

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS MEETING
Thursday, May 2, 2024**

**Hazel Conference Room
Merten Hall 1201**

AGENDA

- 8:30 a.m. – 9:00 a.m.** *Continental Breakfast*
- 9:00 a.m. – 9:10 a.m.** **Executive Committee Meeting**
- 9:20 a.m. – 9:55 a.m.** **Academic Programs, Diversity and University Community Committee Meeting**
- 10:05 a.m. – 10:55 a.m.** **Finance and Land Use Committee Meeting**
- 11:05 a.m. – 11:20 a.m.** **Audit, Risk, and Compliance Committee Meeting**
- 11:30 a.m. – 12:00 p.m.** **Development Committee Meeting**
- 12:00 p.m. – 12:35 p.m.** *Lunch Break*

BOARD OF VISITORS MEETING AGENDA

- 12:35 p.m.** **I. Call to Order**
- 12:35 p.m. – 1:15 p.m.** **II. Recognitions**
A. Appreciation Plaque Presentation to Outgoing Representatives
B. Recognition of Boren Scholarship and Fulbright U.S. Student Program ETA Award
C. Recognition of Early Identification (EIP) Graduating Students
D. Jack Wood Awards Presentation
- 1:15 p.m.** **III. Approval of the Minutes**
A. Full Board Meeting on February 22, 2024 (**ACTION ITEM**)
B. Full Board Meeting on April 2, 2024 (**ACTION ITEM**)
C. Continuing Education Session on April 2, 2024 (**ACTION ITEM**)
- 1:15 p.m. – 1:30 p.m.** **IV. Rector’s Report**
A. Board of Visitors Meeting Schedule for 2024-2025 (**ACTION ITEM**)
B. Board of Visitors Meeting Schedule for 2025-2026 (**ACTION ITEM**)
C. Campus Security Briefing
- 1:30 p.m. – 1:50 p.m.** **V. President’s Report**
- 1:50 p.m. – 2:20 p.m.** **VI. University Committee on Diversity, Equity, and Inclusion and Just Societies Update**
- VII. Committee Reports**
- 2:20 p.m. – 2:25 p.m.** **A. Academic Programs, Diversity and University Community Committee**
1. New Business
a. Program Actions
i. New Degree Programs
1. PhD in Robotics (**ACTION ITEM**)
2. MS in Artificial Intelligence (**ACTION ITEM**)

- ii. Degree Program Name Change
 - 1. BSEd in Early Childhood Education for Diverse Learners to “BSEd in Inclusive Early Childhood Education” (**ACTION ITEM**)
- b. Proposed Revisions to the Faculty Handbook (**ACTION ITEM**)
- c. 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**)

2:25 p.m. – 2:30 p.m.

B. Finance and Land Use Committee

- 1. Financial Matters
 - a. FY 2025 University Operating Budget, Tuition and Fees (**ACTION ITEM**)
- 2. Capital Matters
 - a. Six-Year Capital Plan (**ACTION ITEM**)
 - b. Land Use Certification (**ACTION ITEM**)

2:30 p.m. – 2:35 p.m.

C. Audit, Risk, and Compliance Committee

2:35 p.m. – 2:40 p.m.

D. Development Committee

2:40 p.m. – 3:00 p.m.

VIII. Closed Session

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

3:00 p.m.

IV. Adjournment

The May 2, 2024, Meeting of the Board of Visitors will be in-person. Members of the public are welcome to observe in person or may view the meeting live at the following link: <https://bov.gmu.edu/live/>. Overflow gallery seating is located in 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 2025 University Operating Budget).

Written comments will be accepted until the full board meeting adjourns on May 2, 2024. To submit a written public comment, please complete the form at the following link: <https://forms.office.com/r/4wLH6yEkZ9>. 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 2, 2024
Merten Hall, Hazel Conference Room (1201)**

AGENDA

- I. Call to Order**
- II. Approval of Minutes**
 - A. Executive Committee Meeting Minutes for February 22, 2024
(ACTION ITEM)**
- III. Rector's Comments**
- IV. President's Comments**
- V. Closed Session**
 - A. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)**
 - B. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)**
- VI. Adjournment**

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

**Meeting of
Thursday, February 22, 2024
Merten Hall, Hazel Conference Room (1201)**

MINUTES

PRESENT: Rector Horace Blackman, Vice Rector Jon Peterson, Secretary Michael Meese, and Visitor Reginald Brown.

ABSENT: Visitor Marquez.

ALSO, PRESENT: Visitors Lindsey Burke, James Hazel, Robert Pence Jeffrey Rosen, Charles Stimson and Robert Witeck; Melissa Broeckelman-Post, Faculty Representative; Will Gautney, Staff Liaison; Paul Wyche, Undergraduate Student Representative; Vikas Velagapudi, Graduate Student Representative; Gregory Washington, President; Ken Walsh, Interim Provost and Executive Vice President; Deb Dickenson, Executive Vice President for Administration and Finance; Anne Gentry, University Counsel; and Sarah Hanbury, Secretary pro tem.

I. Call to Order

Rector Blackman called the meeting to order at 9:00 a.m. He mentioned the adjusted approach to the meeting format, which aims to provide informative, on-time, read-ahead materials to facilitate focused discussions and questions/clarifications during meetings. Rector Blackman expressed appreciation to the Mason staff and committee chairs for accommodating the change and expressed willingness to make further adjustments as necessary.

II. Approval of Minutes

A. Executive Committee Meeting Minutes for November 30, 2023 (**ACTION ITEM**)

Rector Blackman called for any corrections to the minutes for the Executive Committee Meetings for November 30, 2023. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN.**

III. Rector's Comments

Rector Blackman provided the following comments:

- Recognized former visitor, Dorothy (Deecy) Gray and extended appreciation for her years of service to the Board of Visitors and Board of Trustees.
- Relayed that there is a proposed amendment to the Document and Records Request Policy, which he and Visitor Witeck worked on. This amendment will be reviewed as an action item during the full board meeting. The purpose of the amendment is to operate transparently, minimize duplicate requests, and function with a coordinated approach. Discussion ensued, please refer to the video for specifics: <https://vimeo.com/showcase/8557205/video/916036991>.
- Reminded the committee that one ticket for the Wizards vs. Celtics game on March 17 remained available for the Visitors. He thanked Vice Rector Peterson for providing this social opportunity between the Board of Visitors and the Board of Trustees.
- Notified the committee that a representative from the Association of Governing Boards (AGB) is slated to provide an opportunity to meet the State Council of Higher Education for Virginia's (SCHEV)

continuing education requirement on April 2, 2024, following the Public Comment session. Further details will be provided once they are finalized.

This concluded the Rector's Comments.

IV. President's Comments

Dr. Washington congratulated the men's basketball team for defeating the 16th-ranked Dayton Flyers the night before. He also mentioned that the women's basketball team won the evening before and has an impressive record of 21-5. Dr. Washington stated that he would reserve the rest of his formal comments for the full board meeting.

V. Closed Session

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

Rector Blackman relayed that the committee did not need to go into closed session and would do so during the full board meeting.

VI. Adjournment

Rector Blackman adjourned the meeting at 9:13 a.m.

Prepared by:

Sarah Hanbury
Secretary pro tem

GEORGE MASON UNIVERSITY

BOARD OF VISITORS

Academic Programs, Diversity, and University Community Committee Meeting

Thursday, May 2, 2024

AGENDA

- I. Call to Order**

- II. Approval of Academic Programs, Diversity and University Community Committee Minutes from February 22, 2024 (Action Item)**

- III. New Business**
 - A. Provost's Update (K. Walsh)
 - B. Program Actions (**Action Item**)
 1. New Degree Programs
 - a. PhD in Robotics
 - b. MS in Artificial Intelligence
 2. Degree Program Name Change
 - a. BSEd in Early Childhood Education for Diverse Learners to "BSEd in Inclusive Early Childhood Education"
 - C. Faculty Senate Update and Proposed Revisions to the Faculty Handbook (M. Broeckelman-Post) (**Action Item**)
 - D. Faculty Actions (**Action Items**)
 1. Promotion and/or Tenure
 2. Conferral of Emeritus/Emerita Status
 3. Elections of New Tenured Faculty
 4. Special Rank Change
 - E. 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 2024

8. Annual Summary Sheet – July 2023 – May 2024

F. Reports

1. IHRA Definition Usage at Mason

IV. Adjournment

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

MINUTES

Thursday, February 22, 2024

COMMITTEE MEMBERS PRESENT: Chair: Lindsey Burke; Vice Chair: Nancy Prowitt; Visitors: Jimmy Hazel, Wendy Marquez, Michael Meese, Jeffrey Rosen, Bob Witeck; Staff Representatives: Interim Provost Ken Walsh, Sharnnia Artis; Rose Pascarell; Faculty Senate President: Melissa Brockelman-Post; Staff Senate Chair: William Gautney; Faculty Representatives: Cameron Harris, Cesar Rebellion; Student Representatives: Paul Wyche, Vikas Velegapudi

ABSENT: Visitor: Anjan Chimaladinne

ALSO PRESENT: Rector Blackman; Vice Rector Peterson, President Washington; Visitors: Armand Alacbay, Reginald Brown, Robert Pence, Charles Stimson

I. The meeting was called to order by Chair Lindsey Burke at 10:23 a.m.

II. Approval of Minutes (Action Item)

It was **MOVED** by Visitor Burke to approve the minutes from the November 30, 2023 APDUC Committee Meeting. Meeting minutes were unanimously approved with no changes or discussion.

III. New Business

A. Provost's Update

Kenneth D. Walsh – Interim Provost and Executive Vice President

Interim Provost Ken Walsh provided a comprehensive overview on enrollment growth, noting it is in line with expectations and that fall enrollment projections look strong. He gave an update on Mason Korea, celebrating its success and growth to over 700 students this year, with 80 students from our Fairfax campus participating in study abroad programs there, and shared the exciting news that the campus will celebrate its 10th anniversary in June. In addition to highlighting the fall 2024 academic calendar and the recent U.S. News and World Report rankings, which underscore an increase in ranking and recognition for the university, he acknowledged faculty honors, including Linda Monson's induction into the Steinway Teacher Hall of Fame and Evan Lauder's recognition by SCHEV with an outstanding faculty award. Provost Walsh briefed the Board with important leadership transitions, noting the upcoming departure of Fernando Miralles-Wilhelm, dean of the College of Science.

B. Faculty Actions

Chairperson Burke called for a **MOTION** to approve the actions; Visitor Witeck **MOVED**; Visitor Hazel **SECONDED** the following action:

- Conferral of Emeritus/Emerita Status

The motion **PASSED**.

C. Promotion and Tenure Process Discussion

Kenneth D. Walsh – Interim Provost and Executive Vice President

Interim Provost Ken Walsh led a discussion regarding the promotion and tenure process. He provided an overview of the academic year timeline for cases, outlining each step of the process. He also shared the number of faculty that have been up for promotion and tenure over the past 3 years and reinforced that the only tenure packages brought to the Board for approval are the ones that have successfully made it through the process. Discussion followed regarding candidate materials that the Board members have access to and materials that are considered personnel records; please refer to the video for specifics: <https://vimeo.com/showcase/8557205/video/916028741>.

D. Mason Core and Just Societies Requirement Discussion

Keith Renshaw – Senior Associate Provost for Undergraduate Education

Keith Renshaw, senior associate provost for undergraduate education, provided an overview and background on the Mason Core and explained how certain classes are identified as Core courses. He explained how the Mason Core is organized into three main components: Foundation (consisting of 12 credits); Exploration (consisting of 22 credits); and Integration (consisting of 9 credits).

Renshaw explained that starting with the fall 2024 semester, two courses, within the Exploration category should be flagged as Just Societies. He described the process for a course to earn this designation:

- A faculty member submits a sample syllabus and proposal form that includes a rationale, assignment map, and a course management plan.
- The Mason Core Committee reviews, discusses, and votes on the proposal. Any proposals that are not approved are returned to submitters with extensive feedback and an invitation to resubmit after revision, if appropriate.
- The review focuses on whether a course meets the student learning outcomes for a particular category. Renshaw reviewed the two learning outcomes for Just Societies:
 - Outcome #1: *Define key terms related to justice, equity, diversity, and inclusion as related to this course’s field/discipline and use those terms to engage meaningfully with peers about course issues.*
 - Outcome #2: *Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.*

Renshaw noted that students are not required to take any specific class to meet this requirement, but can choose from a variety of courses that are flagged as meeting the Just Societies requirement. He also emphasized that courses are designed to foster discussions, with assessments based on students' understanding and engagement with the material rather than adherence to any particular ideology.

Renshaw outlined the timeline of the changes to the Mason Core that began in 2015, progressed in AY 2018-2019 in response to student requests and a presidential directive under President Cabrera, and continued with extensive engagement of stakeholders, including faculty and students. The Just Societies flag was approved by the Faculty Senate in AY 2021-2022.

Concerns were raised by some Board members about the Board's role in approving Mason Core courses, prompting questions regarding the Board's involvement in the process. Discussion ensued, please refer to the video for specifics:

<https://vimeo.com/showcase/8557205/video/916028741>.

Rector Blackman designated Visitors Meese and Witeck to collaborate with the administration regarding board oversight of the Just Societies requirement and report back to the Board in May.

E. Announcements

Announcements and reports were acknowledged for the Committee's benefit. No further discussion was held.

IV. Adjournment

Chairperson Burke adjourned the meeting at 11:53 a.m.

Respectfully submitted,

Sarah Parnell
Secretary Pro Tem



Academic Programs, Diversity, and University Community Committee

Board of Visitors

May 2, 2024

Agenda

- I. Call to Order
- II. Approval of Minutes (**Action Item**)
- III. New Business
 - A. Provost's Update
 - B. Program Actions (**Action Item**)
 - C. Faculty Senate Update and Proposed Revisions to the Faculty Handbook (**Action Item**)
 - D. Faculty Actions (**Action Item**)
 - E. Announcements
 - F. Report
- IV. Adjournment

Action Item

Approval of Minutes

February 22, 2024



Provost's Update

Kenneth Walsh

Interim Provost and Executive Vice President

Spring Graduation



Commencement Ceremony

Thursday, May 9:

- 10:00 a.m. at EagleBank Arena
- Formal faculty procession, music, keynote speaker, etc.
- Regalia required



Degree Celebrations

- **Thursday, May 9:** CEC and CVPA
- **Friday, May 10:** COS, Carter, Scalia Law (JM/LLM), CHSS, and Schar
- **Saturday, May 11:** CEHD, Scalia Law (JD), CPH, and CCB



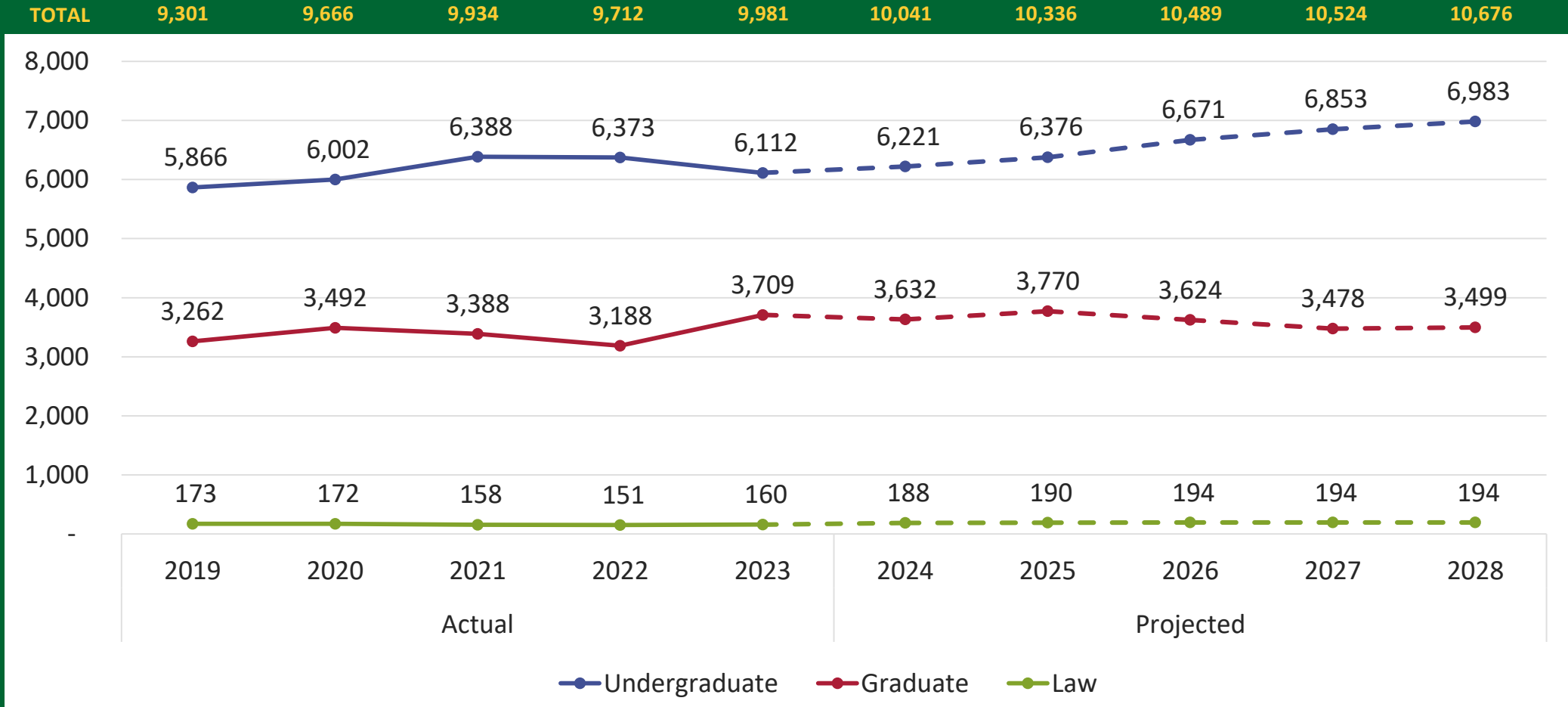
2024 Spring Graduates*

- **3270** Bachelor's degrees
- **1928** Master's degrees
- **184** Doctoral degrees
- **200** First Professional (Law) degrees

*Expected as of 04/03/24

Mason Degrees by Level

Granted (AY 2019–23) and Projected (AY 2024–28)



THE MASON IMPACT

BASED ON DATA GATHERED FOR THE CAREER PLANS SURVEY*



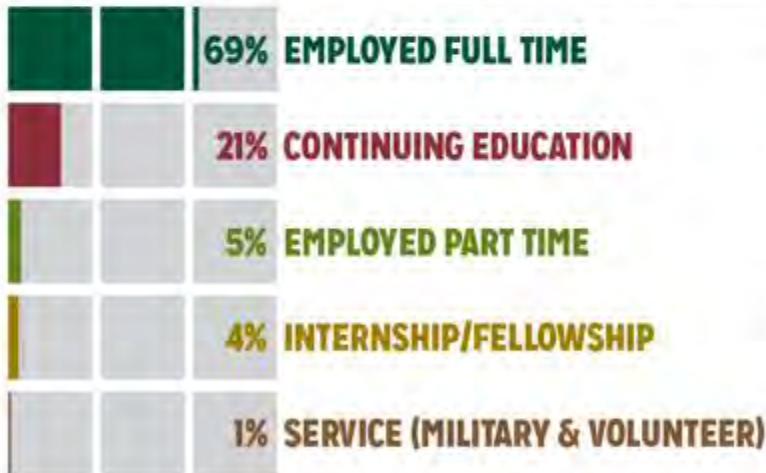
FILLING LOCAL, NATIONAL, & GLOBAL ROLES



EARNING TOP WAGES

\$74,000
MEDIAN SALARY

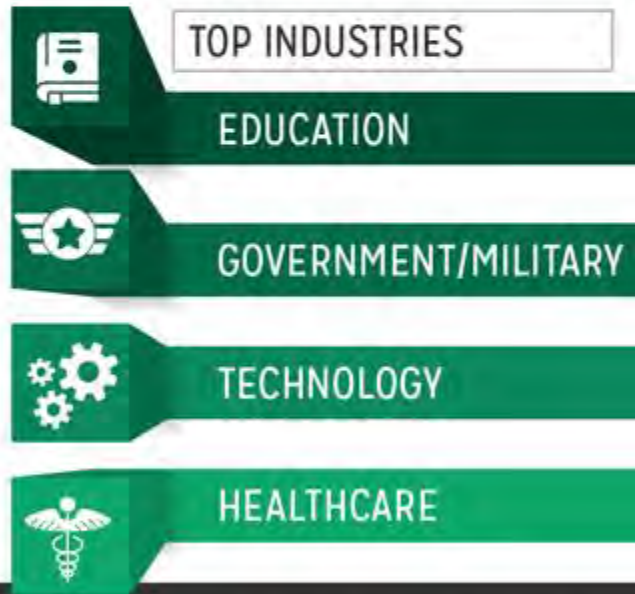
FINDING MULTIPLE PATHS TO SUCCESS



SELECT EMPLOYERS



TOP INDUSTRIES



MASON SUPPORTS CAREER MOBILITY

SOME OF THE TOP WAYS MASON GRADS GOT THEIR JOBS



**FACULTY
CONNECTIONS**



**HANDSHAKE
JOB DATABASE**



**INTERNSHIP
TO JOB OFFER**



**CAREER FAIRS AND
NETWORKING EVENTS**

IMPACT STATEMENTS FROM MASON GRADS

With the help of the writing center and career services with my cover letter and resume...**I am thrilled to have found a great fit in a remote (work from home) role of my dreams!**

I'll be working related to museums/archives. Your guidance through the [interview] process was invaluable..**the most common remark was that I was calm, collected, very well prepared, and articulate.**

You were right about how important it was to have a strong network...I was able to talk to a buddy that I met through school, and he brought the position to my attention...**I'm looking forward to a solid start in my tech career.**

CAREER RESOURCES
FOR MASON GRADS

140+ CAREER PROGRAMS
AND HIRING EVENTS

480+ ACTIVE FACULTY &
STAFF IN THE CAREER
INFLUENCERS NETWORK

650+ EMPLOYERS
RECRUIT AT MASON

 **LIFETIME CAREER
SUPPORT**

Student Award Winners



**Graduate
Research
Fellowship
Program**

Lina Alkarmi, Recipient
Anthony Pizzimenti, Recipient

Mindy Lee Thai, Honorable Mention
Shrunal Pothagoni, Honorable Mention



FULBRIGHT
U.S. Student Program
English Teaching Assistantship

Chelsea Lebron, Spain
Jennifer Lopez, Alternate



Jane and
Morgan
Whitney
Fellowship

Jayne Kurland



**CRITICAL
LANGUAGE
SCHOLARSHIP**

Ninamarie Avedissian
Kayla Junior



**PARTNERSHIP
FOR PUBLIC SERVICE**

Minh-Dy Pham
Kalkidan Zewdu

Teaching Excellence Awards

DAVID J. KING

Adam Winsler (*CHSS*)

DISTINGUISHED LIBRARY FACULTY

Lara Bushallow (*Digital Technologies and Services*)

ONLINE FACULTY

Albert DeFazio (*CHSS*)

Lisa Prodywus (*CCB*)

FULL-TIME FACULTY

Michele Greet (*CHSS*)

Hao Jing (*COS*)

Rebecca Jones (*COS*)

James McNeil (*COS*)

Elizabeth Paul (*CHSS*)

Kimberly Rule (*COS*)

Kelly Schrum (*CHSS*)

ADJUNCT FACULTY

Sarah Rich (*CEHD*)

TEACHERS OF DISTINCTION

Melissa Ainsworth (*CEHD*)

Jennifer Drake Patrick (*CEHD*)

Jodi Duke (*CEHD*)

Lisa Gring-Pemle (*CCB*)

Lois Groth (*CEHD*)

Thomas LaToza (*CEC*)

Lisa Rabin (*CHSS*)

Lee Roberts (*Schar*)

So Young Yi (*CHSS*)

OSCAR Mentoring Excellence Awards

Recognizes and rewards outstanding Mason community members who mentor undergraduate students in their research and creative work, and who foster a culture of student scholarship on campus.

FACULTY

Fei Wang: *Chemistry and Biochemistry*

Afra Ahmad: *Psychology*

Shaghayegh Bagheri: *Civil, Environmental, and Infrastructure Engineering*

GRADUATE STUDENTS

Talley Bettens: *Criminology, Law, and Society*

UNDERGRADUATE STUDENTS

Kayleigh Newman: *Kinesiology*

Leah Pistone: *Biology*

Victoria Gonzales: *Computational and Data Sciences*

Trent Grasso: *Environmental Science*

Presidential Awards for Faculty Excellence



TEACHING

Dominic White
College of Science

Rachel Lewis
*College of Humanities
and Social Sciences*

Lisa Gring-Pemle
Costello College of Business



RESEARCH

Antonios Anastasopoulos
*College of Engineering and
Computing*

Remi Veneziano
*College of Engineering
and Computing*

Lincoln Mullen
*College of Humanities
and Social Sciences*

Rainald Lohner
College of Science



DIVERSITY AND INCLUSION

Gabrielle Tayac
*College of Humanities and
Social Sciences*

Kelly Knight
College of Science

Xiaomei Cai
*College of Humanities
and Social Sciences*



SOCIAL IMPACT

Melissa Ainsworth
*College of Education and
Human Development*

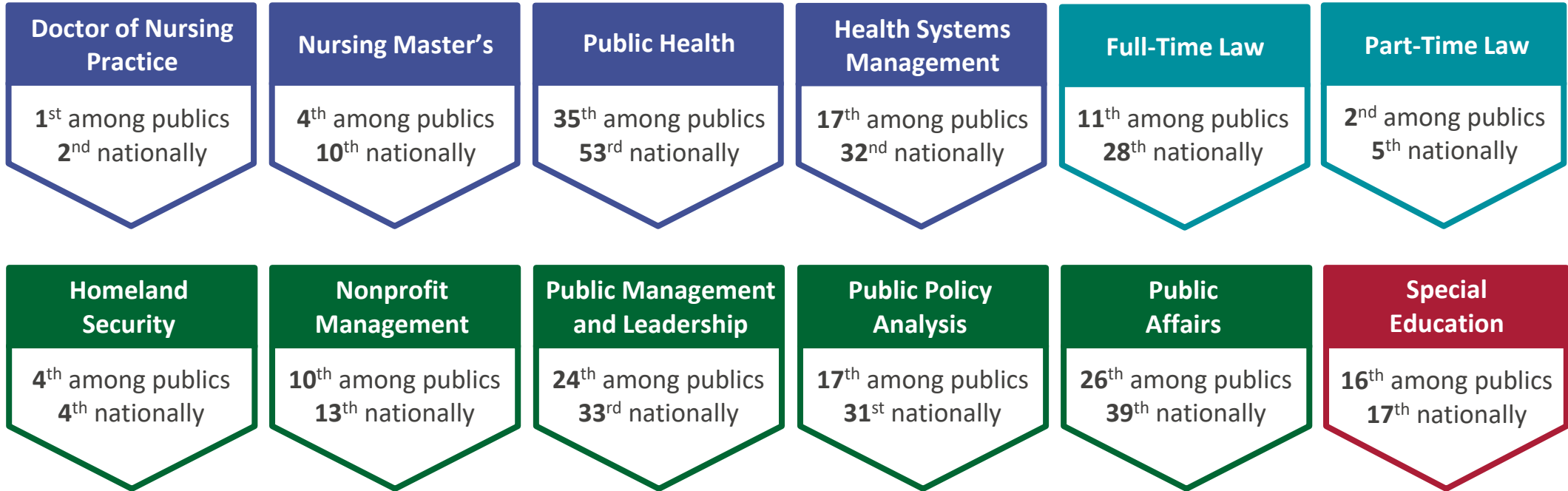
Eunmee Lee
Mason Korea

Shane Caswell
*College of Education
and Human Development*



University Rankings

U.S. News & World Report graduate program rankings include 21 Mason programs in the top 50 among public universities and 14 in the top 50 among all institutions.*



*As of 04/09/24

<https://www.gmu.edu/news/2024-04/mason-has-14-graduate-programs-top-50-us-news-rankings>

College of Science

New Appointment

Dr. Cody W. Edwards

*Interim Dean, COS
Effective July 1, 2024*



Fall 2024 Schedule

**Summer
Orientations**

June 17 – August 21



**Freshman
Move-In**

August 21 – 22



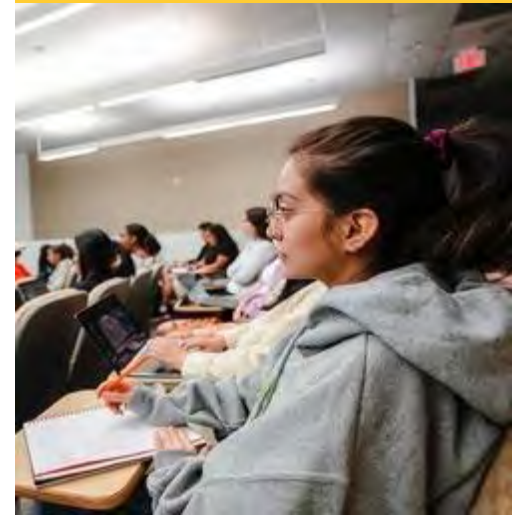
**New Student
Convocation**

August 23



**First Day
of Classes**

August 26



International Enrollment by Country

*5-Year Comparison, Split by Level**

	Fall 2019				Fall 2020				Fall 2021				Fall 2022				Fall 2023			
	UG	LW	GR	Total	UG	LW	GR	Total	UG	LW	GR	Total	UG	LW	GR	Total	UG	LW	GR	Total
India	69	1	448	518	83	1	373	457	94	2	696	792	132	3	1392	1,527	146	5	1,804	1,955
China	395	7	423	835	288	8	305	601	219	3	259	481	174	2	259	435	139	1	253	393
Saudi Arabia	133		112	245	132	2	105	239	125	3	104	232	128	1	104	233	115	4	115	234
Korea, Republic of	158	1	53	212	111	1	52	164	144	3	60	207	188	6	63	257	135	3	63	201
Bangladesh	12	1	42	55	12		49	61	13		61	74	18		86	104	21		97	118
Vietnam	74	1	13	88	81		18	99	88	1	17	106	88	1	26	115	88		19	107
Iran	1		57	58	2		63	65	4		60	64	2	1	55	58	3		66	69
Pakistan	30		18	48	27		17	44	30		21	51	43		24	67	42		25	67
Nepal	3		16	19	5		19	24	5		33	38	5		37	42	9		40	49
Kuwait	14		1	15	9		1	10	10		1	11	16		3	19	45		3	48
Turkey	12	1	22	35	16	1	21	38	18	1	16	35	15	1	23	39	24	1	21	46
Nigeria	5		32	37	5	1	24	30	9		28	37	9	1	21	31	14	1	28	43
Taiwan	22	2	53	77	8	1	60	69	7		40	47	9		33	42	9		32	41
United Arab Emirates	49		4	53	55		7	62	38		5	43	37		7	44	34		6	40
Ethiopia	9		3	12	13		4	17	14	1	5	20	26		2	28	33		5	38
Others	493	17	252	762	430	20	216	666	497	12	220	729	422	12	274	708	444	11	293	748
Total International	1,459	31	1,412	3,269	1,447	35	1,343	2,825	1,343	26	1,576	3,102	1,324	31	2,350	3,926	1,283	32	2,818	4,312
University Total	27,054	600	10,600	38,254	27,595	614	10,823	39,032	27,395	761	10,986	39,142	27,572	844	11,191	39,607	28,323	806	11,056	40,185
%	5.4%	5.2%	13.3%	8.5%	5.2%	5.7%	12.4%	7.2%	4.9%	3.4%	14.3%	7.9%	4.8%	3.7%	21.0%	9.9%	4.5%	4.0%	25.5%	10.7%

**Top 15 countries and overall*

Fall 2024 Admissions Funnel

Admits and Confirmations

		# Admit					# Confirmed				
		2021	2022	2023	2024	1-YR Chg	2021	2022	2023	2024	1-YR Chg
UG	Freshman	18,108	17,460	19,363	21,447	10.8%	2,111	2,213	2,363	2,208	-6.6%
	Transfer	1,740	1,878	1,673	1,775	6.1%	816	726	708	672	-5.1%
	Subtotal	19,848	19,338	21,036	23,222	10.4%	2,927	2,939	3,071	2,880	-6.2%
GR	Doctorate	784	735	728	730	0.3%	339	338	280	262	-6.4%
	Master	3,607	3,377	4,064	3,833	-5.7%	1,765	1,798	1,193	1,266	6.1%
	Subtotal	4,391	4,112	4,792	4,563	-4.8%	2,104	2,136	1,473	1,528	3.7%
Total		24,239	23,450	25,828	27,785	7.6%	5,031	5,075	4,544	4,408	-3.0%

*As of 04/08/24

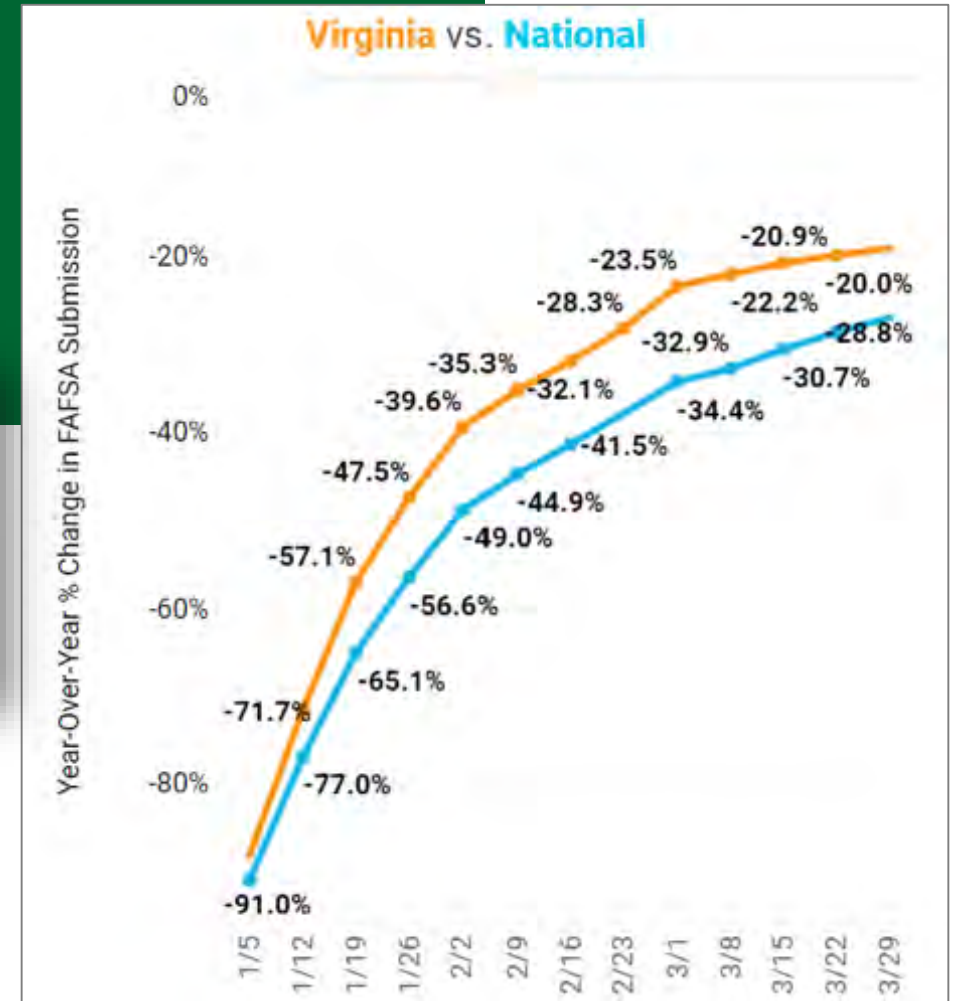
Declines in applications from India offset by applications from Virginia

Increase in admits not producing increase in confirmations because of FAFSA delays

FAFSA Disruption



Mason sent financial aid packages on April 15th; freshmen enrollment deposit deadline moved back to May 15th.



<https://www.ncan.org/page/fafsatracker>

Since Going Test Optional in 2007, Mason has...



Increased Our Market

Every year, more Virginia high school graduates submit applications

17% of fall 2024 seniors



Stronger Academic Quality

Both standardized test scores AND high school GPA median scores have increased



Improved Retention

Other than COVID-19 stress, Mason's retention has consistently been between 86.5% and 87.5%

Up from 83.5%

Retention Since Moving to Test Optional in Freshmen Admissions

Mason was one of the first institutions to make such a move



SAT Test Takers in Virginia

2023
47,211

2019
61,182

CollegeBoard Suite of Assessments Annual Reports



22.8% Decrease in the number of Virginia SAT test takers



Median high school GPAs and median test scores at Mason

Mason Freshmen

Fall	Total # of Entering Freshmen	% w/SAT	Median SAT Score	Median HS GPA
2006	2,435	96.8%	1100	3.36
2007	2,229	89.7%	1110	3.4
2008	2,549	82.4%	1110	3.4
2009	2,656	77.9%	1130	3.5
2010	2,601	80.3%	1140	3.56
2011	2,659	77.1%	1150	3.6
2012	2,696	76.3%	1150	3.6
2013	3,011	74.6%	1140	3.6
2014	3,091	72.3%	1140	3.64
2015	3,227	67.5%	1140	3.65
2016	3,219	65.7%	1150	3.64
2017	3,497	70.5%	1190	3.67
2018	3,720	70.6%	1210	3.47
2019	3,779	72.1%	1210	3.7
2020	3,577	68.2%	1190	3.7
2021	4,016	37.0%	1230	3.75
2022	4,156	37.7%	1240	3.76
2023	4,462	34.9%	1240	3.75

SCHEV RT02: 10-Year Retention Rates of First-time, Full-time Undergraduate

Action Item

Program Actions

New Degree Programs



PhD in Robotics



MS in Artificial Intelligence

Degree Program Name Change



BSEd in Early Childhood Education for Diverse Learners to “BSEd in Inclusive Early Childhood Education”

Action Item

MOTION

To approve the following Program Actions, en bloc, as they are outlined in the meeting materials:

New Degree Programs

- PhD in Robotics
- MS in Artificial Intelligence

Degree Program Name Change

- BSEd in Early Childhood Education for Diverse Learners to “BSEd in Inclusive Early Childhood Education”



Faculty Senate Annual Report to the Board of Visitors

Melissa Broeckelman-Post, PhD
Faculty Senate President

May 2, 2024



Academic Policies

- AP.1.2 Academic Load
- AP.1.7 Re-enrollment After Previous Attendance
- AP.2.5 Course Syllabi
- AP.3.3 Additional Grade Notations
- AP.4.3 Graduation
- AP.4.4 Posthumous Conferrals
- AP.5.3.1 Timely Declaration of a Major

Faculty Handbook Revisions

(Action item)

1. Remove section 2.10.7 Outside Employment and/or Business Interests and renumber the following sections accordingly
2. Add the following language to 2.10.1 University Policies
 - **University Policy 4021: Outside Professional Activities and Conflict of Commitment** <https://universitypolicy.gmu.edu/policies/outside-professional-activities-and-conflict-of-committment/>
3. Replace the definite article (the) with an indefinite article (a) in paragraphs 2 & 3 of section 2.1.3 Term Appointments
 - **the terminal degree** becomes **a terminal degree** throughout



New Faculty Senate President

Solon Simmons

**Professor at the Jimmy and
Rosalynn Carter School for
Peace and Conflict Resolution**

New Faculty Representatives to the BOV



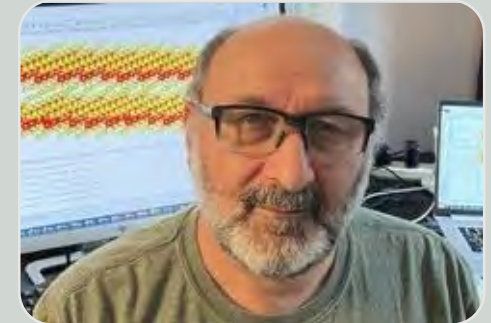
APDUC
Melissa
Broeckelman-
Post, CHSS



**Finance &
Land Use**
Debra
Lattanzi
Shutika,
CHSS



Development
Bijan Jabbari,
CEC



Research
Igor Mazin,
COS

Action Item

Action Item

MOTION

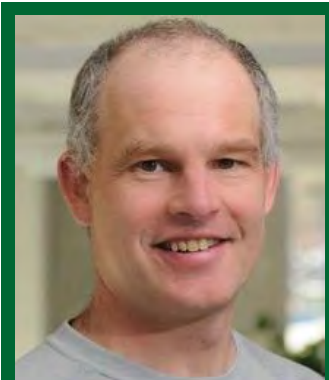
To approve the proposed changes to the Faculty Handbook as outlined in the meeting materials

Action Item

Promotion and/or Tenure



Conferral of Emeritus/Emerita Status



Paul Ammann

College of Engineering and Computing

35 years of service



Gregory Foster

College of Science

35 years of service



Maheshkumar Joshi

Costello College of Business

22 years of service



Mark Katz

Schar School of Policy and Government

36 years of service



Andrzej Manitius

College of Engineering and Computing

36 years of service



Stephen Ruth

Schar School of Policy and Government

46 years of service

Elections of New Tenured Faculty



Zhengdao Wang

Department of Cyber Security Engineering
College of Engineering and Computing

Rank Change

Distinguished University Professor

Professor Paul Dirmeyer



Atmospheric, Oceanic, and Earth Sciences
College of Science

Professor Siddhartha Sikdar



Bioengineering
College of Engineering and Computing

Action Item

MOTION

To approve the following Faculty Actions 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 2024
- Annual Summary Sheet, July 2023–May 2024

Reports

- IHRA Definition Usage at Mason

Adjournment

[PROVOST.GMU.EDU](https://provost.gmu.edu)



ITEM NUMBER:

PhD in Robotics Degree Proposal

PURPOSE OF ITEM:

The PhD in Robotics degree program proposal is in development for submission to the State Council of Higher Education for Virginia (SCHEV) for initiation in Fall 2025. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

The proposed PhD degree program in Robotics is a revision of the PhD degree program in Mechatronics, Robotics, and Automation Engineering approved by the Board of Visitors in May 2022 for submission to SCHEV in October 2022. The current revised proposal includes a shortened name ("PhD in Robotics"). According to SCHEV policy, BOV approval must be renewed after two years, therefore the revised proposal must be re-approved by the Board.

The proposed PhD in Robotics is a direct response to the demand for professionals, researchers, and faculty working in this multi-disciplinary field. Through a curriculum at the intersection of mechanical engineering, electrical and computer engineering, computer science, and cyber security engineering, coupled with research experience and a required pedagogy course, the proposed PhD program prepares students to be researchers and educators in the field. This would be the first PhD program in Robotics offered in Virginia.

The proposed PhD program in Robotics is designed to produce graduates capable of performing original research and teach in this multidisciplinary field which combines knowledge of mechanical engineering, electrical and computer engineering, computer science, and cyber security engineering. Graduates will be prepared for positions responsible for developing new autonomous systems for defense applications, designing human-computer teaming solutions for the supply chain of the present and future, and creating robotic interventions for the medical industry.

The proposed program builds upon educational foundations already established by existing graduate programs offered at George Mason University, thus providing a multi-disciplinary connection to prepare for the interdisciplinary robotics engineering jobs of today and the future.

REVENUE IMPLICATIONS:

The program at launch will be revenue neutral. It is anticipated that the program to be revenue enhancing as it reaches maturity.

STAFF RECOMMENDATION:

Staff recommends Board approval.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Announcement Form

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Artificial Intelligence
CIP code	11.0104
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	anticipated May 2, 2024

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

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

New courses are denoted with an asterisk.

Core Coursework: 18 credits

AII 600: Foundations and Practice of Machine Learning for Artificial Intelligence (3 credits)*
 AII 601: Planning and Decision Making for Intelligent Agents (3 credits)*
 AII 602: Foundations and Practice of Deep Learning for Artificial Intelligence (3 credits)*
 AII 603: Engineering Artificial Intelligence Systems and Pipelines (3 credits)*
 ECE 590 / ME 576: AI: Ethics, Policy, and Society (3 credits)
 GBUS 662: Management of IT (3 credits)

Restricted Electives: 12 credits

Students must select at least three (3) credits from a list of courses in each of four (4) tracks: 1) AI Policy, Ethics, and Society; 2) Advanced AI; 3) Scalable and Secure AI Infrastructures; and 4) Use-inspired AI. Selected coursework must be approved by an advisor.

AI Policy, Ethics, and Society

AIT 679: Law and Ethics of Big Data (3 credits)
 BIOD 760: National Security Technology and Policy (3 credits)
 GCP 501: Data Analysis for Global Political Economy (3 credits)
 GCP 604: New Technologies in the Global Economy (3 credits)
 ME 575: AI Design and Deployment Risks (3 credits)
 POGO 793: Big Data Analytics for Policy and Government (3 credits)

Advanced AI

AIT 616: Interactive Machine Learning and Artificial Intelligence (3 credits)
 AIT 526: Introduction to Natural Language Processing (3 credits)
 OR 664 / SYST 664: Bayesian Artificial Intelligence (3 credits)

AIT 726: Natural Language Processing with Deep Learning (3 credits)
OR 774: Reinforcement Learning (3 credits)

Scalable and Secure AI Infrastructures

AIT 660: Cyber Security Fundamentals (3 credits)
AIT 670: Cloud Computing Security (3 credits)
AIT 542: Fundamentals of Computing Platforms (3 credits)
AIT 687: IoT and Edge Systems (3 credits)
CS 695 / SWE 699: AI Safety and Assurance (3 credits)
ECE 554: Machine Learning for Embedded Systems (3 credits)
ECE 653: Machine Learning Security and Privacy (3 credits)

Use-inspired AI

AIT 636: Interpretable Machine Learning (3 credits)
CYSE 689: Artificial Intelligence Methods for Cybersecurity (3 credits)
STAT 646: Probabilistic Machine Learning (3 credits)

Total credit hours: 30 credits

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

- Identify and execute Artificial Intelligence opportunities to advance Artificial Intelligence research and applications.
- Articulate ethical, policy, and societal implications of Artificial Intelligence algorithms and technologies.
- Implement safe, secure, and trustworthy Artificial Intelligence solutions and evaluate them against Artificial Intelligence risk frameworks.
- Demonstrate an in-depth understanding of the foundation and practice of AI algorithms and frameworks.
- Apply the entire Artificial Intelligence Operations pipeline, from model development, to model training, tuning, evaluation, selection, and deployment using cutting-edge libraries and tooling platforms and in embedded systems, on the edge, and in the cloud.
- Demonstrate the ability to rapidly adapt to Artificial Intelligence advancements and industry trends.
- Translate complex Artificial Intelligence technical details into clear, actionable insights for diverse audiences.

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

Graduates will be able to:

- Identify problems that benefit from Artificial Intelligence solutions and implement cutting-edge Artificial Intelligence solutions.
- Demonstrate proficiency in diverse cutting-edge Artificial Intelligence technologies.
- Evaluate, build over, and integrate open-source datasets, models, and bespoke Artificial Intelligence solutions into existing systems, workflows, and APIs.

- Develop and maintain safe, secure, and scalable and secure Artificial Intelligence API solutions with cloud platforms (e.g., MS Azure, Google GCP).
- Effectively communicate complex Artificial Intelligence concepts, results, findings, and recommendations to diverse technical and non-technical audiences of stakeholders and decision makers.
- Promote and employ Artificial Intelligence standards, best practices, and cutting-edge technology solutions.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)

George Mason University would be the first public institution in Virginia to offer an MS degree program in Artificial Intelligence.

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

Labor Market Information: Bureau of Labor Statistics, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer and Information Research Scientists	36,500	44800	23% (8,300)	Master’s Degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer and Information Systems Managers	15,422	17,107	10.93% (1,685)	168	Bachelor’s Degree
Computer and Mathematical Occupations	245,652	287,041	16.85% (41,389)	4,139	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2025 - 2026	Program Full Enrollment Year ¹ 2027- 2028
1	Projected Enrollment (Headcount)	20	81
2	Projected Enrollment (FTE)	12	50
3	Estimated Tuition and E&G Fees	IS \$16,608 OS \$35,667	IS \$16,608 OS \$35,667
4	Projected Revenue from Tuition and E&G Fees	\$347,037	\$1,400,295
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	N/A	N/A

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

State Needs. No public university in Virginia currently offers a master's degree program in Artificial Intelligence (AI). The unprecedented growth in the number and sophistication of AI technologies, as well as projections of the market value and economic impact of AI make addressing the current gap in a skilled AI workforce a priority, as articulated in the 2023 Commonwealth of Virginia Executive Department Executive Directive Number Five on "Recognizing the Risks and Seizing the Opportunities of Artificial Intelligence," and the 2024 Office of the Governor Executive Order Number Thirty on "Implementation of Standards for the Safe Use of Artificial Intelligence across the Commonwealth."

Employer Needs. The proposed MS degree program in Artificial Intelligence fills a demonstrable need for skilled artificial intelligence professionals. Job ads collected from job search platforms that seek computing professionals now require proficiency in artificial intelligence technologies. This phenomenon is rather recent (within the past three years), reflecting the rapid growth of AI technologies.

Student Needs. As evidenced by job ads by prospective employers in Virginia, students graduating with bachelor's or master's degrees in Computer Science or related fields need several additional years of highly-specific training and expertise in artificial intelligence, including large language models and chatbots, which no Bachelor's or Master's degree program in Virginia currently provides. The proposed MS degree program in Artificial Intelligence provides students with such training and expertise in AI.

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

ITEM NUMBER:

Master of Science (MS) in Artificial Intelligence Degree Program Proposal

PURPOSE OF ITEM:

The Master of Science (MS) in Artificial Intelligence degree program proposal is in development for submission to the State Council of Higher Education for Virginia (SCHEV) for initiation in Fall 2025. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

Artificial Intelligence (AI) now presents a fast-moving technology that is transforming problem-solving, decision-making, and automation cross industry and government. Rapid-pace deployment of AI in the workplace has also exposed unique challenges related to bias, discrimination, privacy, security, confidentiality, intellectual property, and more.

As recognized by the White House and the Commonwealth of Virginia, AI holds the potential to solve some of society's most difficult challenges and catalyze innovation, competition, and collaboration, but such potential requires investments in AI-related education and training. Virginia currently lacks a skilled AI workforce to advance the design and deployment of responsible AI technologies and unlock the potential of these technologies for the Commonwealth and the nation.

The proposed MS in Artificial Intelligence degree program will address the gap in a skilled AI workforce and train students to obtain an in-depth, foundational understanding of AI principles and methodologies, articulate an AI strategy that captures the value of AI for the enterprise, obtain practical, hands-on experience in state-of-the-art AI technologies for a variety of sectors, and develop the ability to deeply interrogate, assess, and mitigate potential individual, group, and societal risks of AI-enabled technologies.

The program will prepare students for impactful careers and employment in industry, federal, state, and local government, think tanks and NGOs, as well as for doctoral study at George Mason University and other national and international graduate programs.

REVENUE IMPLICATIONS:

The degree program at launch will be revenue neutral. The required core courses overlap with those offered for the graduate certificate and programs in CEC, and the program does not require new laboratory or other facilities. The program is anticipated to be revenue enhancing upon maturity.

STAFF RECOMMENDATION:

Staff recommends Board approval.

ITEM NUMBER:

BSEd in Early Childhood Education for Diverse Young Learners Name Change to BSEd in Inclusive Early Childhood Education

PURPOSE OF ITEM:

A technical change proposal to change the name of the Bachelor of Science in Education (BSEd) in Early Childhood Education for Diverse Young Learners to the Bachelor of Science in Education (BSEd) in Inclusive Early Childhood Education has been prepared for the State Council of Higher Education for Virginia (SCHEV). Board action is required prior to SCHEV submission.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity, and University Community Committee

BRIEF NARRATIVE:

In the context of the name change for the BSEd degree program, the term "inclusive" is specific to children accessing special education services under the federal Individuals with Disabilities Education Act Parts B and C. Inclusion recognizes that young children, across all abilities, can participate in early learning experiences that meet their unique needs while ensuring that these experiences are supported by evidence-based instruction and supports. There is consensus among national, state, and local education organizations that "inclusive" education is vital for students with and without disabilities.

The BSEd in Early Childhood Education for Diverse Learners program prepares students for Virginia Department of Education licensure in Early Childhood Special Education (ECSE) and Early/Primary Education PreK-Third Grade (PK3). Inclusive Early Childhood Education is the appropriate name for the program as it best identifies the integrated nature of the BSEd program, which prepares all students, regardless of licensure pathway, with the knowledge, skills, and abilities to work with young children with and without disabilities in inclusive settings.

The proposed name change to Inclusive Early Childhood Education aligns the blended, integrated structure of the degree program focused on preparing graduates to work with children with and without disabilities in inclusive settings with the nomenclature of the field. Changing the name will allow the program to attract students pursuing a degree title better aligned with the coursework, licensure pathways, and the vernacular of the field within and beyond Virginia (e.g., James Madison University, local school divisions, Virginia Department of Education, federal Departments of Education and Health and Human Services).

REVENUE IMPLICATIONS:

The proposed name change should incur no new expense to the College of Education and Human Development.

STAFF RECOMMENDATION:

Staff recommends Board approval.

University Catalog

2023 - 2024



Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3
EDRD 515	Language and Literacy in Global Contexts	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally Linguistically Diverse Learners	3

For more detailed information on coursework and timeline requirements, see AP6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

Early Childhood Education for Diverse Learners Minor

Banner Code: ECDL

Academic Advising

Phone: 703-993-3844

Email: earlyed@gmu.edu

Website: education.gmu.edu/early-childhood/academics/undergraduate-minor-early-childhood-education-diverse-learners

This 15-credit minor provides undergraduate students with background knowledge in Early Childhood Education for Diverse Learners. Completing this minor partially fulfills requirements for licensure in Early Childhood Education, PK-3 and Early Childhood Special Education in Virginia.

Admissions & Policies

Policies

Eight credits of coursework must be unique to the minor and students must complete all coursework with a minimum GPA of 2.00. For policies governing all minors, see AP5.3.4 Minors.

Requirements

Minor Requirements

Total credits: 15

Coursework

Code	Title	Credits
ECED 201	Introduction to Early Childhood Education for Diverse Learners	3
ECED 401	Developmental Pathways of Diverse Learners, Birth-Adolescence	3
ECED 402	Foundations of Language and Literacy for Diverse Young Learners, Birth-Age 5	3
ECED 403	Inclusive Curriculum for Young Learners: Planning Instruction and Guidance	3
Select 3 credits from undergraduate ECED courses		3
Total Credits		15

Early Childhood Education for Diverse Learners, BSEd

Banner Code: E1-BSED-ECDL

Phone: 703-993-3844

Email: earlyed@gmu.edu

Website: <https://education.gmu.edu/early-childhood/>

This bachelor's degree provides students with the opportunity to develop a strong cross-disciplinary foundation as well as specialized knowledge to work with culturally, linguistically, ability, and socioeconomically diverse young children, families, and other professionals. The courses in the major ensure that students engage in a well-rounded, cohesive program of studies that prepares them to be high-quality early childhood educators. Students may select one of the optional teacher licensure concentrations (i.e., Early Childhood Special Education, Early/Primary Education PreK-3, Early Childhood Special Education and Early/Primary Education PreK-3) or a non-licensure sequence to fulfill the requirements for the BSEd in Early Childhood Education for Diverse Learners.

Admissions & Policies

Admissions

Students entering as freshmen with an interest in majoring in Early Childhood Education for Diverse Learners will initially be accepted into the Early Childhood Education for Diverse Learners, BSEd, without concentration.

Four-Year Students

To declare a concentration in Early Childhood Special Education (Licensure), four-year students must:

- complete a minimum of 45 credits
- attain a cumulative GPA of 2.50.

To declare a concentration in Early/Primary Education PreK-3 (Licensure) or Early Childhood Special Education and Early/Primary Education PreK-3 (Dual Licensure), four-year students must:

- complete a minimum of 45 credits
- attain a cumulative GPA of 2.50

Degree-Seeking Transfer Students

To declare a concentration in Early Childhood Special Education (Licensure), transfer students must:

- complete a minimum of 45 credits
- earn a cumulative GPA of 2.50 at previous institution or complete 12 credits at Mason with a 2.50 GPA

To declare a concentration in Early/Primary Education PreK-3 (Licensure) or Early Childhood Special Education and Early/Primary Education PreK-3 (Dual Licensure), transfer students must:

- complete a minimum of 45 credits
- earn a cumulative GPA of 2.50 at previous institution or complete 12 credits at Mason with a 2.50 GPA

Policies

Students in the licensure concentrations must maintain at least a 2.50 GPA and earn a C or better in their program core and concentration coursework. Prior to applying for internships, students in all licensure concentrations, must successfully complete:

- Emergency First Aid, CPR and AED certification or training
- Virginia Communication & Literacy Assessment (VCLA)
- Praxis Core Math, SAT Math or ACT Math

Students enrolled in the Early/Primary Education PreK-3 Licensure or Early/Primary Education PreK-3 (Dual Licensure) concentration must also complete the following:

- Praxis Elementary Education: Multiple Subjects (prior to applying for internship)
- Reading for Virginia Educators: Elementary and Special Education (prior to completing internship)

Licensure testing requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing and licensure requirements as set forth in the legal Code of Virginia.

Requirements

Degree Requirements

Total credits: 120

Mason Core

Code	Title	Credits
Foundation Requirements:		
	Written Communication	3
	Oral Communication	3
	Quantitative Reasoning	3
MATH 106	Quantitative Reasoning (Mason Core) (recommended course)	

Information Technology and Computing		3
Exploration Requirements:		
Arts		3
Global Understanding		3
GG5 101	Major World Regions (Mason Core) (recommended course)	
Literature		3
Natural Science		8
Two lab sciences in different disciplines (recommended)		
Social and Behavioral Sciences		3
Global History		3
Integration Requirement:		
Written Communication		3
ENGH 302	Advanced Composition (Mason Core)	
Writing Intensive		
ECED 411	Assessment of Diverse Young Learners	
Synthesis/Capstone (fulfilled by major requirements)		
Total Credits		38

Program Core Requirements

Code	Title	Credits
ECED 201	Introduction to Early Childhood Education for Diverse Learners	3
ECED 401	Developmental Pathways of Diverse Learners, Birth-Adolescence	3
ECED 402	Foundations of Language and Literacy for Diverse Young Learners, Birth-Age 5	3
ECED 403	Inclusive Curriculum for Young Learners: Planning Instruction and Guidance	3
ECED 404	Engaging Families of Diverse Learners, Birth – Grade 6	3
ECED 411	Assessment of Diverse Young Learners	3
ECED 491	Seminar in Early Childhood Education for Diverse Learners	3

Internship

Select 12 credits from the following:		12
ECED 490	Internship in Early Childhood Education (Mason Core)	
ECED 492	Internship in Early Childhood Education (Non-Licensure) (Mason Core)	
ECED 493	Internship in Early Childhood Special Education	
Total Credits		33

BSEd without Concentration

Code	Title	Credits
Select 12 credits from the following:		
ECED 405	Introduction to Early Childhood Special Education	
ECED 406	Medical and Developmental Aspects of Disabilities of Diverse Young Learners	
ECED 412	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	

ECED 413	Integrating Social Studies Across the Content Areas for Diverse Young Learners	
ECED 415	Mathematics for Diverse Young Learners	
ECED 416	Science for Diverse Young Learners	
ECED 422	Developing Language, Literacy, and Communication of Diverse Infants and Toddlers	
ECED 423	Early Intervention for Infants Toddlers with Disabilities: Collaborative Consultative Approaches	
Total Credits		12

Electives

Code	Title	Credits
Select an additional 37 credits from any courses.		37
Students are encouraged to pursue a minor to partially fulfill elective requirements (http://catalog.gmu.edu/programs/#filter=filter_29)		
Total Credits		37

Concentration in Early Childhood Special Education (Licensure) (ECLC)

Code	Title	Credits
ECED 405	Introduction to Early Childhood Special Education	3
ECED 406	Medical and Developmental Aspects of Disabilities of Diverse Young Learners	3
ECED 422	Developing Language, Literacy, and Communication of Diverse Infants and Toddlers	3
ECED 423	Early Intervention for Infants Toddlers with Disabilities: Collaborative Consultative Approaches	3
Total Credits		12

Electives

Code	Title	Credits
Select an additional 37 credits from any courses.		37
Students are encouraged to pursue a minor to partially fulfill elective requirements (http://catalog.gmu.edu/programs/#filter=filter_29)		
Total Credits		37

Concentration in Early/Primary Education PreK-3 (Licensure) (EPEL)

Code	Title	Credits
ECED 412	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	3
ECED 413	Integrating Social Studies Across the Content Areas for Diverse Young Learners	3
ECED 415	Mathematics for Diverse Young Learners	3
ECED 416	Science for Diverse Young Learners	3
MATH 110	Introductory Probability (Mason Core)	3
or MATH 271	Mathematics for the Elementary School Teachers I	

or MATH course approved by advisor	
Total Credits	15

Electives

Code	Title	Credits
Select an additional 34 credits from any courses.		34
Students are encouraged to pursue a minor to partially fulfill elective requirements (http://catalog.gmu.edu/programs/#filter=filter_29)		
Total Credits		34

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

Code	Title	Credits
ECED 405	Introduction to Early Childhood Special Education	3
ECED 406	Medical and Developmental Aspects of Disabilities of Diverse Young Learners	3
ECED 412	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	3
ECED 413	Integrating Social Studies Across the Content Areas for Diverse Young Learners	3
ECED 415	Mathematics for Diverse Young Learners	3
ECED 416	Science for Diverse Young Learners	3
ECED 422	Developing Language, Literacy, and Communication of Diverse Infants and Toddlers	3
ECED 423	Early Intervention for Infants Toddlers with Disabilities: Collaborative Consultative Approaches	3
MATH 110	Introductory Probability (Mason Core)	3
or MATH 271	Mathematics for the Elementary School Teachers I	
or MATH course approved by advisor		
Total Credits		27

Electives

Code	Title	Credits
Select an additional 22 credits from any courses.		22
Students are encouraged to pursue a minor to partially fulfill elective requirements (http://catalog.gmu.edu/programs/#filter=filter_29)		
Total Credits		22

4-Year Plan

Bachelor of Science in Education in Early Childhood Education for Diverse Learners Sample Plan of Study

The sample plan below is a recommended sequencing of courses based on pre-requisites and scheduling. This may not fit every student's needs and is a guideline, not a requirement. Students should confirm major requirements with their academic advisor and with PatriotWeb Degree

Evaluation to ensure they enroll in the proper courses and are on track to graduate.

Without Concentration

First Year

Fall Semester	Credits	Spring Semester	Credits
UNIV 100		1 Global Understanding -GGS 101 recommended	3
Information Technology and Computing		3 Natural Science with Lab - 2nd discipline	4
Natural Science with Lab - 1st discipline		4 Oral Communication	3
Quantitative Reasoning - Math 106 recommended		3 Western Civilization/ World History	3
Written Communication - ENGH 101		3 Elective (selected in consultation with an ECDL advisor)	3
		14	16

Second Year

Fall Semester	Credits	Spring Semester	Credits
ECED 201		3 Arts	3
Literature - ELED 258 recommended		3 ENGH 302	3
MATH 110 or 271 (or math course approved by advisor)		3 Social/ Behavioral Science	3
Elective (selected in consultation with an ECDL advisor)		3 Elective (selected in consultation with an ECDL advisor)	3
Elective (selected in consultation with an ECDL advisor)		3 Elective (selected in consultation with an ECDL advisor)	3
		15	15

Third Year

Fall Semester	Credits	Spring Semester	Credits
ECED 401		3 ECED 411	3
ECED 402		3 ECED 405, 406, 412, 413, 415, 416, 422, or 423	3

ECED 403	3	ECED 405, 406, 412, 413, 415, 416, 422, or 423	3
ECED 404	3	Elective (selected in consultation with an ECDL advisor)	3
Elective (selected in consultation with an ECDL advisor)	3	Elective (selected in consultation with an ECDL advisor)	3
		15	15

Fourth Year

Fall Semester	Credits	Spring Semester	Credits
ECED 405, 406, 412, 413, 415, 416, 422, or 423		3 ECED 491	3
ECED 405, 406, 412, 413, 415, 416, 422, or 423		3 ECED 492	12
Elective (selected in consultation with an ECDL advisor)		3	
Elective (selected in consultation with an ECDL advisor)		3	
		15	15

Total Credits 120

Early Childhood Special Education Licensure

First Year

Fall Semester	Credits	Spring Semester	Credits
UNIV 100		1 Global Understanding -GGS 101 recommended	3
Information Technology and Computing		3 Natural Science with Lab - 2nd discipline	4
Natural Science with Lab - 1st discipline		4 Oral Communication	3

Quantitative Reasoning - Math 106 recommended	3	Western Civilization/ World History	3
Written Communication - ENGH 101	3	Elective (selected in consultation with an ECDL advisor)	3
14		16	

Second Year

Fall Semester	Credits	Spring Semester	Credits
ECED 201	3	Arts	3
Literature - ELED 258 recommended	3	ENGH 302	3
Elective (selected in consultation with an ECDL advisor)	3	Social/ Behavioral Science	3
Elective (selected in consultation with an ECDL advisor)	3	Elective (selected in consultation with an ECDL advisor)	3
Elective (selected in consultation with an ECDL advisor)	3	Elective (selected in consultation with an ECDL advisor)	3
15		15	

Third Year

Fall Semester	Credits	Spring Semester	Credits
ECED 401	3	ECED 411	3
ECED 402	3	ECED 405	3
ECED 403	3	ECED 406	3
ECED 404	3	Elective (selected in consultation with an ECDL advisor)	3
Elective chosen with advisor	3	Elective (selected in consultation with an ECDL advisor)	3
15		15	

Fourth Year

Fall Semester	Credits	Spring Semester	Credits
ECED 422	3	ECED 490	12
ECED 423	3	ECED 491	3

Elective (selected in consultation with an ECDL advisor)	3
Elective (selected in consultation with an ECDL advisor)	3
Elective (selected in consultation with an ECDL advisor)	3
15	

Total Credits 120

Early/Primary Education PreK-3 Licensure

First Year

Fall Semester	Credits	Spring Semester	Credits
UNIV 100	1	Global Understanding -GGS 101 recommended	3
Information Technology and Computing	3	Natural Science with Lab - 2nd discipline	4
Natural Science with Lab - 1st discipline	4	Oral Communication	3
Quantitative Reasoning - Math 106 recommended	3	Western Civilization/ World History	3
Written Communication - ENGH 101	3	Elective (selected in consultation with an ECDL advisor)	3
14		16	

Second Year

Fall Semester	Credits	Spring Semester	Credits
ECED 201	3	Arts	3
Literature - ELED 258 recommended	3	ENGH 302	3
MATH 110 or 271 (or math course approved by advisor)	3	Social/ Behavioral Science	3

Elective (selected in consultation with an ECDL advisor)	3	Elective (selected in consultation with an ECDL advisor)	3
Elective (selected in consultation with an ECDL advisor)	3	Elective (selected in consultation with an ECDL advisor)	3
15		15	

Third Year

Fall Semester	Credits	Spring Semester	Credits
ECED 401	3	ECED 411	3
ECED 402	3	ECED 412	3
ECED 403	3	ECED 413	3
ECED 404	3	Elective (selected in consultation with an ECDL advisor)	3
Elective (selected in consultation with an ECDL advisor)	3	Elective (selected in consultation with an ECDL advisor)	3
15		15	

Fourth Year

Fall Semester	Credits	Spring Semester	Credits
ECED 415	3	ECED 490	12
ECED 416	3	ECED 491	3
Elective (selected in consultation with an ECDL advisor)	3		
Elective (selected in consultation with an ECDL advisor)	3		
Elective (selected in consultation with an ECDL advisor)	3		
15		15	

Total Credits 120

Dual Licensure

First Year

Fall Semester	Credits	Spring Semester	Credits
UNIV 100		1 Global Understanding -GGS 101 recommended	3
Information Technology and Computing	3	3 Natural Science with Lab - 2nd discipline	4
Natural Science with Lab - 1st discipline	4	Oral Communication	3
Quantitative Reasoning - Math 106 recommended	3	Western Civilization/ World History	3
Written Communication - ENGH 101	3	Elective (selected in consultation with an ECDL advisor)	3
14		16	

Second Year

Fall Semester	Credits	Spring Semester	Credits
ECED 201	3	Arts	3
Literature - ELED 258 recommended	3	ENGH 302	3
MATH 110 or 271 (or math course approved by advisor)	3	Social/ Behavioral Science	3
Elective (selected in consultation with an ECDL advisor)	3	Elective (selected in consultation with an ECDL advisor)	3
Elective (selected in consultation with an ECDL advisor)	3	Elective (selected in consultation with an ECDL advisor)	3
15		15	

Third Year

Fall Semester	Credits	Spring Semester	Credits
ECED 401	3	ECED 405	3
ECED 402	3	ECED 406	3
ECED 403	3	ECED 411	3
ECED 404	3	ECED 412	3

Elective (selected in consultation with an ECDL advisor)	3	ECED 413	3
		15	15
Fourth Year			
Fall Semester	Credits	Spring Semester	Credits
ECED 415	3	ECED 490	12
ECED 416	3	ECED 491	3
ECED 422	3		
ECED 423	3		
Elective (selected in consultation with an ECDL advisor)	3		
		15	15

Total Credits 120

Detailed four year plans and degree planning checklists can be found at <https://advising.gmu.edu/academic-planning/>.

Early Childhood Education (PK-3) Licensure Graduate Certificate

Banner Code: E1-CERG-EPK3

Academic Advising

Phone: 703-993-3844
 Email: earlyed@gmu.edu
 Website: <https://education.gmu.edu/early-childhood/>

This certificate offers required coursework for teacher licensure in Early/Primary Education PreK-3. This certificate prepares individuals to work with children, prekindergarten through third grade, and their families.

Admissions & Policies

Admissions

In addition to the ECED concentration coursework, students must complete specific content area coursework in English, mathematics, science, and the social sciences as well as mandated state/accreditation assessments.

The following courses are prerequisites to admission:

Code	Title	Credits
ECED 401	Developmental Pathways of Diverse Learners, Birth-Adolescence	3
or ECED 501	Developmental Pathways of Diverse Learners, Birth-Adolescence	
ECED 402	Foundations of Language and Literacy for Diverse Young Learners, Birth-Age 5	3

or ECED 502	Foundations of Language and Literacy for Diverse Young Learners, Birth-Age 5	
ECED 403	Inclusive Curriculum for Young Learners: Planning Instruction and Guidance	3
or ECED 503	Inclusive Curriculum for Young Learners: Planning Instruction and Guidance	
ECED 404	Engaging Families of Diverse Learners, Birth – Grade 6	3
or ECED 504	Engaging Families of Diverse Young Learners	

Policies

Students who have completed equivalent graduate or undergraduate coursework prior to enrollment may request that some courses in this certificate be waived. Students who are eligible to waive coursework must complete a minimum of 15 credits to graduate. Students must earn a B- or better in all coursework.

For policies governing all graduate certificates, see AP.6.8 Requirements for Graduate Certificates.

Requirements

Certificate Requirements

Total credits: 24

This certificate may be pursued on a full-or part-time basis.

Coursework

Code	Title	Credits
ECED 511	Assessment of Diverse Young Learners	3
ECED 512	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	3
ECED 513	Integrating Social Studies Across the Content Areas for Diverse Young Learners	3
ECED 515	Mathematics for Diverse Young Learners	3
ECED 516	Science for Diverse Young Learners	3
ECED 781	Seminar in Early Childhood Education	3
Select one from the following:		6
ECED 790 & ECED 795	Internship with Diverse Preschool Children and Internship in Kindergarten - Third Grade	
ECED 788	Internship in Early Childhood Education Prekindergarten-Third Grade	

Total Credits 24

Early Childhood Special Education Licensure Graduate Certificate

Banner Code: E1-CERG-SPEC

Academic Advising

Phone: 703-993-3844
 Email: earlyed@gmu.edu
 Website: <https://education.gmu.edu/early-childhood/>

Faculty Senate Annual Report to the Board of Visitors

Melissa Broeckelman-Post, Faculty Senate President

May 2, 2024

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AP.1.2 Academic Load

The minimum full-time load for undergraduate students is 12 credits per semester. For graduate full-time classification, see [AP.6 Graduate Policies](#). For planning purposes, applicants for admission are asked to indicate their preference for full- or part-time status, and day or evening classes; however, they may freely choose between evening and day sections of courses and may change their full- or part-time status.

Although many students must work to meet living expenses, **employment must not take priority over academic responsibilities**. Students employed more than 20 hours a week are strongly urged not to attempt a full-time academic load. Students employed more than 40 hours a week should attempt no more than 6 credits per semester. Students who fail to observe these guidelines may expect no special consideration for academic problems arising from the pressures of employment.

Although 12 credits per semester represent a minimum full-time undergraduate load, students planning to graduate in four years need to carry an average of at least 15 credits per semester. Written approval must be submitted to the [Office of the University Registrar](#) before students can register for more than the maximum allowable credits. Undergraduate and Non-Degree Undergraduate students should contact their Dean for permission. However, Undergraduate students enrolled in programs and pathways that require registration above the maximum allowable credits do not need such permission. Graduate students' status (full-time or half-time) is described in full under AP.6 Graduate Policies.

Graduate and Non-Degree Graduate students wanting to register for more than the maximum allowable credits should contact their local academic unit. However, Graduate and Non-Degree Graduate students enrolled in programs and pathways that require registration above the maximum allowable credits do not need such permission.

Student Status	Maximum Credit Limit per Semester
Undergraduate	18
Undergraduate on warning, probation or returning from suspension	13
Graduate	12
Nondegree	10

AP.1.2 Academic Load

The minimum full-time load for undergraduate students is 12 credits per semester. For graduate full-time classification, see [AP.6 Graduate Policies](#). For planning purposes, applicants for admission are asked to indicate their preference for full- or part-time status, and day or evening classes; however, they may freely choose between evening and day sections of courses and may change their full- or part-time status.

Although many students must work to meet living expenses, **employment must not take priority over academic responsibilities**. Students employed more than 20 hours a week are strongly urged not to attempt a full-time academic load. Students employed more than 40 hours a week should attempt no more than 6 credits per semester. Students who fail to observe these guidelines may expect no special consideration for academic problems arising from the pressures of employment.

Although 12 credits per semester represent a minimum full-time undergraduate load, students planning to graduate in four years need to carry an average of at least 15 credits per semester. Written approval must be submitted to the [Office of the University Registrar](#) before students can register for more than the maximum allowable credits. Undergraduate and Non-Degree Undergraduate students should contact their Dean for permission. **However, Undergraduate students enrolled in programs and pathways that require registration above the maximum allowable credits do not need such permission.**

Graduate students' status (full-time or half-time) is described in full under AP.6 Graduate Policies. Graduate and Non-Degree Graduate students wanting to register for more than the maximum allowable credits should contact their local academic unit. However, Graduate and Non-Degree Graduate students enrolled in programs and pathways that require registration above the maximum allowable credits do not need such permission. Graduate and Non-Degree Graduate students should contact their department for permission.

Student Status	Maximum Credit Limit <u>per Semester</u>
Undergraduate	18
Undergraduate on warning, probation or returning from suspension	13
Graduate	12
Nondegree	10

AP.1.7 Re-enrollment After Previous Attendance

Undergraduate students who have missed one or more consecutive semesters must follow the requirements detailed in the Enrollment after Previous Attendance section in the Undergraduate Admission Policies section of the catalog. Graduate students in a master's or doctoral program who have missed one or more semesters should refer to AP.6.4.3 for guidance. Graduate certificate students and Non-Degree students who have missed two or more consecutive semesters must re-enroll. All graduate students must receive departmental program approval prior to re-enrollment. Students may find the re-enrollment form at the [Office of the University Registrar](#).

