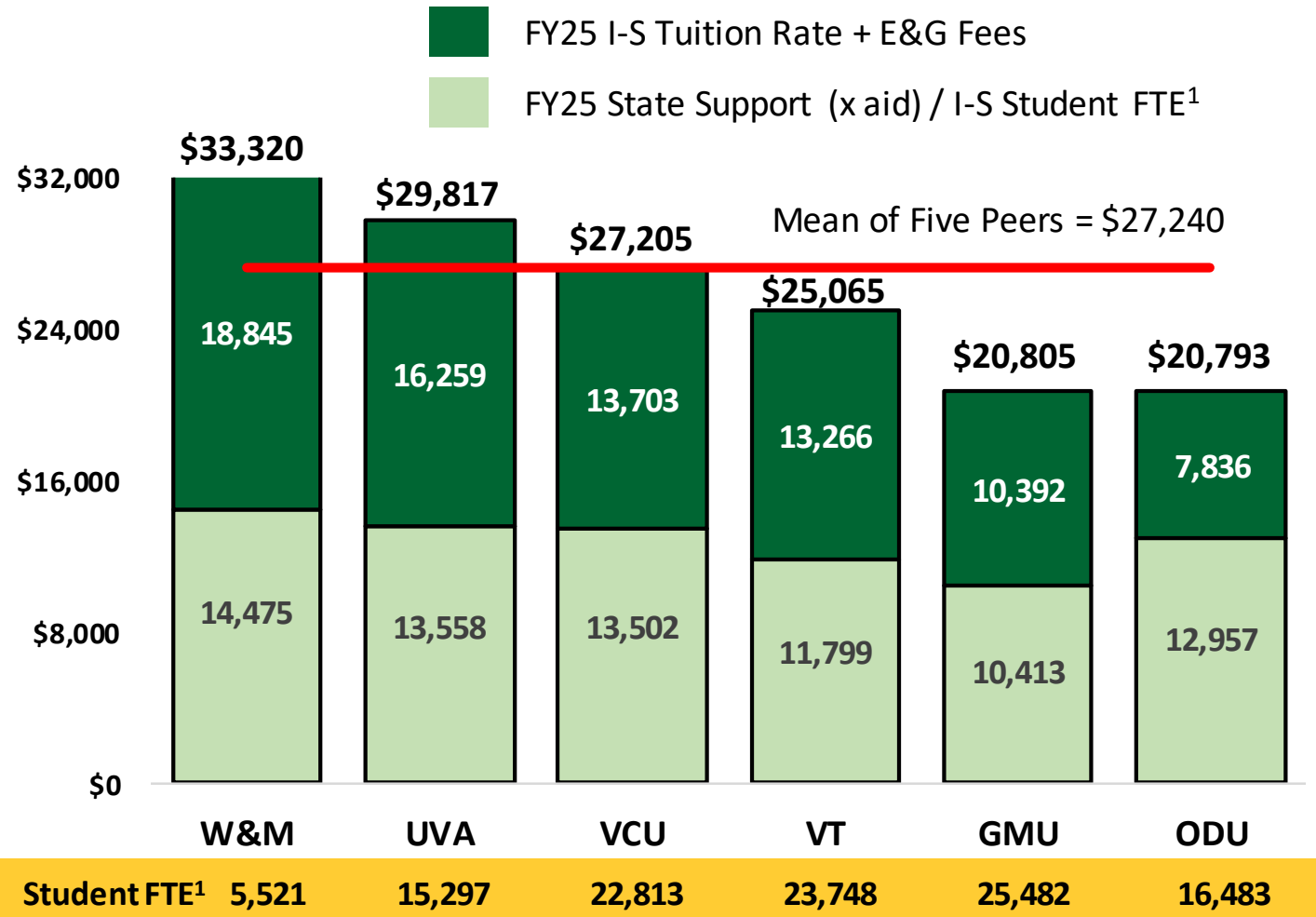
Supplemental Information

Finance & Land Use Committee Overview

- Funding Categories:
 - **Education and General (E&G) Operating Funds** includes Tuition, Fees, Financial Aid, State Appropriations and other E&G revenue and expenses
 - **Operating Funds** includes E&G Funds, Auxiliary Enterprises, Grant & Contract Revenue and Expenses (Research), and all other non-E&G funds
 - **Capital Funds** includes capital expenditures, deferred maintenance and debt service
- Annual Operating Budget development begins each fall with final votes in Spring
 - **Room & Board Rates** (February)
 - **Tuition & Mandatory Student Fees** (April/May)
 - **Six-Year Capital Plan** (April/May)
 - Cash Basis Financial Results and Budget Updates are provided at each FLUC meeting
- Major Capital Project Review & Approval:
 - Project Approval (Annual Capital Plan)
 - Schematic Design Approval
 - Significant Change Approval (greater than 10% in Budget (\$) or Scope (GSF))
 - Ongoing Project Review (Stoplight Chart in each BOV meeting Board Book)
 - Completion Report (upon project completion)
- Commonwealth & SCHEV Six-Year Plans submitted every two years (with updates in alternate years), which require BOV approval.

George Mason Is Underfunded

- George Mason is more than \$6,000 per in-state student FTE below the mean of five doctoral peer institutions when state and tuition funding are combined
- George Mason continues to prioritize access and affordability despite rising costs and operating in the most expensive region in the Commonwealth

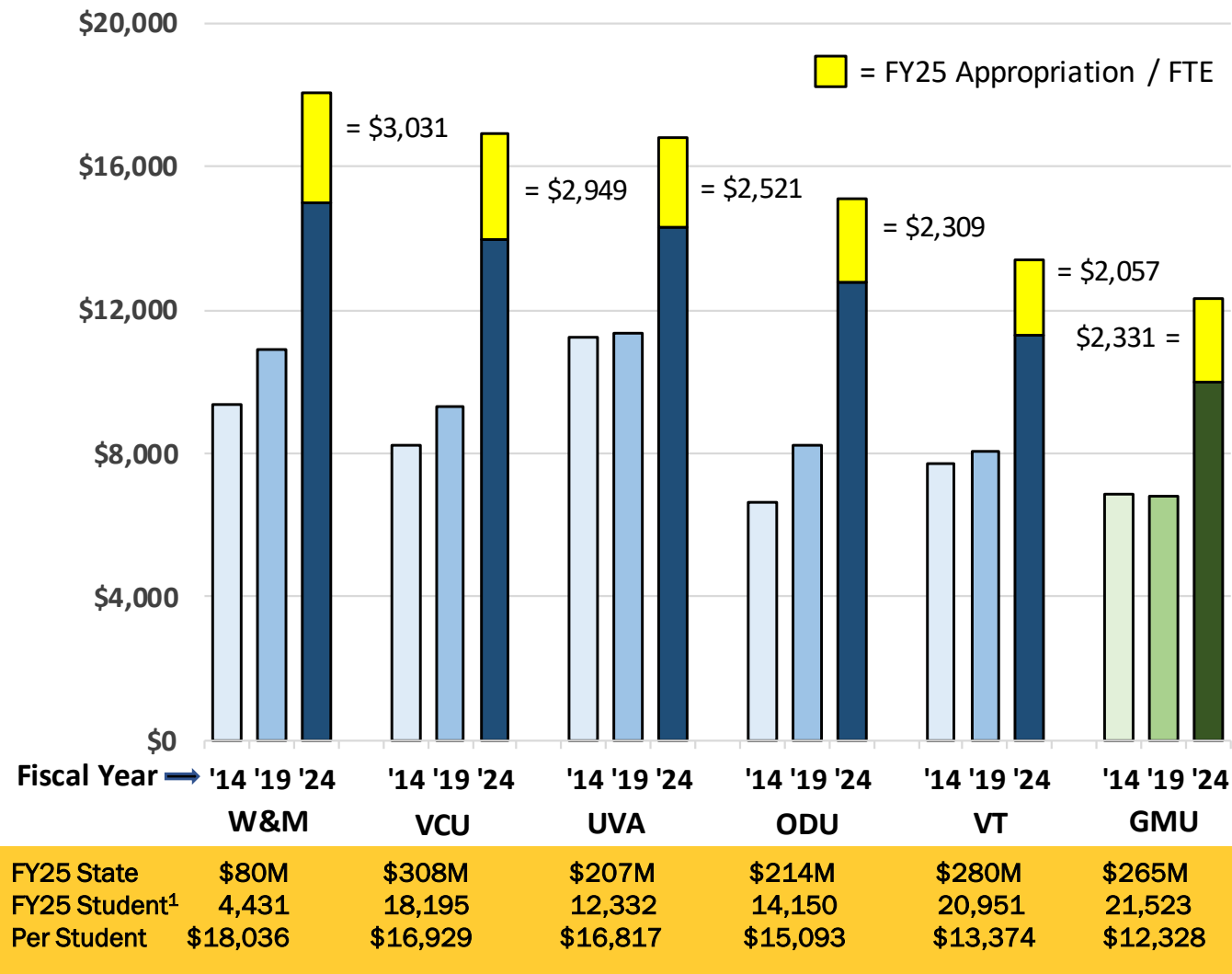


¹ I-S Student FTE is based on FY24 enrollment for UG, Grad and Law.
Note: Mason does not have mandatory E&G Fees

Appropriations Lag Peers Despite Recent Growth

Historical E&G General Fund (excluding aid)

State Support (excl. aid) / VA UG Student FTE ⁽¹⁾



- While George Mason has seen significant increases in appropriations since since FY20, we continue to lag behind peer per-student support
- George Mason vs peer median:
 - FY14: \$1,348 below
 - FY24: \$3,983 below
 - FY24: \$4,489 below
- George Mason maintains lean operations with significantly fewer employees per student than our peers
- Increased funding would be used for critical market compensation adjustments and infrastructure investments

Market Compensation Needs

SCHEV FY 2026 E&G Funding Recommendations¹

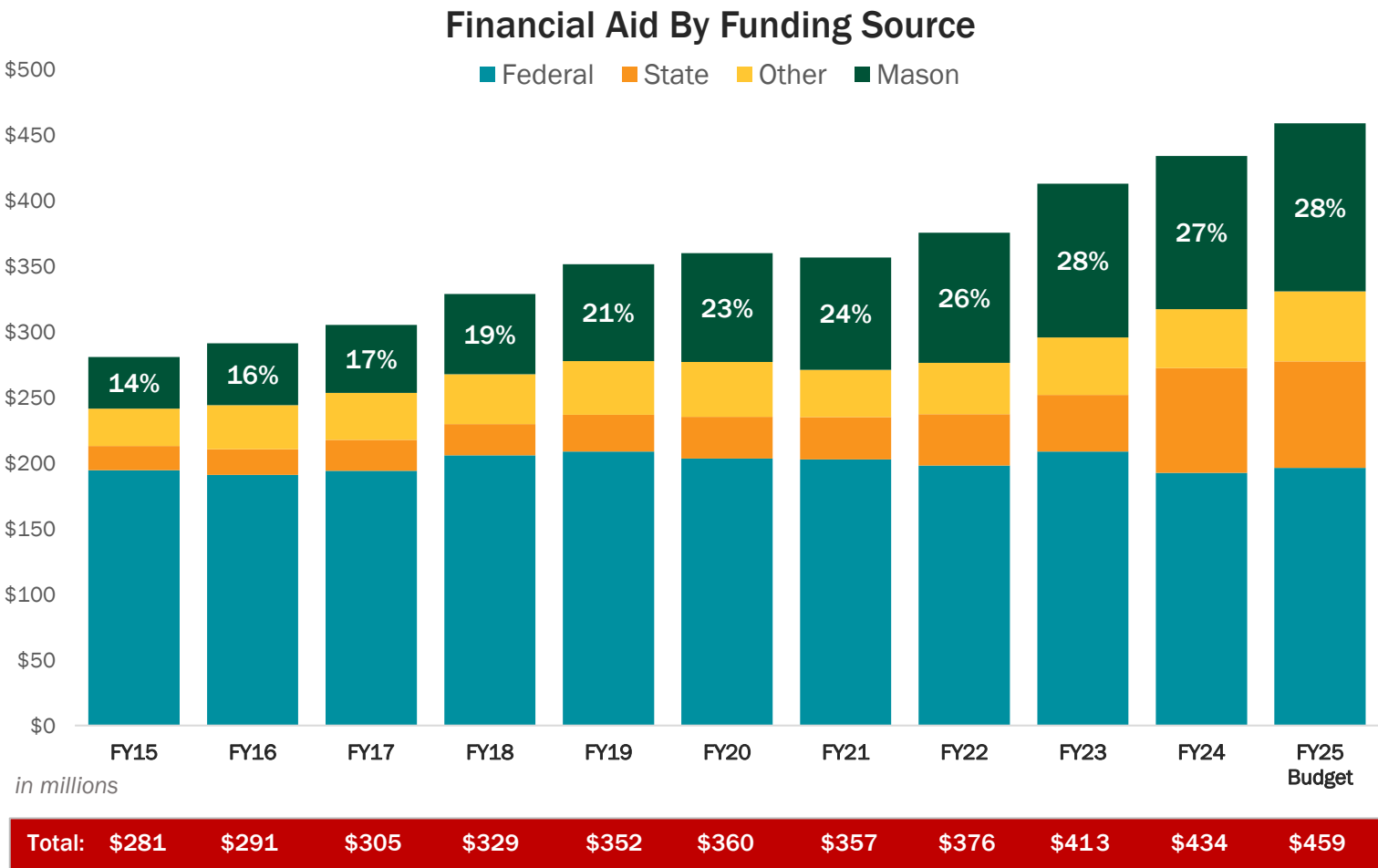
\$ in 000s	FY 2024	FY 2026				
		Non-Personal Services	Funding Disparities	VMSDEP Waiver	Total	% Increase
CNU	\$46.1	\$557.0		\$2,055.0	\$2,612.0	6%
GMU	\$208.4	\$3,420.0	\$18,536.0	\$7,562.0	\$29,518.0	15%
JMU	\$136.0	\$2,138.0	\$793.0	\$3,706.0	\$6,637.0	5%
LU	\$41.8	\$347.0		\$1,364.0	\$1,711.0	4%
NSU	\$82.5	\$593.0		\$1,905.0	\$2,498.0	3%
ODU	\$177.5	\$2,075.0		\$9,319.0	\$11,394.0	6%
RU	\$70.3	\$676.0		\$1,849.0	\$2,525.0	4%
UMW	\$42.0	\$470.0		\$1,403.0	\$1,873.0	4%
UVA	\$169.6	\$2,927.0		\$3,981.0	\$6,908.0	4%
UVA-W	\$30.5	\$247.0		\$158.0	\$405.0	1%
VCU	\$250.9	\$3,260.0		\$11,776.0	\$15,036.0	6%
VMI	\$21.6	\$194.0		\$950.0	\$1,144.0	5%
VSU	\$63.2	\$615.0		\$1,228.0	\$1,843.0	3%
VT	\$220.6	\$3,609.0	\$11,179.0	\$6,345.0	\$21,133.0	10%
W&M	\$66.4	\$1,041.0		\$3,112.0	\$4,153.0	6%
RBC	\$13.0	\$182.0		\$181.0	\$363.0	3%
VCCS	\$511.9	\$7,164.0		\$3,672.0	\$10,836.0	2%
Total	\$2,152.4	\$29.5	\$30,508	\$60.6	\$120.6	6%

- “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 percentile¹.”
- Internal analysis shows a market equity gap up to \$37M when considering cost of living and to retain faculty and staff in the competitive Northern Virginia market

¹SCHEV “Resources and Planning Committee Agenda Book” January 9, 2024

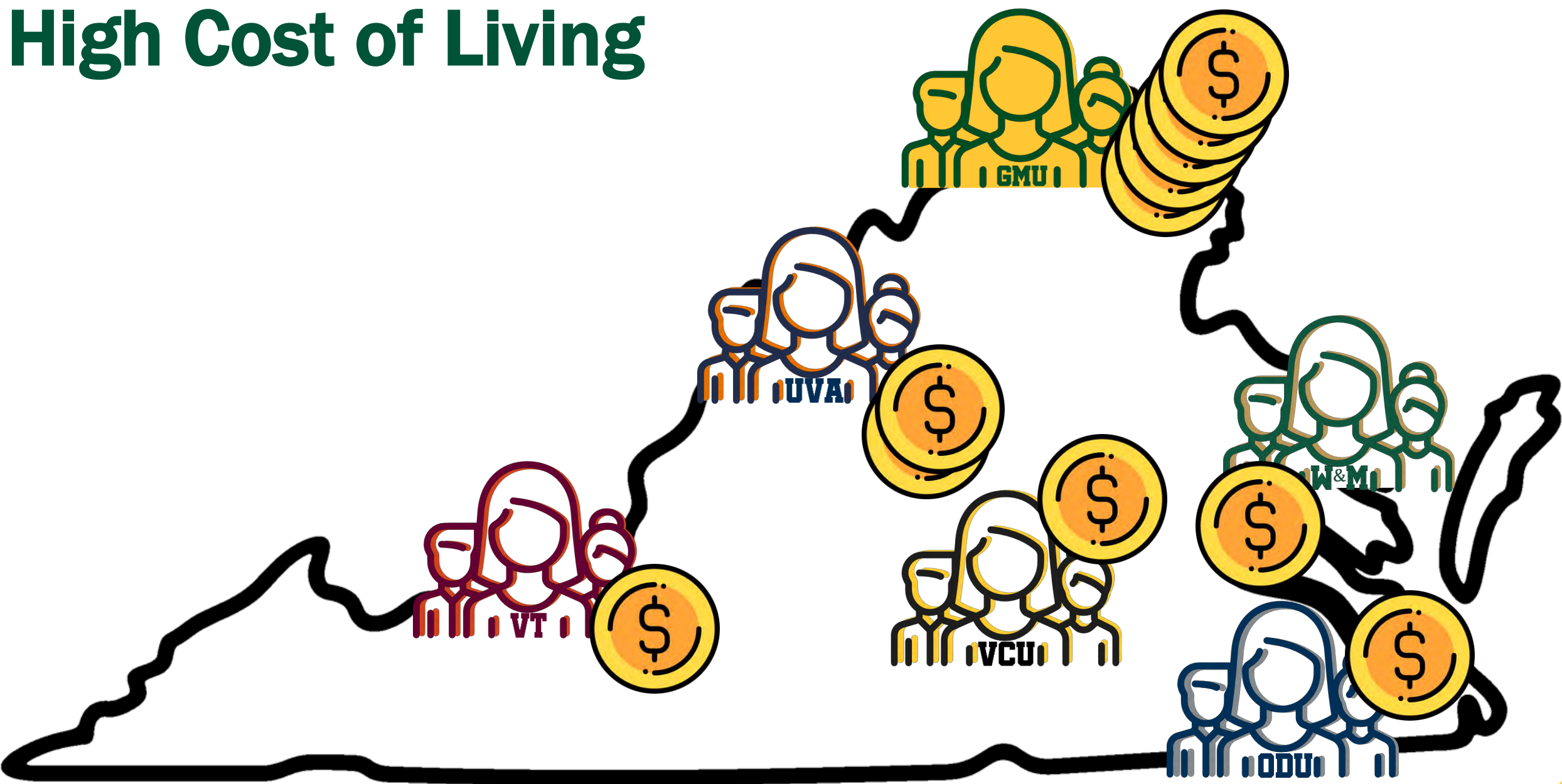
Increased Financial Aid

- Student aid has continued to increase in annual budget
- George Mason aid has almost doubled as a percentage and more than tripled as a dollar amount
- State aid increased by \$37M in FY24 and \$1M in FY25



(1) FY22-FY24 Federal Aid does not include COVID relief funding

High Cost of Living



A George Mason Dollar at Work

19¢
Auxiliary Services

11¢
Research

5¢
Institutional Support

4¢
Student Services

33¢
Instruction



12¢
Student Financial Support

8¢
Academic Support

5¢
Physical Plant Operations

3¢
Public Services

Revenue Sources

- 35%** Net Tuition & Fees
- 22%** State Appropriations
- 20%** Grants & Contracts
- 20%** Auxiliary Enterprises
- 3%** Other

How Tuition Supports Students

- Student Services
 - Academic Advising & Support Resources
 - Mason Student Services Center
 - Admissions, Registrar & Other Core Services
 - Regional Campus Services Expansion
- Academic Support
 - Financial Aid
 - Emergency Aid
 - Faculty/Student Class Ratio
- Enhanced Workforce Development
 - New Innovative Academic Programs
 - Career Service Support
 - Pathway Partnership Programs

Your Student Tuition Dollar at Work

52¢

Direct Instruction
Academic Instruction

12¢

Institutional Financial Aid
Undergraduate, Graduate, Need-based & Merit, VMSDEP, Stay Mason

7¢

Operations & Maintenance
Facilities



14¢

Academic Support
Academic Administration, Academic Technology, Research Services, Libraries

9¢

Institutional Support
HR, Finance, ITS, Communications & Marketing

6¢

Student Services
Admissions, Registrar, Career Services, Tutoring

How Mandatory Fees Support Students

- **Student Engagement Activities & Support Services**
- **Student Retention & Success Programs**
- **Student Health & Well-Being Services**
- **Athletics & Recreational Programs**
- **Student Transportation**
- **Maintenance & Operation of Student Facilities**
- **Auxiliary Services (mail, vending, card services)**

Your Student Fee Dollar at Work

29¢

Facilities & Buildings

Student Centers, Recreation, Arts Centers, Facility Maintenance

23¢

Auxiliary Services

Mason Card Office, Auxiliary Tech Systems, Police, Business Services

6¢

Transportation

CUE Bus, Shuttles, Bike-sharing, & more



23¢

Athletics

Intercollegiate Athletics & Scholarships

15¢

Student Activities

University Life Programs & Services

4¢

Health Services

Student Health Clinical & Administrative Services

Recent & Planned Investments

- Expanded Green Machine Support (FY25)
- Athletics Student Services Staffing & Student Engagement (FY25)
- University Life Programs & Services (FY25)
- Student Involvement & ESports Area Renovation (FY25)
- Information Technology Overhead & Investments (FY26)
- Increased Investment in Athletics (FY26)

Athletic Allocation at Work

44¢

Sports Operations
Team Travel, Recruiting, Equipment
& Apparel, Meals & Nutrition

12¢

Storytelling & Engagement
Marketing & Promotions, Event Operations,
Broadcasts & Production, Communications

7¢

Administrative Support
Human Resources, Business Operations,
Information Technology



26¢

Athletic Scholarships

11¢

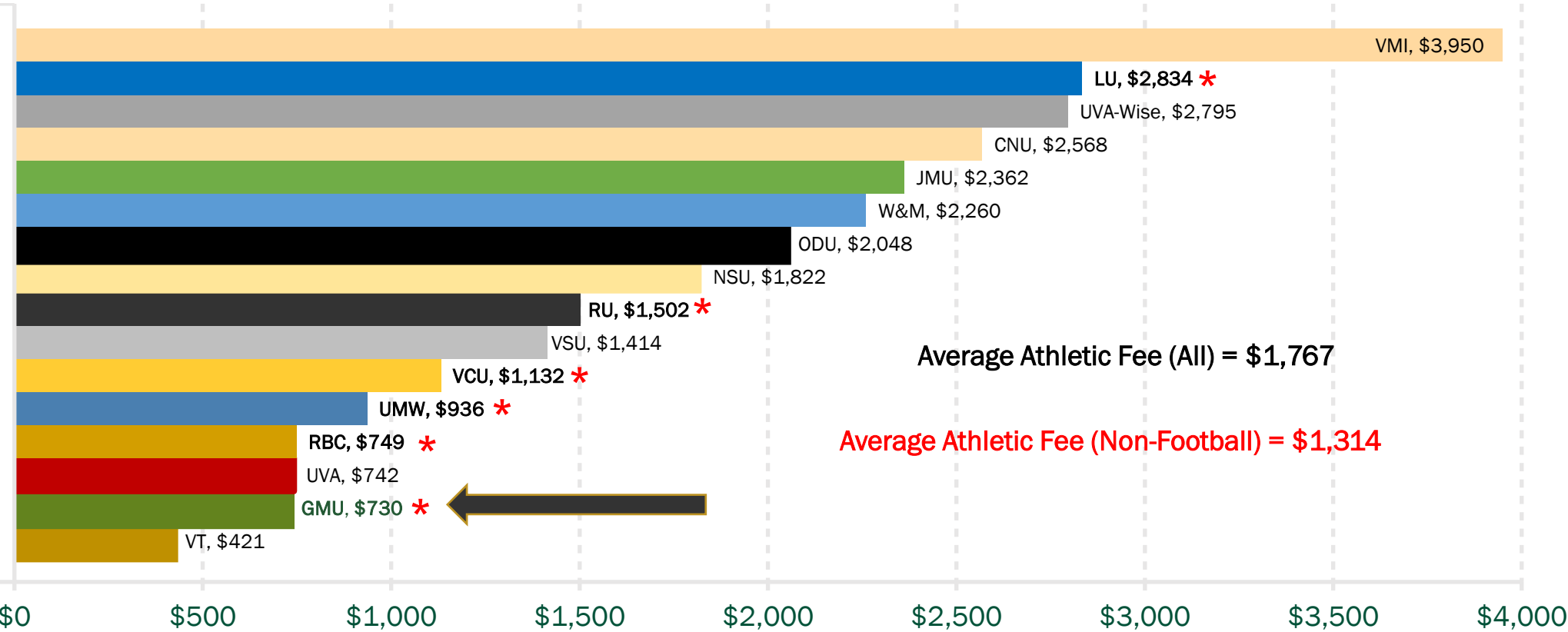
Direct Student-Athlete Support
Athletic Training, Strength &
Conditioning, Academic Support and
Development, Compliance &
Governance

Source: FY24 Financial Data per Banner and internal reports.
Note: Direct instruction includes all sport categories including labor, direct expenditure, championships, recruiting, intersession

Intercollegiate Athletics:

Athletic Fee Comparison

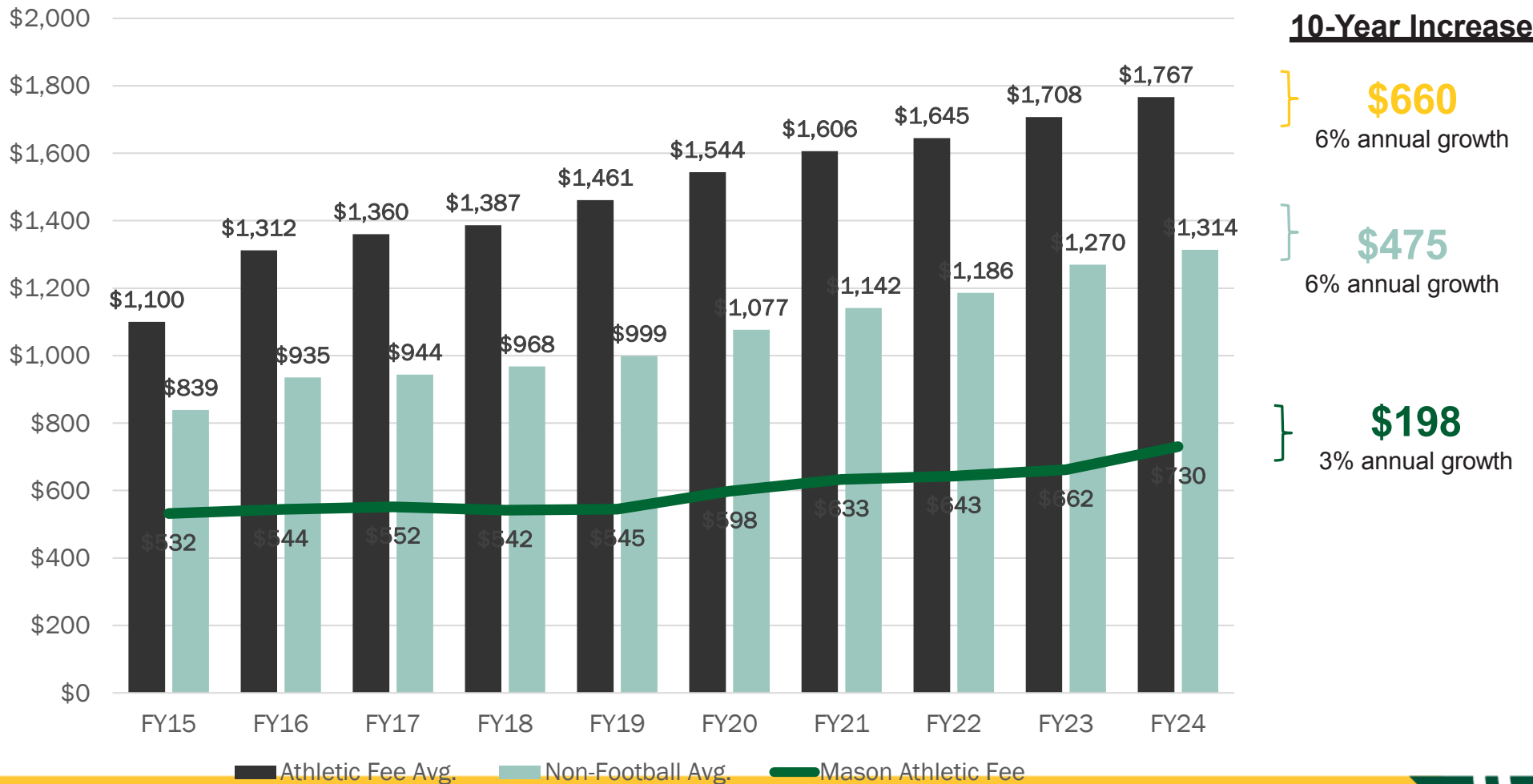
- Mason Athletics is 2nd lowest athletic fee among Commonwealth peers



Source: (1) 2023-2024 SCHEV Tuition and Fees Report.

Intercollegiate Athletics:

History of Athletic Fees



Source:
(1) SCHEV Tuition and Fees Report.