AP.6.4.3 Permission to Re-Enroll (for context)

Permission to re-enroll in a program must be obtained by master's and doctoral degree students who have not enrolled in at least 1 credit for one or more consecutive semesters at Mason and do not have a university approved leave or permission to study elsewhere. Students in a graduate certificate program must obtain permission to re-enroll in a program after not enrolling in at least 1 credit for two or more consecutive semesters at Mason. A program may allow a student to person to graduate under any catalog in effect while the student was enrolled. All program components, including concentrations, must appear in the catalog for the year selected. The final decision as to catalog year rests with the unit dean or director. The Graduate Re-enrollment form is available from the [Office of University Registrar](#).

AP 2.5 Course Syllabi

All courses at George Mason University are required to have a syllabus available to students from the start of the course. Syllabi must include at least:

- Course-specific structural elements, specifically:
 - Course Number and Title
 - Course Overview - expanded description of the course. If this is a University designated Mason Core, writing intensive (WI), research and scholarship intensive (RS), or notated course, include relevant details.
 - Learning Outcomes
 - Instructor Name and Contact information
 - Meeting Times and Modality
 - Grading Policies, including
 - Grading Schema: Numerical breakdown of A, B, C, etc. (or equivalent for other grading systems)
 - Grade Weights: How assignments/exams count for the final grade
 - Policies that can significantly lower student grades, such as Late Work
- An addendum provided by the University identifying and describing relevant university policies. This addendum is maintained by the Stearns Center, in consultation with the Faculty Senate Academic Policies Committee. Each syllabus must include either the addendum in full or a link to the online version of that addendum. A link on a university-supported learning management system used by the course satisfies this requirement.

A syllabus template will be available for instructors, though its usage is not required.

Colleges and Local Academic Units may have more specific requirements regarding the syllabi of courses from within their units, in which case those also apply.

AP. 3.3 Additional Grade Notations

[final line of Incomplete (IN) subsection only]

New language:

If the work has not been completed and no final grade has been submitted by the established deadline, *the grade of IN is changed by the University Registrar's office **to the Incomplete Final Grade recorded at the time of the IN grade designation.***

Old language:

*If the work has not been completed and no final grade has been submitted by the established deadline, the grade of IN is changed by the University Registrar's office **to an F.***

Rationale:

The Academic Policies Committee would like to submit a clarification to AP 3.3. to better reflect the current practice when dealing with the IN grade designation. When a faculty enters an IN in the system, they must select a default grade in order to submit the IN. That default grade reflects what grade the student would get if the incomplete work is not submitted. (A failing grade (F) is a valid entry for the default grade).

AP.4.3 Graduation

New Language:

AP.4.3 Graduation

Graduation ceremonies provide opportunities for students and their families to celebrate an important academic milestone. There is no graduation ceremony in summer. Bachelor's and master's degree candidates who declare their intent to graduate in August but who have not yet completed all degree requirements may participate in the spring graduation ceremonies in anticipation of degree completion. Doctoral candidates who apply for graduation in August are not eligible to participate in the spring ceremony. Doctoral students may participate in the spring ceremony only if they have successfully completed all degree requirements, including defending and submitting a signed, final copy of their dissertation by the deadline.

Note: Students who wish to participate should check [GMU Events](#) for current information about all graduation details including tickets, regalia, and schedules.

Old Language:

AP.4.3 Graduation

Graduation ceremonies provide opportunities for students and their families to share in the conferral of academic degrees. Students who wish to participate should check [GMU Events](#) for current information about all graduation details including tickets, regalia, and schedules. Note: there is one formal commencement ceremony per year, in May, that includes all schools and colleges; students are recognized in groups, by their degrees. Each college holds a separate convocation where individual student names are called. Bachelor's and master's degree candidates who declare their intent to graduate in August but who have not yet completed all degree requirements may participate in the graduation ceremonies in anticipation of degree completion. Their names are marked with an asterisk identifying them as candidates pending completion of all requirements. Doctoral students may participate only if they have successfully completed all degree requirements, including defending and submitting a signed, final copy of their dissertation by the deadline. A Winter Graduation ceremony is held for August and December graduates where each student is individually recognized.

Rationale:

The university commencement activity offerings have evolved over the past several years, resulting in inaccurate information in AP.4.3. In order to remedy the errors, the following changes are presented for consideration.

AP.4.4 Posthumous Conferrals

A posthumous degree or certificate is an official Mason degree or certificate, as applicable, that is awarded to a deceased student in recognition of the student's academic achievement. The criteria for the award, listed below, are established in order to uphold academic and institutional integrity. If a student does not qualify for a posthumous degree or certificate, an "In Memoriam" Recognition may be awarded to a student in good academic standing. Either award is subject to final review by the Provost.

Criteria for Posthumous Degrees and Certificates

A posthumous degree or certificate may be awarded if, at the time of the student's death, they were enrolled in George Mason University, were in good academic standing, and were nearing completion of the requirements in the major degree or certificate program.

- **Undergraduate:** The student must have completed 90 credit hours, with at least 30 credit hours completed at Mason.
- **Graduate - Certificates:** The student must have been admitted into a degree-seeking status; completed at least 80% of the credit hours required for the certificate program, with more than half of the required minimum credits for the certificate program completed at Mason; and have a minimum cumulative GPA of 3.00 which does not include more than 3 credits of C.
- **Graduate – Masters:** The student must have been admitted into a degree-seeking status; completed at least 80% of the credit hours required for the degree, with more than half of the required minimum credits for the degree completed at Mason; and have a minimum cumulative GPA of 3.00 which does not include more than 6 credits of C.

If the degree requirements include a thesis, the student must have completed sufficient research or scholarship such that a thesis or one or more articles can be prepared. The student's thesis committee must approve the thesis or article(s) and recommend granting the degree.

- **Graduate – Doctoral:** The student must have advanced to candidacy; completed all coursework required for the degree with more than half of the required minimum credits completed at Mason and a minimum cumulative GPA of 3.00 which does not include more than 6 credits of C; and must have completed a full draft of the dissertation. The student's dissertation committee must determine that the dissertation could have been defended and recommend granting the degree.

AP.4.4 ~~Conferral of Posthumous~~ Conferrals Degree or Certificate

A posthumous degree or certificate is an official Mason degree or certificate, as applicable, that is awarded to a deceased student in recognition of the student's academic achievement. The criteria for the award, see listed below, are established in order to uphold academic and institutional integrity.

If a student does not qualify for a posthumous degree or certificate, an "In Memoriam" ~~degree or certificate~~ Recognition may be awarded to a student in good academic standing. Either award is subject to final review by the Provost.

Criteria for Posthumous Degrees and Certificates

A posthumous degree or certificate may be awarded if, at the time of the student's death, they were enrolled in George Mason University, were in good academic standing, and were nearing completion of the requirements in the major degree or certificate program.

- **Undergraduate:** The student must have completed 90 credit hours, with at least 30 credit hours completed at Mason.
- **Graduate - Certificates:** The student must have been admitted into a degree-seeking status; completed at least 80% of the credit hours required for the certificate program, with more than half of the required minimum credits for the certificate program completed at Mason; and have a minimum cumulative GPA of 3.00 which does not include more than 3 credits of C.
- **Graduate – Masters:** The student must have been admitted into a degree-seeking status; completed at least 80% of the credit hours required for the degree, with more than half of the required minimum credits for the degree completed at Mason; and have a minimum cumulative GPA of 3.00 which does not include more than 6 credits of C.

If the degree requirements include a thesis, the student must have completed sufficient research or scholarship such that a thesis or one or more articles can be prepared. The student's thesis committee must approve the thesis or article(s) and recommend granting the degree.

- **Graduate – Doctoral:** The student must have advanced to candidacy; completed all coursework required for the degree with more than half of the required minimum credits completed at Mason and a minimum cumulative GPA of 3.00 which does not include more than 6 credits of C; and must have completed a full draft of the dissertation. The student's dissertation committee must determine that the dissertation could have been defended and recommend granting the degree.

AP.5.3.1 Timely Declaration of a Major

OLD LANGUAGE	NEW LANGUAGE
<p data-bbox="321 342 683 373">AP.5.3.1 Declaration of Major</p> <p data-bbox="203 415 797 730">To plan a sound academic program, undergraduates should select a degree and major as soon as it is practical but no later than four weeks before the end of the sophomore year. To declare a major, students should confer with the appropriate advisor in the new major program. Students approaching the recommended point for declaring a major, but still uncertain of their choice, should consult:</p> <p data-bbox="203 772 634 877">Office of Academic Advising Undergraduate Education Johnson Center, Suite 228 advisor@gmu.edu</p> <p data-bbox="203 919 797 1087">Note that all degree components including Mason Core, majors and concentrations must be contained in a single catalog year. See AP.4.2.2 Catalog Requirements for Degrees for exception regarding minors.</p>	<p data-bbox="889 342 1344 373">AP 5.3.1: Timely Declaration of Major</p> <p data-bbox="824 415 1409 804">To ensure timely progress to graduation, undergraduate students must officially declare a degree-granting major before reaching Junior standing, defined as 60 earned credit hours. Students are responsible for confirming they meet the criteria to declare their intended major. Students who have not declared a degree-granting major after earning 60 credit hours will be unable to register for future terms until they are formally declared in a degree-granting major.</p> <p data-bbox="824 846 1409 951">Students entering the university with 60 or more credits must declare a degree-granting major within one academic year of matriculation.</p> <p data-bbox="824 993 1409 1119">Students with 60 or more credits who are academically ineligible to continue in a declared major must declare a different degree-granting major within one semester.</p> <p data-bbox="824 1161 1344 1224">Students who need guidance in choosing an appropriate major should consult:</p> <p data-bbox="824 1266 1255 1371">Office of Academic Advising Undergraduate Education Johnson Center, Suite 228 advisor@gmu.edu</p> <p data-bbox="824 1413 1433 1728">Note: All degree requirements, including Mason Core, majors, and concentrations, must be attributed to the same catalog year. See AP.4.2.2 Catalog Requirements for Degrees for the exception regarding minors. Students receiving scholarships, grants, or benefits from external parties (e.g., Veteran’s Administration) may be subject to more stringent requirements and should consult their funding organization for additional information.</p>

Faculty Handbook Revisions

CONTEXT: After several years of major changes in the Faculty Handbook, especially around term faculty contracts, the FHBC, in collaboration with the administration, elected to move more deliberately this year, allowing the schools and colleges to incorporate those changes in their bylaws and standing rules. This is the major push on handbook issues this year.

However, one issue that was outstanding from last year's revision proposal concerned the issue of outside employment—the so-called conflict of interest/commitment issue. Last spring, a proposed change in § 2.10.7, University Policies, was not adopted in the Handbook, primarily because the proposed changes referenced a policy that had not yet been approved: University Policy 2227. This policy has since been approved, and the FHBC proposes to pass the following two changes: first to add language to § 2.10.1 stipulating that faculty are responsible for complying with the new university policy; second that the existing language from § 2.10.7 simply be removed. The reason for this is that the language current present in the Handbook adds little not already covered in the policy, and best practice dictates that Handbook language remains as operational, parsimonious, and general as possible.

§ 2.10.1 University Policies

Motion: Add language in red

University Policy 4021: Outside Professional Activities and Conflict of Commitment
<https://universitypolicy.gmu.edu/policies/outside-professional-activities-and-conflict-of-committment/>

§ 2.10.7 Outside Employment and/or Business Interests

Motion: Eliminate the entire following section and renumber § 2.10.

~~2.10.7 Outside Employment and/or Business Interests~~

~~The University encourages faculty members to keep abreast of developments in their disciplines and to gain practical experience in their fields. In many instances, consulting work affords excellent opportunities for faculty to improve themselves professionally and to bring added prestige to them and to the University. The University looks favorably on appropriate consulting work by faculty members insofar as it does not interfere with full, proper, and effective performance of faculty duties and responsibilities.~~

~~Outside employment and paid consulting cannot exceed the equivalent of one day per work week without written authorization from the collegiate Dean. Faculty may be required to document outside employment to insure compliance with these requirements. Although faculty members are state employees, they consult as private individuals, and the University is not responsible for their work outside the University. When consulting, faculty members should take care to preserve the distinction between projects undertaken through individual initiatives and projects sponsored or officially sanctioned by the University. Outside business interests must not violate the Commonwealth's conflict of interests laws at (<http://law.lis.virginia.gov/vacodepopularnames/state-and-local-government-conflict-of-interests-act>) or the University's Conflict of Interests policy 4001.~~

~~Faculty members may use university facilities, equipment, supplies or computer time in their consulting only after obtaining the approval of the collegiate Dean. Faculty must also secure approval of the collegiate Dean before using university resources to support the activities of professional organizations.~~

CONTEXT: It came to the attention of the FHBC that there was difference of opinion about how to classify instructional term faculty with respect to their highest completed degrees. In particular, there were questions raised about which degrees were suitable for appointments in complex, multidisciplinary spaces, which are increasingly common for various reasons. In order to accommodate recent practice and desired outcomes in some of the schools and colleges, the FHBC voted to change the definite article in the two paragraphs of § 2.1.3 to an indefinite article. This clarifies how ranks and degrees are related.

§ 2.1.3 Term Appointments paragraph 2 & 3:

Motion: Add language in red, Strike language

Instructional term faculty with ~~the~~ a terminal degree may hold one of the following ranks: Instructional Assistant Professor, Instructional Associate Professor, or Instructional Professor.

Research term faculty with ~~the the_a~~ terminal degree may hold one of the following ranks: Research Assistant Professor, Research Associate Professor, or Research Professor. Clinical term faculty with ~~the the_a~~ terminal degree may hold one of the following ranks: Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

Instructional term faculty without ~~the~~ a terminal degree may hold one of the following ranks: Instructor, Senior Instructor, Master Instructor; or Professor of Practice. Clinical term faculty without ~~the the_a~~ terminal degree may hold the rank of Clinical Instructor, Clinical Senior Instructor, or Clinical Master Instructor. Research term faculty without ~~the_a~~ terminal degree are Research Staff (Section 2.1.6).

Additional Items of Interest

1. Changes to next year's academic calendar:
 - The first day of the fall semester will be August 26, 2024 (not August 19, 2024)
 - We added a class holiday on Election Day. We will still hold Fall Break on the Monday of October 14th (Indigenous People's Day and Columbus Day) and will hold an additional Monday class at the end of the fall semester. We will not do a Monday/Tuesday class day swap for fall break.
2. We voted to endorse the development of an Academic Standards Policy to replace the current Honor Code.
3. The Faculty Senate thanks Visitor Bob Witeck for his extraordinary service as the board's liaison to the faculty.
4. The newly elected Faculty Senate President will be Dr. Solon Simmons, who is also on the agenda to be promoted to Full Professor today in the Jimmy and Rosalyn Carter School for Peace and Conflict Resolution.
5. The newly elected faculty representatives to the BOV committees will be
 - Academic Policies, Diversity, and University Community - Melissa Broeckelman-Post
 - Finance and Land Use - Debra Lattanzi Shutika
 - Development - Bijan Jabbari
 - Research - Igor Mazin
6. Additional minutes and committee reports can be found on the Faculty Senate website, <https://facultysenate.gmu.edu/>

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Akerlof	Karen L.	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Environmental Science and Policy (COS)

Note(s): URL: [Karen Akerlof Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

Buckwalter	Jon Wesley	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Philosophy (CHSS)

Note(s): URL: [Wesley Buckwalter Web Profile](#)

Notification to Candidate	
First Level	November 15, 2023
LAU Head	November 27, 2023
Second Level	January 18, 2024
Dean	February 7, 2024
Provost	April 2, 2024
President	April 12, 2024

Burek	Jacqueline M.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Note(s): URL: [Jacqueline Burek Web Profile](#)

Notification to Candidate	
First Level	November 9, 2023
LAU Head	November 15, 2023
Second Level	January 17, 2024
Dean	February 7, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Cecot	Caroline	8/25/2024	Y/N

Title: Professor without Term

Local Academic Unit: Antonin Scalia Law School

Note(s): URL: [Caroline Cecot Web Profile](#)

Notification to Candidate	
First Level	December 6, 2023
Second Level	January 31, 2024
Dean	February 5, 2024
Provost	April 2, 2024
President	April 12, 2024

Chiari	Ylenia	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Biology (COS)

Note(s): URL: [Ylenia Chiari Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

Costa	Paulo C.	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Cyber Security Engineering (CEC)

Note(s): URL: [Paulo Costa Web Profile](#)

Notification to Candidate	
First Level	November 14, 2023
LAU Head	November 14, 2023
Second Level	December 15, 2023
Dean	February 14, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Dong	Pei	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Mechanical Engineering (CEC)

Note(s): URL: [Pei Dong Web Profile](#)

Notification to Candidate	
First Level	November 14, 2023
LAU Head	November 14, 2023
Second Level	December 15, 2023
Dean	February 14, 2024
Provost	April 2, 2024
President	April 12, 2024

Fuchs	Cynthia J.	6/10/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Film & Video Studies (CVPA)

Note(s): URL: [Cynthia Fuchs Web Profile](#)

Notification to Candidate	
First Level	October 16, 2023
Second Level	January 24, 2024
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

Gao	Lei	8/25/2024	N/Y
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Title: Associate Professor without Term

Local Academic Unit: Costello College of Business

Note(s): URL: [Lei Gao Web Profile](#)

Notification to Candidate	
First Level	October 23, 2023
Second Level	November 20, 2023
Dean	January 19, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Gilleaudeau	Geoffrey	8/25/2024	Y/Y

Title: Associate Professor without Term

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

Note(s): URL: [Geoffrey Gilleaudeau Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

Glaberman	Scott R.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Environmental Science and Policy (COS)

Note(s): URL: [Scott Glaberman Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

Hines	Denise A.	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Social Work (CPH)

Note(s): URL: [Denise Hines Web Profile](#)

Notification to Candidate	
First Level	October 6, 2023
LAU Head	November 3, 2023
Second Level	December 4, 2023
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Huneke	Samuel C.	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: History and Art History (CHSS)

Note(s): URL: [Samuel Huneke Web Profile](#)

Notification to Candidate	
First Level	November 10, 2023
LAU Head	November 14, 2023
Second Level	January 18, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Hunt	Kathleen E.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Biology (COS)

Note(s): URL: [Kathleen Hunt Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

Hunter	Seth B.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Seth Hunter Web Profile](#)

Notification to Candidate	
First Level	November 27, 2023
Second Level	January 12, 2024
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Hurley	Jessica	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Note(s): URL: [Jessica Hurley Web Profile](#)

Notification to Candidate	
First Level	November 9, 2023
LAU Head	November 15, 2023
Second Level	January 17, 2024
Dean	February 7, 2024
Provost	April 2, 2024
President	April 12, 2024

Jackson	Lawrence M.	8/25/2024	Y/Y
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Title: Professor without Term

Local Academic Unit: Dance (CVPA)

Note(s): URL: [Lawrence Jackson Web Profile](#)

Notification to Candidate	
First Level	October 16, 2023
LAU Head	November 2, 2023
Second Level	January 24, 2024
Dean	February 8, 2024
Provost	April 2, 2024
President	April 12, 2024

Janis	Mimsi S.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Theater (CVPA)

Note(s): URL: [Mimsi Janis Web Profile](#)

Notification to Candidate	
First Level	October 18, 2023
LAU Head	November 1, 2023
Second Level	December 15, 2023
Dean	February 8, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Jones	Garett	8/25/2024	Y/N

Title: Professor without Term

Local Academic Unit: Economics (CHSS)

Note(s): URL: [Garett Jones Web Profile](#)

Notification to Candidate	
First Level	November 6, 2023
LAU Head	November 7, 2023
Second Level	January 19, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Jusu	Nikyatu	8/25/2024	Y/Y
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Title: Professor without Term

Local Academic Unit: Film & Video Studies (CVPA)

Note(s): URL: [Nikyatu Jusu Web Profile](#)

Notification to Candidate	
First Level	October 11, 2023
LAU Head	November 3, 2023
Second Level	December 15, 2023
Dean	February 6, 2024
Provost	April 2, 2024
President	April 12, 2024

Kim	Sujin	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Sujin Kim Web Profile](#)

Notification to Candidate	
First Level	November 27, 2023
Second Level	January 12, 2024
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Koyama	Mark	8/25/2024	Y/N

Title: Professor without Term

Local Academic Unit: Economics (CHSS)

Note(s): URL: [Mark Koyama Web Profile](#)

Notification to Candidate	
First Level	November 6, 2023
LAU Head	November 7, 2023
Second Level	January 19, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Lake	William L.	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Music (CVPA)

Note(s): URL: [William Lake, Jr Web Profile](#)

Notification to Candidate	
First Level	October 17, 2023
LAU Head	November 1, 2023
Second Level	December 15, 2023
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

Lee	Philseok	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Psychology (CHSS)

Note(s): URL: [Philseok Lee Web Profile](#)

Notification to Candidate	
First Level	November 10, 2023
LAU Head	November 13, 2023
Second Level	January 18, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Leider	Robert	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Antonin Scalia Law School

Note(s): URL: [Robert Leider Web Profile](#)

Notification to Candidate	
First Level	December 6, 2023
Second Level	January 31, 2024
Dean	February 5, 2024
Provost	April 2, 2024
President	April 12, 2024

Leticq	Bethany	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Bethany Leticq Web Profile](#)

Notification to Candidate	
First Level	November 27, 2023
Second Level	January 12, 2024
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

Lim	Haw Chuan	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Biology (COS)

Note(s): URL: [Haw Chuan Lim Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Liu	Huwymn	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Sociology and Anthropology (CHSS)

Note(s): URL: [Huwymn Liu Web Profile](#)

Notification to Candidate	
First Level	November 3, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

Lopez Atencio	Eduardo	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Computational and Data Sciences (COS)

Note(s): URL: [Eduardo Lopez Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

Lowder	Evan	8/25/2024	Y/Y
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Title: Associate Professor without Term

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

Note(s): URL: [Evan Lowder Web Profile](#)

Notification to Candidate	
First Level	November 11, 2023
LAU Head	November 14, 2023
Second Level	January 17, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Lukyanenko	Anton	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Mathematical Science (COS)

Note(s): URL: [Anton Lukyanenko Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

Madden	Jane Hooper	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: History and Art History (CHSS)

Note(s): URL: [Jane Hooper Madden Web Profile](#)

Notification to Candidate	
First Level	November 10, 2023
LAU Head	November 14, 2023
Second Level	January 18, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

McCarron	Graziella P.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Integrative Studies (CHSS)

Note(s): URL: [Graziella McCarron Web Profile](#)

Notification to Candidate	
First Level	November 2, 2023
LAU Head	November 16, 2023
Second Level	January 19, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Moller Ferreira	Celso	8/25/2024	Y/N

Title: Professor without Term

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

Note(s): URL: [Celso Moller Ferreira Web Profile](#)

Notification to Candidate	
First Level	November 14, 2023
LAU Head	November 14, 2023
Second Level	December 15, 2023
Dean	February 14, 2024
Provost	April 2, 2024
President	April 12, 2024

Mullin	Lincoln	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: History and Art History (CHSS)

Note(s): URL: [Lincoln Mullen Web Profile](#)

Notification to Candidate	
First Level	November 10, 2023
LAU Head	November 14, 2023
Second Level	January 18, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Nam	Sang	6/10/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Computer Game Design (CVPA)

Note(s): URL: [Sang Nam Web Profile](#)

Notification to Candidate	
First Level	October 12, 2023
Second Level	January 24, 2024
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Narayanan	Vivek	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Note(s): URL: [Vivek Narayanan Web Profile](#)

Notification to Candidate	
First Level	November 9, 2023
LAU Head	November 16, 2023
Second Level	January 17, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Nguyen	Thanhvu H.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Computer Science (CEC)

Note(s): URL: [ThanhVu \(Vu\) Nguyen Web Profile](#)

Notification to Candidate	
First Level	November 14, 2023
LAU Head	November 14, 2023
Second Level	December 15, 2023
Dean	February 14, 2024
Provost	April 2, 2024
President	April 12, 2024

Nuñez	Lucas	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): URL: [Lucas Nunez Web Profile](#)

Notification to Candidate	
First Level	October 20, 2023
Associate Dean	October 24, 2023
Second Level	January 27, 2024
Dean	February 9, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Okechukwu	Amaka	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Sociology and Anthropology (CHSS)

Note(s): URL: [Amaka Okechukwu Web Profile](#)

Notification to Candidate	
First Level	November 21, 2023
LAU Head	November 20, 2023
Second Level	January 24, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Peterson	Matthew S.	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Psychology (CHSS)

Note(s): URL: [Matthew Peterson Web Profile](#)

Notification to Candidate	
First Level	November 6, 2023
LAU Head	November 6, 2023
Second Level	January 18, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Pierobon	Mariaelena	8/25/2024	N/Y
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Title: Associate Professor without Term

Local Academic Unit: Systems Biology (COS)

Note(s): URL: [Mariaelena Pierobon Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Pollack	Anna	8/25/2024	Y/N

Title: Professor without Term

Local Academic Unit: Global and Community Health (CPH)

Note(s): URL: [Anna Pollack Web Profile](#)

Notification to Candidate	
First Level	October 20, 2023
LAU Head	November 1, 2023
Second Level	December 4, 2023
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

Raimundi-Ortiz	Wanda	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Art (CVPA)

Note(s): URL: [Wanda Raimundi-Ortiz Web Profile](#)

Notification to Candidate	
First Level	October 19, 2023
LAU Head	November 1, 2023
Second Level	January 24, 2024
Dean	February 8, 2024
Provost	April 2, 2024
President	April 12, 2024

Rebhuhn-Glanz	Rebecca	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Mathematical Science (COS)

Note(s): URL: [Rebecca Rebhuhn-Glanz Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Ren	Hang	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Costello College of Business

Note(s): URL: [Hang Ren Web Profile](#)

Notification to Candidate	
First Level	October 16, 2023
Second Level	November 20, 2023
Dean	January 19, 2024
Provost	April 2, 2024
President	April 12, 2024

Rinker	Cortney Hughes	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Sociology and Anthropology (CHSS)

Note(s): URL: [Cortney Hughes Rinker Web Profile](#)

Notification to Candidate	
First Level	November 15, 2023
LAU Head	November 15, 2023
Second Level	January 19, 2024
Dean	February 7, 2024
Provost	April 2, 2024
President	April 12, 2024

Sadana	Rashmi	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Sociology and Anthropology (CHSS)

Note(s): URL: [Rashmi Sadana Web Profile](#)

Notification to Candidate	
First Level	November 3, 2023
LAU Head	November 10, 2023
Second Level	January 19, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Saguato	Paolo	8/25/2024	Y/N

Title: Professor without Term

Local Academic Unit: Antonin Scalia Law School

Note(s): URL: [Paolo Saguato Web Profile](#)

Notification to Candidate	
First Level	December 6, 2023
Second Level	January 31, 2024
Dean	February 5, 2024
Provost	April 2, 2024
President	April 12, 2024

Schreiner	Sylvia L.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Note(s): URL: [Sylvia Schreiner Web Profile](#)

Notification to Candidate	
First Level	November 9, 2023
LAU Head	November 15, 2023
Second Level	January 17, 2024
Dean	February 7, 2024
Provost	April 2, 2024
President	April 12, 2024

Shadur	Julia M.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Integrative Studies (CHSS)

Note(s): URL: [Julia Shadur Web Profile](#)

Notification to Candidate	
First Level	November 2, 2023
LAU Head	November 16, 2023
Second Level	January 19, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Simmons	Solon Jason	8/25/2024	Y/N

Title: Professor without Term

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

Note(s): URL: [Solon Simmons Web Profile](#)

Notification to Candidate	
First Level	November 17, 2023
Second Level	January 29, 2024
Dean	February 1, 2024
Provost	April 2, 2024
President	April 12, 2024

Sivigny	Debra K.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Theater (CVPA)

Note(s): URL: [Debra Sivigny Web Profile](#)

Notification to Candidate	
First Level	October 16, 2023
LAU Head	November 1, 2023
Second Level	December 15, 2023
Dean	February 8, 2024
Provost	April 2, 2024
President	April 12, 2024

Slocum	Susan	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Sue Slocum Web Profile](#)

Notification to Candidate	
First Level	November 27, 2023
Second Level	January 12, 2024
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Umamaheswar	Janani	8/25/2024	Y/Y

Title: Associate Professor without Term

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

Note(s): URL: [Janani Umamaheswar Web Profile](#)

Notification to Candidate	
First Level	November 10, 2023
LAU Head	November 13, 2023
Second Level	January 17, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Urgessa	Girum S.	8/25/2024	Y/N
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Title: Professor without Term

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

Note(s): URL: [Girum Urgessa Web Profile](#)

Notification to Candidate	
First Level	November 14, 2023
LAU Head	November 14, 2023
Second Level	December 15, 2023
Dean	February 14, 2024
Provost	April 2, 2024
President	April 12, 2024

Varier	Divya	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Divya Varier Web Profile](#)

Notification to Candidate	
First Level	November 27, 2023
Second Level	January 12, 2024
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Veneziano	Remi	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Bioengineering (CEC)

Note(s): URL: [Remi Veneziano Web Profile](#)

Notification to Candidate	
First Level	November 14, 2023
LAU Head	November 14, 2023
Second Level	December 15, 2023
Dean	February 14, 2024
Provost	April 2, 2024
President	April 12, 2024

Viano	Samantha L.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: College of Education and Human Development

Note(s): URL: [Samantha Viano Web Profile](#)

Notification to Candidate	
First Level	November 27, 2023
Second Level	January 12, 2024
Dean	February 13, 2024
Provost	April 2, 2024
President	April 12, 2024

Wentland	Kelly M.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: Costello College of Business

Note(s): URL: [Kelly Wentland Web Profile](#)

Notification to Candidate	
First Level	October 16, 2023
Second Level	November 20, 2023
Dean	January 19, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Wiener	Martin	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Psychology (CHSS)

Note(s): URL: [Martin Wiener Web Profile](#)

Notification to Candidate	
First Level	November 10, 2023
LAU Head	November 13, 2023
Second Level	January 18, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Wooten	Courtney A.	8/25/2024	Y/Y
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Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Note(s): URL: [Courtney Wooten Web Profile](#)

Notification to Candidate	
First Level	November 9, 2023
LAU Head	November 16, 2023
Second Level	January 17, 2024
Dean	February 12, 2024
Provost	April 2, 2024
President	April 12, 2024

Xu	Jie	8/25/2024	Y/N
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Title: Professor without Term

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

Note(s): URL: [Jie Xu Web Profile](#)

Notification to Candidate	
First Level	November 14, 2023
LAU Head	November 14, 2023
Second Level	December 15, 2023
Dean	February 14, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

PROMOTION AND/OR TENURE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>PROMOTION/TENURE</u>
Ye	Jinwei	8/25/2024	Y/Y

Title: Associate Professor without Term

Local Academic Unit: Computer Science (CEC)

Note(s): URL: [Jinwei Ye Web Profile](#)

Notification to Candidate	
First Level	November 14, 2023
LAU Head	November 14, 2023
Second Level	December 15, 2023
Dean	February 14, 2024
Provost	April 2, 2024
President	April 12, 2024

Yigit	Erdal	8/25/2024	Y/N
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Title: Professor without Term

Local Academic Unit: Physics and Astronomy (COS)

Note(s): URL: [Erdal Yigit Web Profile](#)

Notification to Candidate	
First Level	November 1, 2023
LAU Head	November 15, 2023
Second Level	February 29, 2024
Dean	February 29, 2024
Provost	April 2, 2024
President	April 12, 2024

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Ammann	Paul E.	6/2/2024

Title: Associate Professor Emeritus of Computer Science

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

Foster	Gregory D.	6/2/2024
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Title: Professor Emeritus

Local Academic Unit: College of Science

Joshi	Maheshkumar P.	5/2/2024
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Title: Associate Professor Emeritus of Management

Local Academic Unit: Costello College of Business

Katz	Mark N.	6/2/2024
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Title: Professor Emeritus of Government and Politics

Local Academic Unit: Schar School of Policy and Government

Manitius	Andrzej Z.	6/2/2024
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Title: Professor Emeritus of Electrical and Computer Engineering

Local Academic Unit: Electrical and Computer Engineering (CEC)

Ruth	Stephen R.	6/2/2024
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Title: Professor Emeritus of Public Policy

Local Academic Unit: Schar School of Policy and Government



College of Engineering and Computing

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

To: Kenneth D. Walsh, PhD, Interim Provost and Executive Vice President
Gregory Washington, PhD, President
From: Kenneth S. Ball, P.E., Dean
College of Engineering and Computing
Subject: Emeritus Designation for Dr. Paul Ammann
Date: 15 March 2024

I am writing to request that Dr. Paul Ammann be awarded the title Associate Professor Emeritus of Computer Science effective June 2, 2024.

Dr. Ammann received his AB degree in Computer Science from Dartmouth College, MS in Computer Science from University of Virginia, and a PhD from University of Virginia, and will be retiring at the end of Spring 2024 with 35 years for service to Mason.

Dr. Ammann's publication record includes over 150 peer-reviewed journal and conference proceeding papers, an H-index of 45, and has graduated 13 PhD students. Dr. Ammann's work in the area of software testing has been impactful and well recognized by his peers. He developed foundational techniques for specification-based testing of software which is an important mechanism for automated verification of complex software systems that are in use today. This is evidenced by several of his publications in this area with hundreds of citations.

Dr. Ammann has had a strong influence on software engineering education, both at Mason and outside. In addition to his great classroom teaching, his contributions at Mason include the development of the MS in Software Engineering program and the Software Engineering concentration of the BS in Applied Computer Science degree. He also co-authored a textbook, Introduction to Software Testing, which has been successfully adopted at several institutions with over 2600 citations. As a recognition of his teaching, he received the George Mason Teaching Excellence Award in 2019.

Dr. Ammann has been a great citizen of the college and contributed significantly to the growth of the Computer Science department, and his nomination has the full support of the Chair of Computer Science. In recognition of the many contributions that Dr. Paul Ammann has made to the College of Engineering and Computing, I recommend that he be granted the status of Associate Professor Emeritus of Computer Science.

Approval [checked] Disapproval [] Kenneth D. Walsh, PhD, Interim Provost and Executive Vice President


Approval [checked] Disapproval [] Gregory Washington, PhD, President

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



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

To: Kenneth D. Walsh, , PhD, Interim Provost and Executive Vice President
 Gregory Washington, PhD, President


From: Fernando R. Miralles-Wilhelm, Dean, College of Science 

Subject: Emeritus Designation for Dr. Gregory D. Foster

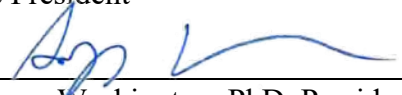
Date: March 20, 2024

Dr. Gregory D. Foster joined the Mason faculty on September 1, 1989 and will retire on June 1, 2024 with an exemplary record of teaching, scholarship, research, and service as a Professor in the College of Science and to the Mason community. Dr. Foster also forged relationships and mentored students outside of the Mason community by serving on their doctoral committees. He is also a member of various organizations and agencies in his field.

I am pleased to support the nomination of Dr. Foster for the rank of Emeritus Professor, as recommended by Dr. Andre Z. Clayborne, Interim Chair of his former department, Chemistry and Biochemistry. Given Dr. Foster’s contributions and impact at Mason, it seems fitting that we confer this honor effective June 2, 2024.

Approval Disapproval 

 Kenneth D. Walsh, PhD, Interim 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.



Costello College of Business

Enterprise Hall, 4400 University Drive, MS 1B1, Fairfax, Virginia 22030
Phone: 703-993-1880; Fax: 703-993-1867

To: Kenneth D. Walsh, PhD, Interim Provost and Executive Vice President
Gregory Washington, PhD, President
From: Ajay Vinzé, Dean, Costello College of Business
Subject: Emeritus Designation for Associate Professor Mahesh Joshi
Date: February 21, 2024

Along with the tenured faculty members of the Management Area and the Faculty of the Costello College of Business, I recommend that Associate Professor Mahesh Joshi be elected to the honorary rank of Associate Professor Emeritus of Management effective May 2, 2024. Dr. Joshi joined Mason in 2002 and has added significantly to the college, university, and profession with high quality research, teaching, and service.

Dr. Joshi’s primary domain of expertise is in the areas of innovation, entrepreneurship, and strategy. He has published academic research in top journals, as well as managerial articles, impacting practice. His research is interdisciplinary, and he also has been awarded grants related to his research. Dr. Joshi organized the Mason Entrepreneurship Conference and was the Director of Practice and Research for the college’s Center for Innovation and Entrepreneurship. Dr. Joshi has taught across levels and programs at the college and won several teaching awards, including from Executive MBA students and the National Industries for the Blind Executive Education students. He coordinated the capstone case competition for several years for graduating seniors. Beyond his contributions to research and students, Dr. Joshi served the university and college via his work with entrepreneurship across the campus and as chair and member of various committees, including the college’s Strategic Planning and Accreditation Maintenance committee. Other examples of his service include co-lead organizer for the Young Entrepreneur (TYE) Boot Camp with TiE DC, co-lead organizer for the University Pitch Competition with TiE DC, organizer for the Dean’s Business Plan Competition, and a member of the provost’s task force to create an Innovative Education Platform for Mason. Dr. Joshi has also served as the coach for the “NVTC FastTrack TechVenture” program, supported by Kauffman Foundation, a Faculty Mentor for the Young Entrepreneurship Academy, and a mentor for the Innovation Lab. He also designed and patented a corporate training tool called “BiggieBills,” developed for strategic decision making. He also has served as a member of the Entrepreneurship Steering Committee of Northern Virginia Technology Council.

Dr. Joshi has been a dedicated educator, and Mason and the surrounding community have benefitted from his efforts. His longstanding contributions have been recognized by his colleagues. I support his election to Emeritus Associate Professor.

Approved Not Approved
Kenneth D. Walsh, PhD, Interim 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: Kenneth D. Walsh, PhD, Interim Provost and Executive Vice President
Gregory Washington, PhD, President

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

Subject: Emeritus Designation for Professor Mark Katz

Date: March 7, 2024


This memo nominates Dr. Mark Katz as Professor Emeritus of Government and Politics. Dr. Katz first joined Mason as an Associate Professor in 1988 and was promoted to Professor in 1998. He previously was a Research Associate at the Kennan Institute for Advanced Russian Studies, Woodrow Wilson International Center for Scholars, and before that had an appointment as a Soviet Affairs Analyst at the U.S. Department of State.

Dr. Katz, among other grants and awards, was the Sir William Luce Fellow at Durham University in the U.K., a Fulbright Scholar, and received grants from the Earhart Foundation, U.S. Institute for Peace, Kennan Institute, and Rockefeller Foundation. He was appointed a Nonresident Senior Fellow at the Atlantic Council, and is an Editorial Board Member of *Asia Policy*.

Dr. Katz is the author of *The Third World in Soviet Military Thought* (Johns Hopkins University Press), *Russia and Arabia: Soviet Foreign Policy toward the Arabian Peninsula* (Johns Hopkins University Press), *Gorbachev's Military Policy in the Third World* (Center for Strategic and International Studie), *Revolutions and Revolutionary Waves* (St. Martin's Press), *Reflections on Revolutions* (St. Martin's Press), and *Leaving without Losing: The War on Terror after Iraq and Afghanistan* (Johns Hopkins University Press).

Dr. Katz earned a BA in international relations from the University of California at Riverside, a MA in international relations from the Johns Hopkins University School of Advanced International Studies, and a PhD in political science from the Massachusetts Institute of Technology.

It gives me great honor to nominate Dr. Mark Katz for consideration as Professor Emeritus of Government and Politics, effective June 2, 2024.

Approval Disapproval 
Kenneth D. Walsh, PhD, Interim Provost and Executive Vice President

Approval Disapproval 
Gregory Washington, PhD, President

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



College of Engineering and Computing

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

To: Kenneth D. Walsh, Interim Provost and Executive Vice President
Gregory N. Washington, President
From: Kenneth S. Ball, P.E., Dean
College of Engineering and Computing
Subject: Emeritus Designation for Dr. Andrzej Manitius
Date: 15 March 2024

I am writing to request that Dr. Andrzej Manitius be awarded the title Professor Emeritus of Electrical and Computer Engineering effective June 2, 2024.

Dr. Manitius received his PhD in Electronic Engineering from the Technical University of Warsaw, Poland in 1968. He joined Mason as a tenured Full Professor in the Department of Electrical and Computer Engineering (ECE) in 1988. Prior to coming to Mason, he served for three years as Program Director and Deputy Director of the Division of Mathematical Sciences at the National Science Foundation, after having served academic and research appointments at Rensselaer Polytechnic Institute, and the University of Montreal. He served as Chair of the ECE Department for sixteen years (1998-2014) and as Chair of the Information Sciences and Technology (IST) Department for four years (2016-2020).

During Dr. Manitius' tenure as ECE Chair, he initiated the development of several new degree programs including three MS programs and the PhD program in Electrical and Computer Engineering. He also introduced several new undergraduate and graduate courses. He oversaw the successful ABET accreditation reviews of the department's two undergraduate programs in 2000, 2006, and 2012. As the IST Dept. Chair, Dr. Manitius oversaw the hiring of 15 new faculty members and led the department during a critical time of growth. In addition to his service as Chair of the ECE and IST, he has served on important committees at the college and the university level.

In his research, Dr. Manitius has made notable contributions to the feedback control of systems with delays and the mathematical representations of systems with time delay. He is an accomplished teacher and was recipient of the 2022 David J. King Teaching Award at Mason.

In recognition of the many contributions that Dr. Andrzej Manitius has made to the College of Engineering and Computing I recommend that he be granted the status of Professor Emeritus of Electrical and Computer Engineering.

Approval [checked] Disapproval [] Kenneth D. Walsh, PhD, Interim Provost and Executive Vice President

Approval [checked] Disapproval [] Gregory Washington, PhD, President

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



To: Kenneth D. Walsh, PhD, Interim Provost and Executive Vice President
Gregory Washington, President

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

Subject: Emeritus Designation for Professor Stephen Ruth

Date: March 7, 2024


This memo nominates Dr. Stephen Ruth as Professor Emeritus of Public Policy. Dr. Ruth was an early Mason employee, first beginning in 1978, making him perhaps the longest currently serving employee at the university. He is the director of the International Center for Applied Studies in Information Technology (ICASIT), receiving close to 30 grant and contract awards in the role. Before joining the faculty at Mason, he was active duty in the U.S. Navy, obtaining the rank of Captain. Some of his recent teaching includes the graduate courses such as “Dangers of Technology—AI and Beyond” and “Culture, Organizations, and Technology.”

Dr. Ruth’s consultancies include the U.S. Department of State, National Archives and Records Administration, Inter-American Development Bank, and many others. He has been chair of the Technical Committee on Personal Computing, IEEE Computer Society, and was elected to a three-year term to the American Association for the Advancement of Science’s (AAAS) Council of Affiliates for International Programs. He has also served as vice president of the American Society for Cybernetics and is a two-time senior Fulbright lecturer.

He is author or coauthor of more than 120 published articles and four books, including *Internet Toolbook for Task Managers* (World Bank), *Informatics and Information Technology* (United Nations Development Programme), and multiple *Expert Systems* books for Mitchell-Mc Graw Hill and Westview Press.

Dr. Ruth received his BS from the U.S. Naval Academy, his MS from the Navy Postgraduate School, and a PhD in political science from the Wharton School, University of Pennsylvania.

It gives me great honor to nominate Dr. Stephen Ruth for consideration as Professor Emeritus of Public Policy, effective June 2, 2024.

Approval Disapproval _____

Kenneth D. Walsh, PhD, Interim Provost and Executive Vice President

Approval Disapproval _____

Gregory Washington, PhD, President

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

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

ELECTIONS OF NEW TENURED FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Wang	Zhengdao	5/2/2024

Title: Professor

Rank: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Cyber Security Engineering (CEC)

Note(s): Additional Title: Commonwealth Cyber Initiative Fellow

Zhengdao Wang

April 3, 2024

Zhengdao Wang, Ph.D. is a candidate for Tenure upon Hire to Professor without Term in the Department of Cyber Security Engineering within the College of Engineering and Computing (CEC). Dr. Wang received his Ph.D. in Electrical and Computer Engineering in 2002 from the University of Minnesota. Previously, he had received a M.S. in Electrical Engineering at the University of Virginia and a B.E in Electrical Engineering and Information Science at the University of Science and Technology of China.

Professor Wang has a distinguished record. Prior to his appointment at Mason, he held an academic appointment at Iowa State University in the Electrical and Computer Engineering Department. His appointment began in 2002 as an Assistant Professor and was promoted to Associate Professor in 2008 and to Professor in 2015. He also held an Honorary Visiting Professorship at USTC and held a Program Director appointment at the National Science Foundation (NSF) during this time. Professor Wang currently holds an appointment as a Commonwealth Cyber Initiative Fellow within CEC.

Professor Wang'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 CEC Review Committees, the Chair, and the Dean of the College.

The decision to hire Professor Wang 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 CEC review committees, the Chair, and the Dean of the College, I also recommend that Professor Wang be granted appointment without term to the rank of Professor without Term in the Department of Cyber Security Engineering within the College of Engineering and Computing, effective May 2, 2024.

Cc: Zhengdao Wang, Cyber Security Engineering, College of Engineering and Computing
Kenneth Ball, Dean, College of Engineering and Computing



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

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

This form must be submitted in Interfolio as part of the Tenured upon Hire case at the Dean's recommendation step.

Zhengdao Wang, Professor

Faculty Member's Name and Title

Cybersecurity Engineering

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.

Prior to joining Mason, Dr. Wang spent over 20 years in academia, primarily at Iowa State University where he was a Proessor of Electrical Engineering. He also sepnt two years as a Program Director at NSF for two years. Dr. Wang is an internationally recognized research leader in the areas of wireless communications signal processing and cybersecurity. He has an extensive publication record, including one book chapter, 52 journal articles, and 80 conference papers. He also holds two US patents on wireless communication systems. His work has appeared in top-rated journals and conference proceedings in his field. He has received several prestigious best paper awards. His external reviewers praised Dr. Wang's research record as innovative, groundbreaking and impactful, and praised his leadership within NSF. Dr. Wang will bring a wealth of research expertise and leadership to the College of Engineering and Computing, and will help strengthen and enhance its educational programs. Dr. Wang will also serve as a Commonwealth Cyber Initiative (CCI) Fellow, an initiative focusing on establishing Virginia as a global center of excellence in cybersecurity research.

3/15/24

Dean

Date

ZHENGDAO WANG

CONTACT INFORMATION

Dept. of Electrical and Computer Engineering, Iowa State University
2215 Coover Hall, Ames, IA 50011, USA.
Tel: (515) 708-6524 (Cell) Email: zhengdao@iastate.edu

I. PERSONAL HISTORY AND PROFESSIONAL EXPERIENCE

A. Research Interests

- Signal Processing, Wireless Communications, Information Theory
- Data Analytics, Machine Learning, Artificial Intelligence

B. Education Background

- B.E., in Electrical Engineering and Information Science, University of Science and Technology of China, Hefei, 1996
- M.Sc. in Electrical Engineering, University of Virginia, Charlottesville, 1999
- Ph.D. in Electrical and Computer Engineering, University of Minnesota, Twin Cities, 2002

C. List of Appointments since Final Degree

08/2002 – 07/2008: Assistant Professor, Electrical and Computer Engineering Department, Iowa State University, Ames, IA.

07/2008 – 07/2015: Associate Professor, Electrical and Computer Engineering Department, Iowa State University, Ames, IA.

02/2012 – 01/2015: Visiting Professorship (Honorary), USTC.

07/2015 – present: Professor, Electrical and Computer Engineering Department, Iowa State University, Ames, IA.

01/2020 – 08/2022: Program Director, National Science Foundation (NSF).

D. Program Responsibilities at NFS

- Addressing Systems Challenges through Engineering Teams (ASCENT)
- Communications, Circuits, and Sensing-Systems (CCSS)
- Computational and Data-Enabled Science and Engineering (CDS&E)
- Foundational Research in Robotics (Robotics)
- Harnessing the Data Revolution (HDR): Transdisciplinary Research in Principles of Data Science (TRIPODS)

- NSF Engineering - UKRI Engineering and Physical Sciences Research Council Lead Agency Opportunity (ENG-EPSRC)
- Resilient & Intelligent NextG Systems (RINGS)
- Spectrum and Wireless Innovation enabled by Future Technologies (SWIFT)
- Mathematical and Scientific Foundations of Deep Learning (MoDL)
- Stimulating Collaborative Advances Leveraging Expertise in the Mathematical and Scientific Foundations of Deep Learning (SCALE MoDL)
- Engineering Technologies to Advance Underwater Sciences (ETAUS)

E. Honors, Recognitions, and Outstanding Achievements

- 2022 NSF Director's Award for Superior Accomplishment (Group)
- 2021 NSF Director's Award for Superior Accomplishment (Group)
- 2016 IEEE Fellow
- 2010 ISU Early Career Engineering Faculty Research Award
- 2010 ISU ECE Warren B. Boast Undergraduate Teaching Award
- 2008 EURASIP Journal on Advances in Signal Processing Best Paper Award
- 2007 Iowa State University Harpole-Pentair Assistant Professor
- 2004 IEEE Communication Society Marconi Paper Award
- 2003 IEEE Signal Processing Society Best Magazine Paper Award
- 2001 Graduate School Doctoral Dissertation Fellowship, University of Minnesota, (the only recipient from the Department of Electrical and Computer Engineering)
- 1997 Graduate Fellowship, University of Virginia
- 1996 USTC Outstanding Graduate, Univ. of Science and Technology of China
- 1996 Anhui Province Outstanding Graduate, Anhui Province, China
- 1995 Excellent Youth Award, University of Science and Technology of China
- 1992 P&G Fellowship, University of Science and Technology of China

F. Formally Invited Lectures and Invited Conference Presentations

- Iterative Channel Estimation and Decoding for Coded MIMO System in Unknown Spatially Correlated Noise, University of Minnesota, Minneapolis, MN, Nov. 26, 2003.
- Wide Band Communications: What, When, Why, and How. University of Iowa, Iowa City, Dec. 02, 2004.
- Real interference alignment and degrees of freedom region of wireless x networks. In Eighth International Symposium on Wireless Communication Systems, Aachen, Germany, November 2011.
- Some Results on the Degrees of Freedom Region of Wireless Interference Networks, University of Electronic Science and Technology of China, July 20, 2012.

- Outage performance of a distributed antenna system in underwater acoustic channels. Asilomar Conference on Signals, Systems & Computers, Asilomar, California, November 2012.
- Degrees of Freedom Region and Interference Alignment for Wire(less) Interference Channels, Entropic Communications Inc., November, 2012.
- Turbo equalization and decoding: principles, algorithm, and applications, Spreadtrum Inc., November 2012.
- Wireless Signaling with Numbers: Designs and Performance Guarantees Based on Results from Number Theory, Workshop on interactions between number theory and wireless, University of York, May 2014.
- A Nonconvex Splitting Method for Symmetric Nonnegative Matrix Factorization, Stanford University, July 2016 University, July 2016
- Wireless Signaling Designs and Performance Guarantees Based on Results from Number Theory, Workshop on Core and Frontier of Information Theory, USTC, June 2016
- Deep learning, a signal processing perspective, Principal Global Equities, July 2017
- Wireless communications and machine learning, Rockwell Collins, Dec. 2017
- Random projection approaches to high-dimensional statistical problems, International Conference on Econometrics and Statistics (EcoSta) June, 2018.
- Nonconvex Splitting Method for Symmetric Nonnegative Matrix Factorization, University of North Texas, Nov. 2018
- Driving the Future Innovations of Communications and Sensing: Communications, Circuits, and Sensing Systems (CCSS) Program in NSF, University of Virginia, Mar. 2019.
- Funding Opportunities for Basic Research at NSF, IEEE PROGRESS Workshop, June 2021.
- Next Generation Spectrum Sharing Technology: Opportunities, Challenges, and Roadmap, IEEE ICC Workshop on Spectrum Sharing Technology for Next Generation Communications, June 2021.

G. Offices Held in Professional Societies

- Regional Director at Large Regions 1-6 (US) & Member of Board of Directors, the IEEE Signal Processing Society, 2017–2018
- *Chair* of the IEEE Joint Chapter on Communications, Signal Processing, Circuit and System; Central Iowa Section, IEEE Region 4 (Northern Midwest USA), March 2004 – May 2006, 2016–2018.
- IEEE Signal Processing Society Signal Processing for Communications Technical Committee (SP-COM) member and webmaster 2007–2012

H. Editorships of Journals or Other Learned Publications

- Associate Editor for *IEEE Transactions on Vehicular Technology* April 2004 – April 2006
- Associate Editor for *IEEE Signal Processing Letters*, August 2005 – August 2008
- Associate Editor for *IEEE Transactions on Signal Processing*, April 2013 – 2015
- Associate Editor for *IEEE Transactions on Wireless Communications*, April 2013 – June 2017
- Editor for The IEEE Signal Processing Society Online Video Library (SigView), Sept. 2013 – 2016
- Associate Editor, ZTE Communications, 2016–present
- Associate Editor, Journal of Radars, 2019–present

I. Grants and Contracts Received

- **Z. Wang** (PI), Space-Time Transmitter and Receiver Design with Delay Constraints, NSF, 08/01/2004–07/31/2007, \$177,250.
- A. Somani (PI), V. Vittal (Former PI), M. Salapaka (co-PI), M. Govindarasu (Co-PI), **Z. Wang** (Co-PI), SST-Sensor Network Design For A Secure National Electric Energy Infrastructure, NSF, 09/01/2004 – 08/31/2007, \$400,000.
- co-PIs: S. W. Kim, Y. Ma, and **Z. Wang**. Design of Adaptive MIMO System for Multi-User Ad-hoc Networking, Rockwell Collins, 12/01/06 – 12/01/07, \$125,000.
- **Z. Wang** (PI): Collaborative Research: Efficient and Robust Underwater Acoustic Sensor Networks: An Integrated Coding Approach. NSF, 09/01/2011-08/31/2013, \$92,100.
- **Z. Wang** REU: Collaborative Research: Efficient and Robust Underwater Acoustic Sensor Networks: An Integrated Coding Approach, NSF, 09/01/2011 to 08/31/2013, \$12,000.
- **Z. Wang** CIF: Small: Degree of Freedom Region of Interference Networks, 07/01/2012 to 06/30/2013, NSF, \$100,000
- M. Govindarasu, **Z. Wang**, CSR: Small: Energy-Aware Resource Management for Networked Real-Time Embedded Systems, NSF, 10/01/12–09/30/15, \$300,000
- **Z. Wang**, Collaborative Research: Underwater Distributed Antennas Systems: Fundamental Limits and Practical Designs, NSF, 07/15/2013 to 07/14/2016, \$140,000
- **Z. Wang**, Research on theory and methods of image reconstruction based on message passing. CAS. 05/15/2014 – 05/14/2016, \$50,000
- **Z. Wang**, Eager: Models, analytics, and algorithms for data driven applications. NSF, 07/15/2015 – 06/30/2017, \$180,000
- **Z. Wang**, Signaling Design and Algorithms for Grant-Free Multiple Access. NSF, 07/01/2017 – 06/30/2020, \$330,000
- **Z. Wang** and N. Neihart, Artificial Intelligence Assisted RF Filter Design. Raytheon Technologies, 08/01/2021 – 12/31/2021, \$30,000

II. PUBLICATIONS AND CREATIVE WORKS

A. Doctoral thesis title

Linear Precoding for Wireless Communications, University of Minnesota, 2002.

B. Chapters in Books

- [B1] Z. Wang and G. B. Giannakis, *Block Spreading for Multipath-Resilient Generalized Multi-Carrier CDMA*, vol. II, chapter 6, Prentice-Hall, Inc, Oct. 2000.

C. Articles in Journals

- [J1] P. Zhong and Z. Wang, “Characterization of neural networks equivariant to group transformation,” *IEEE Trans. Signal Processing*, 2021 (in revision).
- [J2] S. Gui, X. Zhang, P. Zhong, S. Qiu, M. Wu, J. Ye, Z. Wang, and J. Liu, “PINE: Universal deep embedding for graph nodes via partial permutation invariant set functions,” *IEEE Transactions on Pattern Analysis and Machine Intelligence*, 2021.

- [J3] S. Shen, M. Sadoughi, M. Li, Z. Wang, and C. Hu, “Deep convolutional neural networks with ensemble learning and transfer learning for capacity estimation of lithium-ion batteries,” *Applied Energy*, vol. 260, pp. 114296, 2020.
- [J4] A. Masadeh, Z. Wang, and A. E. Kamal, “Look-ahead and learning approaches for energy harvesting communications systems,” *IEEE Transactions on Green Communications and Networking*, vol. 4, no. 1, pp. 289–300, Mar. 2020.
- [J5] M. R. K. Shoja, G. T. Amariuca, Z. Wang, S. Wei, and J. Deng, “On the secret key capacity of sibling hidden Markov models,” *IEEE Transactions on Information Forensics and Security*, vol. 14, no. 2, pp. 514–524, 2019.
- [J6] S. Abdel-Razek, S. Zhou, Z. Wang, and M. Zhao, “Superposition coded OFDM transmissions in a downlink cooperative relay network based on statistical channel state information,” *IET Communications*, vol. 13, no. 6, pp. 718–726, Apr. 2019.
- [J7] S. Lu and Z. Wang, “Training optimization and performance of single cell uplink system with massive-antennas base station,” *IEEE Trans. Commun.*, vol. 67, no. 2, pp. 1570–1585, Feb. 2019.
- [J8] S. Lu and Z. Wang, “Spatial transmitter density allocation for frequency-selective wireless ad hoc networks,” *IEEE Trans. Wireless Commun.*, vol. 18, no. 1, pp. 473–486, Jan. 2019.
- [J9] Z. Wei, L. Yang, Z. Wang, B. Zhang, Y. Lin, and Y. Wu, “Wide angle SAR subaperture imaging based on modified compressive sensing,” *IEEE Sensors Journal*, vol. 18, no. 13, pp. 5439–5444, 2018.
- [J10] Z. Wang, S. Zhou, and Z. Wang, “Underwater distributed antenna systems: Design opportunities and challenges,” *IEEE Communications Magazine*, vol. 56, no. 10, Oct. 2018.
- [J11] S. Lu, M. Hong, and Z. Wang, “A nonconvex splitting method for symmetric nonnegative matrix factorization: Convergence analysis and optimality,” *IEEE Trans. Signal Processing*, Mar. 2017.
- [J12] R. Xie, H. Yin, X. Chen, and Z. Wang, “Many access for small packets based on precoding and sparsity-aware recovery,” *IEEE Trans. Commun.*, Nov. 2016.
- [J13] X. Quan, B. Zhang, Z. Wang, C. Gao, and Y. Wu, “An efficient data compression technique based on BPDN for scattered fields from complex targets,” *SCIENCE CHINA Information Sciences*, Nov. 2016.
- [J14] H. Bi, B. Zhang, Z. Wang, and W. Hong, “Lq regularization-based synthetic aperture radar image feature enhancement via iterative thresholding algorithm,” *Electronics Letters*, July 2016.
- [J15] M. Zamanighomi and Z. Wang, “Degrees of freedom region of wireless X networks based on real interference alignment,” *IEEE Trans. Inf. Theory*, pp. 1931–1941, Apr. 2016.
- [J16] C.-L. Jiang, B.-C. Zhang, Z. Wang, and W. Hong, “Group-sparse complex approximate message passing algorithm for wide angle synthetic aperture radar imaging,” *Journal of Electronics and Information Technology*, vol. 37, no. 8, pp. 1793–1800, 2015.
- [J17] M. Zamanighomi, M. Zamanian, M. Kimber, and Z. Wang, “Gene regulatory network inference from perturbed time-series expression data via ordered dynamical expansion of non-steady state actors,” *IEEE/ACM Transactions on Computational Biology and Bioinformatics*, Dec. 2015.
- [J18] S. Lu, Z. Wang, Z. Wang, and S. Zhou, “Throughput of underwater wireless ad hoc networks with random access: A physical layer perspective,” *IEEE Trans. Wireless Commun.*, vol. 14, no. 11, pp. 6257–6268, Nov. 2015.

- [J19] H. Bi, C. Jiang, B. Zhang, Z. Wang, and W. Hong, "Radar change imaging with undersampled data based on matrix completion and bayesian compressive sensing," *IEEE Geoscience and Remote Sensing Letters*, pp. 1546–1550, July 2015.
- [J20] M. Mohandespour, M. Govindarasu, and Z. Wang, "Rate, energy, and delay tradeoffs in wireless multicast: network coding vs. routing," *IEEE Trans. on Mobile Computing*, pp. 952–963, Apr. 2015.
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- [J22] Z.-H. Wang, J. Huang, S. Zhou, and Z. Wang, "Iterative receiver processing for OFDM modulated physical-layer network coding in underwater acoustic channels," *IEEE Trans. Commun.*, pp. 541–553, Feb. 2013.
- [J23] L. Ke and Z. Wang, "Degrees of freedom regions of two-user MIMO Z and full interference channels: The benefit of reconfigurable antennas," *IEEE Trans. Info. Theory*, vol. 58, no. 6, pp. 3766–3779, June 2012.
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- [J25] H. Topakkaya and Z. Wang, "Wireless network code design and performance analysis using diversity-multiplexing tradeoff," *IEEE Trans. Commun.*, vol. 59, no. 2, pp. 488–496, Feb. 2011.
- [J26] H. Yin, Z. Wang, L. Ke, and J. Wang, "Monobit digital receivers: Design, performance, and application to impulse radio," *IEEE Trans. Commun.*, pp. 1695–1704, June 2010.
- [J27] J. Wu, Z. Wang, and B. Vojcic, "Partial iterative decoding for binary turbo codes via cross-entropy based bit selection," *IEEE Trans. Commun.*, vol. 57, no. 11, pp. 3298–3306, Nov. 2009.
- [J28] G. S. A. Kumar, M. Govindarasu, and Z. Wang, "Energy-aware scheduling with probabilistic deadline constraints in wireless networks," *Ad Hoc Networks*, vol. 7, no. 7, pp. 1400–1413, Sept. 2009.
- [J29] Z. Wang, S. Zhou, and J. Wu, "Transmitter optimization and performance gain for multiple-input single-output systems with finite-rate direction feedback," *IEEE Trans. Wireless Commun.*, vol. 8, no. 5, pp. 2253–2258, May 2009.
- [J30] Y. Ma, D. Zhang, A. Leith, and Z. Wang, "Error performance of transmit beamforming with delayed and limited feedback," *IEEE Trans. Wireless Commun.*, vol. 8, no. 3, pp. 1164–1170, Mar. 2009.
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- [J38] G. B. Giannakis, P. A. Anghel, and Z. Wang, "Generalized multi-carrier CDMA: Unification and linear equalization," *EURASIP Journal on Applied Signal Processing*, pp. 743–756, Apr. 2005.
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- [J40] Z. Wang, S. Zhou, and G. B. Giannakis, "Joint coding-precoding with low-complexity turbo-decoding," *IEEE Trans. Wireless Commun.*, vol. 3, no. 3, pp. 832–842, May 2004.
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D. Conferences

- [C1] X. Yu and Z. Wang, "Sequential neural network decoder for convolutional code with large block sizes," in *IEEE GLOBECOM 2020 Workshop on Machine Learning in Communications*, Dec. 2020.
- [C2] S. Lu, M. Hong, and Z. Wang, "Fast and global optimal nonconvex matrix factorization via perturbed alternating proximal point," in *Proc. of IEEE Intl. Conf. on Acoustics, Speech, and Signal Processing*, 2019.
- [C3] H. Ta, Z. Wang, S. W. Kim, J. J. Nielsen, and P. Popovski, "Preamble detection in NB-IoT random access with limited-capacity backhaul," in *Proc. of IEEE Intl. Conf. on Comm.*, 2019.
- [C4] P. Zhong and Z. Wang, "Characterization and design of generalized convolutional neural network," in *Proc. of Conference on Information Sciences and Systems (CISS)*, 2019.
- [C5] P. Zhong and Z. Wang, "Group action equivariance and generalized convolution in multi-layer neural networks," in *Proc. of IEEE Intl. Conf. on Acoustics, Speech, and Signal Processing*, 2019.
- [C6] S. Lu, M. Hong, and Z. Wang, "PA-GD: On the convergence of perturbed alternating gradient descent to second-order stationary points for structured nonconvex optimization," in *International Conference on Machine Learning*, 2019.
- [C7] A. Masadeh, A. E. Kamal, and Z. Wang, "An actor-critic reinforcement learning approach for energy harvesting communications systems (invited paper)," in *International Conference on Computer Communications and Networks*, 2019.
- [C8] Q. Xiao and Z. Wang, "Mixture of deep neural networks for instancewise feature selection," in *Proc. of Allerton Conf. Commun., Control, and Computing*, 2019.
- [C9] B. Gao, H. Yin, and Z. Wang, "Polarized low density parity check code on the BSC," in *International Conference on Wireless Communications and Signal Processing (WCSP)*, 2019.
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- [C11] A. Masadeh, A. E. Kamal, and Z. Wang, "Reinforcement learning exploration algorithms for energy harvesting communications systems," in *Proc. of IEEE Intl. Conf. on Comm.*, 2018.
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- [C63] Y. Ma, Z. Wang, and S. Pasupathy, "Asymptotic performance of wireless communications with generalized selection combining," in *Proc. of IEEE GLOBECOM*, Mar. 2003.
- [C64] Z. Wang and G. B. Giannakis, "What determines average and outage performance in fading channels?" in *Proc. of IEEE GLOBECOM*, Taiwan, R.O.C., Nov. 17–21, 2002.
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- [C68] Z. Wang and G. B. Giannakis, "Bounding rate and performance of differential unitary space-time codes using integral geometry measures," in *Proc. of 36th Conf. on Info. Sciences and Systems*, Princeton Univ., NJ, March 20-22 2002.
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- [C73] Y. Xin, Z. Wang, and G. B. Giannakis, "Linear unitary precoders for maximum diversity gains with multiple transmit- and receive-antennas," in *Proc. of 34th Asilomar Conf. on Signals, Systems, and Computers*, Pacific Grove, CA, Oct. 29–Nov. 1, 2000, pp. 1553–1557.
- [C74] Z. Wang and G. B. Giannakis, "Block Spreading for MUI/ISI-Resilient Generalized Multi-carrier CDMA with Multirate Capabilities," in *Proc. of IEEE Intl. Conf. on Comm.*, New Orleans, LA, June 18–22 2000, pp. 1477–1481.
- [C75] B. Muquet, M. de Courville, G. B. Giannakis, Z. Wang, and P. Duhamel, "Reduced complexity equalizers for zero-padded OFDM transmissions," in *Proc. of IEEE Intl. Conf. on Acoustics, Speech, and Signal Processing*, Istanbul, Turkey, June 5–9, 2000, pp. 2973–2976.
- [C76] G. B. Giannakis, P. A. Anghel, and Z. Wang, "Wideband generalized multi-carrier CDMA over frequency-selective wireless channels," in *Proc. of IEEE Intl. Conf. on Acoustics, Speech, and Signal Processing*, Istanbul, Turkey, June 5–9, 2000, pp. 2501–2504.
- [C77] G. B. Giannakis, Z. Wang, A. Scaglione, and S. Barbarossa, "AMOUR — Generalized Multi-carrier CDMA Irrespective of Multipath," in *Proc. of IEEE GLOBECOM*, Rio de Janeiro, Brazil, Dec. 5-9 1999, pp. 965–969.
- [C78] G. B. Giannakis, P. A. Anghel, Z. Wang, and A. Scaglione, "Generalized Multi-Carrier CDMA for Wireless MUI/ISI-resilient Uplink Transmissions Irrespective of Frequency-selective Multipath," in *Proc. of 2nd Intl. Conf. on Multi-Carrier Spread-Spectrum & Related Topics*, Oberpfaffenhofen, Germany, Sept. 15–17, 1999, pp. 25–33.
- [C79] Z. Wang, A. Scaglione, G. B. Giannakis, and S. Barbarossa, "Vandermonde-Lagrange Mutually Orthogonal Flexible Transceivers for Blind CDMA in Unknown Multipath," in *Proc. of IEEE Workshop on Signal Proc. Advances in Wireless Comm.*, Annapolis, MD, May 9–12 1999, pp. 42–45.
- [C80] G. B. Giannakis, Z. Wang, A. Scaglione, and S. Barbarossa, "Mutually orthogonal transceivers for blind uplink CDMA irrespective of multipath channel nulls," in *Proc. of IEEE Intl. Conf. on Acoustics, Speech, and Signal Processing*, Phoenix, AZ, Mar. 1999, vol. 5, pp. 2741–2744.

E. Patents, Disclosures and Technology Transfer Activities

1. G. B. Giannakis, Y. Xin, and Z. Wang, “Wireless communication system having linear encoder,” U.S. Patent No. 7292647.
2. G. B. Giannakis, Z. Wang, and S. Zhou, “Wireless communication system having error-control coder and linear precoder,” U.S. Patent No. 7251768.

III. INSTRUCTION AND SUPERVISION

A. Instruction for ISU

Semester	No.	Course Title	Credits
F 2002	EE 521	Advanced Communications	3
S 2003	EE 322	Probabilistic Methods for Electrical Engineers	3
F 2003	EE 521	Advanced Communications	3
S 2004	EE 597	Seminar in Communications and Signal Processing	1
S 2004	EE 622x	Information Theory	3
F 2004	EE 521	Advanced Communications	3
S 2005	EE 322	Probabilistic Methods for Electrical Engineers	3
F 2005	EE 521	Advanced Communications	3
S 2006	EE 622	Information Theory	3
S 2006	EE 224	Signals and Systems Lab	1
F 2006	EE 521	Advanced Communications	3
S 2007	EE 322	Probabilistic Methods for Electrical Engineers	3
S 2007	EE 230	Microelectronic Circuits Lab	1
F 2007	EE 224	Signals and Systems I, lectures and recitation	4
S 2008	EE 224	Signals and Systems I, recitation	1
S 2008	EE 622	Information Theory	3
F 2008	EE 520	Multi-User Information Theory	3
F 2008	EE 421	Communication Systems I	3
F 2008	EE 597	Seminar in Communications and Signal Processing	1
S 2009	EE 224	Signals and Systems I	3
F 2009	EE 224	Signals and Systems I	3
F 2009	EE 521	Advanced Communications	3
S 2010	EE 622	Information Theory	3
F 2010	EE 521	Advanced Communications	3
S 2011	EE 224	Signals and Systems I, lectures and recitation	4
F 2011	EE 224	Signals and Systems I, lab	4
S 2012	EE 224	Signals and Systems I, lab	4
F 2012	EE 224	Signals and Systems I	4
F 2012 (fr 10/08)	EE/STAT 322	Probabilistic Methods for Electrical Engineers	3
S 2013	EE/STAT 322	Probabilistic Methods for Electrical Engineers	3
S 2013	EE 224	Signals and Systems I	4
F 2013	EE 324	Signals and Systems I	4
S 2014	EE 622	Information Theory	3
F 2014	EE 521	Advanced Communications	3
S 2015	EE 622	Information Theory	3

Continued on next page

Semester	No.	Course Title	Credits
S 2015	EE 322	Probabilistic Methods for Electrical Engineers	3
S 2015	EE 523	Random Processes for Comm. and Signal Processing	3
F 2016	CPRE/EE 522X	Cognitive Radio Networks	3
F 2016	EE 224	Signals and Systems I Labs/Recitation	4
S 2017	EE 224	Signals and Systems I	4
F 2017	Cpre/EE 522X	Cognitive Radio Networks	3
F 2017	EE 526X	Deep Machine Learning: Theory and Practice	3
S 2018	EE 224	Signals and Systems I	4
F 2018	EE 526X	Deep Machine Learning: Theory and Practice	3
F 2019	EE 521	Advanced Communications	3
F 2019	EE 526	Deep Machine Learning: Theory and Practice	3
F 2022	EE 322	Probabilistic Methods for Electrical Engineers	3

B. Curricular Development Activity

Revamped course EE 521 Advanced Communications, Fall 2002. Developed course EE 622 Information Theory Spring 2004. Co-developed course EE 520 Multi-User Information Theory with Dr. Ramamoorthy, Fall 2008. Co-developed course CPRE/EE 522X Cognitive Radio Networks with Dr. Kamal, Fall 2015. Developed course 526 Deep Machine Learning: Theory and Practice Fall 2017.

C. Supervision of Graduate Student Research for Which Candidate is Primary Advisor or Co-Advisor

1. Past

- (a) Wei Mo, PhD, Aug. 2002 – Nov. 2006.
- (b) Lei Ke, PhD, August 2006 – Dec. 2011.
- (c) Neevan Ramalingam, PhD, August 2006 – Dec. 2011
- (d) Hakan Topakkaya, PhD, August 2005 – Dec. 2011
- (e) Xiaofan Yang, MS, Aug. 2002 – Aug. 2005.
- (f) Yingying Han, MS, (Peter J. Sherman, co-advisor), May 2006.
- (g) Peng Yu, MS, Aug. 2005 – Dec. 2007.
- (h) Janette Provolt, MS, July 2007 – Dec. 2008.
- (i) Rong Shen, MS, Feb. 2010 – May 2012
- (j) Abdulkadir Celik, MS, Jan. 2011 – Dec. 2012
- (k) Mahdi Zamanighomi, PhD, Jan. 2012 – May. 2015
- (l) Mohammad Reza Khalili Shoja, PhD, Fall 2014 – Aug. 2018 (co-advised with Dr. Amariuca)
- (m) Songtao Lu, PhD, Aug. 2012 – Aug. 2018
- (n) Ala' Masadeh, PhD, Spring 2015 – May 2019 (co-advised with Dr. Kamal)
- (o) Shirui Wang, PhD, Aug. 2020 (co-advised with Elizabeth Hoffman)
- (p) Pan Zhong, PhD, Fall 2015 – Aug. 2021

(q) Qi Xiao, PhD, Fall 2014 – Dec. 2021

2. Current

(a) Yimeng Li, PhD, Fall 2015 – present

(b) Chenyu Xu, PhD, Aug. 2019 – present

(c) Yanchao Wang, MS, Spring 2015 – present

D. Service on Thesis Committees Other than Own Advisees

MS: Amran, Prihamdhani; Balasubramanian, Kavitha; Chen, Yingying; Cherukuri, Ravi Sekhar; Collins, Steven Ray; Dhavala, Soma Sekhar; Eua-Anant, Nawanat; Gan, Zhengqing; Hsu, Wei-tan; Jawadwala, Tasneem Huseini; Jiao, Jian; Kang, Xiaohan; Kuan, Shih-Hau (David); Li, Xiang; Li, Ying; Lwakabamba, Bernard; Narayanan, Haribabu; Ouyang, Ming; Provolt, Janette Marie; Raisali, Fardad; Seiler, Jeremy John; Shen, Rong; Solano, Lizandro; Watson, Jonathan Robert; Yadav, Vikas; Zhang, Ziqi;

PhD: Brown, Jeremy Lamarr; Celik, Abdulkadir; Chun, Young Jin; Dai, Xin; Das, Samarjit; De, Tathagata; Ding, Lingyun; Fateh, Benazir; Gathala, Sudha (Anil Kumar); He, Chenming; Huang, Bin; Jin, Jinghua; Kang, Xiaohan; Ke, Lei; Kumar, Naveen; Li, Chong; Lin, Yu Lin; Li, Shizheng; Liu, Jialing; Luo, Cheng; Lu, Ping; Lu, Wei; Malani, Navneet; Mohandespour, Mirzad; Muthusrinivasan, M.; Pande, Amit; Qiu, Chenlu; Qiu, Kun; Sahoo, Deepak Ranjan; Shen, Gang; Shi, Cuizhu; Wang, Jing; Yadav, Vikas; Yang, Dan; Yang, Sheng; Yoon, Duk Hee; Zhang, Benhong; Zhang, Dongbo; Zhang, Jianzhong; Zhou, Shan;

E. Supervision of Undergraduate Projects

1. May-04-21. Active noise control
2. Dec-06-06 A wireless identification system to assist sight-constrained people: Phase I
3. Dec-07-15. A wireless identification system to assist sight-constrained people: Phase II
4. May-08-31. Elling technologies disc golf device
5. May-10-06. Spectrum sensing using software radio
6. Dec-10-04. High-speed wired data collection
7. May-11-02. Command control device
8. May-13-10. iPod Touch barcode scanner via TRRS audio jack
9. May-14-24. Conditional start inhibit of a vehicle to ensure safe and reliable operation
10. Dec-15-10: iVend Product Delivery Sensor Design Analysis
11. Dec-18-18: Deep Learning (Neural Networks) using Radar to Identify and Track Objects

IV. SERVICE (PUBLIC, PROFESSIONAL/DISCIPLINARY, AND UNIVERSITY)

A. Service to Disciplinary and Professional Societies or Associations

1. *Technical Program Committee (TPC) co-chair*, IEEE Globecom 2008 Wireless Comm. Symposium
2. *Publications and Publicity chair*, IEEE GlobalSIP 2014

3. *Technical Area co-Chair on Wireless Communications*, Asilomar Conference 2014
4. *TPC co-Chair*, WUWNet 2014
5. General co-chair, IEEE GLOBECOM Workshop on Machine Learning for Communications, 2018
6. TPC co-Chair, IEEE SPAWC, 2020
7. *TPC member* for

- 2004 IEEE International Conference on Communications (ICC 2004), Paris, France.
- 2004 International Conference on Communication Systems.
- 2005 International Conference on Communication
- 2005 Globecom Wireless Communications Symposium
- 2005 VTC Fall
- 2006 European Signal Processing Conference
- 2006 IEEE GLOBECOM, Communication Theory
- 2007 IEEE GLOBECOM, Wireless Communications
- 2007 WCNC, PHY/MAC
- 2007 VTC-Fall, Multiple Antennas and Space-Time Processing
- 2008 International Symposium on Wireless Pervasive Computing
- 2008 ICC, Comm. Theory and WCS symposia
- 2009 ICC, Comm. Theory and WCS symposia
- 2009 VTC-Fall, Transmission Technologies
- 2009 IEEE SPAWC
- 2010 CROWNCOM
- 2013 SPAWC
- 2014 GLOBECOM Signal Processing for Communications Symposium
- 2014 WCSP 2014
- 2019 IEEE GLOBECOM Workshop on Advancements in Spectrum Sharing

8. *Session Chair* for

- 2004 IEEE Vehicular Technology Conference, Los Angeles.
- 2007 IEEE GLOBECOM, DC
- 2011 ISWCS, Aachen.
- 2014 GLOBECOM Cognitive Radios, Austin.