Intercollegiate Athletics:

Competition and Practice Facilities

1982
Athletics
Field House



1985
EagleBank
Arena



1986
Spuhler
Field



1999
George Mason
Track



- ✓ Spirit Program – the Patriot, Cheerleaders, Masonettes, and Green Machine
- ✓ Tickets and transportation to postseason competitions – A10 Conference Tournament, NCAA, NIT, etc.
- ✓ Over 200 graduate, student assistant, and team manager positions within Athletics
- ✓ Mason Maniaxs – over 800 registered with 40+ student leaders
- ✓ Signature engagement events (i.e., Mason Madness, Homecoming, Gold Rush, pre-game tailgates, etc.)
- ✓ Academic Collaborations (i.e., Student Run the Show)

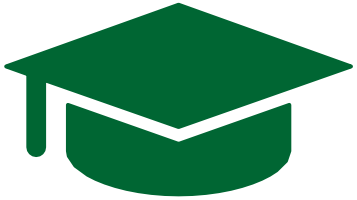
Intercollegiate Athletics:

Student Engagement



Intercollegiate Athletics:

Value Proposition to the University



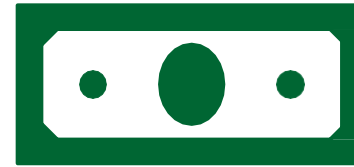
Enhances Student Experiences*

Community Building
Belonging
Mental Health
Recruitment, Retention



Advertising & Exposure

Brand Awareness
National Visibility
Enrollment Growth
Degree Value



Economic & Financial Benefits

Fundraising
Merchandise/Licensing
Concessions
Facility Access/Rentals



Community Engagement*

Campus Events
Alumni Events
Pride and Traditions
Career Opportunities

**GMU Strategic Priority*



Appendix IV

Six-Year Capital Plan Outyear Projects

Projects Proposed for FY27

		GF Estimate	NGF Estimate	Total Estimate	Authority Needed
Mason 2050	Mason Square Renovation Ph. I (Student Housing) ⁽¹⁾	\$0.00	\$100.00	\$100.00	BOV
	High Performance Training Center ⁽²⁾	\$0.00	\$0.00	\$0.00	BOV
	Field House ⁽³⁾	\$0.00	\$110.00	\$110.00	BOV
	Baseball Stadium	\$0.00	\$20.00	\$20.00	BOV
	Concert Hall Renovation ⁽⁴⁾	\$0.00	\$75.00	\$75.00	BOV
	Faculty / Staff Housing PH 2 (Sci Tech)	\$0.00	\$10.00	\$10.00	BOV
Deferred Maintenance	Central Heating and Colling Plant - Deferred Maintenance Replacement Boilers and Pumps Phase I ⁽⁵⁾	\$0.00	\$3.05	\$3.05	BOV
	Liberty Square Roof	\$0.00	\$6.10	\$6.10	BOV
	Rappahannock Garage Repair Phase I	\$0.00	\$4.10	\$4.10	BOV
	Mason Pond Garage Repair Phase II	\$0.00	\$3.00	\$3.00	BOV
	Johnson Center VAV Replacement	\$0.00	\$5.75	\$5.75	BOV
	Total	\$0.00	\$337.00	\$337.00	

(millions)

- (1) – Funding will likely be through debt

(2) – Likely to be completed as a public private partnership

(3) – May be completed as part of the High Performance Training Center

(4) – Project is anticipated to be funded with 33% fundraising

(5) – Project is eligible for the use of Maintenance Reserve funding if such funding is increase annually and available.

Future Project Beyond FY27

		GF Estimate	NGF Estimate	Total Estimate	Authority Needed
Mason 2050	Living Learning Village II (CCBB Village) ⁽¹⁾	\$0.00	\$110.00	\$110.00	BOV
	Mason Square Renovations Ph 2 (Student Housing) ⁽¹⁾	\$0.00	\$150.00	\$150.00	BOV
Academic Priorities	Student Innovation Factory Building	\$51.10	\$0.00	\$51.10	BOV+Commonwealth
	Crime Scene House	\$0.00	\$7.50	\$7.50	BOV
	Planetary Hall Renovation	\$80.00	\$0.00	\$80.00	BOV+Commonwealth
	David King Hall Renovation	\$101.00	\$0.00	\$101.00	BOV+Commonwealth
	Academic VIII (Sci Tech) - Full Project ⁽²⁾	\$200.00	\$0.00	\$200.00	BOV+Commonwealth
	Enterprise Hall Renovation	\$70.00	\$0.00	\$70.00	BOV+Commonwealth
	Liberty Square Interiors Update/ Refresh	\$0.00	\$4.50	\$4.50	BOV
	Parking Deck IV ⁽¹⁾	\$0.00	\$58.50	\$58.50	BOV
	Transportation (North) (Ph 1)	\$0.00	\$16.50	\$16.50	BOV
Deferred Maintenance	Central Heating and Cooling Plant – Deferred Maintenance Replacement Boilers, Chillers, Cooling Towers, and Pumps Phase II ⁽³⁾	\$0.00	\$11.67	\$11.67	BOV
	Rappahannock Garage Repairs Phase II	\$0.00	\$3.00	\$3.00	BOV
	The RAC - Replace Chiller ⁽³⁾	\$0.00	\$3.51	\$3.51	BOV
	Hazel Hall - Replace Penthouse AHU and VAV Boxes ⁽³⁾	\$0.00	\$3.41	\$3.41	BOV
	Total	\$502.10	\$368.59	\$870.69	

(millions)

(1) – Funding will likely be through debt

(2) – Planning was authorized for this project in FY21 but as a use of institutional funds

(3) – Project is eligible for the use of Maintenance Reserve funding if such funding is increase annually and available.



**GEORGE MASON
UNIVERSITY®**

GEORGE MASON UNIVERSITY

BOARD OF VISITORS

Academic Programs, Diversity, and University Community Committee Meeting

Thursday, April 17, 2025 10:00-11:30 a.m.

AGENDA

- I. Call to Order**
- II. Approval of Academic Programs, Diversity and University Community Committee Minutes from February 13, 2025 (Action Item)**
- III. New Business**
 - A. Provost's Report (J. Antony)
 - B. Faculty Senate Update and Proposed Revisions to the Faculty Handbook (S. Simmons)
(Action Item)
 - C. Faculty Actions **(Action Item)**
 - 1. Promotion and/or Tenure
 - 2. Conferral of Emeritus/Emerita Status
 - 3. Elections of New Tenured Faculty
 - 4. Special Rank Change
 - D. 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- May 2025
 - 8. Annual Summary Sheet – July 2024 – May 2025
 - E. Committee Name Change
 - F. DEI Discussion
 - 1. Required Diversity Statements and Hiring
 - 2. Resolution regarding the Presidential Executive Order on Diversity, Equity, and Inclusion **(Action Item)**

IV. Adjournment

The April 17, 2025 Meeting of the Board of Visitors Academic Programs, Diversity and University Community Committee 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/>. Those attending any Board of Visitors sessions are asked to adhere to the meeting rules, accessible at the following webpage: <https://bov.gmu.edu/board-of-visitors-resources/>

No oral public comment will be taken at this meeting.

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

MINUTES

Thursday, February 13, 2025

COMMITTEE MEMBERS PRESENT: Chair: Lindsey Burke; Visitors: Mike Meese, Jeff Rosen; Staff Representatives: Provost Jim Antony, Sharnnia Artis, Rose Pascarell; Faculty Senate President: Solon Simmons; Staff Senate Chair: Rachel Spence; Faculty Representatives: Cameron Harris, Melissa Broeckelman-Post; Student Representatives: Maria Cuesta, Carolyn Faith Hoffman

ALSO PRESENT: Rector Stimson, President Washington, Visitors: Armand Alacbay, Anjan Chimaladinne

I. The meeting was called to order by Chairperson Lindsey Burke at 10:00 a.m.

II. Approval of Minutes (Action Item)

Chairperson Burke called for any corrections to the minutes from the November 19, 2024 APDUC Committee Meeting. Hearing no corrections, the meeting minutes stood **APPROVED** as written.

III. New Business

A. Provost's Update

James Antony – Provost and Executive Vice President

Provost Antony provided an update on the spring semester, which began on January 21. He noted that spring recess is scheduled for March 10-16 and commencement will take place on May 15. He also shared an enrollment update, highlighting the over 3,000 new and transfer students joining George Mason this semester. Provost Antony highlighted the opening of the new Life Sciences and Engineering Building, with over 90 courses there this semester. He also noted that George Mason's online master's programs earned top 10 rankings by U.S. News & World Report in special education, industrial engineering, and nursing for veterans. Additionally, he reported that the College of Science dean search is advancing, with finalist interviews scheduled. He provided updates on the Budget Model Redesign, set for implementation in FY 2026, and introduced two new working groups that will begin this semester—one focused on enhancing graduate education and postdoctoral affairs, and the other, a Research Kitchen Cabinet initiative, aimed at strengthening George Mason's research enterprise. Finally, Provost Antony provided a brief overview of the recent Executive Orders, emphasizing Mason's commitment to clear and transparent communication as more details emerge. He concluded by recognizing the achievements of students, faculty, and staff across the university.

B. 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 Burke **SECONDED** the following program actions:

1. Degree Program Closure: MS Marketing
2. Conferral of Emeritus/Emerita Status
3. Elections of New Tenured Faculty

MOTION CARRIED BY VOICE VOTE.

Yes – 3

C. Discussion: A Report of the University of Chicago Committee on the Criteria of Academic Appointment- *to reflect on what, if anything, can be gleaned from the Shils Report*

The committee discussed the University of Chicago's Shils Report on academic appointment criteria. Provost Antony emphasized George Mason's commitment to transparency, balance between research and teaching, and cross-disciplinary collaboration regarding academic appointment. He also highlighted the university's adherence to Section 5 of the report. Faculty representatives noted that George Mason's Faculty Handbook is regularly updated to reflect contemporary priorities like career readiness and faculty service, areas not emphasized in the Shils Report. While the "Chicago Trifecta" of free expression, institutional neutrality, and merit-based advancement was acknowledged, George Mason has adapted its merit criteria to better serve its institutional goals. An invitation was extended to meet with the Faculty Handbook Committee if committee members wanted to learn more.

D. Antisemitism Resolution

A draft resolution addressing antisemitism was brought before the APDUC Committee for discussion, led by Visitor Rosen and discussed by board members, administrators, faculty, and students. The conversation included arguments for and against the resolution, concerns about potential impacts on free speech and academic freedom, and the broader implications for campus climate. Visitor Rosen discussed the context and reason for the creation of the resolution, emphasizing that the resolution aims to reinforce protections against harassment and discrimination without restricting academic freedom or political expression. Some committee members expressed concerns about the resolution's language, particularly the IHRA definition, the inclusion of Zionism as a protected category, and the need for equal protection for all minority groups. University administrators highlighted existing initiatives addressing antisemitism and broader discrimination, while also acknowledging areas for improvement, such as updating reporting mechanisms and ensuring clear communication. Several members proposed refining the resolution to align with George Mason's policies and suggested moving some elements into the "whereas" clauses to acknowledge current efforts. Participants stressed the need for consistency in addressing these issues and ensuring that fundamental freedoms are not compromised. The discussion also touched on the potential impact of the resolution on political and academic discourse, emphasizing the need for careful refinement. The conversation concluded with agreement to continue discussions on revisions to the draft resolution.

E. Announcements and Reports

Announcements and Reports were acknowledged for the Committee's benefit. No further discussion was held.

IV. Adjournment

The meeting was adjourned at 11:34 a.m.

Respectfully submitted,

Sarah Parnell
Secretary Pro Tem



Academic Programs, Diversity, and University Community Committee

Board of Visitors



*Office of the Provost
April 17, 2025*

Agenda

I. Call to Order

II. Approval of Minutes (Action Item)

III. New Business

- A. Provost's Report
- B. Faculty Senate Update and Proposed Revisions to the Faculty Handbook (Action Item)
- C. Faculty Actions (Action Item)
- D. Announcements
- E. Committee Name Change Proposal
- F. Diversity, Equity, and Inclusion Discussion
 - 1. Required Diversity Statements and Hiring
 - 2. Resolution of George Mason University Regarding the Presidential Executive Order on Diversity, Equity, and Inclusion (Action Item)

IV. Adjournment

Action Item

Approval of Minutes

February 13, 2025

Provost's Report

James Antony, PhD

Provost and Executive Vice President



Spring Graduation



Commencement Ceremony

- **Thursday, May 15** at 9:30 a.m. in EagleBank Arena
- Degree conferral by university president
- Doctoral student recognition

Degree Celebrations

- **Wednesday, May 14:** Schar School
- **Thursday, May 15:** CEC and CVPA
- **Friday, May 16:** CHSS, Carter School, COS, and Costello
- **Saturday, May 17:** CEHD, Scalia Law School, and CPH

Spring Graduates*

- **185** Doctoral Students
- **2269** Graduate Students
- **3576** Undergraduate Students
- **219** Law Students

**Applied to graduate as of April 1, 2025*

College of Science

Dean Search Update

Cody W. Edwards
named new dean of the
College of Science.



The Academic Year in Review



Communication



Research



Budget Model Redesign

Looking Ahead



Undergraduate
Learning Supports
Implementation
Committee



Building a
Blueprint for the
Future of Doctoral
and MFA Education,
and Postdoctoral
Affairs



Competitive
Landscape

Faculty Awards

Presidential Awards for Faculty Excellence



Bethany Cieslowski
CPH



Rebecca Goldin
COS



Susan Howard
CHSS



Weiwen Jiang
CEC



Daphne King
CPH



Jacqueline McDowell
CEHD



Angela Miller
CEHD



Aarthi Narayanan
COS



Allison Redlich
CHSS



Margarita Tadevosyan
Carter School



Janani Umamaheswar
CHSS



Xueso Xiao
CEC

<https://president.gmu.edu/faculty-awards/recipients>

Faculty Awards

Teaching Excellence Awards

Teaching Excellence Award Kevin Andrea, CEC Lois Groth, CEHD Greta Ann Herin, COS Kerri LaCharite, CPH Audrey Pettibon, CHSS Kevin Rockmann, Costello Roland Wilson, Mason Korea	Adjunct Teaching Excellence Award Dana Siller, CHSS Michelle Lague, CEHD	Online Teaching Excellence Award Lila Fleming, CPH Katherine Rosenbusch, Costello
	Adjunct Teachers of Distinction Bruce Aft, CHSS Alma Jadallah, Carter School Suneel Grover, Costello	Online Teachers of Distinction Frank Kruger, COS MB (Marybeth) Mitcham, CPH
Teacher of Distinction Jennifer Wood, CHSS	David J. King Teaching Award Kelly Schrum, CHSS	

<https://stearnscenter.gmu.edu/awards/>

Faculty and Student Awards

OSCAR Excellence Awards

Faculty and Staff



Ali
Beheshti



Ozlem
Dilek



Jennifer
Nicholl Victor

Graduate Student



Mary
Catlin

Undergraduate Students



Amira
Anwar



Daniel
Cardona



Anna
Garren

<https://oscar.gmu.edu/celebration/oscar-excellence-awards>

Student Awards

2025 Peter N. Stearns Provost Scholar Athletes

A record 78 Peter N. Stearns Provost Scholar Athletes were honored for their outstanding academic achievements.



2025 Guggenheim Fellowship

Tania James

Fellowships for
exceptional individuals in
the creative arts



Fall 2025 Schedule



Summer Orientations

June 16–August 19



Freshman Move-in

August 20–21



New Student Convocation

August 22

Academic Calendar



Fall Semester

August 25–December 17



Commencement

December 18



Winter Break

December 22–January 2

Solon Simmons, PhD
Faculty Senate President



Academic Policies

2.1.3 Term Appointments

2.12.3 Procedures for Appointment and Renewal (Department Chairs)

3.6.2 Leave Program for Instructional Faculty

2.8.5 Remand Process

2.11.2.2 Grievance Procedures

Faculty Handbook Revisions

2.1.3 *Term Appointments*

Add:

- For initial appointments **for faculty with terminal degrees**, the maximum contract length for assistant professors is three years and for associate and full professors it is five years. **For initial appointments for faculty without terminal degrees, the contract length is one year.**

Delete:

- ~~• Faculty on multi-year contracts normally hold a terminal degree, as defined by standards in the discipline~~

Faculty Handbook Revisions

2.12.3.1 *Procedures for Appointment and Renewal (Department Chairs)*

Add:

- If the committee and the departmental faculty are not in agreement or if the Dean does not endorse the recommendation of a majority of the committee and/or the department faculty, the Dean meets with the committee and/or the faculty to seek ~~an identity of views~~ **committee and faculty perspectives and try to reach consensus** before submitting the **Dean's** recommendation to the Provost.
- If the committee and/or the departmental faculty and the Dean have remained in disagreement, or if the Provost does not endorse the joint recommendation of the committee and the Dean, the Provost meets with the committee and the Dean to seek ~~an identity of views~~ **each party's perspectives and to try to reach consensus**. The final decision rests with the Provost.

Faculty Handbook Revisions

2.12.3.2 *Procedures for Appointment and Renewal (Department Chairs)*

Add:

- To begin the process for chair renewals, the committee consults with the department faculty and other persons it deems appropriate concerning the past performance of the chair and the desirability of the chair's renewal. The committee ascertains the will of the department faculty through an anonymous ballot and makes recommendations in writing to the Dean no later than October 15th. LAU bylaws should specify who has voting rights. The report includes the division of departmental and committee balloting by numbers only.

Faculty Handbook Revisions

3.6.2 *Leave Program for Instructional Faculty*

Add:

- Faculty must be tenured or on a term multi-year contract, with six years of service at Mason, and have completed six years of such service since a previous study leave (not including tenure-track study leaves, see 3.6.1). This six-year period includes time spent on leave of absence, unless such leave includes time worked at another agency or institution, in which case an exception must be approved and granted by the Vice President for Research.
- Colleges and schools establish and publish the procedures, criteria and deadlines for submission and review of leave proposals.

Faculty Handbook Revisions

2.8.5 *Remand Process*

Add:

- The ~~reason for the case file submitted by the~~ UPTRAC ~~remand~~ must be explicitly addressed in the recommendation at each level. No case may be remanded more than once.

Faculty Handbook Revisions

2.11.2.2 *Grievance Procedures*

Delete:

- ~~• In cases of alleged violations of academic freedom, the faculty of the college/school acts on its grievance committee's recommendation my formal vote, the outcome of which is final.~~

Action Item

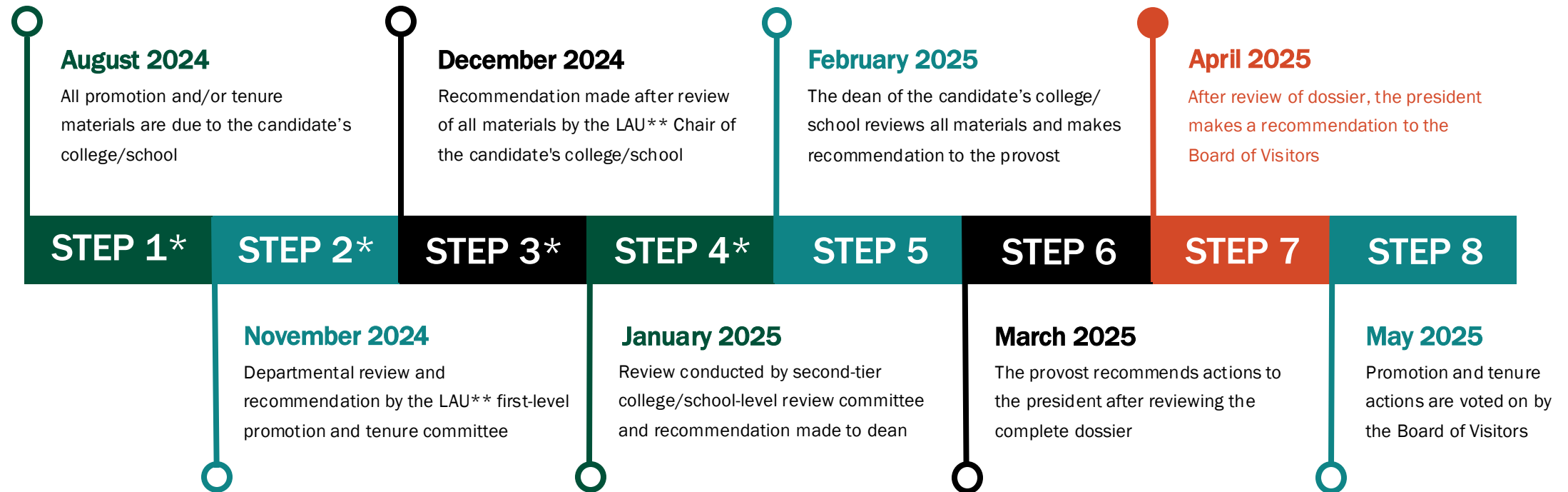
MOTION

To approve the proposed changes to the Faculty Handbook as outlined in the meeting materials

ACTION ITEMS

Faculty Actions

Promotion and/or Tenure



**Steps 1-4 may be adjusted due to academic unit needs*

***Local Academic Unit (LAU)*

Faculty Actions

Conferral of Emeritus/Emerita Status



Pamela Baker
CEHD



Rei Berroa
CHSS



Frederick Brigham
CEHD



Nada Dabbagh
CEHD



Nancy Hanrahan
CHSS



Theodore Kelly
CHSS



Gary Kreps
CHSS



Peggy Maddox
CPH



Lorraine Pierce
(CEHD)



Earle Reybold
(CEHD)



Beverly Shaklee
(CEHD)



Jagadish Shukla
(COS)



Debra Sprague
(CEHD)



James Witte
(CHSS)

Faculty Actions

Elections of New Tenured Faculty

Robert Miller



Antonin Scalia Law School

Terri Rebmann



College of Public Health

Min Shen



Costello College of Business

Faculty Actions

Special Rank Change

Distinguished University Professor

Lawrence Cheskin

College of Public Health (CPH)
Department of Nutrition and Food Studies



Action Items

MOTION

To approve the following faculty actions, en bloc, as they are outlined in the meeting materials:

- Promotion and/or Tenure
- Conferral of Emeritus/Emerita Status
- Elections of New Tenured Faculty
- Special Rank Change

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, May 2025
- Annual Summary Sheet, July 2024–May 2025

Committee Name Change Proposal



Diversity, Equity, and Inclusion Discussion

- Required Diversity Statements and Hiring



Resolution of George Mason University Regarding the Presidential Executive Order on Diversity, Equity, and Inclusion



Action Item

MOTION

To approve the Resolution of George Mason University Regarding the Presidential Executive Order on Diversity, Equity, and Inclusion



Adjournment

PROVOST.GMU.EDU



Faculty Handbook Revision Committee
Revisions approved by the Senate and ready for BOV approval

- [2.1.3 Term Appointments](#)
- [2.12.3 Procedures for Appointment and Renewal](#) (Department Chairs)
- [3.6.2 Leave Program for Instructional Faculty](#)
- [2.8.5 Remand Process](#)
- [2.11.2.2 Grievance Procedures](#)

2.1.3 Term Appointments

Proposed Language

2.1.3 Term Appointments

Full-time faculty on fixed-term, non-tenure-track appointments are known as Term Faculty. Term faculty whose assignments focus primarily on teaching are appointed as instructional faculty. Term faculty whose assignments focus primarily on research are appointed as research faculty. Term faculty whose assignments focus primarily on clinical practice are appointed as clinical faculty. While term faculty may identify with a primary focus, their assignments may include a blend of teaching, research, service, clinical practice, administrative, or leadership responsibilities that go beyond the boundaries of their primary focus. The faculty member's specific responsibilities will be stipulated in the appointment contract or assignment letter.

Instructional term faculty with a terminal degree may hold one of the following ranks: Instructional Assistant Professor, Instructional Associate Professor, or Instructional Professor. Research term faculty with a terminal degree may hold one of the following ranks: Research Assistant Professor, Research Associate Professor, or Research Professor. Clinical term faculty with a terminal degree may hold one of the following ranks: Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

Instructional term faculty without a terminal degree may hold one of the following ranks: Instructor, Senior Instructor, Master Instructor, or Professor of Practice. Clinical term faculty without a terminal degree may hold the rank of Clinical Instructor, Clinical Senior Instructor, or Clinical Master Instructor. Research term faculty without a terminal degree are Research Staff ([Section 2.1.6](#)).

Term faculty on single-year appointments whose permanent employment is with another organization hold title with the prefix "Visiting."

Term faculty appointment contracts are issued for a single-year or for multiple years, up to a maximum of 5 years. For initial appointments for faculty with terminal degrees, the maximum contract length for assistant professors is three years and for associate and full professors it is five years. For initial appointments for faculty without terminal degrees, the contract length is one year. If a multi-year appointment is offered to a faculty member whose position relies entirely or partially on non-state appropriated funding, then a multi-year contract may be established subject to the continuing availability of funding throughout the contract period. Exceptions to either contract length or terminal degree requirements must be approved by the Provost.

Contracts automatically expire at the end of the contract period, and although a faculty member may be reappointed ([Section 2.7.1](#)), there is no guarantee or right to reappointment from one contract to the next, whether single-year or multi-year. With the prior approval of the Provost, term faculty with the terminal degree may be considered for a tenure-track or tenured appointment as a result of a search ([Section 2.3.2.1](#)) or, rarely, by a direct appointment ([Section 2.3.2.2](#)). Service on a term appointment, whether or not externally-funded, may be applied to tenure consideration only if specified in the initial tenure-track letter of appointment.

Term faculty are eligible to be considered for promotion in rank, normally after five years of service.

Proposed Language with Track Changes

2.1.3 Term Appointments

Full-time faculty on fixed-term, non-tenure-track appointments are known as Term Faculty. Term faculty whose assignments focus primarily on teaching are appointed as instructional faculty. Term faculty whose assignments focus primarily on research are appointed as research faculty. Term faculty whose assignments focus primarily on clinical practice are appointed as clinical faculty. While term faculty may identify with a primary focus, their assignments may include a blend of teaching, research, service, clinical practice, administrative, or leadership responsibilities that go beyond the boundaries of their primary focus. The faculty member's specific responsibilities will be stipulated in the appointment contract or assignment letter.

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Term faculty on single-year appointments whose permanent employment is with another organization hold title with the prefix "Visiting."

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Term faculty are eligible to be considered for promotion in rank, normally after five years of service.

2.12.3 Procedures for Appointment and Renewal

Proposed Language

2.12.3 Procedures for Appointment and Renewal

2.12.3.1 Search Procedures

Search procedures are initiated after the incumbent chair has declined to seek reappointment, or after the Provost has notified the incumbent chair of the decision not to reappoint, or when the position is vacant. A search committee is constituted no later than December 10th. This committee consists of five faculty, all of whom have held a full-time instructional appointment for at least one year: (i) a chair, appointed by the Dean, from among the faculty of the college/school but not of the department; (ii) two faculty appointed by the Dean from among the faculty of the department; and (iii) two faculty elected from among and by the faculty of the department. The department elects its members of the committee after the appointments by the Dean have been made known. The four department faculty members must include at least one representative from each of the faculty groups (tenured, tenure-track, instructional term) who have appointments in the department. If the qualifications for faculty membership cannot be met, the Dean will consult with the department faculty before appointing another faculty member.

The search committee:

1. consults with the faculty of the department and other persons it deems appropriate about the qualities to be sought in a new chair;
2. seeks qualified candidates from inside or, if the Dean has given notice that external candidates can be considered, from outside the department;
3. requests dossiers, including references, from candidates outside the University, when appropriate;
4. consults regarding fair employment practices with the Office of Diversity, Ethics, and Inclusion;
5. evaluates qualifications and dossiers of candidates;
6. supervises departmental discussion of candidates and balloting to determine the wishes of the department faculty; and
7. submits to the Dean reports including a general assessment of the several candidates, a summary of departmental discussions, the results of departmental balloting, and its own recommendations.

The Dean makes a recommendation with an accompanying justification in writing to the Provost and the departmental faculty, including in that recommendation the full report of the committee. If the committee and the departmental faculty are not in agreement or if the Dean does not endorse the recommendation of a majority of the committee and/or the department faculty, the Dean meets with the committee and/or the faculty to seek committee and faculty perspectives and try to reach consensus before submitting the Dean's recommendation to the Provost.

If the committee and/or the departmental faculty and the Dean have remained in disagreement, or if the Provost does not endorse the joint recommendation of the committee and the Dean, the

Provost meets with the committee and the Dean to seek each party's perspectives and to try to reach consensus. The final decision rests with the Provost.

The Provost apprises the Dean, the search committee, and the faculty of the decision. Upon notification of the Provost's decision, the Dean extends a formal invitation to the person chosen.

If the vacancy is not filled nor an offer extended by May 1st, the Provost, after consultation with the Dean and the faculty of the department, appoints an acting chair and so notifies members of the department by July 1st.

2.12.3.2 Renewal Procedures

The Dean of the appropriate college/school writes to the incumbent chair before the last day of classes of the spring term of the academic year preceding the chair's final year of appointment. In this letter, the Dean states that the chair will be considered a candidate for reappointment unless the chair withdraws from consideration in writing before September 1st.

If the incumbent chair wishes to be a candidate for reappointment, the Dean constitutes by September 15th a committee to elicit and formulate the views of the faculty of the department. The committee is constituted according to the specifications governing the composition of the search committee described in [Section 2.12.3.1](#).

To begin the process for chair renewals, the committee consults with the department faculty and other persons it deems appropriate concerning the past performance of the chair and the desirability of the chair's renewal. The committee ascertains the will of the department faculty through an anonymous ballot and makes recommendations in writing to the Dean no later than October 15th. LAU bylaws should specify who has voting rights. The report includes the division of departmental and committee balloting by numbers only.

The Dean makes a recommendation to the Provost by November 1st. The Provost decides whether or not to reappoint the incumbent chair by December 1st and promptly communicates this decision and supporting reasons in writing to the Dean, the committee, the departmental faculty, and the chair.

Proposed Language with Track Changes:

2.12.3 Procedures for Appointment and Renewal

2.12.3.1 Search Procedures

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5. evaluates qualifications and dossiers of candidates;
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If the committee and/or the departmental faculty and the Dean have remained in disagreement, or if the Provost does not endorse the joint recommendation of the committee and the Dean, the Provost meets with the committee and the Dean to seek each party's perspectives and to try to reach consensus. The final decision rests with the Provost.

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Deleted: an identity of view

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The Dean makes a recommendation to the Provost by November 1st. The Provost decides whether or not to reappoint the incumbent chair by December 1st and promptly communicates this decision and supporting reasons in writing to the Dean, the committee, the departmental faculty, and the chair.

Current Language

2.12.3 Procedures for Appointment and Renewal

2.12.3.1 Search Procedures

Search procedures are initiated after the incumbent chair has declined to seek reappointment, or after the Provost has notified the incumbent chair of the decision not to reappoint, or when the position is vacant. A search committee is constituted no later than December 10th. This committee consists of five faculty, all of whom have held a full-time instructional appointment for at least one year: (i) a chair, appointed by the Dean, from among the faculty of the college/school but not of the department; (ii) two faculty appointed by the Dean from among the faculty of the department; and (iii) two faculty elected from among and by the faculty of the department. The department elects its members of the committee after the appointments by the Dean have been made known. The four department faculty members must include at least one representative from each of the faculty groups (tenured, tenure-track, instructional term) who have appointments in the department. If the qualifications for faculty membership cannot be met, the Dean will consult with the department faculty before appointing another faculty member.

The search committee:

1. consults with the faculty of the department and other persons it deems appropriate about the qualities to be sought in a new chair;
2. seeks qualified candidates from inside or, if the Dean has given notice that external candidates can be considered, from outside the department;
3. requests dossiers, including references, from candidates outside the University, when appropriate;
4. consults regarding fair employment practices with the Office of Diversity, Ethics, and Inclusion;
5. evaluates qualifications and dossiers of candidates;
6. supervises departmental discussion of candidates and balloting to determine the wishes of the department faculty; and
7. submits to the Dean reports including a general assessment of the several candidates, a summary of departmental discussions, the results of departmental balloting, and its own recommendations.

The Dean makes a recommendation with an accompanying justification in writing to the Provost and the departmental faculty, including in that recommendation the full report of the committee. If the committee and the departmental faculty are not in agreement or if the Dean does not endorse the recommendation of a majority of the committee and/or the department faculty, the Dean meets with the committee and/or the faculty to seek an identity of views before submitting the recommendation to the Provost.

If the committee and/or the departmental faculty and the Dean have remained in disagreement or if the Provost does not endorse the joint recommendation of the committee and the Dean, the Provost meets with the committee and the Dean to seek an identity of view.

The Provost apprises the Dean, the search committee, and the faculty of the decision. Upon notification of the Provost's decision, the Dean extends a formal invitation to the person chosen.

If the vacancy is not filled nor an offer extended by May 1st, the Provost, after consultation with the Dean and the faculty of the department, appoints an acting chair and so notifies members of the department by July 1st.

2.12.3.2 Renewal Procedures

The Dean of the appropriate college/school writes to the incumbent chair before the last day of classes of the spring term of the academic year preceding the chair's final year of appointment. In this letter, the Dean states that the chair will be considered a candidate for reappointment unless the chair withdraws from consideration in writing before September 1st.

If the incumbent chair wishes to be a candidate for reappointment, the Dean constitutes by September 15th a committee to elicit and formulate the views of the faculty of the department. The committee is constituted according to the specifications governing the composition of the search committee described in [Section 2.12.3.1](#).

The committee consults with the department faculty and other persons it deems appropriate concerning the past performance of the chair and the desirability of the chair's renewal. The committee ascertains the will of the department faculty and makes recommendations in writing to the Dean no later than October 15th. The report includes the division of departmental and committee balloting by numbers only.

The Dean makes a recommendation to the Provost by November 1st. The Provost decides whether or not to reappoint the incumbent chair by December 1st and promptly communicates this decision and supporting reasons in writing to the Dean, the committee, the departmental faculty, and the chair.

3.6.2 Leave Program for Instructional Faculty

Proposed Language

3.6.2 Leave Program for Instructional Faculty

The purpose of this leave program is to support professional development initiatives designed to advance scholarly research, teaching, and/or creative activity, including the development of innovative teaching approaches and methods. Leaves are for one semester at full pay and full benefits or an academic year at half pay with full benefits (based on 50% of base salary).

Faculty must be tenured or on a term multi-year contract, with six years of service at Mason, and have completed six years of such service since a previous study leave (not including tenure-track study leaves, see 3.6.1). This six-year period includes time spent on leave of absence, unless such leave includes time worked at another agency or institution, in which case an exception must be approved and granted by the Vice President for Research.

Colleges and schools establish and publish the procedures, criteria and deadlines for submission and review of leave proposals. The timing of a leave may be delayed if in the judgment of the LAU administrator, the faculty member's services are needed for a particular semester. Colleges and schools will notify the Provost of those faculty who have been approved for a study leave.

A faculty member who receives a study leave must agree to remain a full-time employee of the University for at least one academic year after the conclusion of the leave.

A faculty member who accepts a study leave must agree to serve as a reviewer of future applications at least once.

Proposed Language with Track Changes

3.6.2 Leave Program for Instructional Faculty

The purpose of this leave program is to support professional development initiatives designed to advance scholarly research, teaching, and/or creative activity, including the development of innovative teaching approaches and methods. Leaves are for one semester at full pay and full benefits or an academic year at half pay with full benefits (based on 50% of base salary).

Faculty must be tenured or on a term multi-year contract, with six years of service at Mason, and have completed six years of such service since a previous study leave (**not including tenure-track study leaves, see 3.6.1**). This six-year period includes time spent on leave of absence, unless such leave includes time worked at another agency or institution, in which case an exception must be approved and granted by the Vice President for Research.

Colleges and schools establish **and publish** the procedures, criteria and deadlines for submission and review of leave proposals. The timing of a leave may be delayed if in the judgment of the LAU administrator, the faculty member's services are needed for a particular semester. Colleges and schools will notify the Provost of those faculty who have been approved for a study leave.

A faculty member who receives a study leave must agree to remain a full-time employee of the University for at least one academic year after the conclusion of the leave.

A faculty member who accepts a study leave must agree to serve as a reviewer of future applications at least once.

Current Language

3.6.2 Leave Program for Instructional Faculty

The purpose of this leave program is to support professional development initiatives designed to advance scholarly research, teaching, and/or creative activity, including the development of innovative teaching approaches and methods. Leaves are for one semester at full pay and full benefits or an academic year at half pay with full benefits (based on 50% of base salary).

Faculty must be tenured or on a term multi-year contract, with six years of service at Mason, and have completed six years of such service since a previous study leave. This six-year period includes time spent on leave of absence, unless such leave includes time worked at another agency or institution, in which case an exception must be approved and granted by the Vice President for Research.

Colleges and schools establish the procedures, criteria and deadlines for submission and review of leave proposals. The timing of a leave may be delayed if in the judgment of the LAU administrator, the faculty member's services are needed for a particular semester. Colleges and schools will notify the Provost of those faculty who have been approved for a study leave.

A faculty member who receives a study leave must agree to remain a full-time employee of the University for at least one academic year after the conclusion of the leave.

A faculty member who accepts a study leave must agree to serve as a reviewer of future applications at least once.

2.8.5 Remand Process

Proposed Language

2.8.5 Remand Process

If the UPTRAC determines by majority vote that the appeal has sufficient merit, then the UPTRAC remands the case to the lowest level at which the grounds for appeal was based or to the first-level review committee if the grounds for appeal is based on Substantial New Evidence ([Section 2.8.1](#)). At that level and each subsequent level specified in [Section 2.7.3](#) (or in the case of renewal, [Section 2.7.2](#)), the case shall be evaluated by the designated bodies as they are constituted at the time of the remand, and by the individuals holding the relevant administrative positions at the time of the remand. At each level, a recommendation should normally be completed within fourteen calendar days and forwarded to the next level. The reason for the UPTRAC remand must be explicitly addressed in the recommendation at each level. No case may be remanded more than once.

If the President believes that promotion or tenure should be granted, the recommendation is submitted to the Board of Visitors for final action. If the President decides that renewal should be granted, the decision is final. If the President decides renewal, promotion or tenure should not be granted, the decision is final and there is no further appeal.

At each level of review in the remand process, if a recommendation or decision is negative, a clear, written justification is sent concurrently to the appellant, to the local academic unit, and to the next level of review.

Proposed Language with Track Changes

2.8.5 Remand Process

If the UPTRAC determines by majority vote that the appeal has sufficient merit, then the UPTRAC remands the case to the lowest level at which the grounds for appeal was based or to the first-level review committee if the grounds for appeal is based on Substantial New Evidence ([Section 2.8.1](#)). At that level and each subsequent level specified in [Section 2.7.3](#) (or in the case of renewal, [Section 2.7.2](#)), the case shall be evaluated by the designated bodies as they are constituted at the time of the remand, and by the individuals holding the relevant administrative positions at the time of the remand. At each level, a recommendation should normally be completed within fourteen calendar days and forwarded to the next level. The [reason for the UPTRAC remand](#) must be explicitly addressed in the recommendation at each level. No case may be remanded more than once.

If the President believes that promotion or tenure should be granted, the recommendation is submitted to the Board of Visitors for final action. If the President decides that renewal should be granted, the decision is final. If the President decides renewal, promotion or tenure should not be granted, the decision is final and there is no further appeal.

Deleted: case file submitted by the

At each level of review in the remand process, if a recommendation or decision is negative, a clear, written justification is sent concurrently to the appellant, to the local academic unit, and to the next level of review.

Current Language

2.8.5 Remand Process

If the UPTRAC determines by majority vote that the appeal has sufficient merit, then the UPTRAC remands the case to the lowest level at which the grounds for appeal was based or to the first-level review committee if the grounds for appeal is based on Substantial New Evidence ([SECTION 2.8.1](#)). At that level and each subsequent level specified in [SECTION 2.7.3](#) (or in the case of renewal, [SECTION 2.7.2](#)), the case shall be evaluated by the designated bodies as they are constituted at the time of the remand, and by the individuals holding the relevant administrative positions at the time of the remand. At each level, a recommendation should normally be completed within fourteen calendar days and forwarded to the next level. The case file submitted by the UPTRAC must be explicitly addressed in the recommendation at each level. No case may be remanded more than once.

If the President believes that promotion or tenure should be granted, the recommendation is submitted to the Board of Visitors for final action. If the President decides that renewal should be granted, the decision is final. If the President decides renewal, promotion or tenure should not be granted, the decision is final and there is no further appeal.

At each level of review in the remand process, if a recommendation or decision is negative, a clear, written justification is sent concurrently to the appellant, to the local academic unit, and to the next level of review.

2.11.2.2 Grievance Procedures

Proposed Language

2.11.2.2 Grievance Procedures

1. Grievance procedures for all Grievance Committees must adhere to the following basic elements.
 - a. The faculty member initiates a grievance by filing a written statement of the grievance, along with supporting documentation, with the Chair of the relevant grievance committee. No grievance may be heard on behalf of a third party or group.
 - b. Before the grievance itself is considered, the committee must conclude that the petitioner's case appears to have merit.
 - c. The faculty member may withdraw the grievance at any time without the grievance committee's approval. In such case, the grievance committee will not make a decision or recommendation.
 - d. No member of the committee with a conflict of interest in the grievance case may participate in the proceedings.
 - e. Committees are particularly charged to be alert to instances of inequitable treatment and retaliation against colleagues who have filed grievances.
2. Within a college/school, grievances against fellow faculty members and academic administrators below the level of Dean are heard by the local grievance committee.
 - a. If the grievance is against a fellow faculty member, the committee is charged to investigate the facts of the case and determine an appropriate resolution. The grievance committee's decision is final.
 - b. If the grievance is against an academic administrator below the level of Dean, the committee is charged to investigate the facts of the case and to recommend a resolution, which is then forwarded to the Dean, whose decision is final.
3. Grievances against academic administrators at or above the level of Dean are heard by the University Grievance Committee.
 - a. If the grievance is against a Dean, the committee's recommendation is forwarded to the Provost, whose decision is final.
 - b. If the grievance is against the Provost, the committee's recommendation is forwarded to the President, whose decision is final.
 - c. If the grievance is against the President, the committee's recommendation is forwarded to the Rector of the Board of Visitors, whose decision is final.

Proposed Language with Track Changes

2.11.2.2 Grievance Procedures

1. Grievance procedures for all Grievance Committees must adhere to the following basic elements.
 - a. The faculty member initiates a grievance by filing a written statement of the grievance, along with supporting documentation, with the Chair of the relevant grievance committee. No grievance may be heard on behalf of a third party or group.
 - b. Before the grievance itself is considered, the committee must conclude that the petitioner's case appears to have merit.
 - c. The faculty member may withdraw the grievance at any time without the grievance committee's approval. In such case, the grievance committee will not make a decision or recommendation.
 - d. No member of the committee with a conflict of interest in the grievance case may participate in the proceedings.
 - e. Committees are particularly charged to be alert to instances of inequitable treatment and retaliation against colleagues who have filed grievances.
2. Within a college/school, grievances against fellow faculty members and academic administrators below the level of Dean are heard by the local grievance committee.
 - a. If the grievance is against a fellow faculty member, the committee is charged to investigate the facts of the case and determine an appropriate resolution. The grievance committee's decision is final.
 - b. If the grievance is against an academic administrator below the level of Dean, the committee is charged to investigate the facts of the case and to recommend a resolution, which is then forwarded to the Dean, whose decision is final.
3. Grievances against academic administrators at or above the level of Dean are heard by the University Grievance Committee.
 - a. If the grievance is against a Dean, the committee's recommendation is forwarded to the Provost, whose decision is final.
 - b. If the grievance is against the Provost, the committee's recommendation is forwarded to the President, whose decision is final.
 - c. If the grievance is against the President, the committee's recommendation is forwarded to the Rector of the Board of Visitors, whose decision is final.

Deleted: c. In cases of alleged violations of academic freedom, the faculty of the college/school acts on its grievance committee's recommendation by formal vote, the outcome of which is final.

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Current Language

2.11.2.2 Grievance Procedures

1. Grievance procedures for all Grievance Committees must adhere to the following basic elements.
 - a. The faculty member initiates a grievance by filing a written statement of the grievance, along with supporting documentation, with the Chair of the relevant grievance committee. No grievance may be heard on behalf of a third party or group.
 - b. Before the grievance itself is considered, the committee must conclude that the petitioner's case appears to have merit.
 - c. The faculty member may withdraw the grievance at any time without the grievance committee's approval. In such case, the grievance committee will not make a decision or recommendation.
 - d. No member of the committee with a conflict of interest in the grievance case may participate in the proceedings.
 - e. Committees are particularly charged to be alert to instances of inequitable treatment and retaliation against colleagues who have filed grievances.
2. Within a college/school, grievances against fellow faculty members and academic administrators below the level of Dean are heard by the local grievance committee.
 - a. If the grievance is against a fellow faculty member, the committee is charged to investigate the facts of the case and determine an appropriate resolution. The grievance committee's decision is final.
 - b. If the grievance is against an academic administrator below the level of Dean, the committee is charged to investigate the facts of the case and to recommend a resolution, which is then forwarded to the Dean, whose decision is final.
 - c. In cases of alleged violations of academic freedom, the faculty of the college/school acts on its grievance committee's recommendation by formal vote, the outcome of which is final.
3. Grievances against academic administrators at or above the level of Dean are heard by the University Grievance Committee.
 - a. If the grievance is against a Dean, the committee's recommendation is forwarded to the Provost, whose decision is final.
 - b. If the grievance is against the Provost, the committee's recommendation is forwarded to the President, whose decision is final.
 - c. If the grievance is against the President, the committee's recommendation is forwarded to the Rector of the Board of Visitors, whose decision is final.

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Albanese	Massimiliano	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): URL: [Massimiliano Albanese Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Anand	Priyanka	8/25/2025	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: Health Administration and Policy (CPH)

Note(s): URL: [Priyanka Anand Web Profile](#)

Notification to Candidate	
First Level	October 18, 2024
LAU Head	November 13, 2024
Second Level	December 4, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Anderson	Taylor	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): URL: [Taylor Anderson Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	January 23, 2025
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Beauchamp	Jonathan	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Economics (CHSS)

Note(s): URL: [Jonathan Beauchamp Web Profile](#)

Notification to Candidate	
First Level	October 29, 2024
LAU Head	November 13, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Bidkhor	Hoda	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Computational and Data Sciences (COS)

Note(s): URL: [Hoda Bidkhor Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	February 24, 2025
Dean	February 24, 2025
Provost	March 28, 2025
President	April 14, 2025

Borup	Jered	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Jered Borup Web Profile](#)

Notification to Candidate	
First Level	November 21, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Cai	Xiaomei	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Communication (CHSS)

Note(s): URL: [Xiaomei Cai Web Profile](#)

Notification to Candidate	
First Level	November 11, 2024
LAU Head	November 14, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Carrier	Jason	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Jason Carrier Web Profile](#)

Notification to Candidate	
First Level	October 10, 2024
LAU Head	November 1, 2024
Second Level	December 11, 2024
Dean	January 30, 2025
Provost	March 28, 2025
President	April 14, 2025

Chavis	Charles	8/25/2025	Y/ Y
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Title: Associate Professor without Term

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

Note(s): URL: [Charles Chavis Web Profile](#)

Notification to Candidate	
First Level	November 27, 2024
Second Level	January 7, 2025
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Chitnis	Parag	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Bioengineering (CEC)

Note(s): URL: [Parag Chitnis Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Cooley	Mark	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Mark Cooley Web Profile](#)

Notification to Candidate	
First Level	October 21, 2024
LAU Head	November 1, 2024
Second Level	December 6, 2024
Dean	January 30, 2025
Provost	March 28, 2025
President	April 14, 2025

Craig	Richard	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Communication (CHSS)

Note(s): URL: [Richard Craig Web Profile](#)

Notification to Candidate	
First Level	October 8, 2024
LAU Head	November 15, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
D'Arcy	Shaun	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Dance (CVPA)

Note(s): URL: [Shaun D'Arcy Web Profile](#)

Notification to Candidate	
First Level	October 15, 2024
LAU Head	October 28, 2024
Second Level	December 11, 2024
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

Edwards	Cody	6/10/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Biology (COS)

Note(s): URL: [Cody Edwards Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	December 6, 2024
Second Level	December 6, 2024
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

Epstein	Neil	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Mathematical Science (COS)

Note(s): URL: [Neil Epstein Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Ermagun	Alireza	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): URL: [Alireza Ermagun Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	January 23, 2025
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Ferguson	Daniel	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Daniel Ferguson Web Profile](#)

Notification to Candidate	
First Level	November 2, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

Frenn	Chawky	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Chawky Frenn Web Profile](#)

Notification to Candidate	
First Level	October 23, 2024
LAU Head	November 1, 2024
Second Level	December 6, 2024
Dean	January 30, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
George Mwangi	Chrystal	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Higher Education Program (CHSS)

Note(s): URL: [Chrystal George Mwangi Web Profile](#)

Notification to Candidate	
First Level	October 17, 2024
LAU Head	November 18, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Ghahari Kermani	Fereshte	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): URL: [Fereshte Ghahari Kermani Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Gupta	Jhumka	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Global and Community Health (CPH)

Note(s): URL: [Jhumka Gupta Web Profile](#)

Notification to Candidate	
First Level	October 18, 2024
LAU Head	November 6, 2024
Second Level	December 9, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Han	Bo	8/25/2025	N/ Y

Title: Associate Professor without Term

Local Academic Unit: Computer Science (CEC)

Note(s): URL: [Bo Han Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Holincheck	Nancy	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Nancy Holincheck Web Profile](#)

Notification to Candidate	
First Level	November 18, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

Inoue	Megumi	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Social Work (CPH)

Note(s): URL: [Megumi Inoue Web Profile](#)

Notification to Candidate	
First Level	October 16, 2024
LAU Head	November 6, 2024
Second Level	December 11, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Irvin-Erickson	Douglas	8/25/2025	Y/ Y

Title: Associate Professor without Term

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

Note(s): URL: [Douglas Irvin-Erickson Web Profile](#)

Notification to Candidate	
First Level	November 27, 2024
Second Level	January 7, 2025
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

Ji	Ran	8/25/2025	Y/ Y
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Title: Associate Professor without Term

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

Note(s): URL: [Ran Ji Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Ji	Wenying	8/25/2025	Y/ Y
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Title: Associate Professor without Term

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

Note(s): URL: [Wenying Ji Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Jing	Hao	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): URL: [Hao Jing Web Profile](#)

Notification to Candidate	
First Level	February 5, 2025
LAU Head	February 5, 2025
Second Level	February 5, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Kang	Pilgyu	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Mechanical Engineering (CEC)

Note(s): URL: [Pilgyu Kang Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	February 4, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Kavak	Hamdi	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Computational and Data Sciences (COS)

Note(s): URL: [Hamdi Kavak Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	February 18, 2025
Dean	February 17, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Khasawneh	Khaled	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): URL: [Khaled Khasawneh Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Lattanzi	David	8/25/2025	Y/ N
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Title: Professor without Term

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

Note(s): URL: [David Lattanzi Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Leider	Robert	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Antonin Scalia Law School

Note(s): URL: [Robert Leider Web Profile](#)

Notification to Candidate	
First Level	December 9, 2024
Second Level	February 3, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Liu	Hung-Ling	8/25/2025	N/ Y

Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Hung-Ling Liu Web Profile](#)

Notification to Candidate	
First Level	November 19, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

Mayer	Jeremy	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): URL: [Jeremy Mayer Web Profile](#)

Notification to Candidate	
First Level	December 6, 2024
Second Level	January 30, 2025
Dean	February 1, 2025
Provost	March 28, 2025
President	April 14, 2025

Miller	Angela	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Angela Miller Web Profile](#)

Notification to Candidate	
First Level	November 25, 2024
Second Level	December 17, 2024
Dean	January 28, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Moran	Jeffrey	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Mechanical Engineering (CEC)

Note(s): URL: [Jeffrey Moran Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 19, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Morris	Christopher	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Sociology and Anthropology (CHSS)

Note(s): URL: [Christopher Morris Web Profile](#)

Notification to Candidate	
First Level	November 8, 2024
LAU Head	November 8, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Nelson	Jill	6/10/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): URL: [Jill Nelson Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Nowaczyk	Sarah	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Psychology (CHSS)

Note(s): URL: [Sarah Nowaczyk Web Profile](#)

Notification to Candidate	
First Level	November 4, 2024
LAU Head	November 6, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Oh	Kyeung	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Nursing (CPH)

Note(s): URL: [Kyeung Oh Web Profile](#)

Notification to Candidate	
First Level	October 16, 2024
LAU Head	November 20, 2024
Second Level	December 12, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Otis	Jessica	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: History and Art History (CHSS)

Note(s): URL: [Jessica Otis Web Profile](#)

Notification to Candidate	
First Level	October 8, 2024
LAU Head	November 15, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Peterson	Andrew	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Philosophy (CHSS)

Note(s): URL: [Andrew Peterson Web Profile](#)

Notification to Candidate	
First Level	November 13, 2024
LAU Head	November 15, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Plavchan	Peter	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): URL: [Peter Plavchan Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Reinkemeyer	Andrea	8/25/2025	N/ Y
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Title: Associate Professor without Term

Local Academic Unit: Music (CVPA)

Note(s): URL: [Andrea Reinkemeyer Web Profile](#)

Notification to Candidate	
First Level	October 17, 2024
LAU Head	November 1, 2024
Second Level	December 11. 2024
Dean	January 31, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Rosenberg	Jessica	8/25/2025	Y/ N

Title: Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): URL: [Jessica Rosenberg Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	February 5, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Salerno	Jennifer	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Environmental Science and Policy (COS)

Note(s): URL: [Jennifer Salerno Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	November 22, 2024
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

Schulman	Vanessa	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: History and Art History (CHSS)

Note(s): URL: [Vanessa Schulman Web Profile](#)

Notification to Candidate	
First Level	November 7, 2024
LAU Head	November 12, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Schulz	Jonathan	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Economics (CHSS)

Note(s): URL: [Jonathan Schulz Web Profile](#)

Notification to Candidate	
First Level	October 29, 2024
LAU Head	November 13, 2024
Second Level	January 13, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Sheridan	Kimberly	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Kimberly Sheridan Web Profile](#)

Notification to Candidate	
First Level	November 20, 2024
Second Level	December 17, 2024
Dean	January 29, 2025
Provost	March 28, 2025
President	April 14, 2025

Solomon	Lee	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): URL: [Lee Solomon Web Profile](#)

Notification to Candidate	
First Level	November 22, 2024
LAU Head	February 18, 2025
Second Level	February 18, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Stice	Han	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Costello College of Business

Note(s): URL: [Han Stice Web Profile](#)

Notification to Candidate	
First Level	October 11, 2024
Second Level	November 11, 2024
Dean	January 21, 2025
Provost	March 28, 2025
President	April 14, 2025

Streckfus-Green	Heather	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Heather Streckfus-Green Web Profile](#)

Notification to Candidate	
First Level	October 10, 2024
LAU Head	November 1, 2024
Second Level	December 11, 2024
Dean	January 30, 2025
Provost	March 28, 2025
President	April 14, 2025

Tan	Xiaoyan	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): URL: [Xiaoyan Tan Web Profile](#)

Notification to Candidate	
First Level	January 23, 2025
LAU Head	January 23, 2025
Second Level	January 23, 2025
Dean	February 5, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Tian	Kuo	8/25/2025	Y/ Y

Title: Associate Professor without Term

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

Note(s): URL: [Kuo Tian Web Profile](#)

Notification to Candidate	
First Level	November 15, 2024
LAU Head	November 15, 2024
Second Level	January 10, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Turpin	Rodman	8/25/2025	Y/ Y
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Title: Associate Professor without Term

Local Academic Unit: Global and Community Health (CPH)

Note(s): URL: [Rodman Turpin Web Profile](#)

Notification to Candidate	
First Level	October 18, 2024
LAU Head	November 6, 2024
Second Level	December 9, 2024
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

Yun	John	8/25/2025	Y/ N
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Title: Professor without Term

Local Academic Unit: Antonin Scalia Law School

Note(s): URL: [John Yun Web Profile](#)

Notification to Candidate	
First Level	December 9, 2024
Second Level	February 3, 2025
Dean	February 6, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Zhang	Ketian	8/25/2025	Y/ Y

Title: Associate Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): URL: [Ketian Zhang Web Profile](#)

Notification to Candidate	
First Level	October 29, 2024
LAU Head	December 2, 2024
Second Level	January 30, 2025
Dean	February 3, 2025
Provost	March 28, 2025
President	April 14, 2025

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Baker	Pamela H.	6/2/2025

Title: Associate Professor Emerita of Education
Local Academic Unit: College of Education and Human Development

Berroa	Rei	5/1/2025
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Title: Professor Emeritus
Local Academic Unit: Modern and Classical Languages (CHSS)

Brigham	Frederick J.	6/2/2025
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Title: Professor Emeritus of Education
Local Academic Unit: College of Education and Human Development

Dabbagh	Nada	6/2/2025
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Title: Professor Emerita of Education
Local Academic Unit: College of Education and Human Development

Hanrahan	Nancy W.	5/1/2025
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Title: Associate Professor Emerita
Local Academic Unit: Sociology and Anthropology (CHSS)

Kelly	Theodore M.	5/1/2025
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Title: Professor Emeritus
Local Academic Unit: History and Art History (CHSS)

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Kreps	Gary L.	6/2/2025

Title: Distinguished University Professor Emeritus

Local Academic Unit: Communication (CHSS)

Maddox	Peggy J.	6/2/2025
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Title: Professor Emerita

Local Academic Unit: Health Administration and Policy (CPH)

Pierce	Lorraine V.	6/2/2025
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Title: Associate Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Reybold	L. Earle	6/2/2025
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Title: Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Shaklee	Beverly D.	6/2/2025
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Title: Professor Emerita of Education

Local Academic Unit: College of Education and Human Development

Shukla	Jagadish	6/2/2025
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Title: Distinguished University Professor Emeritus

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

ACTION ITEMS


Academic Programs, Diversity, and University Community Committee

May 1, 2025

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Sprague	Debra R.	6/2/2025
Title: Associate Professor Emerita of Education Local Academic Unit: College of Education and Human Development		
Witte	James C.	6/2/2025
Title: Professor Emeritus Local Academic Unit: Sociology and Anthropology (CHSS)		

TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Pamela Hudson Baker

DATE: March 7, 2025

I am writing to endorse the nomination of Associate Professor Pamela Hudson Baker for the honorary title of Associate Professor Emerita of Education.

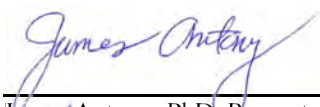
Dr. Baker joined Mason in 2005 as an assistant professor and was promoted to associate professor with tenure in 2012. She has been the director of the Division of Special Education and disAbility Research since 2014, and under her leadership the Special Education program has reached #1 in Virginia and #5 in the nation, according to the 2025 *U.S. News and World Report*. Dr. Baker has guided the efforts to establish an American Sign Language minor and an undergraduate special education program, and she shepherded the Mason Learning into Future Environments (LIFE) program, which provides post-secondary education and independent living opportunities for individuals with intellectual disabilities.

Dr. Baker has taught multiple sections of 12 distinct courses at the undergraduate, master's, and doctoral levels. She has served on 25 doctoral dissertation committees, chairing or co-chairing five, and on 32 doctoral advisory committees, chairing seven. She received the Teaching Excellence Award in 2009. Dr. Baker has maintained a steady research trajectory, contributing one book and publishing 25 articles in top-tier, peer-reviewed journals and 10 book chapters while at Mason. Dr. Baker has given more than 100 refereed presentations at the local, state, regional, national, and international levels and has secured numerous prestigious grant awards totaling over \$13 million.

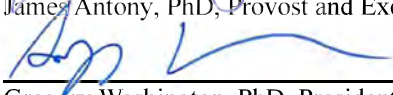
Dr. Baker's service has been extensive across her college, university, and profession. Service to CEHD and Mason has included serving on CEHD's Leadership Team, Educator Preparation Council, and on Mason's Faculty Senate Technology Policy Committee and Undergraduate Online Task Force. Professional service has including holding many positions in the Council of Administrators of Special Education, and serving as proposal reviewer for the Council for Exceptional Children and the American Educational Research Association. She currently serves on the VA CEEDAR State Steering Committee to help improve outcomes for students with disabilities.

The impact of Dr. Baker's leadership has been tremendous for her division, college, university, and for the profession. I highly recommend an appointment for emerita faculty status.

Approved ☒ Not Approved ☐

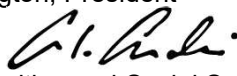

James Antony, PhD, Provost and Executive Vice President

Approved ☒ Not Approved ☐


Gregory Washington, PhD, President

This memo certifies that the criteria have been met by this Emerita 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, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emeritus Designation for Rei Berroa

Date: March 27, 2025

On the recommendation of the Department of Modern and Classical Languages, I am pleased to recommend Dr. Rei Berroa for appointment as Professor Emeritus, effective May 1, 2025 upon approval of the Board of Visitors. Dr. Berroa earned his Ph.D. from the University of Pittsburgh in 1983 and began teaching at George Mason University in 1984. He retired from Mason in 2023.


Dr. Berroa had a long and varied career in teaching, research, creative work, and administrative services. He is the author of two books on the literature of the Dominican Republic, co-editor on two more, and the author of many scholarly essays. He is also a distinguished poet and author of many books of poetry, and an editor of still more.

As an instructor at both graduate and undergraduate levels of university teaching, Dr. Berroa engaged in experiential learning with his students long before that practice became a university focus. He had undergraduate students translating plays for Arlington's Spanish-language Teatro de la Luna, and he took graduate students on different occasions to Boston and New York to see celebrated special exhibits relevant to classes he was teaching.

Dr. Berroa provided important service to the department, college and university. He was a long member of the Faculty Senate serving on numerous of committees. He represented MCL on the College of Arts and Sciences Council for 10 years, and he served as department chair of MCL for four years (and as interim chair for a year before that service). He was instrumental in bringing many distinguished literary and intellectual figures to George Mason University.


Based on his distinguished service at GMU, the department faculty were unanimous and enthusiastic in their support of recommending Rei Berroa for Emeritus status.

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.

TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emeritus Faculty Appointment Letter of Endorsement for Dr. Frederick Brigham

DATE: March 7, 2025

I am writing to endorse the nomination of Professor Frederick Brigham for the honorary title of Professor Emeritus of Education. Dr. Brigham joined George Mason University in 2005 when he was hired as a tenured associate professor. In 2015, he was promoted to the rank of full professor.

Dr. Brigham has taught numerous sections of nine distinct courses in special education as well as three different courses required for doctoral students in the PhD in Education program. His course expertise relates to educational assessment, measurement, and research. In addition, he has served on many dissertation committees and continues to publish and present with students after they graduate. He has been nominated three times for the GMU Teaching Excellence Award—in 2012, 2016, and 2020.