9. *Reviewer* for the following journals and a number of other journals and conferences

- IEEE Transactions on Communications
- IEEE Transactions on Signal Processing
- IEEE Transactions on Information Theory
- IEEE Signal Processing Letters

- IEEE Communications Letters
- IEEE Transactions on Vehicular Technology
- IEEE Transactions on Wireless Communications
- EURASIP Journal on Applied Signal Processing
- EURASIP Journal on Wireless Communications and Networking

10. *Book reviewer* for McGraw Hill

B. University/Campus Service

1. Organized Communications and Signal Processing Group seminar, Fall 2002 – Spring 2004
2. Invited four or more IEEE Distinguished Lecturers and several speakers from other universities to ISU
3. Strategic Planning Committee member, ECpE, Fall 2003 – Spring 2007.
4. Graduate Admission Committee member, ECpE, Fall – Spring 2006.
5. Student Professional Development Committee, ECpE, Fall 2006 – Fall 2010.
6. Search Committee, ECpE, Fall 2007 – Spring 2008
7. IPDC Committee, ECpE, Fall 2007 – Spring 2009
8. Chair, Graduate Admissions Committee, Fall 2008–Spring 2011
9. Director of Graduate Education, Jan 2011 – July 2012
10. Recruitment trip to China as a CoE team – Oct. 2011.
11. Member, Department Bylaws revision ad hoc committee, Dec. 2012–Jan. 2013.
12. Member, Curricular revision ad hoc committee, Jan. 2013–May 2013.
13. Member, Student Professional Development Committee, July 2012–2014
14. Member, College of Engineering IPAC Committee, July 2012–Dec. 2012.
15. Member, Department Honors and Awards committee, Aug. 2013–present
16. Member, Department Promotion, Tenure, and Post Tenure Review Committee, Aug. 2016–2018
17. Member, College of Engineering Awards and Honors committee, Jan 2018– Aug 2018

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SPECIAL RANK CHANGE

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Dirmeyer	Paul Alan	5/2/2024

Title: Distinguished University Professor

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

Sikdar	Siddhartha	5/2/2024
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Title: Distinguished University Professor

Local Academic Unit: Bioengineering (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Davidson Mhonde	Rochelle R.	8/25/2024	3 years

Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Global and Community Health (CPH)

Dromgold-Sermen	Michelle S.	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Sociology and Anthropology (CHSS)

Hightower	Renady	8/25/2024	1 year
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

Khutor	Tetiana	3/25/2024	< 1 year
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Title: Visiting Professor of Practice

Rank: Professor of Practice

Classification: Term - Research

Local Academic Unit: Schar School of Policy and Government

Mayfield	Keiana T.	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Social Work (CPH)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Savic	Jasmina	8/25/2024	1 year

Title: Assistant Professor of Russian

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Xie	Si	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Costello College of Business

Faculty and Academic Standards Committee						
May 2, 2024						
ANNUAL SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
JULY 2023 - MAY 2024						
PROMOTION AND TENURE						
Promotion Only	23			Promoted to Professor		25
Tenure Only	2			Promoted to Associate Professor		40
Promotion and Tenure	40					
EMERITUS/EMERITA				ELECTIONS		
Professor	12			Professor		4
Associate Professor	5			Associate Professor		3
Assistant Professor	0					
Total	17			Total		7
APPOINTMENT OF FACULTY						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor	8	2	0	0	2	1
Assistant Professor	27	6	28	0	3	3
Associate Professor	10	0	3	1	0	0
Professor	2	5	0	0	5	1
Administrative/Professional	0	156	0	0	0	2
Totals	47	169	31	1	10	7
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor	54	29	0	0		83
Assistant Professor	113	60	49	0		222
Associate Professor	102	31	2	0		135
Professor	45	21	0	0		65
Administrative/Professional	0	12	0	0		12
Totals	314	153	51	0		518
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased		Total
	146	46	31	1		224
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	48	5	283	3	23	362

*Summary Excludes Postdoctoral Research Fellows and Research Staff

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
An	Mira	7/25/2024

Title: Psychology Intern

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

Atif	Sarah A.	2/25/2024
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Title: Assistant Ombudsperson

Classification: At will - Admin/Professional

Local Academic Unit: University Ombudsperson

Baker	Hailie K.	4/10/2024
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Title: Assistant Director for Sexual and Interpersonal Violence Response and Prevention

Classification: At will - Admin/Professional

Local Academic Unit: Student Support and Advocacy Center (UL)

Blaemire	Valerie	2/14/2024
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Title: Director of Development

Classification: At will - Admin/Professional

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

Campbell	Sarah P.	2/10/2024
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Title: Associate Vice President of Research for Defense and Security Initiatives and Head of Special Projects

Classification: At will - Admin/Professional

Local Academic Unit: Research, Innovation, and Economic Impact (Provost)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Clark	Camille L.	3/25/2024

Title: Associate Director for Family Programs

Classification: At will - Admin/Professional

Local Academic Unit: New Student and Family Programs (UL)

Ferrigno	Samantha	3/18/2024
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Title: Coordinator of Residential Student Development Initiatives

Classification: At will - Admin/Professional

Local Academic Unit: Housing and Residence Life (UL)

Field-Johnson	Nicholas	3/25/2024
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Title: Associate Director of Development

Classification: At will - Admin/Professional

Local Academic Unit: College of Public Health

Hays	Carolyn J.	2/12/2024
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Title: Director of Development, Hylton Performing Arts Center

Classification: At will - Admin/Professional

Local Academic Unit: College of Visual and Performing Arts

Lee	Jessie J.	3/25/2024
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Title: Associate Director for Orientation

Classification: At will - Admin/Professional

Local Academic Unit: New Student and Family Programs (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Levy	Mitchell A.	2/12/2024

Title: Academic Coordinator

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Mack	Bianca M.	7/25/2024
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Title: Psychology Intern

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

Mayer	Kevin R.	4/10/2024
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Title: Assistant Director for Counseling and Special Programs

Classification: At will - Admin/Professional

Local Academic Unit: Student Financial Aid (Provost)

McBeath	Christine C.	2/26/2024
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Title: Assistant Coach, Women's Soccer

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Mitchell	Taeja M.	7/25/2024
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Title: Psychology Intern

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
O'Gara	Genya M.	2/25/2024

Title: Director of VIVA

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Sandler	Susan P.	2/19/2024
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Title: Associate Director of Development (Major Gifts Officer)

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Stafford	Heather	2/12/2024
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Title: Assistant Coach, Women's Rowing

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Tate	Devin	3/25/2024
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Title: Director, Fiscal Learning & Engagement

Classification: At will - Admin/Professional

Local Academic Unit: Fiscal Services (SVP)

Thomas	Joshlyn	5/1/2024
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Title: Associate Director of Development

Classification: At will - Admin/Professional

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Thurston	Joel	4/10/2024

Title: Director, Research Integrity

Classification: At will - Admin/Professional

Local Academic Unit: Research, Integrity, and Assurance (Provost)

Vrouletis	Silke	2/10/2024
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Title: Senior Consultant

Classification: At will - Admin/Professional

Local Academic Unit: University Business Consulting

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

**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>
Charlton	Everlena Z.	1/10/2024	3.5 years

Title: School Director

Local Academic Unit: Art (CVPA)

Mark	Brian L.	1/10/2024	< 1 year
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Title: Interim Department Chair

Local Academic Unit: Electrical and Computer Engineering (CEC)

Monson	Linda A.	6/25/2024	4 years
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Title: School Director

Local Academic Unit: Music (CVPA)

Paige	Mikell	8/25/2024	4 years
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Title: Department Chair

Local Academic Unit: Chemistry and Biochemistry (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Abdullah	Sharmin	8/25/2024	1 year

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computational and Data Sciences (COS)

Abratt	Russell	8/25/2024	3 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Acuña	Samuel	3/10/2024	1 year
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Title: Assistant Director CASBBI

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Bioengineering (CEC)

Ahmed	Miriam	8/25/2024	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Art (CVPA)

Ainsworth	Melissa K.	8/25/2024	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

Note(s): Previous title: Assistant Professor of Education

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Akhtari	Humaira	8/25/2024	1 year

Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Alkassim	Samirah	8/25/2024	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Film & Video Studies (CVPA)

Alman	Elizabeth F.	6/10/2024	1 year
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Title: Associate Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Theater (CVPA)

Note(s): Additional Title: Area Head of Theater Studies

Alshayeb	Thamraa	8/25/2024	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Physics and Astronomy (COS)

Amissah	Matthew	8/25/2024	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

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

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Andrea	Kevin M.	8/25/2024	3 years

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computer Science (CEC)

Note(s): Previous title: Term Instructor

Arthurs	Alexia	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: English (CHSS)

Atkinson	Robert P.	1/10/2024	1 year
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Title: Senior Research Associate
Rank: Research Associate (Instructor)
Classification: Term - Research
Local Academic Unit: Communication (CHSS)

Auld	Eric K.	8/25/2024	3 years
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Avila	Kimberly R.	8/25/2024	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

Note(s): Previous title: Assistant Professor of Education

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Avramovic	Ivan	8/25/2024	3 years

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computer Science (CEC)

Azar	Tawnya C.	8/25/2024	3 years
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Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Note(s): Previous title: Instructional Assistant Professor

Balakian	Sophia	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Integrative Studies (CHSS)

Baldo	James	6/10/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Systems Engineering and Operations Research (CEC)

Banerjee	Patrali	8/25/2024	3 years
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Chemistry and Biochemistry (COS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Barnes	James S.	6/10/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Note(s): Additional Title: STEM Accelerator

Barthold	Christine H.	8/25/2024	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

Basiri	Raedeh	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Postdoctoral
Local Academic Unit: Nutrition and Food Studies (CPH)

Bassett	Hideko H.	8/25/2024	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Integrative Studies (CHSS)

Bean	Amanda K.	8/25/2024	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

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Belaia	Mariia	8/25/2024	1 year

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computational and Data Sciences (COS)

Bell	Tina M.	6/10/2024	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Biology (COS)

Note(s): Additional Title: STEM Accelerator

Previous title: Instructional Assistant Professor

Benassi	Stephanie F.	8/25/2024	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Art (CVPA)

Besmel	Parwez	8/25/2024	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

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

Bhattacharya	Siddharth	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - 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>
Biggs	Regina D.	8/25/2024	3 years

Title: Associate Professor of Education

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Bolling	William T.	8/25/2024	1 year
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Title: Term Visiting Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Schar School of Policy and Government

Bondok	Doaa Hussien M.	8/25/2024	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

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

Broberg	Shelby	8/25/2024	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

Brown	Stephen F.	8/25/2024	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Brunori	David	8/25/2024	1 year

Title: Visiting Professor of Public Policy
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Schar School of Policy and Government

Bryan	Amanda L.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Bryan	Timothee W.	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Burtch	Nathan R.	8/25/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): Previous title: Instructional Assistant Professor

Caballero LaZare	Alan	8/25/2024	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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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Cabot	Jennifer	8/25/2024	1 year

Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Music (CVPA)

Callus	Jessica A.	6/10/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Chemistry and Biochemistry (COS)

Calvert	Valerie	6/10/2024	3 years
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Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

Cantiello	John T.	6/10/2024	5 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

Carson	Scott	8/25/2024	1 year
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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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Caswell	Amanda M.	6/25/2024	1 year

Title: Professor of Athletic Training

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Chang	Shanti E.	6/10/2024	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Public Health

Chee	Vanessa A.	8/25/2024	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)

Choi	Sang D.	8/25/2024	1 year
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Global and Community Health (CPH)

Chowdhury	Ahsan	8/25/2024	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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Chung	Yoo S.	8/25/2024	3 years

Title: Associate Professor of Education
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Cieslowski	Bethany	8/25/2024	1 year
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

Note(s): Additional Title: CPH Chief Innovation Officer for Immersive Technologies

Clark	Kendra	5/25/2024	1 year
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Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Schar School of Policy and Government

Coffman	Henry J.	8/25/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Cyber Security Engineering (CEC)

Dade	Damon	8/25/2024	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)

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Dannenberg	Holger	8/25/2024	3 years

Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Bioengineering (CEC)

Dassanyake	Isuru	8/25/2024	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Statistics (CEC)

Davidson Mhonde	Rochelle R.	8/25/2024	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)

Davis	Joshua C.	6/10/2024	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Smithsonian-Mason School of Conservation

Note(s): Previous title: Instructional Assistant Professor

Davis	Michael L.	6/10/2024	3 years
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Title: Senior Lecturer-in-Law

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Antonin Scalia Law School

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De Marco	James	8/25/2024	1 year

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Nursing (CPH)

Debus-Sherill	Sara A.	5/25/2024	1 year
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Title: Senior Research Associate

Rank: Research Associate (Instructor)

Classification: Term - Research

Local Academic Unit: Schar School of Policy and Government

Note(s): Previous title: Research Associate (Instructor)

Del Popolo	Mary C.	8/25/2024	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Art (CVPA)

Deneva	Iulia S.	2/25/2024	1 year
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Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Deng	Ping	8/25/2024	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

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Desierto	Desiree A.	8/25/2024	1 year

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Economics (CHSS)

Dhokai	Niyati S.	6/10/2024	1 year
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Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: College of Visual and Performing Arts

Dieterich	Robert O.	8/25/2024	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Computer Game Design (CVPA)

Note(s): Previous title: Instructional Assistant Professor

Dimitriadis	Socrates	8/25/2024	2 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computer Science (CEC)

DiZinno	Joseph A.	8/25/2024	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Forensic Science Program (COS)

Note(s): Previous title: Instructional Associate Professor

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Dobryднеva	Yuliya	8/25/2024	3 years

Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Systems Biology (COS)

Dolci	Stefano	11/10/2023	1 year
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Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Collision Safety and Analysis (COS)

DuBois	Megan L.	8/25/2024	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)

Duke	Jodi M.	8/25/2024	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

Dummett	Roxanne E.	8/25/2024	1 year
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Title: Instructor of Education

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

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Dungan	Caitlin E.	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Eckenrode	Brian A.	8/25/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Forensic Science Program (COS)

Eddo	Oladipo O.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Elashkar	Eman	6/10/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

Elsisi	Sayed	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

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Enfield	Jacob W.	8/25/2024	1 year

Title: Research Associate Professor
Rank: Research Associate Professor
Classification: Term - Research
Local Academic Unit: Computer Game Design (CVPA)

Epstein	Elisabeth A.	8/25/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Biology (COS)

Note(s): Previous title: Instructional Assistant Professor

Espina	Virginia A.	6/10/2024	5 years
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Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

Fairchild	Samuel E.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Fayissa	Mosissa	8/25/2024	2 years
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Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Chemistry and Biochemistry (COS)

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Fedri	Melanie	8/25/2024	1 year

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Honors College

Note(s): Additional Title: Experiential Learning Coordinator

Fitzpatrick	Brian J.	8/25/2024	5 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Flanagan	Kevin M.	8/25/2024	3 years
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Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Note(s): Previous title: Instructional Assistant Professor

Fondufe	Gwendolyn Y.	8/25/2024	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Biology (COS)

Foreman	Kenneth W.	8/25/2024	1 year
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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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Foxwell	Harry J.	8/25/2024	5 years

Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Fratila	Iulia	8/25/2024	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)

Frye	Samuel L.	8/25/2024	3 years
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Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Integrative Studies (CHSS)

Note(s): Previous title: Instructional Assistant Professor

Furst	Kirin	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

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

Fyock	Marcie	8/25/2024	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

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Ganjalizadeh	Saiid	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Gantar	Suzanne M.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Biology (COS)

Gardiner	Erin D.	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Theater (CVPA)

Geloso	Vincent	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Economics (CHSS)

Ghahari Kermani	Fereshte	8/25/2024	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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Gillam	Robert	8/25/2024	5 years

Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Music (CVPA)

Goetsch	Leslie	6/10/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Note(s): Additional Title: Director, Northern Virginia Writing Project

Goldspiel	Jules M.	8/25/2024	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)

Gorbutt	Brent	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Gordon	John	8/25/2024	1 year
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Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Schar School of Policy and Government

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Grace	Karen T.	8/25/2024	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Nursing (CPH)

Green	McKinley	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: English (CHSS)

Grieco	Christina M.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Gudaitis	Teresa M.	8/25/2024	5 years
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Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Criminology, Law and Society (CHSS)

Note(s): Additional Title: Intelligence Analyst Director
Previous title: Assistant Professor

Guerrero	Lauren E.	8/25/2024	3 years
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Neuroscience Program (COS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Guevara	Jacqueline J.	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Social Work (CPH)

Ha Poirot	Janet M.	6/10/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Integrative Studies (CHSS)

Note(s): Additional Title: Associate Director of Academic Services

Han	Bo	8/25/2024	3 years
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Title: Associate Professor
Rank: Associate Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Computer Science (CEC)

Hand	Michelle D.	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Social Work (CPH)

Hart	Einav	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - 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>
Hashem	Sherif	8/25/2024	5 years

Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Hathaway	Jennifer I.	8/25/2024	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

Hayden	Michael V.	8/25/2024	1 year
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Title: Distinguished Visiting Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Schar School of Policy and Government

Heffner	Richard L.	8/25/2024	1 year
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Title: Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Art (CVPA)

Henneman	Lucas	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

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

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Herin	Greta Ann	8/25/2024	3 years

Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Neuroscience Program (COS)

Hermoso	Vincent A.	6/10/2024	3 years
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: College of Science

Hoch	Theodore A.	8/25/2024	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

Howell	William R.	8/25/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Hu	Inchi	8/25/2024	3 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Statistics (CEC)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Huang	June	8/25/2024	1 year

Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Music (CVPA)

Note(s): Previous Title: Instructional Assistant Professor

Huang	Chun-Lung	8/25/2024	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Hur	Yun Young	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Costello College of Business

Hurley	Michael E.	8/25/2024	5 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Psychology (CHSS)

Note(s): Additional Title: Director of Undergraduate Advising

Inglis	Robert	6/1/2024	1 year
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Title: Research Professor

Rank: Research Professor

Classification: Term - Research

Local Academic Unit: Communication (CHSS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Ingram	Mark A.	8/25/2024	1 year

Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Izmirli	Ihan M.	8/25/2024	5 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Statistics (CEC)

Jack	Allison E.	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Psychology (CHSS)

Jarvis	Anda	6/10/2024	1 year
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Title: Clinical Research Associate
Rank: Professor of Practice
Classification: Term - Research
Local Academic Unit: Schar School of Policy and Government

Jerome	Marci B.	8/25/2024	5 years
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Title: Professor of Education
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Note(s): Previous title: Instructional Associate Professor

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Jiang	Weiwēn	8/25/2024	3 years

Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Electrical and Computer Engineering (CEC)

Jones	Sharaya	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Costello College of Business

Jones	Rochelle R.	8/25/2024	5 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

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

Karmegam	Sabari Rajan	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Costello College of Business

Kassaye	Ermias	8/25/2024	1 year
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Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Mathematical Science (COS)

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Kauzlarich	Richard	8/25/2024	1 year

Title: Distinguished Visiting Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Schar School of Policy and Government

Note(s): Additional Title: Co-Director of the Center for Energy Science and Policy

Kaya	Erdogan	8/25/2024	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

Kennedy	William G.	8/25/2024	1 year
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Computational and Data Sciences (COS)

Killiany	Joseph W.	8/25/2024	1 year
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Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Kim	Esther H.	8/25/2024	1 year
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Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: INTO Mason (Provost)

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King	Michael A.	8/25/2024	3 years

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

King	Karen M.	8/25/2024	3 years
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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

Kirsch	Rachel	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Mathematical Science (COS)

Knight	Kelly L.	6/10/2024	5 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: College of Science

Note(s): Additional Title: STEM Accelerator
Previous title: Instructional Associate Professor

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Ko	Eunae	8/25/2024	3 years

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Music (CVPA)

Kocache	Malda	8/25/2024	5 years
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Title: Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Biology (COS)

Koduah	Susan O.	8/25/2024	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Nursing (CPH)

Komwa	Maction K.	8/25/2024	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): Previous title: Instructional Assistant Professor

Koo	Seung Hyun	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Costello College of Business

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Kornaropoulos	Evgenios	8/25/2024	3 years

Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Computer Science (CEC)

Kozumplik	Thomas	8/25/2024	1 year
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Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: INTO Mason (Provost)

Landoll	Christine A.	6/10/2024	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

Lee	Kyung Hyeon	3/25/2024	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)

Lee	Jin Ree	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

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

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Lee	Seiyon Benjamin	8/25/2024	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Statistics (CEC)

Lewis	Amy L.	8/25/2024	1 year
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Title: Associate Professor, Humanities
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: INTO Mason (Provost)

Liao	Duoduo	8/25/2024	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)

Lilley	Timothy P.	8/25/2024	1 year
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Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: INTO Mason (Provost)

Lister	Lisa	8/25/2024	5 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

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Liu	Mingrui	8/25/2024	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Computer Science (CEC)

Lorie	Craig A.	8/25/2024	5 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Electrical and Computer Engineering (CEC)

Lyons	Michael X.	8/25/2024	2 years
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

Mackey	Benjamin J.	5/25/2024	1 year
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Title: Research Associate (Instructor)
Rank: Research Associate (Instructor)
Classification: Term - Research
Local Academic Unit: Schar School of Policy and Government

Madden	Amanda G.	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: History and Art History (CHSS)

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Maddox	Tamara A.	8/25/2024	5 years

Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Computer Science (CEC)

Mainkar	Avinash V.	8/25/2024	3 years
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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

Malur	Michal J.	6/25/2024	1 year
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Title: Director of External Programs

Rank: Research Associate (Instructor)

Classification: Term - Research

Local Academic Unit: Schar School of Policy and Government

Mandable	Lori A.	8/25/2024	1 year
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Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Geography and Geoinformation Science (COS)

Margam	Ashok	8/25/2024	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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Marks	Ronald	8/25/2024	1 year

Title: Term Visiting Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Schar School of Policy and Government

Martelli (Ferguson)	Elizabeth D.	8/25/2024	1 year
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Masri	Wassim	8/25/2024	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Computer Science (CEC)

Masters	Patricia A.	8/25/2024	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Sociology and Anthropology (CHSS)

Masterson	Alexandra P.	8/25/2024	5 years
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Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Biology (COS)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Mattes	Joshua J.	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Physics and Astronomy (COS)

Matthews	Kevin S.	8/25/2024	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Mazin	Igor I.	6/10/2024	3 years
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Title: Professor of Advanced Studies in Theoretical Physics
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

McLeod	Walter L.	11/15/2023	1 year
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Title: Professor of Practice
Rank: Professor of Practice
Classification: Term - Research
Local Academic Unit: College of Science

Miller	Laura L.	8/25/2024	1 year
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Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: INTO Mason (Provost)

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Miner	Allison	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Nutrition and Food Studies (CPH)

Mitcham	Marybeth	6/10/2024	1 year
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Title: Director, MPH On-line Program
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Global and Community Health (CPH)

Mitchell	Carol P.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Mitro	Jessica P.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: College of Public Health

Mize	Jerry L.	8/25/2024	3 years
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Psychology (CHSS)

Note(s): Additional Title: Online Undergraduate Program Coordinator

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Moore	Iona	1/10/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Global Affairs Program (CHSS)

Note(s): Additional Title: Assistant Director of the Global Affairs Program

Moteabbed	Shora E.	8/25/2024	3 years
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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

Mulcahy	Kathleen G.	8/25/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Music (CVPA)

Nam	Kelly S.	8/25/2024	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Music (CVPA)

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Nanian	Richard A.	8/25/2024	5 years

Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Nicholson	Daniel J.	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Philosophy (CHSS)

Nolan	Matthew S.	8/25/2024	2 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computer Game Design (CVPA)

Oberle	George D.	6/10/2024	2 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: History and Art History (CHSS)

Note(s): Additional Title: Director of the Center for Mason Legacies
Retained title: History Librarian. This is a split assignment between College of Humanities and Social Sciences and University Libraries.

Odstrcil	Dusan	1/10/2024	1 year
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Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

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Orens	John R.	8/25/2024	5 years

Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: History and Art History (CHSS)

Osgood	Robert	8/25/2024	5 years
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Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Electrical and Computer Engineering (CEC)

Oughton	Edward J.	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Geography and Geoinformation Science (COS)

Paez	Bonny B.	8/25/2024	1 year
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Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: INTO Mason (Provost)

Page	Amy P.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Social Work (CPH)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Palmer	Danielle R.	8/25/2024	1 year

Title: Assistant Professor of Education

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Park	June W.	8/25/2024	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	Kristy L.	8/25/2024	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

Park	Chung-Kyu	9/25/2023	1 year
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Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Collision Safety and Analysis (COS)

Park	Hayon	8/25/2024	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Art (CVPA)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Parks	James R.	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Physics and Astronomy (COS)

Note(s): Additional Title: Deputy Director of the George Mason University Observatory

Parsa	Maryam	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Electrical and Computer Engineering (CEC)

Pasiah	Kenneth	8/25/2024	2 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Statistics (CEC)

Patel	Shyam V.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Paul	Elizabeth	8/25/2024	3 years
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Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Note(s): Previous title: Instructional Assistant Professor

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Pettibon	Audrey S.	8/25/2024	3 years

Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Note(s): Previous title: Instructor

Pettit	Robert	8/25/2024	5 years
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Title: Professor of Practice
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Computer Science (CEC)

Phillips	Elizabeth	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Psychology (CHSS)

Piccione	Paul E.	8/25/2023	3 years
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Title: Instructional Associate Professor in Computer Game Design
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Computer Game Design (CVPA)

Note(s): Previous title: Instructional Assistant Professor

Pierce	Robert A.	8/25/2024	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>
Pilloff	Steven J.	8/25/2024	3 years

Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Note(s): Previous title: Instructional Associate Professor

Prawat	Theodore R.	8/25/2024	1 year
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Title: Assistant Professor of Computer Game Design
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computer Game Design (CVPA)

Prosser	Simon	8/25/2024	1 year
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Title: Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Music (CVPA)

Pyle	Murray James	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Ramadan	David I.	8/25/2024	1 year
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Title: Professor of Practice
Rank: Professor of Practice
Classification: Term - Instructional
Local Academic Unit: Schar School of Policy and Government

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Ramos	Kathleen A.	8/25/2024	3 years

Title: Associate Professor of Education

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Ramsdell	Justin	8/25/2024	1 year
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Title: Term Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Psychology (CHSS)

Ranade	Nupoor Jalindre	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: English (CHSS)

Rancourt	Emily D.	8/25/2024	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Forensic Science Program (COS)

Note(s): Previous title: Instructional Associate Professor

Ray	Abhishek	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - 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>
Raz	Ali Khalid	8/25/2024	3 years

Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

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

Reese	Diane M.	8/25/2024	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

Rehr	David K.	8/25/2024	1 year
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Title: Research Professor of Public Policy

Rank: Research Professor

Classification: Term - Research

Local Academic Unit: Schar School of Policy and Government

Note(s): Additional Title: Director of the Center for Business Civic Engagement

Remirez	Mariano Nicolas	5/10/2024	1 year
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Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

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

Requeijo	Tiago C.	8/25/2024	1 year
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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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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Reynolds	Colleen E.	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Richardson	Mary C.	8/25/2024	1 year
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Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: INTO Mason (Provost)

Rickerby	Jennifer	6/10/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

Rigdon	Suzanne V.	6/10/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Note(s): Additional Title: Fall for the Book Manager

Rimi	Najnin	8/25/2024	1 year
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Advanced Biomedical Sciences Program (COS)

Note(s): Additional Title: Supplemental Faculty

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Roberts	Heather T.	8/25/2024	1 year

Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

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

Rodgers	R V Pierre	8/25/2024	3 years
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Title: Associate Professor of Sport Management

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Rosas	Juana M.	8/25/2024	3 years
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Title: Assistant Professor

Rank: Assistant Professor

Classification: Tenure Track - Instructional

Local Academic Unit: Art (CVPA)

Rosenfeld	Christine	8/25/2024	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Geography and Geoinformation Science (COS)

Note(s): Previous title: Instructional Assistant Professor

Rottenberg	Lori A.	8/25/2024	1 year
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Title: Senior Instructor

Rank: Senior Instructor

Classification: Term - Instructional

Local Academic Unit: INTO Mason (Provost)

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Rudnicki	Mark S.	8/25/2024	5 years

Title: Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: English (CHSS)

Note(s): Previous title: Research Associate Professor

Rule	Kimberly A.	8/25/2024	5 years
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Title: Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Forensic Science Program (COS)

Russell	Katherine E.	8/25/2024	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

Rustici	Thomas C.	8/25/2024	5 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Economics (CHSS)

Samoylenko	Sergey A.	8/25/2024	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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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Saunders	Catherine E.	8/25/2024	5 years

Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Savage	James E.	8/25/2024	5 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Schmidt	Stephanie A.	8/25/2024	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)

Schweinhart	Benjamin	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Mathematical Science (COS)

Shah	Vijay K.	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Cyber Security Engineering (CEC)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Shariati	Auzeen	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Criminology, Law and Society (CHSS)

Note(s): Additional Title: Undergraduate Director

Shark	Alan R.	8/25/2024	1 year
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Schar School of Policy and Government

Sheingold	Brenda	6/10/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

Shishika	Daigo	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Mechanical Engineering (CEC)

Shiver	John	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Sklarew	Daniel M.	8/25/2024	5 years

Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Environmental Science and Policy (COS)

Sklarew	Jennifer F.	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Environmental Science and Policy (COS)

Smith	Michael P.	8/25/2024	1 year
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Title: Senior Instructor
Rank: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: INTO Mason (Provost)

Song	Jinyuan	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Costello College of Business

Soyata	Tolga	8/25/2024	3 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Electrical and Computer Engineering (CEC)

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Spradling	Sharon	6/10/2024	1 year

Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Integrative Studies (CHSS)

Note(s): Additional Title: Academic Program Coordinator

Staklo	Vadim	8/25/2024	3 years
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Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: History and Art History (CHSS)

Starr	Donald H.	6/10/2024	5 years
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Title: Instructional Professor

Rank: Instructional Professor

Classification: Term - Instructional

Local Academic Unit: Art (CVPA)

Note(s): Previous title: Instructional Associate Professor

Steen	Bweikia T.	8/25/2024	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

Stein	Gregory	8/25/2024	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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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Stoehr	Ana M.	8/25/2024	2 years

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

Strazzeri	Kenneth	8/25/2024	5 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Statistics (CEC)

Stroiney	Debra A.	8/25/2024	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

Stuewig	Jeffrey B.	8/25/2024	5 years
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Psychology (CHSS)

Sun	Lin	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - 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>
Sutter	Caroline J.	6/10/2024	5 years

Title: Instructional Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

Taylor	Eugene A.	8/25/2024	5 years
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Title: Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Note(s): Previous title: Instructional Associate Professor

Thomas	Marie M.	8/25/2024	1 year
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Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Criminology, Law and Society (CHSS)

Toala-Enriquez	Rosemberg	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Tomaszewski	Evelyn	6/10/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Social Work (CPH)

Note(s): Additional Title: MSW Program Director

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Tretola	Betsy J.	8/25/2024	1 year

Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Tullo	Lisa D.	8/25/2024	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

Udell	Gwen	8/25/2024	1 year
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Title: Professor of Practice
Rank: Professor of Practice
Classification: Term - Instructional
Local Academic Unit: Criminology, Law and Society (CHSS)

Uriyo	Maria	6/10/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

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

Valderrama	Diego	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Environmental Science and Policy (COS)

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Vikis	Alexia D.	8/25/2024	3 years

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Vitale	Gabrielle	8/25/2024	1 year
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Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Advanced Biomedical Sciences Program (COS)

Note(s): Additional Title: Supplemental Faculty

Vlastara	Niki Maria	8/25/2024	3 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Waithaka	Eric N.	8/25/2024	2 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Social Work (CPH)

Walter	Heather L.	8/25/2024	3 years
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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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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Walther	Geraldine	8/25/2024	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: English (CHSS)

Wang	Xuan	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Electrical and Computer Engineering (CEC)

Wang	Leyu	9/25/2023	1 year
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Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Collision Safety and Analysis (COS)

Ward	Sarah A.	8/25/2024	1 year
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Chemistry and Biochemistry (COS)

Weinstein	Aimee L.	8/25/2024	1 year
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Honors College

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Wiggins	Brenda	6/25/2024	1 year

Title: Associate Professor of Parks, Recreation and Leisure
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: College of Education and Human Development

Wilkins	Terry J.	5/25/2024	1 year
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Title: Research Associate (Instructor)
Rank: Research Associate (Instructor)
Classification: Term - Research
Local Academic Unit: Schar School of Policy and Government

Williams	Georgia A.	8/25/2024	1 year
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Forensic Science Program (COS)

Wilson	Douglas	8/25/2024	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

Wolfe	James W.	8/25/2024	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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Wood	Jennifer L.	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: English (CHSS)

Wright	Catherine	8/25/2024	5 years
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Title: Professor
Rank: Instructional Professor
Classification: Term - Instructional
Local Academic Unit: Communication (CHSS)

Note(s): Previous title: Instructional Associate Professor

Wulfkuhle	Julia	6/10/2024	5 years
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Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

Yamanaka	Aoi	8/25/2024	3 years
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Title: Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Integrative Studies (CHSS)

Note(s): Additional Title: Associate Director of Academic Services
Previous Title: Assistant Professor

Yang	Peiyu	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

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RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Yao	Ningshi	8/25/2024	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Electrical and Computer Engineering (CEC)

Yao	Shuochao	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Computer Science (CEC)

Yao	Ziyu	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Computer Science (CEC)

Yao	Andy S.	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Costello College of Business

Yim	An-Di	8/25/2024	1 year
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Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Forensic Science Program (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Young	Kevin C.	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Psychology (CHSS)

Yu	Eugene G.	6/10/2024	5 years
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Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Center for Spatial Information Science and Systems (COS)

Yusko	Pamela J.	8/25/2024	1 year
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Title: Instructor
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

Zaidi	Jaffer	8/25/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Global and Community Health (CPH)

Zaman	Ahmed Bin	8/25/2024	3 years
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Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Computer Science (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Zane	Phillip C.	8/25/2024	3 years

Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

Zylstra	Alexandria C.	8/25/2024	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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Ammann	Paul E.	Retirement	05/24/2024

Title: Associate Professor without Term

Classification: Tenured (without term) - Instructional

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

Bannan	Brenda	Retirement	05/24/2024
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: College of Education and Human Development

Blair	Virginia S.	Resignation	08/24/2024
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Title: Associate Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

Butler	Kathleen	Retirement	04/24/2024
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Title: Health Sciences Librarian

Classification: At will - Admin/Professional

Local Academic Unit: University Libraries

Carr	Thomas H.	Retirement	04/30/2024
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Title: Executive Director

Classification: At will - Admin/Professional

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Davis	Nicole A.	Resignation	02/01/2024

Title: Director of Volunteer Engagement and Philanthropy
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

De Haan	Eric	Deceased	03/17/2024
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Title: Director of Development, Alumni Relations and Community Engagement
Classification: At will - Admin/Professional
Local Academic Unit: Costello College of Business

Dick	Darren M.	Contract expiration	02/09/2024
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Title: Director of Programs, National Security Institute
Classification: At will - Admin/Professional
Local Academic Unit: Antonin Scalia Law School

Driscoll	David R.	Contract expiration	05/24/2024
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Title: Senior Instructor
Classification: Term - Instructional
Local Academic Unit: INTO Mason

Ephraim	Yariv	Retirement	05/24/2024
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Title: Professor
Classification: Tenured (without term) - Instructional
Local Academic Unit: Electrical and Computer Engineering (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Eppert	Camden R.	Resignation	03/24/2024

Title: Associate Head Coach Wrestling

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Note(s): Mr. Eppert has accepted a position with Stryker-Sports Medicine.

Ford	Martin E.	Retirement	05/24/2024
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Title: Senior Advisor to the Dean and Dean's Forum

Classification: At will - Admin/Professional

Local Academic Unit: College of Education and Human Development

Foster	Gregory D.	Retirement	05/24/2024
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Title: Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: College of Science

Hammer	Michael E.	Resignation	03/09/2024
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Title: Data Analyst

Classification: At will - Admin/Professional

Local Academic Unit: Institutional Effectiveness and Planning (Provost)

Hanrahan	Nancy W.	Retirement	05/24/2024
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Title: Associate Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Sociology and Anthropology (CHSS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Heiman	Matthew R.	Contract expiration	02/09/2024

Title: NSI Director of Strategic Planning

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Hudson	Michael O.	Resignation	04/09/2024
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Title: Community Director

Classification: At will - Admin/Professional

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Mr. Hudson has accepted a position with Radford University.

Hughes	Joy R.	Retirement	05/24/2024
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Title: Full Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Johnson	Melissa L.	Resignation	01/19/2024
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Title: Assistant Director for New Student Programs

Classification: At will - Admin/Professional

Local Academic Unit: University Life

Note(s): Ms. Johnson has accepted a position with Drexel University.

Katz	Mark N.	Retirement	05/24/2024
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Schar School of Policy and Government

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Kuhn	Tara H.	Resignation	03/19/2024

Title: Transformation Manager

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

Li	Qiliang	Retirement	05/24/2024
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Title: Associate Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Electrical and Computer Engineering (CEC)

Lipsev	John	Contract expiration	02/09/2024
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Title: Director of Policy, National Security Institute

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Maiello	Anthony J.	Retirement	05/24/2024
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Title: Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: Music (CVPA)

Manitius	Andrzej Z.	Retirement	05/24/2024
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Title: Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: Electrical and Computer Engineering (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Marlowe	Shayna A.	Resignation	01/26/2024

Title: Assistant Director for Sexual Assault and Interpersonal Violence and Student Support Services

Classification: At will - Admin/Professional

Local Academic Unit: University Life

Morikawa	Riki Y.	Retirement	05/24/2024
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Title: Associate Professor

Classification: Term - Instructional

Local Academic Unit: Information Sciences and Technology (CEC)

Napiecek	Julianna W.	Resignation	02/23/2024
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Title: Assistant Director of Orientation

Classification: At will - Admin/Professional

Local Academic Unit: New Student and Family Programs (UL)

Neyland	Jordan B.	Contract expiration	05/24/2024
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Title: Assistant Professor

Classification: Tenure track - Instructional

Local Academic Unit: Antonin Scalia Law School

Nooney	Paul	Resignation	03/15/2024
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Title: Director of Master's Student Services and Recruitment

Classification: At will - Admin/Professional

Local Academic Unit: Schar School of Policy and Government

Note(s): Mr. Nooney has accepted a position with Northeastern University.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Oerter	Robert N.	Retirement	06/09/2024

Title: Associate Professor

Classification: Term - Instructional

Local Academic Unit: Physics and Astronomy (COS)

Polychronopoulos	Gina	Resignation	02/24/2024
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Title: Associate Director, Curricular Assessment

Classification: At will - Admin/Professional

Local Academic Unit: Institutional Effectiveness and Planning (Provost)

Porter	Timothy T.	Retirement	01/09/2024
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Title: Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Rahim	Khadijatu I.	Resignation	02/17/2024
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Title: Assistant Director of Community Standards

Classification: At will - Admin/Professional

Local Academic Unit: Student Conduct (UL)

Rees	Traci L.	Resignation	02/23/2024
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Title: Business Analyst for Business Operations and Continuity

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Registrar

Note(s): Ms. Rees has accepted a position with University of Pennsylvania.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Rioux-Bailey	Carmen F.	Retirement	05/24/2024

Title: Instructor of Education

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Roberts	Kathleen R.	Resignation	05/24/2024
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Title: Instructor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Ruth	Stephen R.	Retirement	05/24/2024
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Schar School of Policy and Government

Seaton	Kathryn D.	Resignation	11/01/2024
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Title: Senior Engineering Film/Software Manager

Classification: At will - Admin/Professional

Local Academic Unit: College of Science

Sharma	Divyansh	Contract expiration	05/24/2024
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Title: Instructor

Classification: Term - Instructional

Local Academic Unit: Biomedical Sciences Program (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Simmons	Noele K.	Resignation	02/02/2024

Title: Instructor

Classification: Term - Instructional

Local Academic Unit: INTO Mason (Provost)

Vay	Peter T.	Resignation	05/03/2024
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Title: Research Services Librarian

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Vollmer	Richard S.	Retirement	01/14/2024
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Title: Director, Facilities Operations

Classification: At will - Admin/Professional

Local Academic Unit: Facilities

Whitehead	Alyssa	Contract expiration	04/24/2024
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Title: Assistant Coach, Women's Soccer

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Acuña	Samuel	Title Change
Title: Assistant Director, CASBBI Local Academic Unit: Bioengineering (CEC)		
Note(s): Previous Title: Research Assistant Professor		
Adams	Amy J.	Title Change
Title: BRL Transition Lead Local Academic Unit: Office of Research, Innovation and Economic Impact		
Note(s): Retained Title-Executive Director, Institute for Biohealth Innovation		
Aier	Jagadison K.	Conversion
Title: Senior Associate Dean, Academic Affairs and Global Engagement Local Academic Unit: Costello College of Business		
Note(s): Professor Aier in converting from an Instructional Faculty position to an Administrative/Professional Faculty position.		
Barton	Rhonda	Title Change
Title: Managing Director, Executive Education Local Academic Unit: School of Business		
Note(s): Previous Title: Director of Business Development, Executive Development		
Berlin	Karen L.	Title Change
Title: Co-Director, TTAC Local Academic Unit: College of Education and Human Development		
Note(s): Previous Title: Coordinator VDOE TTAC		

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Comen	Corey P.	Title Change

Title: ISC Program Manager

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

Note(s): Previous Title: ISC Deputy Program Manager

Compton	Amanda	Title Change
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Title: Faculty Director of Scalia- Hampton Pipeline Program

Local Academic Unit: Antonin Scalia Law School

Note(s): Retained Title-Director Bar Support

Cook	John G.	Title Change
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Title: Deputy Director

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

Note(s): Previous Title: ISC Program Manager

Dunleavy	Erin	Title Change
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Title: Senior International Advisor

Local Academic Unit: International Programs and Services (UL)

Note(s): Previous Title: International Advisor

Ford	Thomas E.	Title Change
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Title: Senior Advisor to the Dean and Dean's Forum

Local Academic Unit: College of Education and Human Development

Note(s): Previous Title: Senior Associate Dean

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Glomb

Susan G.

Title Change

Title: Senior Director of Development

Local Academic Unit: College of Visual and Performing Arts

Note(s): Previous Title: Director of Development

Irvin-Erickson

Yasemin

Tenure Track Contract
Extension

Title: Assistant Professor

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

Josephson

Brett W.

Title Change

Title: Associate Dean, Executive Education

Local Academic Unit: Office of the Provost

Note(s): Previous Title: Associate Dean, Executive Development

Kayer

Kaithlyn

Title Change

Title: Director, Transformation Management and Operations

Local Academic Unit: Office of the Provost

Note(s): Previous Title: Director, Project Management Operations

Kirkpatrick

Jesse L.

Title Change

Title: Co-Director, MARC

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

Note(s): Retained Title-Associate Research Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Kreitzer

Charles R.

Title Change

Title: Executive Director for Mason Online

Local Academic Unit: Office of the Provost

Note(s): Previous Title: Executive Director of Online Operation

Lee

Christina K.

Title Change

Title: Associate Director of Institutional Effectiveness

Local Academic Unit: Institutional Effectiveness and Planning (Provost)

Note(s): Previous Title: Assistant Director of Co-curricular Assessment Co-curricular Assessment

Luther

David A.

Title Change

Title: Faculty Fellow for Faculty and Academic Affairs, College of Science

Local Academic Unit: Biology (COS)

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

Memmen

Tara K.

Title Change

Title: Director of Finance

Local Academic Unit: Antonin Scalia Law School

Note(s): Previous Title: Director of Finance and Human Resources

Minot

Daniel

Title Change

Title: Assistant Dean for Student Success

Local Academic Unit: College of Education and Human Development

Note(s): Previous Title: Assistant Dean for Student and Academic Affairs

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Narayanan

Aarthi

Title Change

Title: Faculty Fellow for Faculty and Academic Affairs, College of Science

Local Academic Unit: Systems Biology (COS)

Note(s): Retained Title-Professor without Term

Park

Eunkyong

Title Change

Title: Executive Director of Institutional Effectiveness

Local Academic Unit: Institutional Effectiveness and Planning (Provost)

Note(s): Previous Title: Director UL Assessment and Planning

Perkins

Rachelle H.

Title Change

Title: Academic Director for the Hampton/Scalia Pipeline Program

Local Academic Unit: Antonin Scalia Law School

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

Plakas

James J.

Conversion

Title: Assistant Professor

Local Academic Unit: Film & Video Studies (CVPA)

Note(s): Professor Plakas is converting from a Term to a Tenure Track position.

Renshaw

Keith D.

Title Change

Title: Senior Associate Provost for Undergraduate Education

Local Academic Unit: Office of the Provost

Note(s): Previous Title: Associate Provost for Undergraduate Education

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Rivera

Milagros

Title Change

Title: Director for Faculty Engagement and Well Being

Local Academic Unit: Office of the Provost

Note(s): Previous Title: Director of Faculty Diversity, Inclusion and Well-Being

Rodgers

Ellen B.

Title Change

Title: Senior Advisor

Local Academic Unit: College of Education and Human Development

Note(s): Previous Title: Associate Dean

Rytikova

Ioulia

Title Change

Title: Interim Senior Associate Chair, Department of Information Science and Technology

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor

Sanchez

Amanda L.

Tenure Track Contract
Extension

Title: Assistant Professor

Local Academic Unit: Psychology (CHSS)

Sassano

Jennifer M.

Title Change

Title: Co-Director, TTAC

Local Academic Unit: College of Education and Human Development

Note(s): Previous Title: TTAC Literacy Coordinator

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Scher	Lori D.	Title Change
Title: Senior Assistant Dean for University Life Local Academic Unit: University Life		
Note(s): Previous Title: Assistant Dean of University Life		
Serslev	Sheena G.	Title Change
Title: Director of Institutional Assessment Local Academic Unit: Institutional Effectiveness and Planning (Provost)		
Note(s): Previous Title: Associate Director of Institutional Assessment		
Sylwester	Bonnie D.	Title Change
Title: Associate Director of Program Assessment Local Academic Unit: Institutional Effectiveness and Planning (Provost)		
Note(s): Previous Title: Assistant Director, International Program Assessment		
Therrien	Gail D.	Title Change
Title: Assistant Chair for Undergraduate, Graduate and Online Studies - IST Local Academic Unit: Information Sciences and Technology (CEC)		
Note(s): Retained Title-Professor of Practice		
Tonge	Natasha	Tenure Track Contract Extension
Title: Assistant Professor Local Academic Unit: Psychology (CHSS)		

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

May 2, 2024

OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Weiler

Robert M.

Title Change

Title: Senior Associate Dean for Academic Affairs

Local Academic Unit: College of Public Health

Note(s): Retained Title-Professor without Term

Yigit

Erdal

Title Change

Title: Faculty Fellow for Faculty and Academic Affairs, College of Science

Local Academic Unit: Physics and Astronomy (COS)

Note(s): Retained Title-Associate Professor

Zhang

Chen

Title Change

Title: Assistant Director, CSISS

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

Note(s): Retained Title-Research Assistant Professor

Faculty and Academic Standards Committee						
May 2, 2024						
SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
APPOINTMENT OF FACULTY						
	Term		Tenure Track		Research	Grant Funded
	9-month	12-month	9-month	12-month		
Instructor	0	1	0	0	1	0
Assistant Professor	1	0	4	0	0	0
Associate Professor	1	0	0	0	0	0
Professor	0	0	0	0	0	0
Administrative/Professional	0	22	0	0	0	0
Totals	2	23	4	0	1	0
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track		Total	
	9-month	12-month	9-month	12-month		
Instructor	26	9	0	0	35	
Assistant Professor	87	23	48	0	158	
Associate Professor	67	12	1	0	80	
Professor	31	11	0	0	42	
Administrative/Professional	0	0	0	0	0	
Totals	211	55	49	0	315	
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased	Total	
	17	19	7	1	44	
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	0	0	33	2	3	38

*Summary Excludes Postdoctoral Research Fellows and Research Staff

Faculty and Academic Standards Committee						
May 2, 2024						
ANNUAL SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
JULY 2023 - MAY 2024						
PROMOTION AND TENURE						
Promotion Only	23			Promoted to Professor		25
Tenure Only	2			Promoted to Associate Professor		40
Promotion and Tenure	40					
EMERITUS/EMERITA				ELECTIONS		
Professor	12			Professor		4
Associate Professor	5			Associate Professor		3
Assistant Professor	0					
Total	17			Total		7
APPOINTMENT OF FACULTY						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor	8	2	0	0	2	1
Assistant Professor	27	6	28	0	3	3
Associate Professor	10	0	3	1	0	0
Professor	2	5	0	0	5	1
Administrative/Professional	0	156	0	0	0	2
Totals	47	169	31	1	10	7
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor	54	29	0	0		83
Assistant Professor	113	60	49	0		222
Associate Professor	102	31	2	0		135
Professor	45	21	0	0		65
Administrative/Professional	0	12	0	0		12
Totals	314	153	51	0		518
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased		Total
	146	46	31	1		224
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	48	5	283	3	23	362

*Summary Excludes Postdoctoral Research Fellows and Research Staff

IHRA Definition Usage at Mason

Following the February 2024 Board of Visitors meeting, Visitor Jeffrey Rosen requested details on Mason's student and faculty engagement with the International Holocaust Remembrance Association's (IHRA) definition of anti-Semitism, as well as its integration into training programs and the process for identifying anti-Semitic incidents. Below is a Q&A document providing comprehensive responses to his queries.

Q1: To what extent are students being directed to [the IHRA's definition of anti-Semitism], as something they should be aware of, or to learn about?

A1: George Mason University's [Non-Discrimination Policy](#) does not limit its scope to any particular standard such as IHRA's working definition of antisemitism. For instance, when students report experiences they describe as acts of antisemitism, in alignment with guidance from the U.S. Department of Education, Mason analyzes the conduct to determine if the IHRA definition is implicated. We simply believe the students, and act accordingly. Because our standard is not limited to any single definition, we do not publish the IHRA's definition or any other.

Q2: To what extent has [the IHRA's definition of anti-Semitism] been distributed to faculty? Is it part of the EEOC/OCR guidance that is usually posted around the university?

A2: Again, in alignment with U.S. Department of Education guidance, we do not distribute the IHRA definition to faculty. However, we have conducted workshops and trainings that address anti-Semitism and will ensure the inclusion and reference of the IHRA definition in future events.

George Mason posts the standard, government-issued non-discrimination posters around campus, which do not include the IHRA working definition of antisemitism.

Q3: How has GMU been (or will be) using the IHRA definition as a tool for identifying, tracking, and reporting incidents of anti-Semitism on GMU's campuses? (This is distinct from anything about preventing free speech, which is not the purpose of the definition, nor something that can be done.)

A3: George Mason considers the IHRA definition when investigating acts of antisemitism, in keeping with [US Department of Education guidance](#). Upon being placed on actual or constructive notice of a situation that could constitute a violation of Mason's Non-

Discrimination Policy, including acts that could constitute anti-Semitic conduct, Mason initiates two key processes. The first addresses legal and procedural aspects that ensure the university complies with Title VI. In this step, the IHRA definition is used as a guideline. The second process is focused on providing support to affected individuals and leveraging these incidents for educational initiatives aimed at improving campus climate.

In relation to Title VI, which prohibits discrimination based on race, color, and national origin in programs receiving federal financial assistance, Mason's Equal Opportunity team within the Office for Diversity, Equity, and Inclusion (DEI) uses the IHRA definition of anti-Semitism as a guideline in assessing conduct related to discrimination on the basis of national origin/shared Jewish ancestry. While examples of anti-Semitism that align with the IHRA definition serve as evidence of prohibited discrimination in investigations, they do not, by themselves, constitute a Title VI violation. For instance, a statement expressing hatred toward someone for being Jewish, while likely anti-Semitic under the IHRA definition, may not alone breach non-discrimination laws or Mason's Non-Discrimination Policy. However, this example does contribute as evidence of a potentially hostile environment or discriminatory treatment. This team also tracks all reports, including shared Jewish ancestry reports received to monitor campus climate in conjunction with others on campus.

When individuals report an incident of anti-Semitism by filing a bias incident report, University Life (UL) staff focus on providing support rather than determining if an incident qualifies as anti-Semitic under a specific definition. The goal is to affirm and assist those reporting incidents by providing resources and additional opportunities for dialogue. UL refers a concern to the DEI office if there is conduct that could potentially warrant an investigation.

UL monitors the number of reports as one type of campus climate measure. Monitoring reports allows for better understanding of the campus climate and guides proactive measures such as educational programming and partnerships. For instance, last October, Mason partnered with the Academic Engagement Network on programming and a year-long educational series. Their vision: "We envision a world where American higher education welcomes, respects, and supports the expression of Jewish identity and robust discourse about Israel." Next academic year, Mason is applying to join Hillel International's Campus Climate Initiative. In the future, Mason can incorporate the IHRA definition into the materials used when sponsoring programs.

Q4: Has GMU looked to the experience of other universities, such as Oxford, Cambridge, or other universities that have had experience with using the definition for several years now?

A4: The university has examined how other institutions, including Oxford and Cambridge, utilize the IHRA definition of anti-Semitism and has similarly adopted the methods described above as a guide for interpreting and understanding anti-Semitism in a compliance context. An informal poll of University Life colleagues at other Virginia public universities revealed that none have utilized the IHRA definition of anti-Semitism in their programmatic events.

**GEORGE MASON UNIVERSITY
BOARD OF VISITORS**

**Finance and Land Use Committee Meeting
May 2, 2024**

AGENDA

- I.** Call to Order
- II.** Approval of Minutes for February 22, 2024 (**ACTION**)
- III.** Financial Matters
 - A. Finance & Administration Update
 - B. FY 2024 Q3 Financial Report & Forecast
 - C. FY 2025 University Budget (**ACTION**)
- IV.** Capital Matters
 - A. Six-Year Capital Plan (**ACTION**)
 - B. Land Use Certification (**ACTION**)
- V.** Adjournment
 - APPENDIX I – Capital Projects Review (Stoplight)
 - APPENDIX II – Detailed Proposed Tuition, Fee, Room, and Board Rates
 - APPENDIX III – Supplemental Financial Information

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Finance and Land Use Committee Meeting
February 22, 2024
Meeting Minutes

COMMITTEE MEMBERS PRESENT: Chair Pence; Vice Chair Witeck; Vice Rector Peterson; Visitors: Hazel, Rosen; Executive Vice President Dickenson; Faculty Senate President Broeckelman-Post; Staff Senate Chair Gautney; Student Representatives Wyche and Velagapudi; Faculty Representatives Venigalla and Daniels; Secretary pro tem Holtzman.

ABSENT: Visitors Chimaladinne, Brown, and Prowitt.

ALSO PRESENT: President Washington, Rector Blackman; Visitors: Alacbay, Burke, Marquez, Meese, Stimson.

I. Call to Order

Chair Pence convened the meeting at 9:26 a.m.

II. Approval of Minutes (ACTION)

Chair Pence **MOVED** that the committee approve the minutes for the November 30, 2023, meeting of the Finance and Land Use Committee. The **MINUTES WERE APPROVED BY UNANIMOUS CONSENT.**

III. Financial Matters

The Meeting was turned over to Deb Dickenson.

Ms. Dickenson provided an overview of the meeting materials, highlighting Mason's funding disparity and continued efforts to increase State support. The Commonwealth budget process is underway, and Mason has requested an \$18 million increase in State support towards the disparity, along with \$10 million to support the Virginia Military Survivor and Dependents Education Program and funding for the Student Innovation Factory and Interdisciplinary Science and Engineering buildings.

Ms. Dickenson shared the second quarter financial performance, which shows continued improvement. All funds operating forecast remains breakeven and Mason continues to progress in achieving budget targets for savings. E&G Operating Forecasts a \$13 million improvement from the amended budget, an improvement over the \$10 million first-quarter projections. \$8 million of the savings were in compensation and the elimination of budgeted positions that are no longer needed. There was also a \$2 million rental expense reduction due to the Vernon Smith Hall transaction.

Efficiency initiatives are ongoing such as the continued critical vacancy review process and the proposed incentive retirement plan, pending Commonwealth approval. On top of Mason's already-lean operations, Ms. Dickenson highlighted a number of completed and ongoing efficiency initiatives that align with the Governor's December memo to the Virginia Boards of Visitors.

Ms. Dickenson reviewed the FY 2025 Tuition & Fee recommendations, which include a potential 3-5% increase in in-state tuition, and a \$600-\$1,100 increase in out-of-state tuition, based Mason's budget needs in light of the Commonwealth funding shortfall. Mason is also considering a 3-5% increase in Mandatory Student Fees. As part of the budget process, there will be a Student Government Tuition Town Hall on March 21st and the Board of Visitors Public Comment Session on April 2nd where these scenarios will be reviewed in advance of the May meeting where the budget will be presented for approval.

Ms. Dickenson reviewed the House and Senate budgets, which we hope are a sign of a positive final budget outcome, including indications of possible capital funds. Ms. Dickenson further acknowledged the participation of Mason students and leaders at the Mason Lobbies event in Richmond before opening up the floor to questions.

IV. Discussion

Vice Rector Peterson and Ms. Dickenson discussed the State Council of Higher Education for Virginia (SCHEV) having formally recognized Mason's funding discrepancy, the product of more than a decade of work. SCHEV's preliminary report recommended that Mason receive \$18 million in increased State support in both FY25 and FY26, which was reduced to \$9 million in FY25 and \$18 million in FY26 in their final report in January due to broader Commonwealth budget pressures. President Washington noted the broad-based recognition within the House, Senate, and SCHEV that Mason is significantly underfunded and the long-term nature of resolving that disparity.

Visitor Pence requested that staff quantify potential tuition and fee increases in table form with the number of students affected in order to understand the impact of the proposed changes.

Vice Rector Peterson and Sharon Heinle, Vice President, Finance, discussed ROI analysis. Ms. Heinle stated that there is an ongoing analysis of the efficiency initiatives for workflow, prioritizing what will have the greatest return in time savings. The Provost's Office continuously assesses our academic programs, creating and removing programs based on demand and enrollment.

Jackie Ferree, Senior Vice President, Operations & Business, discussed Mason's work to address the inequity of distribution of both critical deferred maintenance funding and the standard maintenance reserve allocations. Mason received significantly less funding than our peers, receiving a less than 13% increase, compared to Virginia Tech having received a 100% increase. Mason has shifted to current replacement value in State systems, which is more representative of our true needs. Work continues with the Department of Planning and Budget to increase the understanding of the value of Mason's portfolio with the goal that resources will be allocated equitably to our peers.

President Washington announced Mason had received approval from the Governor for the incentive retirement plan. Ms. Dickenson acknowledged her team and their hard work and noted that as a condition of the Governor's approval, Mason would not raise tuition by more than 3% for in-state undergraduate students.

Visitor Hazel and President Washington discussed the Commonwealth budget process and what can Board members do to move Mason's interests forward. As the Legislature is moving to conferee status, Visitors are requested to engage with the conferees to advocate in the direction of the House's budget, which is more favorable to Mason.

Faculty Representative Venigalla requested transparency and visibility into decisions made during the December closed session meeting, including speculation that one of the colleges has received preferential treatment. Rector Blackman noted that the issue was a funding adjustment that had been made for the Law School, which he had discussed in his meeting with the Faculty Senate.

Visitor Rosen noted the importance of the committee briefing processes with Ms. Dickenson and raised the possibility of holding committee meetings before the Full Board Meeting. Rector Blackman confirmed committee member briefings would continue, and that the changes applied to one-off requests from Visitors. President Washington, Rector Blackman, and Visitors Rosen and Witeck discussed the possibilities and challenges of holding committee meetings separately, including requirements under State code for public meetings, cost and bandwidth related to staffing, and the Board members' interest in additional meetings. They also discussed the possible changes to the State's two-Visitor policy as to what constitutes a public meeting.

Chair Pence noted the number of public comments expressing concern over Mason's planning process about a potential Cricket Field on the West Campus and requested that the committee received additional financial information, including copies of leases. Student Representative Wyche expressed student concerns with the planned reduction in

affordable parking on West Campus due to the Cricket Stadium. Vice Rector Peterson reminded the Committee that this was an extraordinary case where a special meeting had been called and information was shared. Visitor Pence reiterated his request that information be provided to the committee. President Washington discussed that information had been provided in advance of the meeting. Visitor Marquez suggested that a task force be implemented, which Rector Blackman took under advisement.

V. Adjournment

There being no further business, Chair Pence adjourned the meeting at 10:14 a.m.

Prepared by secretary pro tem,

Jessica Holtzman

ITEM III.C.:

FY 2025 University Budget (ACTION)

PURPOSE OF ITEM:

The FY 2025 University Budget reflects revenue and expense plans that include proposed tuition, room & board and fee rates, as well as FY 2026 tuition rates.

APPROPRIATE COMMITTEE: FINANCE AND LAND USE

BRIEF NARRATIVE:

Since the General Assembly has not finalized the FY 2025 State budget, three All Funds Operating budget scenarios (Governor's Budget, Conference Budget, and Governor's April Budget Amendments) are being recommended.

The three operating budget scenarios incorporate different assumptions for State General Fund appropriations and State authorized salary increases with a range of \$1.468B - \$1.501B. It is anticipated that the approved FY 2025 State budget will provide support for one of these three scenarios.

If the Governor's April budget recommendations were to be finalized, the All Funds Operating budget would be break even with a \$16M E&G budget shortfall. The FY 2025 budget will not result in a deficit, as the shortfall will be actively managed through cost containment, a unit-level base budget reduction plan, strategic reallocations and planned use of reserves. FY 2025 is the second year of the two-year E&G budget shortfall mitigation plan, and Mason remains on track to achieve its \$35M budget reduction target.

The FY 2025 Capital Budget is \$178M covering debt service and spending on previously approved capital projects, annual capital, and ongoing maintenance.

The FY 2025 In-State annual rates reflect a flat 3% increase. The Out-of-State annual rate increases for Undergraduate, Graduate and Law are \$601, \$803, and \$994, respectively. The FY 2025 Housing annual rate increase is a flat \$300 with a Board rate increase of \$270 (4.9%).

The total price for an FY 2025 undergraduate student living on-campus (including tuition, fees, room, and board) is proposed at \$28,310 for in-state and \$52,778 for out-of-state.

The FY 2026 In-State annual tuition rates reflect a 3% flat increase. The Out-of-State annual rate increases for Undergraduate, Graduate and Law are \$600, \$792, and \$1,008, respectively.

STAFF RECOMMENDATION: Staff recommends Board of Visitors approval of the FY 2025 University Budget within the Scenario ranges, including FY 2025 Tuition, Mandatory Student Fee, Room, and Board rates, as well as FY 2026 Tuition rates.

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. There are two types of approval:

- BOV Approved – Projects for direct execution not requesting general fund support or debt sold by the Commonwealth; and
- Commonwealth Approved – Projects that are specifically included in the annual Commonwealth budget, requiring general fund support or debt sold by the Commonwealth.

Projects seeking BOV approval include a request for authorization to expend \$11.7M in auxiliary reserves for replacement of air handling units at EagleBank Arena that are past their useful life and had a critical failure at the end of 2023 requiring emergency repair. Also included for BOV approval is a \$6M project to replace core network components of the ITS system. The purpose of this project is to transition to the next generation of network architecture to improve user experience.

Projects planned for Commonwealth submission have been previously approved by the BOV and are presented as an advisory for Mason's proposed FY25 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:

- Student Innovation Factory Building
- Interdisciplinary Science & Engineering Building 1
- Critical Deferred E&G Maintenance
- Costello College of Business Building

Student Innovation Factory Building

This project was first included as part of the University's Commonwealth Capital Plan in FY22. It is now a \$51.1M request that includes the Student Innovation Factory Building as well as a preceding Engineering and Science Sector Planning Study. The new construction capital project is the first building recommended as part of the Sector Study, and will be followed by or constructed concurrently with a new Interdisciplinary Science and Engineering academic building under a separate budget request. The new Student Innovation Factory Building will be the first of several phases identified in the implementation plan for the Sector study. The Student Innovation Factory Building will be an approximately 60K GSF industrial-style pre-engineered or equivalent building to house student project space as required by CEC and COS for capstone coursework and student competition project work (e.g. sustainability projects, concrete canoe, bridge, robotics, solar car, Baja car), and other large format student design and innovation projects. Student capstone projects and design competitions have increasingly gained momentum in most undergraduate STEM degree programs as part of learn-by-doing pedagogies. Capstone projects are resulting in increased need for dedicated, secure, weatherproof project space to store tools and works in progress.

Building size determination was based on comparable projects at other Research 1 institutions. The Student Innovation Factory Building will be a single story, high-bay, flexible, open warehouse space, suitable for developing and testing of land-, air- and water-based student projects. The building program will include open shop/project space, with limited enclosed tool/project storage, as well as code-based building support spaces. Site selection for this building was driven by proximity to the campus central plant in support of student project work relating to sustainability and energy efficiency, and also to leverage resources and support available by the adjacent Facilities shops.

Interdisciplinary Science & Engineering Building 1 (ISEB)

This project was first included as part of the University's Commonwealth Capital Plan in FY22. 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. 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.

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, over the next five years Mason will have a deficit in funding for critical deferred maintenance of E&G buildings of \$96.4 million. This is a substantial increase from the previous submission based upon the continued cycle of maintenance needs and underfunding of

the Maintenance Reserve allocated annually by the Commonwealth. 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.

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 200K gross square feet (GSF), 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. 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.

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 the acquisition of additional property across Fairfax Drive and Vernon Smith Hall on the Mason Square Campus. Underground Right of Way Easement and Electrical Vault agreement was entered between Mason Innovation Partners LLC (Grantor) and George Mason University. A Sanitary Sewer Easement Deed between George Mason University (Grantor) and the Prince William County Service Authority providing easements and rights of way to install, lay, construct, operate, maintain, repair, add to alter or replace sanitary sewer lines and facilities.

STAFF RECOMMENDATION:

Approve submission to Department of General Services.

Land Use Certification Spreadsheet

<u>Name</u>	<u>Land Address</u>	<u>Acreage</u>	<u>Land Acquired</u>	<u>Land Disposed</u>	<u>Agency Surplus Designation</u>	<u>Existing Buildings</u>	<u>Building Demolished</u>	<u>Structure Planned</u>	<u>Structure Added</u>	<u>Structure Sold</u>	<u>Building Fully Occupied</u>	<u>Building Occupied By Other Agency</u>	<u>Identify Buildings</u>	<u>Comments</u>	<u>Easements</u>
GMU MAIN CAMPUS FAIRFAX COUNTY	4400 UNIVERSITY DR FAIRFAX, VA 22030	562.11	NO	NO	IN USE	105	NO	YES	NO	NO	YES	YES		THE COMMUNITY WELL BEING BUILDING IS CURRENTLY UNDER DESIGN. AE PROCURMENT HAS STARTED ON AN ADDITION TO THE RAC BUILDING ON CAMPUS.	0
GMU METRO CAMPUS LAW SCHOOL ARLINGTON COUNTY	3351 N FAIRFAX DR ARLINGTON, VA 22201	8.01	YES	NO	IN USE	7	NO	YES	YES	NO	NO	YES	933 N. KENMORE ST. IS NOT OCCUPIED AS IT IS PLANNED FOR DEMOLITION.	FUSE (FORMERLY IDEA) CONSRUCTION IS ONGOING.	1
GMU WOODLAND ACRES PROPERTY FAIRFAX COUNTY	BRADDOCK AND SHIRLEY GATE RDS FAIRFAX, VA 22030	87.03	NO	NO	FUTURE USE	0	NO	NO	NO	NO	NA	NA	THERE ARE NO BUILDINGS ON THE SITE.		0
GMU TALLWOOD FAIRFAX CITY	4210 ROBERTS RD FAIRFAX, VA 22030	7.06	NO	NO	IN USE	4	NO	NO	NO	NO	YES	NO			0
GMU PRINCE WILLIAM CAMPUS PRINCE WILLIAM COUNTY	10900 UNIVERSITY BLVD MANASSAS, VA 20110	136.29	NO	NO	IN USE	12	NO	YES	NO	NO	YES	YES		THE LIFE SCIENCE ENGINEERING BUILDING HAS NOW STARTED CONSTRUCTION	1
GMU POINT OF VIEW SITE FAIRFAX COUNTY	7301 OLD SPRING DR LORTON, VA 22079	44.59	NO	NO	IN USE	5	NO	YES	NO	NO	YES	NO		THERE IS AUTHORIZATION TO BUILD COTTAGES ON THE SITE; HOWEVER THE DESIGN FOR THE BUILDINGS HAS YET TO COMMENCE.	0
GMU POTOMAC SCIENCE CENTER PRINCE WILLIAM COUNTY	650 MASON FERRY AVE. WOODBIDGE, VA 22191	2.22	NO	NO	IN USE	2	NO	NO	NO	NO	YES	NO			0

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 2024 report include:

- Fuse at Mason Square (IDIA HQ) – Design is completed and the construction continues on site. Work on building skin is progressing and the building is nearing permanent enclosure. Currently the work is delayed due to Dominion completing work on permanent power installation and energization. This delay is causing schedule delays for equipment startup, testing, and achieving conditioned air so that all other building finishes and equipment can be completed. As of the March schedule update, Clark is reporting a delay to completion of core and shell of up to 6 weeks or September 17, 2024 in lieu of the current contract milestone completion date for core and shell of August 15, 2024. The impact to Mason fit out completion is 13 days or Feb 6, 2025 in lieu of the contract construction completion date of January 24, 2025. MIP is currently working with Clark to determine whether there are any measures that can be taken to mitigate this delay. Mason will install furniture fixtures and equipment in the Spring of 2025 with full occupancy planned for summer of 2025. Work on the Mason Square Plaza renovations were completed on schedule in March of 2024 and a full schedule of plaza programming activities have resumed.
- Life Sciences Engineering Building (Bull Run Hall IIIB) – Design is completed and the construction continues on site. The building is really starting to take shape. Exterior work is wrapping up and site work is starting including the installation of the storm water retention system. Building envelope testing is nearly complete. All gas and utility feeds have been installed with building tie in coming soon. The interior fit out continues; some laboratory casework and equipment supports are being installed. Building MEP commissioning will kick off next week. The project is still tracking for a January 2025 completion.
- Telecom Infrastructure Phase 1 – Design is completed and the construction continues on site. Work on Packages 1 (work inside buildings) and Package 3 (new West Campus Core Switch Building) is nearly (97%) complete. Package 2 for outside plant (new IT duct banks) was awarded. The completion date for package 2 is now anticipated to be January 2025. The contractor will start on May 6th for package 2.
- Johnson Center HVAC Repairs – Design is completed and the construction continues on site. The contractor is still working on the new electrical infrastructure to bring the new exhaust fans set over winter break on line. These must be operation before the next phase of work can proceed. The new air handling units are now currently anticipated to be shipped in May of 2024. The

installation of the units will be phased to allow operations in the building to continue. Project is still anticipated to be completed May of 2025.

- Central Heating and Cooling Plant Capacity Expansion – Construction contract has been awarded. The project is equipment intensive with the equipment lead-time anticipated to be around 52 weeks. Contractor is in the process of ordering this long-lead equipment. Anticipated project completion is January 2026.
- Aquatic & Fitness Center Capital Renewal – Design is completed and the construction continues on site. The platform that was constructed under the roof deck of the competition pool to allow work to the structure while the pool beneath is in operation is scheduled to come down in early May 2024 as all the structural work in the ceiling is under punch list review for acceptance. Roof replacement is anticipated to be complete at the end of April 2024. The new skylights have been installed at both locations and painting of the competition pool ceiling structure is in progress, scheduled to complete mid-April 2024. The, new competition pool lighting is installed, bulkhead replacements are being manufactured and will arrive on site in mid-August. The Kalwall curtain wall and rooftop HVAC equipment replacements are also in progress. The replacement of the first two HVAC units is scheduled to be completed by early May 2024 with the final two units scheduled to complete in June 2024.
- Telecom Infrastructure Phase 2 – Design is underway with the schematic design now anticipated to be submitted on April 26, 2024. The submission was delayed based upon the need to assign new space for the creation of telecom closets in existing buildings.
- Telecom Infrastructure Phase 3 – The scope for this phase has been finalized in concert with ITS. The A/E team has proposed their fee and the contract is being routed for review and execution.
- Activities Building – A Design/Build contract was awarded to Hoar Construction. Design has begun and AARB approved the proposed building. Hoar Construction has submitted the working drawings to the OUBO for permit. Land Development reviewed the drawings and approved for permit. The construction start has slipped to May based upon design reviews managed by the Design Build team. An overall impact of the slip in construction start is still be evaluated by the Design Build team but Mason is still pushing for the project to be completed by January of 2025; however the stoplight has been changed to yellow to reflect the concern.
- Construct Basketball Training, Wrestling, and Athlete Academic Support (RAC Addition) – The Commonwealth has approved project for \$15.5M of fundraising. An additional request of \$14.5M was submitted to the Commonwealth in March, 2024 for review and approval, which results in a total project estimate of \$30M. The project has received the internal authorization and a Request for Proposals (RFP) has been issued for the professional services of Architectural/Engineering firms with experience in designing athletic facilities and office space for higher education.
- Tech Talent Bachelors Capital – This is the capital funding identified in the MOU with the Commonwealth to support Bachelor's degrees in the tech talent pipeline. More specifically, it is a series of projects: Advanced Computational Research (data center upgrades to support high performance computing), a data visualization/ VR Lab creation, classroom refresh, and the pilot

space in Vernon Smith Hall. The Advanced Computational Research has been completed and additional capacity was included in the Data Center with liquid cooling. The data visualization/VR Lab was completed in Research Hall. The classroom refresh is ongoing and anticipated to be completed over 6 years. This summer will be the 4th summer of the 6 total. Finally, the renovation to create the pilot space on the 1st floor of Vernon Smith Hall as well as the conversion of the Bank Space was completed.