Dr. Brigham's research has focused primarily on effective interventions and services for students with emotional and behavior disorders. He has published three books, 29 peer-reviewed articles, and 27 book chapters. His articles have appeared in such prominent special education journals as the *Journal of Emotional and Behavioral Disorders* and the *Journal of Autism and Developmental Disorders*. He received the Outstanding Author Contribution Literati Award for Excellence in both 2013 and 2020. Additionally, Dr. Brigham has presented close to 200 times across his career to a wide range of audiences.

Regarding service, Dr. Brigham has served on several faculty search committees, the School of Education's Faculty Evaluation Committee, and Mason's Institutional Review Board. His editorial positions include being twice appointed as co-editor of *Behavioral Disorders*, serving as a recent guest co-editor of *Behavior Modification*, and serving as associate editor of *Exceptional Children*, the most respected scholarly journal in special education. Equally important is his service to the leading professional organization of special education, the Council for Exceptional Children (CEC). From 2006–2009, he was elected to the presidential line of CEC's Division for Research.

Dr. Brigham is a respected scholar who has been a dedicated educator and advocate for individuals with disabilities. I am pleased to offer my recommendation for Professor 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.

TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Nada Dabbagh

DATE: March 7, 2025

I am writing to endorse the nomination of Professor Nada Dabbagh for the honorary title of Professor Emerita of Education. Dr. Dabbagh joined Mason in 1999 as an assistant professor. She earned tenure and promotion in 2004 and promotion to professor in 2011. She is the inaugural director of the Division of Learning Technologies in the College of Education and Human Development.

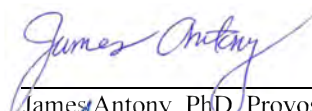
Dr. Dabbagh's research has greatly impacted the fields of instructional design, learning design, and learning technologies. She has published seven books (with one under contract), 47 peer-reviewed articles, 28 book chapters, and 34 refereed conference proceedings, and remarkably, almost 40% of these publications are co-authored with her graduate students. In addition, Dr. Dabbagh has developed several technology-based instructional and training products, such as the *Learning Asset Technology Integration Support Tool (LATIST)* with a companion mobile app designed to assist faculty and staff with integrating advanced technologies into their course design and delivery.

With regard to teaching, Dr. Dabbagh has taught numerous sections of 16 different courses at the master's and doctoral levels across various modalities (in person, hybrid, and online), and she developed six new courses. In 2003, she was awarded the Teaching Excellence Award. She has chaired 18 and served as a member of 11 dissertation committees and has chaired 27 and served as a member of six pre-dissertation committees. She has improved educational outcomes by serving as project advisor for the International Society for Technology in Education Teacher Ready Project funded by the GATES Foundation.

Dr. Dabbagh's service spans her program, division, college, university and profession. She has served on the CEHD Promotion and Tenure Committee, Faculty Evaluation Committee, and CEHD Council. At the university level, she serves as a Distinguished Faculty Mentor and has served in the Faculty Senate. She served in the presidential line for the Association for Educational Communications and Technology (AECT) and received several prestigious awards in her field, including the Featured Research Award, Outstanding Research Reviewer Award, and AECT Crystal Award.

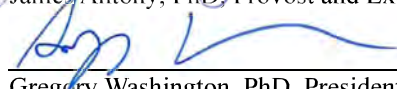
Dr. Dabbagh is a recognized scholar who has had an extraordinary influence on the field of learning technologies both nationally and internationally. I highly recommend her for an emerita faculty appointment.

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 Emerita 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, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emerita Designation for Nancy Hanrahan

Date: February 21, 2025

On the recommendation of the Department of Sociology and Anthropology, I am pleased to recommend Dr. Nancy Hanrahan for appointment as Associate Professor Emerita, effective May 1, 2025 upon approval by the Board of Visitors. Dr. Hanrahan joined Mason in 1994 as Assistant Professor of Sociology. Since that time, she has demonstrated an outstanding commitment to the institution through research, teaching, and service. Dr. Hanrahan retired on June 1, 2024.

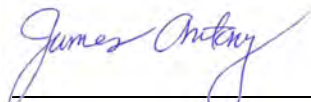
Dr. Hanrahan taught courses of high value to the sociology curriculum, introduced popular electives, and interacted with introductory level students. Core courses taught include Contemporary Sociological Theory and Classical Sociological Theory. These courses were popularly enrolling sections among the SOAN graduate and upper-division student communities. Her student evaluations were among the highest in sociology, and she achieved dedicated followings of students. Her teaching was augmented by dedicated mentorship of graduate students, having mentored seven doctoral students.

Dr. Hanrahan's research expertise lies in cultural sociology, feminist theory, and the sociology of music. Since arriving at Mason, Dr. Hanrahan published 18 peer-reviewed articles and book chapters as well as one book and one edited volume. She also delivered 19 presentations at professional conferences since 2007. Dr. Hanrahan is known for her exacting interaction with deep theory, careful, meticulous research of critical inquiry, and incorporation of this to music.

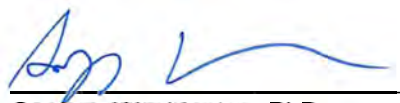
Dr. Hanrahan served as Director of the sociology doctoral program and also Director of the Women and Gender Studies program. Within the Women and Gender Studies program, she is a core constituent faculty member, having been a contributor and supporter of the initial build-out of the program. Her service on committees within SOAN was always deeply valued.

Based on her distinguished service at GMU, the department faculty were unanimous and enthusiastic in their support of recommending Nancy Hanrahan for emerita status.

Approval ☒ Disapproval ☐

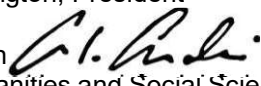

James Antony, PhD
Provost and Executive Vice President

Approval ☒ Disapproval ☐


Gregory Washington, PhD
President

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To: James Antony, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emeritus Designation for T. Mills Kelly

Date: March 7, 2025

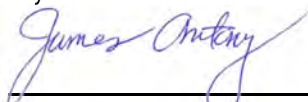
On the recommendation of the Department of History and Art History, I am pleased to recommend Dr. T. Mills Kelly for appointment as Professor Emeritus, effective May 1, 2025 upon approval by the board of Visitors.

Dr. Kelly joined Mason in 2001, making an enormous impact in research, teaching and service. In addition to his groundbreaking research on Eastern European history, he has been a pioneer in the scholarship of teaching and learning. In his 2013 book, *Teaching History in the Digital Age*, he argued that we can most effectively teach our students when we give them the opportunity to experiment, using digital technology to enable creative engagements with the past. Dr. Kelly's pioneering approach to pedagogy and his demonstrated success in the classroom were rewarded with the prestigious Gutenberg Teaching Award from the University of Mainz in 2020. Even as he was reshaping our discipline's approach to teaching history and historical methodology, Dr. Kelly was also producing ambitious, grant-funded projects in digital public history, including World History Matters, Women in World History, and Making the History of 1989: Sources and Narratives on the Fall of Communism. In recent years, he has researched the history of the Appalachian Trail, producing two books and a highly successful historical podcast.


Just as impressive as Dr. Kelly's research and teaching portfolio is his record as an administrator and leader. After achieving demonstrable success as the Director of the Global Affairs Program and in various high-level university service roles, he took over as Executive Director of the Roy Rosenzweig Center for History and New Media (RRCHNM) in 2019 just before the pandemic hit. Despite this inauspicious context, the center thrived under his leadership. He proved adept at improving and sustaining morale and creating a high-functioning, collaborative environment. Among his many concrete victories was the \$1 million grant he and his team secured from the Mellon Foundation to reimagine the center's funding mechanisms and place it on more solid financial footing.

Dr. Kelly retired from Mason in February 2025, after an exemplary academic career. Based on his distinguished service at GMU, the History Department faculty were unanimous and enthusiastic in their support of recommending T. Mills Kelly for emeritus status.

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.

To: James Antony, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emeritus Designation for Gary Kreps

Date: February 26, 2025

On the recommendation of the Department of Communication, I am pleased to recommend Dr. Gary Kreps for appointment as Distinguished University Professor Emeritus, effective June 2, 2025 upon approval by the Board of Visitors.

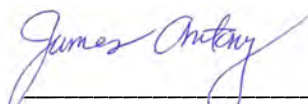
Gary Kreps is a health and risk communication scientist who is widely known as one of the world's leading and founding health communication scholars. Dr. Kreps joined Mason in 2004 at the rank of Full Professor, serving as the Communication Department Chair from 2004 to 2013, and held the Eileen and Steve Mandell Endowed Chair in Health Communication from 2004 to 2010. In 2007, he established Mason's Center for Health and Risk Communication (CHRC), which has been in continuous operation since and has received millions of dollars to support cutting-edge funded research and outreach projects from major funding agencies.

Dr. Kreps' primary research focus has examined the applications of human and mediated communication to promote public health, with a focus on serving the needs of at-risk populations who often experience significant health disparities. He has received extensive recognition and honors for his active and productive research program. His research has been reported in more than 600 frequently cited research articles, chapters, scholarly books, and edited volumes published across the fields of communication, public health, medicine, and information science. His published work has been widely cited in scholarly literature more than 24,000 times.

Dr. Kreps has primarily taught graduate courses, most of which he developed himself. He has received wide recognition for his teaching, including being honored by the Stearns Center for Teaching and Learning: Thank a Teacher Program. He was instrumental in the development of Mason's highly ranked Ph.D. program in Communication and also in the revitalization of the department's MA program.

On June 1, 2025, Dr. Kreps will retire from Mason after an exemplary academic career as a Distinguished University Professor of Communication. An emeritus appointment will allow him to continue his valuable research and programmatic involvement advising graduate students, working on funded research projects, and potentially returning to the university in adjunct status to teach occasional courses. His continued contributions in these areas are highly desirable.

Approval ☒ Disapproval ☐



James Antony, PhD
Provost and Executive Vice President

Approval ☒ Disapproval ☐



Gregory Washington, PhD
President

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To: James Antony, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Dean Melissa Perry, ScD, MHS 
College of Public Health

Subject: Emerita Designation for Peggy Jo (PJ) Maddox

Date: 3/13/2025

I am pleased to submit this memo in strong support of granting Professor Emerita status to Dr. Peggy Jo Maddox in recognition of her outstanding contributions to George Mason University, the College of Public Health, and the Department of Health Administration and Policy. The Emerita status will take effect on June 2, 2025 upon approval by the Board of Visitors.

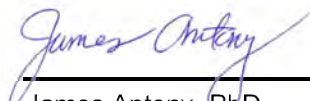
Since joining the university in 1995 as an Associate Professor and Coordinator of the Graduate Program in Health Systems Management, Dr. Maddox has been an exemplary leader, educator, and scholar. Her distinguished career includes serving as Professor and Chair of the Department of Health Administration and Policy (HAP) since 2005, Co-Director of the Virginia Center for Health Workforce Development, and, most recently, Acting Co-Director of the School of Nursing. Under her leadership, the Department and School have experienced remarkable growth, faculty development has been strengthened, and research initiatives have flourished, leaving a lasting impact on students, faculty, and staff.

A respected scholar, Dr. Maddox has made significant contributions to health workforce development, nursing economics, and health policy reform, with numerous publications in top-tier journals and leadership in securing multi-million-dollar research grants. Her work has been instrumental in shaping state and national healthcare policies.


Dr. Maddox's unwavering dedication to education has mentored and shaped the careers of countless students and junior faculty, many of whom have gone on to become leaders in academia, government, and healthcare. Her exceptional service and scholarship have been recognized through numerous accolades, including George Mason University's Faculty of the Year Award (2021).

Given her distinguished career, transformative leadership, and enduring contributions, I wholeheartedly support Dr. Maddox's nomination for Professor Emerita status, confident that she will continue to enrich and inspire the academic community in this role.

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.

TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development



RE: Emerita Faculty Appointment Letter of Endorsement for
Dr. Lorraine Valdez Pierce

DATE: March 7, 2025

I am writing to endorse the nomination of Associate Professor Lorraine Valdez Pierce for the honorary title of Associate Professor Emerita of Education. Dr. Valdez Pierce joined George Mason University in 1992 as an associate professor and earned tenure in September 1998. She is considered a leading authority on assessment in the field of Teaching English to Speakers of Other Languages (TESOL).

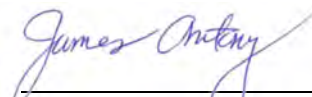
Dr. Valdez Pierce has taught 10 different courses (four of which she developed) at the master's and doctoral levels in the Teaching Culturally and Linguistically Diverse and Exceptional Learners (TCLDEL) program and the PhD Multilingual/Multicultural Education (MME) specialization. She served as the co-coordinator of the MME program and was instrumental in the development of the ESL Teacher Licensure Program, which is now part of the TCLDEL Program. She was a finalist for the Center for Teaching Excellence award four times.

Her research in the field of TESOL education and assessment has produced two books, 15 book chapters, 13 peer-refereed journal publications, and 46 other publications. Additionally, she delivered three international webinars, 23 invited keynotes in the U.S., 43 invited and 61 refereed presentations, 48 invited summer institutes, and 91 invited workshops in Virginia and across the US. Her dedication to building school-university partnerships is seen in an astounding 169 workshops about oral language and writing assessment for English learners for school districts in Virginia.

Dr. Valdez Pierce's university service includes chairing the Effective Teaching Committee, which resulted in a revision of the university Student Evaluation of Teaching (SET) form. At CEHD, she served on the PhD Committee in Education and the CEHD Tenure-Track Annual Review Committee. Her abundant service to her profession includes serving as a reviewer for assessment guidelines for the National Council on Measurement in Education Standards & Test Use Committee and as a reviewer for the *Journal of Teacher Education*.

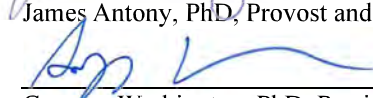
Dr. Valdez Pierce is a highly respected scholar and leader in applied linguistics and TESOL assessment locally, nationally, and internationally. I am pleased to endorse her emerita faculty status.

Approved ☒ Not Approved ☐



James Antony, PhD, Provost and Executive Vice President


Approved ☒ Not Approved ☐



Gregory Washington, PhD, President

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TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Earle Reybold

DATE: March 7, 2025

I am writing to endorse the nomination of Professor Earle Reybold for the honorary title of Professor Emerita of Education. Dr. Reybold joined the George Mason University faculty in 2006 and earned tenure in 2009. In 2016, she was promoted to full professor.

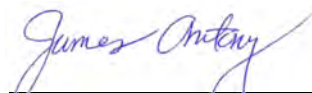
Dr. Reybold's work has focused on 1) qualitative research methods, 2) faculty development, and 3) the experiences of women, minorities, and disabled faculty in academia. She has published over 40 scholarly works, presented over 70 national/international presentations, and received grant funding for 15 projects. She is committed to mentoring developing scholars, evidenced by her co-authorship of many publications and presentations with graduate students.

She has been a dedicated teacher, teaching multiple sections of 12 different doctoral courses and developing eight of the 12 courses. She was a finalist for the GMU Excellence in Teaching Award in 2015–2016 and was recognized as a Distinguished Mentoring Fellow in 2019–2020. In addition, she supervised numerous dissertations as a qualitative methodologist throughout her career and chaired (and served as methodologist) on eight dissertation committees. Notably, Dr. Reybold guided the development of the Qualitative Research Certificate that brings students from other disciplines to CEHD to learn high-quality qualitative research skills.

Regarding college and university service, Dr. Reybold has served on the CEHD PhD in Education Committee, Faculty Evaluation Committee, the CEHD Promotion and Tenure Committee. For Mason's Faculty Senate she has served on the Executive Committee and as secretary. In addition, Dr. Reybold has been active in many professional organizations, such as the American Educational Research Association, American Association of University Professors, and the Institute for the International Education of Students.

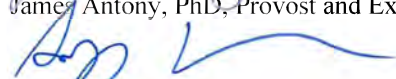
Dr. Reybold is a well-respected scholar who has been a vital member of CEHD and Mason for nearly two decades. I am pleased to recommend her for an emerita faculty appointment.

Approved ☒ Not Approved ☐



James Antony, PhD, Provost and Executive Vice President


Approved ☒ Not Approved ☐



Gregory Washington, PhD, President

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TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Beverly Shaklee

DATE: March 7, 2025

I am writing to endorse the nomination of Professor Beverly Shaklee for the honorary title of Professor Emerita of Education. Dr. Shaklee joined George Mason University in 2001 as a tenured full professor. She has held multiple leadership positions in the college, including as inaugural division director of the Division of Advanced Professional Teacher Development and International Education for eight years and as coordinator of both the Elementary Education and FAST TRAIN international education programs.

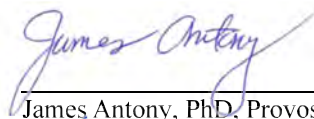
Dr. Shaklee's research focuses on dynamic educational environments, antiracist pedagogy, gifted education, assessment, systems, and teacher training in a globalized society. She has published five co-authored books, 18 book chapters, 30 peer-reviewed journal articles, and 45 non-refereed products. In addition, she has given over 100 refereed national and international presentations. She has served as PI and co-PI for grant projects totaling over \$5 million from sources such as the U.S. Department of Education, MacArthur Foundation, and U.S. Department of State; the projects are specific to areas such as gifted education, international teacher education, and international quality assurance in education.

Dr. Shaklee has taught 17 graduate courses on international education, gifted education, and elementary education. She has chaired or co-chaired 15 doctoral dissertation committees and consistently offers mentoring support for junior faculty. Prior to online teacher education, Dr. Shaklee led the innovative FAST TRAIN program for 10 years, which produced educators across the world.

Dr. Shaklee's service is extensive. At CEHD, she has been a member of the CEHD Council, CEHD Leadership Team, and CEHD Promotion and Tenure Committee, among others. At Mason, she contributed her expertise to the Global Complexity and Ethical Education Committee, President's Vision Committee on Global Strategies, and the Center for Global Studies. She also served as editor-in-chief of the Association for Advancement of International Education (AAIE) *InterEd* journal and has contributed to the Alliance for the Council for International Schools and National Association for Gifted Children. She was recently inducted into the Hall of Fame of AAIE for her longstanding contributions.

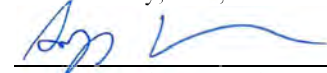
Dr. Shaklee's important contributions have spanned 24 years at Mason. She is highly deserving of the Professor Emerita status, and I am pleased to offer my strongest recommendation.

Approved ☒ Not Approved ☐



James Antony, PhD, Provost and Executive Vice President


Approved ☒ Not Approved ☐



Gregory Washington, PhD, President

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To: Dr. James Antony, Provost and Executive Vice President
Dr. Gregory Washington, President

From: Dr. Cody W. Edwards, Interim Dean 

Subject: Emeritus Designation for Dr. Jagadish Shukla

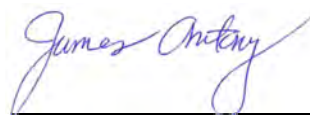
Date: March 10, 2024

Dr. Jagadish Shukla joined the George Mason faculty on February 1, 1994 and will retire on June 1, 2025 with an exemplary record of teaching, scholarship, research, and service as a Distinguished University Professor Emeritus in the College of Science and to the George Mason community. Dr. Shukla is retiring after 31 years of service and has embodied an outstanding record of achievement in research, scholarship, and education.

Dr. Shukla's scientific contributions have changed the course of climate research. I echo the words of the recommending chair in that Dr. Shukla is an "internationally-recognized scientist who has contributed to the science of meteorology and to governments, research organizations, and institutions of higher learning throughout the world, through scientific research, institution building, and international cooperation in meteorology for the betterment of humankind worldwide."

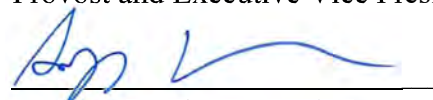
I am pleased to support the nomination of Dr. Shukla for the rank of Distinguished University Professor Emeritus, as recommended by Dr. Mark Uhen, Professor and Chair of the department of Atmospheric, Oceanic, and Earth Sciences (AOES). Given Dr. Shukla's contributions and impact at George Mason and beyond, it seems fitting that we confer this honor effective June 2, 2025 upon approval by the Board of Visitors.

Approval ☒ Disapproval ☐



James Antony, PhD
Provost and Executive Vice President


Approval ☒ Disapproval ☐



Gregory Washington, PhD
President

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TO: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

FROM: Ingrid Guerra-López, PhD
Dean, College of Education and Human Development 

RE: Emerita Faculty Appointment Letter of Endorsement for Dr. Debra Sprague

DATE: March 7, 2025

I am writing to endorse the nomination of Associate Professor Debra Sprague for the honorary title of Associate Professor Emerita of Education. Dr. Sprague began her career at Mason in 1995 as an assistant professor. In 2001, she earned tenure and was promoted to the rank of associate professor.

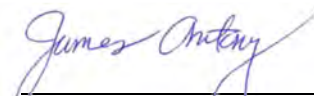
Dr. Sprague has taught numerous courses at all levels across multiple programs (Elementary Education, Teaching and Teacher Education, Advanced Studies in Teaching and Learning) and deliveries (F2F, hybrid, synchronous online, and asynchronous online). Noteworthy is her development of ELED 257, which has become a core course in the Elementary Education program, reflecting her innovative approach to curriculum design. She has received student “Thank-a-Teacher” notes from the Stearns Center and recognition from Mason’s Distance Learning office for the development of exceptional online courses.

She has collaborated extensively with colleagues through peer-reviewed publications, presentations, and editorials; has conducted numerous workshops and webinars; and has secured external and internal funding for her many research projects. Her expertise led to her reviewing several books focused on technology integration in teacher education. A significant scholarly contribution was her leadership as editor of the *Journal of Technology and Teacher Education* from 2001 to 2012, a role that provided critical guidance to emerging scholars. Under her guidance, *JTATE*’s influence in the field grew, and it is currently ranked the #1 journal in teacher education and technology.

Dr. Sprague’s exceptional service has included participation in critical university and CEHD committees, including Mason’s Faculty Senate (serving as co-chair of the Technology Policy Committee) and Distance Education Committee, and as chair of the CEHD Tenure-Track Annual Review Committee. She was also co-chair of the Technology Infusion SIG for the Society for Information Technology and Teacher Education and as chair of the TACTL SIG for the American Educational Research Association.

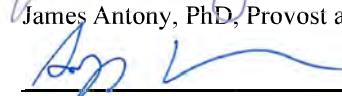
Dr. Sprague’s career has been marked by exceptional service, significant research, and engaged teaching that has advanced our university’s mission and reputation. I am pleased to offer my recommendation for emerita status.

Approved ☒ Not Approved ☐



James Antony, PhD, Provost and Executive Vice President


Approved ☒ Not Approved ☐



Gregory Washington, PhD, President

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To: James Antony, Ph.D., Provost and Executive Vice President
Gregory Washington, President

From: Ann Ardis, Dean 
College of Humanities and Social Sciences

Subject: Emeritus Designation for James Witte

Date: February 21, 2025

On the recommendation of the Department of Sociology and Anthropology, I am pleased to recommend Dr. James Witte for appointment as Professor Emeritus, effective June 2, 2025 upon approval by the Board of Visitors.

Dr. Witte joined Mason in 2009 as Professor of Sociology after holding faculty positions at Northwestern University (1994-1999) and Clemson University (1999-2009). Dr. Witte has also served as the Director of the Center for Social Science Research (2009-2020) and Director of the Institute for Immigration Research (2012-present).

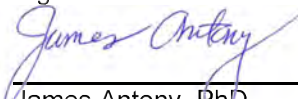
Dr. Witte is seen as one of the “go-to” faculty who teaches methods. His deep and exacting knowledge of quantitative methods have been greatly valued by our student body. He has provided students with detailed training in the quantitative methods associated with applied sociological research through practice, in addition to their experience in the classroom. He has also taught courses for SOAN including SOCI 636 Statistical Reasoning for Applied Sociological Research and has garnered exceptionally positive feedback. Dr. Witte can be seen as a faculty member who teaches through both direct pedagogical methods and by mentorship during his leadership of the research centers. He has supervised four doctoral dissertations in sociology and mentored dozens of students.

Dr. Witte’s expertise within sociology lies within the use of survey data collected from the internet, immigration, digitization of academic publications into a research archive for the production of sociological knowledge, and survey studies of immigrant professionals across seven cities in the United States. His research contributions include more than 60 peer-reviewed journal articles and book chapters. His research has been funded by prestigious peer-review and philanthropy organizations. These efforts have amassed more than \$7 million dollars to fund faculty, graduate student, and postdoctoral research at Mason.


Dr. Witte has served on several committees for the University. Within SOAN, he has served on the Faculty Matters Committee, Academic Program Review Committee, and the By-Law Revision Committee in 2021. He has twice served on the CHSS Senior Leadership Committee.

Based on his distinguished service at GMU, the department faculty were unanimous and enthusiastic in their support of recommending James Witte for emeritus status.

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.

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

ELECTIONS OF NEW TENURED FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Miller	Robert T.	8/25/2025

Title: Professor of Law and Rouse Chairholder
Rank: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Antonin Scalia Law School

Rebmann	Terri	5/1/2025
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Title: Professor
Rank: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Nursing (CPH)

Note(s): Additional Title: Divisional Dean and Director

Shen	Min	8/25/2025
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Title: Associate Professor
Rank: Associate Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Costello College of Business

Note(s): Additional Title: Phillip G. Buchanan Endowed Fellowship



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

This form must be submitted in Interfolio as part of the Tenured upon Hire case at the Dean's recommendation step.

Robert Miller, Professor of Law

Faculty Member's Name and Title

Antonin Scalia Law School

Local Academic Unit



Verification of Hiring and Trainings:

I verify that all hiring requirements, including reference checks, for the candidate has been completed and the candidate has been informed of all training that need to be completed within the first few weeks of the start of their appointment (including but not limited to DEI trainings: Title IX Overview and Sexual Harassment Prevention, Equal Opportunity: A Fair Shake and Ethics).

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

Robert Miller easily meets or exceeds the university's requirements for tenure and the rank of full professor. His appointment at the rank of Professor of Law is in keeping with his distinguished academic career, where he has held tenure at both the University of Iowa College of Law (since 2012) and Villanova University School of Law (since 2008). Professor Miller is a nationally-recognized scholar in corporate law, and brings a long research and publication history with him which will improve the reputation of our law school. He also has strong connections with large law firms, particularly in New York, where he will be of great value in helping to place our students after graduation. His teaching is consistently rated highly by students who praise his command of the material, his real-world experience, and his energetic lecture style. His service to his law schools, his universities, his students, his colleagues, the practice of law, and the study of law have been outstanding. Along with our faculty, I strongly recommend Robert Miller's hire with tenure and the rank of Professor of Law.

Dean

March 6, 2025

Date

Robert Miller

May 1, 2025

Robert Miller, J.D. is a candidate for Tenure upon Hire to Professor without Term in the Antonin Scalia Law School (ASLS). Professor Miller received his J.D. in 1997 from Yale Law School. He also earned a M.A. in Philosophy in 1994 and a B.A. in Philosophy and Mathematics in 1992 from Columbia University.

Currently, Professor Miller holds an appointment as the F. Arnold Daum Chair in Corporate Finance and Law and is a Professor of Law in the University of Iowa and also served as Associate Dean for Faculty Development. He previously was a Professor of Law at Villanova University and served as an Associate Director and Acting Executive Director for the Matthew J. Ryan Center for the Study of Free Institutions and the Public Good. In addition, he's held a variety of visiting professorships and fellowships with the University of Pennsylvania, Yeshiva University, and Oklahoma state University. He's also currently an affiliated scholar with New York University and James Wilson Institute on Natural Rights and the American Founding.

Professor Miller's tenure dossier demonstrates that he has established an exceptionally strong record of research/scholarship, teaching, and service. His case strongly is supported by the ASLS Review Committees and the Dean of the Law School each of which has documented the strength of his academic record.

The decision to hire Professor Miller is well supported. He will be a valued member of our university community and is deserving of appointment to the rank of Professor without Term.

Consistent with the recommendation of the ASLS review committees, and the Dean of the Law School, I also recommend that Professor Miller be granted appointment without term to the rank of Professor without Term in the Antonin Scalia Law School, effective August 25, 2025.



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

This form must be submitted in Interfolio as part of the Tenured upon Hire case at the Dean's recommendation step.

Terri Rebmann, Professor without Term

Faculty Member's Name and Title

School of Nursing, CPH

Local Academic Unit



Verification of Hiring and Trainings:

I verify that all hiring requirements, including reference checks, for the candidate has been completed and the candidate has been informed of all training that need to be completed within the first few weeks of the start of their appointment (including but not limited to DEI trainings: Title IX Overview and Sexual Harassment Prevention, Equal Opportunity: A Fair Shake and Ethics).

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

The benefit of this hire, Dr. Terri Rebmann, is to provide strong leadership to the School of Nursing. Her academic preparation (undergraduate and graduate degrees and certifications) is in Nursing with specializations in Infection Control and Epidemiology and Disaster and Emergency Preparedness. She has extensive academic leadership experience stemming from serving 11 years as the Director of the SLU Institute for Biosecurity and at the university level (2020-2023) by serving as Special Assistant to the President of SLU for managing the university's COVID pandemic response. She is familiar with external program accreditation and the requirements for fielding professional degrees in general. She has strengths in overall academic program leadership in all areas of management responsibility (budget, HR, fundraising, staffing, accreditation management) and at both local academic unit and university levels. Of the candidates interviewed she had the most robust leadership experience and was the best fit to offer strong leadership to the faculty, students, and staff in the School of Nursing.

Melissa J. Perry

Dean

3-13-25

Date

Terri Rebmann
May 1, 2025

Terri Rebmann, PhD is a candidate for Tenure upon Hire to Professor without Term in the School of Nursing within the College of Public Health (CPH) and was also selected to serve as the Divisional Dean and Director for the School of Nursing that began in March 2025. Professor Rebmann received her PhD in Nursing (2006) from Saint Louis University. She also received her MSN (1996) in Nursing from the University of Missouri (2008) and a BSN in Nursing (1992) from Truman State University.

Prior to Professor Rebmann joining George Mason University, she held an academic appointment as a Tenured Professor of Epidemiology and a variety of administrative and staff appointments as Director for the Institute for Biosecurity (2014-2025), Special Assistant to the President (2020-2023), Associate Dean for Academic and Faculty Affairs (2020-2021), Associate Director for Curricular Affairs (2005-2007), and Infectious Disease Specialist (200-2006) throughout her career at Saint Louis University. Concurrently, she was the Lead Epidemiologist at Biorisk Intelligence and Public Health Communications Specialist at PHC Global (2024-2025). Professor Rebmann also held position with a variety of hospitals and Health Projects and Services such as, Barnes-Jewish Hospital as an Infection Preventionist, Reproductive Health Services of Planned Parenthood as Patient Services Supervisor, Aids Project of the Ozarks as a Clinical Research Coordinator, and Harry S. Truman Veteran's Administration Hospital as a Charge Nurse, and US Medical Center for Federal Prisoners as a RN.

Professor Rebmann's tenure dossier demonstrates that she has established an exceptionally strong record of research, teaching, and service. Her case is strongly supported by all of the CPH review committees, the Co-Director, and the Dean of the College. She will be a valued member of our university community and, in my view, is deserving of appointment to the rank of Professor without Term.

Consistent with the unanimous recommendation of the CPH review committees, the Co-Director, and the Dean of the College, I recommend that Professor Rebmann be granted appointment to the rank of Professor without Term in the School of Nursing within the College of Public Health, effective May 1, 2025.



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

This form must be submitted in Interfolio as part of the Tenured upon Hire case at the Dean's recommendation step.

Dr. Min Shen, Associate Professor without Term

Faculty Member's Name and Title

Accounting Area

Local Academic Unit



Verification of Hiring and Trainings:

I verify that all hiring requirements, including reference checks, for the candidate has been completed and the candidate has been informed of all training that need to be completed within the first few weeks of the start of their appointment (including but not limited to DEI trainings: Title IX Overview and Sexual Harassment Prevention, Equal Opportunity: A Fair Shake and Ethics).

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

The appointment of Dr. Min Shen will greatly benefit Costello College of Business. Min Shen earned her PhD degree in Accounting from Michigan State University in 2005. Min has seven premier publications and a conditional acceptance, an extremely strongest record in Accounting for an Associate Professor. She also has a strong pipeline and meets Costello's AACSB Scholarly Academic (SA) standards. Min is well recognized in the accounting profession for her expertise on corporate disclosure and market microstructure. She is a creative and passionate scholar, a strong applied econometrician, and an experienced mentor to many. Her research interests on capital markets, corporate disclosures, regulatory filings, information intermediaries, etc. align closely with the work of nearly all the accounting area research faculty. She has been a strong mentor to others, serving on dissertation committees and the editorial board of the Journal of Accounting, Auditing, and Finance (a well regarded accounting journal). She teaches in one of our needed topical areas, is a dedicated teacher who has taught large classes in multiple modalities, and has been a good citizen at her previous institution.

Dean

3/12/2025

Date

Min Shen
May 1, 2025

Min Shen, PhD is a candidate for Tenure upon Hire to Associate Professor without Term in the Costello College of Business (CCB). Professor Shen received her PhD (2005) and MS (2003) in Accounting from Michigan State University. She also received her BA in International Finance from the Shanghai University of Finance and Economics (1998).

Currently, Professor Shen holds an academic appointment as an Associate Professor of Accounting at Baruch College, Zicklin School of Business. Prior to that, she held appointments as an Associate Professor (2011-2012) and Assistant Professor (2005-2011) of Accounting at George Mason University in the Costello College of Business. Professor Shen also taught courses previously at Michigan State University and participated in a lecture to doctoral students at Xiamen University.

Professor Chen's tenure dossier demonstrates that she has established an exceptionally strong record of research, teaching, and service. Her case is strongly supported by all of the CCB review committees and the Dean of the College. She will be a valued member of our university community and, in my view, is deserving of appointment to the rank of Associate Professor without Term.

Consistent with the unanimous recommendation of the CCB review committees and the Dean of the College, I recommend that Professor Shen be granted appointment to the rank of Associate Professor without Term in the Costello College of Business, effective August 25, 2025.

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 1, 2025

SPECIAL RANK CHANGE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Cheskin	Lawrence	5/1/2025

Title: Distinguished University Professor
Local Academic Unit: Nutrition and Food Studies (CPH)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Sanghera	Kamaljeet	3/10/2025	3 years

Title: Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Additional Title: Executive Director, Tech Talent Development and Global Engagement
Promotion and Transfers

van Oevelen	Petrus J.	2/10/2025	2 years
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Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Center for Ocean-Land-Atmosphere Studies (COS)

Weinberger	Lael	8/25/2025	3 years
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Title: Assistant Professor of Law
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Antonin Scalia Law School

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Ackerman	Christopher M.	2/24/2025

Title: Vice President of Human Resources and Chief Human Resource Officer
Classification: At will - Admin/Professional
Local Academic Unit: Human Resources

Coleman	Chaz	2/17/2025
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Title: Assistant Athletic Director, Facilities and Operations
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Dhillon	Kiranjit K.	4/10/2025
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Title: Director of Finance and Administration
Classification: At will - Admin/Professional
Local Academic Unit: Research, Innovation, and Economic Impact (Provost)

Douglas	Patrick A.	3/10/2025
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Title: Assistant Director of Finance
Classification: At will - Admin/Professional
Local Academic Unit: College of Public Health

Ehmke	Peyton N.	3/6/2025
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Title: Assistant Coach, Women's Volleyball
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Etter	Tammy C.	3/10/2025

Title: Director of Provost Finance and Planning

Classification: At will - Admin/Professional

Local Academic Unit: Academic Administration (Provost)

Gor	Phoebe	2/24/2025
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Title: Associate Director of Development, Major Gift Officer

Classification: At will - Admin/Professional

Local Academic Unit: College of Visual and Performing Arts

Haaland	Janae	2/10/2025
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Title: Director of UL Technology Services

Classification: At will - Admin/Professional

Local Academic Unit: University Life Technology Services (UL)

Hammon	Craig M.	3/10/2025
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Title: Assistant Coach, Women's Rowing

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Macasa	Michael J.	4/1/2025
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Title: Head, Resource Acquisition

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Perez	Melissa R.	2/10/2025

Title: Assistant Vice President, Research Security

Classification: At will - Admin/Professional

Local Academic Unit: Research, Integrity, and Assurance (Provost)

Reed	Christopher E.	3/25/2025
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Title: Associate Director, Virtual Services

Classification: At will - Admin/Professional

Local Academic Unit: Mason Student Services (Provost)

Richardson	Audrey R.	2/25/2025
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Title: First Year Experience Librarian

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Sosa	Kayleigh R.	3/25/2025
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Title: Compliance Investigator

Classification: At will - Admin/Professional

Local Academic Unit: Access, Compliance, and Community

Tolson	Jennifer	2/25/2025
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Title: Head Athletic Trainer

Classification: At will - Admin/Professional

Local Academic Unit: Mason Recreation (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Watford	Miyah	2/3/2025

Title: Director of Marketing and Digital Strategy

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

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

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Edwards	Cody	3/25/2025	5 years

Title: Dean

Local Academic Unit: College of Science

Uhen	Mark D.	8/25/2025	4 years
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Title: Department Chair

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Abdullah	Sharmin	8/25/2025	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computational and Data Sciences (COS)

Agada	Omoche C.	8/25/2025	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

Alamdar Yazdi	Amirhossein	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Arafin	Md Tanvir	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Cyber Security Engineering (CEC)

Ashraf-Hassan	Saima	8/25/2025	5 years
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Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Attie	Raphael	1/9/2025	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

Attili	Sarojini M.	8/25/2025	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Neuroscience Program (COS)

Auerbach	Jonathan L.	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Statistics (CEC)

Austin	Leila G.	8/25/2025	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Avramovic	Ivan	8/25/2025	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Computer Science (CEC)

Note(s): Previous title: Instructional Assistant Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Aylsworth	Julie H.	8/25/2025	3 years

Title: Associate Professor of Sport Management
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Balmaceda	Laura A.	6/10/2025	3 years
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Title: Research Associate Professor
Rank: Research Associate Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

Note(s): Previous title: Research Assistant Professor

Banerjee	Patrali	8/25/2025	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): Previous title: Instructional Assistant Professor

Baume	Michael J.	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Mathematical Science (COS)

Belaia	Mariia	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computational and Data Sciences (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Berg	Colleen F.	8/25/2025	3 years

Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Mechanical Engineering (CEC)

Besmel	Parwez	8/25/2025	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

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

Beveridge	Tina M.	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Music (CVPA)

Black	Lee J.	8/25/2025	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

Bonilla	Carrie L.	8/25/2025	5 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Bowins	Pierre	8/25/2025	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Art (CVPA)

Brandhorst	Kurt A.	8/25/2025	5 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Philosophy (CHSS)

Bray	Harrison	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Mathematical Science (COS)

Broberg	Shelby	8/25/2025	1 year
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Communication (CHSS)

Note(s): Additional Title: Communication Center Director

Brooks	Natalie	6/10/2025	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Brouse	Peggy S.	8/25/2025	5 years

Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Systems Engineering and Operations Research (CEC)

Brown	Bradley W.	8/25/2025	1 year
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Title: Instructor of Education
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Bryan	Amanda L.	8/25/2025	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Buckley	Martha	6/10/2025	3 years
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Title: Research Associate Professor
Rank: Research Associate Professor
Classification: Term - Research
Local Academic Unit: Center for Ocean-Land-Atmosphere Studies (COS)

Bulancea	Gabriela	8/25/2025	5 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Note(s): Previous title: Instructional Associate Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Burmeister	Steven	8/25/2025	3 years

Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Forensic Science Program (COS)

Burns	Carla F.	8/25/2025	5 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

Callus	Jessica A.	6/10/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Chemistry and Biochemistry (COS)

Carson	Scott	8/25/2025	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Caswell	Amanda M.	6/10/2025	1 year
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Title: Professor of Athletic Training
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Chalip	Laurence H.	8/25/2025	1 year

Title: Professor of Sport Management

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Chee	Vanessa A.	8/25/2025	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Global and Community Health (CPH)

Chen	Xi	6/10/2025	5 years
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Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Chen	Ted Hsuan Yun	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Environmental Science and Policy (COS)

Cheng	Constant	8/25/2025	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Ciftci	Olcay	8/25/2025	3 years

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

Dade	Damon	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computational and Data Sciences (COS)

Davis	Michael L.	6/10/2025	3 years
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Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Antonin Scalia Law School

Note(s): Previous title: Senior Lecturer-In-Law (Term Instructor)

De Marco	James	8/25/2025	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

DeLuycker	Anneke	6/10/2025	5 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Smithsonian-Mason School of Conservation

Note(s): Previous title: Instructional Associate Professor

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Demirkan	Sebahattin	8/25/2025	3 years

Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Demory	Yvonne	8/25/2025	3 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Note(s): Previous title: Instructional Associate Professor

Deneva	Iulia S.	2/25/2025	1 year
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Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Desierto	Desiree A.	8/25/2025	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Economics (CHSS)

Diddi	Pratiti	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Communication (CHSS)

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Diouf	Fatou	8/25/2025	1 year

Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Note(s): Previous title: Instructional Assistant Professor

Djordjevic	Branislav R.	8/25/2025	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Physics and Astronomy (COS)

Doetsch-Kidder	Sharon P.	8/25/2025	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Drake Patrick	Jennifer	8/25/2025	3 years
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Title: Associate Professor of Education

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

DuBois	Megan L.	8/25/2025	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Global and Community Health (CPH)

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Duke	Jodi M.	8/25/2025	1 year

Title: Associate Professor of Education

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Dummett	Roxanne E.	8/25/2025	3 years
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Title: Senior Instructor of Education

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Dungan	Caitlin E.	8/25/2025	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Eddo	Oladipo O.	8/25/2025	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Note(s): Previous title: Instructional Assistant Professor

Elashkar	Eman	6/10/2025	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

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Esherick	Craig R.	6/10/2025	5 years

Title: Professor of Sport Management

Rank: Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Note(s): Previous title: Instructional Associate Professor

Eshete	Zelalem	8/25/2025	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Mechanical Engineering (CEC)

Fadahunsi	Adetokunbo I.	8/25/2025	3 years
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Title: Instructional Associate Professor

Rank: Research Associate Professor

Classification: Term - Instructional

Local Academic Unit: Statistics (CEC)

Note(s): Previous title: Instructional Assistant Professor

Fairchild	Samuel E.	8/25/2025	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Mathematical Science (COS)

Farnham	Ana I.	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Art (CVPA)

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Fitzgerald	Ryan A.	8/25/2025	1 year

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Religious Studies (CHSS)

Note(s): Additional Title: RELI Undergraduate Director

Foecke	Kimberly	8/25/2025	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Sociology and Anthropology (CHSS)

Foreman	Kenneth W.	8/25/2025	1 year
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Chemistry and Biochemistry (COS)

Fratila	Iulia	8/25/2025	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Global and Community Health (CPH)

Frederick	Joanne J.	8/25/2025	1 year
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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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Frisch	Alexandria	8/25/2025	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Religious Studies (CHSS)

Fyock	Marcie	6/10/2025	1 year
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Title: Associate Professor of Athletic Training
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Ganjalizadeh	Saiid	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Gantar	Suzanne M.	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Biology (COS)

Geiger	Erin K.	8/25/2025	1 year
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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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Girard	Amanda	8/25/2025	1 year

Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Goldspiel	Jules M.	8/25/2025	1 year
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Title: Instructional Assistant Professor Geology
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Atmospheric, Oceanic and Earth Sciences (COS)

Gopalkrishna	Sara-Lynn	8/25/2025	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computer Science (CEC)

Gorbutt	Brent	8/25/2025	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Greve	Michael	8/25/2025	3 years
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Title: Professor of Law
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Antonin Scalia Law School

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Grieco	Christina M.	8/25/2025	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Guevara	Jacqueline J.	8/25/2025	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Social Work (CPH)

Guglielmi	Helen	8/25/2025	5 years
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Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

Guo	Xiaonan	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

Ha Poirot	Janet M.	8/25/2025	2 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Integrative Studies (CHSS)

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Hafeez	Abdul	6/10/2025	1 year

Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

Note(s): Additional Title: Coordinator of the MSHI

Hashemi	Mahdi	8/25/2025	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Previous title: Instructional Assistant Professor

Hassan	Hoda M.	8/25/2025	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Holland	Michael E.	8/25/2025	3 years
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Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Statistics (CEC)

Hong	Sungsoo	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

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Hong	Jiyeon	8/25/2025	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Costello College of Business

Hossain	Moinul	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Cyber Security Engineering (CEC)

Huang	Liling	8/25/2025	3 years
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Title: Associate Professor
Rank: Associate Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Electrical and Computer Engineering (CEC)

Hubbard	Nisan	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Biology (COS)

Hupp	Brittany	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Atmospheric, Oceanic and Earth Sciences (COS)

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Hussein	Naglaa F.	8/25/2025	5 years

Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

Hwang	JiYoung	8/25/2025	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Inglis	Robert	6/1/2025	1 year
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Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Communication (CHSS)

Ingram	Mark A.	8/25/2025	3 years
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Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Note(s): Previous title: Instructor

Islam	Khondkar R.	8/25/2025	5 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

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Itani	Wassim	8/25/2025	5 years

Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Computer Science (CEC)

Jones	Tina R.	8/25/2025	3 years
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Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Jones	Rochelle R.	8/25/2025	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

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

Note(s): Previous title: Instructional Associate Professor

Jorgenson	Linn	8/25/2025	1 year
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Title: Associate Professor of Education

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Kassaye	Ermias	8/25/2025	1 year
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Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Mathematical Science (COS)

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Kennedy	William G.	8/25/2025	1 year

Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Computational and Data Sciences (COS)

Kepplinger	David	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Statistics (CEC)

Killiany	Joseph W.	8/25/2025	1 year
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Kinory	Ethan	8/25/2025	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Koduah	Susan O.	8/25/2025	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

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Kosoglu	Laura	8/25/2025	5 years

Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

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

Note(s): Previous title: Instructional Associate Professor

Kowitlawakul	Yanika	8/25/2025	1 year
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Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Nursing (CPH)

Lacayo	Candace P.	6/10/2025	2 years
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Title: Associate Professor of Athletic Training

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Laemmerzahl	Arndt F.	8/25/2025	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Biology (COS)

Lam	Wing C.	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Computer Science (CEC)

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Lamberti	William F.	8/25/2025	1 year

Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computational and Data Sciences (COS)

Layman	Shannon	8/25/2025	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Psychology (CHSS)

Note(s): Additional Title: Academic Advisor and Experiential Learning Coordinator

Lee	Kyung Hyeon	3/25/2025	1 year
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Title: Research Assistant Professor, Biochemistry

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Chemistry and Biochemistry (COS)

Lemonnier	David Philippe Nicolas	1/25/2025	1 year
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Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Bioengineering (CEC)

Lessard-Pilon	Stephanie A.	6/10/2025	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Smithsonian-Mason School of Conservation

Note(s): Previous title: Instructional Associate Professor

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Liang	YiJue	8/25/2025	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Psychology (CHSS)

Loizides	Yiannis	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Mathematical Science (COS)

Lukyanenko	Cynthia A.	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: English (CHSS)

Lybarger	Kevin J.	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

Maloney	Brenna	8/25/2025	1 year
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Communication (CHSS)

Note(s): Additional Title: Journalism Coordinator

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Mandable	Lori A.	8/25/2025	1 year

Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Geography and Geoinformation Science (COS)

Manski	Benjamin R.	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Sociology and Anthropology (CHSS)

Manuel-Scott	Wendi N.	8/25/2025	5 years
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Title: Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: College of Humanities and Social Sciences

Marshall	Maureen E.	8/25/2025	1 year
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Title: Assistant Professor of Education
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Marshall	Sophia L.	8/25/2025	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

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Martin	Joel	8/25/2025	3 years

Title: Associate Professor
Rank: Associate Professor
Classification: Tenure Track - Instructional
Local Academic Unit: College of Education and Human Development

Mattes	Joshua J.	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Physics and Astronomy (COS)

Mattietti	Giuseppina	8/25/2025	5 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Atmospheric, Oceanic and Earth Sciences (COS)

Note(s): Previous title: Instructional Associate Professor

Mattix Foster	April A.	8/25/2025	5 years
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Title: Professor of Education
Rank: Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Note(s): Previous title: Instructional Associate Professor

Mazzini Bruschi	Simone	8/25/2025	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

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McDonald	Nora	8/25/2025	3 years

Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

McNeil	James R.	6/10/2025	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Smithsonian-Mason School of Conservation

Note(s): Previous title: Instructional Associate Professor

Mehta	Leeya	8/25/2025	1 year
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Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Note(s): Additional Title: Cheuse Center Director

Mele Thomas	Marie	8/25/2025	1 year
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Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

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

Miner	Allison	8/25/2025	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Nutrition and Food Studies (CPH)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 1, 2025

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Mitchell	Carol P.	8/25/2025	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Mitro	Jessica P.	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: College of Public Health

Mughal	Hamza	8/25/2025	3 years
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Computer Science (CEC)

Mungai	Wambui	8/25/2025	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Munshi	Ferah	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Physics and Astronomy (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Nguyen	Thi Thu Tram	8/25/2025	1 year

Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Norden	Luanne R.	8/25/2025	3 years
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Title: Senior Instructor of Physical Education and Health
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Ortiz Uriarte	Luis E.	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Atmospheric, Oceanic and Earth Sciences (COS)

Page	Amy P.	1/10/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Social Work (CPH)

Palmer	Danielle R.	8/25/2025	1 year
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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

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Park	Esther	8/25/2025	1 year

Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Nursing (CPH)

Park	June W.	8/25/2025	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Park	Chung-Kyu	6/10/2025	3 years
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Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Collision Safety and Analysis (COS)

Note(s): Previous title: Research Assistant Professor

Parker	Cindy W.	8/25/2025	3 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Note(s): Previous title: Instructional Associate Professor

Parks	James R.	8/25/2025	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Physics and Astronomy (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Patel	Shyam V.	8/25/2025	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Petryk	Mariia	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Costello College of Business

Poapst	Jacquelyn A.	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Communication (CHSS)

Note(s): Additional Title: Director of Debate

Powers	Samantha	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: College of Education and Human Development

Rain (Sorvillo)	Sheri N.	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Raines	Alexandra R.	8/25/2025	1 year

Title: Assistant Professor of Education

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Rambo	Stephanie	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: English (CHSS)

Ramsdell	Justin	8/25/2025	1 year
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Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Psychology (CHSS)

Note(s): Additional Title: Associate Chair of Undergraduate Studies

Reese	Diane M.	8/25/2025	1 year
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Title: Associate Professor of Education

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Reichert	Rudolf	6/10/2025	3 years
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Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Collision Safety and Analysis (COS)

Note(s): Previous title: Research Assistant Professor

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Requeijo	Tiago C.	8/25/2025	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Reynolds	Colleen E.	8/25/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Rezazad	Hadi	8/25/2025	5 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

Rickerby	Jennifer	6/10/2025	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

Rios	Nicholas A.	8/25/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Statistics (CEC)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Roberts	Heather T.	8/25/2025	1 year

Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

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

Robison	Charles E.	8/25/2025	3 years
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Title: Associate Professor of Kinesiology

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Robson	Christina J.	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Dance (CVPA)

Romaniuc	Raluca	8/25/2025	5 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Roy	Pritha G.	8/25/2025	5 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Chemistry and Biochemistry (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Rule	Kimberly A.	8/25/2025	5 years

Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Forensic Science Program (COS)

Note(s): Previous title: Instructional Associate Professor

Safikhani	Abolfazl	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Statistics (CEC)

Sauls	Laura A.	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Global Affairs Program (CHSS)

Scherer	Anne E.	8/25/2025	5 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Biology (COS)

Schmidt	Stephanie A.	8/25/2025	1 year
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Title: Instructional Assistant Professor, Introductory Environmental Science Instructor and Laboratory Coordinator

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Environmental Science and Policy (COS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Schuler	John S.	8/25/2025	1 year

Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computational and Data Sciences (COS)

Shamseddine	Maha	8/25/2025	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computer Science (CEC)

Shires	Krista M.	8/25/2025	1 year
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Title: Assistant Professor, Ecology

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Biology (COS)

Singer	Harvey A.	8/25/2025	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Soyata	Tolga	8/25/2025	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Previous title: Instructional Associate Professor

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Steen	Bweikia T.	8/25/2025	5 years

Title: Professor of Education

Rank: Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Note(s): Previous title: Associate Professor of Education

Sutherland	Brittany L.	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Biology (COS)

Sweet	Colleen A.	8/25/2025	5 years
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Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Tahan	Fedi	6/10/2025	3 years
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Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Collision Safety and Analysis (COS)

Note(s): Previous title: Research Assistant Professor

Taylor	Kevin K.	8/25/2025	3 years
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Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Terrell	Anthony S.	8/25/2025	1 year

Title: Assistant Professor of Education

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Torabi	Sadegh	8/25/2025	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Tretola	Betsy J.	8/25/2025	1 year
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Tsirigotis	Eugenia P.	8/25/2025	3 years
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Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Note(s): Previous title: Instructor

Villodas	Melissa L.	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Social Work (CPH)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Wang	Dongqing	8/25/2025	3 years
Title: Assistant Professor Rank: Assistant Professor Classification: Tenure Track - Instructional Local Academic Unit: Global and Community Health (CPH)			
Wang	Fei	8/25/2025	3 years
Title: Assistant Professor Rank: Assistant Professor Classification: Tenure Track - Instructional Local Academic Unit: Chemistry and Biochemistry (COS)			
West	Matthew E.	8/25/2025	5 years
Title: Associate Professor Rank: Instructional Associate Professor Classification: Term - Instructional Local Academic Unit: Global Affairs Program (CHSS)			
Note(s): Previous title: Instructional Assistant Professor			
White	Dominic E.	8/25/2025	3 years
Title: Instructional Associate Professor Rank: Instructional Associate Professor Classification: Term - Instructional Local Academic Unit: Computational and Data Sciences (COS)			
Note(s): Previous title: Instructional Assistant Professor			
White	Charles S.	8/25/2025	3 years
Title: Instructional Associate Professor Rank: Instructional Associate Professor Classification: Term - Instructional Local Academic Unit: Mechanical Engineering (CEC)			
Note(s): Previous title: Instructional Assistant Professor			

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Williams	Georgia A.	8/25/2025	5 years

Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: Forensic Science Program (COS)

Note(s): Previous title: Instructor

Yang	Lishan	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Computer Science (CEC)

Yu	Yun	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Chemistry and Biochemistry (COS)

Zampieri de Marco	Marcos Eduardo	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Zhang	Xiaokuan	8/25/2025	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Computer Science (CEC)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Zhu	Ziwei	8/25/2025	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Computer Science (CEC)

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Baker	Pamela H.	Retirement	05/24/2025

Title: Associate Professor
Classification: Tenured (without term) - Instructional
Local Academic Unit: College of Education and Human Development

Brigham	Frederick J.	Retirement	05/24/2025
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Title: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: College of Education and Human Development

Charney	Ari	Deceased	02/22/2025
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Title: Director of Prospect Research
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

Dabbagh	Nada	Retirement	05/24/2025
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Title: Professor and Director of the Division of Learning Technologies
Classification: Tenured (without term) - Instructional
Local Academic Unit: College of Education and Human Development

Shaklee	Beverly D.	Retirement	05/24/2025
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Title: Professor
Classification: Tenured (without term) - Instructional
Local Academic Unit: College of Education and Human Development

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Kreps	Gary L.	Retirement	05/24/2025

Title: Distinguished University Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: Communication (CHSS)

Kresh	Joshua A.	Contract expiration	02/28/2025
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Title: Director, CPIP

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Maddox	Peggy J.	Retirement	05/24/2025
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

Mann	Linda J.	Resignation	02/03/2025
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Title: Executive Director, John Mitchell Jr Program

Classification: At will - Admin/Professional

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

Morgan	Patricia U.	Resignation	01/09/2025
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Title: Coordinator VDOE TTAC

Classification: At will - Admin/Professional

Local Academic Unit: College of Education and Human Development

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Pierce	Lorraine V.	Retirement	05/24/2025

Title: Associate Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: College of Education and Human Development

Reybold	Lucy E.	Retirement	05/24/2025
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Title: Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: College of Education and Human Development

Schaefer	Richard M.	Resignation	02/27/2025
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Title: Executive Director, Customer Relationship Management (CRM)

Classification: At will - Admin/Professional

Local Academic Unit: Information Technology Services (SVP)

Shukla	Jagadish	Retirement	05/24/2025
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Title: Distinguished University Professor

Classification: Tenured (without term) - Instructional

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

Sprague	Debra R.	Retirement	05/24/2025
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Title: Associate Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: College of Education and Human Development

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Stout	John E.	Retirement	01/24/2025

Title: Research Associate Professor
Classification: Term - Research
Local Academic Unit: Earth Observing and Space Research (COS)

Witte	James C.	Retirement	05/24/2025
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Title: Professor
Classification: Tenured (without term) - Instructional
Local Academic Unit: Sociology and Anthropology (CHSS)

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Freedman	Daniel B.	Title Change
Title: BSW Program Director Local Academic Unit: Social Work (CPH) Note(s): Retained Title-Associate Professor		
Gullo	Pallavi	Leave with Pay
Title: Director of Graduate Academic and Student Affairs Local Academic Unit: Graduate Division (Provost) Note(s): Professor Gullo will be on Educational Leave with pay for Summer 2025, 5/25/2025 - 8/10/2025, Academic year 2024-2025		
Helton	William S.	Title Change
Title: Director of the Human Factors/ Applied Cognition Program Local Academic Unit: Psychology (CHSS) Note(s): Retained Title-Professor without Term		
Johnson	Noel D.	Leave with Pay
Title: Professor Local Academic Unit: Economics (CHSS) Note(s): Professor Johnson has been awarded a Faculty Study Leave for Spring Semester 2026.		
Jones	Margaret T.	Leave with Pay
Title: Associate Professor without Term Local Academic Unit: College of Education and Human Development Note(s): Professor Jones has been awarded a Faculty Study Leave for Spring Semester 2025.		

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Kayer	Kaithlyn	Title Change
Title: Executive Director, Transformation Management and Operations Local Academic Unit: Academic Administration (Provost) Note(s): Previous Title:Director, Transformation Management and Operations		
Kelley	Matthew C.	Tenure Track Contract Extension
Title: Assistant Professor Local Academic Unit: English (CHSS)		
King	Daphne L.	Title Change
Title: MSW Online Program Director Local Academic Unit: Social Work (CPH) Note(s): Retained Title-Assistant Professor		
Kirkpatrick	Jesse L.	Title Change
Title: Co-Director, MARC Local Academic Unit: College of Engineering and Computing (CEC) Note(s): Retained Title-Research Associate Professor		
Kotcher	John	Title Change
Title: Director of Research, Center for Climate Change Communication (Mason 4C) Local Academic Unit: Communication (CHSS) Note(s): Retained Title-Research Associate Professor		

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Lennox

April P.

Title Change

Title: TTAC Coordinator

Local Academic Unit: College of Education and Human Development

Note(s): Previous Title:Coordinator, VDOE TTAC at GMU - Literacy

Mandaville

Peter

Title Change

Title: Director of the AbuSulayman Center for Global Islamic Studies

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Professor without Term

Martinelli Montoya

Cesar A.

Leave with Partial Pay

Title: Professor without Term

Local Academic Unit: Economics (CHSS)

Note(s):

Professor Martinelli Montoya has been awarded a Faculty Study Leave with partial pay for AY 2025-2026.

Marttinen

Risto H.

Leave with Pay

Title: Associate Professor

Local Academic Unit: College of Education and Human Development

Note(s): Professor Marttinen has been awarded a Faculty Study Leave for Spring Semester 2025.

Mattietti

Giuseppina

Title Change

Title: Lab Coordinator

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

Note(s): Retained Title-Professor

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LAST NAME

FIRST NAME

TYPE

Mayfield

Tahisha V.

Title Change

Title: Senior Project Manager

Local Academic Unit: University Life Process and Project Management (UL)

Note(s): Previous Title:Project Manager

McWilliams

Stephen

Title Change

Title: Associate Vice President of Academic Finance and Planning

Local Academic Unit: Academic Administration (Provost)

Note(s): Previous Title:Assistant Vice President of Academic Finance and Planning

Perkins

Rachelle H.

Title Change

Title: Director of Student and Community Engagement

Local Academic Unit: Antonin Scalia Law School

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

Rytikova

Ioulia

Title Change

Title: Associate Chair, Department of Information Science and Technology

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor

Santos

Ruth C.

Title Change

Title: TTAC Coordinator

Local Academic Unit: College of Education and Human Development

Note(s): Previous Title:Coordinator

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Showers

Ala

Title Change

Title: Assistant Director of Instructional Design

Local Academic Unit: Digital Learning (Provost)

Note(s): Previous Title:Senior Instructional Designer

Snodgrass

Paul D.

Title Change

Title: Director of Technology and Operations

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

Note(s): Previous Title:Technology & Knowledge Management Director

Verardo

Stacey

Title Change

Title: Lab Coordinator

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

Note(s): Retained Title-Term Professor

Wan

Ming

Title Change

Title: Associate Dean for Faculty Affairs

Local Academic Unit: Schar School of Policy and Government

Note(s): Retained Title-Professor without Term

Weber

Geoffrey P.