- 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 – Higher Education Capital Outlay (HECO) authority approved to proceed on a \$25M renovation to the Concert Hall on the Fairfax Campus. The funding is based upon donations. Project is awaiting funding and internal authorization to proceed.
- Business School Building – HECO authority approved to proceed on a \$165M and 200K GSF building for the School of Business on the Fairfax Campus. The funding is based upon donations. Project is awaiting funding and internal authorization to proceed.
- Energy Efficiency Investments – HECO authority approved to proceed on a \$7.5M umbrella project to allow for energy efficiency upgrades to proceed. The specific investments are undefined but could consist of equipment replacement, solar panel installation, or geothermal infrastructure. Project is awaiting funding and internal authorization to proceed.
- Housing Renovations Phase 1 – HECO authority approved to proceed on a \$25M renovation to housing. Project is awaiting funding and internal authorization to proceed.

STAFF RECOMMENDATION:

For Board Information Only

FY24 CAPITAL PROJECT STOPLIGHT CHART

Expenditures

	Total Project Authorization (A)	As of FY23 (B)	Fiscal Year 2024			Project Available Balance (=A-B-C)	Budget Status	Schedule Status	Scope Status	Construction % Complete	Occupancy/Completion Date
			Budget	YTD	Full-year Forecast (C)						
Planning Phase											
Telecom Infrastructure, Ph 3	24.0	0.0	0.1	0.0	0.1	23.9	🟢	🟢	🟢	0.0%	TBD
Design Phase											
Telecom Infrastructure, Ph 2	23.3	0.0	0.9	0.2	0.9	22.4	🟢	🟢	🟢	0.0%	4/16/2026
RAC Addition	30.0	0.0	0.3	0.3	0.3	29.7	🟢	🟢	🟢	0.0%	12/2/2026
Activities Building (Community, Well- Being)	11.0	0.2	2.9	1.0	2.0	8.8	🟢	🟡	🟢	0.0%	1/15/2025
Construction Phase											
Aquatic & Fitness Center Reno	16.5	0.9	6.0	5.6	6.0	9.6	🟢	🟢	🟢	67.1%	9/1/2024
Life Science Engineering Building	107.0	20.6	45.1	37.5	45.1	41.3	🟢	🟡	🟢	61.6%	1/13/2025
Expand Central Plant Capacity	8.2	0.3	0.5	0.0	0.5	7.3	🟢	🟢	🟢	0.0%	1/26/2026
Telecom Infrastructure, Ph 1	10.5	3.3	6.0	1.7	3.0	4.2	🟢	🔴	🟢	47.4%	1/17/2025
Johnson Center HVAC Repairs	8.0	0.3	1.0	1.1	2.0	5.7	🟢	🟢	🟢	21.2%	5/15/2025
FUSE at Mason Square	253.8	81.6	100.8	71.1	94.0	78.2	🟢	🟢	🟢	68.0%	7/1/2025
Tech Talent Bachelors Capital	23.0	12.4	3.7	3.7	3.7	6.9	🟢	🟢	🟢	N/A	N/A
Close-Out											
Horizon Hall (Core Campus)	121.7	120.2	0.7	0.1	0.7	0.8	🟢	🟢	🟢	100.0%	Occupied
Utility Infrastructure (Core Campus)	53.5	49.7	0.3	0.0	0.3	3.5	🟢	🟢	🟢	100.0%	Complete
Land Acquisition Ph 1 (Lot 6, 8 & 11)	40.0	16.4	7.4	7.5	7.5	16.2	🟢	🟢	🟢	100.0%	Complete
Land Acquisition Ph 2 (VSH)	107.0	0.0	107.0	107.0	107.0	0.0	🟢	🟢	🟢	100.0%	Complete
IT											
Core Network Equipment	5.9	0.0	0.0	0.0	5.9	0.0				0.0%	
Umbrella (On-going)											
Maintenance Reserve	6.5	N/A	6.5	6.7	6.7	N/A				N/A	N/A
Annual Capital	10.5	N/A	10.5	15.7	17.0	N/A				N/A	N/A
Authorized but not Proceeding											
Academic VIII	185.7	0.0	0.0	0.0	0.0	185.7				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
Business School Building	165.0	0.0	0.0	0.0	0.0	165.0				0.0%	TBD
Energy Efficiency Investments	7.5	0.0	0.0	0.0	0.0	7.5				0.0%	TBD
Housing Renovations Phase 1	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Real Estate Acquisitions Phase 4 (TBD)	50.0	0.0	0.0	0.0	0.0	50.0				0.0%	TBD
Total	1,326.5	305.9	299.8	259.2	302.7 ⁽¹⁾	724.6					

(millions)

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

FY24 CAPITAL PROJECT STOPLIGHT CHART												
	Total Project Authorization (A)	Expenditures				Project Available Balance (=A-B-C)	Budget Status	Schedule Status	Scope Status	Construction % Complete	Occupancy/Completion Date	
		As of FY23 (B)	Fiscal Year 2024									
			Budget	YTD	Full-year Forecast (C)							
Planning Phase												
Telecom Infrastructure, Ph 3	24.0	0.0	0.1	0.0	0.1	23.9	●	●	●	0.0%	TBD	
Design Phase												
Telecom Infrastructure, Ph 2	23.3	0.0	0.9	0.2	0.9	22.4	●	●	●	0.0%	4/16/2026	
RAC Addition	30.0	0.0	0.3	0.3	0.3	29.7	●	●	●	0.0%	12/2/2026	
Activities Building (Community, Well- Being)	11.0	0.2	2.9	1.0	2.0	8.8	●	●	●	0.0%	1/15/2025	
Construction Phase												
Aquatic & Fitness Center Reno	16.5	0.9	6.0	5.6	6.0	9.6	●	●	●	67.1%	9/1/2024	
Life Science Engineering Building	107.0	20.6	45.1	37.5	45.1	41.3	●	●	●	61.6%	1/13/2025	
Expand Central Plant Capacity	8.2	0.3	0.5	0.0	0.5	7.3	●	●	●	0.0%	1/26/2026	
Telecom Infrastructure, Ph 1	10.5	3.3	6.0	1.7	3.0	4.2	●	●	●	47.4%	1/17/2025	
Johnson Center HVAC Repairs	8.0	0.3	1.0	1.1	2.0	5.7	●	●	●	21.2%	5/15/2025	
FUSE at Mason Square	253.8	81.6	100.8	71.1	94.0	78.2	●	●	●	68.0%	7/1/2025	
Tech Talent Bachelors Capital	23.0	12.4	3.7	3.7	3.7	6.9	●	●	●	N/A	N/A	
Close-Out												
Horizon Hall (Core Campus)	121.7	120.2	0.7	0.1	0.7	0.8	●	●	●	100.0%	Occupied	
Utility Infrastructure (Core Campus)	53.5	49.7	0.3	0.0	0.3	3.5	●	●	●	100.0%	Complete	
Land Acquisition Ph 1 (Lot 6, 8 & 11)	40.0	16.4	7.4	7.5	7.5	16.2	●	●	●	100.0%	Complete	
Land Acquisition Ph 2 (VSH)	107.0	0.0	107.0	107.0	107.0	0.0	●	●	●	100.0%	Complete	
IT												
Core Network Equipment	5.9	0.0	0.0	0.0	5.9	0.0				0.0%		
Umbrella (On-going)												
Maintenance Reserve	6.5	N/A	6.5	6.7	6.7	N/A				N/A	N/A	
Annual Capital	10.5	N/A	10.5	15.7	17.0	N/A				N/A	N/A	
Authorized but not Proceeding												
Academic VIII	185.7	0.0	0.0	0.0	0.0	185.7				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	
Business School Building	165.0	0.0	0.0	0.0	0.0	165.0				0.0%	TBD	
Energy Efficiency Investments	7.5	0.0	0.0	0.0	0.0	7.5				0.0%	TBD	
Housing Renovations Phase 1	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD	
Real Estate Acquisitions Phase 4 (TBD)	50.0	0.0	0.0	0.0	0.0	50.0				0.0%	TBD	
Total	1,326.5	305.9	299.8	259.2	302.7 ⁽¹⁾	724.6						

(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 | May 2, 2024

Agenda

Finance & Land Use Committee Presentation

Committee Materials:

Financial Matters

- A. Finance & Administration Update
- B. FY 2024 Q3 Financial Report & Forecast
- C. FY 2025 University Budget (**ACTION**)

Capital Matters

- A. Six-Year Capital Plan (**ACTION**)
- B. Land Use Certification (**ACTION**)

Appendix I – Capital Projects Review (Stoplight)

Appendix II – Detailed Proposed Tuition, Fees, Room, and Board Rates

Appendix III – Supplemental Financial Information



Presentation

Finance & Land Use Committee

Commonwealth Budget Status

- **Conference Budget issued**
- **As of April 10, Mason's FY25 proposed funding allocation is favorable compared with other universities, but below amounts requested**
- **Final Budget anticipated early spring but may stretch to June**

Mason's Challenge

- Without equitable state support, tuition increases are needed to keep pace with the escalating cost of delivering quality education
- Compensation is 79% of Mason's E&G expense budget
 - Proposed 3% state-authorized increase in FY25
 - More than half will be funded by Mason
- Anticipating up to 10% escalation in contracts & services
- While Mason has already achieved \$14M in FY24 cost savings, we are still projecting an E&G operating **shortfall of \$21M**

FY25 & FY26 Tuition Increases

- **Proposing 3% in-state tuition increases for FY25 & FY26 to help close Mason's funding shortfall**
- **Predictable tuition rates for students and families**
- **Revenue stability enables longer-term planning for Mason's operations and strategic initiatives**
- **Mason continues to invest in financial aid, student support services, infrastructure, and instruction**

Student & Board Engagement

- ✓ **Student Government Leadership Meetings**
- ✓ **Student Government Hosted Town Hall: March 21**
- ✓ **Parent & Family Council Meeting: March 21**
- ✓ **Open Public Comment Portal**
- ✓ **BOV Public Comment Session: April 2**
- ☐ **BOV Meeting: May 2**

Tuition Recommendation

Tuition	FY 2024	Low Increase 3%	Med Increase 4%	High Increase 5%	FY 2025 (3% Incr)	FY 2026 (3% Incr)
In-State, Undergraduate	\$10,095	\$297	\$405	\$505	\$10,392	\$10,692
In-State, Graduate	\$13,726	\$410	\$549	\$686	\$14,136	\$14,544
In-State, Law (JD)	\$24,136	\$728	\$964	\$1,207	\$24,864	\$25,592

Tuition	FY 2024	Low Increase	Med Increase	High Increase	FY 2025 (Low Incr)	FY 2026 (Low Incr)
Out-of-State, Undergraduate	\$34,259	\$601	\$800	\$1,000	\$34,860	\$35,460
Out-of-State, Graduate	\$35,677	\$803	\$1,000	\$1,200	\$36,480	\$37,272
Out-of-State, Law (JD)	\$39,984	\$994	\$1,500	\$2,000	\$40,978	\$41,986

- If Mason does not receive the full requested increases in state support, multi-year tuition increases will help address the ongoing funding gap
- With approval of Mason’s full funding requests, FY26 in-state undergraduate tuition increase could be reduced

Mandatory Student Fee Recommendation

3% increase for all students

Mandatory Student Fees	FY 2024	3% Increase	4% Increase	5% Increase	FY 2025 (3% Incr)
In-State, Undergraduate	\$3,720	\$108	\$149	\$186	\$3,828
In-State, Graduate	\$3,720	\$108	\$149	\$186	\$3,828
In-State, Law (JD)	\$2,814	\$84	\$113	\$141	\$2,898

Mandatory Student Fees	FY 2024	3% Increase	4% Increase	5% Increase	FY 2025 (3% Incr)
Out-of-State, Undergraduate	\$3,720	\$108	\$149	\$186	\$3,828
Out-of-State, Graduate	\$3,720	\$108	\$149	\$186	\$3,828
Out-of-State, Law (JD)	\$2,814	\$84	\$113	\$141	\$2,898

FY25 Room & Board Recommendation

- Flat \$300 housing rate increase
- 4.9% board rate increase: \$270

**4.2% total increase
room & board: \$570**



Methodology

Housing Rate Recommendations:

- Overarching mission to maintain an affordable cost of living on-campus
- Determine upcoming financial needs and provide support for future operating inflation, salary increases, and capital renovation expenditures
- Determine room rates tiered to offerings, affordability, and competitive pricing

Board Rate Recommendations:

- 4.9% increase is less than current 6.7% Consumer Price Index
- Includes \$30 estimate for union wage increase
- Extended Dining Offerings add \$10 due to required Sodexo support of The Globe, The Spot, Halal, Kosher
- Daily increase per student is \$1.19

Freshman Traditional Double & Board	FY24	FY25	\$ Change	% Change
Traditional Double Room Rate	\$7,970	\$8,270	\$300	3.8%
Independence Meal Plan Board Rate	\$5,550	\$5,820	\$270	4.9%
Total Room & Board	\$13,520	\$14,090	\$570	4.2%

Total Tuition, Fees, Room & Board

		In-State			Out-of-State		
		Undergrad	Graduate	Law (JD)	Undergrad	Graduate	Law (JD)
Projected FTE	FY25	21,698	3,754	286	4,580	2,635	499
Tuition	FY24	\$10,095	\$13,726	\$24,136	\$34,259	\$35,677	\$39,984
	FY25	\$10,392	\$14,136	\$24,864	\$34,860	\$36,480	\$40,978
	FY26	\$10,692	\$14,544	\$25,592	\$35,460	\$37,272	\$41,986
MSF	FY24	\$3,720	\$3,720	\$2,814	\$3,720	\$3,720	\$2,814
	FY25	\$3,828	\$3,828	\$2,898	\$3,828	\$3,828	\$2,898
<u>Total:</u> Tuition + MSF	FY25	\$14,220	\$17,964	\$27,762	\$38,688	\$40,308	\$43,876
Room*	FY24	\$7,970	\$7,970	\$7,970	\$7,970	\$7,970	\$7,970
	FY25	\$8,270	\$8,270	\$8,270	\$8,270	\$8,270	\$8,270
Board*	FY24	\$5,550	\$5,550	\$5,550	\$5,550	\$5,550	\$5,550
	FY25	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820	\$5,820
<u>Total:</u> Tuition + MSF + Room* + Board*	FY25	\$28,310	\$32,054	\$41,852	\$52,778	\$54,398	\$57,966

Board Action Items

Motion: I move to approve the following items, en bloc, as they are outlined in the meeting materials:

- FY 2025 Budget within the Scenario ranges, including:
 - FY 2025 Tuition, Mandatory Student Fee, Room, and Board rates
 - FY 2026 Tuition rates
- Six-Year Capital Plan
- Land Use Certification



Finance & Administration Update

Financial Matters



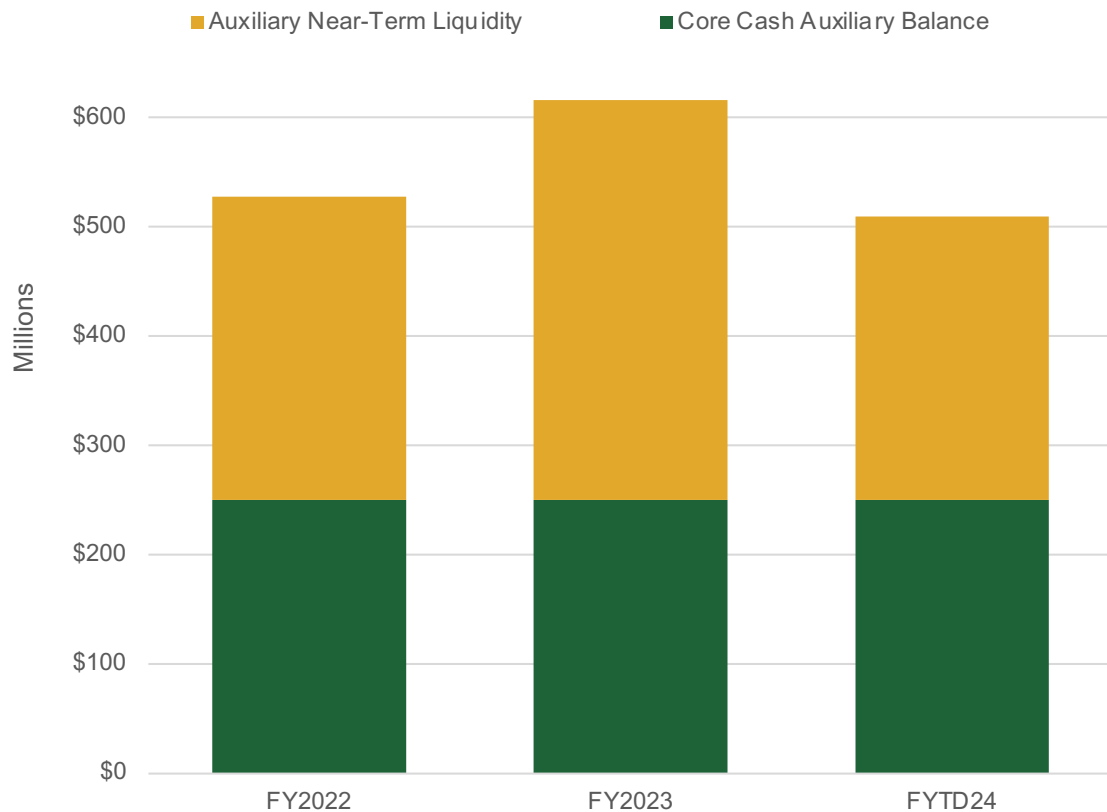
Cash Management

- **Mason received Tier 3 autonomy on July 1, 2021, but does not have authority to manage cash reserves like most other Tier 3 schools**
- **With authority, Mason could invest Core Cash Auxiliary differently to achieve higher yields**
- **Commonwealth impact would be negligible, representing less than 1% of its net unrestricted cash portfolio**

Leveraging Cash Management

While Mason received Tier 3 autonomy on July 1, 2021, it does not have authority to manage cash reserves like most other Tier 3 schools

Mason's Average Auxiliary Funds at State Treasury



Commonwealth Cash Management

- Investments generally shorter-term to prioritize liquidity needs (consistent availability of cash)
- Mason only receives interest on auxiliary balances, not the total cash held at Commonwealth

Mason Cash Management

- Mason has \$250M of Core Cash Auxiliary reserves that could be invested in longer term strategies
- Mason would invest its Core Cash Auxiliary strategically to maximize investment income while mitigating risk

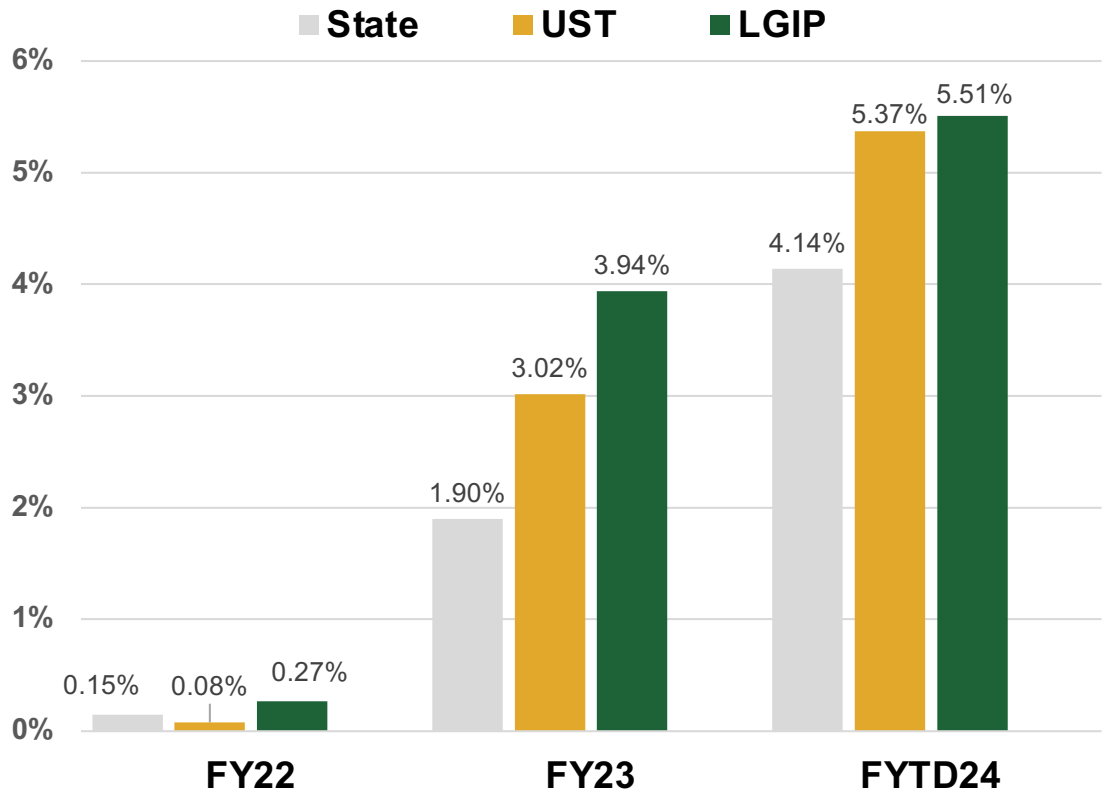
Negligible Impact to Commonwealth

- Mason's Total Auxiliary funds only represent approximately 2% of the Commonwealth's net unrestricted cash portfolio
- If Mason had access to its Core Cash Auxiliary reserves, it would represent less than 1% of Commonwealth's net unrestricted cash portfolio

Potential Earnings on Core Cash Balance

Mason could invest differently to achieve higher earnings

Annual Rate of Return



- UST & LGIP are gross of fees
- LGIP is an investment option offered to governmental entities that Mason could invest in if it had cash management authority

Estimated Earnings: FY22 - FY24 (YTD)

	<u>State</u> Commonwealth Earnings	<u>UST</u> * 1-Year US Treasury	<u>LGIP</u> * Local Gov. Investment Pool
FY22	\$0.5	\$0.2	\$0.7
FY23	\$4.8	\$7.6	\$9.8
FYTD24	\$7.7	\$9.0	\$9.5
Total	\$13.0	\$16.8	\$20.0

in millions

**Estimated potential earnings based on actual rates;
Commonwealth earnings are actual*



Fact Pack Expenditure Analysis: FY12-FY22

- **Fact Pack analysis shows growth across all programs**
- **Expenditure growth rates moderated when factoring in enrollment growth (i.e., per FTE)**
- **Relative proportions of E&G spending by program consistent over period**
- **FY21-FY22 spending skewed by COVID impacts: lower Auxiliary volume and higher E&G Institutional Support spending**

SCHEV Fact Pack

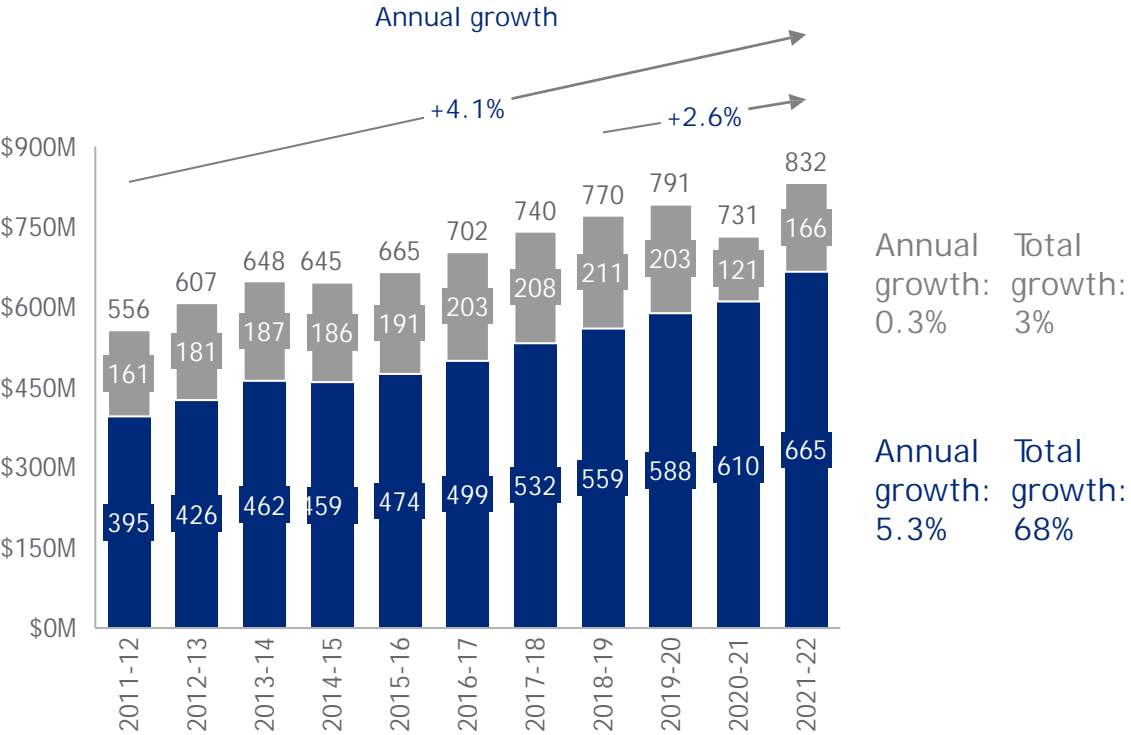
George Mason University

Chart (A): How are E&G and Auxiliary expenditures (overall and per student) changing over time?

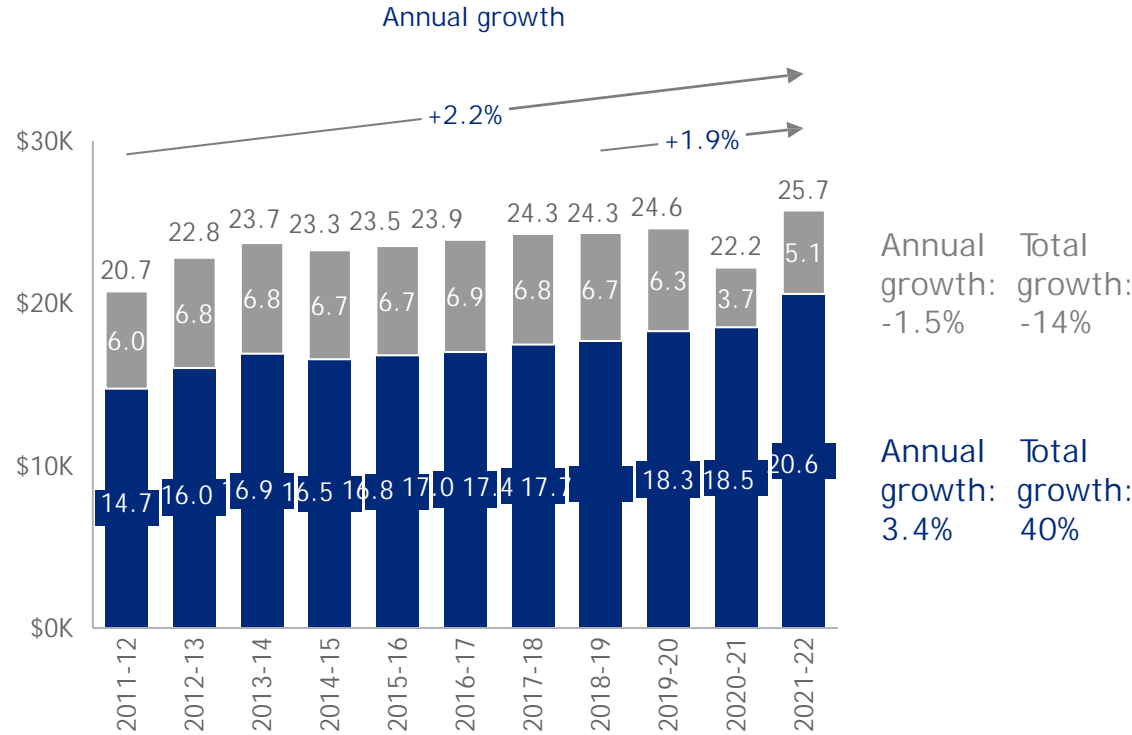
E&G and Auxiliary expenditures and expenditures by student FTE over time

	Annual	Total
Inflation (HEPI) ¹	2.7%	30%
Inflation (CPI) ¹	2.5%	28%

E&G and Auxiliary expenditure [2011-2021] (\$xM)



Expenditure per student FTE [2011-2021] (\$xK)



Auxiliary E&G

1. Determined as growth in HEPI/CPI over period

Note: Excludes student financial assistance and financial assistance for E&G services (program codes 108 and 110) and program code 199 ("admin/support services"). During the COVID-19 pandemic, institutions incurred one-time expenses such as testing, quarantine housing, and upgrades for distance learning, as well as suppressed personnel expenditures like travel, professional development, and hiring. Including these COVID-related expenses may skew comparisons across those years.

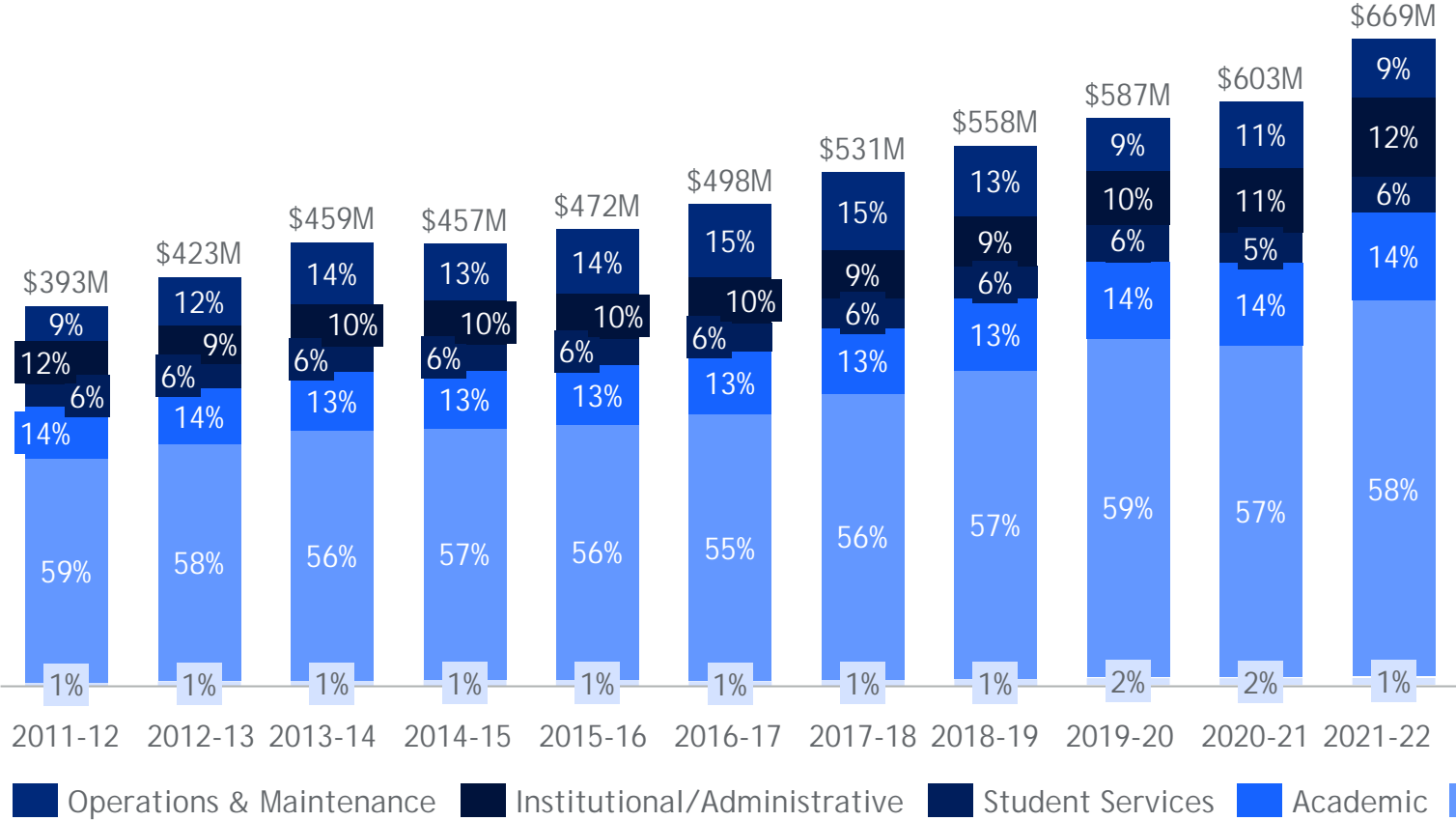
Source: Cardinal Expendwise expenditure data; SCHEV report E5 FTE data

SCHEV Fact Pack

George Mason University

Chart (B): How are E&G expenditures changing over time?

Proportional breakdown of E&G expenditures by category [2011-2021]



	Annual	Total
Inflation (HEPI) ²	2.7%	30%
Inflation (CPI) ²	2.5%	28%

Growth rates (2011-2021)

	Annual	Total
Instructional	5.3%	68%
Research	10.9%	180%
Academic	5.3%	67%
Student Services	5.1%	65%
Institutional/Administrative	6.0%	79%
Operations & Maintenance	5.4%	70%

1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period
 Note: Excludes student financial assistance and financial assistance for E&G services (program codes 108 and 110) and public services due to small expenditures; excludes program code 199 ("admin/support services") and program code 809 ("auxiliary enterprises")
 Source: Cardinal Expendwise data

SCHEV Fact Pack

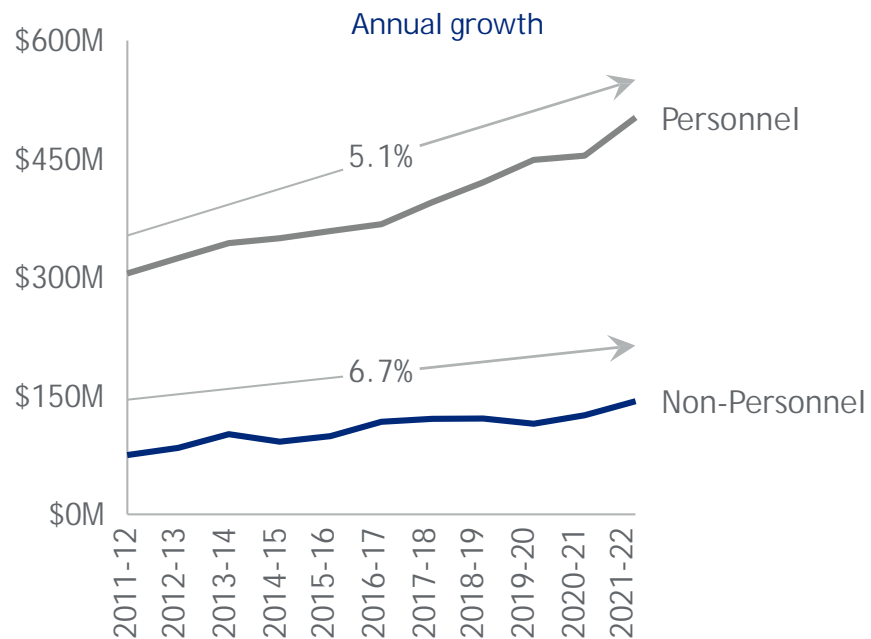
George Mason University

Chart (E): Is expenditure growth driven by personnel or non-personnel costs?

Growth in expenditures, personnel vs. non-personnel [2011-2021]

	Annual	Total
Inflation (HEPI) ²	2.7%	30%
Inflation (CPI) ²	2.5%	28%

Spending for top 5 service areas



	Top 5 service areas (E&G only)	\$ of spend (2021-22)	% of spend (2021-22)	Annual growth rate ¹
Personnel	General Academic Instruction	\$310M	48%	4.7%
	Higher Education Institutional Support	\$72M	11%	4.2%
	All Other Subprograms	\$65M	10%	7.5%
	Operation and Maintenance Of Plant	\$28M	4%	7.1%
	Higher Education Student Services	\$29M	4%	5.3%
Non-personnel	General Academic Instruction	\$79M	12%	8.1%
	Operation and Maintenance Of Plant	\$32M	5%	4.2%
	Libraries	\$13M	2%	-0.3%
	Higher Education Institutional Support	\$9M	1%	n/a
	Higher Education Student Services	\$9M	1%	4.6%

1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period

Note: Excludes student financial assistance and financial assistance for E&G services (program codes 108 and 110); includes program code 199 ("admin/support services") and program code 809 ("auxiliary enterprises"); personnel spending determined by personal services, non-personnel spending all other major objects; growth rates n/a if no growth rate able to be determined (e.g., inefficient data)

Source: Cardinal

SCHEV Fact Pack

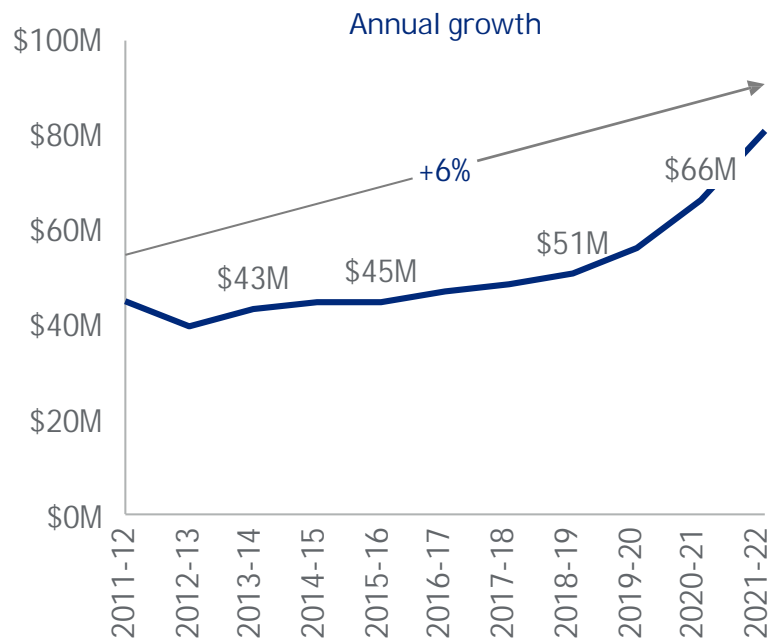
George Mason University

Chart (F): Which types of administrative spend are growing fastest?

Growth in institutional support spend objects [2011-2021]

	Annual	Total
Inflation (HEPI) ²	2.7%	30%
Inflation (CPI) ²	2.5%	28%

Total institutional support spend over time



Top 5 spend objects	\$ of spend (2021-22)	% of spend (2021-22)	Annual growth rate ¹
Salaries	\$50M	62%	3.6%
Employee Benefits	\$18M	23%	6.4%
Support Services	\$7M	8%	5.7%
Management and Informational Services	\$6M	7%	13.5%
Medical and Laboratory Supplies	\$3M	4%	101.0%

FY21 and FY22 increased administrative spending influenced by COVID response impacts

1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period
 Note: Only program code 106 (institutional support)
 Source: Cardinal



FY24 Q3 Financial Report & Forecast

Financial Matters

FY 2024 Q3 Financial Forecast: Operating

Cash basis, in \$M's	FY 2023 Actual	FY 2024 Amended Budget	FY 2024 Q2 Forecast	FY 2024 Q3 Forecast	var to FY 2024 Q2 Forecast	var to FY 2024 Amended Budget
Revenues						
Net Tuition and Fees	496	514	515	515	-	1
State Appropriations	267	327	326	326	-	(1)
Grants & Contracts	244	256	274	274	(0)	18
Auxiliary Enterprises	249	266	280	280	-	14
Other Operating Revenue	29	27	38	36	(2)	9
<u>Non-Operating Revenue:</u>						
Relief Funding	50	-	-	-	-	-
Total Revenues	1,335	1,391	1,434	1,432	(2)	41
Expenses						
Salaries and Wages	595	640	642	644	1	4
Fringe Benefits	163	187	184	184	-	(3)
Contractual Services	210	208	229	229	1	22
Travel	20	21	24	24	-	3
Supplies	27	28	26	25	(1)	(3)
Equipment	22	21	29	27	(2)	6
Capital Expenditures	4	3	1	1	-	(2)
Scholarships & Fellowships	164	187	194	193	(1)	6
Occupancy	41	45	41	41	-	(4)
Transfers-Capital Projects/Debt	135	58	62	61	(1)	3
AE Infrastructure	0	2	2	2	-	-
Total Expenses	1,381	1,399	1,434	1,432	(3)	32
(Shortfall)/Surplus	(46)	(9)	-	-	1	9
Balancing Mitigation Strategies	46	9	-	-	(1)	(9)
Adjusted Shortfall	-	-	-	-	-	-

- Projecting a **\$9M improvement** compared to approved budget
- Continuing to project **break-even** results across **all Operating Funds**
- **Consistent with Q2** with minor adjustments to projected revenues and expenses based on actual activity as the year progresses

Note: Operating includes the following funds: Education and General (E&G), Auxiliary Enterprises, Sponsored Research, Indirects, Financial Aid. Other Restricted & Other Unrestricted. EXCLUDES Capital

FY 2024 Q3 Financial Forecast: E&G Operating

Cash basis, in \$M's	FY 2023 Actual	FY 2024 Amended Budget	FY 2024 Q2 Forecast	FY 2024 Q3 Forecast	var to FY 2024 Q2 Forecast	var to FY 2024 Amended Budget
Revenues						
Net Tuition and Fees	494	514	513	513	-	(1)
State Appropriations	220	246	244	244	-	(2)
Auxiliary Enterprises	1	1	1	1	-	-
Other Operating Revenue	19	14	19	19	-	5
Total Revenues	734	775	777	777	-	2
Expenses						
Salaries and Wages	457	494	488	489	1	(5)
Fringe Benefits	140	146	144	144	0	(2)
Contractual Services	80	80	83	80	(3)	(0)
Travel	6	7	7	7	-	0
Supplies	18	17	16	16	-	(1)
Equipment	11	11	15	15	-	4
Capital Expenditures	2	1	-	-	-	(1)
Scholarships & Fellowships	46	45	50	50	-	5
Occupancy	22	24	21	21	-	(3)
Transfers	31	3	(3)	(2)	1	(4)
AE Infrastructure	(18)	(18)	(22)	(22)	-	(4)
Total Expenses	796	810	799	798	(1)	(12)
E&G Shortfall	(62)	(35)	(22)	(21)	1	14
Balancing Mitigation Strategies	62	35	22	21	(1)	(14)
Adjusted E&G Shortfall	-	-	-	-	-	-

- Projecting **\$14M improvement** from approved budget – generally consistent with Q2 forecast
- Contractual Services decrease due to **leveraging of non-E & G funds** and **moderation** in spending trend
- Progress towards closing budget gap achieved through unit efforts to identify **both recurring and one-time savings**
 - \$14M projected for FY24, with continuing impacts into FY25
 - Year 2 of budget reductions in **FY25 will continue this active budget management effort**

* AE Infrastructure reflects AE to E&G overhead transfer

FY 2024 Q3 Financial Forecast: Capital

Cash basis, in \$M's	FY 2023 Actual	FY 2024 Amended Budget	FY 2024 Q2 Forecast	FY 2024 Q3 Forecast	var to FY 2024 Q2 Forecast	var to FY 2024 Amended Budget
Revenues						
Gifts	-	-	58	58	-	58
Capital Grants	82	169	134	96	(38)	(73)
Total Revenues	82	169	192	154	(38)	(15)
Expenses						
Contractual Services	3	3	3	3	-	0
Equipment	1	2	2	2	-	-
Capital Expenditures	130	302	270	268	(2)	(34)
Debt Service	25	49	49	49	-	-
Transfers-Capital Projects/Debt	(135)	(58)	(62)	(62)	-	(4)
Total Expenses	25	298	262	260	(2)	(38)
Drawdown of Capital Reserves	57	(129)	(70)	(106)	(36)	23

- Includes **\$58M gift from GMUF**, offsetting drawdown of capital reserves
- Projecting lower Capital Expenditure outlay** due to delayed lead time for delivery of major equipment for Life Sciences & Engineering Building (LSEB) and Central Heating & Cooling projects.
- Offset by **lower estimated flow of Capital Grants** funding from Commonwealth and use of AE reserves rather than debt for **Fuse bridge funding**.



FY 2025 Budget

Financial Matters

FY 2025 Scenario Planning: Operating

Cash basis, in \$M's	FY 2023 Actual	FY 2024 Amended Budget	FY 2024 Q3 Forecast	Scenario #1 Governor's Budget	Scenario #2 Conference Budget	Scenario #3 Governor's April Budget Amendments
Revenues						
Net Tuition and Fees	496	514	515	531	531	531
State Appropriations	267	327	326	323	355	349
Grants & Contracts	244	256	274	286	286	286
Auxiliary Enterprises	249	266	280	290	290	290
Other Operating Revenue	29	27	36	39	39	39
<u>Non-Operating Revenue:</u>						
Relief Funding	50	-	-	-	-	-
Total Revenues	1,335	1,391	1,432	1,468	1,501	1,494
Expenses						
Salaries and Wages	595	640	644	661	670	670
Fringe Benefits	163	187	184	196	198	198
Contractual Services	210	208	229	242	242	242
Travel	20	21	24	25	25	25
Supplies	27	28	25	25	25	25
Equipment	22	21	27	28	28	28
Capital Expenditures	4	3	1	1	2	2
Scholarships & Fellowships	164	187	193	196	199	198
Occupancy	41	45	41	42	42	42
Transfers-Capital Projects/Debt	135	58	61	64	64	64
AE Infrastructure	0	2	3	3	3	3
Total Expenses	1,381	1,399	1,432	1,483	1,497	1,496
(Shortfall)/Surplus	(46)	(9)	-	(15)	4	(2)
Strategic Use of Reserves	-	-	-	3	3	3
Balancing Mitigation Strategies	46	9	-	12	(7)	(1)
Adjusted Shortfall	-	-	-	-	-	-

- University continuing growth trajectory
- Break-even in latest proposed amendments achieved through positive margins in other funds to offset E & G shortfall.
- Revenue differences driven by **State Appropriations**
- Expense increases driven by **salaries & wages, contract cost escalations, and planned increase in financial aid.**
- Limited support for strategic investments given budget constraints.

FY 2025 Scenario Planning: E&G Operating

Cash basis, in \$M's	FY 2023 Actual	FY 2024 Amended Budget	FY 2024 Q3 Forecast	Scenario #1 Governor's Budget	Scenario #2 Conference Budget	Scenario #3 Governor's April Budget Amendments
Revenues						
Net Tuition and Fees	494	514	513	529	529	529
State Appropriations	220	246	244	241	270	265
Auxiliary Enterprises	1	1	1	-	-	-
Other Operating Revenue	19	14	19	20	20	20
Total Revenues	734	775	777	790	819	813
Expenses						
Salaries and Wages	457	494	489	502	511	511
Fringe Benefits	140	146	144	147	151	151
Contractual Services	80	80	80	84	84	84
Travel	6	7	7	7	7	7
Supplies	18	17	16	16	16	16
Equipment	11	11	15	15	15	15
Capital Expenditures	2	1	-	-	-	-
Scholarships & Fellowships	46	45	50	50	50	50
Occupancy	22	24	21	21	21	21
Transfers	31	3	(2)	(2)	(2)	(2)
AE Infrastructure	(18)	(18)	(22)	(22)	(22)	(22)
Total Expenses	796	810	798	820	832	832
E&G Shortfall	(62)	(35)	(21)	(31)	(13)	(19)
Strategic Use of Reserves	-	-	-	3	3	3
Balancing Mitigation Strategies	62	35	21	28	10	16
Adjusted E&G Shortfall	-	-	-	-	-	-

- Continuing growth – **moderating expense growth** to align with available resources
- Increases due primarily to projected **salary & wage** increases and filling positions at market rate. **Continuing critical vacancy reviews** of all open positions.
- Strategic Use of Reserves represents **approved reserve-funded initiatives** planned for FY25
- For all scenarios, **budget shortfalls will be mitigated** with planned **budget reductions** (2nd year), **new revenue generation**, and continued **operating efficiencies** from reorganizations & shared services.

Note: AE Infrastructure reflects AE to E&G overhead transfer

FY 2025 Capital Summary

CAPITAL BUDGET	
<i>(in millions)</i>	
Expenditure	
Major Capital	131
Annual Capital	7
Deferred Maintenance	15
Annual Debt Service	47
Sub-Total	200
Developer Cost Included Above	(22)
Total	178
Funding Sources	
State Appropriations Received in Current FY	61
State Appropriations Received in Prior FY	2
Debt	0
Gifts	2
Sponsored Grants	0
Central Operations / Reserves	49
School or Dep't Operations / Reserves	0
Transfers in from Operating	64
Total	178

- Major capital projects primarily consist of **FUSE** and **Life Science Engineering Building** totaling \$107M. 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 2025, 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 2025 capital project expenditures and debt service.

FY 2025 Capital Detail

FY25 CAPITAL EXPENDITURE-TO-DATE BY PROJECT						
	Total Project Authorization (A)	Expenditures			Project Available Balance	
		As of FY24 (B)	Fiscal Year 2025			
			Budget	YTD		Full-year Forecast (C)
Planning Phase						
Telecom Infrastructure, Ph 3	24	0	1	0	1	23
Design Phase						
Telecom Infrastructure, Ph 2	23	1	1	0	1	21
RAC Addition	30	0	4	0	4	26
Activities Building (Community, Well- Being)	11	3	8	0	8	0
Construction Phase						
Aquatic & Fitness Center Reno	17	7	6	0	6	4
Life Science Engineering Building	107	66	41	0	41	(0)
Expand Central Plant Capacity	8	1	6	0	6	1
Telecom Infrastructure, Ph 1	11	9	1	0	1	0
Johnson Center HVAC Repairs	8	1	4	0	4	3
FUSE at Mason Square	254	182	65	0	65	6
Tech Talent Bachelors Capital	23	16	2	0	2	5
Close-Out						
Horizon Hall (Core Campus)	122	121	1	0	1	0
Utility Infrastructure (Core Campus)	54	50	0	0	0	3
Land Acquisition Ph 1 (Lot 6, 8 & 11)	40	24	0	0	0	16
Land Acquisition Ph 2 (VSH)	107	107	0	0	0	0
IT						
Core Network Equipment	6	6	0	0	0	0
Umbrella (On-going)						
Maintenance Reserve	N/A	N/A	4	0	4	N/A
Annual Capital	N/A	N/A	9	0	9	N/A
Total			153	0	153	108
Annual Debt Service			47		47	
Sub-total			200	0	200	
Developer Cost Included Above			(22)		(22)	
Adj. Total			178	0	178	

Staff Recommendation to Board

The Finance & Land Use Committee recommends approval by the Board of Visitors of the FY 2025 Budget within the Scenario ranges, including:

- FY 2025 Tuition, Mandatory Student Fee, Room, and Board rates
- FY 2026 Tuition rates



Six-Year Capital Plan

Capital Matters

Six-Year Capital Plan

- **Six-Year Plan submitted annually**
- **Two types of approval:**
 - **BOV Approved** – Projects for direct execution not requesting general fund support or debt sold by the Commonwealth
 - **Commonwealth Approved** – Projects that are specifically included in the annual Commonwealth budget, requiring general fund support or debt sold by the Commonwealth.

Projects Seeking BOV Approval

	Previously Authorized (NGF)	Current Authorization Request (NGF)*	Total Authorization	Projected FY Start
EagleBank Arena Air Handling Units	\$0.0	\$11.7	\$11.7	FY25
<ul style="list-style-type: none"> • Current units are at the end of their useful life • Mason experienced a critical failure prompting emergency response at the end of 2023 • Funding will be provided from reserves set aside for EagleBank Arena 				
ITS Core Network Replacement	\$0.0	\$6.0	\$6.0	FY25
<ul style="list-style-type: none"> • The purpose of this project is to transition to the next generation of network architecture • Expands virtual classroom capability and improves the research infrastructure platform to better retain and attract students and faculty • Improves user experience through enhanced network capacity and performance for students, faculty, staff, and guests 				
Total	\$0.0	\$17.7	\$17.7	

(millions)

FY25 Planned Commonwealth Submission

	GF Authorization	NGF Authorization	Total Authorization
Student Innovation Factory Building	\$51.1	\$0.0	\$51.1
<ul style="list-style-type: none"> • First submitted as part of the University's Commonwealth Capital Plan submission in FY22. In FY24 it was submitted as a \$37M project. • Student capstone projects and design competitions have increasingly gained momentum in most undergraduate STEM degree programs as part of learn-by-doing pedagogies. Capstone projects are resulting in increased need for dedicated, secure, weatherproof project space to store tools and works in progress. • Mason has been very efficient in providing space for such projects but it has by no means been ideal. Current facilities for Engineering Students to complete projects include off campus lease space, the CEIE lab (which is a repurposed computer lab), common spaces on the campus, and occasionally the Facilities complex. • The Student Innovation Factory Building will fulfill this need by way of a 60 GSF new facility with high bay areas for project creation. 			
Interdisciplinary Sci. & Eng. Building - 1 (ISEB-1)	\$216.2	\$0.0	\$216.2
<ul style="list-style-type: none"> • First submitted as part of the University's Commonwealth Capital Plan submission in FY22. In FY24 it was submitted as a \$165M project. • 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. • 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 Interdisciplinary Science and Engineering Building is proposed as a 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 Masterplan. 			
Critical Deferred E&G Maintenance	\$96.4	\$0.0	\$96.4
<ul style="list-style-type: none"> • First submitted as part of the University's Commonwealth Capital Plan submission in FY23. In FY24 it was submitted as a \$36M project, based upon the projected needs at the point in which the project was submitted. • The Commonwealth's annual maintenance reserve allocation is woefully underfunded for the needs of the University to address the critical deferred maintenance in our E&G buildings. • The request is based upon the anticipated shortfall of funding and explained in more detail on the next slide. 			
Costello College of Business Building	\$165.0	\$0.0	\$165.0
<ul style="list-style-type: none"> • Project was previously approved by BOV in May 2019 with \$165M NGF budget. Project was first submitted as part of the University's Commonwealth Capital Plan submission in FY23. If approved, funding will be converted to GF. • The Costello College of Business boasts Mason's fourth largest enrollment and second largest projected growth of the ten academic units. • This building would provide new space for current use and proposed future growth for the Costello College of Business. The building program includes 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 of Business, plus replacement space as a result of demolition of Lecture Hall to accommodate the new building site. 			
Total	\$528.7	\$0.0	\$528.7

(millions)

Critical Deferred E&G Maintenance Detail

- Projects are continuously evaluated based upon boots-on-the-ground surveys and real-time data
 - The values for the deferred maintenance will continue to evolve as a result
 - Data as of April 2024

Classification	2025	2026	2027	2028	2029	Grand Total
Total Critical Deferred Maintenance	\$48.1	\$16.7	\$16.7	\$30.3	\$30.3	\$142.1
Energy	\$0.0	\$0.1	\$0.1	\$0.9	\$0.9	\$2.0
Environmental Compliance	\$0.7	\$0.0	\$0.0	\$0.0	\$0.0	\$0.7
Infrastructure	\$34.1	\$13.6	\$13.6	\$20.9	\$20.9	\$103.1
Safety	\$10.7	\$2.4	\$2.4	\$4.2	\$4.2	\$23.9
Standard Refresh	\$2.6	\$0.6	\$0.6	\$4.3	\$4.3	\$12.4
Current Expected Commonwealth Contribution towards E&G Deferred Maintenance	\$4.1	\$9.4	\$9.4	\$9.4	\$9.4	\$41.7
Critical DM Gap	\$44.0	\$7.3	\$7.3	\$20.9	\$20.9	\$100.4

(millions)

Approved Projects Not In Progress

BOV Approved Projects not in Progress	GF Authorization	NGF Authorization	Total Authorization
Costello College of Business Building	\$0.0	\$165.0	\$165.0
<ul style="list-style-type: none"> • Same project to be resubmitted for the Commonwealth's consideration of general fund. • Awaiting fundraising before proceeding. 			
Concert Hall Renovation	\$0.0	\$25.0	\$25.0
<ul style="list-style-type: none"> • Awaiting fundraising before proceeding. 			
Total	\$0.0	\$190.0	\$190.0
Commonwealth Approved Projects not in Progress	GF Authorization	NGF Authorization	Total Authorization
Point of View–Cottages	\$4.0	\$4.0	\$8.0
<ul style="list-style-type: none"> • Awaiting fundraising before proceeding. 			
Academic VIII	\$0.0	\$7.5	\$7.5
<ul style="list-style-type: none"> • Only planning funds have been approved for this projects. • Awaiting strategic alignment before proceeding. • Construction authorization will need to be requested as part of a future annual Commonwealth capital plan submission. Approval would move planning funds from NGF to GF. 			
Total	\$4.0	\$11.5	\$15.5

BOV Approval	Estimated Completion Date
May-19	TBD
May-18	TBD

Future GF Authorization	BOV Approval	Commonwealth Approval
\$0.0	N/A	Apr-20
\$192.5	May-19	May-20
\$192.5		

(millions)

Six-Year Capital Plan: Future Board Actions

As identified in Mason's Higher Education Capital Outlay (HECO) Manual adopted by the Board in December 2016 and most recently updated October 2023, each capital project has the following actions to be completed by the Board:

- **Approve Schematic Design**
- **Approve significant changes (> +/- 10%)**
 - Budget (\$)
 - Scope (GSF)
- **Review Projects**
 - Stoplight Chart (in each BOV meeting book)
 - Completion report (upon each major capital project completion)

Staff Recommendation to Board

The Finance & Land Use Committee recommends approval of the proposed annual update of the Six-Year Capital Plan.



Land Use Certification

Capital Matters

FY 2024 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:
 - Acquisition of Vernon Smith Hall on the Mason Square Campus
 - Acquisition of additional property across Fairfax Drive on the Mason Square Campus – 922 N. Kenmore St. and 950 N. Jackson St.
 - Easement on Mason Square (Arlington Campus) related to the FUSE development – Underground Right of Way Easement and Electrical Vault
 - Easement on SciTech – Sewer Connection Easement with Prince William County Service Authority

Staff Recommendation to Board

The Finance & Land Use Committee recommends approval of the Land Use Certification spreadsheet included in the Board Book.



Appendix I

Capital Projects Stoplight

Capital Projects Stoplight Chart

FY24 CAPITAL PROJECT STOPLIGHT CHART											
	Total Project Authorization (A)	As of FY23 (B)	Expenditures			Project Available Balance (=A-B-C)	Budget Status	Schedule Status	Scope Status	Construction % Complete	Occupancy/Completion Date
			Fiscal Year 2024								
			Budget	YTD	Full-year Forecast (C)						
Planning Phase											
Telecom Infrastructure, Ph 3	24.0	0.0	0.1	0.0	0.1	23.9	●	●	●	0.0%	TBD
Design Phase											
Telecom Infrastructure, Ph 2	23.3	0.0	0.9	0.2	0.9	22.4	●	●	●	0.0%	4/16/2026
RAC Addition	30.0	0.0	0.3	0.3	0.3	29.7	●	●	●	0.0%	12/2/2026
Activities Building (Community, Well- Being)	11.0	0.2	2.9	1.0	2.0	8.8	●	●	●	0.0%	1/15/2025
Construction Phase											
Aquatic & Fitness Center Reno	16.5	0.9	6.0	5.6	6.0	9.6	●	●	●	67.1%	9/1/2024
Life Science Engineering Building	107.0	20.6	45.1	37.5	45.1	41.3	●	●	●	61.6%	1/13/2025
Expand Central Plant Capacity	8.2	0.3	0.5	0.0	0.5	7.3	●	●	●	0.0%	1/26/2026
Telecom Infrastructure, Ph 1	10.5	3.3	6.0	1.7	3.0	4.2	●	●	●	47.4%	1/17/2025
Johnson Center HVAC Repairs	8.0	0.3	1.0	1.1	2.0	5.7	●	●	●	21.2%	5/15/2025
FUSE at Mason Square	253.8	81.6	100.8	71.1	94.0	78.2	●	●	●	68.0%	7/1/2025
Tech Talent Bachelors Capital	23.0	12.4	3.7	3.7	3.7	6.9	●	●	●	N/A	N/A
Close-Out											
Horizon Hall (Core Campus)	121.7	120.2	0.7	0.1	0.7	0.8	●	●	●	100.0%	Occupied
Utility Infrastructure (Core Campus)	53.5	49.7	0.3	0.0	0.3	3.5	●	●	●	100.0%	Complete
Land Acquisition Ph 1 (Lot 6, 8 & 11)	40.0	16.4	7.4	7.5	7.5	16.2	●	●	●	100.0%	Complete
Land Acquisition Ph 2 (VSH)	107.0	0.0	107.0	107.0	107.0	0.0	●	●	●	100.0%	Complete
IT											
Core Network Equipment	5.9	0.0	0.0	0.0	5.9	0.0				0.0%	
Umbrella (On-going)											
Maintenance Reserve	6.5	N/A	6.5	6.7	6.7	N/A				N/A	N/A
Annual Capital	10.5	N/A	10.5	15.7	17.0	N/A				N/A	N/A
Authorized but not Proceeding											
Academic VIII	185.7	0.0	0.0	0.0	0.0	185.7				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
Business School Building	165.0	0.0	0.0	0.0	0.0	165.0				0.0%	TBD
Energy Efficiency Investments	7.5	0.0	0.0	0.0	0.0	7.5				0.0%	TBD
Housing Renovations Phase 1	25.0	0.0	0.0	0.0	0.0	25.0				0.0%	TBD
Real Estate Acquisitions Phase 4 (TBD)	50.0	0.0	0.0	0.0	0.0	50.0				0.0%	TBD
Total	1,326.5	305.9	299.8	259.2	302.7 ⁽¹⁾	724.6					

(millions)

STOPLIGHT KEY	
●	Red: Likely to exceed approved budget/schedule/scope
●	Yellow: At risk to exceed approved budget/schedule/scope
●	Green: Within approved budget/schedule/scope

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



Appendix II

Detailed Proposed Tuition, Fees, Room & Board Rates

Proposed Tuition & Fees: Annual Rates*

FY25 Proposed Tuition & Fees: Annual Rates*

	Tuition	MSF	Tuition and Fee
Undergraduate			
In State	\$10,362	\$3,828	\$14,190
Out of State	\$34,860	\$3,828	\$38,688
Mason Korea**	\$16,280	\$3,828	\$20,108
Graduate			
In State	\$14,136	\$3,828	\$17,964
Out of State	\$36,480	\$3,828	\$40,308
Law			
In State	\$24,864	\$2,898	\$27,762
Out of State	\$40,978	\$2,898	\$43,876

FY26 Proposed Tuition: Annual Rates*

	FY25 Tuition	FY26 Increase	FY26 Tuition
Undergraduate			
In State	\$10,362	\$330	\$10,692
Out of State	\$34,860	\$600	\$35,460
Mason Korea**	\$16,280	\$0	\$16,280
Graduate			
In State	\$14,136	\$408	\$14,544
Out of State	\$36,480	\$792	\$37,272
Law			
In State	\$24,864	\$728	\$25,592
Out of State	\$40,978	\$1,008	\$41,986

* MSF rate reflects 3% increase over FY24

** Discounted tuition rate for Mason Korea students while at Fairfax Campus.

Proposed Tuition & Fees: Hourly Rates

FY25 Proposed Tuition & Fees: Hourly Rates

	Tuition	MSF	Tuition and Fee
Undergraduate			
In State	\$433.00	\$159.50	\$592.50
Out of State	\$1,452.50	\$159.50	\$1,612.00
Mason Korea	\$678.00	\$159.50	\$837.50
Graduate			
In State	\$589.00	\$159.50	\$748.50
Out of State	\$1,520.00	\$159.50	\$1,679.50
Law			
In State	\$888.00	\$103.50	\$991.50
Out of State	\$1,463.50	\$103.50	\$1,567.00

FY26 Proposed Tuition: Hourly Rates

	Tuition
Undergraduate	
In State	\$445.50
Out of State	\$1,477.50
Mason Korea	\$678.00
Graduate	
In State	\$606.00
Out of State	\$1,553.00
Law	
In State	\$914.00
Out of State	\$1,499.50

FY25 Proposed Premium Pricing

PROGRAM-SPECIFIC PREMIUM AND (DISCOUNTED) RATES PER-CREDIT HOUR RATES ABOVE / (UNDER) STANDARD TUITION RATES			
	<u>In-State</u>	<u>Out-of-State</u>	<u>Regional</u>
Antonin Scalia School of Law			
All Professional programs	\$89.00	\$97.00	
Extending in-state tuition to public sector employees with part-time status*			(\$566.00)
Carter School for Peace and Conflict Resolution			
Regional discount for D.C and Maryland residents*			(\$286.50)
College of Education and Human Development			
All Graduate Programs*		(\$714.50)	
Virginia educators discount	(\$109.00)		
College of Engineering and Computing			
All Graduate Programs	\$120.00		
College of Humanities and Social Sciences			
Masters Criminal Justice	\$200.00	\$200.00	
College of Public Health			
All Graduate Programs	\$56.75	\$56.75	
College of Science			
Advanced Biomedical Sciences Certificate**	\$955.55	\$41.00	
Forensics Programs	\$100.00	\$100.00	
Geographic Information Sciences Certificate	\$200.00	\$200.00	
Geospatial Intelligence & Remote Sensing Certificates	\$200.00	\$200.00	
Nano Certificate	\$100.00	\$100.00	
Cellular and Molecular Biology Certificate	\$100.00	\$100.00	
Bioinformatics Certificates	\$100.00	\$100.00	
Costello College of Business			
Masters Finance	\$521.75	\$33.75	
MS Accounting and Related Certificates	\$321.25	\$58.25	
MBA Program and Related Certificates	\$357.00	\$349.00	
MS Business Analytics	\$357.00	\$349.01	
MS Management	\$318.25	\$55.25	
MS Real Estate Development	\$320.25	\$337.00	
Regional discount for D.C and Maryland residents***			\$(137.00 - \$923.00)
Schar School of Policy and Government			
All Graduate programs, except Political Science	\$200.00	\$100.00	
Regional discount for D.C and Maryland residents***			\$(814.50 - \$914.50)

* Discount of regular GR O/S tuition ** MOU with Georgetown University *** Discount of regular GR O/S tuition offered on various premium-priced programs

FY25 Proposed Graduate Online Rates

FULLY ONLINE GRADUATE PROGRAMS PER-CREDIT-HOUR RATES	
Antonin Scalia School of Law	
LL.M. in Global Antitrust Law & Economics (Wiley Partnership)	\$1,200.00
LL.M. in US Law (Wiley Partnership)	\$1,200.00
All other online programs	\$888.00
	OS \$1,463.50
Carter School for Peace and Conflict Resolution	
Conflict Analysis and Resolution, MS and Certificate Program (online)	IS \$572.00
Contemporary Dispute Resolution Certificate Program (online)	OS \$817.00
Mass Atrocity and Genocide Prevention Certificate Program (online)	IS \$559.45
All other online programs	OS \$1,474.00
College of Education and Human Development	
Certificate in Applied Behavior Analysis (Wiley Partnership)	\$805.00
Certificate in Autism Spectrum Disorders (Wiley Partnership)	\$805.00
Certificate in Learning Technology - eLearning (Wiley Partnership)	\$805.00
M.Ed. in Curriculum & Instruction; concentration in Teaching English as a Second Language (Wiley Partnership)	\$805.00
Masters in Learning Design & Technology (Wiley Partnership)	\$805.00
Masters of Special Education w/ ABA or Autism Spectrum Certification (Wiley Partnership)	\$805.00
All other online programs	IS \$589.00
	OS \$789.00
College of Engineering and Computing	
Masters Computer Science (Wiley Partnership)	\$950.00
Masters of Science in Data Analytics (Wiley Partnership)	\$930.00
Certificate in Data Analytics (Wiley Partnership)	\$930.00
Masters of Applied Information Technology (Wiley Partnership)	\$950.00
All other online programs	IS \$709.00
	OS \$1,520.00
College of Humanities and Social Sciences	
Masters of Professional Studies in Applied Industrial & Organizational Psychology (Wiley Partnership)	\$815.00
Masters in Economics (Wiley Partnership)	\$1,065.00
All other online programs	IS \$589.00
	OS \$1,520.00

FULLY ONLINE GRADUATE PROGRAMS PER-CREDIT-HOUR RATES	
College of Public Health	
Masters Social Work (Wiley Partnership)	\$795.00
Master of Science in Nursing: Family Nurse Practitioner (FNP) (Wiley Partnership)	\$850.00
Masters of Science in Health Administration (MHA) (Wiley Partnership)	\$895.00
Masters of Science in Health Informatics (MSHI) (Wiley Partnership)	\$800.00
Masters of Public Health (Wiley Partnership)	\$725.00
Certificate in Health Informatics & Data Analytics (Wiley Partnership)	\$800.00
All other online programs	IS \$ 645.75
	OS \$1,576.75
College of Science	
Online Advanced Biomedical Certificates	\$1,545.50
Online Bioinformatics & Computational Science Graduate and Certificate Programs	IS \$689.00
	OS \$1,620.00
Online Geospatial Graduate and Certificate Programs	IS \$789.00
	OS \$1,720.00
All other online programs	IS
	\$589.00
College of Visual and Performing Arts	
Online Master of Music; Music Education Concentration	\$820.00
All other online programs	IS \$589.00
	OS \$1,520.00
Costello College of Business	
Certificate of Business Analytics (Wiley Partnership)	\$1,105.50
Masters of Business Administration (Wiley Partnership)	\$1,105.50
All other online programs	IS \$589.00
	OS \$1,520.00
Schar School of Policy and Government	
All online programs	IS \$789.00
	OS \$1,620.00

FY25 Proposed Housing Room Rates

- Proposing a **\$300 increase** on all room rates for FY24 over FY23.
- There are **over 6,000 beds** on the Fairfax campus.
- **Beacon Hall** on the Science and Technology Campus has **145 graduate beds**.
- **SMSC** has **60 rooms** in single or double configurations as needed.
- All freshmen are required to live on campus unless they meet established criteria and are granted an exemption.

ACADEMIC YEAR ROOM RATES (Fall + Spring Semesters) *	FY24	FY25	\$ Change	% Change
Traditional Halls (Freshmen; Meal Plan Required)				
Single	\$ 10,720	\$ 11,020	\$ 300	2.80%
Double	\$ 7,970	\$ 8,270	\$ 300	3.76%
Triple	\$ 6,930	\$ 7,230	\$ 300	4.33%
ODS Single	\$ 7,970	\$ 8,270	\$ 300	3.76%
Suites (Freshmen & Upper Class; Meal Plan Required)				
Single	\$ 11,520	\$ 11,820	\$ 300	2.60%
Double	\$ 8,770	\$ 9,070	\$ 300	3.42%
Triple	\$ 8,770	\$ 9,070	\$ 300	3.42%
Economy Double/Triple	\$ 7,240	\$ 7,540	\$ 300	4.14%
ODS Single	\$ 8,770	\$ 9,070	\$ 300	3.42%
Apartments (Upper Class; Meal Plan Optional)				
Single **	\$ 13,710	\$ 14,010	\$ 300	2.19%
Double **	\$ 10,970	\$ 11,270	\$ 300	2.73%
ODS Apartment Single	\$ 10,970	\$ 11,270	\$ 300	2.73%
Townhouse Single	\$ 12,500	\$ 12,800	\$ 300	2.40%
Townhouse Double	\$ 10,000	\$ 10,300	\$ 300	3.00%
Angel Cabrera Global Center (Upper Class; Meal Plan Required)				
Single	\$ 12,250	\$ 12,550	\$ 300	2.45%
Double	\$ 9,330	\$ 9,630	\$ 300	3.22%
Expanded Triple	\$ 7,240	\$ 7,540	\$ 300	4.14%
Weighted Average Rate - Fairfax				2.05%
Beacon Hall - SciTech Graduate Housing (FY24=Reduced Spring; FY25=9.5 month lease)				
Studio	\$ 11,350	\$ 11,800	\$ 450	3.96%
One Bedroom	\$ 14,880	\$ 15,480	\$ 600	4.03%
Two Bedroom (per person)	\$ 8,650	\$ 9,100	\$ 450	5.20%
Weighted Average Rate - Beacon Hall				4.63%
Masonvale (Faculty and Graduate Student)				
Single	\$ 1,868	\$ 1,958	\$ 90	4.82%
Double	\$ 2,401	\$ 2,506	\$ 105	4.37%
Triple	\$ 2,968	\$ 3,088	\$ 120	4.04%

* Rates do not include the \$150 HRL Application Fee

** Rates at SMSC - Front Royal are the same as the Apartments; \$14,010 for a single and \$11,270 for a double

FY25 Housing Details

- Room rates for all bed types **\$300** for FY25.
- **First-year freshmen undergraduates are required to live on campus** but can request an exemption if they either live locally with parents/family, are veterans, are 20 years of age or more, are married, have dependent family, or for financial or health reasons.
- **Summer rates** are offered on all three campuses and are based on the number of days in the term derived from the academic year rates.
- The **SMSC rates** are set at the highest Fairfax campus rates approved by the BOV. There are **60 rooms** which may be occupied as either a single or double room as needed.
- A limited number of **graduate student beds** are offered on the Fairfax Campus in the **Angel Cabrera Global Center and the Townhouses (located off Chain Bridge Road)**.
- **Beacon Hall** graduate housing on Science and Technology Campus has **145 revenue beds**, which are for 9.5-month leases (similar to Fairfax), and four graduate RA beds.

FY25 Proposed Board Meal Plans

Proposed meal plan rates increase 4.9% based on:

- Food Consumer Price Index
- Includes \$30 annual estimate for union wage increase
- Extended Dining Offerings add \$10 annually for Sodexo support of The Globe, The Spot, Halal, Kosher
- Daily increase per student is \$1.19

University policy requires all students living in on-campus housing without full kitchens in the room have a residential meal plan.