Title Change

Title: TTAC Coordinator

Local Academic Unit: College of Education and Human Development

Note(s): Previous Title:TTAC Assistive Tech Coord

Faculty and Academic Standards Committee						
May 1, 2025						
SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
APPOINTMENT OF FACULTY						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor	0	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	0	0	1	0	0	0
Associate Professor	0	0	0	0	0	0
Professor	0	2	0	0	1	1
Administrative/Professional	0	16	0	0	0	0
Totals	0	18	1	0	1	1
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor	10	0	0	0		10
Senior Instructor	10	1	0	0		11
Master Instructor	0	0	0	0		0
Professor of Practice	0	0	0	0		0
Assistant Professor	59	11	41	0		111
Associate Professor	40	10	2	0		52
Professor	14	8	0	0		22
Administrative/Professional	0	0	0	0		0
Totals	133	30	43	0		206
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased		Total
	3	12	1	1		17
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	5	0	19	0	1	25

*Summary Excludes Postdoctoral Research Fellows and Research Staff

Faculty and Academic Standards Committee						
May 1, 2025						
ANNUAL SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
JULY 2024 - MAY 2025						
PROMOTION AND TENURE						
Promotion Only	24			Promoted to Professor without Term		24
Tenure Only	4			Promoted to Associate Professor		34
Promotion and Tenure	30					
TERM PROMOTION AND MULTI-YEAR						
Promotion Only	0			Promoted to Senior Instructor		7
Multi-Year Only	70			Promoted to Master Instructor		0
Promotion and Multi Year	65			Promoted to Associate Professor		38
				Promoted to Professor		20
EMERITUS/EMERITA				ELECTIONS		
Professor	24			Professor		7
Associate Professor	7			Associate Professor		3
Assistant Professor	0					
Total	31			Total		10
APPOINTMENT OF FACULTY						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor	4	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	26	12	8	1	9	9
Associate Professor	4	2	2	0	0	0
Professor	2	4	1	0	2	2
Administrative/Professional	0	135	0	0	0	13
Totals	36	153	11	1	11	24
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor	17	10	0	0		27
Senior Instructor	10	1	0	0		11
Master Instructor	0	0	0	0		0
Professor of Practice	1	0	0	0		1
Assistant Professor	75	39	41	0		155
Associate Professor	50	19	2	0		71
Professor	16	18	0	0		34
Administrative/Professional	0	19	0	0		19
Totals	170	107	44	0		318
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased		Total
	109	48	26	2		185
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	52	2	256	3	13	326

*Summary Excludes Postdoctoral Research Fellows and Research Staff

Begin forwarded message:

From: James Antony <jantony@gmu.edu>
Date: April 16, 2025 at 4:14:16 PM EDT
To: Lindsey [REDACTED], Rose B Pascarell
<rpascare@gmu.edu>
Cc: Sharnnia Artis <sartis4@gmu.edu>
Subject: Re: Materials needed prior to APDUC

Dear Visitor Burke,

Thanks for your patience. BTW, I am cc'ing Dr. Sharnnia Artis, so she is in the loop as well. Here you go:

First, we did not have an ARIE Conference in 2020, 2021, and 2023, so below are responses to your four requests as they pertain to the 2022 and 2024 ARIE Conferences:

1. The full agenda for each conference, including panels, breakout discussions, speakers, and bios for each speaker.
 - 2024 - Full agenda, including keynote speaker bios provided: <https://indd.adobe.com/view/7fb79561-b8fc-4490-b8a2-84942b538466>
 - 2022 – Full agenda attached as an email. Please note that we did not provide bios with the conference agenda, so we also attached those bios to this email.
2. The remarks given by President Washington at each conference.
 - All videos provided for 2022 and 2024
 - <https://vimeo.com/showcase/11666662?share=copy> (password is ARIE)
3. Videos of each conference, including any videos or audios of main stage speakers, breakout sessions, plenary sessions.
 - Again, all videos provided in same link:
 - <https://vimeo.com/showcase/11666662?share=copy> (same password)
4. Written materials provided to attendees produced or provided by George Mason University or any component or employee thereof.
 - From what I can tell, the university did not send any written materials to attendees either in advance, or after, either of the conferences. Hopefully, that is what you were seeking to know. But if you are asking for something different here, then please feel free to offer clarification.

Finally, as a general caveat, I ask for your forbearance in the unlikely event we find anything additional not included in this email. I do not suspect that will be the case, but any potential omissions are unintended and purely a function of me rushing and pushing the team to work quickly on this request.

Jim



James Antony

Provost and Executive Vice President

For calendar inquiries, please contact Sarah Parnell
(sparnell@gmu.edu)

From: Lindsey [REDACTED]
Date: Monday, April 14, 2025 at 10:17 AM
To: James Antony <jantony@gmu.edu>, Rose B Pascarell <rpascare@gmu.edu>
Subject: Materials needed prior to APDUC

External Message: Use Caution

Dear Jim and Rose,

Before Thursday's APDUC meeting when we take up the draft DEI resolution, we want to work with you to make sure the resolution is aligned with the progress we've made in this area to date. Please provide the following information with respect to the "Access to Research and Inclusive Excellence" National Conference in 2024, 2023, 2022, 2021, and 2020:

1. The full agenda for each conference, including panels, breakout discussions, speakers, and bios for each speaker.
2. The remarks given by President Washington at each conference.
3. Videos of each conference, including any videos or audios of main stage speakers, breakout sessions, plenary sessions.
4. Written materials provided to attendees produced or provided by George Mason University or any component or employee thereof.

Appreciate your help with this.

Thank you,

Lindsey

ARIE Conference Speaker Bios

Keynote Speaker

Name: Gail Christopher

Biography: Dr. Gail Christopher is an award-winning social change agent with expertise in the social determinants of health and well-being and in related public policies. She is known for her pioneering work to infuse holistic health and diversity concepts into public sector programs and policy discourse. Dr. Christopher recently retired from her role as Senior Advisor and Vice President at the W.K. Kellogg Foundation, where she was the driving force behind the America Healing initiative and the Truth, Racial Healing and Transformation effort. Dr. Christopher also served as Kellogg's Vice President for Program Strategy and worked on place-based programming in New Orleans and New Mexico. In 1996 she was elected as a fellow of the National Academy of Public Administration. In 2015 she received the Terrance Keenan Award from Grantmakers in Health. She currently chairs the Board of the Trust for America's Health. In 2019, she became a Senior Scholar with George Mason University's Center for the Advancement of Well-Being. Dr. Gail Christopher also became the Executive Director of the National Collaborative for Health Equity in 2019. In 2021, Dr. Christopher was elected by the APHA Governing Council to serve as the APHA Honorary Vice President for the United States.

Research Panel: Conducting Research Through an Anti-Racism and Inclusive Excellence Lens

Moderator

Name: Andre Marshall

Panelists

Name: Kim Case

Biography: Kim Case, Ph.D., is a tenured Professor of Psychology and the Director of Faculty Success in the Office of the Provost at Virginia Commonwealth University. As Director, she develops and implements faculty mentoring programs, supports faculty career development and scholarship productivity, and oversees the Center for Teaching and Learning Excellence, all with a core focus on advancing equity and inclusion. Kim serves on the VCU ADVANCE IT initiative and as Advisory Board member to the Georgia Tech Department of Biomedical Engineering NSF RED grant for inclusive transformation.

Dr. Case's higher education consulting work (www.drkimcase.com) centers on anti-racist pedagogy, equity-minded teaching practices, and rewarding invisible faculty social justice labor in promotion review. Based on 20+ years of anti-racism work with white folks, she facilitates an online course on white anti-racism and hosts the "Enough Y'all" podcast addressing the psychology of whiteness and anti-racist pedagogy.

Dr. Case is a social psychologist applying critical race theory, feminist theory, queer theory, and intersectional theory to her teaching, research, and service. Her mixed-methods research examines interventions to support equity and inclusion for student and faculty success. Her pedagogical scholarship, included three books, addresses inclusive classroom practices and teaching for social justice. For example, several of her publications investigated "white distancing" strategies in classroom discussions of race as well as pedagogical interventions to increase awareness of white privilege and reduce racial prejudice. Her three books are *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom* (2013), *Intersectional Pedagogy: Complicating Identity and Social Justice* (2017), *Navigating Difficult Moments in Teaching Diversity and Social Justice* (2021, co-editor).

Profile Picture: See folder with images.

Name: Charles Chavis

Biography: Dr. Charles L. Chavis, Jr. is an author, filmmaker, activist, and professor. Dr. Chavis holds a joint assistant professorship appointment at the Jimmy and Rosalynn Carter School for Peace and Conflict Resolution and the History and Art Department in the College of Humanities and Social Sciences. He is the founding director of the John Mitchell, Jr. Program for History, Justice, and Race (JMJP), where he coordinates experiential learning opportunities for students at the intersections of public history and racial justice. In addition to being a frequent commentator on issues of racial violence, black and Jewish relations, and racial justice, Dr. Chavis' most recent book, *The Silent Shore: The Lynching of Matthew Williams and the Politics of Racism in the Free State*, has been praised by Sherrilyn Ifill, as a story that "resonates with power and caution for our contemporary efforts to address racial violence and discrimination." Dr. Chavis is also the writer and producer of *Hidden in Full View*, a documentary and podcast series based on his activism and investigation of racial terror on Maryland's Eastern Shore. Dr. Chavis is the National Co-Chair for the United States Truth Racial Healing and Transformation Movement (USTRHT) and Vice Chair of the Maryland Lynching Truth and Reconciliation Commission (MLTRC). He also serves on PBS's (WNET) Exploring Hate Advisory Committee.
Profile Picture: See folder with images.

Name: Jerome Offord, Jr.

Biography: Jerome Offord, Jr. is the Associate University Librarian (AUL) for Antiracism. Expanding upon the library's strong record of diversity initiatives, the AUL for Antiracism collaborates extensively to develop strategies for systemic change through the library's workforce, services, collections, and spaces. Before joining Harvard, Jerome served as the Vice President for Business and Administration at DeEtta Jones and Associates. Jerome has held senior cabinet positions at Lincoln University of Missouri, a Historically Black College and University (HBCU), over a span of eight years. Initially hired as Dean of Library Services and Archives, he was soon asked to serve as Interim Provost and Interim Chief Information Officer. He was subsequently appointed Chief of Staff to the President, and then Dean of Administration and Student Affairs. Jerome's other professional experiences include serving as Diversity Officer and Corporate Inclusion Manager at OCLC; Director of Diversity Initiatives at the Association of Research Libraries; Director of Finance and Development at Us Helping Us, People Into Living; and in student affairs roles at Colorado State University, George Washington University, and American University.

Jerome's educational credentials include a Ph.D. in Library and Information Science, with an emphasis in Managerial Leadership, from Simmons University in Boston; master's degrees in Library and Information Science from the Catholic University of America, Student Affairs in Higher Education from Colorado State University, and an Executive MBA from Washington University in St. Louis; and a Bachelor of Science in Agriculture from Lincoln University.

Name: Shauna Rigaud

Biography: Shauna Rigaud is the Associate Director in the Office of Community Engagement and Civic Learning at George Mason University. Beginning her career in youth work as a young person herself, Shauna has a deep passion for supporting and empowering youth and urban communities. She holds a BA in African-American Studies from the University of Massachusetts at Amherst and a MA in Gender/Cultural Studies and MS in Communication Management from Simmons College. Her interests include Black History with a focus on Caribbean American experiences, Black feminism, youth development and community organizing.

Shauna is one of the founders of and current Communications Chair for Mason's Black Graduate Student Association (BGSA). She is also a proud member of Sigma Gamma Rho Sorority, Incorporated.
Profile Picture: See folder with images.

Name: Janani Umamaheswar

Biography: Dr. Janani Umamaheswar received her PhD in Sociology from the Pennsylvania State University, and she is currently an Assistant Professor in the Department of Criminology, Law, and Society. She is also an affiliate faculty member in the Women and Gender Studies program at George Mason University and a Research Affiliate in the Center for Antiracist Research at Boston University. Her research and teaching interests are broadly in the areas of gender, punishment and incarceration, the life course, and qualitative research methods.

Presidential Panel: Advancing Anti-Racism and Inclusive Excellence in the Academy

Moderator

Name: Sharnnia Artis

Panelists

Name: Gregory Washington

Name: Makola Abdullah

Biography: On February 1, 2016, Makola M. Abdullah, Ph.D., became the 14th President of Virginia State University. Under President Abdullah's leadership, Virginia State University has experienced extensive achievements and successes, including:

- Implementation of a new 2020-2025 Strategic Plan: Preeminence with Purpose to chart the University's path to continued growth and excellence.
- A \$30-million-dollar gift to VSU from philanthropist Mackenzie Scott, the most significant single donor gift in the University's history.
- Increased 4-year graduation rate to the highest 4-year graduation rate recorded in the history of VSU.
- Dr. Abdullah is an active member on numerous boards and committees to include Chair of the Council of 1890s Presidents for Association of Public Land-Grant Universities (APLU); Vice Chair of the Board of Trustees for the Southern Association of Colleges and Schools Commission on College, and Vice Chair of the Council of Presidents for Virginia Institutions of Higher Education.

Prior to his appointment as president of Virginia State University, Dr. Abdullah served as provost and senior vice president at Bethune-Cookman University in Daytona Beach, Fla. (2013-2016), provost and vice president for academic affairs at Florida Memorial University in Miami Gardens, Fla. (2011-2013), and dean and director of 1890 land grant programs at Florida Agricultural and Mechanical University in Tallahassee, Fla (2008-2011).

Dr. Abdullah is a Chicago native. He earned his undergraduate degree from Howard University in civil engineering and his doctorate and master's degrees in civil engineering from Northwestern University. He is the youngest African American to receive a Ph.D. in engineering. He is a member of Alpha Phi Alpha Fraternity, Incorporated

He and his wife, Ahkinyala Cobb-Abdullah, Ph.D., are the proud parents of a son, Mikaili, and a daughter, Sefiyetu, who are college graduates.

Name: Anne M. Kress

Biography: President of Northern Virginia Community College, an institution serving almost 80,000 students across six campuses, Dr. Anne M. Kress focuses on fulfilling the college's promise that every student succeeds, every program achieves, and every community prospers.

She serves on the boards of the American Council on Education, Taskforce on Higher Education and Opportunity, Generation Hope, Capital Area Food Bank, Northern Virginia Chamber, Northern Virginia Technology Council, GO Virginia-Region 7, and Consortium of the Universities of the Washington Metro Area. In addition, she is a member of the Greater Washington Board of Trade, the Connected DMV Congress, and the Economic Club of DC. Kress has testified before Congress on community colleges and workforce development and served as a negotiator on federal higher education regulations.

She has been named to the Virginia Business 500 and Washington Business Journal Power 100, been recognized by the Washington Business Journal as a "Woman Who Means Business," and is a graduate of Leadership Greater Washington. Kress has been honored by the Virginia Community College System, Phi Theta Kappa, American Association of University Women, and her alma mater, the University of Florida, among others.

Kress earned two bachelor's degrees, in Finance and English; a master's degree in English; and a doctorate in Higher Education Administration—all from the University of Florida. Prior to moving into academic administration, she was a Professor of English. Kress has also taught graduate courses in higher education administration and serves on a program advisory board for the University of Maryland Global Campus.

She is married to Ned Davis, and they have two children in college.

Research Panel: Translating Research into Action**Moderator****Name: Wendi Manuel-Scott**

Biography: Wendi Manuel-Scott is Professor of Integrative Studies and History and an affiliate faculty member of Women and Gender Studies, African and African American Studies, and the John Mitchel, Jr. Program for History, Justice, and Race at the Jimmy and Rosalynn Carter School for Peace and Conflict Resolution.

She graduated from the College of Charleston where she received a BA in History and then received her Ph.D. from Howard University in History. Dr. Manuel-Scott's research and teaching focus on how the past – New World slave systems, Jim Crow-era segregation, corporeal systems of incarceration, patriarchal cultures, and anti-black racism - shapes our modern understanding of freedom and liberatory movements for justice. Both in and outside of the classroom her approach is to show students that history is relevant to their lives regardless of their chosen major, professional interests, or future activities. Dr. Manuel-Scott strives to support each student's journey toward becoming a more culturally responsible and better-informed citizen of our increasingly interconnected world. She served as director of African and African American Studies (2009-2017), and in May 2017, was recognized by President Cabrera for the inaugural Alcalde Family Medal for Excellence in Diversity and Inclusion. The Alcalde Medal is presented to a faculty member who has made extraordinary contributions to advancing diversity and inclusion within the Mason community and beyond.

Wendi's research is guided by her interest in black resistance and agency from a diasporic and gendered perspective. After receiving a generous grant from the Office of Student Scholarship, Creative Activities & Research (OSCAR), she and Dr. Benedict Carton worked with undergraduate Mason students to

excavate the experiences of the forgotten families enslaved on Mason's Gunston Hall Plantation. The 2017 summer initiative created opportunities for meaningful conversations about the university's namesake and inspired the construction of a memorial that will center the humanity of the enslaved people of Gunston Hall. She hopes her work as a public historian makes the unseen "seen" and the silenced "heard." You may listen to an interview about the Enslaved People of George Mason Memorial project (Full Audio Here: <https://newsradiowrva.radio.com/.../why-gmu-kept-george-mason>) or watch a video showcasing the memorial (<https://vimeo.com/391344893>).

Her earlier publications examine Jamaican farm workers employed as seasonal contract laborers in the United States during the Second World War and explore issues of labor control, resistance, and identity. More recently, Wendi Manuel-Scott has turned to local history projects. She was awarded a Virginia Foundation for the Humanities grant to curate an exhibition titled "Separate and Unequal in Buckingham County: An Exhibition on Segregation and Desegregation in Virginia" and a grant from the National Trust for Historic Preservation to complete an online exhibition, "One Hundred Years of African American Life and Leadership in Falls Church, Virginia." She also helped to research and curate a permanent exhibit in Loudoun County, Virginia, documenting the history of the Leesburg Frederick Douglass School and the struggles of the African American community in Loudoun County for equal education. As a result of her research on the Leesburg Frederick Douglass School project, she co-authored a chapter, "More Than Just a School: Interpreting the legacy of the Frederick Douglass Elementary School" in *Interpreting African American History and Culture at Museums and Historic Sites*.

In addition to her teaching and research, Wendi Manuel-Scott facilitates history and anti-racist workshops with diverse groups, including middle and high school students and secondary school teachers. Since 2005 she has served as a visiting historian for the Teaching American History project associated with Mason's Center for History and New Media. In addition to lectures and workshops, she engages in courageous conversations around racial justice with academic and community audiences. Professor Manuel-Scott is a regular keynote speaker at graduation ceremonies, libraries, schools, and in August 2014, she offered the keynote address at the Mason New Student Convocation. The speech is available here <https://soundcloud.com/georgemasonu/wendi-manuel-scott-new-student-convocation-keynote-2014>.

Wendi Manuel-Scott is also deeply committed to community service and the empowerment of youth of color. She helped to initiate Loudoun County's "College-in-Six" program at George Mason and annually welcomes nearly 400 sixth-graders to the campus. Professor Manuel-Scott started the Paul Robeson Saturday Leadership Academy at Mason, a Saturday STEM program for 7th to 10th-grade students that are underrepresented in the STEM fields. Students participate in game design, robotic programming, ebook design, leadership development, goal setting workshops, and time management activities. A video of one Saturday session can be viewed here <http://vimeo.com/59770987>.

Panelists

Name: Robert Trent Vinson

Biography: Robert Trent Vinson is Director & Chair of the Carter G. Woodson Institute for African American & African Studies at the University of Virginia and a Research Associate at Stellenbosch University in South Africa. He is a scholar and teacher of 19th and 20th century African & African Diaspora history, specializing in the transnational connections between southern Africa, the Americas and the Caribbean.

Vinson's publications include two books, *The Americans Are Coming! Dreams of 'American Negro Liberation' in Segregationist South Africa* (2012) and *Albert Luthuli: Mandela before Mandela* (2018). He has also published many articles, including in the *Journal of African History*, the *African Studies Review*, and the *Journal of Southern African Studies*. Vinson is currently completing two co-

authored book projects, *Zulu Diasporas: Africa and Africans in Black Nationalist Histories & American Popular Culture* (with Benedict Carton) and *Crossing the Water: African Americans and South Africa, 1890-1965: A Documentary History*.

Vinson currently serves as President of the Association for the Study of the Worldwide African Diaspora (ASWAD), the world's premier professional organization of African and African Diaspora scholars. He also serves on the Board of Directors of the African Studies Association and on the editorial board of Michigan State University Press and of *Safundi: The Journal of South African and American Studies*.

Vinson earned his Ph.D. in African History from Howard University. Prior to his appointment at UVA, Vinson taught at Washington University in St. Louis and more recently, William & Mary, where he was Frances L. and Edwin L. Cummings Professor of History & Africana Studies. At William & Mary, Vinson was also the first Chair of the *Lemon Project*, which documents, preserves and disseminates scholarship that uncovered the College's long histories of slavery and Jim Crow segregation.

Profile Picture: See folder with images.

Name: Richard Cellini

Biography: Richard Cellini is the Founder & Secretary of the Georgetown Memory Project, an independent research institute headquartered in Cambridge, Massachusetts. He has also spent the past 25 years building, growing, and selling software companies in New England.

Founded in 2015, the GMP's mission is to identify more than 300 enslaved people sold by Georgetown University and the Maryland Jesuits to southern Louisiana in 1838, and to trace their direct descendants (living and deceased). To date, the GMP has positively identified 236 of these enslaved ancestors, and has located more than 10,000 of their direct descendants. The GMP receives no financial assistance or organizational support from Georgetown University or the Maryland Jesuits. For more information about the GMP, please visit www.georgetownmemoryproject.org.

Richard graduated from Georgetown University with a BA in 1984, and a law degree in 1988. He earned a master's degree in Medieval English Legal History from the University of Cambridge (UK) in 1994. Richard is currently a Faculty Fellow at Harvard University's Charles Warren Center for Studies in American History.

In Boston, Richard is a member and officer of the Knights of Peter Claver, the largest and oldest fraternal service organization in the United States for Black Catholic men. He lives with his wife Annabel and their two children in Cambridge, MA, and Pomfret, VT.

Name: Benedict Carton

Biography: Benedict Carton is a Professor of History at George Mason University. He received his Ph.D. in History from Yale University. He has taught at Wesleyan University, University of Washington and University of Natal (now U. KwaZulu-Natal), South Africa, where he was twice a Fulbright scholar. Carton has spent the better part of his life in Southern Africa. A list of his scholarly publications and public projects can be sourced

Scott A Nichols

From: Sharnnia Artis
Sent: Tuesday, April 15, 2025 4:52 PM
To: James Antony; Rose B Pascarell
Subject: 2022 ARIE Conference Schedule



Anti-Racism and Inclusive Excellence Conference

VISION AND ACTION FOR A NEW ERA

October 24, 2022 | Mason Square, Arlington, Virginia

Program Information and Schedule

8–9 a.m.

Registration and Continental Breakfast

9–10 a.m.

Opening Session, Keynote Speaker,
Dr. Gail Christopher

10–11:15 a.m.

Research Panel
Conducting Research through an Anti-Racism and Inclusive Excellence Lens

11:15 a.m.–12 p.m.

Poster Session and Networking

12–1 p.m.

Lunch with Table Topics

1:00–1:15 p.m.

Remarks, Gregory Washington, President, George Mason University

1:15 –2:30 p.m.

Presidential Panel: Advancing Anti-Racism and Inclusive Excellence in the Academy

2:30–2:45 p.m.

Break

2:45–4:00 p.m.

Research Panel: Translating Research into Action

4–5:30 p.m.

Closing Session and Reception



April 11, 2025

Dr. Alan M. Garber
President
Harvard University
Office of the President
Massachusetts Hall
Cambridge, MA 02138

Penny Pritzker
Lead Member, Harvard Corporation
Harvard Corporation
Massachusetts Hall
Cambridge, MA 02138

Dear Dr. Garber:

The United States has invested in Harvard University's operations because of the value to the country of scholarly discovery and academic excellence. But an investment is not an entitlement. It depends on Harvard upholding federal civil rights laws, and it only makes sense if Harvard fosters the kind of environment that produces intellectual creativity and scholarly rigor, both of which are antithetical to ideological capture.

Harvard has in recent years failed to live up to both the intellectual and civil rights conditions that justify federal investment. But we appreciate your expression of commitment to repairing those failures and welcome your collaboration in restoring the University to its promise. We therefore present the below provisions as the basis for an agreement in principle that will maintain Harvard's financial relationship with the federal government.

If acceptable to Harvard, this document will constitute an agreement in principle, which the parties will work in good faith to translate into a more thorough, binding settlement agreement. As you will see, this letter incorporates and supersedes the terms of the federal government's prior letter of April 3, 2025.

- **Governance and leadership reforms.** By August 2025, Harvard must make meaningful governance reform and restructuring to make possible major change consistent with this letter, including: fostering clear lines of authority and accountability; empowering tenured professors and senior leadership, and, from among the tenured professoriate and senior leadership, exclusively those most devoted to the scholarly mission of the University and committed to the changes indicated in this letter; reducing the power held by students and untenured faculty; reducing the power held by faculty (whether tenured or untenured) and administrators more committed to activism than scholarship; and reducing forms of

governance bloat, duplication, or decentralization that interfere with the possibility of the reforms indicated in this letter.

- **Merit-Based Hiring Reform.** By August 2025, the University must adopt and implement merit-based hiring policies, and cease all preferences based on race, color, religion, sex, or national origin throughout its hiring, promotion, compensation, and related practices among faculty, staff, and leadership. Such adoption and implementation must be durable and demonstrated through structural and personnel changes. All existing and prospective faculty shall be reviewed for plagiarism and Harvard's plagiarism policy consistently enforced. All hiring and related data shall be shared with the federal government and subjected to a comprehensive audit by the federal government during the period in which reforms are being implemented, which shall be at least until the end of 2028.
- **Merit-Based Admissions Reform.** By August 2025, the University must adopt and implement merit-based admissions policies and cease all preferences based on race, color, national origin, or proxies thereof, throughout its undergraduate program, each graduate program individually, each of its professional schools, and other programs. Such adoption and implementation must be durable and demonstrated through structural and personnel changes. All admissions data shall be shared with the federal government and subjected to a comprehensive audit by the federal government—and non-individualized, statistical information regarding admissions shall be made available to the public, including information about rejected and admitted students broken down by race, color, national origin, grade point average, and performance on standardized tests—during the period in which reforms are being implemented, which shall be at least until the end of 2028. During this same period, the dean of admissions for each program or school must sign a public statement after each admissions cycle certifying that these rules have been upheld.
- **International Admissions Reform.** By August 2025, the University must reform its recruitment, screening, and admissions of international students to prevent admitting students hostile to the American values and institutions inscribed in the U.S. Constitution and Declaration of Independence, including students supportive of terrorism or anti-Semitism. Harvard will immediately report to federal authorities, including the Department of Homeland Security and State Department, any foreign student, including those on visas and with green cards, who commits a conduct violation. As above, these reforms must be durable and demonstrated through structural and personnel changes; comprehensive throughout all of Harvard's programs; and, during the reform period, shared with the federal government for audit, shared on a non-individualized basis with the public, and certified by deans of admissions.
- **Viewpoint Diversity in Admissions and Hiring.** By August 2025, the University shall commission an external party, which shall satisfy the federal government as to its competence and good faith, to audit the student body, faculty, staff, and leadership for viewpoint diversity, such that each department, field, or teaching unit must be individually viewpoint diverse. This audit shall begin no later than the summer of 2025 and shall proceed on a department-by-department, field-by-field, or teaching-unit-by-teaching-unit basis as appropriate. The report of the external party shall be submitted to University leadership and

the federal government no later than the end of 2025. Harvard must abolish all criteria, preferences, and practices, whether mandatory or optional, throughout its admissions and hiring practices, that function as ideological litmus tests. Every department or field found to lack viewpoint diversity must be reformed by hiring a critical mass of new faculty within that department or field who will provide viewpoint diversity; every teaching unit found to lack viewpoint diversity must be reformed by admitting a critical mass of students who will provide viewpoint diversity. If the review finds that the existing faculty in the relevant department or field are not capable of hiring for viewpoint diversity, or that the relevant teaching unit is not capable of admitting a critical mass of students with diverse viewpoints, hiring or admissions within that department, field, or teaching unit shall be transferred to the closest cognate department, field, or teaching unit that is capable of achieving viewpoint diversity. This audit shall be performed and the same steps taken to establish viewpoint diversity every year during the period in which reforms are being implemented, which shall be at least until the end of 2028.

- **Reforming Programs with Egregious Records of Antisemitism or Other Bias.** By August 2025, the University shall commission an external party, which shall satisfy the federal government as to its competence and good faith, to audit those programs and departments that most fuel antisemitic harassment or reflect ideological capture.
 - The programs, schools, and centers of concern include but are not limited to the Divinity School, Graduate School of Education, School of Public Health, Medical School, Religion and Public Life Program, FXB Center for Health & Human Rights, Center for Middle Eastern Studies, Carr Center for Human Rights at the Harvard Kennedy School, Department of Near Eastern Languages and Cultures, and the Harvard Law School International Human Rights Clinic.
 - The report of the external party shall include information as to individual faculty members who discriminated against Jewish or Israeli students or incited students to violate Harvard's rules following October 7, and the University and federal government will cooperate to determine appropriate sanctions for those faculty members within the bounds of academic freedom and the First Amendment.
 - The report of the external party shall be submitted to University leadership and the federal government no later than the end of 2025 and reforms undertaken to repair the problems. This audit shall be performed and the same steps taken to make repairs every year during the period in which reforms are being implemented, which shall be at least until the end of 2028.
- **Discontinuation of DEI.** The University must immediately shutter all diversity, equity, and inclusion (DEI) programs, offices, committees, positions, and initiatives, under whatever name, and stop all DEI-based policies, including DEI-based disciplinary or speech control policies, under whatever name; demonstrate that it has done so to the satisfaction of the federal government; and demonstrate to the satisfaction of the federal government that these reforms are durable and effective through structural and personnel changes. By August

2025, the University must submit to the government a report—certified for accuracy—that confirms these reforms.

- **Student Discipline Reform and Accountability.** Harvard must immediately reform its student discipline policies and procedures so as to swiftly and transparently enforce its existing disciplinary policies with consistency and impartiality, and without double standards based on identity or ideology. Where those policies are insufficient to prevent the disruption of scholarship, classroom learning and teaching, or other aspects of normal campus life, Harvard must develop and implement disciplinary policies sufficient to prevent those disruptions. This includes but is not limited to the following:
 - Discipline at Harvard must include immediate intervention and stoppage of disruptions or deplatforming, including by the Harvard police when necessary to stop a disruption or deplatforming; robust enforcement and reinstatement of existing time, place, and manner rules on campus, including ordering the Harvard police to stop incidents that violate time, place, and manner rules when necessary; a disciplinary process housed in one body that is accountable to Harvard's president or other capstone official; and removing or reforming institutional bodies and practices that delay and obstruct enforcement, including the relevant Administrative Boards and FAS Faculty Council.
 - Harvard must adopt a new policy on student groups or clubs that forbids the recognition and funding of, or provision of accommodations to, any student group or club that endorses or promotes criminal activity, illegal violence, or illegal harassment; invites non-students onto campus who regularly violate campus rules; or acts as a front for a student club that has been banned from campus. The leaders or organizers of recognized and unrecognized student groups that violate these policies must be held accountable as a matter of student discipline and made ineligible to serve as officers in other recognized student organizations. In the future, funding decisions for student groups or clubs must be made exclusively by a body of University faculty accountable to senior University leadership. In particular, Harvard must end support and recognition of those student groups or clubs that engaged in anti-Semitic activity since October 7th, 2023, including the Harvard Palestine Solidarity Committee, Harvard Graduates Students 4 Palestine, Law Students 4 Palestine, Students for Justice in Palestine, and the National Lawyers Guild, and discipline and render ineligible the officers and active members of those student organizations.
 - Harvard must implement a comprehensive mask ban with serious and immediate penalties for violation, not less than suspension.
 - Harvard must investigate and carry out meaningful discipline for all violations that occurred during the 2023-2024 and 2024-2025 academic years, including the Harvard Business School protest of October 2023, the University Hall sit-in of November 2023, and the spring encampment of 2024. This must include permanently expelling the students involved in the October 18 assault of an Israeli

Harvard Business School student, and suspending students involved in occupying university buildings, as warranted by the facts of individual cases.

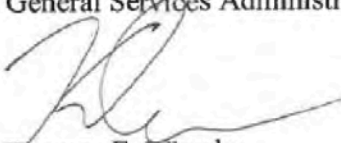
- o The Harvard president and police chief must publicly clarify that the Harvard University Police Department will enforce University rules and the law. Harvard must also commit to cooperating in good faith with law enforcement.
- **Whistleblower Reporting and Protections.** The University must immediately establish procedures by which any Harvard affiliate can report noncompliance with the reforms detailed in this letter to both university leadership and the federal government. Any such reporter shall be fully protected from any adverse actions for so reporting.
- **Transparency and Monitoring.** The University shall make organizational changes to ensure full transparency and cooperation with all federal regulators. No later than June 30, 2025, and every quarter thereafter during the period in which reforms are being implemented, which shall be at least until the end of 2028, the University shall submit to the federal government a report—certified for accuracy—that documents its progress on the implementation of the reforms detailed in this letter. The University must also, to the satisfaction of the federal government, disclose the source and purpose of all foreign funds; cooperate with the federal government in a forensic audit of foreign funding sources and uses, including how that money was used by Harvard, its agents, and, to the extent available, third parties acting on Harvard’s campus; report all requested immigration and related information to the United States Department of Homeland Security; and comply with all requirements relating to the SEVIS system.

We expect your immediate cooperation in implementing these critical reforms that will enable Harvard to return to its original mission of innovative research and academic excellence.

Sincerely,



Josh Gruenbaum
Comm’r of the Fed. Acquisition Serv.
General Services Administration



Thomas E. Wheeler
Acting General Counsel
U.S. Dept. of Education



Sean R. Keveney
Acting General Counsel
U.S. Dep’t Health & Human Servs.

The Mason Way

<u>DEI Critique</u>		<u>'Mason: All Together Different'</u>
Affirmative Action race-conscious admissions	➡	Holistic admissions agnostic of race/ethnicity since 2007
Inequities in graduation/completion rates	➡	No difference in graduate rates by race/income status
Inequitable post-graduation experiences	➡	Career Outcomes survey show no inequities
Diversity, Equity, and Inclusion (DEI) focus began with BLM	➡	Support of diverse student populations a long-standing practice based on state and student needs, predates BLM
DEI: racism, homophobia, sexism but not antisemitism	➡	Mason DEI framework includes anti-Semitism
DEI: limits free expression	➡	Foundation for Individual Rights in Education (FIRE) Rating #8 in United States (248+ schools)
'Cancel' controversial speakers	➡	No speaker ever cancelled, FIRE rating #8
Required DEI Course(s)	➡	No required DEI course(s); Broad choice among 40+ varied courses that are major and interest specific
DEI focuses primarily or exclusively on traditional 'victimized' minorities	➡	Many students are supported, e.g.: Asian, Black, Caucasian, Hispanic, Indigenous, LGBTQ+, First Gen, Military Veterans, International, Religious/Spiritual, Low Income, Disability, Parent, Transfer, Undocumented, Refugee, no housing, food insecure, sexual assault victims, alcohol/drug addiction, mental health, etc.
No SAT Requirements = Less qualified applicants	➡	Test optional since 2007; incoming GPAs stronger; standards being maintained
Ideological Indoctrination	➡	FIRE Rating #8, Scalia School, Carter Center, Wilkins Plaza, national speakers from all perspectives, Economics, Mercatus Center, Cultural Studies
Students served by DEI programs receive preferential supports based solely on their "group identity"	➡	Student support is customized to address specific individual student needs to serve at scale by bringing together, not separating or accentuating differences
Required diversity statements	➡	No university required 'diversity statements'
DEI: preferential hiring	➡	Inclusive hiring practices. No quotas.
Mandatory DEI trainings	➡	No required DEI trainings. (There are required compliance trainings.)

1. [Faculty Handbook](#)
2. The Mason Way Report can be found in the materials from the May 2024 Board meeting Materials, pg. 595-707. [Meeting Book – Full Board and Committee Meetings – May 2, 2024 – updt 5/3/24](#)

Diversity Equity and Inclusion Resolution

Original Draft Version

Posted to Board Effect on April 8, 2025

**RESOLUTION OF GEORGE MASON UNIVERSITY REGARDING THE
PRESIDENTIAL EXECUTIVE ORDER ON DIVERSITY, EQUITY, AND
INCLUSION**

WHEREAS, George Mason University highly values diversity, especially diversity of thought and experience, and fosters an inclusive environment, encouraging a culture of opportunity for all, which immensely enriches our campuses; and

WHEREAS, George Mason University is committed to providing every student an education that is free from discrimination and grounded in merit; and

WHEREAS, the George Mason University's mission statement includes a commitment to "creating a more just, free, and prosperous world;" and

WHEREAS, on January 21, 2025, President Donald J. Trump signed the Executive Order titled "Ending Illegal Discrimination and Restoring Merit-Based Opportunity;" and

WHEREAS, the U.S. Department of Education issued a Dear Colleague Letter on February 14, 2025, to clarify and affirm the nondiscrimination obligations of institutions receiving federal funds by explaining and reiterating existing legal requirements under Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, the U.S. Department of Education released Frequently Asked Questions on March 1, 2025, to anticipate and answer questions that might be raised by the Dear Colleague Letter and to facilitate compliance with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and the Supreme Court's decision in *Students for Fair Admissions v. Harvard*; and

WHEREAS, the state law obligations of Commonwealth of Virginia agencies do not require a standalone office of Diversity, Equity, and Inclusion (DEI) or dedicated DEI officers, nor do they require an infrastructure, strategic plan, or any elements that do not comply with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, both George Mason University's Board of Visitors and its administration are committed to complying with the law, including the Equal

Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws, informed by guidance provided in the January 21, 2025 Executive Order, the Dear Colleague Letter, and the March 1, 2025 Frequently Asked Questions;

WHEREAS, the University's Office of Diversity, Equity and Inclusion (DEI) has been renamed the Office of Access, Compliance, and Community (OACC);

RESOLVED, the University will take the following actions:

1. Ensure that all University programs, policies, practices, and actions in every regard comply with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights law, as informed by the guidance in the February 14, 2025, Dear Colleague Letter as well as the March 1, 2025, Frequently Asked Questions document. This includes, but is not limited to, admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life;
2. Ensure there are no efforts by the University or any of its departments, colleges, or employees to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends;
3. Ensure there are no third-party contractors, clearinghouses, or aggregators are engaged by the University or any of its departments, colleges, or employees in an effort to circumvent prohibited uses of race; and

RESOLVED FURTHER, the University's Office of Access, Compliance, and Community (OACC) is hereby directed to eliminate all programs, trainings, processes not specifically required by federal or state law, and if necessary, eliminate staff positions, within 30 days of the date of this Resolution; and

RESOLVED FURTHER, the University's Bias Incident Response Team (BIRT) is hereby dissolved and any activities required by law handled by the BIRT transferred immediately to OACC; and

RESOLVED FURTHER, the Access to Research and Inclusive Excellence (ARIE) program is hereby dissolved; and

RESOLVED FURTHER, the University shall immediately prohibit any and all departments, colleges, or employees of George Mason University from requiring diversity statements for any potential employee, for promotion of current employees, for faculty tenure considerations, or for any other purpose; and

RESOLVED FURTHER, the University's Office of Access, Compliance and Community shall not participate in any aspect of hiring or promotion of any employee position outside the OACC office itself; and

RESOLVED FURTHER, the University shall continue to review ongoing guidance from the U.S. Department of Education and the U.S. Department of Justice and make appropriate and timely changes to comply fully with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws; and

RESOLVED FURTHER, the President shall update the Board of Visitors on compliance with this Resolution within 30 days of the date of this Resolution.

Diversity, Equity, and Inclusion Resolution

Draft Version 2

Posted to Board Effect on April 17, 2025 and provided to committee members during the APDUC Committee Meeting

**RESOLUTION OF GEORGE MASON UNIVERSITY REGARDING THE
PRESIDENTIAL EXECUTIVE ORDER ON DIVERSITY, EQUITY, AND
INCLUSION**

WHEREAS, as the largest and most diverse university in Virginia, George Mason University highly values diversity, especially diversity of thought and experience, and fosters an inclusive environment, encouraging a culture of opportunity for all, which immensely enriches our campuses; and

WHEREAS, George Mason University is committed to providing every student an education that is free from discrimination and grounded in merit, reflected in the fact that it has not used race or ethnicity in admissions since 2007; and

WHEREAS, the George Mason University's mission statement includes a commitment to "creating a more just, free, and prosperous world;" and

WHEREAS, on January 21, 2025, President Donald J. Trump signed the Executive Order titled "Ending Illegal Discrimination and Restoring Merit-Based Opportunity;" and

WHEREAS, the U.S. Department of Education issued a Dear Colleague Letter on February 14, 2025, to clarify and affirm the nondiscrimination obligations of institutions receiving federal funds by explaining and reiterating existing legal requirements under Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, the U.S. Department of Education released Frequently Asked Questions on March 1, 2025, to anticipate and answer questions that might be raised by the Dear Colleague Letter and to facilitate compliance with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and the Supreme Court's decision in *Students for Fair Admissions v. Harvard*; and

WHEREAS, the state law obligations of Commonwealth of Virginia agencies do not require a standalone office of Diversity, Equity, and Inclusion (DEI) or dedicated DEI officers, nor do they require an infrastructure, strategic plan, or any elements that do not comply with Title VI of the Civil Rights Act of 1964, the Equal Protection Clause of the U.S. Constitution, and other federal civil rights laws; and

WHEREAS, both George Mason University's Board of Visitors and its administration are committed to complying with the law, including the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws, informed by guidance provided in the January 21, 2025 Executive Order, the Dear Colleague Letter, and the March 1, 2025 Frequently Asked Questions; and

WHEREAS, George Mason University established a University Committee on DEI and Just Societies, including Board of Visitors members, that examined DEI issues in Spring 2024, leading to a report that was adopted by a 15-1 Board vote on 2 May 2024, which recommended a comprehensive review and adjustment of "resource allocations, current roles, responsibilities, and unit names to ensure alignment with the "Mason Way" of inclusive excellence and the Commonwealth of Virginia Diversity Opportunity and Inclusion plan;" and

WHEREAS George Mason University has taken actions pursuant to the Board-adopted DEI Committee report that has resulted in the elimination of programs and offices that were inconsistent with the Commonwealth of Virginia Diversity Opportunity and Inclusion plan and the recent EOs and letters from the Department of Education and their reorganization into the Office of Access, Compliance, and Community (OACC); and

RESOLVED, WHEREAS the University ~~will~~ has already taken the following actions:

1. Ensured that all University programs, policies, practices, and actions in every regard comply with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights law, as informed by the guidance in the February 14, 2025, Dear Colleague Letter as well as the March 1, 2025, Frequently Asked Questions document. This includes, but is not limited to, admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life;
2. Ensured there are no efforts by the University or any of its departments, colleges, or employees to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends;
3. Ensured there are no third-party contractors, clearinghouses, or aggregators are engaged by the University or any of its departments,

colleges, or employees in an effort to circumvent prohibited uses of race;
and

WHEREAS the University's Office of Access, Compliance, and Community (OACC) has eliminated all programs, trainings, processes not specifically required by federal or state law, and is eliminating staff positions supporting functions not required by federal or state law; and

WHEREAS, the Anti-Racism and Inclusive Excellence (ARIE) program has been dissolved and replaced with a conference on inclusive excellence scheduled for Fall 2025; and

WHEREAS, the University's Office of Access, Compliance and Community does not participate in any aspect of routine hiring or promotion of any employee position outside the OACC office itself and is only involved with any employee position outside the OACC office itself when there is an exceptional direct hiring case to ensure compliance with state and federal laws and regulations; and

~~RESOLVED FURTHER, the University's Office of Access, Compliance, and Community (OACC) is hereby directed to eliminate all programs, trainings, processes not specifically required by federal or state law, and if necessary, eliminate staff positions, within 30 days of the date of this Resolution; and~~

BE IT THEREFORE

RESOLVED ~~FURTHER~~, the University's Bias Incident Response Team (BIRT) is hereby dissolved and any activities required by law handled by the BIRT transferred immediately to OACC; and

~~RESOLVED FURTHER, the Access to Research and Inclusive Excellence (ARIE) program is hereby dissolved; and~~

RESOLVED FURTHER, the University shall immediately prohibit any and all departments, colleges, or employees of George Mason University from requiring diversity statements for any potential employee, for promotion of current employees, for faculty tenure considerations, or for any other purpose; and

~~RESOLVED FURTHER, the University's Office of Access, Compliance and Community shall not participate in any aspect of hiring or promotion of any employee position outside the OACC office itself; and~~

RESOLVED FURTHER, the University shall continue to review ongoing guidance from the U.S. Department of Education and the U.S. Department of Justice and make appropriate and timely changes to comply fully with the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal civil rights laws; and

RESOLVED FURTHER, the President shall update the Board of Visitors on compliance with this Resolution within 30 days of the date of this Resolution.

**George Mason University
Board of Visitors**

**Development Committee Meeting
April 17, 2025
Merten Hall Hazel Conference Room 1201
1:00 PM – 2:00 PM**

A G E N D A

I. Call to Order

II. Approval of Development Committee Meeting Minutes from February 27, 2025 (ACTION ITEM)

III. New Business

- A. GMUF Chair Update – Sumeet Shrivastava
- B. University Advancement and Alumni Relations Update - Trishana E. Bowden
- C. Costello College of Business
 - i. Center for Innovation and Entrepreneurship
 - ii. Center for Real Estate Entrepreneurship

IV. Old Business

V. Adjournment

George Mason University Board of Visitors

Development Committee Meeting

February 27, 2025

10:30 a.m. –11:25 a.m.

Merten Hall, Room 1201, Hazel Conference Room

MINUTES DRAFT – FOR COMMITTEE REVIEW

Attendees: Chairman Jon Peterson, Visitor Robert “Bob” Pence, Visitor Dolly Oberoi, Visitor Reginald “Reg” Brown (virtual participation)

Absent: Vice Chair Anjan Chimaladinne

Guests: Rector Charles “Cully” Stimson; Vice Rector Michael J. Meese; Secretary Armand Alacbay; Visitor Horace Blackman; Visitor Lindsey M. Burke; Visitor Maureen Ohlhausen; Visitor Jeffrey A. Rosen; Visitor Charles Cooper; Visitor Nancy Gibson Prowitt; Anne Gentry, Legal Counsel; President Gregory Washington; Vice President Trishana E. Bowden; Susan Allen; faculty representative; Rachel Spence, staff liaison; Carolyn Faith Hoffman, student representative; Nicole Pozinsky, secretary pro-tem; and guest speakers Brian Drummond, Marvin Lewis and Darius Maddox.

I. Call to Order

Chairman Jon Peterson called the meeting to order at 10:35 a.m.

Peterson expressed that Visitor Brown wanted to participate electronically due to a personal matter. He took a vote, and the motion was PASSED.

IV. Approval of Development Committee Meeting Minutes from December 5, 2024 (ACTION ITEM)

Peterson confirmed the committee meeting had reached a quorum. He called for any changes or edits to the December 5 meeting minutes. There being no corrections, the minutes were **APPROVED AS WRITTEN**.

Peterson called to the podium Brian Drummond, secretary for the Board of Trustees for George Mason University Foundation (“foundation”), who delivered an update regarding recent foundation and Board of Trustees activities.

IIV. New Business

A. GMUF Secretary for the Board of Trustees – Brian Drummond

Drummond began by stating that at the end of January, a group of representatives attended the foundation leadership forum hosted by the Association of Governing Boards. On the evening of February 6, the trustees had the opportunity to spend some time with Provost Anthony. The foundation is currently in its winter board cycle, which finishes with its upcoming full board meeting in the first week of March. The seven committees focused on the following.

The **Advancement and University Priorities Committee** continues to demonstrate strong leadership through active engagement and philanthropic support. Committee members serve as ambassadors across various schools, colleges, and units through advisory board participation and representation at university and community events. The committee is strategically focusing on cultivating connections to support campaign initiatives. Board participation in the campaign currently stands at 84% with efforts underway to achieve 100% participation by April 3.

The **Audit Committee** reviewed the fiscal year 2024 tax filings, including the forms 990 and 990-T. These comprehensive informational and tax filings reflect well on the foundation, its governance, and fiscal stewardship. The committee also discussed the Foundation's continuing enterprise risk management process.

The **Finance and Real Estate Committee** reviewed the mid-year financial results compared to budget. Revenue and expenditures are in line with budget expectations. The Committee performed its annual review of the foundation's long-term debt obligations and insurance coverage.

The **Investment Committee** received the annual report on the Montano Student Managed Investment Fund. The fund returned a positive 29.05% for the 2024 calendar year, compared to their benchmark, the S&P 500, of a positive 25.71%. The presentation by the students highlighted sector allocation by weight, past performance analysis, risk and return analysis, and sector contribution to portfolio volatility.

The committee reviewed the mid-year investment portfolio results. CornerStone Partners provided an endowment portfolio and performance update. The endowment returned 6.9% through December 31st and is currently valued at approximately \$238M. In addition to covering results and asset allocation details, CornerStone Partners led a discussion on private investments.

The restricted portfolio returned 4.2% through December 31st.

The **Nominating and Governance Committee** reviewed nominations for new trustees for fiscal year 2026. The committee advanced 12 candidates for approval by the Full Board, pending interviews and the candidates' acceptance of the nomination. We continue to work to fill board needs in the areas of expertise and a broader representation across George Mason's colleges and schools.

Trustee Engagement

Trustee Butler has issued an inspiring challenge to George Mason community through his company, Technatomy, with a generous \$50,000 gift to the Military, Veterans, and Families Initiative (MVFI) in December. Butler aims to motivate others to match his contribution. His personal story and commitment to veterans' causes will be highlighted during Mason Vision Day on April 3.

Drummond shared Butler's story and emphasized that he continues to champion MVFI through his active leadership - —recently attending a roundtable discussion and planning a future gathering focused on mental health support.

Peterson asked Drummond for a brief explanation of what the George Mason University Foundation does.

Drummond explained that the foundation is the financial backbone of the university. It includes volunteers from various areas of the community and real estate investment and athletics. The foundation goes into the community to find people who want to be part of George Mason and who wish to support it.

B. University Advancement and Alumni Relations – Vice President Trishana E. Bowden

Vice President Trishana E. Bowden introduced Marvin Lewis, the assistant vice president and director of Intercollegiate Athletics. She noted that approximately a year ago, Lewis presented to the Development Committee and has returned to share the Athletics case for support.

C. Athletics Update – Marvin Lewis, Assistant Vice President and Director of Intercollegiate Athletics

Peterson asked Lewis to share a brief overview of his background with the new members in the room.

Lewis narrated the following series of PowerPoint slides (24 slides)

1. Intercollegiate Athletics Update – TITLE SLIDE
2. Agenda
3. Student-Athlete “Spotlight”
4. Darius Maddox – Men’s Basketball
5. Athletics Strategic Plan: Playbook of Greatness
6. Athletics Strategic Plan: The Process and Framework
7. Athletics Strategic Plan: Mission Statement
8. Athletics Strategic Plan: Purpose Statement
9. Athletics Strategic Plan: Core Values
10. Priorities, Goals, and Objectives
11. Video
12. Athletics Case for Support
13. Mason Athletics Now: Power the Possible
14. Power Basketball Greatness: Competitive Comparison – Conference
15. Power Basketball Greatness: Talent Recruitment and Development
16. Build and Modernize – Student-Athlete daily travel experience
17. Build and Modernize- Basketball and Academic Performance Center
18. Power Patriot Pathways: From Champion to Career
19. Power Sports Performance Ecosystem
20. Power New Opportunities
21. Power a New Mason Athletics – Join our Journey
22. Power a New Mason Athletics- Vision for the Future
23. How Can You Help Us...Power the Possible?
24. Questions – FINAL SLIDE

Lewis shared two significant initiatives: the athletics strategic plan and the fundraising case for support. Before discussing the key initiatives, Lewis emphasized that his north stars are our student-athletes—“students are why we do this work.” He introduced one of Athletics' brightest stars, Darius Maddox, a senior on the basketball team.

Maddox shared that he was raised in Bowie, Maryland, and was recruited by Division I programs, ultimately choosing Virginia Tech. After a couple of successful years at Virginia Tech, some personal and family issues led him to transfer programs to a more inclusive and close-to-home environment, ultimately choosing George Mason. In May 2025, Maddox will graduate with a bachelor’s in art and integrated studies with a concentration in social justice. As a student-athlete, Maddox hopes to continue to use his platform to be a positive influence.

Lewis asked if there were any questions for Maddox. Visitor Blackman lightheartedly asked what the plan is for VCU next time and stated that Darius did not need to answer the question.

Lewis continued to discuss the strategic plan for the Athletics Department: the mission is to inspire and transform lives through the power of sports. The strategic plan is not

just about winning titles. It is about winning hearts and minds, sparking ambition and saving lives. The goal of the strategic plan is to unite communities through support and resources. He showed a two-minute video about the strategic plan for Intercollegiate Athletics.

Lewis asked if there were any questions about the strategic plan before moving forward to the case for support.

Visitor Prowitt stated that the video was great and noted that these efforts will not only bring in recruits but also money and opportunities for the University to get the greatest bang for its buck and visibility in championship teams.

Chairman Peterson commented that if you look around the country at the elite universities, you will find a combination of great athletics and great academics. We have the academic side we just need to bring the other side up to match. There are a lot of young adults who go to a school so that they can go and watch or participate in the athletic program. Peterson noted that he is unsure if there are many students who come to George Mason because of our athletics programs, and we have an opportunity to change that.

Visitor Blackman commented that Athletics does not give themselves enough credit for what they have, and he gives them an enormous amount of credit for their efforts. The only difference between what he saw at a recent visit to Duke and what he sees here is infrastructure and money. He emphasized that the guts of what Mason does are in the same league; we just don't have the infrastructure or the money. The nucleus of what we need to do is already here.

Lewis thanked Blackman for his comments and went on to discuss his four priorities for the case for support.

- Basketball Greatness: since basketball represents George Mason's most visible programs, he wants to see them compete in the NCAA Tournament.
- Patriot Pathways Program: programming to educate student-athletes outside the classroom in life skills, financial education, and leadership development, to better compete with elite institutions like Maryland or Georgia Tech for athletes.
- Sports Performance Ecosystem
- A.D. Opportunity Fund

Lewis discussed how now the basketball program is spread between six locations across campus for athletic training, sports medicine, academic resources, the locker room, classes, and eating and activities. This puts the program at a competitive disadvantage for recruiting. He reiterated why the new basketball and academic performance center will be beneficial and will play an integral part in the success of student athletes and the basketball program. \$15 million needs to be raised. Lewis said that he is building a team of development staff members to help build relations and connect with potential donors.

Lewis listed six areas that are vital in building the Patriot Pathways program.

- Academic excellence
- Life skills
- Leadership development
- Well-being and belonging
- Career readiness
- Civic engagement

Lewis said that he wants to ensure that every student athlete has an internship or a traditional student abroad experience. A vision that Lewis has is to create an international service trip where 40 or 50 student-athletes across all sports go abroad from 7 to 10 days, then come back and be able to tell people about their experience. Opportunities like that will cost anywhere from \$100,000 to \$150,000 per year.

Lewis talked about two areas where the program sees the largest gaps: mental health and nutrition. Currently, he said, Intercollegiate Athletics does not have a nutritionist. With 500 student-athletes focused on peak performance, you have to have an expert making sure they are eating right and taking care of their bodies, he said. From a mental health perspective, Intercollegiate Athletics has a great relationship with Counseling and Psychological Services on campus, however, there are 1.5 staff members supporting athletics. The industry average is one mental health counselor for 150 student-athletes. They need another two or three mental health counselors to support George Mason's student-athletes. Lewis described the student-athletes' stresses: in addition to the day-to-day concerns of being a student, a basketball player's wins and losses are on TV, and his successes and failures on social media. The student-athletes are telling the Athletics Department that these are priorities for them, and the university wants to take care of them.

Lastly, Lewis discussed the A.D. opportunity fund. He wishes to secure resources so he can put dollars into practice create a competitive advantage, and take advantage of opportunities to partner with other units on campus. He wants to leverage George Mason's campus and regional expertise. He discussed how Intercollegiate Athletics intends to bring the program from good to great. The total goal for the Athletics Department's fundraising case for support is \$35 million. Traditionally, he said, athletics represents 10 to 20 percent of any university fundraising campaign. \$35 million is not 10 percent to 20 percent. Lewis stated his belief that we can not only get there but that we need to exceed this \$35 million number to take the program from being good to great. Not just great for one year, but consistently.

Lewis concluded by stating their vision and purpose, which is to empower transformational experiences and to power a championship culture and community. The purpose is to unite communities. Lewis emphasized how great George Mason student-athletes are, using Maddox as an example. He reported that this past fall, the Athletic Department had a 3.32 GPA. They had 78 Provost Scholars, ten more than what they'd had in the past (Provost Scholars have earned a 3.75 GPA or better). Fifty percent of student-athletes were on the Dean's list. George Mason student-athletes are getting it done in the classroom, he said.

Lastly, he concluded, Mason Nation needs to give. The evolving landscape of intercollegiate athletics is only getting more challenging. Resources are not just a hope; they are an

expectation. We have to fundraise and generate more revenue to support these student-athletes. He closed by asking for people to give and then opened the floor to any questions.

Rector Stimson commented that there are a lot of visitors on the board who either were college athletes or are parents of college athletes. One of the main takeaways from their tour of West Campus was their negative reaction to the Field House. He offered kudos to the program's success despite the Field House which does not have air conditioning. He asked what the new Field House is going to cost.

Lewis responded that it would be \$750,000 to \$100 million.

Visitor Blackman commented that it's not just about a field house. When visiting Duke, he took notes on what it looked like, and he appreciated what they did in terms of track and field. There were seven stadiums and facilities right there. There was a five-story building that was dedicated to athletics. There were two levels of study halls. There is a lot of support for students there. If we are going to go to the NCAA and build a sustainable infrastructure for championship-level athletics, that is the benchmark, not the pie in the sky.

Visitor Pence commented that he would like to address this from the point of view of a grandparent of three recruited D1 athletes and one D3. The oldest was recruited to play for the women's lacrosse team in Colorado. She fell her senior year, and within 15 minutes, the health facility knew she had a torn ACL, and they could immediately start doing what they needed to do. He continued by stating that these kids and their parents know what these athletic facilities are like, which is a material consideration in where they go to school. Pence also shared that he has a grandson who was recruited to play baseball at Roanoke. The Roanoke baseball facility makes our facility look like a mudflat. It doesn't make recruiting impossible, but it makes it extremely difficult. He stressed the importance of the student athletic experience, even for the kids who don't play – for the students who go and watch those games, is infectious and makes everyone want to attend. We need to elevate our games to that level. Student-athletes should get the best mental and physical health and conditioning.

Peterson commented that we can do better and we need to execute. He thanked Lewis for putting together a plan and believes that we are in the right position to support athletics better in the future than what was done in the past.

IIIV. Old Business

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

IVV. Adjournment

There being no further business to discuss, Peterson adjourned the meeting at 11:32 a.m.

**George Mason University Board of Visitors
Development Committee Report
April 17, 2025**

The George Mason University 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 following the February 27, 2025, meeting of the university's Board of Visitors.

George Mason University's fundraising campaign, *Mason Now: Power the Possible*, has surpassed the halfway point towards its \$1 billion goal, standing at \$539M on April 7, 2025.

At the time that this report was submitted for inclusion with Board of Visitors materials, the university had just completed Mason Vision Day, and its results were not yet available for inclusion here. Vice President for Advancement and Alumni Relations Trishana Bowden will be able to share some preliminary results in her comments to the Committee.

Notable Gifts and Partnerships

George Mason's colleges, schools, and units continue to receive some generous gifts and grants. Since the Development Committee's previous meeting, we can report the following:

The Kimmy Duong Foundation has made a gift of \$20M, which will support the College of Engineering and Computing (CEC) and University Life.

- \$16.25M will establish two endowments within CEC to provide lasting and perpetual scholarship support, and the Board has approved a related initiative to rename the School of Computing (now being reviewed by the State Council for Higher Education in Virginia).
- The Kimmy Duong Foundation's \$3.75M gift to University Life will provide lasting and perpetual support to student success initiatives through the Long Nguyen and Kimmy Dong Scholarship Endowment.

CEC has also received a gift of \$1M from Mahfuz Ahmed, BS '93, for the college's Dean's Technology Innovation Fund, and an additional \$140,000 in pledges will establish an endowed scholarship, support civil engineering faculty research, and support established scholarships.

The Antonin Scalia Law School reports a bequest estimated at \$1.1M from the John Kenneth Sammon Trust, \$250,000 from Johnson & Johnson for the Law & Economics Center, and \$325,000 from an anonymous donor for the C. Boyden Gray Center for the Study of the Administrative State.

The Clifton Foundation has awarded a \$1.5M grant to University Life's Center for the Advancement of Well-Being to launch the Student Strengths Coaching Program. This initiative will provide strengths coaching for students and a work lab for student coaches to create innovative experiences for groups and organizations to dive deeper into applying strengths.

The College of Humanities and Social Sciences reports two significant planned gifts: Elaine Cardenas, MBA '88, PhD '13, has documented a bequest to establish a \$1M endowment to provide programmatic and student support for the Cultural Studies Program, and William Mosteller, MA '92, has made a bequest to establish a \$375,000 endowment to provide financial need scholarships for undergraduate students who have completed the Early Identification Program (EIP) and are enrolled in the College of Humanities and Social Sciences.

The College of Visual and Performing Arts has received a planned gift of \$100,000, included in the estate plans of a donor to benefit an existing named Music Endowment Fund in the Reva and Sid Dewberry Family School of Music. In addition, the Give Voice initiative for the Center for the Arts secured several gifts totaling \$90,000 following the public launch event on February 5, and an additional \$20,000 for *the Great Performances at Mason* series.

The University Priorities/Corporations and Foundations Relations (UP/CFR) team within Central Advancement has secured more than \$730,000 in funding from corporate and foundation partners in support of EIP, community health programming, the SciTech Innovation District, CIP3P, College of Public Health scholarships, AI, alumni relations, and programs at the Costello College of Business. Moreover, they have raised \$9.9M in corporate and foundation giving – surpassing last year's total raised of \$9.2M towards the president's \$10M corporate engagement goal.