ACADEMIC YEAR BOARD RATES (Fall and Spring Semesters Combined)	FY24	FY25	\$ CHANGE	% CHANGE
Independence Dining Plans (Includes Minimum \$100/Semester Dining Dollars)				
Independence	\$ 5,550	\$ 5,820	\$ 270	4.9%
Extended	\$ 5,810	\$ 6,090	\$ 280	4.8%
Ultimate	\$ 6,680	\$ 7,000	\$ 320	4.8%
Liberty Meal Plans (Includes Dining Dollars)				
Liberty Weekly 9	\$ 5,550	\$ 5,820	\$ 270	4.9%
Liberty Weekly 14	\$ 5,550	\$ 5,820	\$ 270	4.9%
Patriot Meal Plans (Includes Minimum \$100/Semester Dining Dollars)				
Patriot Meals 25	\$ 710	\$ 770	\$ 60	8.5%
Patriot Meals 55	\$ 1,190	\$ 1,270	\$ 80	6.7%
Patriot Meals 85	\$ 1,650	\$ 1,760	\$ 110	6.7%
Dining Dollars Declining Balance Plans				
Dining Dollars 350	\$ 700	\$ 700	\$ -	0.0%
Dining Dollars 500	\$ 1,000	\$ 1,000	\$ -	0.0%
Dining Dollars 750	\$ 1,500	\$ 1,500	\$ -	0.0%
Dining Dollars 1,000	\$ 2,000	\$ 2,000	\$ -	0.0%
Dining Dollars 1,500	\$ 3,000	\$ 3,000	\$ -	0.0%
Dining Dollars 2,000	\$ 4,000	\$ 4,000	\$ -	0.0%
Smithsonian Mason School of Conservation Plan (No Dining Dollars)				
SMSC	\$ 5,730	\$ 5,980	\$ 250	4.4%

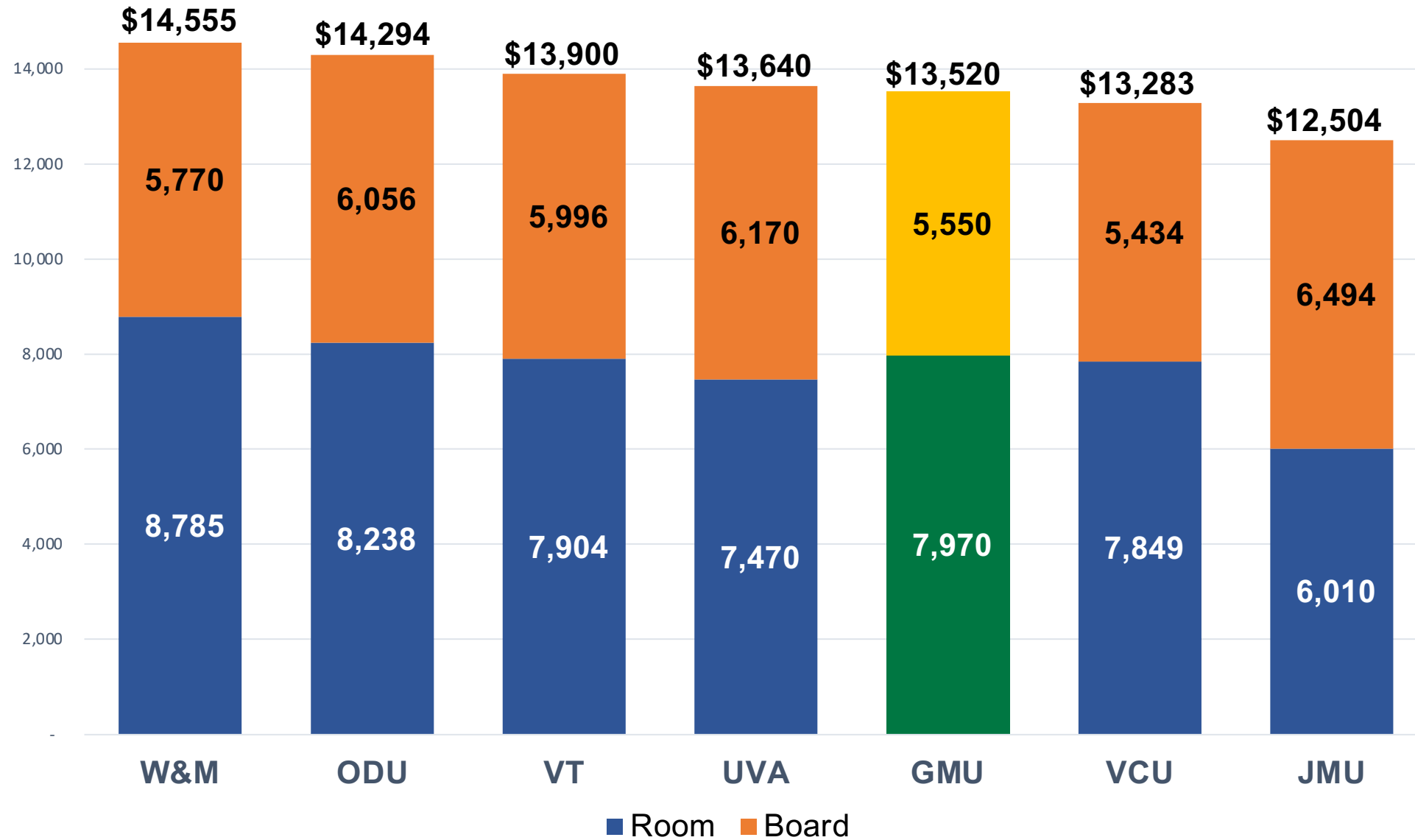
FY25 Board Meal Plan Details

- **Independence meal plans**, including \$100 in Dining Dollars, increase 4.9% in FY25 based on current CPI trends. **Liberty plans** rates equal the Independence rate including the minimum Dining Dollars. **Patriot plans** will increase to be in line with the costs of number of semester meals. **Dining Dollars Declining Balance** retail plan rates are priced dollar-for-dollar.
- University policy requires **all students living in on-campus housing without full kitchens in the room/suite/apartment to have a residential meal plan.**
 - All **freshmen**, including those living in halls with kitchens, are required to have an Independence meal plan.
 - **Sophomores** residing in suites are required to have an Independence meal plan.
 - **Juniors and seniors** living in suites may purchase Independence or Liberty meal plans.
 - **Students living in those residence halls with full kitchens**, Liberty Square, Northern Neck, Potomac Heights, Rogers, and Townhouses, **are not required** to purchase a meal plan but may purchase any plan.
- **Exemptions** to the meal plan policy are considered only for **medical considerations** with proper medical documentation supporting request, or for students engaged in a **university sponsored off-campus practicum or internship three days a week**. A student must apply through the Mason Card Office to the Exemption Committee to be considered exempt from. University Life's **Disability Services office will review those who apply for an exemption/change** to their meal plan based on medical documentation.

FY25 Board Meal Plan Details (continued)

- The **Independence** plans provide students **unlimited access during operating hours** to all-you-care-to-eat dining halls to eat at their convenience, as often as they desire. Independence plans will have four choices of Dining Dollars (\$100, \$200, \$350, \$500) with a minimum of \$100 per semester required.
- **Liberty** plans are **priced to equal the Independence plan** including \$100 in Dining Dollars, but have more flexibility. Liberty Weekly 9 will include nine weekly meals and Liberty Weekly 14 will include 14 weekly meals. The semester Dining Dollars are increasing \$55 to \$1,395 for Liberty Weekly 9, and \$20 to \$615 for Liberty Weekly 14.
- The optional **Patriot** meal plans will have four choices of Dining Dollars (\$100, \$200, \$350, \$500) with a minimum of \$100 per semester required.
- Students with **Independence, Liberty, or Patriot** plans have the option of purchasing **additional Dining Dollars** in increments of \$100, \$200, \$350, \$500 throughout the semester.
- **SMSC summer programs** will have meal plans based on the pro-rata semester price per meal for the specific length of those summer programs.
- **Freedom 350 and Freedom 500** will be offered during the **2024 summer sessions**.
- Prior to FY25, Dining Dollars Declining Balance plans were called Freedom plans. Dining Dollars associated with Independence, Liberty and Patriot meal plans were called Bonus Funds.

Peer FY24 Room & Board Rates



Mason: \$13,520 (Freshmen Traditional Double & Independence Plan)

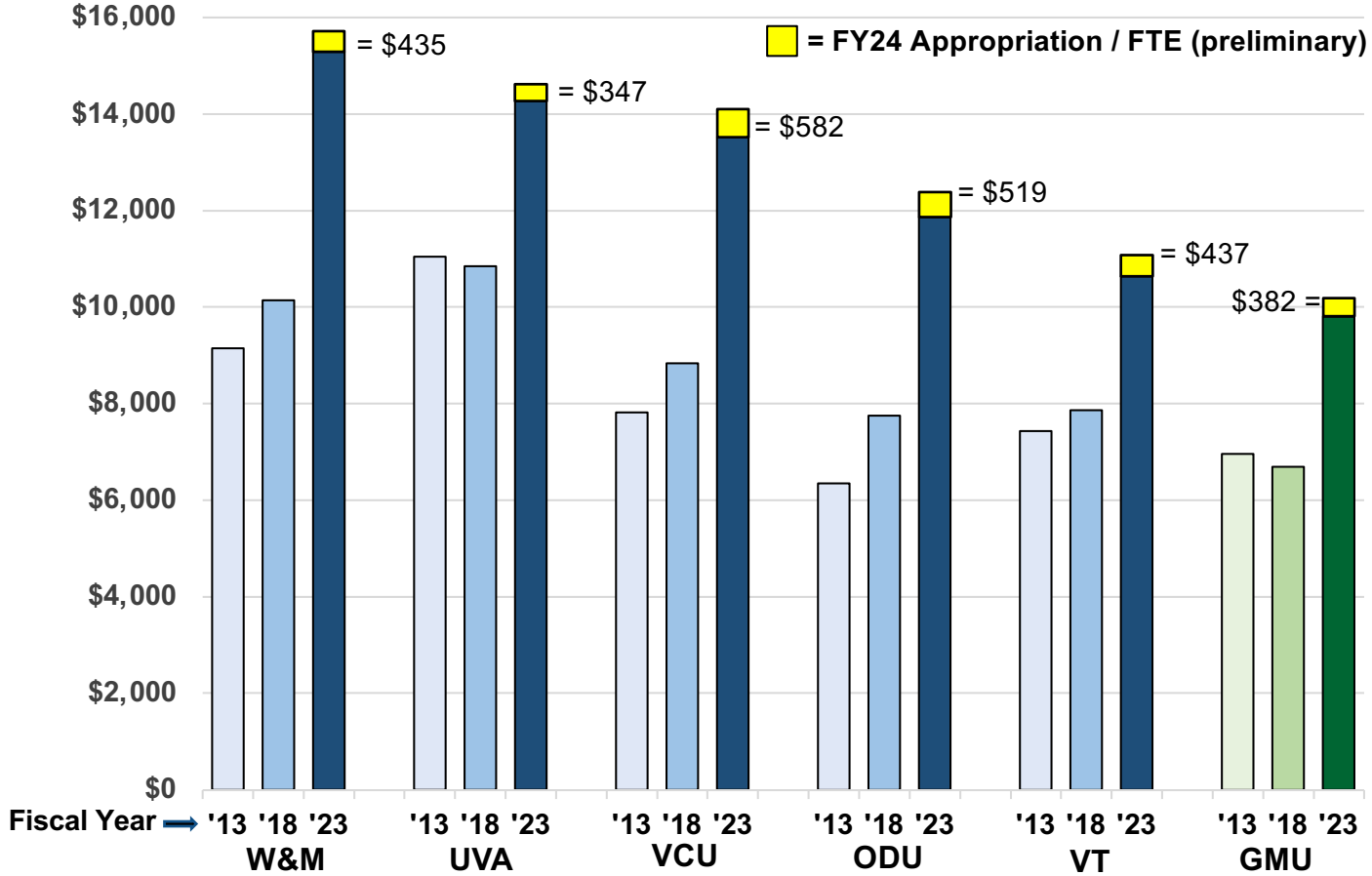


Appendix III

Supplemental Financial Information

State Appropriations per In-State Undergraduate (FTE) E&G General Fund (excluding aid)

State Support (excl. aid) / VA UG Student FTE (1)



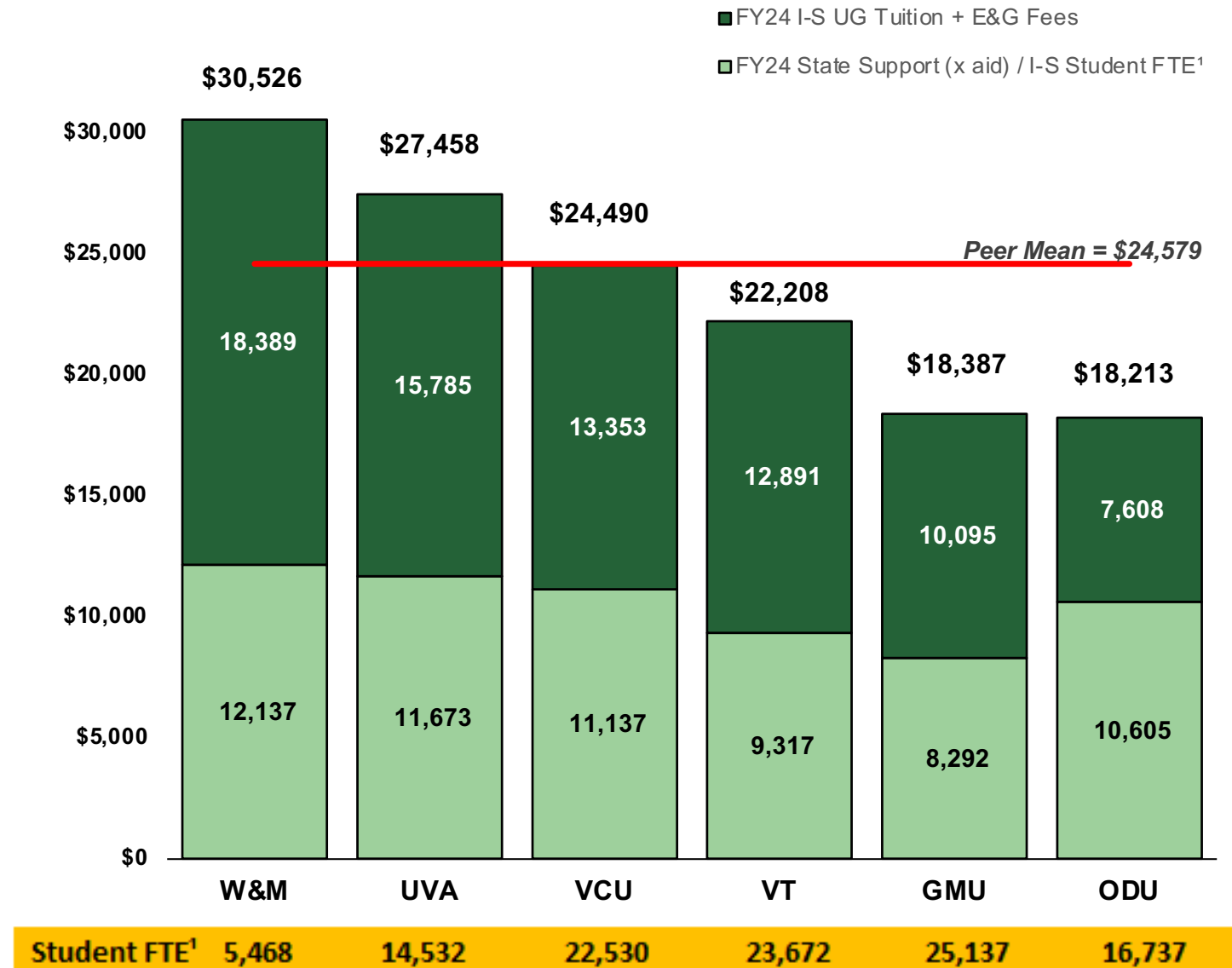
FY24 State	\$68M	\$170M	\$252M	\$178M	\$234M	\$214M
FY24 Student ¹	4,309	11,641	17,858	14,411	21,080	20,975
Per Student	\$15,723	\$14,615	\$14,097	\$12,380	\$11,078	\$10,187

- Slower appropriations growth has put Mason further behind over last decade
- Mason per student vs peer median:
 - FY13: \$859 below
 - FY23: \$3,710 below
 - FY24: \$3,910 below
- If Mason received funding equitable to our nearest peer, it would offset our operating shortfall by \$19M
- Our nearest peer's ratio of employees per in-state undergraduate is almost double Mason's ratio

¹ - FY24 in-state undergraduate student FTE is based on FY23 (Fall 2022) enrollment.

Mason Is Underfunded

- 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
- Mason continues to prioritize access and affordability despite rising costs and operating in the most expensive region in the Commonwealth



¹I-S Student FTE is based on FY23 enrollment for UG, Grad and Law

Note: Mason does not have mandatory E&G Fees

THE MASON IMPACT

87% POSITIVE CAREER OUTCOME

89% IN POSITIONS RELATED TO CAREER GOALS

SUPPORTING A DIVERSE WORKFORCE MASON GRADS ARE*

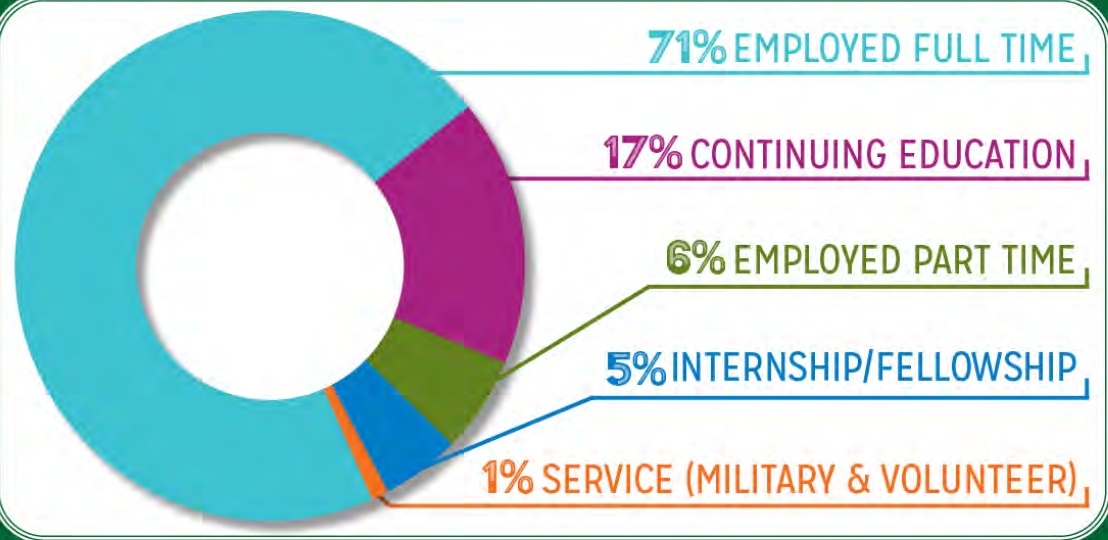
46% STUDENTS OF COLOR **55%** FEMALE

18% FIRST GEN STUDENTS **9%** INTERNATIONAL

FILLING CRITICAL ROLES ACROSS THE REGION

86% EMPLOYED IN VA/MD/DC

\$72,000
MEDIAN SALARY PLUS BONUS



TOP EMPLOYERS



TOP INDUSTRIES



*Graduate numbers and respondents referenced above do not include Law or Certificate students. The Career Plans Survey was conducted among Class of 2022 graduates in August, December, and May. The full survey was initially administered online by email. Additional data were collected via reviews of students' social media profiles (e.g., LinkedIn), and National Student Clearinghouse Data to determine career outcomes, yielding data from 4,589 of 9,154 graduates. Additional percentages reflect varying numbers of respondents per item. Percentages may not be 100% due to rounding.

CLASS OF 2022

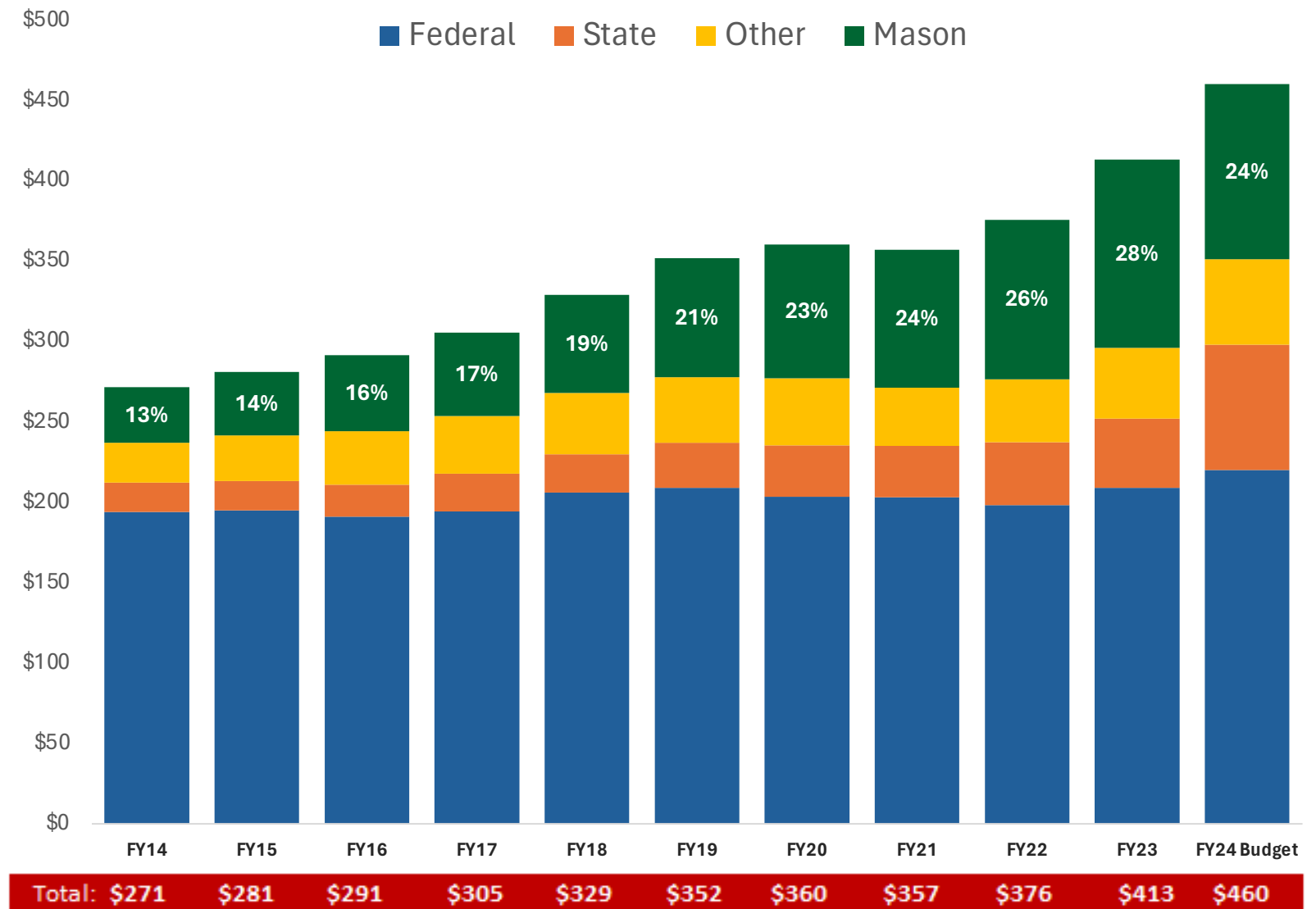
Mason Financial Support Resources

- Financial Aid – financialaid.gmu.edu
- Financial Well-Being Counseling – ssac.gmu.edu
- Mason Student Services Center – mssc.gmu.edu
- Student Success Coach – coaching.gmu.edu
- StayMason Student Emergency Fund – ssac.gmu.edu
- Scholarships: Need-based, Merit & College specific – financialaid.gmu.edu
- On-Campus Employment – careers.gmu.edu
- Patriot Pantry – ssac.gmu.edu
- Emergency Housing – ssac.gmu.edu

Financial Aid

- Student aid has continued to increase in annual budget
- Mason aid has almost doubled as a percentage and more than tripled as a dollar amount
- State aid increased by \$36M in FY24

Financial Aid By Funding Source



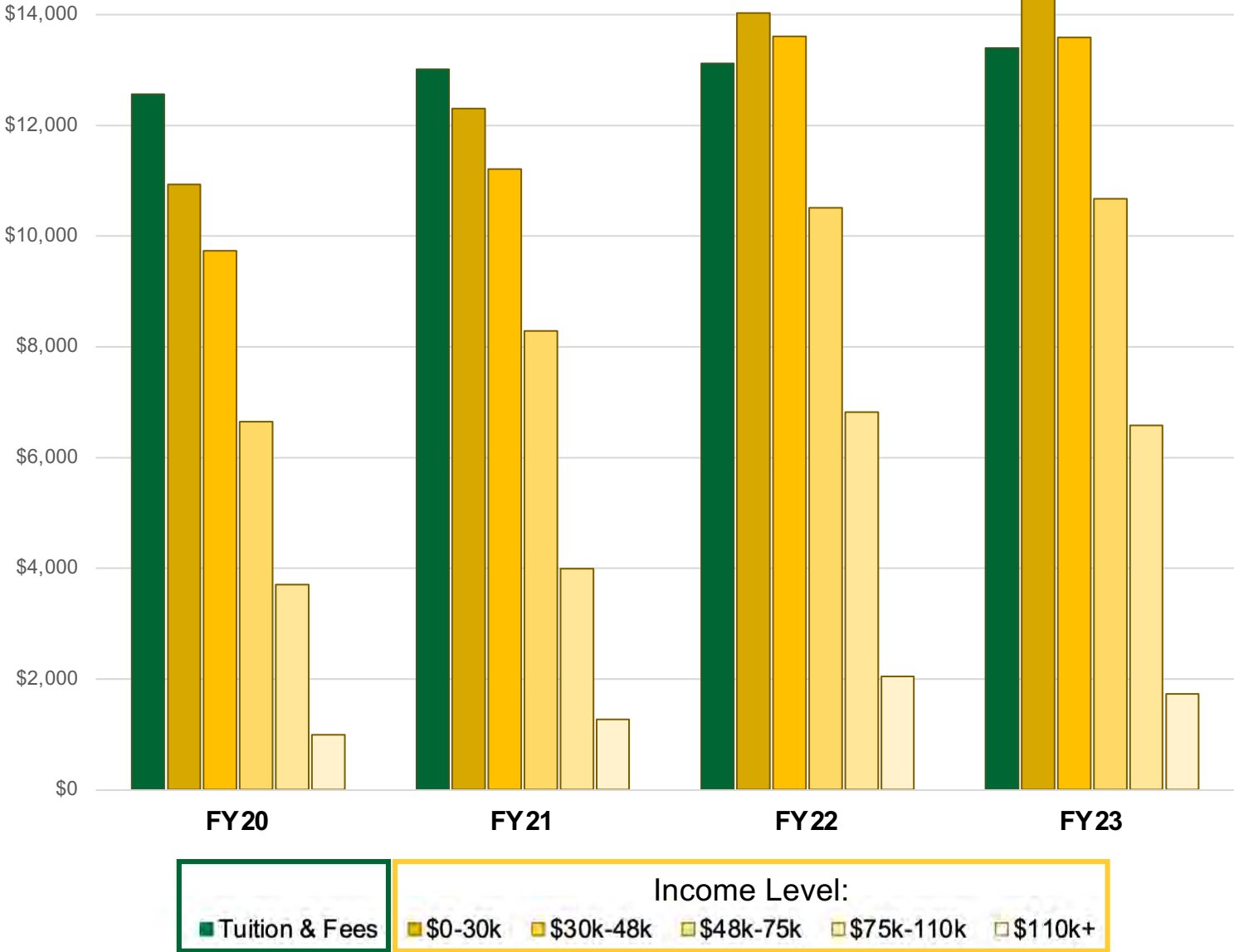
in millions

(1) FY22 & FY23 Federal Aid does not include COVID relief funding

Financial Aid

- Increased aid offsets the impact of tuition increases for students who can least afford it
- 65% of students receive some form of financial aid

Average Title IV Financial Aid By Income Level
Full-time, First-time In-state Undergraduates

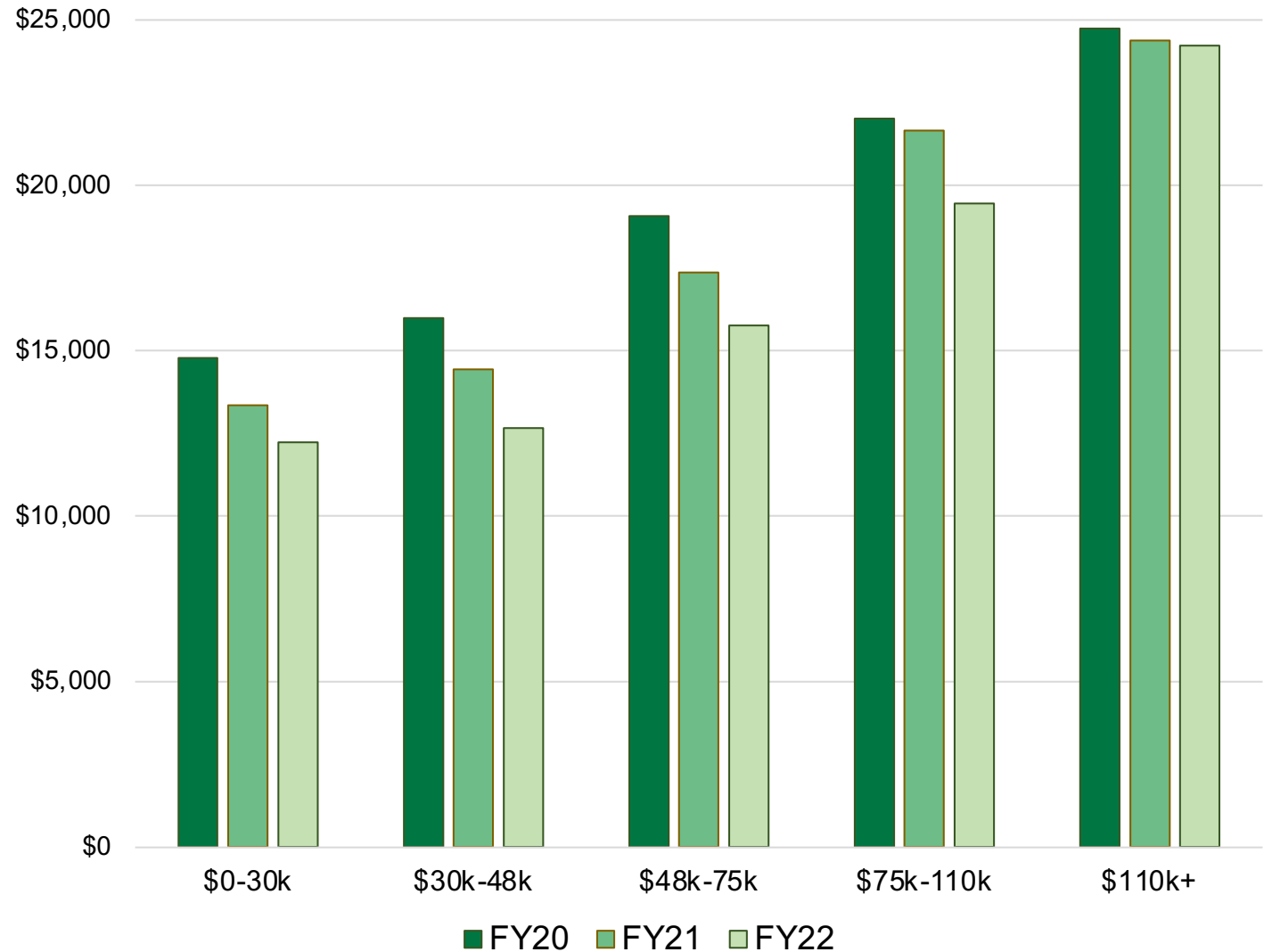


Full-time, first-time degree/certificate-seeking in-state undergraduate students awarded any Title IV federal student aid excluding student loans

Net Price

- Through increased aid, Mason continues to bring down the average net price
- Mason's average net price has been reduced by more than 17% since FY20 for those earning less than \$75k
- Those making \$75-110k saw a 12% reduction in net price

Decline in Average Net Total Cost By Income Level
Full-time, First-time In-state Undergraduates



Full-time, first-time degree/certificate-seeking in-state undergraduate students awarded any Title IV federal student aid excluding student loans

Net Price is Total Cost minus the average amount of federal, state/local, or institutional aid. Total Cost is the sum of published tuition & fees, books & supplies, and average room & board and other expenses.

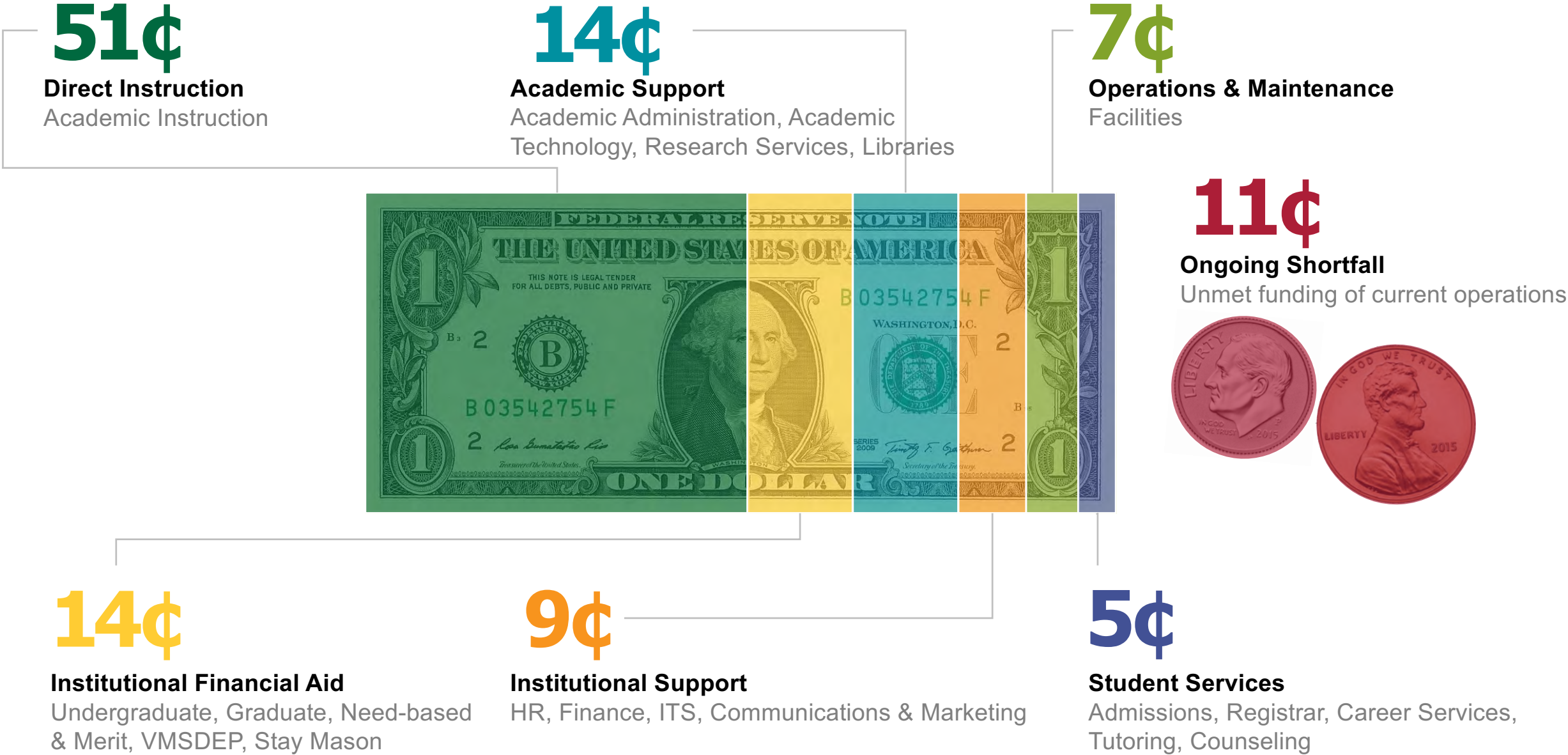
SCHEV FY 2025 & 2026 E&G Recommendations

“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.”

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

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

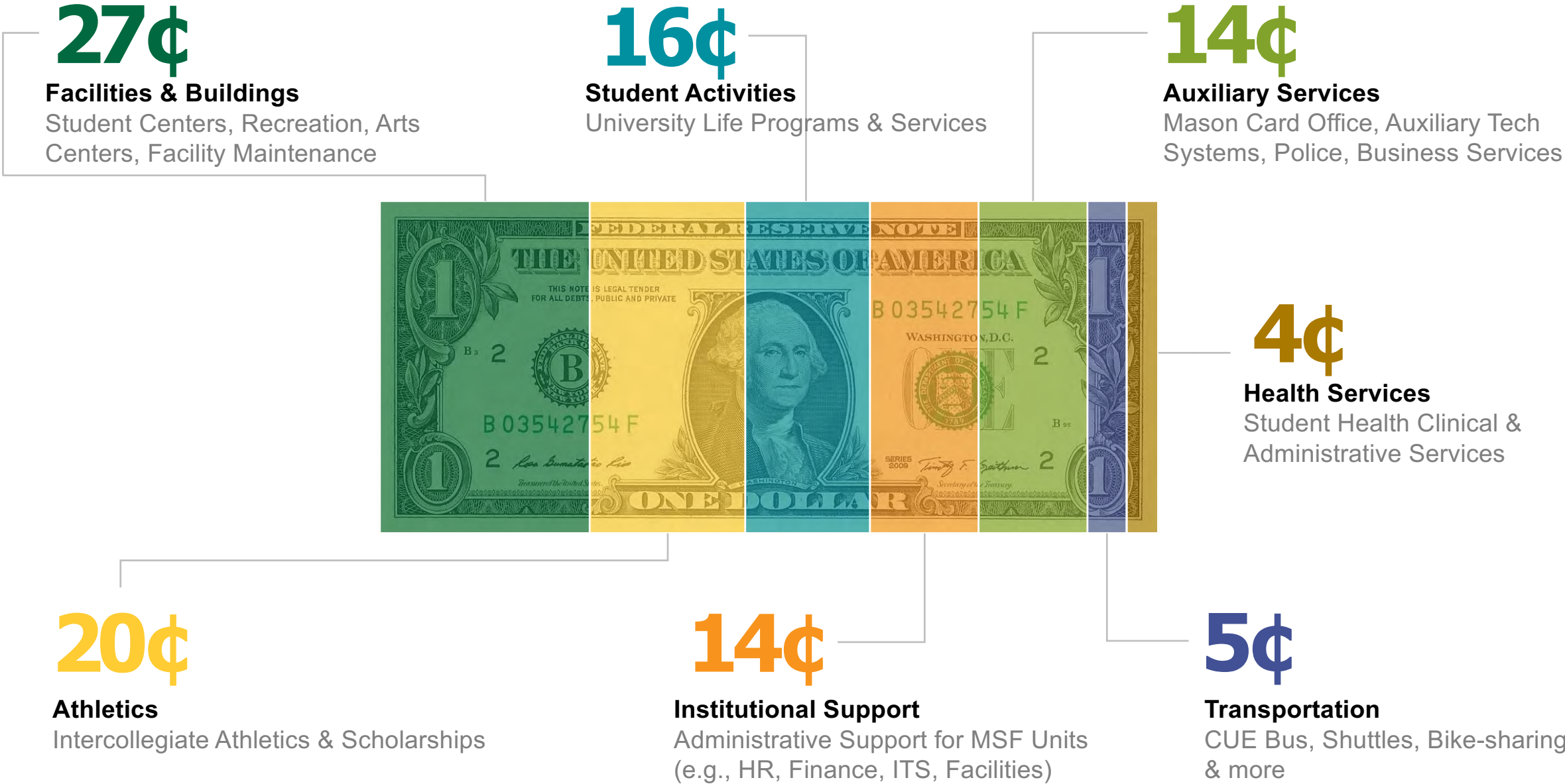
How A Tuition Dollar Is Spent



How Tuition Supports Students

- **Student Services**
 - **Coaching & Advising Resources**
 - **Mental Health Services**
 - **Regional Campus Services Expansion**
- **Academic & Campus Life**
 - **Faculty/Student Class Ratio**
 - **Student Programming & Activities**
- **Enhanced Workforce Development**
 - **New Innovative Academic Programs**
 - **Career Service Support**
 - **Increased On-campus Employment**
 - **Pathway Partnership Programs**

How A Student Fee Dollar Is Spent



How Mandatory Student Fees Support Students

- **Student activities**
- **Student support services**
- **Student health services**
- **Emergency aid**
- **Athletics & recreational programs**
- **Student transportation**
- **Maintenance & operation of student facilities**
- **Auxiliary services (mail, vending, card services)**

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

**May 2, 2024
AGENDA**

- I. Call to Order**
- II. Approval of Audit, Risk, and Compliance Committee Minutes**
 - A. Approval of Committee Minutes for February 22, 2024 Meeting (**ACTION**)
- III. Old Business**
 - A. Auditor of Public Accounts Examination Report
- IV. Reports**
 - A. Office of University Audit Summary Report
 - B. Enterprise Risk Management Summary Report
 - C. Office of Institutional Compliance Summary Report
 - D. Information Technology Risk and Control Infrastructure Program Update
- V. Adjournment**

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

**February 22, 2024
MINUTES**

PRESENT: Vice Chair Meese; Visitors Alacbay, Brown, and Stimson.

ABSENT: Chair Oberoi.

ALSO PRESENT: Rector Blackman; Visitors Burke, Chimaladinne, Hazel, Peterson, and Rosen; President Washington; Vice President and Chief Branding Officer Allvin; Vice President and Chief Diversity Officer Artis; Faculty Senate President Broeckelman-Post; Vice President for Enrollment Management Burge; Executive Vice President of Finance and Administration Dickenson; Senior Vice President for Operations and Business Services Ferree; Staff Senate Chair Gautney; Interim Chief of Staff Healy; Vice President of Finance Heinle; Associate Vice President and Controller Klock-Taube; Vice President for Research, Innovation, and Economic Development Marshall; Vice President for University Life Pascarell; Associate University Counsel Schlam; Interim Vice President and Chief Information Officer Spann; Director of Financial Reporting Sultana; Graduate Student Representative Velagapudi; Interim Provost and Executive Vice President Walsh; Undergraduate Student Representative Wyche; Vice President and Chief Risk Officer Zobel; Chief Audit and Compliance Officer Dittmeier; Associate Vice President for Institutional Compliance Lacovara; and Associate University Auditor Watkins.

I. Vice Chair Meese called the meeting to order at 12:27 p.m.

II. Approval of Minutes

Vice Chair Meese called for any corrections to the minutes of the November 30, 2023 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 reported that the audit of the financial statements for the year ended June 30, 2023 was underway and expected to be completed for the Committee's May 2024 meeting. She

AUDIT, RISK, AND COMPLIANCE COMMITTEE

February 22, 2024

Page 2

also reported that (i) the intercollegiate athletics program agreed upon procedures engagement was completed in January 2024 with no findings and (ii) compliance testing of research awards in support of the Commonwealth's 2023 Statewide Single Audit was completed in February 2024 with no findings related to Mason awards.

IV New Business

A. Enterprise Risk Management Update

Vice President and Chief Risk Officer Zobel reviewed with the Committee highlights related to the enterprise risk management program. Among other things, she noted her appointment as Mason's Chief Risk Officer with a direct reporting line to the President and the launch of an updated, more holistic, enterprise risk assessment. While the assessment and socialization of enterprise risks is at an early stage, it appears that the highest risk priorities will likely include: funding resources, competition, global volatility, and cyber security.

The Committee discussed the nature of Mason's competitors resulting in competition risk; the expectation for in-depth discussions regarding particular high priority enterprise risks at future Committee meetings; and the understanding that recommendations for risk mitigation actions may require future Board-level funding support or acceptance for the risk condition.

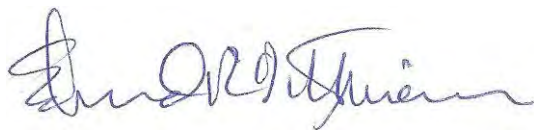
IV. Reports

Vice Chair Meese noted the Committee had been provided the following reports:

- Office of University Audit Summary Report.
- Office of Institutional Compliance Summary Report.
- Information Technology Risk and Control Infrastructure Program Update.

VI. Adjournment

Vice Chair Meese adjourned the meeting at 12:40 p.m.



Edward R. Dittmeier
Secretary pro tem

ITEM NUMBER: III.

Auditor of Public Accounts Examination Report

PURPOSE OF ITEM:

Brief the Audit, Risk, and Compliance Committee regarding the examination of Mason's financial statements for the year ended June 30, 2023.

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.

Eric Sandridge is representing the Auditor of Public Accounts. He will report on the results of the Auditor of Public Accounts' examination.

ACTION:

Receive briefing and discuss.



Presentation to the Board of Visitors George Mason University

May 2, 2024

Eric Sandridge

Auditor of Public Accounts

Agenda

- Audit Team Introduction
- Auditor's Opinion on Financial Statements
- Significant Audit Adjustments
- Report on Internal Controls
- Audit Findings
- Additional Testwork Results
- Other Items and Known Changes for Next Year

Our Team

Eric Sandridge



Deputy Auditor,
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Associate Auditor

- Specialty: Acquisitions and Contract Management
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Auditor's Opinion on Financial Statements

- **Unmodified opinion** - the financial statements are presented fairly, in all material respects, in accordance with the applicable financial reporting framework.
- Based on the report of another auditor, we also issued an unmodified opinion over the University's discretely presented component units.

Significant Audit Adjustments

- The following adjustments were reviewed with management and recorded in the audited financial statements:
 - \$17.3 million – Reduction to Unearned Revenue and Accounts Receivable related to Grant and Contracts
- There were no uncorrected financial statement misstatements.

Report on Internal Controls

- Anticipated Report Release Date: May 2, 2024
- Statewide Single Audit Report
 - Released on February 13, 2024
 - No findings related to George Mason University

Report on Internal Controls

- Results of Internal Control and Compliance Testing:
 - Improve IT Risk Management and Contingency Planning

Audit Findings and Recommendations – New Management Recommendations

- Improve IT Risk Management and Contingency Planning Program
 - Internal Control and Compliance Finding
 - Significant Deficiency
 - George Mason University does not conduct certain aspects of its Information Technology Risk Management and Contingency Planning Program to meet the requirements of its adopted security standard.

Additional Testwork Results

- We found no indications of fraudulent transactions or illegal acts.
- There were three material changes to accounting and reporting policies and standards during the year.
 - GASB 94 – Public-Private and Public-Public Partnerships and Availability Payment Arrangements
 - GASB 96 – Subscription-Based Information Technology Arrangements
 - NACUBO 2023-01 - Public Institutions: Accounting for and Reporting Financial Aid as a Discount
- There were no material alternative accounting treatments identified as a result of the 2023 audit.
- We concur with management’s application of accounting principles.

Additional Testwork Results

- We have reviewed the basis used for accounting estimates used, noting that such amounts appear to be reasonable based on available information and that estimation methodology is consistent with prior periods.
- There were no significant unusual transactions or significant accounting policies in controversial or emerging issues other than the following:
 - Purchase/Sale of Masonvale – Transaction between the University and its component unit (Mason Housing, Inc.) that occurred between fiscal reporting periods (3/31/23 and 6/30/23)
- There were no significant difficulties encountered during the audit
- There were no disagreements with management about auditing, accounting, or disclosure matters.

Other Items and Known Changes for Next Year's Audit

- Upcoming GASB standards for next fiscal year:
 - GASB 99 – Omnibus GASB 100 – Accounting Changes and Error Corrections
 - Implementation Guide Question 2021-1 – Capitalization Policy

Other Items and Known Changes for Next Year's Audit (cont'd)

- Student Financial Assistance will be audited as part of the Commonwealth's Single Audit for Fiscal Year 2024 during Fall 2024

Intended Use Statement

This presentation is intended solely for the information and use of management and the Board of Visitors of George Mason University and is not intended to be, and should not be, used by anyone other than these specified parties.



Office of University Audit

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

May 2, 2024

EXECUTIVE SUMMARY

- Audit Staffing:
 - We continue to utilize our hybrid organizational model to provide assurance services for Mason. The model blends full time professional staff with co-sourced professionals from national and local accounting firms that bring specialized expertise to execute specific audit engagements. As of April 10, 2024, the full-time staff consists of four professionals; we continue to search for viable applicants to fill an open Senior Auditor position. Seeking the right balance of audit professionals who are Mason employees and those who are co-sourced professionals is being managed continuously by University Audit leadership.
 - Co-sourced resources are being utilized to complete the following audit engagements:
 - Information technology process infrastructure monitoring.
 - Financial administration of sponsored research programs.
 - Intercollegiate Athletics: Compliance.
 - Accounts Payable.
- No audit reports were issued since the last meeting. Three audit memos were issued:
 - Determined that management has maintained internal controls over federal research programs that provide reasonable assurance that awards are managed in compliance with laws, regulations, and the provisions of grant agreements; and comply with the Office of Management and Budget Compliance Supplement requirements.
 - Assessed results of ITS's self-assessment of IT-related controls designed to secure the Banner Core control environment based on the applicability and implementation status of the Information Security Control Baseline for High Category Systems (adopted in March 2023).
 - Assessed the governance, oversight process, and controls for affiliates associated with the Campus Ministry Association (a collective of independent campus ministries and related professionals).
- Remediation of 4 audit issues is in progress as of April 10, 2024.
- Audit Plan status:
 - Planned audit work remains consistent with the 3+6 Audit Plan reviewed at the prior meeting. However, the timing of planned audit work continues to be reevaluated in consideration of the use of co-sourced audit resources.
- Status of fraud, waste, and abuse investigations:
 - One investigation was completed since the prior meeting; it was isolated in nature with negligible impact to the University.
 - There are no investigations in progress.

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 - Audit Issue Details

SUMMARY OF AUDIT REPORTS

- No audit reports were issued since the last meeting.
- Audit Memos:
 - GMU Single Audit Research and Development Cluster Testing Results.
 - Review of Facilitated Banner Core Control Self-Assessment Results
 - Campus Ministry Association Affiliate Review.

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.

GMU Single Audit Research & Development Cluster Testing Results.

- This review determined that: the financial activity reported in the Schedule of Expenditures of Federal Awards is materially accurate and reconciles to financial systems; the university has implemented controls over federal research and development programs that provide reasonable assurance that the agency has managed federal awards in compliance with law, regulations, and provisions of grant agreements; and management has materially complied with requirements described in the Office of Management and Budget's Compliance Supplement related to the research and development cluster.

Review of Facilitated Banner Core Control Self-Assessment Results.

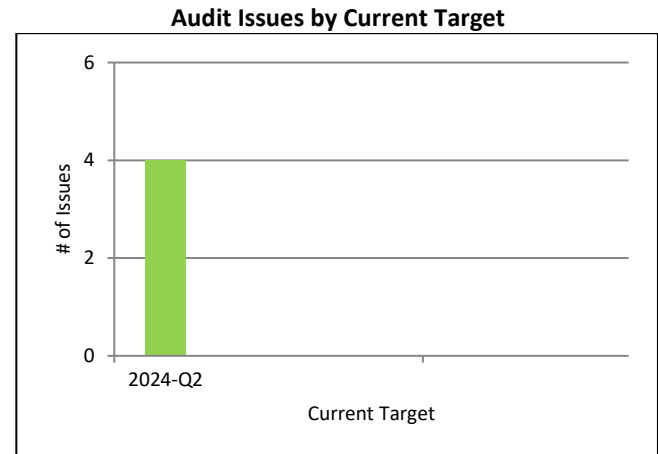
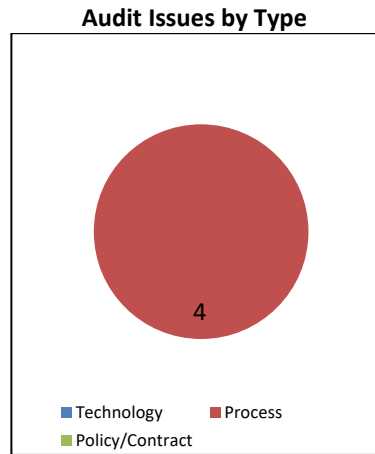
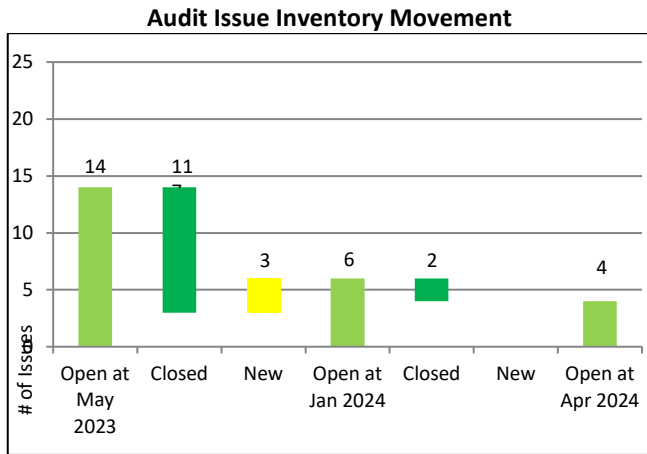
- Confidential – Restricted Data: Critical Infrastructure Vulnerability Assessment Information (Code of VA: 2.2-3705.2.4).

GMU Campus Ministry Association (CMA) Affiliate Review.

- This review assessed the governance and oversight process and controls for CMA affiliates (a collective of independent campus ministries and ministry professionals from various religious organizations) who have been granted certain benefits and access such as building access and email accounts and are not employed or compensated by the university. University Life management should enhance the governance and management of the CMA affiliate population.

SUMMARY STATUS OF AUDIT ISSUES AS OF APRIL 10, 2024

Two audit issues were closed since the last meeting. There were four open audit issues as of April 10, 2024. Target dates for several issues were extended.



Audit Report	Report Date	Open at May 2023	New	Closed	Open at Jan 2024	New	Closed	Open at Apr 2024
IT Third Party Service Providers	9/13/23	-	3	-	3	-	2	1
Background Investigations	4/20/23	3	-	1	2	-	-	2
Office of University Registrar	12/20/22	1	-	1	0	-	-	0
Academic Integrity	8/29/22	1	-	-	1	-	-	1
Student Financial Aid	11/10/21	2	-	2	0	-	-	0
Employee Disclosures and Evaluation of Personal Interests	12/13/19	4	-	4	0	-	-	0
Faculty Study Leave Programs	4/18/19	3	-	3	0	-	-	0
		14	3	11	6	0	2	4

STATUS OF AUDIT PLAN AS OF APRIL 10, 2024

The 3+6 Audit Plan as of April 10, 2024 (bottom bars) is compared with the status as of the prior report to the Committee (top bars). (Note: The status of work is shown as follows: completed = orange bars, in progress = green bars, and planned = yellow bars)

Topic	Description	11/30	3/31	6/30	9/30
Aligned with University-Level Risk Areas					
IT Risk and Control Infrastructure Program	<ul style="list-style-type: none"> Monitor ITS program workstreams to strengthen the risk and control infrastructure and improve technology service delivery. 				
Information Security Program	<ul style="list-style-type: none"> Monitor projects to further strengthen security of Mason's entire technology environment. 				
Financial Administration of Sponsored Research Programs	<ul style="list-style-type: none"> Assess administrative management of sponsored program awards, including financial risk management, and evaluate redesigned processes incorporating automation. 				
Research Computing Security	<ul style="list-style-type: none"> Monitor cybersecurity assessments of research computing environments and preparations to implement NSPM-33 expectations. 				
Housing and Residence Life	<ul style="list-style-type: none"> Assess business and compliance processes relevant to student housing and residence life. 				
Construction Payments and Change Orders	<ul style="list-style-type: none"> Monitor and assess payments related to planned campus construction projects. 				
Additional Areas					
Intercollegiate Athletics	<ul style="list-style-type: none"> Assess processes for ensuring compliance with NCAA requirements related to recruitment, eligibility and financial aid. 				
Accounts Payable	<ul style="list-style-type: none"> Assess processes for ensuring authorized, accurate, and timely payment transactions. 				
Payroll Processing	<ul style="list-style-type: none"> Assess processing of employee salary, wages, and deductions. 				
Non-Employee Identities	<ul style="list-style-type: none"> Assess processes for approving, supervising, controlling, and overseeing non-employees who have an identity relationship ("G number") with Mason. 				
Issue Validation Procedures	<ul style="list-style-type: none"> Validate management has remediated audit issues in a comprehensive and sustainable manner. 				
Hotline Investigations Referred by OSIG	<ul style="list-style-type: none"> Investigate allegations of fraud, waste, or abuse received from the Commonwealth's Office of the State Inspector General. 				

STATUS OF INVESTIGATIONS AS OF APRIL 10, 2024

Nature of Allegation	Type	Status	Remarks
Potential misconduct allegations by university faculty and staff from a former GMU student	Abuse	Completed	

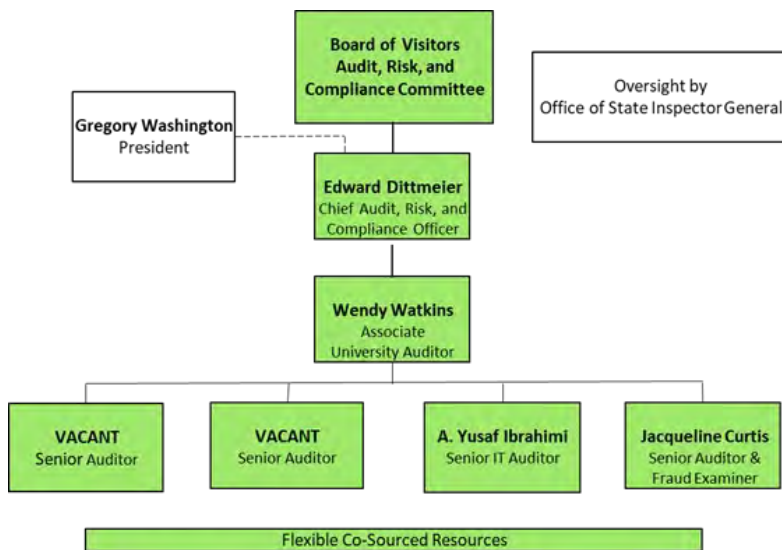
Summary of Types:

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

STAFFING

University Audit utilizes a hybrid organizational model to provide assurance services for 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 Associate University Auditor’s direction and supervision. As of April 10, 2024, the full-time staff consists of four professionals.

Staffing



	Plan	Actual	
		a/o July 2023	Avg to Apr 2024
Core Audit Team			
Audit Leadership	2.0	2.0	2.0
Auditors by Expertise:			
Operational Audit	2.5	0.5	0.5
IT Audit	1.0	1.0	1.0
Fraud Audit	0.5	0.5	0.5
Total Audit Professional Employees	6.0	4.0	4.0
Co-sourced FTE* Supported by Permanent Budget	0.7		1.4
Total Audit Professionals Supported by Permanent Budget	6.7	4.0	5.4

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 10, 2024

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
1	<p>Report Name: Third-Party Service Providers</p> <p>Report Date: 9/14/23</p> <p>Management: Charles Spann, Interim Vice President and Chief Information Officer</p>	<p>Enforce Architecture Standards Review Board (ASRB) Requirements: While controls surrounding purchases of software and information services that will use Mason data or integrate with Mason’s administrative systems over \$5,000 are effective, purchases equal to or less than \$5,000 can occur by a purchase card, potentially bypassing established review and approval processes.</p>	<p>The Director IT Risk and Compliance has worked with the Purchasing Office and the ASRB to establish a means to monitor IT third-party service providers that meet the criteria for ASRB review within University Policy 1307 is reviewed and approved in accordance with ASRB requirements. A revised policy and related training will be completed by June 2024.</p>	3/15//24	6/30/24
2	<p>Report Name: Background Investigations</p> <p>Report Date: 4/19/23</p> <p>Management: Mary Lucal, Vice President and Chief Human Resources Officer</p>	<p>Improve Background Investigation Procedures: Comprehensive procedures and defined roles and responsibilities will help ensure compliance with the university’s background investigation processes and procedures.</p>	<p>University Policy 2221 (Background Investigations) and associated procedures and frequently asked questions have been analyzed and updated. Standard operating procedures for the Background Specialist’s day-to-day job functions have been documented and will be utilized for cross training and/or new hire training. Pending review by University Counsel and Senior Leaders, this policy will be finalized and communicated campus-wide by June 30, 2024.</p>	9/30/23	6/30/24
3	<p>Report Name: Background Investigations</p> <p>Report Date: 4/19/23</p> <p>Management: Mary Lucal, 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 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 the all-encompassing policy was implemented on 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</p>	9/30/23	6/30/24

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
			<p>and the background investigation vendor have been fully integrated to ensure near real time updates of background investigation status.</p> <p>Finally, processes and procedures are being finalized to ensure timely background investigations for adjunct faculty, as this population may or may not maintain consistent employment.</p>		
4	<p>Report Name: Academic Integrity</p> <p>Report Date: 8/29/22</p> <p>Management: Janette Muir, Vice Provost, Academic Affairs, and Rose Pascarell, Vice President, University Life</p>	<p>Ensure Consistency in University Academic Integrity Guidance and Recommended Sanctions: The Vice President, University Life (including the Office of Academic Integrity) and the Vice Provost, Academic Affairs should convene a working group comprised of key leaders, faculty, students, and administration to evaluate the potential value of consistency across the colleges and schools surrounding the university's academic integrity program guidance and recommended sanctions.</p>	<p>The Vice Provost, Academic Affairs and the Vice President, University Life assembled a faculty-led taskforce of key stakeholders which developed a holistic approach to academic integrity university-wide with specific recommendations to address the inclusion and enforcement of an academic integrity statement in all course syllabi; adopting a university-wide sanctioning matrix; and defining and communicating faculty and student roles and responsibilities, among other things. The faculty-led taskforce phased into an implementation team to focus on the viability of the taskforce recommendations. Required training for faculty and students, in addition to, a shift to academic standards and standardized sanctions is pending review by the Faculty Senate and final approval at the Provost level.</p> <p>The Office of Academic Integrity (OAI) will support the implementation of the working group recommendations and implement enhancements to ensure consistency in student and faculty guidance.</p>	8/15/23	6/30/24

Enterprise Risk Management Update
Audit, Risk, and Compliance Committee of the Board of Visitors
May 2, 2024

A draft enterprise risk assessment was provided to the Board in February 2024. To finalize this draft risk assessment, management considered the likelihood of each risk occurring, as well as three different types of impact (financial, health and safety, and reputational). The results of this assessment are shown in the heat map (Figure 1) and ranked enterprise risks table (Table 1) below. The highest priority risks are Funding Resources, Competition, Cyber Security, and Global Volatility. Currently, due to internal and external influences and factors, each of these four risks are trending upwards (increasing). The trend assessment for each of the 11 enterprise risks is shown in Table 1. It is important to note that enterprise risk management is a continuous improvement process and therefore the assessment provided herein will change as the risk landscape and conditions change both internally and externally.

Mitigation strategies and action plans commensurate with risk priority are under development and include a financial analysis to ensure limited resources are appropriated prudently for action plans that require additional funding. Preliminary mitigation actions for the four highest priority risks are shown in Figure 2. Mitigation strategies and action plans for all 11 enterprise risks will continue to be refined and implemented as appropriate until the risk is reduced to an acceptable level.

Finally, the environment is continually scanned for internal and external emerging risks and changing conditions to ensure risk response efforts are focused in the most critical areas. Risk mitigation action plans are updated routinely as part of the continual risk monitoring process.

Figure 1. Enterprise Risk Heat Map

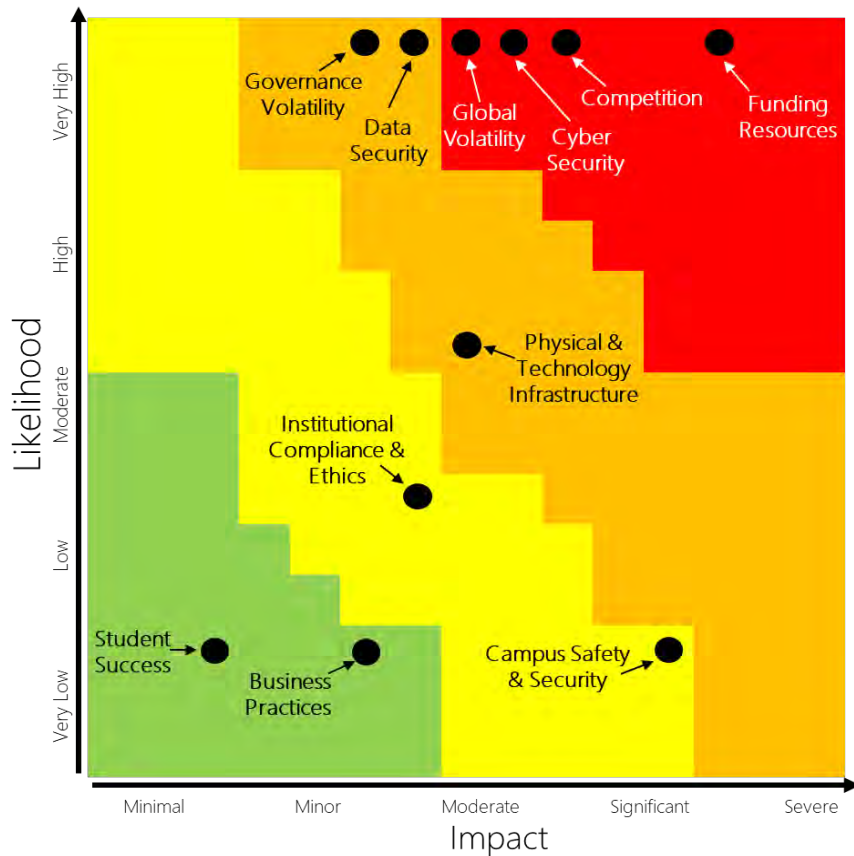
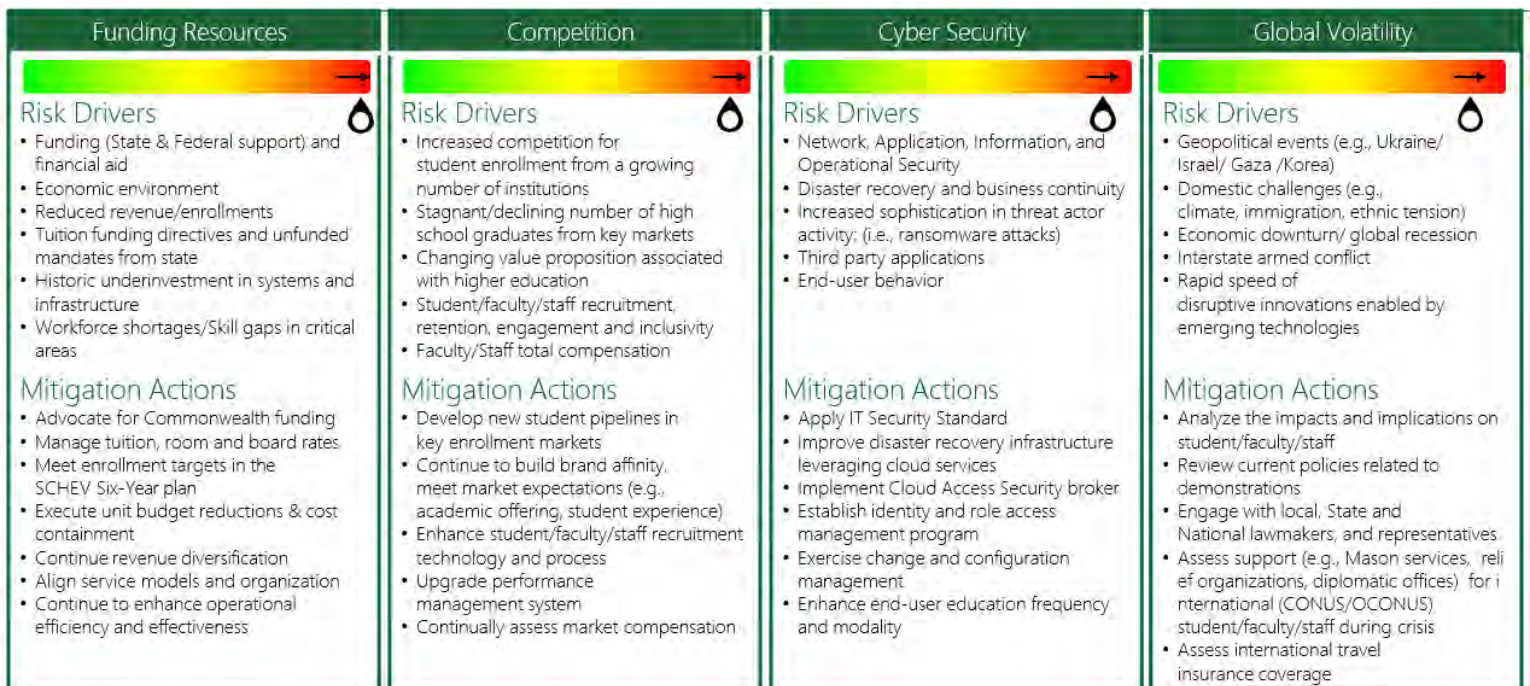


Table 1. Ranked Enterprise Risks

Risk Name	Priority/Rank	Risk Level	Risk Trend
Funding Resources	1	■	Increasing
Competition	2	■	Increasing
Cyber Security	3	■	Increasing
Global Volatility	4	■	Increasing
Data Security	5	■	Increasing
Governance Volatility	6	■	Increasing
Physical & Technology Infrastructure	7	■	Increasing
Institutional Compliance & Ethics	8	■	Neutral
Campus Safety & Security	9	■	Neutral
Business Practices	10	■	Decreasing
Student Success	11	■	Neutral

Figure 2. Highest Priority Enterprise Risks





Office of Institutional Compliance

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

May 2, 2024

EXECUTIVE SUMMARY

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

- Compliance assessment activity:
 - Inventory: 441 laws and regulations applicable to Mason tracked, up from 437.
 - Risk ownership has been identified and confirmed for 422 laws and regulations, up from 418 (96%).
 - Guided, granular regulatory risk assessments for priority risk areas continue:
 - In Progress: FAR/DFARS; research award management and costing; emergency planning and health and safety.
 - Guided, program maturity self-assessments of distributed compliance programs continue:
 - In Progress: FAR/DFARS; award management and costing; MAPS Clinic/PHC privacy; Athletics privacy; CAPS privacy; records management.
 - External reviews: One new external review was announced since the prior meeting and is in progress. Three reviews in progress as of the last report were completed, and four remain in progress.
- Status of reported compliance matters:
 - Five potential compliance matters were reported to Institutional Compliance since the prior meeting, two of which were referred to other units for investigation, and three of which were investigated by Institutional Compliance. Of those three, two were closed and one remains in progress. None of the matters appear significant to Mason.
 - Coordination of investigations and investigative protocols continues to occur with units such as Research Integrity and Assurance; Diversity, Equity, and Inclusion; Human Resources; and Information Technology Services.
 - The potential for additional reporting capabilities is being evaluated.
- Additional institutional compliance activities:
 - Institutional Compliance continues to support substantial university-wide efforts to strengthen conflict of interest and related disclosure and management processes. Ongoing work includes: Improving workflows, establishing a new review committee for organizational conflict of interests, ongoing development of an organizational conflict of interest policy and process, and additional communications and training.

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 - Policies and Standards
 - Training and Communications
 - Processes to Exclude Bad Actors from Positions of Trust
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 - Schedule of Assessments Completed Since 2021

COMPLIANCE ASSESSMENTS AND MONITORING

The Audit, Risk, and Compliance Committee of the Board has a Charter responsibility to oversee the effectiveness of institutional compliance processes for monitoring compliance with laws and regulations, including policies and processes related to ethics and conflicts of interest.

Institutional Compliance supports the Committee’s accomplishment of this responsibility through planning, facilitating, and overseeing regular university-wide assessments of compliance risks guided by the elements of effective compliance programs in the *US Federal Sentencing Guidelines for Organizations* and related guidance from the Department of Justice; ensuring management ownership for monitoring and managing compliance risks; evaluating the effectiveness of risk-owner programs to monitor and manage compliance risks; and ensuring communication to leadership and the Committee.

INVENTORY STATUS:

As of April 11, 2024, an inventory of 441 laws and regulations applicable to Mason has been compiled, up from 437. Personnel likely to be responsible for managing and monitoring compliance with these laws and regulations (“risk-owners”), as well as risk mitigation activities in place, are identified and tracked on an ongoing basis. Risk owner identification and confirmation continues for the remaining laws and regulations. Ownership confirmations are summarized below:

Regulatory Category		Number of Laws and Regulations Tracked			Number of Laws and Regulations for which Ownership Confirmed		
		2/1/24	4/11/24	Change	2/1/24	4/11/24	Change
1	Compliance and Ethics Program	3	3	-	3	3	-
2	Copyright and Intellectual Property	9	9	-	9	9	-
3	Employment	92	92	-	91	91	-
4	Environmental Health and Safety and Occupational Health & Safety	52	52	-	50	50	-
5	Facilities, Construction, and Renovation	4	4	-	1	1	-
6	Finance and Tax	42	43	+1	42	43	+1
7	Information Management and Security, and Privacy	49	50	+1	42	43	+1
10	Procurement and Contracting	21	21	-	20	20	-
11	Research	65	66	+1	65	66	+1
12	Students and Academic Policy	97	98	+1	95	96	+1
13	Miscellaneous	3	3	-	-	-	-
Totals		437	441	+4	418	422	+4

ASSESSMENT PRIORITIZATION AND STATUS:

Institutional Compliance, in coordination with University Counsel, University Audit, and Enterprise Risk Management, periodically refreshes the prioritization of regulatory risks facing large, public research universities that are similar to Mason. The prioritization revision was completed using the inventory of laws and regulations by category and subcategory.

The prioritization does not represent an assessment of specific risks or risk levels at Mason; it is solely intended to provide a basis for identifying and prioritizing future Mason-specific compliance assessment and other compliance activities. The refreshed prioritization is reviewed with senior leaders periodically, and their input used to prioritize further assessment work.

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	In Progress
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	In Progress
Occupational Health/Safety	High	Mid Term	In Progress
Emergency Planning	Low	Longer Term	In Progress
Pollution Control/Sustainability	Low	Longer Term	

MISCELLANEOUS	Industry Risk	Mason Timing	Status
Miscellaneous	Low	Longer Term	

IN-PROGRESS ASSESSMENTS:

Assessments of distributed, risk-specific programs are planned and facilitated based upon the prioritization of risk areas, as well as upon request by distributed program owners. The assessment of the level of regulatory risk in a given category indicates the expected robustness of the associated mitigation activities, including the formality and maturity of the related distributed risk-area compliance program. Assessment activities completed, in progress, and planned are summarized in the following chart:

Summary of Assessment Activity	As of 2/1/24	As of 4/11/24
--------------------------------	--------------	---------------

<i>Regulatory Risk Assessments:</i>		
Institutional Privacy	IP	DONE
Emergency Planning	IP	IP
Student Health and Safety	IP	IP
Occupational Health and Safety	IP	IP
Federal Contracting (FAR/DFARS)	IP	IP
Award Management and Costing	NS	IP

<i>Program Maturity Guided Self-Assessments:</i>		
MAPS Clinic Privacy	IP	IP
Records Management	IP	IP
Institutional Privacy Program	IP	DONE
Student Health and Safety	IP	IP
Occupational Health and Safety	IP	IP
Federal Contracting (FAR/DFARS)	IP	IP
Award Management and Costing	NS	IP

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

EXTERNAL REVIEWS:

The Committee has a Charter responsibility to “review and discuss with management the results of significant reviews by regulatory agencies or other external entities, or summaries thereof, and management’s responses.” University policy requires that all notices of any external review be reported to the Institutional Compliance Leader for tracking, reporting, and follow-up.

One new external review was announced since the prior meeting and is in progress. Three reviews in progress as of the last report were completed, and four reviews remain in progress. Below is the status of the external reviews as of April 11, 2024:

Reviewing Entity	As of 2/1/24	As of 4/11/24	Remarks
Office of Naval Research (ONR)	Not Announced	In Progress	Annual Desk Review of Mason's Property Management System.
U.S. Department of Health & Human Services, Centers for Disease Control and Prevention	In Progress	Completed	Compliance inspection of Mason's Institute of Advanced Biomedical Research. Non-compliance with import permit requirements has been corrected. Improvements to logbook entry compliance processes implemented. Acceptance of the corrections and improvements by the CDC.
Executive Office of the President (EOP) Office of the National Drug Control Policy (ONDCP)	In Progress	Completed	Scheduled financial audit of the High-Intensity Drug Trafficking Areas (HIDT) Program grant. No findings issued.
Auditor of Public Accounts (APA)	In Progress	Completed	Statewide Single Audit for Research and Development Programs covering FY 2023 expenditures. No findings issued with respect to Mason.
Auditor of Public Accounts (APA)	In Progress	In Progress	Annual examination of financial statements for year-ended June 30, 2023. Completion expected May 2024.
Virginia Joint Legislative Audit & Review Commission (JLARC)	In Progress	In Progress	Statutory review of Mason's Tier 3 management authority. Completion expected June 2024.
Office of the State Inspector General (OSIG)	In Progress	In Progress	Performance review related to higher education institution security programs for responding to cyber-attacks. Includes all Commonwealth universities and VCCS. Completion expected September 2024.
Virginia Small Business Development Commission (SBDC)	In Progress	In Progress	Virginia SBDC on-site financial examination FY 2023 of the SBDC's PY 2021 grant award.

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 certain reported matters; additional processes are being developed to monitor the disposition of certain reported matters referred to other units.

To encourage reporting, a new landing website was created that links to reporting mechanisms for various constituencies and issue types across campus. Further communications plans are being developed, which may include additional, anonymous reporting channels.

Institutional Compliance received four new allegations of non-compliance or ethical misconduct since the last Committee report, two of which are under review by Institutional Compliance and two of which were closed. Since the last report, one additional matter was closed. None of the matters appear to have significant compliance implications for 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.

Status	11/10/23 to 2/1/24	2/1/24 to 4/11/24	Total
Matters Reported to Institutional Compliance in Period	1	5	6
Matters Referred to Other Units for Handling in Period	-	2	2
Matters Reported in Period Investigated by Institutional Compliance or University Audit	1	3	3
In Progress of Investigation	2	1	3
Closed - Non-Compliance Not Substantiated	1	2	3
Closed where Non-Compliance Substantiated	-	-	-
Closed where Non-Compliance was Significant	-	-	-

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

Topic Area	#
Discrimination or Harassment	1
Employment	1
Ethics – Conflict of Interest/Commitment	1
Ethics – Retaliation	1
Finance – Tax	1
Total	5

ADDITIONAL COMPLIANCE ACTIVITIES

Policies and Standards Activities

The revised university policy process, recently combined with the Policy Management Group (PMG) administered by the Office of the Provost, continues to meet and to review university-wide policies as well as academic policies. Further policy program improvements are planned.

Institutional Compliance is supporting the Office of Research Integrity and Assurance (ORIA) with development of an Organizational Conflict of Interest Policy, review process, and education and training materials to meet federal regulatory requirements. An OCI Committee has been formed, meets regularly, and is in the process of developing the policy.

The proposed, stand-alone, institutional Reporting Suspected Misconduct and Non-Retaliation Policy is undergoing further revision by Human Resources following input from Counsel. The proposed policy will be re-reviewed by the PMG prior to submission to leadership to approve.

Training and Communication Activities

Additional Mason-specific compliance awareness training content has been developed and is undergoing stakeholder review. The training is anticipated to also be used for new employee and new faculty orientations.

COI/COC guides, training, and other resources were added and improved and made available to users through the RAMP platform on Mason's COI website. Institutional Compliance is evaluating whether and where additional conflict of interest training might be needed.

In order to improve tracking and enforcement of all training required for all employees (e.g., ethics, information security, student privacy, Title IX, violence prevention, and others), Institutional Compliance worked with Human Resources to obtain access to training completion data, and has developed preliminary metrics for providing training data to leadership. A process for sending automated reminders for ethics training, consistent with reminders sent for other required trainings, is anticipated to be implemented in 2024 with reporting of metrics to leadership.

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 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 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 Mason; oversee and coordinate the efforts of numerous distributed, area-specific compliance programs across campus; and provide senior leadership and the Committee with information to fulfill their oversight of compliance processes.

Prior to joining Mason, Vin implemented and managed the compliance and ethics program for Catholic University for ten years. For seven years prior to joining Catholic, he worked alongside George Washington University's compliance officer in managing all aspects of its compliance and ethics program, and was in the private practice of law for seven years prior to becoming a compliance professional. Vin earned 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 OAC in March 2021 to assist in establishing a more robust ethics program for Mason; oversee Mason's Conflict of Interest policies, disclosures, and waiver processes; investigate complaints related to ethical conduct; and develop and track ongoing communications, training, and education activities.

After serving as a Robert F. Kennedy Public Service Fellow with the University Counsel's Office, Elizabeth joined 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

This Appendix provides a schedule of compliance assessments completed since the Program’s inception in 2021, and the Office of the Registrar Program Maturity Assessment Report issued since the last meeting.

Schedule of Completed Compliance Assessments Since 2021:

The following regulatory risk assessments and program maturity guided self-assessments have been completed since the establishment of Institutional Compliance in 2021:

Summary of Assessment Activity	Date Completed
<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
Institutional Privacy	3/5/2024
<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



Information Technology Services

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

April 2024

Prepared by

Charlie Spann, Interim Vice President and Chief Information Officer

Noor Aarohi, Director - IT Risk and Compliance

Curtis McNay, Director - IT Security Office

Executive Summary

The following April 2024 update gives a report of activities and accomplishments for January-March 2024 (FY24 Q3) and planned activities for April – June 2024 (FY24 Q4). This is a summary of activities for maturing technical capabilities and controls focused 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 Mason 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 as the planned improvement activities are undertaken and the progress therein.

The program contains 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 Mason's Quality Management Systems (QMS) and Information Security Management programs with a goal to improve Information Technology (IT) service quality, reliability, and security. The overall program includes the following areas of focus:

- [Mason-Tailored NIST 800-53-Based Security Compliance Framework](#)
- [Portfolio and Project Management](#)
- [Information Security Program Management](#)
- [Risk Assessment and Remediation](#)
- [Change and Configuration Management](#)
- [Identity Management and Access Control](#)

Each area is comprised of many activities, which are tied to projects and assigned priority and ownership. This report outlines the status of projects and activities in each of the six 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/>.

The previous update was provided for the February 22, 2024, Audit, Risk, and Compliance Committee meeting and included information on activities up to mid-Jan 2024. This FY24 Q3 update consolidates activities that occurred from the beginning of January through March 31, 2024, and re-articulates the planned activities in FY24 Q4 that were reported during the last update. As a result, some of the planned activities may have minor or no changes since.

Fiscal Year (FY) 2024 Q3 Accomplishments and FY 2024 Q4 Planned Activities

Mason-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 QMS for ITS and our distributed partners.

FY24 Q3 Accomplishments:

- Project #853: GMU Scoped and Tailored NIST 800-53 Security Baselines Rollout –
 - At the end of the Banner Core controls assessment, one of the outcomes was a review of the appropriateness of the NIST 800-53 Security Baselines scoped and tailored to Mason’s context and requirements. As a result of this review, an update to the baselines was recommended and finalized bringing total count for the ‘High’ category controls from 237 to 248. These updated baselines were signed off and formally adopted in FY24 Q3.
 - The [IT Security Standard](#) has been updated to the Mason scoped and tailored NIST 800-53 Security Baselines and published.
 - ITS continues to host information sessions with the IT Directors and present at university forums such as the [System Administrator Leadership Team \(SALT\)](#), to socialize the updates to the baselines and applicability of controls as written in the updated IT Security Standard.

FY24 Q4 Planned Activities (No Change from the February 22, 2024, BOV Meeting Report):

- Project #853: GMU Scoped and Tailored NIST 800-53 Security Baselines Rollout -
 - Continue socialization and support of the updated IT Security Standard.
 - Test and move the Risk Assessment templates to Archer Integrated Risk Management (IRM) production environment.
 - Conduct the annual risk assessment for Banner Core.
- Review security consensus baselines based on the Center for Internet Security’s (CIS) benchmark for Red Hat Enterprise Linux. CIS benchmarks are security configuration recommendations that are widely used and accepted as best practice in cybersecurity.

Portfolio and Project Management

Enhancements to the Portfolio and Project Management processes to align with investment lifecycle and towards better program/project artifact management.

FY24 Q3 Accomplishments:

- The Domain Councils were approved by Executive Sponsor Deb Dickenson, Executive Vice President for Finance and Administration. Information Technology Domain Council (ITDC) is the first of five business areas that will provide a university-wide perspective to review, approve, prioritize, and monitor IT projects for the institution to streamline university processes and improve efficiency in IT related program and project governance. The concept is a council of

focused senior leadership accountable for the priority and performance in which domain resources are invested in technology projects.

- Launched the Finance and Administration Domain Council. This council sets the domain strategies and prioritization on projects within the Finance and Administration areas. The council is also to adjust the domain portfolio to changes in priorities.
- ITS updated and published the [Project Management Framework version 5.0](#) materials on PMO website. The IT Project Management Framework is a methodology that references industry standards to identify, classify, document, and manage IT projects
- Four Key Performance Indicators (KPIs) have been established and published for use within the department. These measurements assess departments achievements against goals to improve methodology and processes.
- A standard communication package has been developed for project intake and a TeamDynamix process for requesting technology projects.
- Methods have been created in TeamDynamix to set up Fiscal Services projects in Finance and Administration.

FY24 Q4 Planned Activities:

- Project # 847: TeamDynamix Project Module - Deliver the finished module.
- Publish the Project Management Methodology Framework training curriculum in MasonLEAPs.
- Fiscal Services will begin to use TeamDynamix Project Module for departmental projects.
- Launch an Executive Administration Domain Council (EADC).

Information Security Program Management

Program enhancements for maturing the information security program at Mason, including protecting the confidentiality, integrity, and availability of data and systems while balancing access and productivity for the Mason community.

FY24 Q3 Accomplishments:

- Project #854: Enforcing Mandatory Trainings Compliance Through NetID Password Reset Page - Updates to the password reset page are now being tested in a staging environment and the plan is to rollout for the 2024-25 training cycle in July. This update is to automate the enforcement of mandatory trainings compliance through the NetID password reset process. The project involves updating the password change process to require users to complete their assigned mandatory security training before resetting their passwords.
- Project #861: Microsoft 365 (M365) Security, Optimization, Assessment, and Remediation (SOAR) - The program is split into three (3) phases with the goal of implementing control enhancements associated with the M365 service. During this quarter, the structure for Data Loss Prevention (DLP) labels and associated rules were updated in Microsoft Purview. This work also supports applying data classification labels and data loss prevention controls.
- Contract and non-disclosure details are being worked out for the external vendor to conduct a penetration test in alignment with industry best practices. The IT Security Office is working through the documentation requirements to obtain approvals on the engagement.

FY24 Q4 Planned Activities:

- Project #854: Enforcing Mandatory Trainings Compliance Through NetID Password Reset Page - Continue efforts towards implementing the password reset page code and process to enforce mandatory IT Security Awareness trainings. As of FY24 Q3, the code is being tested within a limited pilot with select ITS users, before the process is rolled out university wide.
- Project #861: Microsoft 365 (M365) Security, Optimization, Assessment, and Remediation (SOAR) - Continue through the planned task list to bolster the control enhancements in M365 environment.
- Initiate the penetration testing and review the results.
- Continue updating the incident response process documents to incorporate current requirements and review for alignment with the updated IT Security Standard.

Risk Assessment and Remediation

Program enhancements to mature the risk assessment and remediation processes at Mason, including a Governance, Risk, and Compliance (GRC) program.

FY24 Q3 Accomplishments:

- Ongoing support and response submission for the Virginia Auditor of Public Accounts (APA) audit that kicked off on January 8. Additionally, ITS is currently engaged in the Joint Legislative Audit and Review Commission (JLARC) assessment and the Office of State Inspector General (OSIG) cybersecurity review/ penetration test.
- A second Risk Assessment template based on NIST SP 800-30 has been created in the Archer IRM tool in the development environment. Before this, in FY24 Q2 a lightweight Risk Assessment template was created in the Archer development environment to aid risk assessments for all IT systems. The plan is to test these two templates and transition the risk assessment process to the Archer platform by FY24 Q4.
- University Policy Number 1301 (Responsible Use of Computing) and University Policy Number 1307 (Procurement and/or Development of Administrative Systems/Applications) have been reviewed and forwarded to the University Policy Manager for signoffs and publishing.
- A [data classification and permitted storage matrix](#) was published to help Mason users be aware and apply the appropriate storage methods for various types and sensitivity categories of data.
- ITS presented at the Fiscal Support and Connections Network (FSCN) Meeting and the University Information Network (UIN) meetings on the upcoming changes to the University Policy Number 1307 - Procurement and/or Development of Administrative Systems/Applications, also known as the Architecture Standards Review Board (ASRB) policy. The criteria for software and services that warrant ASRB review has been clarified and Free and Open-Source Software (FOSS) and acquisitions that cost less than \$5000 have been included to types of implementations that will require review. The roles and responsibilities of the P-Card and eVA approvers have been articulated to ensure that appropriate ASRB reviews must occur before purchases are approved. These measures are expected to enhance monitoring for third-party risks and duplication of IT software and service acquisitions across the university.

FY24 Q4 Planned Activities:

- Continue support for the APA 2023 audit as well as JLARC and OSIG reviews.
- Test and operationalize the risk assessment template(s) in Archer.
- Continue to configure and operationalize the risk assessment, issues, action plans, and exceptions management functionality in the Archer tool.
- IT critical functions are to review their respective Continuity of Operations Plans (COOP) and update these as needed.

Change and Configuration Management

Establish a Quality Management Program to improve the delivery of IT Services at Mason, with a first area of focus in asset management and change/configuration management across the service portfolio.

FY24 Q3 Accomplishments:

- Published the Change Management Procedure, Configuration Management and Change Management Process, and Change and Configuration Management Policy documents.
- Project #617: The transition from the legacy Change Management Database (CMDB) to TeamDynamix (IT Service Management tool) has been completed. Mason is no longer processing any change requests in CMDB.
- The Banner Change Advisory Board (CAB) was created to advise regarding the risk and impact of changes associated with the Banner system. Its purview includes third party applications deployed within Banner, or applications closely integrated with Banner that system configuration changes would directly impact. Information about Banner CAB was shared with the University Information Network (UIN) forum on January 12. The inaugural Banner CAB meeting was held on March 11 and a charter was signed. The CAB reviewed six (6) requests during this session, five (5) of which were approved and one (1) was sent back to the requestor for more discovery. The next meeting is scheduled for April 8.
- Project #864: DevOps practice implementation and technology acquisition & operationalization - The project proposal was put on hold for resource and funding considerations. It will be brought back to the Domain Council for review in FY24 Q4 for reconsideration.

FY24 Q4 Planned Activities:

- Continue to socialize and operationalize the Banner CAB.

Identity Management and Access Control

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

FY24 Q3 Accomplishments:

- Project #799: Mason IAM Solution Implementation Assessment - This project has been completed and closed. CDW (the consultant) has provided a roadmap for developing industry-standard Identity Access and Management at Mason. The follow up effort has been bifurcated in two

projects: Project # 866: Identity and Access Management Modernization project, and Project # 867: which involves identifying and implementing the Identity Governance and Administration (IGA) tool to replace the legacy Account Management System (AMS). Both projects have obtained the initial Domain Council 1 (DC1) approval and move on to the next stage for Domain Council 2 (DC2) approval for resource and prioritization.

FY24 Q4 Planned Activities:

- Finalize an executive briefing for the Interim Chief Information Officer (CIO) to present to the Mason leadership on costs and benefits of a modern Identity Access and Management program and Identity Governance and Administration (IGA) tool. The brief also includes a summary of risks associated with lack of such capability at Mason.
- Pursue resource approvals for the two IAM projects #866 and #867 in DC2. Priority is to obtain approval on Project # 867: which involves identifying and implementing an IGA tool. Once a funding source is identified and approvals obtained, a Request for Proposals (RFP) for the IGA solution and implementation partner will be issued.

All ITS managed/administered information technology projects (including those related to these focus areas) are available for review at <https://its.gmu.edu/working-with-its/ppmo/projects-dashboard/>. Questions regarding projects in the portfolio can be addressed to Charlie Spann (cspann2@gmu.edu).

**George Mason University
Board of Visitors**

**Development Committee Meeting
May 2, 2024
Merten Hall, Room 1201, Fairfax Campus**

A G E N D A

I. Call to Order

II. Approval of Development Committee Meeting Minutes from November 30, 2023 (ACTION ITEM)

III. New Business

- A. Introduction of Guest Speakers – Trishana E. Bowden
- B. \$10M Gift to Jimmy and Rosalynn Carter School for Peace and Conflict Resolution – Dean Alpaslan Özerdem
- C. Experience Mason: Student Managed Investment Fund (SMIF)- Derek Horstmeyer, Director of Financial Planning and Wealth Management and Professor, Finance

IV. Old Business

V. Adjournment

George Mason University Board of Visitors

Development Committee Meeting

November 30, 2023

10:55 a.m. –11:45 a.m.

Merten Hall, Room 1201, Hazel Room

MINUTES DRAFT – FOR COMMITTEE REVIEW – November 30, 2023

Attendees: Vice-Chair/Vice-Rector Jon Peterson, Visitor Deecy Gray, Visitor Bob Pence, Visitor Cully Stimson.

Absent: Chairman Anjan Chimaladinne

Guests: Visitor Lindsey Burke, President Dr. Gregory Washington, Visitor Jimmy Hazel, Visitor Wendy Marquez, Secretary Michael Meese, Vice President Trishana Bowden; Faculty Senate Chair Melissa Broeckelman-Post; Staff Senate Chair William Gautney; Bijan Jabbari, faculty representative; Susan Allan, faculty representative; Nicole Pozinsky, secretary pro-tem; and guest speakers Chairman Michael E. Stievater of the George Mason University Foundation; Marvin Lewis, Assistant Vice President and Director of Intercollegiate Athletics; Lauren Bird, Senior Director of Development, University Priorities, within the Office of University Advancement and Alumni Relations

I. Call to Order

The meeting was called to order by Vice-Rector Jon Peterson, Vice-Chair of the committee, substituting for Development Committee Chairman Anjan Chimaladinne at 10:55 a.m.

Vice-Rector Peterson reviewed the meeting procedures for virtual meetings and FOIA requirements and then proceeded with the order of business. No opening remarks were made.

II. Approval of Development Committee Meeting Minutes from September 28, 2023 (ACTION ITEM)

Vice-Rector Peterson confirmed the committee meeting had reached a quorum. He called for any changes or edits to the meeting minutes from September 28, 2023. There were none. There being none, the minutes from September 28, 2023, were **APPROVED AS WRITTEN.**

Vice-Rector Peterson introduced the committee to Mr. Michael E. Stievater, Chair of the George Mason University Foundation Board of Trustees. Chairman Stievater delivered an update regarding recent GMUF and Board of Trustees activities during the past few months.

III. New Business

A. George Mason University Foundation Chairman Update – Mr. Michael E. Stievater

Chairman Stievater, now marking his eighth year on the Board of Trustees and second year as Board Chair, stated the following report to the Visitors present.

- The sale of Vernon Smith Hall closed on November 15, 2023.
- On October 14th, Dr. Washington joined the Trustees at a reception where they discussed university accomplishments, rankings, and future plans.
- The fall board cycle concluded on October 27th. Chairman Stievater reviewed what was covered by each committee.

Chairman Stievater welcomed questions from the Visitors.

Vice Rector Peterson asked how many members were on the foundation board. Chair Stievater responded approximately forty. Trishana E. Bowden, Vice President of University Advancement and Alumni Relations, confirmed approximately 45, including community representatives (faculty, deans, and the Alumni Association).

Visitor Deecy Gray asked if there were certain requirements for board members related to volunteer time and financial contributions. Ms. Bowden stated there is an expectation for foundation trustees that started when Visitor Jimmy Hazel was chair of the foundation. The expectation is, during their tenure as a trustee, they will, at minimum, assist University Advancement to raise or give \$100,000.

Visitor Gray asked why only forty people. Ms, Bowden stated it is the current composition of the board. There is a limit of 50 total members in the foundation bylaws, but it is not necessarily a significant number per se. She noted that it is helpful to have representation from different industries.

Visitor Gray asked about the concept behind the number. Visitor Hazel replied, “Yes,” to your earlier question, and noted that the bylaws were amended when he was president and chairman of the foundation. It was in order to engage business leaders not just locally, but across the country in the foundation's activities.

Vice-Rector Peterson asked the Visitors if they had any additional questions. There were none. Hearing none, Vice-Rector Peterson introduced Ms. Trishana Bowden, President of the George Mason University Foundation, Inc., and Vice President of Advancement and Alumni Relations.

B. University Advancement and Alumni Relations Update – Ms. Trishana E. Bowden

- As of November 28, \$389.9 million was raised towards the \$1 billion comprehensive campaign goal. Also, \$30.2 million was raised towards the FY24 \$100 million goal.

- Fuse at Mason Square has reached an important milestone. Earlier this month, Mason gathered its partners in this pivotal project to celebrate the “topping out” of the Fuse building. The ceremony marked the completion of the structural frame of the building, which will comprise 345,000 square feet of space dedicated to collaboration and digital innovation.

- The Office of Alumni Relations is bringing the Mason Now campaign directly to the Mason Nation, as we roll out a nationwide engagement tour. Visits have been made to Atlanta, Georgia, and Jacksonville, Florida. Plans are in place for additional tour stops in Orlando, Florida; Emmitsburg, Maryland; Brooklyn, New York; Memphis, Nashville, and Knoxville, Tennessee; Richmond, Virginia; and multiple cities in California.

- This afternoon, Mason will officially celebrate renaming the School of Business as the Donald G. Costello College of Business. We welcome Visitors to join us in Dewberry Hall, located within the Johnson Center.

Ms. Bowden welcomed questions from the Visitors. Vice-Rector Peterson asked the Visitors if there were any questions for Ms. Bowden.

Visitor Hazel commented that he looked forward to the School of Business Costello Naming Celebration, and the Business School has produced a video, that will be shown at the event. He asked if the video would be distributed to the Visitors after the event.

Visitor Cully Stimson noted that regarding the upcoming alumni events, it would be helpful for the whole board, or at minimum the development committee, have a list of these events and their dates. The Visitors can help leverage any of their local contacts and help drive attendees to the events and raise money.

Vice-Rector Peterson thanked Ms. Bowden and called to the podium Mr. Marvin Lewis, Assistant Vice President and Director of Intercollegiate Athletics. Mr. Lewis provided a presentation overview of Intercollegiate Athletics.

C. Overview of Intercollegiate Athletics – Mr. Marvin Lewis

Mr. Lewis narrated the following series of PowerPoint slides (17 Slides)

1. George Mason University Intercollegiate Athletics– TITLE SLIDE
2. Video “Title of Video” or a thumbnail of its content
3. What a year for Mason Athletics
4. Marvin Lewis: Defining Success at Mason
5. Marvin Lewis: First 100 days
6. Quote: Current Strength and Conditioning Coach
7. External Stakeholder Feedback
8. Immediate Action Steps
9. Assessment Phase – Year “0”
10. Fundraising Priorities
11. Basketball and Academic Performance Center
12. Basketball and Academic Performance Center
13. Men’s Basketball Day (Current) Map
14. Men’s Basketball Day (Proposed) Map
15. Conference Comparisons
16. How can you help?
17. Questions?- FINAL SLIDE

Mr. Lewis concluded his presentation and asked if there were any questions.

Visitor Stimson asked Mr. Lewis about his level of commitment to the equal enforcement of title IX, and his position with respect to biological men competing in women's sports.

Mr. Lewis responded by noting that he wants to ensure we create a baseline student experience for all 500 student-athletes and noted that Mason now supports 22 programs. All of the student-athletes need to feel good about the experience they have in Mason Athletics. Regarding transgender student-athletes, Mr. Lewis stated he believes in fair competition and providing opportunities for student-athletes to compete.

IV. Adjournment

Vice-Rector Peterson concluded the meeting and announced Ms. Lauren Bird, Senior Director of Development, University Priorities, within the Office of University Advancement and Alumni Relations, would present on University Priorities and Corporate & Foundation Relations at a later time. Due to time limitations, Ms. Bird’s presentation would be postponed to a future meeting.

There being no further business to discuss, Vice-Rector Peterson adjourned the meeting at 11:45 am.

**George Mason University Board of Visitors
Development Committee Report
May 2, 2024**

The George Mason University Foundation, Inc. and the Office of Advancement and Alumni Relations present the following report on the activities and engagements conducted in the months following the February 22 Board of Visitors meeting to further the university's mission of supporting its students, programs, and community.

George Mason University Foundation, Inc.

The Foundation's winter board cycle concluded on March 1, 2024. During this cycle, the committees covered the following:

- The Advancement and University Priorities Committee received an update from Aquanetta Betts, Director of Planned Giving, who highlighted planned giving activities in 2023, including events centered on the 50th reunion of the class of 1972 and the National Estate Planning Awareness Week. These events enabled Advancement staff to connect with individuals who had yet to be engaged. The Committee also reviewed top corporate prospects with Lauren Bird, Associate Vice President, Corporate and Foundation Relations, who outlined a strategy to enhance engagement by aligning Mason's high-value offerings with corporate needs. The committee also discussed the importance of volunteer leaders taking an active role in raising community awareness and the compelling Mason story.
- The Audit Committee met with the Foundation's tax preparers to review the IRS Form 990 and 990-T for fiscal year 2023. The returns reflect the same financial results as the Foundation's audited statements, adjusted for IRS tax reporting requirements. The returns reflect a conservative approach and the presentation is generally consistent with prior years. The Committee also reviewed the Foundation's Enterprise Risk Management process.
- The Finance and Real Estate Committee reviewed the budget-to-actual results from operations for the six-month period ended December 31, 2023. The Committee also reviewed the Foundation's real estate portfolio and recent activity.
- The Investment Committee met to discuss the investment results through the first half of fiscal year 2024, ended December 31. The endowment returned 7.0% through the second quarter and the market value at December 31 was \$192 million.

- The Nominating and Governance Committee discussed Trustee nominations for fiscal year 2025. Three candidates were advanced to the next stage in the nominations process.

The Foundation's final meeting cycle of 2024 begins on May 7, and we look forward to closing out a successful fiscal year.

The Office of Advancement and Alumni Relations

George Mason University's historic fundraising campaign, *Mason Now: Power the Possible*, is making steady progress towards its \$1 billion goal. As of April 8, the campaign's progress stood at \$434M towards that goal. Moreover, the university has raised \$75M towards its FY 24 goal, and three colleges—the College of Engineering, the College of Science, and the Carter School for Peace and Conflict Resolution—have reached their FY 24 goals; the Carter School has surpassed its FY 24 fundraising goal, standing at 426 percent of its goal; the College of Science has surpassed their FY24 fundraising goal, currently standing at 144 percent of its benchmark. As of April 1, eight of Mason's schools, colleges, and units had raised over 50 percent of their FY24 goals.

Additionally, the annual Mason Vision Day, held this year on April 4, brought the community together to support initiatives that resonated with donors' priorities. From academics to the arts, from scholarships to athletics, donors were encouraged to champion what mattered most to them. They responded in record-breaking manner; the university raised more than \$1.3M.

Notable Gifts and Partnerships

There have been several generous gifts and grants received by Mason's colleges and schools in recent months:

- The Jimmy and Rosalynn Carter School for Peace and Conflict Resolution announced the largest cash gift in the school's history: a \$10M pledge to establish a Center for Peace Tech and Entrepreneurship. This investment will build on the Carter School's successful Peace Engineering Lab, established in 2020. The new center will expand the Peace Engineering Lab's mission by developing peace-oriented technological tools and products, including big data and AI, and will train engineers and peacebuilders on their use for violence prevention and the protection of vulnerable communities. The center will also explore the emerging connections between environmental peacebuilding and technology in hopes of predicting and preventing conflicts related to the environment and natural resources.
- The Office of University Life received a \$500K commitment from a longtime friend of the university for the expansion of the Early Identification Program (EIP). EIP is a cornerstone of Mason's efforts to help first generation students overcome barriers

to success and transform not only their lives but the lives of their families as well. The pledge, which was announced on Mason Vision Day, April 4, will increase enrollment, allowing us to meet the overwhelming community demand for this program.

- University Life also received a \$100K grant from the Jack Kent Cooke Foundation for EIP funding, which will support 175 first-generation college-bound high school students in earning college credit through EIP's Institute for Excellence in Summer 2024. The funding will enable EIP to add two more tracks in Policy and Public Health.
- The Antonin Scalia Law School received \$300,500 from the Stanton Foundation for funding for the law school's First Amendment Clinic and First Amendment Fellowship Program.
- The College of Engineering and Computing received a bequest of \$150K to endow the college's general scholarship fund and a donation of \$100K to increase an existing memorial scholarship fund.

Engaging with Mason's Alumni Network

The University Priorities and Corporate and Foundation Relations teams partnered with Alumni Relations to host the CGI Group at EagleBank Arena on March 2. The event was hosted by Rector Horace Blackman, BA '93, the senior vice president and lead of CGI Federal's Defense, Intelligence, and Space business unit. More than 200 alumni and friends were present at the event, including George Schindler, CGI's president and chief executive officer. Guests enjoyed a pre-game reception that featured remarks from Rector Blackman, President Washington, and Vice President Bowden.

The Office of Alumni Relations partnered with Mason Athletics to bring the Mason Nation tour to cities hosting the women's and men's A-10 and WBIT tournaments. Pregame pep rallies were held for alumni in Richmond, Virginia, and Brooklyn, New York, for the A-10 tournaments, and in State College, Pennsylvania, to celebrate the women's basketball team's participation in the inaugural NCAA WBIT Tournament. The Mason Nation tour will continue with a five-city tour of California in May.

On March 20, the Alumni Association (GMUAA) celebrated Mason Night @ the Washington Capitals. More than 40 alumni attended the pregame reception at the Yard House in Washington, D.C., which was followed by a Mason Nation takeover of Capital One Arena for the game. Mason alumni attending the game received a co-branded Mason Nation/Washington Capitals baseball hat. Continuing with our professional sports partnerships, GMUAA will host Mason Night @ the Washington Mystics on June 6, and Mason Night @ the Washington Nationals on September 10.

The Alumni Career Design Fellowship continues to help alumni with career pivots. This partnership between GMUAA and the Mission Collaborative team has proven to be a great tool for alumni contemplating their next career move. A member of the Spring 2023 cohort had this to say about the program: *“If you are not sure what your next career step is, this fellowship will offer new ideas, relationships, and a way forward you probably didn't know about. I highly recommend it to help with your next career adventure.”* The most recent cohort began on March 23, 2024.

On March 27, the GMUAA hosted 13 of its past presidents for dinner and a state of the university update. They heard from Mason leadership about the vision of the university and the athletics program, and began a conversation about how they could be involved in the *Mason Now* campaign. Beyond their GMUAA presidencies, several of the attendees represent high levels of Mason leadership: two are now trustees with the George Mason University Foundation Board of Trustees, one is a current member of Mason’s Board of Visitors, one is a former rector of Mason’s Board of Visitors and a trustee, and one is currently serving on the GMUAA board as a historian.

To continue engaging our Golden Patriots (alumni who graduated 50 years ago or more) GMUAA has invited all members of the classes of 1968-1974 to participate in Mason’s 2024 spring graduation. Mason’s first graduates will process with the university’s newest graduates, identified by special Golden Patriots sashes, similar to the stoles that the Class of 2024 wear with their caps and gowns. Following the ceremony, the Golden Patriots are invited to enjoy lunch on campus. We will induct the class of 1974 into the Golden Patriot Society on September 19, and all Golden Patriot Society members are invited to attend.

Ahead of Mason Vision Day, the association established a book fund in memory of Amy Takayama Perez, BA Sociology ‘96, MEd ‘02, a double Mason alum who served as dean of admissions at Mason as well as on the GMUAA board. The board will work to fund this scholarship on Mason Vision Day and beyond to help as many students as possible, a goal that was central to Amy’s impact in her work at Mason.

Engagement with the Larger Community

Mason is proud to report on our engagement with the regional community, as a participant in the educational, technical, and cultural landscape of Northern Virginia.

On March 19, the Costello College of Business hosted a breakfast gathering for key stakeholders to mark the opening of the public phase of the college’s Building Campaign. This building is the college’s top fundraising priority.

The College of Visual and Performing Arts has recently held two important events for the arts community. On March 23, the Mason Dance Fête celebrated the extraordinary School of Dance faculty and students and raised crucial scholarship funds to attract and retain top dancers to

the program. As of April 1, the event had raised over \$65,000 for student scholarships. On April 27, the 14th anniversary of the Hylton Gala honored Sam and Lillian Hill and the Cecil and Irene Hylton Foundation. Funds raised from this event support the Hylton Center's many artistic programs, its Veterans and the Arts initiative, educational outreach, and the Hylton Center's endowment.

End of the Year Outlook

Projections for fiscal year-end 2024 currently have Mason tracking to meet or exceed \$100M.

Colleges, Schools, and Administrative Units

The colleges, schools, and units are strategically reviewing their progress towards FY24 benchmarks and overall campaign goals. As the fiscal year concludes, the team is focusing on principal and major gifts anticipated to close by June 30. After a strong showing during Mason Vision Day, where the colleges, schools, and units worked with the Office of Annual Giving to energize donors, we are looking toward continuing the momentum with a general outreach to the Mason community.

Central Advancement will continue its support of Mason's units and fundraisers in their work to engage our community. On May 14, there will be a Legacy Society luncheon to celebrate all donors who have named George Mason University in their estate planning. The goal is also to help them encourage new donors to consider this impactful way of giving.

In addition, Central Advancement is providing continual coaching to deans and fundraisers, including a deans' retreat on June 26, an all-advancement staff retreat on May 6, and three more front-line fundraising gift strategy meetings.

University Priorities and Corporate and Foundation Relations

During the final quarter of FY24, the University Priorities and Corporate and Foundation Relations team will continue its work to build partnerships, clarify gift and grant processes, and develop tools for fundraisers to easily and clearly communicate the benefits of working with Mason.

The CFR team is diligently working to bring to fruition the proposals that have been submitted, ensuring a strong year-end.

On April 24, the team will host the President's Innovation Advisory Council, showcasing the College of Engineering and Computing's Advanced Visualization Lab in Van Metre Hall at Mason Square. The event will also include a VIP tour of the Fuse building and provide updates on the university-wide initiative.

In collaboration with the Smithsonian-Mason School of Conservation (SMSC), the team will convene the SMSC Advisory Council for its spring meeting. During this gathering, they will

evaluate the council's influence on the *Mason Now* campaign and devise strategies to attain its objectives for FY25.

The CFR team will assist Alumni Relations and Central Advancement in planning and executing Mason Nation Tour stops in California. This leg of the tour, which currently includes stops in five cities, will feature events for Mason alumni as well as personal visits with corporations and individuals, further expanding Mason's reach to the west coast.

In collaboration with the George Mason University Foundation and the university's Office of Sponsored Programs, the CFR team is in the process of finalizing revisions for Policy 4008, which distinguishes sponsored project support from philanthropic gifts and donations from corporations and foundations. The revisions aim to clarify the distinction between gifts and grants.

We appreciate the opportunity to update the Board of Visitors throughout the year. With the help of our alumni, staff, faculty, and Mason community, we are successfully moving forward with our *Mason Now* campaign and are energized to see its possibilities come into focus. We invite you to consider participation in this momentum. As the year draws to a close, we hope you will consider making your campaign commitment to George Mason University.



MONTANO STUDENT MANAGED INVESTMENT FUND

Student Managed Investment Fund - FNAN 477

Preparing School of Business Students for a Career in Asset Management

2023 Annual Report

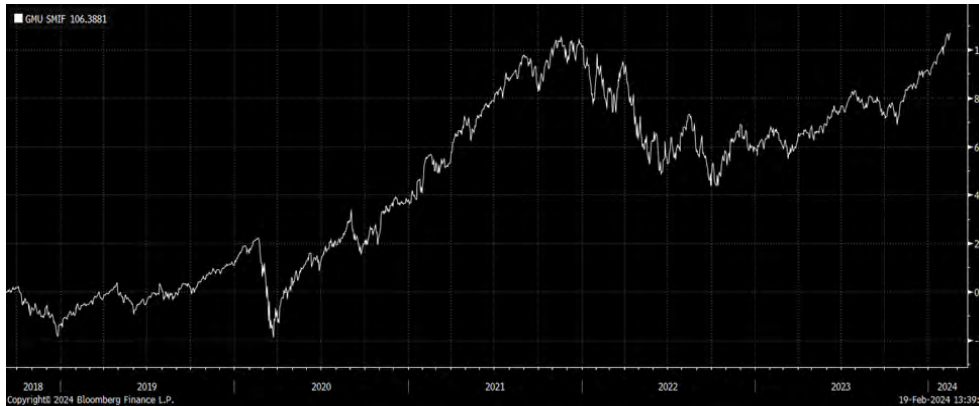


Presentation Outline

1. History and Overview of the Montano SMIF
2. 2023 Performance and Annual Report
3. Benefits, Placement, and SMIF Events

History and Overview of the SMIF

Montano SMIF returns since Inception: 106%



Inception Year: 2018

Become a SMIF Officer:

1. Major in Business: Finance
2. Take FNAN 477: Student-Managed Investment Fund
3. Interview to be a SMIF Officer

Investment Committee

- Submits investment thesis.
- Makes trades on Bloomberg.

Risk Committee

- Analyzes holdings/ risk factors.
- Keeps track of macroeconomic factors.

Finance Committee

- Manages portfolio metrics and stats.
- Checks news for investment catalysts.

Work by SMIF Officers

Monthly Research Publication in the Wall Street Journal (WSJ) and CFA Institute

WSJ

2024 Student Work:

[Camila Builes & Matthew Rickard](#): [WSJ: Once a Trade is Named it is Already Too Late to Invest](#)

[Sarmad Mirza & Yewon Choi](#): [WSJ: All Money-Market Funds Have the Same Yield, Right? Not Even Close](#)

[Will Marston, Vidhi Pathak, & Chris Ross](#): [CFA: Decoupling Correlations: Global Markets since COVID-19](#)

[Kurshat Gheni & Heyuan Li](#): [WSJ: Hedge Funds for the Masses Deliver Ho-Hum Returns—and Have High Costs](#)



CFA Institute[®]
Research Challenge

Scholarships available to students!



2023 GMU SMIF
ANNUAL REPORT

GEORGE MASON UNIVERSITY
MONTANO STUDENT MANAGED INVESTMENT FUND

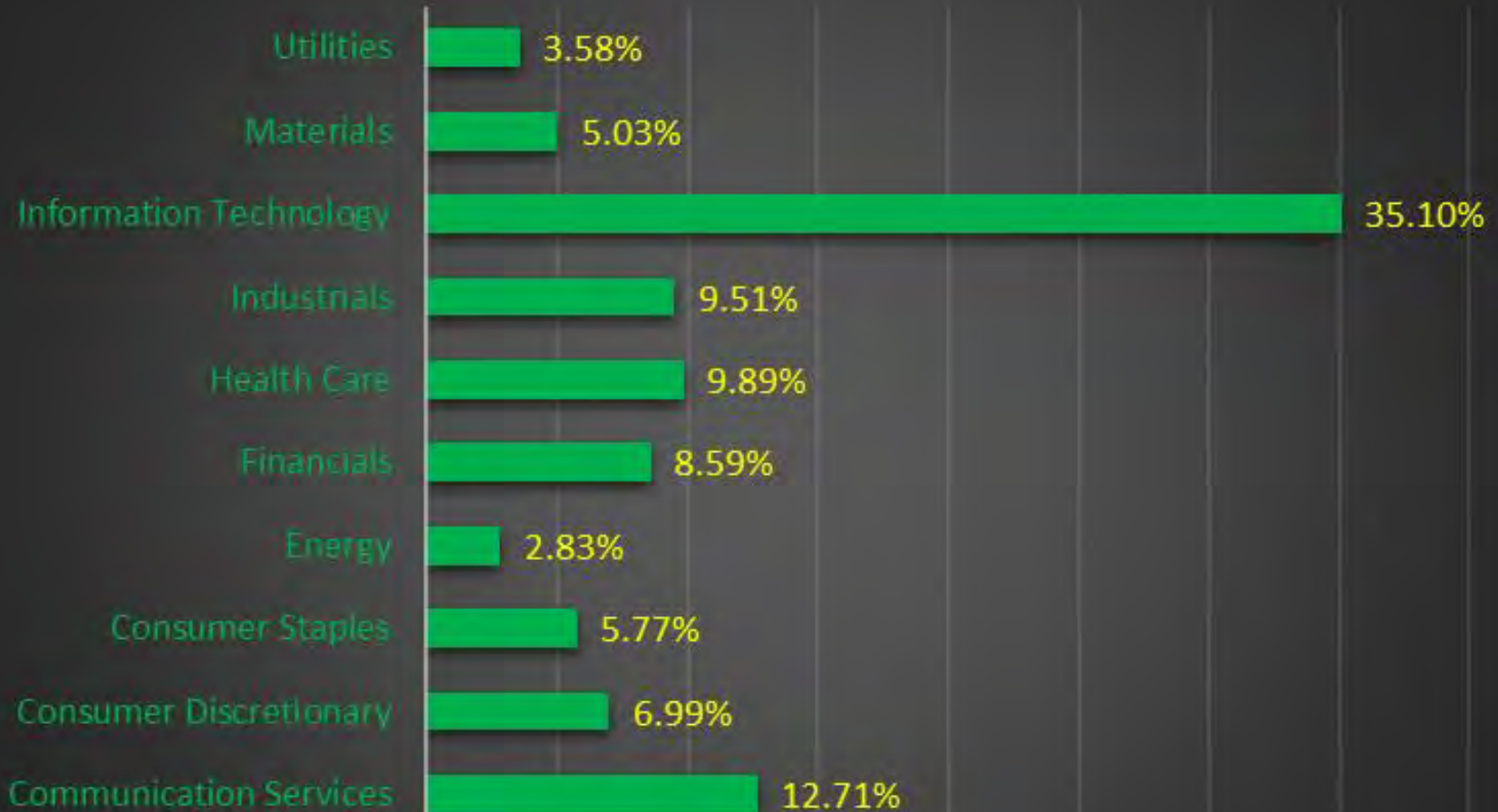


2. 2023 Performance and Annual Report

Risk and Return Analysis

- GMU SMIF Performance from 12/30/2022 to 12/28/2023
 - Portfolio Return: 20.30%
 - Portfolio Standard Deviation: 12.76%
 - Beta: 0.93
 - VaR: At a confidence level of 95%, the portfolio daily value at risk is
 - 1.58%, \$4,636.89
 - CVaR: At a confidence level of 95%, the portfolio's daily conditional value at risk is 2.19%, \$6,435.35
- S&P 500 Performance from 12/30/2022 to 12/28/2023
 - S&P 500 Return: 26.68%
 - S&P 500 Standard Deviation : 13.10%

Sector Contribution to Portfolio Volatility



Holdings as of December 31, 2023

Communications	9.48%
ALPHABET INCORPORATED CAP STK CLASS C	5.56%
DISNEY WALT COMPANY	1.79%
LIVE NATION ENTERTAINMENT INCORPORATED NEW	0.97%
OMNICOM GROUP INCORPORATED	1.16%
Consumer Discretionary	6.32%
HOME DEPOT INCORPORATED	4.10%
MCDONALDS CORPORATION	2.22%
Consumer Staples	9.18%
CONSTELLATION BRANDS INCORPORATED CLASS A	3.35%
GENERAL MLS INCORPORATED	2.34%
PROCTER AND GAMBLE COMPANY	1.11%
DOLLAR GENERAL CORPORATION NEW	1.45%
HERSHEY COMPANY NEW	0.93%
Energy	4.62%
CHEVRON CORPORATION	1.13%
CONOCOPHILLIPS	1.88%
VALERO ENERGY CORPORATION	1.60%
Industrials	9.99%
CATERPILLAR INCORPORATED	1.03%
GENERAL ELECTRIC COMPANY	3.02%
LOCKHEED MARTIN CORPORATION	1.72%
NORTHROP GRUMMAN CORPORATION NEW	4.22%
Materials	2.71%
STEEL DYNAMICS INCORPORATED	2.71%

Health Care	12.70%
ELI LILLY & COMPANY NEW	1.67%
REGENERON PHARMACEUTICALS	1.31%
STRYKER CORPORATION	1.64%
THE CIGNA GROUP	2.97%
UNITEDHEALTH GROUP INCORPORATED	3.54%
VERTEX PHARMACEUTICALS INCORPORATED	0.77%
ZOETIS INCORPORATED CLASS A	0.80%
Technology	30.77%
APPLE INCORPORATED	5.19%
BROADCOM INCORPORATED	5.73%
CISCO SYSTEMS INCORPORATED	3.72%
INTERNATIONAL BUSINESS MACHINES	2.33%
MICROSOFT CORPORATION	7.01%
NVIDIA CORPORATION NEW	3.00%
PALO ALTO NETWORKS INCORPORATED NEW	1.90%
QUALCOMM INCORPORATED	1.18%
VERISIGN INCORPORATED	0.70%
Utilities	4.02%
ENTERGY CORPORATION NEW	4.02%
Financials	9.86%
BROWN & BROWN INCORPORATED	3.56%
CHUBB LIMITED (SWITZERLAND)	1.08%
JPMORGAN CHASE & COMPANY	3.37%
MASTERCARD INCORPORATED CLASS A NEW	0.90%
VISA NEW	0.96%

Expectations Going Forward

- Under/overweighting +/- 4% for each sector
- Performance estimates going forward in line with S&P 500
- Risk estimates going forward: align with S&P 500
- Actively monitoring holdings to remove positions that violate the IPS
- Continue to minimize cash on hand
- Actively monitor top performers for selling opportunities

3. Benefits, Placement, and SMIF Events

SMIF Events

Funding provided from Trevor Montano and OSCAR has allowed the SMIF to participate in multiple events. These include:

- National SMIFC competition in Chicago, Illinois.
- Costello Fellows on Wall Street
- Annual Dinner with the SMIF alumni

Future Events Occurring in 2024

Spring Semester 2024

- Costello Fellows in NYC - March 7th - 8th
- CFA panelist Event - April 5th
- Finance Department Video - by end of semester

Fall Semester 2024

- Costello Fellows in Richmond VA/Washington DC
- Annual SMIFC conference in Chicago, Illinois
- 2024 Alpha Challenge Stock pitch competition

Benefits of the SMIF and Events



2023 CFA Challenge



Alumni Dinners



Costello Fellows on Wall Street



**2023 Annual SMIFC
Conference in Chicago**



**Washington Association of
Money Managers**



2023 Alpha Challenge

SMIF Officer Placements

Goldman Sachs

J.P.Morgan
PRIVATE BANK

Morgan Stanley

Booz Allen

KPMG

RAYMOND JAMES

D.

citibank



E*TRADE

WOLFE
RESEARCH

Freddie Mac

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Further Information

Please visit our site below if you are interested in further information on the fund:

<https://smif.business.gmu.edu/>

Board of Visitors Research Committee

May 2, 2024

George Mason Research Growth

Last Year	FY22	FY23	Difference
Award	\$171M	\$255M	49.4%
Expenditure	\$178M	\$185.7M	4.3%
F&A	\$23.8M	\$28.6M	20.1%

This Year To Date	FY23 – March	FY24 – March	Difference
Award \$	\$200M	\$154.8M	-22.6%
Expenditure \$	\$126.6M	\$159.0M	25.6%
F&A \$	\$20.5M	\$26.2M	28.0%

Reported NSF research expenditures show Mason ahead of research goals (FY22 - \$252M up 9.5% from FY22 - \$230M)

FY24 funding awards on track for substantial increase from FY22. Large FY23 award reflected in YoY decrease in FY24 awards.

FY24 and F&A expenditures up significantly, a trailing indicator for awards.

Spring 2024

Dr. Megan Bruening (she/her)

Director

Office of Fellowships Scholar Recognition



Office of Fellowships Mission



The Office of Fellowships advises currently enrolled Mason students and alumni as they apply to external, nationally competitive awards that support scholarship, research, and professional development.

The Office of Fellowships aims to raise the academic profile of Mason through these competitive awards with a strong focus on inclusive mentoring and cultivating academic excellence.

Boren Scholar: Janai Byrd

Janai is a senior, double-majoring in Foreign Languages and Business.

The Boren Scholarship, sponsored by the Department of Defense, is given to undergraduate students to learn a foreign language critical to national security. Upon returning to the U.S., Boren awardees work for the federal government.

Janai will use the Boren Scholarship to study Korean and then pursue a career as an Economics Officer in the Department of State.



Fulbright U.S. Student Program Awardee: Chelsea Lebron

Chelsea Lebron is a MFA candidate in the College of Humanities and Social Sciences.

The Fulbright U.S. Student Program, sponsored by the Department of State, promotes international cooperation and cultural exchange.

Chelsea has received an award to work as an English Teaching Assistant in Spain. She will use her enhanced Spanish skills as a published author and advocate for incarcerated individuals and their families.



Congratulations
to our fellowship
scholars!





Early Identification Program

Established in 1987, 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 800 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.

The criteria for nomination includes being the first in the family to graduate from a college or university and having the academic potential to enroll in a pre-college curriculum in high school. Additional considerations are also given to students who have a strong academic record but are facing special family circumstances, are eligible for free or reduced lunches, are from a single parent family, and have a limited or non-English speaking family.

After their nomination and selection in 7th grade, EIP participants begin a five-year program of college preparation. By providing year-round academic enrichment, personal and social development, civic engagement, and leadership training opportunities, EIP ensures that students are equipped with the knowledge, skills, and intellect to become lifelong learners, leaders, and responsible global citizens. One hundred percent (100%) of EIP's 2023 class graduated from high school, 97% of the students were accepted into college. Forty (40) of those students are currently enrolled at George Mason University, and 95% of students enrolled at Mason were awarded scholarships. There are currently 200+ EIP Alumni enrolled at Mason. EIP Mason students continue their post-secondary education to accomplish their goal of being the first in their family to obtain a college degree.

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.

MINA AL HASHIMI

JOSELYN ANDRADE

PATRICK ARCIENGA

BETZY BALLADARES OVIEDO

BRYAN BENAVIDES

ANDREA ESTRADA

PAOLA GONZALEZ

UYEN NGUYEN

JAMILETH PICAIVIA

JENNIFER PLATERO VALLADARES

VERONICA ROSA

FATHIMA ZAINAB SAMSUDEEN

GISSELA SANDOVAL

STEFANY VILLANUEVA LA TORRE

HEZEKIAH WILLIAMS

MASTER'S IN ACCOUNTING

BACHELOR'S IN PSYCHOLOGY; CRIMINOLOGY LAW & SOCIETY

BACHELOR'S IN MANAGEMENT

BACHELOR'S IN SOCIAL WORK

BACHELOR'S IN ELECTRICAL ENGINEERING

BACHELOR'S IN PSYCHOLOGY

MASTER'S IN SOCIAL WORK

BACHELOR'S IN BIOENGINEERING

BACHELOR'S IN ENVIRONMENTAL AND SUSTAINABILITY STUDIES

BACHELOR'S IN PSYCHOLOGY

BACHELOR'S IN COMMUNICATION

B.F.A IN ART AND VISUAL TECHNOLOGY, GRAPHIC DESIGN

MASTER'S IN TEACHING IN ART EDUCATION

MASTER'S IN ACCOUNTING

BACHELOR'S IN COMMUNITY HEALTH

THURSDAY MAY 2, 2024

BOARD OF VISITORS MEETING

GEORGE MASON UNIVERSITY GRADUATES



The Jack Wood Award for Town-Gown Relations is a university and community-wide annual award program to recognize both Mason and community individuals and groups, as well as government, businesses, and not-for-profits who demonstrate 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.

BUSINESS/NONPROFIT CATEGORY

Mind the Mat Pilates & Yoga has become integral to the Mason Square community. It has demonstrated exceptional leadership in fostering strong relationships between the University and the local community through their involvement in the Activation of the Plaza at Mason Square. Their weekly yoga and Pilates classes have grown from just a handful of participants in 2022 to now one of the signature weekly yoga events, drawing an average of 70 participants each week.

One of the most notable aspects of Mind the Mat's contribution to town-gown relations is its dedication to inclusivity and accessibility. By offering a diverse range of classes led by skilled and experienced instructors, Mind the Mat ensures that individuals from all walks of life, including students, faculty, and Arlington residents, have access to resources that promote physical and mental well-being.

STUDENT CATEGORY

Anthony Amos, a student graduating this May, lives in Fairfax City and works for Fairfax County. He has been extremely active in building relationships between all three entities. He serves as a Fairfax City appointee on the Fairfax Campus and Community Advisory Board, serves as an ambassador for the Schar School of Public Policy, and frequently speaks with prospective students encouraging them to attend George Mason while also connecting them with

community leaders who can assist them in their career choices. Anthony was motivated by his time in George Mason's Terrorism, Transnational Crime and Corruption Center to pursue anti-trafficking legislation for the 2025 General Assembly. His policy memo is now sponsored by the Central Fairfax Chamber of Commerce, where he is the Government Affairs chair. His extensive volunteerism with registered student organizations, like Bridge at Mason, and community organizations, like the League of Women Voters, highlights his love for public service and connection. He can often be seen providing students with information on voter registration.

FACULTY/STAFF CATEGORY

Matt McLaughlin, Coordinator for Off-Campus Students within the Office of Contemporary Student Services, works to support the belonging and inclusion of contemporary students within the George Mason community and the broader Fairfax community, particularly through the Mason Trunk-or-Treat program, which he began in the fall of 2022. Free and open to the public, trunk-or-treat is an event in which families come to a designated location to trick-or-treat from decorated car trunks provided by various organizations and community members. The event brings together residents, students, faculty, and staff for a festive fall celebration on campus. Community members have an opportunity to see George Mason as a part of their community and an extension of their neighborhood, fostering a sense of shared community spirit. Matt worked with units and departments across campus including Student Government, Business Operations, and Mason Athletics. Additionally, he leveraged existing campus and community partnerships through Patriot Perks to offer community business members the opportunity to host a trunk at the event. To support the success and growth of Trunk-or-Treat, Matt also connected with local PTAs and City/County organizations. Trunk-or-Treat has grown each year from 15 trunks, three activities, and over 100 participants in 2022 to 26 trunks, six activities, and over 600 participants in 2023.

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

The **LEAD Office Student Leadership Consultants**, with the help and support of a grant from the H.S. Lowe, Jr. and S. Hitchcock-Lowe Foundation, have been partnering with **Terraset Elementary School in Reston, Virginia** to bring a group of 5th and 6th grade students to campus for the past two years. The elementary school students participate in a mini-leadership conference hosted by the Student Leadership Consultants. The young students have a chance to participate in educational, interactive, sessions focused on leadership, team building, communication, values, problem-solving, and goal setting. The students also receive George Mason swag, a certificate, and participate in a campus tour. This year the Student Leadership Consultants added a pen pal project where they sent letters to the Terraset students before they came to campus so the young students could get to know their Student Leadership Consultants better. The partnership has benefited university students by providing an opportunity to enhance their leadership skills, and it has benefited the Terraset Ambassadors and Young Scholars by showing them what leadership looks like at a college level. The opportunity also provides a path of inspiration to students who may not have considered college previously.

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

Janet Walker, Transportation Programs Manager in the University's Office of Parking and Transportation, has fostered fruitful city/county/university partnerships on transportation programs over the years. She has worked to improve the ability of students, faculty, staff, and local residents to travel easily to and from the University using alternative transit modes like bikes and scooters. Janet has overseen and managed a growth of transportation options to increase the connectivity between Fairfax City and the Fairfax Campus, as well as Arlington County and Mason Square. From foundational existing partnerships, such as the University's support of the CUE bus, to new and emerging technologies like electric scooters, Janet initiated innovative ideas like the Patriot Bike Checkout program, which allows students to check out bikes from Mason Recreation facilities for free and use them to travel through Fairfax on errands and adventures alike. The most recent innovation she has achieved is the partnership

between Fairfax City and the University on Capital Bikeshare. This partnership will bring a much-desired service to campus and the city to allow for smooth travel via rented bikes to and from the University. She also regularly works with Arlington Transportation Partners as a leader in one of their primary recognition programs for employers. She exhibits exceptional talent in collaborating on issues of mutual interest that can improve the lives of everyone. Through her efforts, the University was recognized as one of the nation's Best Workplace for Commuters and was the only educational organization in Arlington County and Northern Virginia so recognized. Janet will be retiring from George Mason this summer after a distinguished career of many years of service. Without Janet's leadership and incredible effort, these great transportation community partnerships would have never gotten off the ground.

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Meeting of
Thursday, February 22, 2024
Merten Hall, Hazel Conference Room (1201)**

MINUTES

PRESENT: Rector Horace Blackman, Vice Rector Jon Peterson, Secretary Michael Meese, Visitors Armand Alacbay, Reginald Brown, Lindsey Burke, Anjan Chimaladinne, James Hazel, Wendy Marquez, Nancy Prowitt, Jeffrey Rosen, Charles Stimson and Robert Witeck.

ABSENT: Visitors Dolly Oberoi and Robert Pence.

ALSO, PRESENT: Melissa Broeckelman-Post, Faculty Representative; Will Gautney, Staff Liaison; Paul Wyche, Undergraduate Student Representative, Vikas Velagapudi, Graduate Student Representative; Gregory Washington, President; Ken Walsh, Interim Provost and Executive Vice President; Deb Dickenson, Executive Vice President for Administration and Finance; Anne Gentry, University Counsel and Sarah Hanbury, Secretary pro tem.

I. Call to Order

Rector Blackman called the meeting to order at 1:10 p.m.

Rector Blackman relayed that Visitor Oberoi requested to participate remotely due to her need to be in India for a personal matter. Rector Blackman approved the remote participation request in accordance with the Electronic Meeting Policy.

Rector Blackman noted that when members of the board participate remotely voting is accomplished by roll call.

Rector Blackman mentioned that there was an adjusted approach to the meeting format, aiming to provide informative, on-time, read-ahead materials to facilitate focused discussions and questions/clarifications during meetings. Rector Blackman expressed gratitude to the Mason staff and committee chairs for accommodating the change and expressed willingness to make further adjustments as necessary.

Rector Blackman stated that due to the truncated agenda timing, the board is only accepting written public comments through the form on the Board of Visitors website. Numerous written comments were received and provided to the Board. In addition, written comments will be accepted on the same form until the full board meeting adjourns (**ATTACHMENT 1**).

II. Approval of Minutes

- A.** Full Board Meeting on November 30, 2023 (**ACTION ITEM**)
- B.** Special Full Board Meeting on December 14, 2023 (**ACTION ITEM**)

Rector Blackman called for a motion to approve the meeting minutes for November 30, 2023, and December 14, 2023, that were provided for review in the board meeting materials. Visit Hazel **MOVED** to approve the minutes. The motion was **SECONDED** by Secretary Meese. Rector Blackman inquired if a roll call vote was required. Secretary pro tem Hanbury relayed that it is not as Visitor Oberoi was not present virtually. Rector Blackman called for any corrections to the meeting minutes. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN**.

III. Rector's Report

Rector Blackman began his report by recognizing former visitor, Dorothy (Deecy) Gray, by reading a letter (**ATTACHMENT 2**) he sent expressing appreciation for her valued service to the university.

- A. Board of Visitors Meeting Schedule for 2024-2025 (ACTION ITEM)**
- B. Board of Visitors Meeting Schedule for 2025-2026 (ACTION ITEM)**

Rector Blackman called for a motion to approve the Board of Visitors Meeting schedules for 2024-2025 and 2025-2026. Visitor Witeck **MOVED** to approve the meeting schedules. The motion was **SECONDED** by Visitor Hazel. Rector Blackman opened the floor for discussion. Visitor Rosen noted that he was not available for either of the proposed February meeting dates and suggested that they be moved either a week forward or a week back provided those dates worked for everyone else. Rector Blackman proposed that both schedules be approved with the caveat that Visitor Rosen's suggestions be explored and voted on at the next meeting. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

- C. Document & Records Request Policy (ACTION ITEM) (ATTACHMENT 3)**

Rector Blackman recognized Visitor Witeck to present an amendment to the Document and Records Request Policy that was adopted by the Board on July 28, 2023. Visitor Witeck **MOVED** to amend the approved Document and Records Request Policy, as provided in the meeting materials. The motion was **SECONDED** by Visitor Hazel. Rector Blackman opened the floor for discussion. Visitor Brown suggested that the following amendment be added at the end, "it is the expectation of the board that responses be handled as expeditiously as possible." Rector Blackman inquired if there were any objections to the amendment. **AMENDED MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

Rector Blackman reported the following items:

- Reminded the board that one ticket remained available for the Wizards vs. Celtics game on March 17. He thanked Vice Rector Peterson for generously providing this social opportunity between the Board of Visitors and the Board of Trustees.
- Notified the board that a representative from the Association of Governing Boards (AGB) is slated to provide an opportunity to meet the State Council of Higher Education for Virginia's (SCHEV) annual continuing education requirement on April 2, 2024, after the Board Public Comment session. Further details will be provided once finalized.

This concluded the Rector's Report.

IV. President's Report

Dr. Washington provided the following highlights:

- Commended Mason's men's basketball team for their win the night before against the Dayton Flyers.
- Provided an update on the 2023-2024 Presidential Performance Metrics (table located in the meeting materials):
 - Met all but three metrics and are on track to meeting two of those goals (growing cooperate support and fundraising).
 - The challenging area is the graduate growth at the Scalia Law School. Noting this metric will likely not be met due to two factors:
 - Graduating a large class of master's students.
 - Spring 2024 graduate and professional enrollment is down 1.1%.
- Performance Overview
 - Having an exceptional year like last year; already exceeding in certain areas (i.e., research).
 - Academic units continue to perform well relative to rankings.
 - There are still some challenges:
 - Cost pressures.
 - Student unrest.

- Risk Analysis
 - Taking this area seriously and will be an ongoing discussion.
 - Recognized and wished Julie Zobel well in her new role as Vice President and Chief Risk Officer, Risk, Safety, and Resilience, which reports directly to Dr. Washington. Applause ensued.

A. Fact Pack

Dr. Washington provided the following Fact Pack information:

- In 2023, Governor Youngkin brought in the Boston Consulting Group (BCG) to perform an analysis of all four-year institutions in the state, as well as Virginia's Community Colleges (VCCS) to measure performance.
- The Governor tasked all of the college presidents with ensuring every board member received the Fact Pack and that the presidents lead a discussion and overview of that information in a board meeting.
- Deep Dive | George Mason University Background Information:
 - Noted that the founding year of Mason is 1972 and not 1957 as listed in the Fact Pack. In 1957, Mason was a subsidiary of the University of Virginia and became a standalone institution in 1972.
 - Student Population (Headcount)
 - Mason's race/ethnicity makeup differs from all the other academic institutions in the state.
 - Mason has more Pell Grant students than the 4-year Virginian median.
- GMU: Key Metrics at a Glance:
 - Enrollment Volume and Composition:
 - +2.2% annual growth in enrollment over 10 years.
 - Financial Effectiveness:
 - Proudly relayed that Mason's cost of attendance has only marginally increased.
 - From 2019 to present there has only been a \$400 increase in the cost students pay to attend Mason.
- GMU's Overall Enrollment Trend (Chart A):
 - Mason is one of four colleges in the state that has growing enrollment in terms of four-year institutions.
 - Not only is enrollment at Mason increasing, but the university is also maintaining an 87% retention rate in the first year. Additionally, Mason boasts an impressive six-year graduation rate averaging around 69-70%, coupled with an admit rate close to 90%. It would be challenging to find such consistent performance not only within the state but across the country.
- GMU's Retention Rate of Students of Color Trending vs. White Students (Chart B):
 - There is very little difference between Mason's retention rates among students by race or ethnicity.
- Are Graduates Remaining in Virginia After School (Chart A):
 - Seventy-three percent (73%) of Mason's graduates remain in Virginia which is the second largest in the state and 3% higher than the state average for all public, four-year institutions. This represents Virginia's return on investment (ROI).
 - When students graduate and secure jobs within the state, they become taxpayers. Consequently, the money invested in their education circulates back to the state in the form of tax revenue.
 - Mason has almost 50% more out-of-state students residing in Virginia upon graduation than its state peers.
- Mason's cost of attendance has risen over time at a rate well below the cost of inflation.
- The number of Mason personnel has decreased on a per-student basis over the last ten years.
- Taxpayer Investment:
 - Per the data from the American Council of Trustees and Alumni:
 - The administrative cost per student at Mason is the lowest and has been consistently at the bottom for numerous years.
 - The administrative/instructional cost ratio at Mason is also at the bottom and has been that way for years.

- Fact Pack Results:
 - Mason leads Virginia in enrollment, opportunity, and upward mobility.
 - Mason's programs operate efficiently and at a relatively low cost.
 - Mason has the largest number of graduates and highest salaries, and greater than 70% remain in Virginia after graduation (2nd highest in the state).
 - Mason has the highest ROI in the state and the greatest human development initiative since reconstruction.
 - Visitor Hazel inquired about the state's plans for this data. Dr. Washington responded that the Secretary of Education would like for this information to help determine how institutions are funded. However, Dr. Washington is unsure about the eventual outcome.

Dr. Washington provided the following updates:

- Provost Search:
 - Over 150 candidates have applied for this position.
 - About 15 candidates participated in airport interviews.
 - Currently, the search is in the background check phase.
 - The goal is to provide campus engagement for two to four finalists.
 - There are no internal candidates.
- Campus Issues:
 - There continues to be student unrest surrounding the Israel-Hamas war.

This concluded Dr. Washington's report. Significant discussion ensued regarding the report, please refer to the video for specifics: <https://vimeo.com/showcase/8557205/video/916054611>.

V. Committee Reports

A. Finance & Land Use Committee

Visitor Rosen briefed the board on the topics presented and discussed during the Finance & Land Use Committee meeting, which included:

- The Finance and Land Use Committee was provided with a financial update and forecast for Fiscal Year 2024, as well as an update on the Fiscal Year 2025 Budget.
- The Fiscal Year 2024 Second Quarter All Funds Operating forecast was reported.
- The preliminary Fiscal Year 2025 Tuition and Fee increase ranges are based on the terms of Governor Youngkin's approval of the faculty incentive and retirement plan having been received in real time the morning of the meeting. Those ranges include in-state tuition and mandatory fee increases of up to 3% as well as a \$600-\$1000 increase in out-of-state tuition.
- Chairman Pence noted the outpouring of criticism against the cricket project by the surrounding Mason community.

There were no action items from the committee to bring before the full board.

B. Academic Programs, Diversity and University Community Committee

Visitor Burke briefed the board on the topics presented and discussed during the Academic Programs, Diversity and University Community Committee meeting, which included:

- Interim Provost Ken Walsh highlighted increased student credit hour production and the Mason Direct Admission Program. He shared an overview of the Mason Korea Campus that is celebrating its 10th Anniversary in June and an updated projected timeline for the search for a new Mason Korea Dean.
- Interim Provost Walsh next led a discussion on the Promotion and Tenure Process, sharing the timeline and an overview of the number of cases over the past three years.
- Keith Renshaw, Senior Associate Provost for Undergraduate Education, shared an overview of the Mason Core and the process leading to recent changes, including details about the integration of the Just Societies category and its intended learning outcomes.
- Rector Blackman designated Visitors Meese and Witeck to collaborate with the administration regarding board oversight of the Just Societies' requirement and report back to the board at the May 2, 2024 meeting.

Visitor Burke **MOVED** to approve the Faculty Action Item: Conferral of Emeritus/Emerita Status as provided for review in the meeting materials:

1. Faculty Actions
 - a. Conferral of Emeritus/Emerita Status (**ACTION ITEM**)

The motion was **SECONDED** by Visitor Hazel. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

Before presenting the Audit, Risk, and Compliance Committee report, Secretary Meese mentioned that, within the new meeting format, a Development Committee update was included in the meeting materials, despite them not having a meeting today. He thanked Trishana Bowden, Vice President of Advancement and Alumni Relations/President, for the update.

C. Audit, Risk, and Compliance Committee

Secretary Meese briefed the board on the topics presented and discussed during the Audit, Risk, and Compliance Committee meeting, which included:

- The Director of Financial Reporting, Nusrat Sultana, reported that the Auditor of Public Accounts' annual audit of the university's financial statements for the year ended June 30, 2023, is well underway and no areas of concern.
- Discussed the status of Mason's enterprise risk management program with Chief Risk Officer Julie Zobel.
 - The program is being re-focused more strategically after being paused to respond to the COVID-19 pandemic.
 - Given the higher strategic focus and need for more visibility, reporting oversight of the program was shifted from the Executive Vice President for Finance and Administration to the President.
 - While the assessment and socialization of enterprise risks is at an early stage, it appears that the highest risk priorities will likely include: funding resources, competition, global volatility, and cyber security.
- Reviewed the audit, compliance, and information technology status reports included in the meeting materials.

There were no action items from the committee to bring before the full board.

D. Research Committee

Visitor Prowitt briefed the board on the topics presented and discussed during the Research Committee meeting, which included:

- Vice President for Research, Innovation, and Economic Impact, Andre Marshall, reported the following highlights:

- Continued strong advancement in Mason’s research enterprise through the first 6 months of FY24, reflected in the 31% and 34% year-over-year increases in research expenditures and indirect returns, respectively.
- Mason’s full \$5.8M TTIP allocation for FY24 based on meeting and exceeding prior year state computing graduate production targets.
- Prestigious research awards from the Navy and NSF to the College of Science and a new inclusive entrepreneurship program from the Costello College of Business in partnership with the Shrivastava family.
- An Auditor of Public Accounts State-wide Single Audit Report published on February 15, 2024, contained no reportable findings related to Mason’s compliance with federal Office of Management and Budget requirements for R&D programs, a testament to GMU’s excellence in research administration and operations even in the face of unprecedented growth.

There were no action items from the committee to bring before the full board.

Rector Blackman conveyed that numerous written comments were received and are taken seriously by the board. Visitor Brown suggested that there be a listening session for the community in the near term to provide a forum to express views and have questions answered. President Washington expressed his concurrence. A member of the gallery asked if this could be held before the construction of the cricket stadium. Applause followed from the gallery.

VI. Closed Session

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

Vice Rector Peterson **MOVED** that the Board go into Closed Session under the provisions of Section 2.2-3711.A.1 for a Personnel Matter, to discuss President Washington’s contract; Section 2.2-3711.A.7, for Consultation with legal counsel pertaining to actual or probable litigation including briefings on:

- Agrawal v. GMU
- Amison v. GMU et al
- Ganley and Surber v. GMU et al.
- Jeong v. GMU et al
- Morrison v. GMU et al.
- Wright v. GMU et al.
- Zahabi v. George Mason University et al.

and Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned items. The motion was **SECONDED** by Visitor Stimson. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

Following closed session, Vice Rector Peterson **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. The **MOTION** was seconded by Visitor Hazel. **ALL PRESENT BOARD MEMBERS RESPONDED IN THE AFFIRMATIVE BY ROLL CALL.**

Yes – 13 – Visitor Brown recused himself and left the room for one topic.
Absent – 2 – Visitors Marquez & Pence

Following the closed session, there was one action item. Rector Blackman **MOVED** to approve the written resolution of the Board of Visitors of George Mason University authorizing an increase in base salary for President Washington (**ATTACHMENT 4**). The motion was **SECONDED** by Visitor Witeck. Rector Blackman opened the floor for discussion. There was none. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

VII. Adjournment

Rector Blackman called for any additional business to come before the board. Hearing none he adjourned the meeting at 2:29:03 p.m.

Prepared by:

Sarah Hanbury
Secretary pro tem

- Attachment 1: Written Public Comments (55 pages)
- Attachment 2: Letter from Rector Blackman to Dorothy (Deecy) Gray (1 page)
- Attachment 3: Document & Records Request Policy (1 page)
- Attachment 4: Resolution: Increase in Base Salary for President Washington (1 page)

<p>1. Name: Trent wahl Mason Affiliation: Community Member</p> <p>Comment: How is it possible that none of the surrounding communities have heard of the redevelopment of the west campus? A 10,000 capacity cricket stadium? This will have a major impact on the neighboring communities, and we have not seen anything in the form of approved plans, traffic and environmental studies, etc. and now construction starting in Spring 2024. What has been done in terms of design and impact studies and where can we see these items.</p>
<p>2. Name: Geoff keller Mason Affiliation: Community Member</p> <p>Comment: As a community member buying my house, I signed up to live across from a college. As such, I am accepting of expansion of college services to support the student body at George Mason. The planned cricket stadium is not Being built for any purpose that would benefit a student. The infrastructure in the surrounding area cannot support an additional 10,000 people driving in and out of the campus. Additionally, it feels as if the project is being rammed through without much communication with the community or seeking input from them.</p>
<p>3. Name: Bridget McCarthy Mason Affiliation: Community Member</p> <p>Comment: I am writing to question the lack of transparency and outreach to the local community regarding the proposed commercial MLC Cricket Stadium at Braddock Rd. Why are terms of the Ground Lease not public? Why is this the only MLC proposed stadium to be located in a urban, neighborhood oriented environment?</p>
<p>4. Name: Brian Andrews Mason Affiliation: Brecon Ridge Neighbor</p> <p>Comment: It appears that the proposed Washington Freedom professional Cricket Stadium, as part of the redevelopment of the West Campus at GMU, is moving forward without the essential and customary studies in place for the overall feasibility of the stadium, traffic, parking, environmental, lighting, sound, crowd control and VDOT traffic and signalization etc. A comprehensive and pragmatic approach is essential for a well-balanced redevelopment process. It is also not evident that the proposed stadium development has been incorporated into the short and long term vision for the "student experience" that was emphasized in the Town Hall presentation of January 29th. The focus seems to be on the Cricket Stadium without the proper land use and facility layout for the entire West Campus being considered.</p>
<p>5. Name: Geoffrey Keller Mason Affiliation: Community Member</p> <p>Comment: The board was given a presentation about the cricket stadium in November. It then voted to approve the land lease in December and more than half the board was absent or abstained from the vote. Shouldn't more time and consideration be given to such a large project? Shouldn't more of the board be on the record for how they voted on this topic that has significant impact to the neighborhoods surrounding campus?</p>

<p>6. Name: Carol Petty Mason Affiliation: Faculty</p> <p>Comment: I am a faculty member at GMU, and I have worked for GMU since 2013. I do not agree with political interference in the design of curriculum nor in the designation of core requirements. The university faculty and our administration are quite capable of doing these things. My question to board members who support interfering with this core designation: who are you trying to serve with this move? And, what, specifically, is wrong with young adults learning about a variety of perspectives on justice? There are multiple ways that human beings have thought about justice across time periods, social systems, etc. There are indeed different ways that social groups think about justice -- However, all social groups have a conception of justice. Why the opposition to expecting young people to understand these things?</p> <p>I wrote additional commentary about political interference & higher education in the Baltimore Sun. If supporters of Academic Freedom are interested in that argument it is available here: https://www.baltimoresun.com/2024/02/02/sociology-fight/</p>
<p>7. Name: Geoff Keller Mason Affiliation: Community Member</p> <p>Comment: As a resident of Brecon Ridge, we are concerned at the impacts this stadium will have on our community. One area we are increasingly concerned with is what appears to be a lack of parking planned to accommodate this venue. None of the drawings we have seen show parking that will be able to support thousands of guests. WE realize you advertise this as a temporary solution, but even a temporary solution will mean thousands of fans in attendance still. How will you ensure they are not using our streets for parking?</p>
<p>8. Name: Cynthia Pease Mason Affiliation: Community Member</p> <p>Comment: GMU please reconsider your step into the dark side of leasing your property with its State Tax Free Status to a private company who cares nothing for my community. GMU has always been a shining star for education and has enjoyed community support. Don't waste this good will on some private company who could care less about GMU and our neighborhoods.</p>
<p>9. Name: Eric Hagopian Mason Affiliation: Alumni</p> <p>Comment: As alumni of GMU and local resident, I have always been very supportive of the campus modernizations and improvements. In hearing about the proposed partnership with a DC sports team and developer I have some concerns on a number of fronts. I live on Bentonbrook Dr just a few thousand feet from the West campus light and it's already over congested in this area anytime a large event takes place at the campus. It can literally take 20 mins to go .5 miles. Adding this plan into the mix would make the area unpassable. In addition, having a non GMU event can as always bring a number of people from outside the area or not affiliated with the school in our neighborhood. I can already sense I will find random people parking in front of my house posing an interesting policing challenge. Both for parking but also security as well. I wouldn't want strangers from across the DMV roaming or ruining our quiet neighborhood. I don't understand the desire for this without some dialogue with the community as a whole. I get economic growth but what about the value of my home after all of this? Please reconsider alternatives.</p>
<p>10. Name: Nick Sorden Mason Affiliation: Community Member</p> <p>Comment: Comments were sent via email.</p>

11. Name: Tom Gene Wells **Mason Affiliation:** Student

Comment: Dear Mason BOV,

As a graduate student, I am concerned about political interference into Mason's core curriculum. Academic freedom is critical to the health and well-being of our university, and Mason faculty--not political appointees--must retain control over Mason's curriculum. Political interference is antagonistic to the free flow of ideas that a liberal education is all about. Students must be allowed to hear diverse views and draw their own conclusions concerning issues of importance to our democratic way of life. So far, I am grateful that is the learning environment that I have experienced at George Mason University, and I very much want it to remain that way. I appreciate this opportunity to share my thoughts with the BOV and trust that they will be taken into consideration along with those expressed by others.