PARTNERSHIPS WITH THE REGION'S LEADERSHIP

George Mason University actively engages with the Washington, D.C., Virginia, and Maryland region, fostering partnerships with local, national, and international entities to advance the interest of its students and the community. Some specific examples of these partnerships, listed below, illustrate the broad reach of the university's connections.

In support of the SciTech Innovation District, University Priorities assisted in hosting a dinner featuring Cullum Clark from the Bush Institute, attended by Prince William County leadership and business leaders. In addition, with the University Priorities/Corporation and Foundation Relations (UP/CFR) team, George Mason's Associate Provost for Strategic Initiatives and Community Engagement Liza Wilson Durant hosted 18 members of the Business-Higher Education Forum at FUSE to showcase the building, its capabilities, and its regional economic impact. President's Innovation Advisory Council member David Metnick coordinated the gathering.

Continuing with George Mason's partnerships relating to technology and innovations, CEC hosted its industry partners with the Clearance Ready Program cohort of students for a networking event in the end of January.

College of Public Health dean Melissa Perry hosted the president and vice president of operations at Sentara Northern Medical Center for a tour of the College of Public Health's Lab for Immersive Technologies and Simulation. Sentara is considering a major investment in simulation training for its workforce, and Dean Perry invited Sentara leadership to visit the college's lab to learn more about the benefits of simulation and to offer support as a partner education institution.

College of Science dean Cody Edwards hosted more than 70 external guests at the Fairfax Country Club for a discussion with Professor Harbir Antil on his research in the use of digital twins in artificial intelligence.

The College of Education and Human Development's Research Practice Partnership ERA-NOVA convened George Mason faculty, staff, and leadership with K-12 school leadership from each school district in Fairfax County Public Schools Region 4, to address the most pressing and difficult issues facing our community's public schools; the recent meeting focused on literacy and the Virginia Literacy Act.

The Costello College of Business celebrated its corporate partners with its second annual roundtable event, with nearly 100 partners, students, faculty, and friends participating. Corporate partnerships with the Costello College of Business have created more than 40 Corporate Partner Scholarships, five Corporate Partner Faculty Awards, a named faculty position, eight Impact Fellows, many Employer Takeover Days with Career Services, and collectively over \$1M in support of the college.

In February, Costello hosted its inaugural dinner recognizing its Dean's Circle members. Seventy-five attendees joined leadership in celebrating this exceptional group of donors whose lifetime contributions of \$100,000 or more to the college have laid the foundation for unparalleled opportunities for students and faculty.

In partnership with Playfly Sports and Commonwealth Brewing, University Athletics launched its first-ever craft beer: Brave & Bold IPA. Green Coat Society members enjoyed a "First Taste" in the Green Room before George Mason men's basketball's first-round game in the NIT Tournament.

SUPPORT FOR THE UNITS FROM CENTRAL ADVANCEMENT

The University Priorities/Corporations and Foundation Relations (UP/CFR) team is a source of significant assistance to George Mason's colleges, schools, and units, providing strategic

support and prospect research, facilitating connections, and collaborating to create favorable outcomes. Some specific examples of its varied areas of support follow:

- Collaborated with the Military, Veterans, and Families Initiative (MVFI) leadership on the finalization of the MVFI Center Business Plan and identifying high-impact, transformational opportunities for philanthropic support.
- Partnered with the Smithsonian National Museum of Natural History to host the spring SMSC Advisory Board meeting.
- Continued its partnership with Alumni Relations to engage corporate partners, including co-hosting an Industry Night at EagleBank Arena with MetroStar—a company founded by two George Mason alumni during their time at the university.
- Successfully nominated the Education Initiative at the Hylton Performing Arts Center for the Prince William Chamber of Commerce Charles J. Colgan Arts and Education Award—resulting in a win.

ALUMNI ENGAGEMENT

University Athletics hosted a number of events surrounding the Patriots basketball teams' success in the Atlantic 10 Tournament, the women's basketball team's first-ever trip to the NCAA Tournament, and the men's basketball team's participation in the NIT. These achievements in athletics opened many doors to celebrate that success, including engagement with alumni, corporate partners, and local media.

The Office of Alumni Relations welcomed alumni locally and around the country in conjunction with the Patriots' basketball success, hosting pregame pep rallies and watch parties in Richmond, Fairfax, and Baton Rouge, Louisiana, enjoying standing-room-only events with alumni and friends.

With the support of Central Advancement, Athletics launched the Basketball Greatness campaign/fund, dedicated to the development of a world-class infrastructure that attracts, develops, and retains top athletes, coaches, and staff. Investments fuel key initiatives such as student-athlete revenue sharing, enhanced nutrition support, innovative performance technologies, and state-of-the-art facilities. The UP/CFR team also partnered with Athletics to engage former student-athletes in support of scholarships and program resources, and partnered with colleges, schools, and units to host key prospects in the first and second rounds of the NIT.

As of March 2025, the current gifts and pledges to University Athletics for the FY to date has exceeded the previous five years, standing at \$1.493M.

CEC held the inaugural induction into its Academy of Engineering and Computing Excellence at the end of February, welcoming 125 guests to honor 24 alumni and 4 volunteer leaders for their accomplishments and commitment to the engineering and computing community. This will be

an annual event. In addition, the Departments of Computer Science and Bioengineering hosted alumni networking events with industry partners and students.

The Carter School hosted a working conference on the Next Generation of Peace and Conflict Resolution pedagogy with 10 alumni presenters who lent their expertise as emerging leaders for the field to students and faculty.

On February 26, College of Science dean Cody Edwards hosted ~75 external guests (including ~30 alumni) at the Fairfax Country Club for a discussion with Professor Harbir Antil on his research in the use of Digital Twins in Artificial Intelligence.

Prior to the George Mason men's basketball homecoming game, Costello hosted the Costello Means Business Homecoming Tailgate for alumni. More than 200 eye-catching "Costello Means Business" spirit scarves could be spotted throughout the EagleBank Arena parking lot, and approximately 100 Costello faculty, staff, and alumni then moved over to the arena to cheer the Patriots to victory over Rhode Island. In March, Costello hosted an Alumni in the Government Contracting Industry Happy Hour, which hosted 90 alumni and community members.

The George Mason University Libraries and Special Collections Research Center hosted the second installment of its Historic Intelligence Speaker series with former CIA chief of disguise Jonna Mendez. Nearly 150 alumni, friends, students, and intelligence community members attended the lecture. It was through the generosity of George Mason University Foundation Board of Trustees chair, Sumeet Shrivastava, that the library was able to host Ms. Mendez.

Schar School of Policy and Government dean Mark J. Rozell interviewed C-SPAN Networks founder and former executive chair Brian Lamb, in an event attended by 100 alumni, students, and friends.

As a resource to alumni navigating a changing job landscape, the Office of Alumni Relations has launched Patriots Helping Patriots: Ask Me Anything. This is a webinar series featuring alumni across various industries answering questions about job searches, networking, career advice, and new opportunities. Alumni Relations has also partnered with the Costello College of Business to create a platform within Mason Mentors for alumni of all majors to join the program and identify a mentor or volunteer to serve as a mentor.

UPCOMING EVENTS

On Saturday, April 26, 2025, the Hylton Performing Arts Center will host its 15th Anniversary Gala honoring Marion Wall and Dominion Energy. Guests will enjoy a pre-dinner cocktail reception, dinner on Merchant Hall stage, and a lively after-party featuring an eight-person Mason Music swing band. Night-of fundraising proceeds directly benefit the Veterans and the Arts Initiative. HyltonCenter.org/galas

On May 13, 2025, the second annual Sport, Recreation, and Tourism Management (SRTM) auction will be held at Settle Down Easy in Oakton. Proceeds from the event and silent auction support SRTM students with stipends for unpaid and required internships, scholarships, and fees and travel for conferences. SRTM alumni, students and friends all help secure auction items related to their fields of study including restaurant gift certificates, greens fees, sports memorabilia and tickets and club access to area sporting events.

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

On behalf of the George Mason University Alumni Association, I am pleased to provide an update highlighting our recent initiatives and their impact on the alumni community. Our efforts during this period have focused on deepening student and alumni engagement, enhancing volunteerism, fostering strategic partnerships, and promoting philanthropy through contributions of time, talent, and treasure. Additionally, we have been actively involved in planning and supporting upcoming commencement activities to celebrate and welcome new graduates into the Mason alumni family.

Student Engagement

- **Mentorship and Innovation Support:** GMUAA leaders have been actively mentoring student teams participating in the Patriot Pitch competition through the Center for Innovation and Entrepreneurship as well as the Student Innovator Mastermind program. This engagement provides students with valuable insights, helps refine their business pitches, and bridges the gap between academic concepts and real-world applications.
- **Academic and Career Guidance:** Alumni have participated in advisory boards sharing industry trends and professional experiences. This involvement ensures that academic programs remain aligned with current industry standards, directly benefiting student preparedness for the workforce.

Alumni Engagement

- **Community-Building Events:** We have organized events such as the EPIC Axe Throwing Social on April 27 and the Mason Vision Day Alumni Reception in Arlington. These gatherings provide platforms for alumni to reconnect, expand their networks, and strengthen their ties to the university.
- **Chapter Collaboration and Feedback:** Direct engagement with various Alumni Chapter leadership to provide guidance, structure and to address member questions and feedback effectively, demonstrating our commitment to responsive communication and continuous improvement within the alumni community.
- **Veteran Engagement Initiatives:** In collaboration with the Military and Veterans Family Initiative (MVFI) and the Office of Alumni Relations, we are working to mature the Veterans Alumni Chapter. Efforts focus on building relationships with student veterans and identifying alumni leaders to mentor and support this community.
- **Organizational Leadership and Coordination:** Chaired the GMUAA Full Board meeting and led strategic discussions with Vice Presidents to enhance communication and

coordination across our volunteer-led structure, ensuring unified messaging and effective execution of alumni initiatives.

Volunteerism

- **Promoting Service:** We are hosting the "Importance of Volunteerism" virtual panel on April 23, featuring alumni who exemplify service. This initiative not only celebrates their contributions but also serves as a recruitment tool for future volunteers.
- **Leadership in Faculty Recruitment:** Alumni involvement in the College of Science Dean candidate interviews has ensured that leadership selections consider feedback and perspectives.

Sponsorships and Partnerships

- **Strategic Alignment with University Leadership:** Met with Trishana Bowden, President of the George Mason University Foundation, to discuss alumni engagement strategies with the university's philanthropic and strategic priorities.
- **Interdisciplinary Collaboration:** Leveraged advisory board engagements to connect alumni leaders with academic and administrative units, fostering collaborative opportunities that benefit both alumni and current students.

Philanthropy: Time, Talent, and Treasure

- **Mason Vision Day (April 3–4):** Mobilized the alumni community around this annual giving campaign, encouraging contributions from alumni, trustees, and friends. Special outreach was made to Board members to renew their financial commitments during this impactful event.
- **Scholarship Celebration (April 9):** Recognized alumni donors and supporters whose contributions directly benefit current students through scholarships, highlighting the tangible impact of alumni generosity on student success.
- **Ongoing Contributions:** Alumni continue to donate their time through volunteerism, share their talent through mentorship and board service, and provide treasure through financial gifts that support scholarships, programs, and institutional growth. The Full Board (31 members) have volunteered over 1,000 hours thus far this fiscal year, far surpassing ALL previous years on record.

Commencement Activities - Signature Events for Graduates:

- **Pancakes for Patriots (May 12):** Hosted by the GMU Alumni Association, this event provides graduating students (our future alumni) with a chance to enjoy a free pancake breakfast, celebrate their accomplishments, and connect with alumni volunteers.
- **Grad Toast (May 14):** A formal event honoring graduates, featuring remarks from university leaders and alumni, the Grad Toast celebrates student achievements and

introduces graduates to the responsibilities and benefits of joining Mason's alumni community.

- **Zoom Your City (June 3):** A virtual networking opportunity connecting graduates with alumni around the world. This event promotes post-graduation connections and helps students explore career and community resources in their future hometowns.
- **Alumni Volunteering:** Alumni are invited to support the Degree Celebration ceremonies across all colleges, offering congratulatory support, assisting with logistics, and ensuring graduates feel celebrated as they transition to alumni status.

The Alumni Association remains dedicated to building a vibrant, inclusive alumni network that actively contributes to the advancement of George Mason and the success of our students. Our recent activities reflect a commitment to fostering meaningful connections, promoting a culture of service, and encouraging philanthropic support. We look forward to continuing our collaboration with the Board of Visitors, The Board of Trustees and other university partners to further these objectives.

Respectfully submitted,
Scott Hine
President, George Mason University Alumni Association



Costello College of Business

Board of Visitors Development Committee

April 17, 2025

Learn here. **Lead** anywhere.

Costello by the numbers...

Undergraduate At-a-Glance

Everything is Business

- 4,993** Fall 2024 enrollment
- 803** Spring and Summer 2024 graduates
- 1,336** Students on Dean's List (Spring 2024)
- 112** Business Honors Program Students
- 3** Top majors: MIS (982), Management (895), Accounting (846)

Graduate At-a-Glance

Market-focused Workforce Development

- 677** Fall 2024 enrollment (excluding Certificates): MBA (345), MS (324), PhD (8), Certificates (69)
- 398** Spring and Summer 2024 graduates: MBA (101), MS (171), Certificates (126)
- 2** Top MS Majors: Accounting (112), Business Analytics (85)
- New for Spring 2025:** Spring starts for MS in Management and MBA in-person

Sources: George Mason University Office of Institutional Effectiveness and Planning; Microstrategy Enrollment Dashboards

Costello at a glance

April 17, 2025 | business.gmu.edu

- 107 instructional faculty
- Over 90 adjunct faculty
- 64 classified staff
- 36 administrative/professional faculty
- 4 research staff
- 5600 students
- Over 300 students participating in minor programs
- Graduate
 - PhD, MBA, 5 specialized master's degrees, 9 certificates, 2 digital badges
- Undergraduate
 - BS in Business with 8 concentrations
 - 14 minors, 1 certificate
- Interdisciplinary programs
 - College of Engineering and Computing, College of Education and Human Development, College of Humanities and Social Sciences, College of Science, Scalia Law School, Schar School, Carter School

Four centers of excellence

- Greg and Camille Baroni Center for Government Contracting
- Center for Retail Transformation
- Center for Innovation and Entrepreneurship
- Center for Real Estate Entrepreneurship



Center for Innovation and Entrepreneurship

Rebecca Howick, Director of Operations and Engagement

Learn here. **Lead anywhere.**

Mission

Social Impact and Experiential Entrepreneurship

Develop

experiential learning opportunities to complement and expand traditional academic offerings

Drive

growth of regional ecosystem

Empower

our students, alumni, and community members as they create new ventures

Center for Innovation and Entrepreneurship

Operations Team



Rebecca Howick,
Director of Operations and
Engagement



Crystal Fickers,
Associate Director of
Student Programs and
Community Initiatives



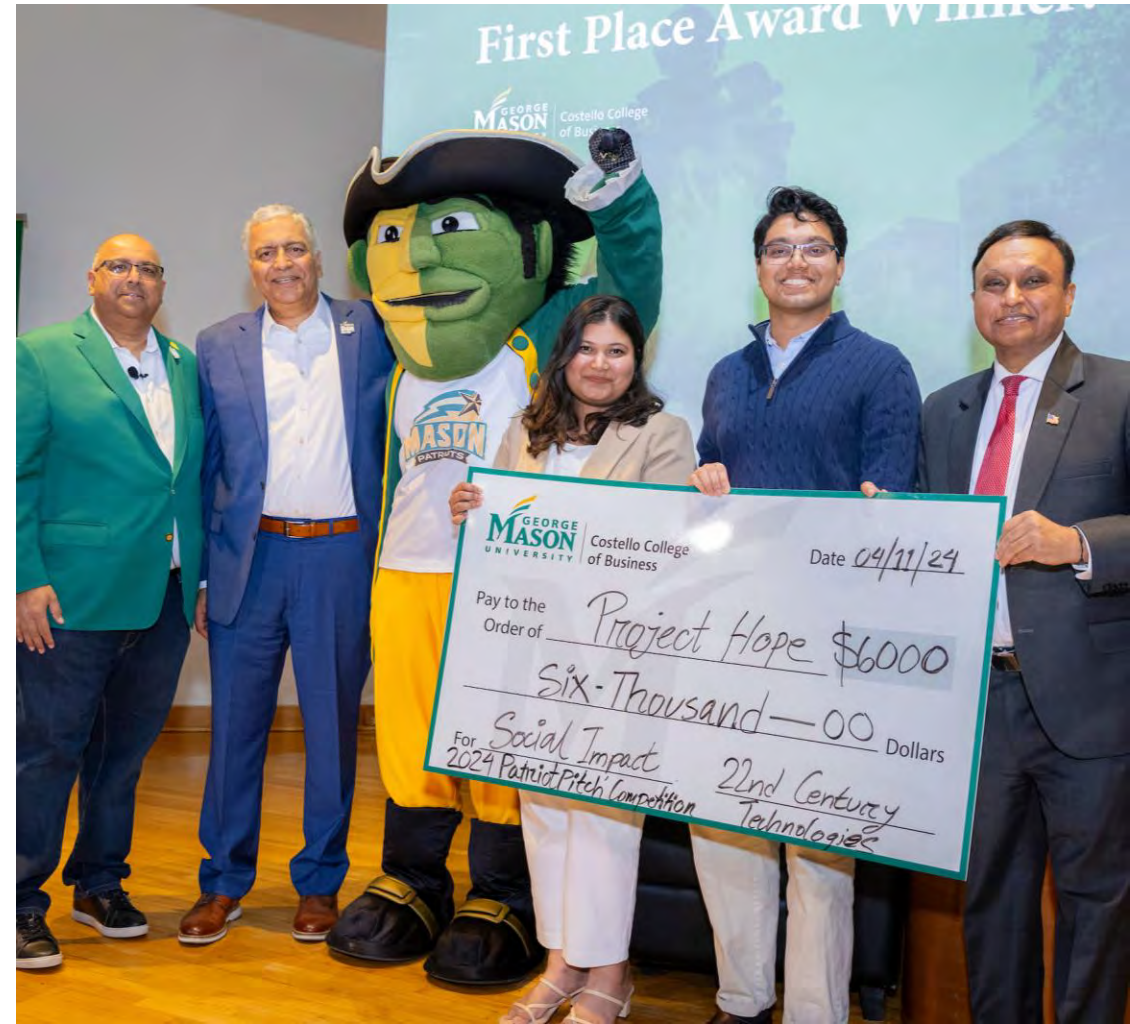
Ryan Rivas,
Program Manager



Silvia Oliveira,
Administrative Associate

Flagship Experiential Learning Programs

- Patriot Pitch Competition
- Honey Bee Initiative
- The Depot
- SOAR Initiative



2025 Patriot Pitch Competition

Sponsored by:  22nd Century Technologies, Inc.

Keynote Speaker
Sid Banerjee

Founder of Clarabridge,
acquired by Qualtrics for
over \$1 billion



April 10

11 a.m. to 2 p.m.

JC Bistro, Fairfax



Come cheer on George
Mason's emerging
entrepreneurs!

Vote for your favorite pitch and
select this year's **Mason's
Choice Award** winners!

Catered by:



Register Now
No Cost to Attend!

go.gmu.edu/PitchEvent25



Costello College of Business
**CENTER FOR INNOVATION
AND ENTREPRENEURSHIP**
George Mason University®

Semifinal Round

- Supports idea & early-stage ventures
- Open to current George Mason students & recent alumni
- 60-65 applicants in recent years
- 66 people total involved with semifinals
 - 34 student and alumni participants
 - 16 mentors
 - 16 judges
- 6 colleges and schools across campus
- 16 teams selected; matched w/ mentor



Final Round

- Celebration and gathering of George Mason entrepreneurship ecosystem
- Keynote Discussion: Sid Banerjee and Ava Uppal
- ~250 registrations for the event
- \$50k in cash prizes for teams
 - covered through sponsorships
- 41 total people
 - 18 students/alumni participated (8 teams)
 - 8 mentors
 - 16 judges



Honey Bee Initiative

- Showcases the entrepreneurial lifecycle
- Allows our students to learn about entrepreneurship in an approachable way
- 65+ hives within 20 miles of Fairfax campus
- Students bottle and sell honey via The Depot
- Wholesale transactions (internal and external)
- Community facing events



The Depot

- Student run venture program: Students sell alumni owned/local food & beverage products
- Grants from the Community Foundation for Northern Virginia & Fairfax City Economic Dev.
- Experiential learning: running a business & corporate entrepreneurship skillsets
- Over \$50k in revenue driven & over 200 students have participated
- Partnership with Costello College of Business & Early Identification Program



SOAR Initiative: Entrepreneurship Training for Small Business Development

- Empowers individuals who do not currently have adequate access to entrepreneurship training opportunities
- Holistic model for new venture creation
- Creates new pipelines for community members that are aspiring entrepreneurs
- Aligns with existing George Mason community facing resources and Mason Virginia Promise

Learn here. **Lead anywhere.**

Framework for 3 Cohorts



3 Cohorts

Refugees &
Immigrants

Currently in
Low SES

Rural & Emerging
Communities

- Shrivastava Family Refugee and Immigrant Success through Entrepreneurship Program (RISE), \$1.5m gift
- Workforce Innovation Success through Entrepreneurship (WISE), Supervisor Rodney Lusk & Melwood
- Currently pursuing funding opportunities for Rural & Emerging Communities cohort

MASON NOW: Power the Possible

Top CIE Investment Opportunities

- Named Center \$10 million
- Named Executive Director \$3 million
- SOAR Cohort \$2 million
(Rural & Emerging Communities)



“

Join us as we revitalize dreams, transform lives
and boost our economy.

”

Thank You.



Learn here. **Lead anywhere.**



Center for Real Estate Entrepreneurship

David Tarter
Executive Director



Learn here. Lead anywhere.

20



Costello College of Business
**CENTER FOR REAL ESTATE
ENTREPRENEURSHIP**
George Mason University



**COSTELLO COLLEGE
OF BUSINESS**
George Mason University

George Mason is Well Positioned...

- Northern Virginia is a Premier Real Estate Market
- Proximity to Washington, D.C. - Seat of Government
- Access to National and International Players
- Major Corporate Headquarters are Moving Here - Amazon HQ2, Nestle, Hilton, Capital One
- Only Program Based in NoVa
- State School – Strong Ties with Government
- GMU has Long History with Development Industry: The University That Real Estate Built!



Center for Real Estate Entrepreneurship

- Founded in 2009
- Industry Supported Initiative
- Develop the Next Generation of Real Estate Professionals
- Guided by the CREE Advisory Board – Seasoned Veterans and Industry Leaders
- Connects Developers, Governments, Non-Profits and Academics for Advanced Learning



Center for Real Estate Entrepreneurship

- Bridging the Gap between Academia and Real-World Practice
- Leading Platform for Real Estate Education, Collaboration, and Research at George Mason University
- Strong Industry Ties – NVBIA (President - MRED Faculty), NAIOP (Chair - CREE Board Member), Virginia Housing, etc.





Center for Real Estate Entrepreneurship

- Real Estate Research - Fairfax City Retail Analysis
- Workshops - Real Estate Skills Toolkit
- Case Study Tours – Micro Units
- Panels – Missing Middle, Proffers, etc.
- Leadership Lecture Series – Conversations with Industry Titans - Norman Pozez, Real Estate Developer & Chair of EagleBank

Center for Real Estate Entrepreneurship



- Skills Classes – Real Estate Finance, Investing, Commercial Real Estate Markets, etc.
- Industry Conferences
- Best Practices Lectures
- Networking Events
- Sponsor Student Industry Group Memberships and Event Attendance

Center for Real Estate Entrepreneurship

- The Glue That Binds Real Estate At George Mason University
- Works Hand in Hand with:
 - Master's in Real Estate Development Program
 - Undergraduate Minor
 - Real Estate BAM Pathway
 - Scholarships
 - Career Development



Master's in Real Estate Development

- Degree from Costello College of Business
- Created in Partnership with Industry
- For Experienced Real Estate Professionals
- Professors Have Real-World Expertise - Developers, Bankers, Lawyers, Architects, etc.
- Student Investment Fund
- Hands-On Experience



Joint Bachelor's/Accelerated Master's (BAM-MRED)

- New Program
- Obtain Bachelors and Master's Degree In 5 Years
- Save Thousands in Tuition
- Advance Real Estate Career More Quickly



Undergraduate Minor

- Basic Building Blocks for Further Study
- Active Student Real Estate Association Supported by CREE
- Provides Exposure to Real Estate Industry
- Events/Programs Sponsored by CREE - Property Management Panel



What's Next...



Learn here. **Lead anywhere.**

Expanding Areas of Expertise/Updating the Curriculum

- Five New Courses For 2025-2026 Academic Year
 - Affordable Housing
 - Data Centers
 - Sustainability/Smart Cities
- Mentors for All Students on Day One
- Career Advising on Day One
- Expanded Experiential Learning
 - National Real Estate Competition
 - Global Real Estate Residency
- Required Networking



Leadership in Affordable Housing

- New MRED Certificate in Affordable Housing
- Affordable Housing Workshops - April and October 2025
- Regional Housing Conference (Northern Virginia Regional Commission) – October 2025
- Fairfax Affordable Housing Development Symposium - Fall 2025
- Strengthening Partnerships with Virginia Housing (CREE board member), the Northern Virginia Housing Alliance, etc.
- \$30,000 Grant from Virginia Housing – Working for More



Raising the Programs' Profile

- Make Sure the Broader Community is Aware of George Mason's Programs, Resources, and Offerings
- Increase Media Exposure/Outreach
- Provide Additional Research and Commentary
- Meet with Industry, Government and Corporate Leaders
- Collaboration with other Mason Centers and Programs
- Increase National and International Exposure and Reputation



Strengthening Ties with Industry



- Steady Stream of Industry Events...
- Future Leaders - MRED & NVBIA Joint Happy Hour
- Joint Real Estate Panel with Washington Association of Money Managers
- Working with NAIOP on Job Fair in the Fall
- NVBIA Meet the Builder Event
- Retail Property Investment Lecture – Gary Rappaport

Expanding Partnerships with Government



- Work with Government to Address Their Needs, e.g., Affordable Housing, Outside Expertise, etc.
- GSA, WMATA, Local Government have Constant Need for Qualified Employees
- Creating Long-term Relationships
- Building Partnerships with Arlington County, Fairfax City, Prince William County, and The Northern Virginia Regional Commission
- Internships With Prince William County
- Affordable Housing Conference with Northern Virginia Regional Commission



Enhancing Ties Between Students and Alumni

- Already Strong Network
- Alums Assuming Senior Leadership Roles in Industry
- Promotes Student Career Advancement
- Mentorship Program – Alums as Mentors
- Real Estate Happy Hour with Costello Alumni Association

Promoting Undergraduate Real Estate Education – Pipeline to MRED



- Introduce Undergraduates to Real Estate Education/Career Pathways
- Hosting Lunch and Learn Events Featuring MRED Faculty and Alumni -
- Real Estate Career Panel with Urban Land Institute
- Real Estate Property Management Panel
- Center Provides Scholarships for Students in Real Estate Minor

Expand Partnerships with Mega Employers

- Northern Virginia Fortunate to Have a Number of Corporate Headquarters and Major Employers:
- Amazon, Capital One, Hilton, etc.
- Sizable In-House Real Estate Departments
- Amazon has Multi-Billion Dollar Housing Equity Fund
- Opportunities for: Workforce Development, Scholarships, Grants, Sponsored Students, High Profile Internships and Mentorships



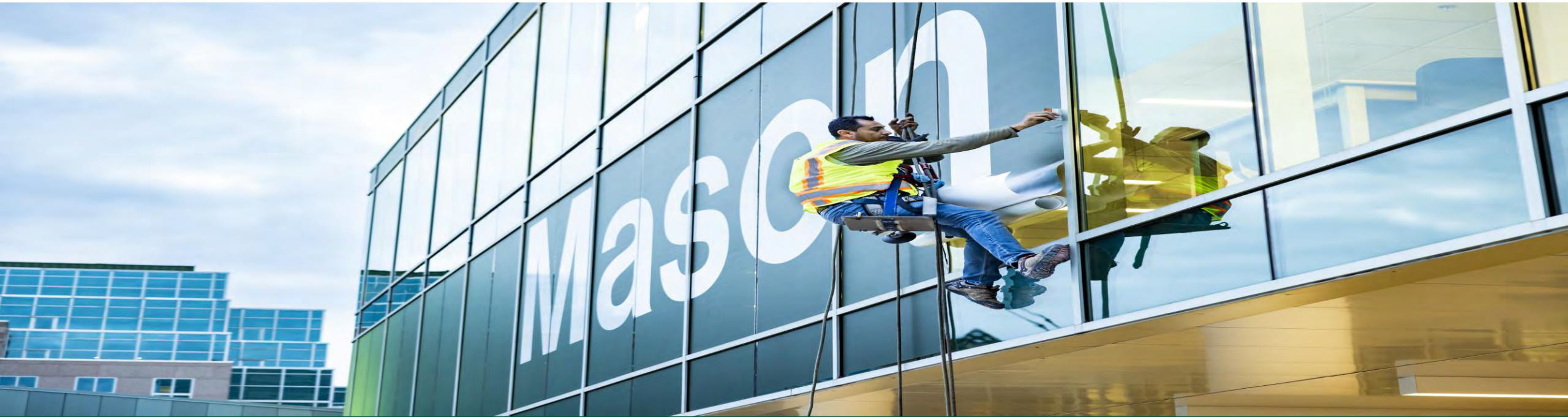
Create George Mason Case Studies

- Instead of Using Someone Else's
- Prepare and Showcase our Own Case Studies
- NoVa has Great Projects
- Create Repository of Case Studies at George Mason



Establish George Mason Real Estate Index

- Think the University of Michigan Consumer Sentiment Index
- Increases George Mason's Visibility and Exposure in the Market



Take Advantage of Grant Opportunities

- George Mason is a Leading Research University – Use this Expertise
- As a State School, Natural Recipient of State Funding
- Grants Available at Local, State and Federal Levels
- Engage with Government Officials to See How Can We Help Address Unmet Needs



Becoming the Go To Place For Real Estate Expertise

- Become the Premier Source for Real Estate Analysis in the Region
- Think Stephen Fuller Institute
- Engage with Local Governments, Regional Organizations, State, etc.
- Expand Consulting, Expertise, Analysis, etc.



Expand Sponsorship, Endowment and Other Financial Partnerships

- More Scholarships
- Increase Affordability/Access to Higher Education
- Ensure Steady, Predictable, Stream of Funding



Mason Now: Power the Possible: Top Philanthropic Investments for CREE

- Named Building \$30 million
- Named Center \$10 million
- Named Executive Director \$3 million
- Named Term Faculty Member \$1.5 million



Built by Real Estate: Destined for Excellence



THANK YOU