Sincerely,

Tom G. Wells

12. Name: Laura O'Brien **Mason Affiliation:** Community Member

Comment: I am writing to you to express my concern over leasing land to a major league cricket team, the Washington Freedom, owned by Sanjay Govil, an entrepreneur who lives in Rockville, Maryland and operates his business from Maryland and allowing them to build a state of the art, 10,000 seat cricket stadium on the George Mason University campus.

I am a long-term citizen of Fairfax County and own a home near the GMU campus. My neighborhood entrance is directly across Braddock Road from the proposed site for the new stadium. I am supportive of investments made to support George Mason's stated mission... To be an innovative and inclusive ACADEMIC Community. I am unclear however, how the leasing of land, and commercial development aligns with and supports the mission of GMU. I am genuinely concerned about the negative impacts this stadium will have on traffic, parking, noise, light pollution, and the environment. I am also concerned with the lack of transparency, falsehoods and how this stadium and other planned commercial development is inconsistent with the charter of an institute of learning.

Universities are in the business of educating students and maintaining a campus focused on the students. They do not exist to compete with the private real estate industry. Being the landlord for a professional sports franchise is well outside the bounds of the university's charter. The Virginia State Constitution, Article X, Section 6.4 states that the land is to be used for literary, scientific, or educational purposes. In addition, the university already failed once in an attempt to operate a hotel and that should be warning enough to not try it again on an even larger scale.

My questions are:

- How does this stadium support GMU's mission of an innovative and inclusive academic community?
- Why has the university failed to heed their own word that stated improvements are required prior to any development?
- Why is the university not building the infrastructure required (parking spaces, bathrooms) to support a 10,000 seat stadium?
- Why is the university not doing an environmental study?
- Why haven't the disruption of wetlands and associated stringent requirements been addressed?
- How does GMU, Fairfax County, or Virginia benefit from a Maryland commercial enterprise leveraging the tax-exempt status of GMU to grow a private business?
- Why was there not a full board vote? (7 yes, 2 abstain, 7 absent)
- Why does the university claim it was an "unanimous" vote?
- Why has there been no community involvement?
- Why is the President or any George Mason employees not meeting with the community?

I appreciate your time and consideration in addressing my concerns.

Best regards,

Laura O'Brien

<p>13. Name: Gayle Fuller Mason Affiliation: Community Member</p> <p>Comment: I'm urging this committee to re-evaluate the decision to move forward with the construction of the 10,000 person facility at GMU. Community concern is high and there has been zero communication with those who will be most negatively impacted! The infrastructures to support such an undertaking is NOT in place according to the report done by this very University in 2017. Public opinion of the University is in serious jeopardy as details of this project continue to surface. Once the media begins to cover this story, and they will, it may be difficult to regain the trust of the community and our state! You have a responsibility to your neighbors and trust has been broken. All of the private neighborhoods, commuters, businesses, schools and churches along Braddock Rd and 123 will be negatively impacted by the traffic increase, watershed issues, noise issues and much more. PLEASE, slow down and do due diligence before it's too late!</p>
<p>14. Name: Alisha Gardner Mason Affiliation: Community Member</p> <p>Comment: I am concerned about the lack of transparency by GMU to it's surrounding community regarding what seems to be an already planned and approved building of a 10k seat professional cricket field...disguised as an upgraded baseball field. Why will you not take public comment? It appears what GMU is pursuing is a misuse of benefits the university is provided but the state constitution and the tax payers of VA. Why the rushed push and secrecy? Where are the traffic & environmental studies? What about sanitation to handle this influx of traffic/people? What about parking? What about noise pollution? GMU has a lot to answer to it's surrounding community and tax payers.</p>
<p>15. Name: Danny Gardner Mason Affiliation: Community Member</p> <p>Comment: As a concerned citizen, community member, neighbor of GMU and a VA state tax payer, I would like some visibility into the proposed professional cricket field that is being built under the disguise of and "updated baseball" field for the university. I am not familiar with any D1 university that has a baseball team with a 10k seat stadium. To start, the ground breaking of this "temporary" cricket field needs to haunt until you have engaged the community and provided a public forum for discussion and provided the necessary research regarding traffic, environmental concerns, noise pollution, parking, etc among other potential issues.</p>
<p>16. Name: Sarah Rickless Mason Affiliation: Faculty</p> <p>Comment: Dear Mason BOV, As a longstanding faculty member, I am concerned about political interference into Mason's core curriculum. This concern represents and aligns with the critical thinking abilities that students are at Mason to learn. Academic freedom is critical to the health and well-being of our university, and Mason faculty--not political appointees--must retain control over Mason's curriculum. Sincerely, Sarah Rickless</p>
<p>17. Name: kathy cryblskey Mason Affiliation: Community Member</p> <p>Comment: i was horrified to learn of building plans which include a 12 thousand seat cricket area at the Campus Drive and Braddock Road intersection. Braddock Road is already congested. an arena this size will make traffic intolerable. Please forward me the traffic study which supports this new arena. please forward me the plans of all the building planned for GMU in the next 10 years - because the rumor is there are additional build-outs planned - is this rumor true? i live across the street from GMU. i expect my GMU neighbor to be forthright in their actions - because right now, it appears Mason is hiding information from the public.</p>

<p>18. Name: Robert Malloy Mason Affiliation: Community Member</p> <p>Comment: I have comments regarding the minutes from the BOV Special Meeting on December 14th. It appears that Vice Rector Petersen and Visitor Hazel left the meeting during or after the Closed Session as they participated in the vote to enter the session but were listed as Absent in a vote after the session. To prevent conjecture and provide transparency, the minutes should reflect the reasons for their departure and recognition of such by the Rector.</p> <p>Secondly, the minutes state that the vote to approve the ground lease was “unanimous” yet two members abstained. It would be more correct to state that the motion passed “unopposed” and not unanimous.</p> <p>Thank you.</p>
<p>19. Name: cheryl Russ Mason Affiliation: Community Member</p> <p>Comment: More details and information should be shared on GMU's intent to allow a Professional Sports team to share space on a State Run Campus and by pass all the Zoning, permit, environmental challenges they would face in the commercial Real Estate process. Saying this development is for the students has yet to be proven, mention of Men's Baseball but nothing to support Women's sports is obviously an oversight.</p> <p>As a local tax payer something is very disturbing, is this how my tax dollars are being used? What has the board done to research this? What have they done to make sure impact to the local area is minimized?</p>
<p>20. Name: Tara McDade Mason Affiliation: Community Member</p> <p>Comment: I am against the commercial stadium on GMU’s west campus. TO THE BOARD OF VISITORS, please answer:</p> <ol style="list-style-type: none"> 1. How long is your lease to the Washington Freedom? 2. Where is a copy of your lease agreement to the Washington Freedom? Please release it with all terms to the public. 3. Please release your parking plan to the public to see. 4. How will you guarantee that our neighborhoods directly across the street will not be negatively impacted by traffic? 5. How will you guarantee that our neighborhoods directly across the street will not be negatively impacted by noise? 6. How will you guarantee that our neighborhoods directly across the street will not be negatively impacted by people trying to park in front of our homes? 7. How will you guarantee the safety of all these pedestrians planning to attend these events? 8. Can you guarantee that these events will not go later than a reasonable time in the evenings - disturbing our sleep? 9. How will you guarantee these events will not be held the same time as other high-traffic events on other parts of nearby campus? 10. When will you schedule your community outreach you promised would occur Fall 2023? 11. How do you explain the VA tax exempt project to your tax paying residents that will need to pay for all the infrastructure support? <p>Shame on your selfish, unexplainable actions.</p>
<p>21. Name: Sofie Strompf Mason Affiliation: Student</p> <p>Comment: I am writing in support of the new Just Societies Mason Core requirement. This new aspect of Mason Core is key in assisting students in obtaining learned perspectives. Students are consistently receiving new information and shaping new perspectives in the social aspects of university life. Just Societies will allow students to receive academic context relating to the same perspectives, leading to more well-rounded students with more developed, practiced critical thinking and analytical skillsets.</p>

22. Name: Matthew Rodjom **Mason Affiliation:** Community Member

Comment: My concern relate to the new professional cricket stadium on the west side of campus. I live in the north hill community next to Mason. Also I am legally blind. A 10k seat stadium would require large road and infrastructure changes to handle these new demands. After discussing with local officials they were not even aware of this project. What efforts is GMU making to improve the local traffic and sides for this new project? How is emtro supporting it?

Also, How does hosting a professional cricket team help the overall academic or student life. Cricket is not a NCAA sport. The baseball team would get to use it but their attendance was only about 115 per game. Why would the baseball team require a 10k seat stadium. In my opinion, GMU is going beyond its mission by hosting professional sports on there campous.

23. Name: Patricia Lubin (Patty) **Mason Affiliation:** Neighbor, resident of North Hill Subdivision

Comment: My husband, Jeff & I Have recently learned about the Professional Washington Freedom Cricket Stadium proposed to be built on the West Campus of George Mason University. And we are opposed to this project. GMU has not been a good neighbor to its surrounding communities by basically blindsiding us with this stadium project! We have lived in the North Hill community on Braddock Rd. For 20 years. We have watched GMU grow while our roads remain the same. It is very difficult to enter Braddock Rd. From North Hill now because of heavy traffic. We can only imagine what the traffic will be like if this stadium is built. We also believe attendee's to the cricket games will be parking in our North Hill neighborhood and walking to the stadium creating chaos on our streets. The lack of transparency concerning the continued growth of GMU in regards to this stadium is very upsetting. Will there be outdoor concerts held at this new venue? Will GMU acknowledge a noise ordinance at night? What time will the lights be turned off? There are many unanswered questions still to be addressed.

Thank-you for your consideration,

Best regards,

Patty & Jeff Lubin

5020 Oakcrest Dr.

Fairfax, VA. 22030

24. Name: Kristin Samuelian **Mason Affiliation:** Faculty

Comment: Dear Mason BOV,

As a faculty member, I am extremely concerned about political interference into Mason's core curriculum. Academic freedom is critical to the health and well-bring of our university, and Mason faculty--not political appointees--must retain control over Mason's curriculum.

Sincerely,

Kristin Samuelian

25. Name: David Riso **Mason Affiliation:** Community Member

Comment: GMU should not use state property and its special status as a state university to enable the commercial development of an enormous 10,000 seat cricket stadium to be built in the midst of residential communities without adequate infrastructure to support it. This allows unfair tax and regulatory benefits to a private enterprise unconnected with the educational mission of the university and places undue burdens on surrounding communities, who will be left to deal with light and noise pollution, traffic congestion on inadequate roads, and whose streets will become parking lots for fans. This is in addition to environmental impacts of this project on the sensitive Occoquan watershed. Moreover, the lack of meaningful opportunity for public comment beyond a perfunctory zoom meeting to announce the deal just a few weeks before groundbreaking on this rushed project shows a lack of interest by GMU in meaningful community input. All this leaves the impression that GMU cares more about this commercial development by a Maryland company than being a good neighbor to Virginians whose taxes support the school. The Cricket Stadium should be halted or at least paused for long enough to thoroughly assess and ameliorate its negative impacts.

26. Name: Suzanne Dowd **Mason Affiliation:** Community Member

Comment: As residents in a neighboring community to GMU, we have always been proud of the school and its development over the past several decades (since the Final Four!). We are currently very concerned over the complete lack of transparency by GMU administration, impact to already increasing traffic on Braddock and Ox Roads, and pollution effects with regard to noise, lights, and the environment to the surrounding community. Please conduct and share these studies and plans before proceeding further...even with a “temporary” stadium.

27. Name: Courtney Brady **Mason Affiliation:** Community Member

Comment: I am unable to attend the meeting however I would like to understand specific event parameters of the new stadium being built on Braddock road (George Mason Campus).

- Will there be police presence for any/all events?
- How will they address restroom access for events?
- Will there be [temporary] trash reciprocals to curb any littering around the surrounding area and how quickly will they be picked up? Who will be responsible for post event clean up around the surrounding area?
- Will there be a curfew on when events will end (similar to Jiffy Lube or Wolf Trap - i.e. Load-in may not start before 7am and all events must conclude by 11pm)
- If there are satellite parking locations, where will those be located and how often will shuttles be occurring
- Will additional crosswalks be added across Braddock Road?
- Will parking at University Mall get even more crowded as people try to park there and walk to the new venue?

These are just a few things I think should be addressed prior to breaking ground so residents of the surrounding area will know what to expect with the new venue. I am not in favor of this being built but am not sure what else to do to stop this process, in the meantime the university can put their best foot forward to try and inform the neighborhoods of what the new normal will be for the residences.

28. Name: Shelley Brennan **Mason Affiliation:** Community Member

Comment: As a close neighbor of GMU's West Campus, I am extremely concerned about the 10,000 seat stadium that was approved at the last board meeting to be used by a major league cricket team. This large-scale commercial development literally across the street from our neighborhood will most certainly impact our community in several negative ways - including traffic, parking, noise, light pollution, loss of green space, etc. To date, I have seen no plans to address any of these concerns. When I read about the plans for this stadium, there are alarming discrepancies as well. GMU describes this as a "temporary" stadium while Sanjay Govil describes this as a site for the world cup and the start of a "whole township" - right in our backyard.

How did the board see fit to approve such a stadium without engaging the surrounding community and having a plan in place to address concerns such as the ones noted above (parking, traffic, noise and light pollution, environmental impact, etc.)? Even if it is "temporary" - it is still a 10,000 seat outdoor stadium!

What else is the stadium going to be used for beyond major league cricket and GMU baseball games? Why are there major discrepancies in what we are hearing from GMU and from Sanjay Govil? What else is GMU keeping from the public related to this stadium and plans for the commercial development of West Campus?

I would strongly urge the board to halt all construction on this stadium until the community can be sufficiently involved and concrete plans can be put in place that will adequately address the community's concerns.

29. Name: Natalie Bohuslaw **Mason Affiliation:** Community Member

Comment: My comments are to express my concern over the planned Washington Freedom cricket team that is planning to build a state of the art, 10,000 seat stadium at GMU. As a 25 year resident, I have been witness to the expansion of GMU and the traffic congestion and noise that it has brought to our peaceful community. We do not need more of the same. These events, will have a negative affect on our community and quality of life, with the additional traffic, parking, noise, light pollution, and environment.

There has been a lack of transparency & falsehoods about how the stadium was planned and is inconsistent with the charter of an institute of learning. The Virginia State Constitution, Article X, Section 6.4 states that the land is to be used for literary, scientific, and educational purposes.

Why has there been no community outreach & involvement? After all, we reside here & will be directly impacted by this decision.

Our surrounding community cannot support this volume of visitors. We are already overwhelmed with traffic congestion, student parking issues, housing, campus activities, concerts, noise and crime in our neighborhoods.

I am urging a halt to construction, until a proper & thorough assessment of the current plans are conducted.

30. Name: Michael Stark **Mason Affiliation:** Community Member

Comment: As a Virginia taxpayer and resident in a neighborhood near George Mason University, I wish to express my serious concerns regarding the proposed development of a cricket stadium on campus. I am concerned how the owner of the Washington Freedom cricket team, Mr. Sanjay Govil, is able to gain approval to fund and build a 10,000 seat cricket stadium on university/state land. Mr. Govil has no known ties to the university and he both lives and operates his business in Maryland. Building on university/state land may benefit Mr. Govil due to favorable tax implications for him, but how does it benefit GMU, the state or Fairfax County other than to let an out-of-state commercial enterprise build on Virginia state land using corporate/private dollars?

How does this cricket stadium support the university's mission? Because the baseball team will be able to use it? The university should fund and support the baseball team within their respective athletics and capital improvement budgets. However, a sport that averages about 150 spectators a game does not need a 10,000 seat stadium to play in. Perhaps they just need further upgrades to their current stadium.

At the speed that this cricket stadium proposal appears to be moving, there is no way that proper traffic and environmental analyses have been done. Just because the land and roads are state-owned should not result in a waiver of thorough reviews of the potential impacts to traffic (e.g. vehicle and pedestrian traffic on Braddock Road, vehicles parking outside of GMU property on surrounding side streets, etc.) and a myriad of environmental factors (e.g. noise and light pollution during events, impact on soil and groundwater, utilities (electric, sewage, clean water, trash removal, etc.). Are there any plans related to surrounding roadway expansion and/or traffic control with 10,000 people entering and exiting this stadium at the same time? What would the impact be if there was an event at this cricket stadium and Eagle Bank Arena at the same time?

The lack of community involvement thus far is appalling. Whether it is required by state statute or GMU regulations or not, the fact is that the University is a part of this Fairfax community, as are the businesses and residents that surround it. To just approve this project because a Maryland businessman proposes using his own funds seems like the university is just following the dollars with little to no regard for the mission of the university, its students or the surrounding community.

Whether allowed by governing documents or not, the Board of Visitors vote of 7 yes, 2 abstain and 7 absent is not the way to conduct business...certainly not for a project of this size. Calling this a "unanimous vote" may be factually accurate, but not a good faith representation when less than half of the Board members vote in the affirmative.

I've heard comments that this may be "temporary" and that it will be a limited number of cricket games. I have trouble believing that a businessperson would make an investment of this nature for it to only be used a dozen times a year or temporarily use.

I respectfully request that the Board of Visitors stop this project immediately until a thorough analysis of all potential impacts can be completed, tangible benefits to the state, country and university can be made clear and input from the surrounding residential and business communities can occur. Thank you for your consideration.

31. Name: Daniel Klein **Mason Affiliation:** Faculty

Comment: The Core-course leftist flag initiative ('Just Societies') is unjust and should be scrapped.

32. Name: Jason Long **Mason Affiliation:** Community Member

Comment: My family and I have lived in the Brecon Ridge neighborhood directly across from the West Campus entrance for over 12 years. Over that time, we have seen the development of the West Campus in the form of construction of new athletic fields, parking areas and Campus Dr. As your neighbors, we are very supportive of GMU's mission and of responsible expansion and redevelopment of the West Campus area in order to improve the performance and experience of its student athletes. However, fast-tracking a private company to build their professional cricket stadium on GMU property does not fall within that realm. The primary use of this stadium is for professional and international cricket matches, and the primary beneficiary will be the Washington Freedom and its ownership. This was stated as much in the town hall presentation when it was described that the Washington Freedom would "allow" the GMU baseball team to use the facility. Cricket is not an NCAA sport, and any benefits to the athletic department will be negligible and are an afterthought.

While it has been spun that the BOV "unanimously" approved this project, I believe a better way to describe it is that a majority of the board did not vote for the project, with nine of the 16 members either abstaining or being absent for the vote.

The haste and lack of transparency in this project gives the appearance that some ethical corners may have been cut in order to deliver this on a timeline that is acceptable to the Washington Freedom. There have clearly been discussions on this topic for well over a year, and the first time anyone in the surrounding residential communities heard about it was at the January 29 town hall, where it was also mentioned that construction would start in the spring. This is wholly unacceptable and GMU needs to do better. The board needs to pause this project until meaningful community engagement can be done. Environmental and traffic impacts need to be studied and communicated with the surrounding neighborhoods. GMU has been a great neighbor for decades, it would be a shame for such a poorly thought out and executed plan such as this to ruin that. Thank you.

33. Name: Bryan Caplan **Mason Affiliation:** Faculty

Comment: George Mason University is a public university, funded by Virginians with a wide range of political views about the nature of justice. The Just Societies Initiative is a thinly-veiled effort to teach far-left (or "woke") views of justice as the One True Position. Even people who agree with such views should ponder the justice of creating an official state-sanctioned orthodoxy and requiring all students to spend multiple classes feigning agreement with it.

34. Name: Mason Goad **Mason Affiliation:** Former Student

Comment: The "Just Societies" course requirements must be stopped. "Diversity, Equity, and Inclusion" do not mean what they purport to mean. Read the literature that DEI advocates recommend. Their philosophy is unjust, unethical, and entirely deleterious to GMU and to society itself. Quit giving these snakes the benefit of the doubt.

35. Name: Robin Hanson **Mason Affiliation:** Faculty

Comment: We in economics were only recently told of this, even though this seems to have been in the works for a long time. We were thus not given a chance to submit our courses for Fall start of it. I teach Law & Economics, for example, which seems more closely related to the them of "justice" than most of the approved courses listed. Suggesting that maybe organizers didn't want econ included?

36. Name: Ali Motamedi **Mason Affiliation:** Student

Comment: The 'just societies' requirement is anything but just. Requiring that "students entering Mason in Fall 2024 or later... take two Mason Core courses that have the Just Societies flag" is wholly inappropriate. As Professor Caplan astutely noted in his own comment, "George Mason University is a public university, funded by Virginians with a wide range of political views about the nature of justice." Requiring that students be indoctrinated with the notion that left-wing perspectives of justice are the only valid perspectives on such matters not only betrays our university's motto of "freedom and learning", but also betrays the millions of Virginians who oppose such views and whose taxes are used to support George Mason University. For these reasons, and a myriad of others, the characteristically un-'just societies' requirement should be discarded in its entirety.

37. Name: Alex Tabarrok **Mason Affiliation:** Faculty

Comment: It is a bad idea to politicize the university at any time but to do so at this time is especially short-sighted. The "Just Societies" initiative should be immediately scrapped.

38. Name: Allison Clifford **Mason Affiliation:** Community Member

Comment: As a long time Fairfax County resident, I am very concerned on the decision for the University to negotiate an agreement to house a stadium/development without typical traffic and parking studies. Proper analysis should be done before any type of structure of this magnitude should be considered. Why should a private Maryland resident/business person get special treatment and forgo any of the typical commercial building approvals that Fairfax County and the greater DMV require? I also don't understand how a cricket stadium ties into a higher education institution.

39. Name: Mitze Thornhill **Mason Affiliation:** Parent of Student/Community Resident

Comment: As a Virginia and Fairfax County tax payer, parent of a GMU student, and resident in a neighborhood directly across from GMU, I am writing to express my great concern regarding the proposal and implementation of a 10,000 seat cricket stadium on campus. My community has just become aware of this project as it seems it has been kept under wraps and not widely shared with the surrounding communities located by GMU (why is this?).

I am not opposed to having cricket as a sport to be played at GMU, however, I am opposed to having an owner (Mr. Sanjay Govil) of the Washington Freedom cricket team who lives in Maryland and operates his business in Maryland be able to build on university land when it appears he has no known ties to GMU, and especially when he is making it well known what plans he has in the future on how to utilize that space which is more than just having some local cricket matches. How does this venture benefit the tax paying citizens, or the academia of GMU students?

My biggest concern is the lack of transparency, and what studies, if any, have been done to ensure adequate infrastructure would be in place (ie: parking, noise/light control, traffic flow to accommodate 10,000 people and their vehicles, safety for pedestrians). The residents in my neighborhood are already impacted by all events that take place at the Eagle Bank Arena which already has a 10,000 seat capacity. Braddock Road congestion on event days/evenings is unbearable as it is so we can only imagine what will happen when there is 20,000 seat capacity structures less than a mile from each other.

To say part of the plan is for the GMU baseball team to use the stadium is disingenuous. It has become apparent that the only person this benefits is Mr. Sanjay Govil as it clearly provides favorable tax benefits for him. I would rather see improvements be made to the current baseball stadium if the purpose and main goal is for the baseball team to have a more updated stadium.

There are so many questions that still need to be answered and to expect that the residents in the surrounding communities are just going to stand by quietly while another 10,000 seat structure is built less than a mile from Eagle Bank Arena without providing some input is not going to happen. The residents surrounding GMU are respectfully asking the BOV to put a halt to this project until we can get the proper county analysis done, and only until that is completed you can expect very little buy in on this venture from the residents surrounding GMU.

Thank you for your consideration in this matter.

40. Name: Salim Furth **Mason Affiliation:** Staff

Comment: The Just Societies requirement is unwise. It will predictably repeat the most common cliches of contemporary public life. Classes structured consciously around "justice" will likely be the least hospitable places to meaningfully debate competing views of justice. Students are smart enough to realize that the way to get an A in a class built around a particular viewpoint is to parrot that viewpoint. GMU would do better to focus on rigorous scholastic methods so that students are equipped to investigate and address difficult metaphysical questions in many future contexts. As someone who routinely works with GMU graduate students, I prize those who can write and work with data competently.

41. Name: Maribeth Malloy **Mason Affiliation:** VA taxpayer and resident

Comment: It is appalling that Paul Allvin is trying to soft pedal GMUs plan for a cricket stadium. He said today on Fox5 all we are planning is a temporary stadium which is totally disingenuous and false. Ironically, it is direct conflict with Sanjay Govil's comment in the Feb 15 Washingtonian magazine article where he said we are seeking to make this permanent. That article also state that the university plans to use the west campus development as a revenue source. That is NOT the university's job, as a reminder - that is education. The BOV should rescind the earlier vote.

42. Name: Denise Albanese **Mason Affiliation:** Faculty

Comment: As members of the Board of Visitors, remember that you are VISITORS to Mason, entrusted with fiduciary oversight but not appointed because of your expertise on scholarly or pedagogical matters. In that capacity, please do not fail to honor Mason's commitment to academic freedom, which means faculty themselves have the ultimate right, responsibility, and knowledge to determine the content of university courses.

43. Name: Bethany Hammer **Mason Affiliation:** Community Member

Comment: My comments today express my concern over leasing land to a major league cricket team, the Washington Freedom, owned by Sanjay Govil, an entrepreneur who lives in Rockville, Maryland and operates his business from Maryland and allowing them to build a state of the art, 10,000 seat cricket stadium on the George Mason University campus.

I am supportive of investments made to support George Mason's stated mission... To be an innovative and inclusive ACADEMIC Community. I am unclear however, how the leasing of land, and commercial development aligns with and supports the mission of GMU. I am genuinely concerned about the negative impacts this stadium will have on traffic, parking, noise, light pollution, and the environment. I am also concerned with the lack of transparency, falsehoods and how this stadium and other planned commercial development is inconsistent with the charter of an institute of learning. The Virginia State Constitution, Article X, Section 6.4 states that the land is to be used for literary, scientific, or educational purposes.

My questions are:

- How does this stadium support GMU's mission of an innovative and inclusive academic community?
- Why is the university not working with Fairfax County or the State of Virginia on improvements they stated are required prior to any development?
- Why is the university not building the infrastructure required (parking spaces, bathrooms) to support a 10k seat stadium?
- Why is the university not doing an environmental study?
- Why haven't the disruption of wetlands and associated stringent requirements been addressed?
- How does GMU, Fairfax County, or Virginia benefit from a Maryland commercial enterprise leveraging the tax-exempt status of GMU to grow a private business?
- Why was there not a full board vote? (7 yes, 2 abstain, 7 absent)
- Why does the university claim it was an "unanimous" vote?
- Why has there been no community involvement?
- Why is the President or any George Mason employees not meeting with the community?
- You keep trying to express its 3k seats but other presentations say 10k. Also, your spokesperson stressed "temporary". Why would Govil state he wanted it permanent and invest if it wasn't intended to become permanent.

I urge you to halt construction until a proper and thorough assessment of the plans are conducted. You're moving fast to cover your tracks and get this done! This is an unattractive way of conducting business.

44. Name: Glenda Patterson **Mason Affiliation:** Student

Comment: I appreciate the programs, organizations and classes that I have been apart of that have contributed to this school being the largest and most diverse public university in Virginia!

<p>45. Name: Donald J. Boudreaux Mason Affiliation: Faculty</p> <p>Comment: My colleague Bryan Caplan is correct: Because the taxpayers who fund state universities have amongst themselves a wide range of different views, almost all arguably legitimate, about the particular characteristics of a just society, any attempt by a state university to impose through its curricula one particular view (or one narrow range of particular views) of the specific features of a just society is illegitimate. Such an attempt is indeed unjust.</p> <p>But there's also the matter of academic freedom.</p> <p>The "Just Society" flag initiative amounts to the University prodding many of its faculty to express particular views that many of these faculty either do not believe to be valid or that believe to be valid but ones that students should come to on their own without being force-fed by their instructors. It is unjust, illiberal, and anti-intellectual to attempt in this manner to restrict debate and discussion in the classroom about the particular features of a just society.</p>
<p>46. Name: Christine M. Debolt Mason Affiliation: Community Member</p> <p>Comment: - What studies have been done on noise generated from this stadium during cricket matches but also the open-air concerts that have been minimally discussed?</p> <ul style="list-style-type: none"> - Mr. Govil stated at the January 29th meeting that there will broadcast quality lighting. What does that mean and what studies have been done regarding the impact on species known to be in this area? (e.g. bear, fox, eagles, amphibian and insect life in the wetlands and creeks, etc.) - Where is the stormwater runoff study and potential mitigation plan? - Where is the light/noise study and potential mitigation plan? - What studies and plans have been done and what measures are to be put in place for wetlands and creeks? - The creeks near this site run onto residential properties that are governed by a county RPA. How will this work affect their property? <ul style="list-style-type: none"> -What is the estimated financial and/or tax benefits to the local community of this project? -What traffic studies have been conducted regarding the stadium? -Are the studies that have been performed based on a 3,000 or 10,000 seat stadium?
<p>47. Name: Marian Salopek Mason Affiliation: Community Member</p> <p>Comment: What financial commitments did Mr. Govil make to GMU to secure approval of the stadium project?</p> <p>What is the estimated tax revenue benefit to Virginia residents from this project?</p> <p>What Virginia taxes will Mr. Govil pay as a result of this project?</p>
<p>48. Name: Sean Stromsten Mason Affiliation: None (PhD Stanford 2002)</p> <p>Comment: If "what is a a just society?" is considered an open question, and multiple perspectives are considered, then this is a fine idea for a class. But if, as seems very likely, this is an attempt present current social justice orthodoxy as unquestionable truth, then it has no place at a self-respecting university. Shaming or silencing opposition is counter to the goals of broadening and deepening students' understanding, and of society becoming collectively less wrong over time.</p>
<p>49. Name: Dan Blau Mason Affiliation: Alumni</p> <p>Comment: Please stop embarrassing GMU alumni with the very behavior that triggered a federal investigation into Mason's compliance with Title IX. Abolish all 'Just Society' courses and return to academic integrity.</p>
<p>50. Name: Robert Jasintha Clovengard Mason Affiliation: Community Member</p> <p>Comment: This is not a good use of resources.</p>

51. Name: Patrick Cunningham Mason Affiliation: Community Member
Comment: This is a bad idea. Obviously we all want a just society, but this will create a conservative backlash, and further harm the prestige with which universities are held.
52. Name: Anonymous Virginia Citizen Mason Affiliation: Community Member
Comment: Since you are a state university, and this state has many different citizen viewpoints about what a just society is, you should not be pushing a single version of what YOU think is a just society on all of your students (and faculty), and by extension, the taxpayers. It is simply propaganda in the name of your preferred ideology.
53. Name: Eric Hammer Mason Affiliation: PhD Alumni
Comment: This proposal is deeply disappointing, both in its content and that it has gotten so far through GMU's administrative process without being put down. There are three clear outcomes of the proposal: a make work program for the highly ideological social science instructors students are increasingly avoiding, an increase in the time and money students must waste on undesired courses before graduation, and the further establishment of a single viewpoint orthodoxy on campus among both students and faculty. What about those outcomes is desirable from a social perspective, or even a perspective focused on the wellbeing of GMU as an institution? What is perhaps even more disappointing is that the administration has not recognized the obvious negative results of enacting this proposal. Either has not recognized, or the administration is pushing this proposal forward because those outcomes are in fact the intended goals. In either case, the administration is demonstrating it is not up to the task of properly running the university we call alma mater.
54. Name: Todd Cryblskey Mason Affiliation: Community Member
Comment: I'm writing in concern about the new Cricket/Baseball "Temporary" stadium. As a resident of Breckenridge, whose sole entrance/exit to our neighborhood shares the light on Braddock and Prestwick/Campus Drive, I would like to know what is being done from a traffic perspective to accommodate the new stadium and the additional traffic flow. According to the study done in 2017, any West Campus projects needed significant infrastructure upgrades. I am also concerned with parking. According to the current plans, removing a significant amount of the current parking lot to accommodate the new fields will force parking in the surrounding neighborhoods. I am also concerned with the lack of transparency and speed at which this project is being implemented circumventing standard protocols and community involvement.
55. Name: Todd Cryblskey Mason Affiliation: Community Member
Comment: My comment is to express concern with the new Cricket/Baseball "Temporary" stadium. My understanding from presentations by the current Cricket team owner, is that they plan on hosting World Cup qualifier matches this summer. These will be televised with jumbotrons, production quality lighting, and sound systems. The stadium boasts luxury suites and world class accommodations. How does GMU plan to support this endeavour given there is no current infrastructure to support any of this. No power, no sanitary facilities, no water/sewer, no parking, no traffic patterns. Why is GMU not working with the local surrounding communities to address any concerns with traffic, noise, parking, environment?
56. Name: Martin Small Mason Affiliation: Community Member
Comment: The proposed requirements appear to be a thinly-disguised means of promoting a particular, highly debatable concept of "justice" to students, one at odds with traditional and/or competing theories of justice. Anyone familiar with modern universities understands that there will be a heavy bias towards the particular theory of "justice" that aligns with the values of the overwhelmingly monolithic faculty. This is unworthy of a public university, or indeed any university dedicated to teaching students critical

thinking rather than promoting particular viewpoints popular with the faculty. GMU will decrease its own reputation as a center of learning if it proceeds with the proposal.

57. Name: David Bertoli **Mason Affiliation:** Professor at the University of Georgia

Comment: George Mason University is a public university funded significantly by the tax payer. Concepts of justice vary widely between political visions and cultures. Interpretations of Justice range from Plato's Republic to Augustine's City of God, to Edmund Burke, to Karl Marx and John Rawls. Not to mention the completely different visions of justice outside the "Western" tradition, for instance in Hinduism and Buddhism. The Just Societies Initiative seems aimed a prioritizing one vision of justice over the others. This would create a culturally and politically narrow intellectual landscape thus undermining the purpose of the university.

58. Name: Robert Malloy **Mason Affiliation:** Community Member

Comment: As a Virginia taxpayer and resident of Fairfax County's Springfield District, I am opposed to the building of the temporary cricket stadium on West Campus. I request that the Board of Visitors halt the project until they 1) have public meetings where citizens can voice their opinions and 2) answer the public's questions. I have several issues with the actions being taken by the Board of Visitors and President Gregory Washington.

There is a Double Standard at work in the Old Dominion. The Capitals and Wizards are being held accountable to Virginia taxpayers, while the Cricket Team is getting a free pass courtesy of the GMU Board of Visitors and President Gregory Washington.

Neighborhoods near GMU are concerned about traffic, parking on residential streets, noise, lights, and environmental impacts, and want an opportunity to voice their concerns before ground is broken for the stadium. GMU is blatantly ignoring the traffic studies that were done years ago.

This is not about cricket. Cricket is a growing sport that is popular with many Virginia residents.

Neighbors of GMU are not opposed to the sport of cricket. Neighbors are opposed to the idea of building a commercial sports stadium on state-owned property.

GMU is sadly violating one of its own most important core values – integrity. GMU is granted tax exempt status and land use privileges by the Virginia state constitution to enable them to use the land for “literary, scientific, or educational purpose.” GMU is misusing its position by extending those privileges to a commercial enterprise and shielding them from local taxes and governance. This action is unethical in several ways: 1) GMU is using their status in a manner never envisioned in the constitution 2) GMU is depriving the local community of tax revenue and governance that it rightly has over commercial enterprises, and 3) GMU is unfairly competing with the private sector because they can offer state provided advantages that a private developer cannot.

The GMU Board of Visitors plans to use state-owned property for commercial development are unethical and is a misuse of the benefits granted to GMU by the Virginia state constitution.

The Board of Visitors do not appear to be aligned on the stadium project. After the closed-door session to discuss the cricket stadium, three of the Board members left the meeting and did not participate in the vote to approve the ground lease. One can only surmise that these members, who are well-versed in commercial real estate development, are not in favor of the stadium, but did not want to publicly go against the majority. They know well the risks and challenges involved in commercial development. I agree with them. GMU needs to stick to the business of education.

59. Name: Iain Murray MA(Oxon) MBA DIC **Mason Affiliation:** Community member and parent of student

Comment: The "Just Societies" initiative should be dropped. I fear that it will quickly turn into a vision of justice that would be approved of by Thrasymachus - that justice is the prerogative of the stronger party, in this case inevitably the educational and "social justice" establishment, which has in my experience little patience with criticism. Instead, students should be free to explore the question of justice *if they so desire* the traditional way - by taking philosophy courses.

60. Name: Robert Malloy **Mason Affiliation:** Community Member

Comment: As a Virginia taxpayer and resident of Fairfax County's Springfield District, I am opposed to the building of the temporary cricket stadium on West Campus. I request that the Board of Visitors halt the project until they 1) have public meetings where citizens can voice their opinions and 2) answer the public's questions. I have several issues with the actions being taken by the Board of Visitors and President Gregory Washington.

The communications regarding the stadium are inconsistent and make it hard to trust what is being said by the representatives of GMU. The GMU spokesperson emphasized that the stadium is temporary. The Environmental Impact Report states that the temporary stands and fixtures will be removed by the cricket team after their matches this summer. But the GMU athletic director, Marvin Lewis, has said that this stadium will be "transformational" for the GMU baseball team by providing them a new stadium with lights and jumbotrons. That statement only makes sense if the stadium becomes permanent. The cricket team owner, Mr. Govil has also publicly stated that he is planning for a permanent stadium at the GMU site for the summer of 2025. GMU is misleading the public and the media by downplaying the scope of their plans by using the word "temporary." The word temporary is being used deceptively by GMU to pooh-pooh any concerns by local residents. Additionally, the temporary stadium is just the first step of a much larger commercial Town Center development on the university campus. At their Town Hall zoom call, GMU showed plans to build retail space, restaurants, a hotel, a theatre, and of course a permanent cricket field on state-owned property. GMU is showing that they cannot be trusted to tell the whole truth or be honest with the public.

Even the president of GMU cannot be trusted to do what he says. On February 14th, Gregory Washington posted an open letter to the public where he promised robust and open communication with the public. Seven days later, not a single public forum has been scheduled.

Once GMU moves tons of dirt for the new cricket stadium, I expect that only then will the messaging change from temporary to permanent. When the professional cricket team eventually tries to build a permanent stadium, they and GMU will justify building it on top of the temporary stadium as a cost saving measure. By approving the temporary stadium, the Board of Visitors are giving tacit approval for the eventual permanent stadium without having to stand up and take responsibility for it now.

61. Name: Robert Malloy **Mason Affiliation:** Community Member

Comment: As a Virginia taxpayer and resident of Fairfax County's Springfield District, I am opposed to the building of the temporary cricket stadium on West Campus. I request that the Board of Visitors halt the project until they 1) have public meetings where citizens can voice their opinions and 2) answer the public's questions. I have several issues with the actions being taken by the Board of Visitors and President Gregory Washington.

To that end I sent a letter to Virginia Governor, Youngkin. I submitted that letter to the Board of Visitors comment forum for their meeting on February 22, 2024 via an email to bov@gmu.edu.

62. Name: Gerald Cook **Mason Affiliation:** Community Member

Comment: I am writing concerning the proposed new stadium on the West Campus. I was a member of The George Mason faculty from 1985 to 2017, serving as the Earle C. Williams Professor of Electrical and Computer Engineering.

While at Mason, in addition to my academic duties of teaching, research, and supervising graduate students, I also served for several years in an extracurricular position as Faculty Athletic Representative, working with Tom O'Connor who was Director of Athletics at that time. During those years the topic of Intercollegiate football was considered. It was determined by the department of athletics that in order to have a competitive team, football scholarships would be required for recruiting capable players. The cost of providing the football scholarships, when spread over the entire student body this, came to \$100 per year per student and would have been added to each student's annual activity fees. After much study and discussion this was brought before the student body for a vote. The student body voted against it because of the cost. Furthermore, it was noted that student attendance at basketball games at that time averaged less than 1000 per game.

Has any study been done to assess the interest of the GMU student body in cricket?

63. Name: Edmund M. Bedsworth, Jr. **Mason Affiliation:** Alumni / Neighbor

Comment: George Mason's lack of transparency, communication, and dialog with its neighbors is reprehensible. As a part of the State of Virginia, the University has shown nothing but contempt for those in the communities surrounding it. In President Washington's open letter, dated 14 February, he clearly states that the University is looking to expand, and grow its West Campus foot print. He admits the need for communication, and a robust, sustained and fruitful dialogue with stakeholders. However, we got 1) the Fairfax Campus Community and Advisory Board meeting where a single University spokesperson gave platitudes without substance and of course no chance for community stakeholders to speak; 2) Fox 5 DC's interview with Mr. Allvin where he failed to address any concerns and simply stated that this was a fast-moving opportunity; 3) this Board of Visitors meeting where again, no community voice may be heard. We await the dialogue.

In the meantime, we hear from Sanjay Govil in the July 13, 2023 Washingtonian article that he's in negotiations with GMU and that there is a second stadium that is planned to be next to this Professional Cricket Stadium. "And next to us – I cannot name the team – but there's going to be another professional team coming next to us."

Stop the lies, stop the hidden agenda, and as a public entity and a part of the State of Virginia; come clean with the full plan. The State of Virginia is responsible for transportation and in your own study from 2017, admitted that Braddock Road was at its breaking point. Even with commuting changes post pandemic, Braddock Road backs off frequently backs up from Ox Road passed West Campus Drive in the evenings. Please note this is not the primary direction of traffic at evening rush hour.

Changes on campus occur without thought to the impact of downstream neighbors. My home is on the East Fork of Popes Head Creek. When Campus Drive was added the water flow of the creek changed causing erosion on several of my neighbor's property. Has the Virginia Department of Environmental Quality reviewed your plans? Were the changes ever communicated with the community directly impacted by the changes?

I laughed the other day driving along Braddock Road and seeing electronic signage pointing those going to Eagle Bank Arena to use Campus Drive. I laughed as this was a new feature. Mason negatively impacts traffic on Braddock for nearly ten years and someone finally woke up and realized that most people attending events don't realize that Campus Drive would help. Seems odd that these appeared as negative opinion of the Professional Cricket Stadium grew.

One last concern, the University has shown its disdain for communication and we no longer trust the things being spouted. In President Washington's letter he mentions the broader plan to expand the west campus. Our assumption, barring open and honest communication, is that this includes the land at the corner of Braddock and Shirley Gate. The concern here is for health impacts. That land sits atop a large vein of asbestos. Again, we expect the State of Virginia to perform its required to diligence. I have been a supporter of GMU. I'm on the Dean's Advisory Board for the College of Humanities and Social Sciences. I volunteer for CHSS LinkUp and other events. I've mentored students and helped them prepare for interviews. I have supported the Diversity Scholarship Golf Classic for the last nine years. I contributed to the Howard Bloch Scholarship fund for a number of years prior to forming the Ed & Sally Bedsworth Memorial Scholarship fund. I made the sad decision to pause all financial support of GMU until the University proves that it is a good neighbor.

64. Name: Jack Salmon **Mason Affiliation:** Community Member

Comment: I am writing to express my opposition to the proposed requirement for all new students at George Mason University to take two "Just Societies" core courses. This initiative, while seemingly well-intentioned, raises serious concerns regarding academic freedom, intellectual diversity, and the appropriate role of a state university in shaping students' viewpoints.

Firstly, the requirement appears to be rooted in a specific ideology, namely Critical Theory, which promotes a particular perspective on justice and inequality rooted in perceived social structures and cultural assumptions, rather than empiricism. While fostering respect for various viewpoints and backgrounds is crucial, imposing a singular viewpoint through mandatory coursework undermines the very principles of open academic discourse and critical thinking. Taxpayer-funded institutions like GMU should not dictate a narrow range of acceptable beliefs, especially on sensitive topics like social justice. Secondly, the "Just Societies" flag effectively pressures faculty to conform to a prescribed set of ideas. This runs counter to the fundamental principle of academic freedom, which ensures professors can present diverse perspectives and engage in open dialogue with students. Forcing instructors to adhere to a specific ideology stifles intellectual debate and risks creating an echo chamber rather than a space for genuine exploration and learning.

Finally, mandating these courses disregards the diverse range of viewpoints within the community, including taxpayers who contribute to the university's funding. Forcing students to adopt a particular view of a "just society" directly contradicts the values of inclusivity and respect for diverse perspectives that the initiative claims to uphold.

I urge you to reconsider this proposal and explore alternative approaches that foster open dialogue, critical thinking, and respect for diverse viewpoints on complex social issues. Instead of imposing a singular ideology, GMU should strive to create an environment where students can engage in meaningful discussions, challenge assumptions, and arrive at their own informed conclusions.

Thank you for your time and consideration.

65. Name: kathy cryblskey **Mason Affiliation:** Community Member

Comment: will modular seating technology be used for the cricket stadium build-out?

66. Name: Stephen Jones **Mason Affiliation:** Student

Comment: Dear committee,

As someone who is a legacy at Mason, I am appalled at the recent decision to unleash the compulsive diversity bureaucracy onto our campus. The highly debatable and fraudulent commandments in these programs are a breeding ground for conformist thought and political homogeneity.

The DIE (diversity, inclusion, and equity) agenda contains a plethora of seemingly innocent initiatives with disguised idea pathogens that span - not the spectrum of unity - but instead the spectrum of social divide. Diversity of skin hue, sexual orientation, and reproductive organ is encouraged but not diversity of thought. Inclusion is stipulated yet any criticisms of the diversity scrutinizers could jeopardize your reputation. Equity is upheld not for the purposes of fair treatment but for the purposes of having everybody nosedive with equal outcomes in all pursuits.

It proselytizes this trinity of fairness yet intends to teach still impressionable minds to interact with each other differently by dividing everybody up into collectives. Here the euphemism for this is, "Others from all walks of life." Additionally, society is taught as being an inherently corrupt hierarchy dominated by the designated oppressors whose members are dictated to acknowledge and repent for their alleged privilege. Underneath that are the oppressed who have been assigned the role of the victims. Blindly toppling this hierarchy is considered justice.

As a result, students will go into every field known to man spawning this ideology. Despite its political, social, and ideological bias the course is mandatory. Are we to conclude it's mandatory because it's supposedly correct? GMU should not waste time teaching students the fashionable protocol of elite colleges and conformist corporate America. Mason should instead be interested in orienting students with the old-fashioned and archaic words individualism, critical thinking, and patriotism.

If this university has anything to do with Patriot Pride, it will prescribe incoming students to take a course on founding father and delegate George Mason whose own concepts of diversity, inclusion, equity, and justice helped make possible the greatest country in human history.

Thank you.

67. Name: Peter Smoot **Mason Affiliation:** Interested bystander with no connection to GMU

Comment: I would strongly encourage GMU to include a diversity of intellectual traditions in the Just Societies curriculum. Specifically include classes which talk about the philosophies of the Enlightenment which lead to the Declaration of Independence and US Constitution.

Please also include classes which have evidence-based reviews of progressive policies. For example, a class might include a review of the experiences of various immigrant waves from 1620 to today with comparisons of the outcomes for various groups. One might also include, say, a review of affirmative action policies since 1970 with evidence-based reviews of their costs and effectiveness. Finally, we are often told "diverse organizations are stronger than non-diverse ones". A class drilling to the evidence behind this assertion (and, naturally, contradicting it) would be quite beneficial.

You want your students well equipped to enter the larger American community. One can't do that unless one is exposed to evidence and arguments both in favor of and in opposition to one's preferred viewpoint. Please make sure your diversity programs are truly diverse in thought.

68. Name: James H. Finkelstein **Mason Affiliation:** Professor Emeritus of Public Policy

Comment: Dear Member of the BOV:

My name is Jim Finkelstein. I worked at Mason from 1989 - 2016 in various academic administrative roles, the longest being the founding Vice Dean for the School of Public Policy, now part of the Schar School of Policy and Government. I am writing to express my profound concern regarding the unwarranted and inappropriate interference of certain BOV members in the curriculum, specifically a request by a BOV member to review the syllabi of courses approved for the Mason Core. In my 30+ years as an academic administrator at Ohio State, NYU, and Mason, such a request is unprecedented. It is especially concerning because the syllabi requested were solely those for the newly approved Just Societies requirement in the Mason Core. This echoes the concerns of certain BOV members regarding

DEI staffing and programming at Mason. There can be no doubt about the motivation for focusing on these courses.

But perhaps more important is the BOV's disregard for its only policies and procedures. At its July 28, 2023 meeting, the BOV adopted the following Document and Records Request Policy. The policy states: In order to facilitate the orderly transaction of business, and to make the most efficient use of administrative staff, it is the policy of this Board that all requests by individual members for University documents and records, subject to review by Counsel for disclosability, shall be directed to the Secretary of the Board of Visitors or to the Secretary pro tem in the absence of the Secretary of the Board of Visitors.

It appears that the request for these syllabi was not made in compliance with this policy. If that is true, the BOV should take action against the member who made this request.

Further, the BOV should know that in accordance with University Policy 4002, course materials, including syllabi, are owned by the creator, i.e., the faculty member. Neither the BOV nor the university administration have the right to publish these materials without prior permission of the faculty member. Publishing these syllabi in the BOV meeting materials violates university policy.

I urge the BOV to reaffirm the faculty's primary responsibility for the curriculum and prevent its members from unwarranted interference.

Respectfully,

James H. Finkelstein, Ph.D.

Professor Emeritus of Public Policy

69. Name: Andrea Mays **Mason Affiliation:** Academic at another state university

Comment: This is a terrible idea. Is the university a place for inquiry or indoctrination? Will the views presented in such a forum reflect the diverse views of the community of taxpayers who fund this institution?

70. Name: Catherine E Saunders **Mason Affiliation:** Faculty

Comment: I am writing to express my concern at the Academic Programs, Diversity, and University Community Committee's inquiry into the Just Societies flag for Core Curriculum classes. While it is important for BOV committees to be informed about the academic work of the university, it is also important that members of the BOV respect faculty curricular-development processes (which in this case were both careful and extended) and faculty expertise regarding curriculum. This inquiry, and especially the associated examination of syllabi for individual classes, strikes me as overstepping that boundary.

71. Name: Geoff Keller **Mason Affiliation:** Community Member

Comment: On your construction website it has recently been updated after Dr Washington's letter to the community came out. The files posted on that website have dates on them that imply they have been on the website since those dates. However, when we look at the code behind the site we can see that these files were only added in February of 2024. This is purposely misleading to make the public believe you have been transparent throughout this process. Please fix this on the website to reflect the dates you posted the items like every other website does.

72. Name: Shelley Reid **Mason Affiliation:** Faculty

Comment: I have been involved in revisions to the Mason Core for five years. We have followed both the rules and the spirit of "faculty design the curriculum" throughout this process. Faculty from across the university have participated in focus groups, unit-level meetings, task forces, and committees; we had extensive discussions in Faculty Senate leading to a sequence of approval votes; and we have from that produced the best curriculum possible for Mason students. This curriculum was approved by the BoV in

its role of providing general oversight. There is no need for further consultation, delay, or revision to courses before they open for enrollment in fall 2024.

73. Name: Bob Bolster **Mason Affiliation:** North Hill resident

Comment: As a North Hill resident, adjacent to the GMU campus and less than a quarter mile from the proposed cricket/baseball stadium, I would like to know how many, if any, members of the Board of Visitors (BOV) live in proximity to GMU? Does the BOV have any skin in the game or is it their intent to make a decision impacting hundreds of families and then have no clue regarding the daily impact on adjacent neighborhoods.

Has anyone on the BOV attended a GMU baseball game? I've attended several. The average attendance is less than 100 people. This isn't Field of Dreams where if you build it, they will come. GMU does not need, nor can it fill a stadium of 3000 - 5000 people.

I would ask the BOV to exercise some common sense. The adjacent neighborhoods are adamantly against the project. The students are not supportive. It doesn't benefit the GMU community.

If you want to propose something that the local community and student body will support - upgrade Eagle Arena.

Bob Bolster

74. Name: Jen Watsky **Mason Affiliation:** Community Member

Comment: I will email my comments as they exceed the character limit.

75. Name: Sarah Blake Semendinger **Mason Affiliation:** Community Member

Comment: My comments today express my concern over leasing land to a major league cricket team, the Washington Freedom, owned by Sanjay Govil.

I am supportive of investments made to support George Mason's stated mission... To be an innovative and inclusive ACADEMIC Community. I am unclear however, how the leasing of land, and commercial development aligns with and supports the mission of GMU. I am genuinely concerned about the negative impacts this stadium will have on traffic, parking, noise, light pollution, and the environment. I am also concerned with the lack of transparency and how this stadium and other planned commercial development is inconsistent with the charter of an institute of learning. The Virginia State Constitution, Article X, Section 6.4 states that the land is to be used for literary, scientific, or educational purposes.

My questions are:

- How does this stadium support GMU's mission of an innovative and inclusive academic community?
- How is this stadium not a misuse of the property tax exemptions that GMU is provided by the state constitution and the taxpayers of Virginia?
- Why is the university not working with Fairfax City, Fairfax County or the State of Virginia on improvements they stated are required prior to any development?
- Why is the university not building the infrastructure required (parking spaces, bathrooms) to support a 10,000 seat stadium?
- How does GMU, Fairfax County, or Virginia benefit from a Maryland commercial enterprise leveraging the tax-exempt status of GMU to grow a private business?
- Why was there not a full board vote? (7 yes, 2 abstain, 7 absent)
- Why does the university claim it was an "unanimous" vote?
- Why was all discussion prior to the vote redacted from the minutes?
- Why has there been no community involvement?

I urge you to halt construction until a proper and thorough assessment of the plans are conducted.

76. Name: Scott Culberson Mason Affiliation: Parent of prospective student
Comment: My daughter has applied and been accepted for fall 2024 incoming freshman class. She is in the final days or finalizing college choice. It is with interest and concern what I hear about “just societies” orientation. GMU grabbed her interest because of commitment to diversity of thought and intellectual freedom. We are only considering institutions deeply committed to shunning indoctrination and woke virtue-signaling. Education means literally ‘to lead out of the darkness’. Your econ department has been a beacon for this sort of just, freeing intellectual pursuit. “Just Society” indoctrination, not so much. We hope you will reconsider and walk back this regressive over-reach.
77. Name: Concerned faculty member Mason Affiliation: Faculty
Comment: Dear Mason BOV, As a faculty member, I am concerned about political interference into Mason's core curriculum. Academic freedom is critical to the health and well-being of our university, and Mason faculty--not political appointees--must retain control over Mason's curriculum.
78. Name: Corinne Sorden Mason Affiliation: Community Member
Comment: My comments were sent via email.
79. Name: Krista Beenhouwer Mason Affiliation: Community Member
Comment: GMU’s plan to leverage state-granted land for commercial gain, with no educational or scientific purpose, is an unethical move. The lack of planning, communications, and vague assurances are disingenuous. And the fact the BOV voted to proceed with seven (7) absent and two (2) abstaining is not an approval as far as reasonable people are concerned. If GMU needs a new baseball field, then fund it and construct it as a public college should...carefully and with fiscal responsibility. This unseemly attempt to woo business/cash with a commercial venture, sacrificing their primary responsibility to students, taxpayers and neighbors, is highly disappointing. It is not GMU’s role, as a public university, to enter into the sports arena construction business to possibly make a few quick bucks at the expense of their reputation. Stop the cricket stadium activity now and restart the process with a singular focus on whether this aligns with GMU’s mission, benefits the academic pursuits of the students, maintains a peaceful coexistence with neighbors, and represents an ethical, transparent and responsible use of taxpayer dollars and trust.
80. Name: Richard Kain Mason Affiliation: Member of the public, but pseudo student of two of your professors
Comment: I am avid fan, listener and reader of several of your faculty members. One of them alerted his readers to this proposed change. As the parent of two high School sophomores, naturally I was thinking of recommending they consider GMU until seeing this news. Why not stand out in the marketplace of colleges by accepting there may be different visions of justice? Challenge your students instead of indoctrinating? I am happy to pay private school tuitions to one of the few places remaining that does that. However, institutions which indoctrinate political beliefs not only won't get applications but in a just society should have their charitable status removed. I wish the board wisdom in your decision.
81. Name: Jill Mobley Mason Affiliation: Community Member
Comment: The decision by George Mason to place a stadium with the design potential to seat up to 35,000 people, as the one in New York State does, without any notification, public hearings, or adequate due diligence regarding its effect on the environment or existing infrastructure baffles the mind. George Mason intends to build a structure capable of seating tens of thousands atop existing parking areas with no intent to add additional parking. There is no benefit for the surrounding community in having a mega

stadium used for cricket, a game that most have never heard of previously. Yet the surrounding community will bear the weight of this folly as they suffer increased traffic congestion, lose parking access in surrounding commercial areas as well as in their own neighborhood, and endure the noise pollution emanating from an open air mega stadium. George Mason's failure to plan should not deprive its neighbors of their right to quiet enjoyment of their property.

82. Name: Lynn Miller **Mason Affiliation:** Community Member

Comment: As a Virginia taxpayer, an alumna of, and resident in a neighborhood near George Mason University, I wish to express my serious concerns regarding the proposed development of a cricket stadium on the Fairfax campus of GMU.

I am supportive of investments made to support GMU. Seeing the University grow and include various fields of study and opportunities for students is a great thing and coincides with the stated mission, to be an innovative and inclusive academic community.

I do not believe GMU should use state property and its special status as a state university to enable the commercial development of a 10,000 seat cricket stadium to be built in the midst of residential communities without adequate infrastructure to support it.

Utilizing the state's tax-exempt status for commercial use is unethical and goes against GMU's own mission statement.

Saying on your website that the stadium and GMU will conform to the county's noise and lighting ordinances is a falsehood. We see this with your openly flaunting the 2003 Fairfax County dark skies at night initiative and accompanying ordinance with the billboard that lights up the sky far above the 180 degree horizontal plane and partially blocks the view of the traffic signal at the intersection of Braddock and Sideburn Roads.

I request that you review the Virginia State Constitution, Article X, Section 6.4 that states that the land is to be used for literary, scientific, or educational purposes, remember the GMU mission statement, and recognize you are setting an example for the students in your charge. Do the right thing and communicate with the neighbors that will be affected, provide the needed infrastructure, mitigate environmental damage, and do not provide a tax-free land lease to a commercial entity.

83. Name: Bethany Letiecq **Mason Affiliation:** Faculty

Comment: There appears to be a concerted movement to target the Just Societies "flagged" courses of the Mason core because they engage students to critically think about issues of diversity, equity, and inclusion (DEI) across a variety of disciplinary topics. This appears to coincide with recent Heritage Foundation pieces suggesting Mason has a "DEI" problem. A recent National Review pub focusing on the Just Societies flagged courses asked: "What do you suppose would happen if a GMU professor proposed a course on the theme that the most just society would be one with a minimal government?" (see <https://www.nationalreview.com/corner/core-education-at-george-mason-u-just-societies/>)

To the last point, I'd like to share with the BOV (and my Mason colleagues, students, alum, and the general public) more about the process for core course approval at Mason. The Mason Core Committee (MCC) was established to oversee all matters concerning the Mason Core. According to the MCC webpage (<https://masoncore.gmu.edu/about-mason-core/mason-core-committee/>), "For all foundation, exploration, and integration Mason Core requirements, the Committee will approve courses to fulfill these requirements." Specifically, "the Committee will develop procedures for assessing, reviewing, and recertifying courses that carry a Mason Core attribute. Utilizing Mason Core assessment data, the

committee will review and revise, as necessary, the overall structure and outcomes of the Mason Core. The Committee will review and approve procedures used to substitute or waive Mason Core requirements. The Committee will confer with the Faculty Senate Committee on Academic Policies when changes to Mason Core requirements impact the entire university and/or would be a substantive change to the university catalog. The Committee will provide an annual report to the Faculty Senate. The report shall include a) The courses approved for inclusion in or removed from the Mason Core, and b) Changes in the criteria for the Mason Core."

The MCC comprises 14 voting members: Eight faculty elected by the Faculty Senate for staggered three-year terms ensuring that at least 6 academic units are represented; four faculty appointed by the Provost; the Associate Provost for Undergraduate Education; and one student elected by the Student Senate.

You'll note that the majority of MCC members are faculty. That is because the Mason Faculty Handbook assigns the primary responsibility for the curriculum to the faculty, stating, "They [the faculty] have primary responsibility for such academic matters as unit reorganization, the design of programs, development and alteration of the curriculum, standards for admission to programs, and requirements in the major." This is in accord with the standards set forth by American Association of University Professors (AAUP). Since its founding in 1915, the AAUP has developed the standards and procedures that maintain quality in education and advance academic freedom and shared governance across US colleges and universities. According to the AAUP's Statement on Government of Colleges and Universities, "The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."

The AAUP is likewise clear that it is inappropriate for governing boards to be involved in or require changes to university curricula. The university functions well when faculty, administrators, and governing boards each perform their prescribed roles and uphold their respective commitments. I urge the BOV to uphold its commitments to Mason and support the faculty in performing their roles and carrying out their responsibilities to ensure Mason remains the gem that it is.

84. Name: Samirah Alkassim **Mason Affiliation:** Faculty

Comment: I'm concerned about potential overreach of powers from the BOV regarding faculty's syllabi, particularly those that enjoin a "just societies" perspective. Faculty are the experts in their academic fields. They are neither sheep adhering to an agenda nor conspiring to brainwash students towards specific political orientations. Let faculty do what they do best and leave their syllabi alone

85. Name: Alexander Monea **Mason Affiliation:** Faculty

Comment: It would be unprecedented for the Board of Visitors to intervene in matters of curriculum at George Mason University and, in my opinion, would set a bad precedent going forward. Further, the BOV would be doing so while chasing a red herring. Despite attempts to politicize the 'just societies' course designation as part of the ongoing culture wars, the just societies course designation seems to me to be relatively banal and open-ended. Faculty were consulted at every step - I heard about the revisions to Mason Core and had my opinions solicited repeatedly in both faculty senate and CHSS meetings. While I can imagine an individual faculty member missing the information, the idea that whole departments were excluded from the discussion seems implausible. Also, the idea that our curriculum has to align with tax payers' beliefs seems like a bad standard to set for evaluating curriculum. We should and do teach many things that run counter to tax payers' firmly held and reasonable beliefs (on both sides

of the political spectrum and in terms of apolitical issues as well). University curriculum should be established by faculty experts on a discipline-by-discipline basis following proper procedures in our bylaws and handbooks. As far as I'm aware, the process for creating the just societies flag was done by the book. The just societies designation should only be changed by the book - i.e. by faculty experts on a discipline-by-discipline basis following proper procedures from our bylaws and handbooks.

86. Name: Bijan Namvar **Mason Affiliation:** Community Member

Comment: We were told that GMU will be meeting with community by President Washington to discuss community concerns. Is GMU planning on having this meeting before or after ground breaking of the new stadium? If it's after it doesn't instill confidence the university is serious to work with the community..

87. Name: Shauna Rigaud **Mason Affiliation:** Student

Comment: The "Just Societies" Tag was voted on by the faculty as part of years of demands from students who wanted a more inclusive curriculum. A group of faculty from various disciplines worked together to develop learning outcomes that would enhance our student's understanding of the world. The tag is representative of shared governance which is at the core of our academic standards and must be protected.

88. Name: Brendan Brown **Mason Affiliation:** Community Member

Comment: 22 February 2023

4898 Oakcrest Dr, Fairfax VA 22030

Mr. Brendan Brown

Subject: BOV Approval of Professional Cricket Field

Dear GMU Board of Visitors,

My young family has lived in North Hill, just south of GMU and Braddock Rd, for over ten years. I graduated from GMU's School of Business with an MBA in 2016, a satisfied user of the GI Bill. I'm grateful I completed my degree at my hometown school, and I want to continue to enjoy raising our kids next to GMU. I want a positive view of Mason to be something that my family and neighbors feel proud to discuss with friends. It's at risk.

I am strongly opposed to the construction of the temporary cricket stadium on West Campus. Our family was shocked to discover through neighbors' word of mouth, that such a large construction project was seemingly approved outside the scrutiny of your neighbors. This project and stadium will negatively impact our daily lives, our neighborhood experience, and the public's impression of GMU. Mason's own master Transportation Plan calls out significant road and infrastructure improvements that are necessary for such a large capital improvement to the West Campus. And yet no improvements are approved or planned.

The Board of Visitors' approval of a ground lease to the Washington Freedom and its owner, Sanjay Govil, for a professional 10,000 seat cricket stadium, strikes me as such a monumental capital project, that it's shocking we haven't seen large billboard announcements and a public messaging campaign inviting residents to on-campus town halls. You must understand, no matter what the University is likely discussing internally, your immediate neighbors had no idea that this project was underway. The lack of transparency, community outreach, and GMU executives' apparent surprise at the recent public backlash, can only bring me to the conclusion that Mason and Mr. Govil have operated in a bubble, rushing to the conclusion of the plan and securing a large financial investment. Mr. Govil is taking advantage of the University's state land status and tax exempt status to fast-track his project and push the construction schedule in preparation for the Cricket World Cup friendlies in Summer 2024. Even if local permits and local engagement are not required, GMU's decision to not lead this project with deliberate, obvious, and

aggressive public outreach, confirms that GMU is satisfied to act on its own, without even inviting oversight from state and local governments, or the surrounding public. Our fellow Northern Virginians in Arlington are demonstrating what real public engagement looks like when a major sports team and facility is being considered for construction. We don't get that opportunity, because Mason is going alone.

As an alumnus, I am embarrassed. As a Fairfax County and Virginia taxpayer, I'm furious at another hush-hush government deal not open to extreme scrutiny and transparency. As your neighbor, I'm disgusted that the impact of such a large project would even be considered without a thorough, open, and accessible outreach to the residents around the GMU campus.

My family and our neighbors have seen the reactionary steps that GMU President Washington, Branding Officer Paul Allvin, and the public relations team have taken in the last few days – a press statement, a Fox 5 TV interview, and a rush to update the West Campus construction website. We're not fooled. The University is attempting damage control, trying to only emphasize the "temporary" status of the \$20 million investment by Mr. Govil. This is not a project that is "down the road."

Your neighbors deserve better, and a halt to this project. Mr. Govil, a Potomac, MD resident, has had your ear and your eyes with his investment. It's time to give your neighbors and Virginians an opportunity to engage and voice their concerns. Stop the project. Hold in person town halls. Be accountable.

I look forward to your response.

Sincerely,

Brendan Brown

89. Name: Timothy Shaun Hammond **Mason Affiliation:** Public/Taxpayer

Comment: The imposition of political views under the guise of "the workplace" is not just fundamentally dishonest but authoritarian and illiberal. That is seeks to impose ill-ddfined, subjective and ultimately collectivist, Left-wing ideas is totalitarian. That the faculty are too cowardly and too weak to defend their political views and opinions in a competitive marketplace of ideas is pathetic. You have become a sad rabble of village priests forcing dogma on young people.

90. Name: Jen Watsky **Mason Affiliation:** Community Member

Comment: Dear GMU BOV,

I am writing to provide an addendum to my previous letter regarding GMU's handling of the proposed cricket stadium project on its West Campus. In addition to my previous concerns, I want to highlight specific instances where GMU has unfairly used its position to shelter Mr. Sanjay Govil, the primary beneficiary of this project:

* Exemption from Local Oversight: By allowing Govil to lease land from GMU for the stadium, the university shields him from local regulations and oversight that would otherwise apply to such development projects.

* Lack of Transparency: GMU's involvement in the stadium deal lacks transparency, as evidenced by undisclosed meetings and undisclosed funding sources for events involving Govil, GMU President Gregory Washington, and others.

* Civil Rights Violation: The university's approval of the stadium construction on Mason property effectively circumvents citizens' rights to exercise local oversight, governance, and taxation, as compared to similar developments in neighboring jurisdictions.

* Neglecting Community Concerns: GMU has disregarded valid concerns raised by community members regarding traffic congestion, noise pollution, and other negative impacts of the stadium project.

* **Prioritizing Personal Interests:** The cozy relationship between Govil, university officials, and cricket organizations suggests that personal interests are being prioritized over the well-being and interests of the broader community.

* **Misuse of State Authority:** GMU's misuse of exemptions provided by the state demonstrates a disregard for the intended purpose of those exemptions and calls into question the university's commitment to ethical conduct and public accountability.

* **Lack of Student Input:** The decision to proceed with the stadium project appears to have been made without sufficient input from the student body, whose interests should be a primary consideration for the university administration.

* **Potential Financial Impropriety:** The financial arrangements and incentives involved in the stadium deal raise concerns about potential conflicts of interest and financial impropriety, particularly given the lack of transparency surrounding funding sources and expenditures.

* **Failure to Consider Alternatives:** GMU has failed to adequately explore alternative options for meeting the needs of the university and the community, such as locating the stadium elsewhere or pursuing partnerships that align more closely with the university's educational mission.

* **Disregard for Public Accountability:** The university's actions in facilitating the stadium project demonstrate a disregard for principles of public accountability and transparency, undermining trust in GMU's leadership and decision-making processes

These actions raise serious ethical concerns and warrant further scrutiny from all stakeholders involved.

Sincerely,
Jen Watsky

91. Name: Maziar Namvar **Mason Affiliation:** Community Member

Comment: Adequate planning has not been done for parking, traffic, and noise. Please provide information on how much parking is being created to provide for the stadium attendees Please provide information on what is being done to handle the increased traffic on Braddock Road, as well as the wait times for the red light signals at the intersection of Braddock Road and Prestwick Drive Please provide how you are going to prevent stadium attendees from parking in residential areas surrounding the stadium Please provide information on the maximum noise levels Created by the stadium, and the hours which that noise will be allowed.

92. Name: Lorraine Rowe **Mason Affiliation:** Community Member

Comment: What is the maximum noise levels allowed from Stadium into nearby communities? What is the plan if noise levels are exceeded?
How much money is GMU allocating to improve the roads before the first event is held at stadium? What are the new roads that will be constructed before the first event at the stadium? What road improvements have been committed too by GMU as part of new stadium?
It is my understanding that the stadium is being built over an existing parking lot this decreasing available parking at GMU. How many net new parking spots has GMU committed to build before any event is held at stadium? What is the plan to protect communities becoming the new parking lot for stadium events?
Will GMU ever be holding overlapping events at Eagle Areva and the new stadium? If so what is the traffic plan to minimize impact to traffic?

93. Name: Lawrence Hurvitz **Mason Affiliation:** Contributor

Comment: I just wrote a check for 500 to your university.
I'm sorry I already mailed it.
You will see no support from me in the future if you enact this policy.

94. Name: Trent Wahl **Mason Affiliation:** Community Member

Comment: I am a Virginia taxpayer and resident of Fairfax County's Springfield District. I am opposed to the building of the temporary cricket stadium on the George Mason University West Campus. I contend that the George Mason Board of Visitors are violating my civil rights. I will explain why. In Northern Virginia, there are currently two professional sports franchises trying to build facilities for their teams. The owner of the Washington Capitals and Washington Wizards is seeking to build an arena in Alexandria. The owner of the Washington Freedom is seeking to build a stadium in Fairfax. In Alexandria, the local citizens are exercising their rights of local oversight, governance, and taxation. The owner must comply with local regulations that control development. In Fairfax, the local citizens are being prevented from exercising their rights because the team owner is leasing land from George Mason University which has the state-granted authority to circumvent much of the local oversight, governance, and taxation. Allow me to reiterate. George Mason University is not building the stadium. They are merely leasing a plot of land. The owner of the professional sports franchise is the one building the stadium. He is being shielded by GMU and is not required to comply with local regulations that control development. The George Mason University Board of Visitors by virtue of approving the construction of this stadium on Mason property, have taken away my right as a citizen to exercise the same oversight, governance, and taxation that the citizens of Alexandria are exercising. I contend that the George Mason Board of Visitors has overstepped their bounds in this instance. They are misusing the exemptions provided to them by the state and thereby violating my civil rights. I request that the Board of Visitors immediately rescind the ground lease for the stadium or at least halt construction until there is a ruling by the Virginia Attorney General.

95. Name: Alisha Gardner **Mason Affiliation:** Community Member

Comment: Looking at the BOV website, meetings in November 2023, September 2023, July 2023, May 2023, April 2023, February 2023, and December 2022, all consistently had a twenty-minute allowance for oral public comments. I find it odd how there used to be time dedicated for oral comments during past meetings but now, assumingly because of the pushback from the community about the cricket/baseball stadium, the BOV suddenly nixed oral public comments.
Can you explain this?
Why are you afraid of hearing from the community?
How did this pet project of Mr. Washington's get approved?
Why didn't all board members vote?
The community deserves answers! Not lip service like the open letter.

96. Name: Maria Alejandra Romero Cuesta **Mason Affiliation:** Student

Comment: The 'Just Societies' program is essential for students educations. It gives them a basis of worldview knowledge and perspectives that capacitates them to join the workforce. Moreover, it makes them an educated human and breaks stereotypes about average Americans who are not aware of whats happening around the world. This is coming from an international student who has lived in four countries and have had the opportunity to learn and adopt an international perspective. This has made me thrive in all the spaces I participate and has gotten me many job opportunities and offers in the United States and other countries. I only wish the same for all students at Mason. Therefore, I highly encourage you on

behalf of all students to really value this program that will not just benefit students, but the united states and the whole world. Thank you!

97. Name: Brian Reymann **Mason Affiliation:** Community Member

Comment: I am President of the Brecon Ridge Community Council, a residential community off Braddock Road and .5 miles west of the West Campus entrance. Our community was caught by surprise by this enormous development that will have profound impact on traffic and our residents quality of life. The notion that the University needs such a large facility for cricket, a sport that is not part of the NCAA umbrella, is frankly absurd. It is clear that the owners of Major League Cricket (many of whom also sponsor National Collegiate Cricket Association) have found a willing partner in George Mason University to donate land for the primary benefit of a private entity. That a majority of the cricket field use will come Thursday through Sunday, from June through August, when school is out of session, supports this conclusion.

There is no need for any University in this country to have an on-campus 10,000 person stadium for cricket. Absolutely none. Remove the wealthy patronage of MLC and the proposal would be summarily rejected as farcical. Yet here we are.

The thought of thousands of cricket fans pouring into an already congested Braddock Road, 8 to 10 weekends a year all Summer long, is an irresponsible proposition that provides no benefit to anyone other than Major League Cricket.

Myself and our community are stridently against this project.

98. Name: Zayd Hamid **Mason Affiliation:** Student

Comment: I served as the student representative on the Mason Core Committee from December 2021 to April 2022, facilitating the formulation and passage of Global Contexts and Just Societies through the Faculty Senate.

Serving in this capacity has given me unique, valuable insights into the importance of education policy administration and the importance of Just Societies content within the framework of general education. Just Societies content requires defining "key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use those terms to engage meaningfully with peers about course issues" and "articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline."

This aligns neatly with the National Association for College and Employers' key career competency of Equity & Inclusion. This competency is one of eight identified as a critical capacity that employers expect modern employees to have. And it defines this competency as employees demonstrating "the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism."

So, speaking as a former Mason Core representative and upcoming graduate, I support the inclusion of Just Societies within the general education curriculum to prepare future generations of students to succeed in the workforce. This will result in a higher return on investment for Mason graduates, preparing alumni to achieve positive career outcomes.

99. Name: Moloud Namvar **Mason Affiliation:** Community Member

Comment: What commitments has GMU made to the professional league in exchange for the money they received for the stadium?

What is the money split between GMU and the professional league for revenue generated from the stadium project?

Were GMU students ever consulted on the desirability of this project over other initiatives that could benefit students?

100. Name: Jennifer Samaine Lockwood **Mason Affiliation:** Faculty

Comment: George Mason University faculty members, which is to say professional educators and field specialists who have dedicated themselves to excellence in public education in the Commonwealth of Virginia, should determine the University's curriculum. Political appointees and state-level politics should not determine or influence the University's curriculum. Undergraduate students at George Mason deserve a general education informed by research-based best practices in higher education. A strong general education encourages curiosity, ethical conduct, critical thinking, and self-development. A strong general education offers real-world opportunities for the student to engage in meaning making across a range of disciplines using a range of methodologies. A strong general education introduces the skills of civil engagement with people across a range of identities and backgrounds. A strong general education equips all students to engage and thrive in local, regional, national, and global communities.

101. Name: Callie Largent **Mason Affiliation:** Part of the surrounding neighborhood

Comment: I recently became aware of plans to build a 10,000+ seat capacity open air cricket stadium, which is being funded by a Maryland businessman - unconnected to the university community - for the purposes of housing his professional DC cricket team. This in no way aligns with the educational mission of this Virginia university stated in its charter, nor does it fulfill what you claim is a "recreational void" in Fairfax. We have plenty of parks and recreational facilities. Cricket is not even a sport the university even engages in, and the stadium is certainly not "temporary" as you have asserted to assuage community members not to push back on this proposed development. No one in their right mind will spend millions to build a stadium they plan to subsequently tear down, and you have mentioned in other press releases the objective is for it to become something permanent that will also host "entertainment," which could include loud concerts that disrupt the peace of the surrounding neighborhoods. You are also pitching its development under the auspices that the baseball team can use the stadium, but you have funds for improvements to benefit student athletes directly.

What this comes down to is a Maryland businessman sees an easy way to exploit the university's tax-exempt status for the purpose of profitable commercial development as well as by-pass the county's normal approval processes. The university in turn sees dollar signs, i.e. funding it does not have to work to acquire. This is an incredibly appalling and unethical way to approach this project, and the quiet nature with which you have advanced this proposal demonstrates you anticipated public backlash, especially from surrounding communities that would be negatively impacted when it comes to traffic as well as noise and light pollution. We can already easily hear the announcer blocks away for the small events you hold at your outdoor stadium. I would not have purchased a home in Fairfax Villa so close to university land if I actually thought GMU would entertain building a large stadium for a DC team and push for disruptive commercial development that may stretch on for years much like the University One Housing Project. The Fairfax County police already went over there a couple times this week to ticket workers and students parking in the turn lane on to Braddock road which routinely impairs the flow of traffic when school lets out.

Lastly, the International Cricket Council (ICC) already attempted and failed to build a "temporary" stadium in Bronx, NY on public park land after backlash from the community and the potential for litigation. Community leaders actually listened to the people that would be impacted, and ICC found an alternate location that was more suitable. Reviewing GMU's master plan for development released in 2018, GMU asserted future development was aimed at increasing the capacity for 10,000 more students, not 10,000 stadium seats for cricket aficionados. By all means, add more educational buildings and

<p>facilities that are in line with your stated educational vision, but a large cricket stadium for international competitions is absurd (and you know this). If you move forward with this highly unethical plan to develop the land on west campus despite the community opposition, I will be exploring avenues with lawyers through which I can fight this. I strongly suggest you re-examine the auspices under which you originally acquired the land you want a Maryland businessman to use for a cricket stadium and your previously stated intent to improve the land. You have certain moral and legal obligations to the entity from which you acquired the land, which should not be handed over to an out-of-state private developer.</p>
<p>102. Name: <u>Rebecca Bushway</u> Mason Affiliation: <u>Student</u></p>
<p>Comment: I support faculty control over their curriculum. As a doctoral student with an expectation of teaching in higher education, I have deep reservations about any board exerting influence over course content. Our faculty are experts in their fields. The BOV are not.</p>
<p>103. Name: <u>Nichole Smith</u> Mason Affiliation: <u>Student</u></p>
<p>Comment: I am concerned about the potential political interference from the BOV towards the faculty. Academic freedom is imperative to maintain the integrity of the university</p>
<p>104. Name: <u>Alexia Ferguson</u> Mason Affiliation: <u>Student</u></p>
<p>Comment: Masons curriculum should not be determined by political appointees but by staff who are with students on a daily basis and understand our needs! Faculty live the university mission and build curriculums that are reflective of university values, student identities, and experiences. Let Mason faculty determine the curriculum!</p>
<p>105. Name: <u>Alexia Ferguson</u> Mason Affiliation: <u>Student</u></p>
<p>Comment: Masons faculty recognize the lived experiences and identities of students. They acknowledge and advocate for the skills and outcomes that will help us succeed interpersonally and in our careers. They live the university mission. Masons curriculum must be determined by its faculty, not political appointees who have agendas that are not representative of student needs, values, and experiences!</p>
<p>106. Name: <u>Alexia Ferguson</u> Mason Affiliation: <u>Student</u></p>
<p>Comment: Yo create and push for a curriculum that does not teach students about our global society (language, culture, geographical politics, diverse identities) is to deny the realities that students have. Mason students come from all over the world, they have different races, cultures, speak different languages. To deny all students the opportunity to learn about these realities is a dismissal of most students and says they are wrong, they don't matter, they have no power. Masons faculty elevate student voices and experiences. They SEE us for the humans we are. Let Mason faculty control our curriculum!</p>
<p>107. Name: <u>Elizabeth DeMulder</u> Mason Affiliation: <u>Faculty</u></p>
<p>Comment: I support academic freedom and Just Societies.</p>
<p>108. Name: <u>Virginia Hoy</u> Mason Affiliation: <u>Faculty</u></p>
<p>Comment: I am a strong supporter of Just Societies classes.</p>
<p>109. Name: <u>Rachel Dorsa</u> Mason Affiliation: <u>Staff</u></p>
<p>Comment: I strongly support not only the Just Societies curriculum but fully embracing DEI values throughout higher education. It is of absolutely no harm to any one to further educate with facts, allowing for greater dialogue and understanding. Questioning the expansion of resources, inclusion, and service to previously excluded people and spaces serves only to protect oppressive systems. We don't want oppressive systems.</p>
<p>110. Name: <u>Carlos Chism</u> Mason Affiliation: <u>Faculty</u></p>
<p>Comment: I am writing with concern about attempts from the Board to interfere with Mason's curriculum, which under the faculty handbook is determined by faculty, not the board.</p>

111. Name: Robert B. Webb, Chair of North Hill Architectural Review Board Mason Affiliation:
Comment: Comments sent via email
112. Name: Susan Grunder Mason Affiliation: Student
Comment: I am supportive of GMU faculty and giving them the academic freedom to develop curriculum. I support the implementation of the Just Societies curriculum which was carefully developed for the wellbeing of our students. I am opposed to BOV overreach. Academic freedom is an essential foundation of any university.
113. Name: Sarah Jones Mason Affiliation: Community Member
Comment: I am in total support of GMU developing updated, state of the art athletic facilities on its West Campus. I will be your cheerleader, if that is what you are doing! My daughter runs track at William and Mary and we were recently in the Field House, which we had never visited previously despite both my husband and me being almost lifelong residents of Fairfax County. It's great that GMU has that indoor track, but it's really outdated. Our two younger kids participate in high school track. We would LOVE for GMU to update that facility, as part of a bigger sports facility update/growth process on the West Campus, including the cricket and baseball stadium. A complex of modern athletic facilities that are available to GMU students, other college students, and the huge high school and youth sports market in Northern Virginia could be a HUGE growth vehicle for GMU, enhancing its status as a rapidly growing university and a big part of the Northern Virginia community. In order for this to work, it has to be a win-win, though. If NOVA families knew that GMU was building a sports complex that would be available to NOVA families with kids who participate in sports - such as track families like ours who regularly travel to the Sports and Learning Complex in MD for meets, soccer families who travel to the SoccerPlex in MD, etc. - then there might be more community support for what it looks to me like GMU might be doing to build a bigger sports complex, with the cricket/baseball field as a start. Obviously better surrounding roads and parking facilities would be needed - just the assurance of that is important. Make this a true community growth project. Explain the long-term plan (if there is one - hopefully). Build ties with the NOVA community. Outreach, PR, Mason Nation - this is so do-able with good communications and community partnership. We have visited the sports facilities at Liberty University many times. Liberty has lots of money, but NOVA families are SO invested in sports for their kids. If GMU had solid sports facilities available to the larger community, that would be amazing for building ties with GMU as part of our community. It's a huge university right in our backyard, but we barely know it. Sports facilities would be a great bridge builder with the community, but it has to be well-planned and executed, including great communication. It totally can be done.
114. Name: Erin Fay Mason Affiliation: Student
Comment: I am strongly in favor of faculty independence and ownership of their course curriculum. I support the Just Societies core as integral to the development of a global, thoughtful, and civic-minded student body. Faculty academic freedoms are a foundation of higher education in the US.
115. Name: Eden Langston Mason Affiliation: Student and staff
Comment: As a PhD student I firmly believe that that the BOV and other institutional entities should have no influence on or in faculty coursework, curriculum development and course implementation. It is of the utmost necessity that faculty's academic freedom is protected and upheld by the institution. Just societies coursework had been developed and implemented with the well being of students in mind as well as for students ongoing participation in an ever evolving global society.
116. Name: GMU Coalition for Palestine Mason Affiliation: Student
Comment: DIVEST FROM DEATH. DIVEST FROM DEATH. DIVEST FROM DEATH.
117. Name: GMU Coalition for Palestine Mason Affiliation: Student

<p>Comment: DIVEST FROM DEATH DIVEST FROM DEATH DIVEST FROM DEATH DIVEST FROM DEATH DIVEST FROM DEATH DIVEST FROM DEATH DIVEST FROM DEATH DIVEST FROM DEATH DIVEST FROM DEATH DIVEST FROM DEATH</p>
<p>118. Name: GMU COALITION FOR PALESTINE Mason Affiliation: Student</p>
<p>Comment: DIVEST FROM DEATH</p>
<p>119. Name: Tim Gibson Mason Affiliation: Faculty</p>
<p>Comment: As a Mason faculty member and the President of GMU-AAUP, I am deeply concerned by the BOV's request to review syllabi related to the new Just Societies requirement in the Mason Core. The review of curriculum stands far outside the proper remit of the governing board. Faculty experts, who have invested years into developing disciplinary expertise, set the curriculum at Mason. This is not a role that can be, or should be, played by political appointees.</p> <p>In short, faculty, not appointed administrators or governance boards, should be in charge of Mason's curriculum. Faculty are professional academics and educators. We have spent years developing deep expertise in our disciplines. We conduct research that pushes knowledge forward, and we work with students every day. On these points, the 1966 AAUP Statement on Government of Colleges and Universities could not be more clear:</p> <p>“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board...[In addition,] the faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.”</p> <p>I urge the Board to respect decades of tradition and practice in higher education that rightly gives authority over the curriculum to faculty with disciplinary expertise.</p> <p>Sincerely, Dr. Timothy Gibson Associate Professor George Mason University President, GMU-AAUP</p>
<p>120. Name: Laura Buckwald Mason Affiliation: Faculty</p>
<p>Comment: It has come to my attention that the Board of Visitors has requested the syllabi for GMU courses for their review. This is a gross overreach of the BOV's authorities and purpose. Curriculum is developed by the faculty and the faculty alone because we are the experts in our field; the BOV members are not experts and do not have the qualifications to make judgments on the curriculum. As faculty work with students every day, we are in the best position to understand the needs of the students and how to prepare them to function well in the world they will be entering on graduation. You are therefore requested to cease efforts to examine any and all course syllabi.</p>

<p>121. Name: GMU COALITION FOR PALESTINE Mason Affiliation: Student</p> <p>Comment: We demand that the university divest from death immediately. Our demands are as follows; 1. Cease all investments in the the Industrials sector 2. End all university trips to Occupied Palestine 3. Halt all Corporate Partnerships with defense contractors As you silently brush past the pain and suffering of the Gazan people, we hold you accountable as genocidal actors committing violence against innocent Palestinians. We will continue to hold you all accountable until you take action and end your shameful acts against the people of Palestine. From the river to the sea, Palestine will be free.</p>
<p>122. Name: Jennifer Simons Mason Affiliation: Student</p> <p>Comment: I would like to state my support for faculty academic freedom and the just societies curriculum. Faculty, not political appointees, should set the curriculum at Mason. The board's overreach regarding tenure and the just societies curriculum is disheartening and goes against the academic freedom I sought when enrolling at GMU</p>
<p>123. Name: GMU COALITION FOR PALESTINE Mason Affiliation: Student</p> <p>Comment: We are calling for the university to take a moral stance as a higher public institution. It is imperative that our university takes immediate action to cease investments in the industrial sector and halt further corporate partnerships and research with defense contractors. We are calling for the university to redirect these funds towards university needs and student success. We must prioritize resources for scholarships, mental health services, infrastructure improvements, and academic programs that enhance student learning and well-being, thereby fostering a more compassionate and supportive campus environment. It's time to redirect our funds as more than 30,000 people have been killed and our institutions play a role in this genocide. From the River to the Sea, Palestine will be free.</p>
<p>124. Name: Pavithra Suresh Mason Affiliation: Student</p> <p>Comment: The Just societies designation is essential for allowing GMU to remain a competitive university and for it to fulfill its mission.</p>
<p>125. Name: A. Torres Mason Affiliation: Staff and PhD student</p> <p>Comment: As a student, I support academic freedom and faculty's ability to control the curriculum. I also appreciate the opportunity to choose from a variety of courses that align with my values, interests, and research. As a staff member, I want to afford students the same opportunity to choose courses from a diverse curriculum, which the just societies curriculum provides. Institutions and faculty must have the opportunity to freely develop a curriculum that benefits the mission of university, without fear of overreach from the BOV that their academic freedom will be eroded.</p>
<p>126. Name: Alexia Ferguson Mason Affiliation: Student</p> <p>Comment: Mason has processes in place to create a baseline expectation and requirement for courses. This is a proven process that works. For a political appointee to make a decision on Mason curriculum is to undermine the authority and expertise of the faculty and staff that are making decisions on courses, accreditation of courses, promoting and tenuring faculty, etc. Political appointees have an agenda while Mason faculties mission is to support student growth and development. Political appointees should not have a vote in determine Masons curriculum!</p>
<p>127. Name: Rachael Goodman Mason Affiliation: Faculty</p> <p>Comment: Faculty should determine the curriculum at a university. Academic freedom and faculty governance are essential to a great academic institution.</p>

<p>128. Name: Rachel Williams Mason Affiliation: Student</p> <p>Comment: I'm honestly very confused about what is going on in GMU classrooms that is apparently a cause for such concern. Students are never required to agree with anyone or adopt anyone's viewpoint; as a social scientist, I think it's important that students know that people think differently. Acknowledging different ideas helps people not be afraid of others and connect person-to-person. When I was an undergraduate, I encountered lots of viewpoints I don't agree with. However, doing so prepared me for the workforce and for being an adult who could engage kindly with others. I see that process continuing for me as a graduate student here, and I hope undergraduates are having the same experience.</p>
<p>129. Name: Bev Shaklee Mason Affiliation: Faculty</p> <p>Comment: Faculty should determine the content of the curriculum and provide a wide variety of intellectually challenging resources that focus on critical/creative thinking, that is the basis of a great university. Academic freedom and shared governance are the strengths of GMU. There should be no place for using the content of the curriculum as a political football, we are an open and diverse university, everyone should be welcome and our curriculum should mirror that openness.</p>
<p>130. Name: Greg Eiden Mason Affiliation: concerned citizen</p> <p>Comment: Please don't do this. The words describing your "Just Societies" courses sound ok, however, we all know what these initiatives are all about. They are about running down traditional communities and interests in the name of diversity and inclusion. This sentence in your website is telling, "In the context of globalization and the diversification of our own nation, it has become essential for employees and citizens to be able to interact effectively with others from all walks of life". When has this not been the case? When have we done it perfectly (never!)? I only know Mason (by the way, here's a fun exercise, replace "Mason" with "Mao" in your website announcement of this and it reads much more accurately) through online reading. But it seems to be a fine American institution well worth fighting for by all of us. Respectfully, Greg Eiden</p>
<p>131. Name: Ray LeBlanc Mason Affiliation: Student</p> <p>Comment: The "Just Societies" cluster is what makes Mason unique, strong and innovative. This cluster (along with all curriculum) should never be altered or changed on a knee-jerk political panic.</p>
<p>132. Name: Deborah Eggermann Mason Affiliation: Community Member</p> <p>Comment: I just finished watching the live stream of the Finance and Land Use Committee meeting. First off, thank you Chairman Pence for raising the lack of transparency around the cricket stadium. Thank you BOV Marguez for requesting a Task Force related to this project. I am greatly concerned with the pace at which the cricket stadium project is being pushed through. If the Chairman of the Land Use Committee has not seen a copy of the lease yet and he in attendance at the special session meeting in December where the lease was voted on, how was the BOV able to vote on something they hadn't seen yet? President Washington and other GMU employees have made a huge point of stating the cricket stadium is TEMPORARY. I keep hearing that over and over again. There is an undertone that the community is blowing things out of proportion due to the "temporary" nature of the stadium. However, in the committee meeting this morning, President Washington made the point that this isn't really a cricket stadium, but it's a baseball stadium that will benefit GMU students. So....is this just a temporary cricket stadium or is this a baseball stadium that will provide long term benefits to the GMU students? It cannot be both of these things.</p>

Additionally, I question how the construction of a cricket stadium, primarily benefiting a Maryland-based commercial enterprise and billionaire, aligns with GMU's mission of fostering innovation and inclusivity in academia. The Virginia State Constitution mandates that university land be used for literary, scientific, or educational purposes, yet the proposed stadium appears to prioritize commercial interests over educational objectives. It's already been clearly stated that the cricket matches are not GMU sponsored events and that GMU is not responsible for them. If that is the case, how does this support GMU's mission?

The lack of collaboration with Fairfax County or the State of Virginia on required improvements and infrastructure raises concerns about the project's impact on traffic, parking, noise, light pollution, and the environment. Without proper planning and assessment, the stadium risks exacerbating existing challenges faced by the surrounding community and compromising the quality of life for residents and students.

Moreover, the absence of essential elements such as adequate parking spaces and addressing wetland disruptions underscores the rushed and incomplete nature of the project. The EIR obtained in October 2023 made no mention of 10,000 plus attendees - it only discussed 3,000 plus some luxury boxes. GMU's decision to enter into a partnership for the construction of a "temporary" stadium, with the intention of it becoming permanent, raises concerns about long-term planning and the university's commitment to transparency.

The absence of meaningful community involvement and engagement from GMU leadership further undermines public trust and confidence in the university's governance. I request that the Board of Visitors halt the project until they 1) have public meetings where citizens can voice their opinions and 2) answer the public's questions.

133. Name: Maureen Vora **Mason Affiliation:** Student

Comment: As a student, I value academic freedom and diverse discourse that includes an array of perspectives and viewpoints. I also appreciate having GMU faculty use their knowledge and skills to develop courses that build student skills surrounding discussion of complex topics.

134. Name: Rabia Dada-Oughton **Mason Affiliation:** Community Member

Comment: We are supportive of the new development and the stadium, as long as decisions are made sympathetically to the existing surrounding communities. For example, the local residents should be considered when putting in place amenities (groceries, cafes etc), and given access to some of the new university amenities such as subsidised access to any health facilities etc. Additionally it would be a positive gesture to allow local communities who will be negatively impacted by the construction (families with children, dog walkers, people who use the spaces for exercise etc) access to a limited number of university facilities to mitigate the inconvenience. Do please also keep in mind that local residents have just lived through several years of construction on One University - any future construction should certainly take into account the noise, traffic and pollution it creates for the people who live here.

While we welcome improvements to the Mason campus, it is important for the University to consider how it contributes to and improves the lives of local residents.

135. Name: JR Fletcher **Mason Affiliation:** Community Member

Comment: There are over 8 billion versions of what is a "just" society. The number of versions equals the number of humans on the planet. You cannot be so naïve to think your way is best for us all. Please be better.

136. Name: Jack Fedak Mason Affiliation: Student
Comment: I want to emphasize the importance of members of the Board of Visitors engaging with students, faculty, and staff. Unlike some universities, we don't let representatives from any of those groups vote. When it comes to considering whether or not to override decisions made at other levels of the university, recognize that members of the Board of Visitors are making decisions that they will not be affected by. Listening to discussion in the APDUC committee today, I saw very little regard for this element of the role. The perspectives of those affected by decisions should be paramount in consideration. I appreciate Visitor Witeck, and sometimes Rector Blackman, for making this effort, but I have rarely seen any other members try during my time here.
137. Name: Jhumka Gupta Mason Affiliation: Faculty
Comment: Dear Mason BOV, As a faculty member, I am concerned about political interference into Mason's core curriculum. Academic freedom is critical to the health and well-being of our university, and Mason faculty--not political appointees--must retain control over Mason's curriculum. Sincerely, Jhumka Gupta
138. Name: Sheima Amara Mason Affiliation: Student
Comment: Divest now!!!! Divest from death.
139. Name: GMU Coalition for Palestine Mason Affiliation: Student
Comment: Please consider divesting endowment funds from defense contractors and allocating funds towards ethical university programs
140. Name: Tara McDade Mason Affiliation: Community Member
Comment: You owe it to your community members to discuss the west campus development and stadium project during your meeting today!
141. Name: Tara McDade Mason Affiliation: Community Member
Comment: Please have the president and BOV take the opportunity to listen right now to the community who has taken the time to show up at this meeting today. First time in ages that you are not taking oral comments. You are not being transparent.
142. Name: GMU coalition for Palestine Mason Affiliation: Student
Comment: Divest from death. Divest NOW!
143. Name: Alisha Gardner Mason Affiliation: Community Member
Comment: I am attending this meeting in person. I would like to know why you decided NOT to allow public verbal comment at this particular meeting. Why are you afraid to discuss the real reason behind the rush in constructing this cricket field? Who on the BOV is personally benefiting from this? Why did 2 BOV members that did attend the rushed special meeting chose to abstain to vote on this? What promises were made to the Mr. Govil that you can slow this down until this done correctly & with community & student involvement? Why is Mr. Washington opposed to creating a task force to research this construction? I will ask, again, how does a private, professional cricket stadium align with the university's objectives? The students I have heard from have literally NO interest in this stadium & are actually opposed to it. - how do you explain this?

<p>144. Name: <u>Edmund Bedsworth</u> Mason Affiliation: <u>Donor, Alum, Community Member</u></p> <p>Comment: In his 14 February letter, President Washington promised it was the “start of what we intend to be a robust, sustained, and fruitful dialogue.” The silence from GMU since has been deafening. When Board member Wendy Marquez proposed a committee to advance the discussion, President Washington stated it wasn’t necessary. Seems the silence from GMU will continue to deafen its neighbors.</p>
<p>145. Name: <u>Erin Mancini</u> Mason Affiliation: <u>Community Member</u></p> <p>Comment: The comment below is in response to the proposed Cricket Stadium To date, George Mason has not actually conducted any community outreach. They have not engaged the community to ask their input despite repeatedly making claims to the media that they intend to do so. This is reflected in the closed-door nature of today's meeting not allowing oral comment - instead community members’ only recourse is to submit comments via a private submission form and attend the meeting silently. When asked for comment, GMU continues to push the “temporary” nature of the immediate development plans and refuse to engage the community on the larger scale development that is clearly planned. The stadium’s initial usage, as described in their submission to the Department of Environmental Quality, is exclusively for cricket matches - there is no mention of George Mason Baseball. This is not about creating a space for George Mason students and athletics, it is about a businessman taking advantage of state-entity land for private profit. This is an endeavor to put a private business on state-owned land circumventing the normal development process and gaining tax-exempt status for themselves. This means that they will not pay for the strain this will put on local infrastructure, traffic, and the community overall. This includes the fact that they have acknowledged they do not have the infrastructure for match attendees to park at the games and plan to rely on city garages, the metro, etc. All of which are funded by taxpayer dollars, something this development will not contribute to and instead will be shouldered by the local community. On private land, development like this would require community impact hearings, in-depth traffic studies, etc. giving the community the chance to provide their input on major development. This development is intentionally skirting that approach in an attempt to avoid the community pushback that development sometimes receives, such as the proposed Monumental Sports Complex in Alexandria and the Casino in Tysons. Finally, the President’s Open Letter from the 14th asks the community to embrace Cricket, but this is not about the sport. The community’s concerns are about putting a loud, open air stadium with 10,000 plus seats in an area that already experiences extreme congestion, and again, lacks the infrastructure to safely get people to and from the games.</p>
<p>146. Name: <u>Alisha Gardner</u> Mason Affiliation: <u>Community Member</u></p> <p>Comment: You have a very large group of community members attending this meeting. Please consider allowing our voices to be heard today.</p>
<p>147. Name: <u>Nathan Mancini</u> Mason Affiliation: <u>Community Member</u></p> <p>Comment: As a longtime resident of northern Virginia and community member whose parents live across the street from this proposed stadium, I am disappointed in the Board’s decision to try and green light this project and rush it through. As I’m sure we all know, graduation season causes monstrous traffic for this area of Braddock road. To combine the potential for a 10k+ stadium in this area is dangerous and not well-thought out. The road cannot handle the traffic without significant alteration of the Braddock/123 interchange per a traffic study from 2017. Surely traffic issues have only intensified in the wake of the pandemic.</p>

As a real estate development professional, I'm disheartened by the lack of outreach and concern for the surrounding community GMU purports to support. This traffic would likely result in hundreds of cars forgoing paying for parking, defeating much of the revenue these lots and garages mean to generate. Instead, people will be parking along the streets in these nice quiet neighborhoods along Braddock. This is not only a nuisance, but a safety issue. Crime often follows these large gatherings as criminals know there will be unattended vehicles. These residents should not have to sacrifice their comfort and safety for this half-baked stadium. This will also cause undue stress on the many pets who live in these neighborhoods. This area of Fairfax is not the location for such a stadium. This stadium needs to support transit-oriented development and promote economic growth in the areas where the Metro and other public transportation is expanding. Everyone will be driving to these games and the Uber/Lyft lines will be outrageous, again causing people to park and queue in these quiet, safe neighborhoods. Given the expansion of the Prince William Campus, I am surprised that this was not located there. Please listen to the community and find a better solution than this.

148. Name: Payton Andrews **Mason Affiliation:** Community Member

Comment: I am writing on behalf of a large constituency of the community in the area surrounding George Mason's West Campus who have expressed concerns with the upcoming Cricket Stadium development plan. I saw you covered the plans recently and wanted to share some points from the perspective of the community who has been excluded from these drastic development plans for their community.

To date, George Mason has not actually conducted any community outreach. They have not engaged the community to ask their input despite repeatedly making claims to the media that they intend to do so. There is actually a scheduled Board of Visitors meeting tomorrow (2/22) that is open to the public, but they will not be engaging in oral commentary from the public. Instead, community members' only recourse is to submit comments via a private submission form and attend the meeting silently.

When asked for comment, GMU continues to push the "temporary" nature of the immediate development plans and refuse to engage the community on the larger scale development that is clearly planned. The stadium's initial usage, as described in their submission to the Department of Environmental Quality, is exclusively for cricket matches - there is no mention of George Mason Baseball. This is not about creating a space for George Mason students and athletics, it is about a businessman taking advantage of state-entity land for private profit.

This same Environmental Impact Report paid for by the Washington Freedom and submitted to DEQ is only for the small scope of a 3,000 temporary stadium that will be deconstructed and torn down and converted into a baseball diamond at the end of those two months and there is no mention of cricket in the long-term. That is patently untrue given their intention to construct a permanent cricket arena on that site. (EIR page 11-13)

In a last minute meeting on Saturday night, almost a hundred members of the surrounding community gathered to learn about these planned changes. Community members are still encountering neighbors who have no idea about the development plans and share their concern.

This is an endeavor to put a private business on state-owned land circumventing the normal development process and gaining tax-exempt status for themselves. This means that they will not pay for the strain this will put on local infrastructure, traffic, and the community overall. This includes the fact that they have acknowledged they do not have the infrastructure for match attendees to park at the games and plan to rely on city garages, the metro, etc. All of which are funded by taxpayer dollars, something this development will not contribute to and instead will be shouldered by the local community.

On private land, development like this would require community impact hearings, in-depth traffic studies, etc. giving the community the chance to provide their input on major development. This

<p>development is intentionally skirting that approach in an attempt to avoid the community pushback that development sometimes receives, such as the proposed Monumental Sports Complex in Alexandria and the Casino in Tysons.</p> <p>Finally, the President's Open Letter from the 14th asks the community to embrace Cricket, but this is not about the sport. The community's concerns are about putting a loud, open air stadium with 10,000 plus seats in an area that already experiences extreme congestion, and again, lacks the infrastructure to safely get people to and from the games.</p>
<p>149. Name: <u>Maribeth Malloy</u> Mason Affiliation: <u>VA taxpayer</u></p>
<p>Comment: Why is this board and President ignoring the elephant in the room. If you have nothing to hide you should not be afraid of speaking. This is a character building moment and it seems that today only Visitors Pence and Marquez displayed personal integrity and character.</p>
<p>150. Name: <u>Alisha Gardner</u> Mason Affiliation: <u>Community Member</u></p>
<p>Comment: 'There is pressure on the expansion of the institution due to growth of students' How does taking a HUGE portion of GMU's land and turning it into a private professional cricket (or any sport) field help with the needed expansion for the growth of students? Clearly, a private sport, entertainment, township, etc is NOT the answer to the pressure of expansion. I'll ask the question again, how does this private cricket field (and the other planned projects) support the university's mission?</p>
<p>151. Name: <u>Bethany Hammer</u> Mason Affiliation: <u>Community Member</u></p>
<p>Comment: President Washington States in his letter to the community that he wants to have robust communication. Since that letter, there has been no communication only updates to websites with dates to make it look like it's been there forever. Additionally, there is a conflict as to the number of seats allowed in the stadium and whether or not that includes lawn seating. GMU sends out their communications guy to continue to reinforce the temporary aspect of the stadium structures even accentuating it, as though we're being a nuisance. However, in your own communications via zoom meetings, as well as, media relations, GMU Faculty and representatives and Mr. Govil have been quoted stating that the goal is for it to be permanent an include a town center. The community does not want this. The students do not want this, as was stated earlier today. And yet you continue to state that it's just "temporary". Explain how the community is supposed to trust anything you say?</p>
<p>152. Name: <u>Anonymous</u> Mason Affiliation: <u>Community Member</u></p>
<p>Comment: Are we filibustering going through all of this "How great Mason is doing"? You discuss tax payers returning and/or staying in VA and paying taxes yet Govil won't have to pay taxes and gets cheap land!</p>
<p>153. Name: <u>Trent wahl</u> Mason Affiliation: <u>Community Member</u></p>
<p>Comment: Can you comment on the financial gains GMU will receive by leasing state land to an out of state entity for a cricket stadium without going through county processes established by the state for land Development?</p>
<p>154. Name: <u>Bethany Hammer</u> Mason Affiliation: <u>Community Member</u></p>
<p>Comment: Do you know that I have a friend who got a PHD from Mason and she has NEVER received a request to donate!!!! Maybe do that to your entire alumni instead of taking money from professional teams.</p>

155. Name: Laura O'Brien Mason Affiliation: Community Member
Comment: President Washington during his Fact Report at the February 22nd Board of Visitor meeting continuously referred to George Mason as an academic institution. Please explain how granting tax exempt status to a commercial, Maryland private corporation and building 10,000 seat professional cricket stadium enhances an academic institution.
156. Name: Kristin Marks Mason Affiliation: Alumni AND community member
Comment: Have the decency to address the "temporary" cricket stadium. You talk about VA taxpayer's that are GMU grads. What about Govil not paying VA taxes as a MD resident and business owner in MD. The lack of transparency to communities surrounding GMU and that have supported GMU is shameful.
157. Name: Stephanie Dodman Mason Affiliation: Faculty
Comment: There are innumerable reasons for the existence of the Just Societies requirement, not the least of which is the fact that George Mason University is a public university and as such has an inherent mission to serve the public good- AND that global leaders have a need to be able to engage with their teams globally to uphold fiduciary responsibilities to their stakeholders. Additionally, it was made clear in the meeting today that the Board's role is to certify that processes have been followed and are sound. The Core and JS already went through multiple and varied avenues of stakeholder feedback (including the BOV-twice). Therefore anything more at this stage certainly seems an overreach of the Board into curricular matters- which are the domain of the faculty who have been hired for their expertise. This would be a terrible precedent to set.
158. Name: Trent wahl Mason Affiliation: Community Member
Comment: This is a joke. You have now just pissed a whole bunch of people off. If you think this will go away quietly, you are mistaken.
159. Name: Daniel Afton Zatkovich Mason Affiliation: Community Member
Comment: No university should attempt to impose ANY top-down ideology on its students and administration. Any attempt to do so is fundamentally unjust.
160. Name: Bethany Hammer Mason Affiliation: Community Member
Comment: We were in this meeting and a board member requests that there's a meeting opportunity where we can speak. President says yes. Person from the crowd says "before construction starts". President Washington just smiles and says nothing. The rector says "we will take that under advisement". To clarify, we want the opportunity to speak to board members and President Washington not some PR guy out lackey. Off it's such a great deal, stand in front of it with pride for your accomplishments. Why are you hiding?!?!?
161. Name: GMU COALITION FOR PALESTINE Mason Affiliation: Student
Comment: Could you please, can't stress this enough, just listen to the students for once. JUST THIS TIME LISTEN TO US, divest from death. Because you have blood stained on your hands!!!
162. Name: Jessica Hiltabidel Mason Affiliation: Student
Comment: By requiring students to complete Mason Core classes, the university is ensuring that its graduates are prepared with 21st century skills to compete in today's global society. The Just Societies flag provides students with opportunity and choice to take these required classes in their own content areas, in alignment with areas of interest and personal viewpoints while also recognizing the importance of developing critical skill such as communicating across lines of difference to engage meaningfully and to enact strategies for addressing obstacles. By attempting to politicize diversity, inclusion, and belonging, detractors fail to uphold GMU's mission as a "innovative and inclusive academic community committed to creating a more just, free, and prosperous world." I stand in support of the Mason Core

Committee as well as the many students, faculty, staff, and community members who understand the importance of this initiative.

163. Name: Jason Long **Mason Affiliation:** Community Member

Comment: Do not ignore your Finance and Land Use Committee Chairman. Robert Pence was right about undertaking such a large real estate venture when he said "Even though we don't have to do certain things, we ought to anyway." Delay the cricket stadium until proper engagement and studies can be done. Visitor Wendy Marquez is also correct in that a task force should be established to consider the feasibility of this. Thank you.

From: [Nicholas Sorden](#)
To: [Board of Visitors](#)
Subject: Board of Visitors Meeting - Public Comment Form - February 22, 2024
Date: Sunday, February 18, 2024 4:23:23 PM
Attachments: [GMU BOV 022224 Comments for Public Record.docx](#)

Board of Visitors,
Please find my comments attached. I kindly request these comments be added to the public record.

Thank you,
Nick Sorden

Sent via [Superhuman](#)

George Mason University Board of Visitors

Re: George Mason University Baseball & Cricket Stadium

President Washington is presenting the current stadium project as temporary. However, it is merely the initial step in a much larger development plan. GMU & Govil envision creating a town center on campus, complete with retail stores, restaurants, an event venue, and a hotel. Mr. Govil has given interviews discussing multiple stadiums and the creation of a township similar to the Mosaic District on the West Campus. This grand vision appears more aligned with the agenda of real estate developers rather than an institution of higher learning. GMU and the BOV have kept the community in the dark. There have been zero meetings or town halls open to public comment.

GMU Charter & Tax Incentives

Universities exist to educate students and foster an environment focused on their growth. Becoming the landlord for a professional sports franchise goes far beyond the boundaries of GMU's charter. The BOV must not permit the Town Center and stadium developments.

Another major concern is GMU's misuse of property tax exemptions granted by the state constitution. Additionally, GMU is circumventing local permitting regulations. The Stadium and Town Center plan effectively creates a business-friendly, regulation-lite, tax-exempt zone. By shielding the private business owner, Mr. Sanjay Govil (a Maryland billionaire), from Fairfax County oversight, GMU is saving him time and expenses and passing on their tax-exempt status, resulting in financial advantages for Mr. Govil. Unfortunately, this arrangement places the burden on the citizens of Fairfax County and the taxpayers of Virginia, who have no say in the development and will bear the costs of supporting the stadium and its associated infrastructure. The Fairfax BOS has clarified that no funds are available for the necessary road improvements to accommodate such a project.

Traffic

The proposed stadium's location adjacent to major roadways raises significant concerns about traffic congestion and its subsequent effects on our daily commutes. Braddock Road, Route 123 (Chain Bridge Road), and Route 286 (Fairfax County Parkway) are already heavily congested during peak hours.

Adding a stadium, expected to draw thousands of spectators, will only exacerbate the existing traffic woes.

During game days and events, the influx of vehicles will undoubtedly strain the roadways, leading to prolonged travel times and frustrating delays for commuters and residents alike. The surrounding intersections, already prone to congestion, will face even more significant challenges in accommodating the increased traffic volume. Crossings such as Braddock Road and Route 123, as well as Braddock Road and Route 286, will become bottlenecks, impeding the smooth flow of traffic and causing gridlock.

Moreover, the stadium project's potential impact on neighboring communities should not be overlooked. Residential areas adjacent to GMU, such as Fairfax City and surrounding neighborhoods, will experience a surge in traffic as spectators seek alternative routes to access the stadium. Local streets ill-equipped to handle such an influx of vehicles will face increased congestion, noise pollution, and safety concerns. Additionally, the severe lack of parking for the stadium will lead spectators to park in neighborhoods, causing severe safety issues for the children who live in these communities.

While some argue that transportation planning and infrastructure improvements will address these issues, the reality is that our current roadways are already strained and insufficiently prepared to handle the additional traffic demand. Additionally, the EPA scores the West Campus area as having a low traffic efficiency score, meaning Federal guidelines discourage development in the area. Upgrading existing infrastructure to accommodate a stadium requires substantial financial investments and years of planning, ultimately falling on taxpayers' shoulders.

It is essential to recognize that the consequences of traffic congestion extend beyond mere inconvenience. Increased congestion contributes to heightened air pollution, impacting air quality and public health. The idling vehicles, stop-and-go traffic, and longer travel times associated with congestion result in elevated emissions of harmful pollutants, exacerbating respiratory conditions and posing health risks to residents, particularly vulnerable populations such as children and the elderly.

Impacts of Noise Pollution on Human Health & Wildlife

The proposed stadium's proximity to residential neighborhoods raises significant concerns about the disruption caused by amplified noise during games and events.

The cheers of enthusiastic fans, amplified announcements, and the crowd's roar will reverberate through the air, penetrating the tranquility of nearby homes within a 5-10-mile radius. Residents who value their peace and quiet will undoubtedly suffer from sleep disturbances, reduced outdoor enjoyment, and an overall decline in quality of life.

Furthermore, the impact of noise pollution on human health should not be underestimated. Prolonged exposure to excessive noise levels can lead to stress, anxiety, and sleep disorders, with potential long-term effects on cardiovascular health. Children, the elderly, and those with pre-existing health conditions are particularly vulnerable to the adverse health impacts of noise pollution. Once characterized by their peaceful ambiance, our neighborhoods may become burdened by the persistent intrusion of stadium noise, honking horns, waste disposal, and shuttle buses, eroding the well-being of our residents.

In addition to the disruption faced by human inhabitants, the stadium project's noise pollution threatens our local wildlife. Fairfax County is home to diverse species of birds, mammals, and other wildlife that rely on acoustic cues for communication, mating, and survival. The sudden increase in noise levels caused by the stadium will disrupt their natural habitats, altering their behavior and potentially driving them away from critical feeding and breeding grounds.

Bird populations, in particular, are sensitive to noise pollution. Many species use vocalizations to communicate, establish territories, and find mates. The constant roar of the stadium could interfere with these critical communication channels, leading to decreased reproductive success and diminished biodiversity in the area. The reduced biodiversity has significant impacts on the nearby Occoquan Watershed. Noisy events can also cause birds to abandon nearby nesting sites, disrupting their natural life cycles and potentially threatening their long-term survival.

Moreover, mammals such as foxes, deer, and rabbits, which inhabit the wooded areas surrounding the stadium, may experience heightened stress and altered behavior due to the persistent noise. Increased noise levels can disrupt their feeding patterns, interfere with parental care, and lead to population shifts or even local extinctions.

Water Safety

Another significant concern is the potential strain on wastewater infrastructure resulting from the increased demand generated by the stadium. Large-scale events

such as games and concerts require adequate restroom facilities and concessions, generating a substantial amount of wastewater. The existing wastewater treatment systems may not be equipped to handle the sudden surge in demand, leading to overburdened infrastructure and potential environmental contamination.

Furthermore, maintaining a cricket field, which typically requires intensive watering to keep the turf in pristine condition, raises concerns about water consumption. Cricket fields demand extensive irrigation to maintain the necessary moisture levels for optimal playability. Given the arid climate of Fairfax County and the growing concerns over water scarcity, the stadium's water demands may strain local water sources and exacerbate existing challenges related to water conservation.

Moreover, the potential impacts on nearby wetlands are of utmost concern. Wetlands provide critical ecosystem services, such as water filtration, flood mitigation, and habitat for diverse flora and fauna. The construction and operation of the stadium may encroach upon or disrupt these delicate ecosystems, leading to habitat loss, altered hydrology, and a decline in biodiversity.

Wetlands act as natural sponges, absorbing excess rainfall and helping to prevent flooding by storing and slowly releasing water. The stadium's construction and associated development may result in increased stormwater runoff, which can overwhelm nearby wetlands, leading to their degradation or destruction. The loss of wetlands not only diminishes the natural beauty of our region but also undermines the essential ecological functions they provide. To mitigate these environmental concerns, it is imperative that GMU and local authorities take proactive measures to address wastewater issues, water consumption, and wetland preservation in conjunction with the EPA.

Baseball Experience

It is essential to consider the average attendance figures for the team's games, the impact on the athlete experience, and the disparity in size between a cricket field and a baseball field. These factors raise questions about the practicality and benefits of such a large stadium for the baseball program at GMU.

Currently, the George Mason baseball team attracts an average attendance of fewer than 200 spectators per game. This statistic suggests that a 10,000-seat stadium would far exceed the demand for seats, potentially resulting in vast sections of empty stands during games. The atmosphere of an empty stadium can be

disheartening for both athletes and spectators alike, detracting from the overall enjoyment and energy of the game.

For a student-athlete competing in Division I baseball, the experience of playing in a vibrant and engaged environment is crucial. The support and enthusiasm of a crowd can uplift and motivate players, fueling their performance on the field. However, an empty stadium would not only lack the desired atmosphere but could also have a demoralizing effect on the athletes. The absence of spectators and the resulting lack of energy can diminish the appeal of playing in such an environment, potentially impacting the recruitment and retention of talented athletes.

It is important to note that the average seating capacity of college baseball stadiums across the country is approximately 2,500 seats. This figure is reflective of the average attendance levels and the desire to maintain a balanced and engaging atmosphere for both athletes and spectators. A 10,000-seat stadium would significantly exceed this benchmark and make it one of the largest college baseball stadiums in the nation.

While it may seem enticing to have one of the largest stadiums, the size discrepancy between a cricket field and a baseball field must be taken into account. A cricket field is nearly twice the size of a standard baseball field, requiring a larger playing area. Constructing a stadium with a seating capacity intended for cricket matches would result in vast expanses of empty space surrounding the baseball diamond, further diminishing the intimacy and ambiance of the games.

Additionally, stadiums can inadvertently create an environment that attracts criminal activities. The influx of visitors, especially during high-profile events, may attract opportunistic criminals who seek to take advantage of large crowds, distracted individuals, and potentially lucrative targets such as vehicles and personal belongings left unattended.

Crime

Panhandling, the act of soliciting money in public places, is a complex issue that can be influenced by various factors, including the presence of large crowds and increased foot traffic associated with stadium events. The concentration of people, the potential for increased disposable income among spectators, and the desire to capitalize on the opportunities created by a vibrant entertainment district can attract individuals engaged in panhandling activities.

It is essential for stakeholders, including stadium authorities, local law enforcement, and community organizations, to collaborate and implement

proactive measures to address these concerns. By doing so, we can ensure a safe and enjoyable experience for all stadium visitors while minimizing the negative impacts associated with panhandling and crime.

BOV Vote & Internal Communication

Unfortunately, there has been a severe lack of public outreach and community involvement surrounding the approval of the stadium project by the Board of Visitors (BOV). The decision to move forward with such a significant undertaking, with minimal discussion or review, raises questions about transparency, accountability, and the meaningful engagement of stakeholders, particularly within the George Mason University (GMU) community.

First and foremost, the manner in which the BOV approved the stadium project is disconcerting. The fact that the vote was declared unanimous with only 7 in favor, 2 abstaining, and a significant number of members absent raises doubts about the thoroughness of the decision-making process. A project of this magnitude, with far-reaching implications for the university and the surrounding community, warrants a rigorous and inclusive review, allowing for diverse perspectives and a comprehensive evaluation of the potential benefits and drawbacks.

Equally troubling is the lack of proactive promotion of the stadium project internally to GMU staff and students. The absence of clear communication and engagement efforts by both the GMU administration and the BOV has left many members of the university community feeling uninformed and excluded from the decision-making process. Meaningful involvement of staff and students is crucial, as they are directly affected by the project's outcomes and should have the opportunity to voice their concerns, provide input, and contribute to shaping the future of their institution.

Furthermore, several important university committees were left in the dark regarding the stadium project. The absence of consultation with key committees responsible for campus planning, academic affairs, and budgetary matters raises questions about the level of transparency and collaboration within the university's governance structure. These committees play a vital role in ensuring that decisions align with the university's mission, values, and long-term strategic goals. Their exclusion from the deliberations surrounding the stadium project undermines the principles of shared governance and erodes trust among the university community.

The approval of the stadium project comes at a time when GMU is facing significant financial challenges, as evidenced by the reported \$35 million budget

deficit. The decision to invest substantial resources in a grandiose stadium raises concerns about the prioritization of funds and the message it sends to academic programs and departments that have recently experienced budget cuts. This allocation of resources may be perceived as a devaluation of core educational initiatives and a diversion from addressing the pressing financial needs of the university.

To address these concerns and ensure a more inclusive decision-making process, GMU and the BOV must take immediate action. Transparent public forums, open town hall meetings, and structured dialogues should be organized to allow for meaningful input and active participation from all stakeholders. This includes students, faculty, staff, alumni, and community members who will be directly affected by the stadium project. These forums should provide an opportunity for individuals to express their concerns, ask questions, and offer alternative perspectives, ensuring that decisions are made with a comprehensive understanding of the potential impacts.

Additionally, a comprehensive communication strategy should be implemented to inform and engage the GMU community. Regular updates, newsletters, and dedicated communication channels should be established to keep stakeholders informed about the progress of the project, as well as provide opportunities for feedback and input. Efforts should be made to reach out to various campus organizations, committees, and student groups to foster dialogue and encourage active participation in the decision-making process.

Moreover, the financial implications of the stadium project must be critically evaluated in light of the university's budget deficit and its impact on academic programs. A thorough assessment of the project's financial feasibility, potential revenue streams, and long-term sustainability should be conducted. This evaluation should be transparent and include input from financial experts, faculty members, and administrators to ensure responsible use of university resources and alignment with the institution's educational mission.

The stadium project poses potential conflicts with the George Mason University Board of Visitors (BOV) Bylaws. These conflicts primarily arise in relation to the mission statement, membership provisions, and committee responsibilities outlined in the Bylaws.

Firstly, the mission statement of George Mason University emphasizes its commitment to creating a more just, free, and prosperous world through innovation and inclusivity. The stadium project, however, may raise concerns regarding its

alignment with this mission. As a comprehensive research university, George Mason University aims to prioritize academic pursuits and the advancement of knowledge. The construction of a stadium, while potentially beneficial for certain aspects of campus life, may divert resources and attention away from the core academic mission of the university. This misalignment could be seen as conflicting with the BOV's responsibility to direct the affairs of the university in accordance with its mission.

Secondly, the membership provisions specified in the Bylaws may be relevant to the stadium project. The Bylaws state that any member of the Board who fails to attend Board meetings without sufficient cause or fails to complete the required educational programs may have their office vacated. If a member of the Board supports or promotes the stadium project but fails to fulfill their attendance or educational requirements, their position could be at risk. It is important for the Board to ensure that all members fulfill their duties and obligations as stated in the Bylaws, regardless of their stance on the stadium project.

Additionally, the appointment of non-voting advisory representatives, such as student and faculty representatives, may be affected by the stadium project. The Bylaws specify that two university students are appointed annually to serve as non-voting advisory representatives on the Board. These representatives participate in all standing committees and meetings of the Board. However, their involvement in discussions and decision-making related to the stadium project may have been limited. The Board would need to consider whether the stadium project falls within the purview of the non-voting student representatives and whether their inclusion in closed sessions, as determined by the Rector, is appropriate.

Moreover, the committee structure outlined in the Bylaws may need to be revisited in light of the stadium project. The Bylaws establish various standing committees responsible for specific areas, such as Academic Programs, Finance and Land Use, Audit, Risk, and Compliance, among others. These committees play a crucial role in the governance of the university. If the stadium project significantly impacts areas such as finance, land use, or compliance, it may necessitate the establishment of a dedicated committee or the revision of existing committees to address the project's unique considerations. The Board would need to assess whether the current committee structure adequately addresses the complexities and implications of the stadium project. It is essential for the Board to carefully evaluate and address these conflicts to ensure that the project aligns with the university's mission and remains in accordance with its governance framework.

Request for Information

I want to request further information regarding the details of the land lease agreement for the stadium project at George Mason University (GMU). Specifically, I am interested in obtaining information on the following aspects:

1. **Revenue Generation:** Provide details on the expected revenue that GMU is projected to generate from the stadium project. It would be helpful to understand the anticipated financial benefits that the university stands to gain from this endeavor.
2. **Revenue Allocation for Mr. Govil:** Is there any information available regarding the expected revenue or financial benefits that Mr. Govil, the Maryland billionaire, is set to receive from the stadium project? Understanding the distribution of financial gains between GMU and Mr. Govil would provide clarity on the nature of their agreement.
3. **Other Benefits:** Besides financial gains, Are any additional benefits or considerations being awarded to Mr. Govil as part of the stadium project? Are there any additional benefits or considerations being awarded to GMU President Washington or the BOV as part of the stadium projects? It would be valuable to know if there are any monetary or non-monetary advantages or provisions that have been agreed upon between GMU, the BOV, and/or Mr. Govil.
4. **Maintenance Responsibility:** Who will be responsible for the maintenance and upkeep of the stadium? It is important to determine whether GMU or Mr. Govil will bear the responsibility for ensuring the proper maintenance and functioning of the facility.
5. **Ticketing and Scheduling:** Who will be responsible for managing the ticketing process and scheduling of other events, such as concerts, at the stadium? Understanding the party accountable for these logistical aspects would help ascertain the level of involvement and control that GMU and Mr. Govil have in the stadium's operations.
6. **Additional Land Leases:** Has the GMU Board of Visitors (BOV) agreed to any other land leases that still need to come to light? I would like to know if there are any undisclosed agreements related to land leases that may have an impact on the stadium project, the university, or the surrounding communities.
7. **Future Land Leases:** Is the BOV currently engaged in discussions or negotiations to grant additional land leases for other projects? Is the BOV actively recruiting other commercial enterprises to take advantage of the tax-exempt privileges or exceptions to county guidelines? Obtaining information

on any ongoing talks regarding future land leases would provide insight into GMU's potential expansion or development plans.

8. Traffic Studies and Transportation Improvements: Will GMU or Mr. Govil be responsible for funding traffic studies or making transportation improvements necessary for accommodating the stadium and its associated activities? If the Fairfax BOS has no jurisdiction over this project and GMU has avoided all public comment, why should Fairfax County residents be responsible for infrastructure improvements? Is the GMU BOV prepared to subsidize local property taxes to insulate the community from the societal impacts of this project and ensure funding is not redirected from county schools to support this project? Understanding the financial responsibility for these infrastructure considerations would help assess the overall impact and feasibility of the stadium project.
9. Restrictions on Govil's Plans: Has GMU placed any restrictions or limitations on Mr. Govil's plans for the stadium or his future plans for a township? Knowing if the university sets any specific guidelines or conditions to ensure that the project aligns with the institution's mission, values, and overall campus environment would be beneficial.

Please provide as much information as possible on these topics to gain a comprehensive understanding of the land lease agreement for the stadium project at GMU.

As outlined above, there are multiple conflicts between the university's mission and the plan to partner with an out-of-state professional sports team on state property. I request your intervention to halt the stadium project and redirect GMU's focus back to its core mission of education.

Respectfully,

Nick Sorden



Rector and Visitors

4400 University Drive, MS 3A1, Fairfax, Virginia 22030
Phone: 703-993-8700; Fax: 703-993-8707

February 13, 2024

Ms. Dorothy Gray
1881 North Nash Street, #2101
Arlington, Virginia 22209

Dear Deecy:

On behalf of the Board of Visitors of George Mason University, thank you for your valued service to the University and the Commonwealth of Virginia. Your years of commitment to the Board of Visitors, George Mason University's Foundation Board and your outstanding commitment to education have proven to be a great benefit to Mason, the president, and the students, faculty and staff of the institution.

If I can be of assistance to you now or in the future, please do not hesitate to reach out. As a colleague and partner in service, I wish you well in your future endeavors.

Sincerely,

A handwritten signature in black ink, appearing to read "Horace L. Blackman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Horace L. Blackman
Rector

HLB/smh

GEORGE MASON UNIVERSITY

BOARD OF VISITORS

DOCUMENT AND RECORDS REQUEST POLICY

In order to facilitate the orderly transaction of business, to promote transparency and to make the most efficient use of administrative staff, it is the policy of this Board that all requests by individual members for University documents and records, subject to review by counsel for disclosability, shall be directed to the Secretary of the Board of Visitors or to the Secretary pro tem in the absence of the Secretary of the Board of Visitors.

Furthermore, these requests, and the University's responses, will be shared by the Secretary (or Secretary pro tem) with all members of the Board of Visitors as soon as practicable, and if possible, within 48 hours of receipt. It is the expectation of the board that responses be handled as expeditiously as possible.

This policy shall remain in effect until or unless amended or repealed by BOV decision.

Adopted by the Board of Visitors on February 22, 2024.



Michael J. Meese
Secretary
Board of Visitors

RESOLUTION OF THE BOARD OF VISITORS OF GEORGE MASON UNIVERSITY
AUTHORIZING INCREASE IN BASE SALARY FOR PRESIDENT WASHINGTON

WHEREAS, President Dr. Gregory Washington entered into an employment agreement with George Mason University (“University”) first dated March 3, 2020, as amended (“Employment Agreement”), and has served as University president since July 1, 2020; and

WHEREAS, in accordance with Section D.1. of the Employment Agreement, any increase in Base Salary requires approval by the Board of Visitors;

NOW, THEREFORE, BE IT RESOLVED:

Effective December 10, 2023, the Board of Visitors approves a performance-based merit increase of 2% to President Washington’s annualized Base Salary to \$787,653.57, to be paid from State and Other Funds as specified in Section D.1 of the Employment Agreement, in conformance with the University-wide performance-based salary increases for faculty.

Approved by the Board of Visitors on February 22, 2024.



Signature
Michael J. Meese
Secretary of the Board of Visitors

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Meeting of
Tuesday, April 2, 2024
Merten Hall, Hazel Conference Room (1201)**

MINUTES

PRESENT: Rector Horace Blackman, Vice Rector Jon Peterson, Secretary Michael Meese, Visitors Armand Alacbay, Reginald Brown, Lindsey Burke, Dolly Oberoi, Robert Pence, Jeffrey Rosen, Charles Stimson, Farnaz Thompson and Robert Witeck.

ABSENT: Visitors Anjan Chimaladinne, James Hazel, Wendy Marquez and Nancy Prowitt.

ALSO, PRESENT: Melissa Broeckelman-Post, Faculty Representative; Will Gautney, Staff Liaison; Paul Wyche, Undergraduate Student Representative, Vikas Velagapudi, Graduate Student Representative; Gregory Washington, President; Ken Walsh, Interim Provost and Executive Vice President; Deb Dickenson, Executive Vice President for Administration and Finance; Rose Pascarell, Vice President for University Life; David Burge, Vice President for Enrollment Management; Anne Gentry, University Counsel and Sarah Hanbury, Secretary pro tem.

I. Call to Order

Rector Blackman called the meeting to order at 10:30 a.m.

Rector Blackman stated that the board is accepting public comment at this session and that registration for making oral comments was open until 9:30 a.m. on Monday, March 29 through the form on the Board of Visitors website.

Twelve registrations for oral comments were received. Written public comments that were received will be made a part of the public record of this meeting. In addition, written comments will be accepted through the same form until the full board meeting adjourns today.

Rector Blackman welcomed Farnaz Thompson to the Board who is completing the term begun by Dorothy “Deecy” Gray.

II. Committee Appointment (ACTION ITEM)

Rector Blackman proposed that Visitor Thompson be appointed to the Development Committee and the Finance and Land Use Committee to complete Deecy Gray’s appointment. Visitor Burke **MOVED** the motion which was **SECONDED** by Visitor Stimson. **MOTION CARRIED UNANIMOUSLY BY VOICE VOTE.**

III. FY 2025 Financial Plan

Deb Dickenson, Executive Vice President for Finance and Administration, presented on the FY 2025 financial plan. Ms. Dickenson highlighted the following items:

- FY 2025 Financial Plan:
 - No action is being taken on the FY25 plan today as this is a planning item.
 - The finance plan proposal will be presented and voted on at the May 2, 2024 Board of Visitors meeting.
- Mason is Rising:
 - Mason continues to be the leader for diversity, innovation and social mobility.
 - Mason is Virginia’s largest public research university.
- Mason is Growing, presented by Rose Pascarell, Vice President for University Life:

- More than 16% of Virginian high school 2023 graduates applied to Mason.
- Spring out-of-state enrollment increased 3%.
- Mason is Opportunity:
 - Admission rate of 91% with a 70% six-year graduation rate.
- The Mason Impact:
 - Graduates choose to stay in the DMV area, thereby fueling the economy.
- Financial Aid, presented by David Burge, Vice President for Enrollment Management:
 - The government provides the most financial aid, followed by Mason.
 - In FY14 Mason returned 13% of tuition dollars back to its students with 24% budgeted for FY24.
 - 65% of Mason students receive some form of financial aid.
- Net Price:
 - Mason's average net price has been reduced by more than 17% since FY20 for those earning less than \$75K.
 - Those making \$76-\$110K saw a 12% reduction in net price.
- Commonwealth Budget Status, presented by Ms. Dickenson:
 - The state budget has not been finalized.
 - Final budget anticipated early spring but may stretch to June.
- Thank you:
 - Ms. Dickenson extended appreciation to Mason Student Government, Board of Visitors, Legislative Patron and Mason Leadership for participating in Mason Lobbies in February.
- State Appropriation per In-State Undergraduate (FTE):
 - Mason is still underfunded while being in the highest cost region.
 - The ratio of employees per in-state undergraduate at Mason's nearest peer institution is nearly double that of Mason's ratio.
 - Mason is contending for an increase in state appropriations.
 - Have proposed in the conference budget to receive affordable access for retention and tuition mitigation of \$11.5 million which will still leave Mason at a funding gap.
- SCHEV FY25 & FY26 E&G Recommendations:
 - SCHEV's recommendations were provided in January; however, the governor's and conference budgets were already in play.
- Mason Keeps Tuition Low:
 - Mason continues to prioritize access and affordability despite rising costs and operating in the most expensive region in the Commonwealth.
 - Have only raised tuition two times in five years which was done at a hardship to the university.
- Mason's Challenge:
 - Without equitable state support, tuition increases are needed to keep pace with the escalating cost of delivering quality education.
 - Compensation is 79% of Mason's E&G expense budget:
 - Expecting 3% increase from the conference budget and anticipate this could change. Hope to have an update at the May 2 BOV meeting.
 - While Mason achieved \$13 million in FY24 cost saving, a shortfall of \$21 million is projected.
- FY25 & FY26 Tuition Increases:
 - Proposing 3% in-state tuition increases for FY25 and FY26 to help close Mason's funding shortfall.
 - This approach will help students and families plan ahead and was discussed with the students at a tuition town hall which was sponsored by Student Senate on March 21.
- Tuition Recommendation:
 - If Mason receives the funding recommended by SCHEV, would consider not raising tuition in FY26.
- How a Tuition Dollar is Spent:

- Not spending enough in operations and maintenance as there is a lot of critical deferred maintenance.
- Visitor Brown inquired about the 11-cent shortfall and if it was received where would it be allocated. Please refer to the video for the specifics provided by Sharon Heinle, Vice President for Finance: <https://vimeo.com/showcase/8557205/video/915702291>.
 - Visitor Brown requested seeing some of Mason's data trends over time for areas such as administrative costs, faculty instruction, operations and maintenance. Some of this information existed in the Fact Pact that was presented at the previous meeting and will be included in the meeting materials for May 2, 2024.
 - Visitor Peterson inquired whether Mason's acquisition of tier three delegation allowed the university to self-manage its funds. Ms. Dickenson clarified that it did not. He then asked if there is a specific number that the state uses that Mason could run to address the 11-cent shortfall and what those numbers are. Ms. Dickenson responded that Mason's funding disparity would be resolved, indicating that Mason would have earned approximately \$25-\$28 million in the past year if it were able to manage its own funds. For further details, please refer to the video: <https://vimeo.com/showcase/8557205/video/915702291>,
 - Visitor Rosen inquired, if Mason were managing its funds, why it is thought the university would do better than the state is currently doing. Ms. Dickenson responded that the state is only investing a small portion and Mason would invest a higher amount of the reserve funds.
- How Tuition Supports Students:
 - Student Services:
 - Coaching & Advising Resources
 - Mental Health Services
 - Regional Campus Services
 - Such as the expansions of Mason Square and SciTech campuses.
 - Academic & Campus Life:
 - Faculty/Student Class Ratio
 - Student Programming & Activities
 - Enhanced Workforce Development
- Lecture Hall:
 - Minimal Update
- Science & Engineering Labs
 - Often rent space off campus.
- How Mandatory Student Fees Support Students presented by Rose Pascarell, Vice President of University Life:
 - A fee is assessed to every student based on the number of credits they are taking. It provides a set of services and activities that are available to all students.
- Mandatory Student Fee Recommendation:
 - 3% increase for all students, which translates to an actual cost of \$108 in addition to the fee, and is a one-year recommendation.
- How a Student Fee Dollar is Spent:
 - \$0.72 of the dollar goes directly to the students.
 - Visitor Brown inquired if the categories were constant year-over-year. Ms. Pascarell responded that the categories are pretty consistent, whereas the amount fluctuates.
 - Visitor Stimson inquired about the students' thoughts on the increase. Undergraduate Student Representative Paul Wyche responded that, of course, no student loves seeing a tuition and fee increase. Mr. Wyche noted that what's more on the students' minds is continuing the transparency of where their dollars are going and having the ability to choose where it goes via the university's fee committee.

- President Washington highlighted that regional inflation stands at 3.6% so the proposed 3% increase is lower than inflation.
- Mason Financial Support Resources:
 - A slide displaying the financial support resources available to students to assist them in figuring out how they can afford the increase was presented.
 - President Washington emphasized that the state's budget has not been finalized, and if Mason receives less funding than expected, the tuition and fee numbers will need to be reevaluated. He wanted it to be known that there could be a different set of numbers seen at the May meeting.
- Proposed Tuition & Fees:
 - Currently, Proposing a 3% tuition for two years and a one-year 3% fee increase.
 - Visitor Brown inquired about the awareness among all the Deans regarding the tuition and fee increases and whether they support them. President Washington responded that these increases are discussed during leadership team meetings, which the deans are members of. Please refer to the video recording for detailed information: <https://vimeo.com/showcase/8557205/video/915702291>.
- Student & Board Engagement:
 - Regular Student Government Leadership Meetings
 - Student Government Hosted Town Hall: March 21, 2024
 - Parent & Family Council Meeting: March 21, 2024
 - Open Public Comment Portal
 - BOV Public Comment Session: April 2, 2024
 - BOV Meeting: May 2, 2024

Ms. Dickenson concluded her report.

Rector Blackman expressed gratitude to Ms. Dickenson and proceeded with the following announcements before transitioning to the public comment session:

- Noted that today is Visitor Rosen's birthday.
- Mason Vision Day is scheduled for May 4, 2024, providing an annual opportunity for the community to support causes at Mason. This year donors are able to select which cause(s) that resonate with them.
- Last week President Washington announced that, after careful consideration, Mason will not proceed with the baseball/cricket stadium on West Campus.

IV. Public Comments

There were 12 registrations for oral public comment and 55 written public comment submissions. (**ATTACHMENT 1**). One oral comment was provided regarding the baseball/cricket stadium, four oral comments regarding Mason's curriculum, two oral comments on Palestine, and five registrants were no-shows. Please refer to the meeting's video recording for specifics: <https://vimeo.com/showcase/8557205/video/915702291>.

Rector Blackman thanked the registrants for their comments. Visitor Brown requested the following items in response to some of the oral public comments:

- Mason Alum Brendan Brown provided oral comment regarding the baseball/cricket stadium (**ATTACHMENT 1**). This prompted Visitor Brown to request the status of the FOIA litigation from the Office of General Counsel and the emails and attachments Mr. Brown sent to the Board of Visitors.
- Professor Bethany Letiecq provided oral comments regarding the Just Societies Core Curriculum. She detailed some of the targeted harassment she has experienced regarding her scholarship and thanked campus police, local police, and the administration for ensuring her and her family's safety. This prompted

Visitor Brown to request a brief update on the security provided to her, the outcome of their investigation, and overall, what measures are taken to protect faculty and staff.

V. Adjournment

Rector Blackman called for any additional business to come before the board. Hearing none, he adjourned the meeting at 11:55 a.m.

Prepared by:

Sarah Hanbury
Secretary pro tem

Attachment 1: Public Comment Registrations (55 pages)

GMU Board of Visitors Full Board Meeting
April 2, 2024
Public Comment Registrations

1. Name: Maribeth B Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: Proposed Cricket Stadium

GMU has failed to adequately address the traffic and parking situation that would result from the construction of a 10,000 seat cricket stadium. In 2017, the university commissioned a study to assess the potential of developing the West Campus. The conclusion at that time was that both Braddock Road and Route 123 would have to be improved before any development were to occur. That was long before the 10,000 seat cricket stadium was conceived. Why is that study being openly dismissed? Dr. Washington glibly states that none of those players are at the university today but just because the players have changed the conclusions remain. If one takes this tact then the churn that would occur with every administration change would cripple forward progress. Why is the BOV allowing these discussions re: cricket to occur without first addressing the traffic situation? A thorough traffic study by a reputable, independent consultant needs to be started before any contract is signed. And it cannot be Brailsford & Dunleavy due to a huge conflict of interest starting with Andrew Lieber.

2. Name: Maribeth B Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: Proposed Cricket Stadium - Lack of Transparency by the Administration

The Concerned Citizens Have processed numerous FOIA requests and 90+% of them have expired with no response from the university. After taking GMU to court they now say there are two relevant documents but they now claim the information is exempted. The judge expressed concern that the documents, in totality, are exempt and has asked the university to provide a redacted set of documents. What is the university hiding and why did they not, in good faith and following up on the pledge of transparency, not make a redacted set of documents available? It appears the Administration is hiding and dissembling to meet their own secret needs. Why does the BOV allow and/or sanction this sort of opacity on a project with such potential for community impact?

3. Name: Maribeth B Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: Proposed Cricket Stadium - Promise of Community Outreach

On February 14, 2024 Dr. Gregory Washington sent an open letter to the community. In that letter he promised outreach to the community. AS of the writing of this comment we are now 34 days from that pledge. the community outreach planned ties to existing land use meetings and will not happen before April 21, 2024 - more than two months after his letter. Why is this Administration holding off? Are they waiting to tell us they have already signed a contract (in essence, get over yourselves this is moving forward)? Delegate David Bulova has urged the university to hold face to face town halls immediately and not make it an after the fact scenario. Why is the BOV not demanding urgent, meaningful and frequent face to face dialogue with the community now?

4. Name: Maribeth B Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: Proposed Cricket Stadium - Disadvantage to current county private businesses
These businesses have to pay property taxes on their private operations. Since this development is on state owned land it raises the question that Mr. Govil may be exempt from property taxes - as is Mason. What are the provisions for this private entity operating on state land to pay county property tax. Recently, Fairfax County proposed a 4% residential property tax increase due largely, per the County Executive, to a shrinking commercial tax base. Doesn't this sort of tax evasion for this one out of state business owner disadvantage every other commercial property owner in the county? Doesn't GMU look like the Bad facilitator in this scheme? Does GMU even believe that this is a fair and just picture to present as the largest public university in the Commonwealth to its' neighbors? Why is the BOV willing to take this black eye?

5. Name: Maribeth B Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: Proposed Cricket Stadium

If this project is to be a public/private partnership activity why isn't GMU using the statutory framework of detailed steps of execution as detailed in the PPAE statute?
Did the BOV agree to this on off developed framework, if you can call it that, being executed by the president's administration?

6. Name: Maribeth B Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: Proposed Cricket Stadium - Alignment with NCAA

Cricket is not an NCAA sport and the preliminary designs that have made it into the public domain do not show a baseball layout at all. Why are we supporting a billionaire from Maryland in his dream of building a cricket field in the DC area to support his personal enterprise? Baseball is an afterthought and was a way to seduce this administration into believing they will get something out of it. Who has detailed the costs for converting the field from baseball to cricket and back again? If those costs fall to the university it is a new line item in the AD budget. What is does the cost/benefit analysis show for NCAA athletics at GMU? Public research shows this sort of conversion starts at \$85K per turn. Why does Mr. Govil go to DC as they recently received federal approval to develop the RFK site? That site already has public transportation readily available to meet the demands for 10,00 fans or more. I am sure the finances are not as lucrative as this exempt deal on state property. Has the BOV seen ALL of he operational costs with the new costs highlighted for this planned operation?

7. Name: Maribeth B Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: Proposed Cricket Stadium

Have all 16 members of he Board of Visitors been given the term sheet and Powerpoint presentation that was provided in the Dec. 14th closed session? How is it that only two documents were used to present this project with enough fidelity to call a meaningful vote? Why are those documents not made publicly available? Why doesn't the BOV call another meeting on this subject with the full board present to present and discuss the project in its entirety and then call for another vote?

8. Name: Geoff Keller (Written Comment) **Mason Affiliation:** Community Member

Comment: we have had several FOIAs that have expired with no response from the university. After taking them to court they now say there are now 2 documents but they claim the information is privileged. What are you guys hiding? Additionally, if this project is so great for students and community as Dr Washington says, why is it that he is going out of his way to bring this back to the board with full information?

9. Name: Geoff Keller (Written Comment) **Mason Affiliation:** Community Member

Comment: Dr Washington sent a letter on February 14th stating he was going to have a lot more community outreach and involvement in the process. He has had one meeting with a small group only because he was forced into it by Delegate Helmer. Not a single community session has been scheduled to date. Dr Washington is trying to ram this thru without any transparency or community involvement. Worse, on the call with the smaller group he referred to the BOV as "political appointees" and went out of his way to tell us why he did not need to go back to the board for approval even though NOTHING was known when the original vote took place. Why is this project so secretive?

10. Name: Brendan Brown (Oral Comment) **Mason Affiliation:** Community Member

Comment: Comments will be provided in person. I intend to submit written comments as a separate supplemental to the BOV.

11. Name: David Marks (Written Comment) **Mason Affiliation:** Community Member

Comment: As a neighbor of the University, I am very concerned with the proposed Professional Cricket Stadium on the Mason Campus. I am hoping that there will be some reflection as to how this is going to affect the campus and the surrounding community per traffic and the environment, as well as the appropriateness of having a professional team using State land. Please be transparent with this process. If it is done right, is made public, is not rushed and takes into account the students' and community's concerns, it could be something wonderful! However, if it continues at this pace, it has the makings of a disaster. We are asking the BOV to have some oversight.

12. Name: Geoffrey Keller (Written Comment) **Mason Affiliation:** Community Member

Comment: Can someone on the board please explain why there is NO mention of the word baseball in any planning documents including the final engineering drawing? How is this a transformational stadium for the baseball program when the drawing doesnt even show where the dugouts will be? You as a board have the responsibility to better understand what this project is and not hide behind a 7-0 vote on NOTHING. the vote was made without an agreement even in place. How can you not demand to see all pertinent information to at a minimum understand how the field transforms to baseball stadium. Rumors are it will cost the school 87K every time the field is changed from cricket to baseball and vice versa. Who is paying for that? How is that sustainable? and more importantly how can you as a board allow that to proceed without knowing these details?

13. Name: Nic Nusbaumer (Written Comment) **Mason Affiliation:** Student

Comment: In the February BOV meeting, a Board member asked how faculty can guarantee "A" grades for conservative students in a Just Societies-tagged course. How can faculty equitably guarantee any grade for any student?

14. Name: Tina Beveridge (Written Comment) **Mason Affiliation:** Faculty

Comment: I left a 20 year career as a public school teacher to share my knowledge and love of learning with students who wish to become teachers themselves. Part of what led me to a Ph.D. was the idea that I would have time to apply my practical firsthand knowledge and pursue new areas of knowledge in how we teach, what we teach, and why we teach. This board of visitors has neither the practical nor the evidence-based knowledge to make curricular decisions for George Mason University. We deserve a teaching environment free from political interference, and this board of visitors has overstepped and intruded on that academic freedom.

15. Name: Kimberly I Grindle (Written Comment) **Mason Affiliation:** Community Member

Comment: I oppose the construction of a cricket/baseball stadium on Mason's campus due to the increased traffic congestion it would produce on already congested roads.

16. Name: Joseph O'Leary (Written Comment) **Mason Affiliation:** Alumni

Comment: A large cricket stadium is not needed nor wanted on GMUs campus. Take a poll of existing students and ask how many of them know the rules to play cricket. If you want to energize your student base, bring a football team on with a stadium that can be used for swap meets, concerts, and community events,

17. Name: Edmond Ebeid (Written Comment) **Mason Affiliation:** Community Member

Comment: Traffic and Parking – in 2017 the university commissioned a traffic study tied to the development of the West Campus? The conclusion at that time was that both Braddock Road and Route 123 would have to be improved before development could begin. That was before a 10,000 seat cricket stadium was even conceived. Why is that study being openly dismissed? Just because the player may have changed, the conclusions remain. Why is the BOV allowing these discussions to occur and progress without first addressing the traffic situation?

18. Name: Geoff Keller (Written Comment) **Mason Affiliation:** Community Member

Comment: Why are all other colleges able too build athletic stadiums without needing to house professional sports franchises on their campus in order to do so? Why is the BOV just taking the easy way out by allowing the school to accept a check from a billionaire who is only building his stadium here because it's the only college willing to hand him land and a shortcut to do so? If you want a new baseball stadium do it like every other university int he country does...raise money from community and alumni and build an actual baseball stadium.

19. Name: Jeffrey Grim (Written Comment) **Mason Affiliation:** Faculty

Comment: I have watched the past few board of visitors meetings and noticed and increased scrutiny on any program, initiative, or organizational structure related to diversity, equity, and inclusion. I'm hoping these concerns are sincere and not part of a national, ideologically political agenda. Through public comments at the previous two board meetings, I haven't heard a precise reason why board members are skeptical. I would be interested to know if board members are skeptical or seem to dislike diversity of people and identities or the inclusion of diverse faculty/staff/students, or the equitable action universities can take to create equal opportunities and outcomes for faculty/staff/students. Is it all three or just one? More precision from the BOV would be helpful in order to create shared understanding to move forward.

20. Name: Geoff Keller (Written Comment) **Mason Affiliation:** Community Member

Comment: This project is being deemed transformational by the GMU administration as well as Sanjay Govil. It's going to transform Fairfax! If this project is going to have that large of an impact on the community it is a dereliction of duty that the ENTIRE board is not on the record on this subject matter. It should not be rammed thru on a 7 person vote during a special session with minimal data available for consideration. The Board of Visitors will suffer damage to its reputation should this project proceed without any further review by the board. At that point, perhaps Dr Washington is correct in saying you are nothing more than political appointees.

21. Name: Katherine Reeves (Written Comment) **Mason Affiliation:** Community Member

Comment: In regards to the proposed cricket stadium, why is the BOV allowing these discussions to occur and progress without first addressing the traffic situation?

22. Name: Edmond Ebeid (Written Comment) **Mason Affiliation:** Community Member

Comment: Building a stadium at this time is irresponsible without going through the proper procedures. Having a traffic study done is paramount as well as a plan for spill over parking in the nearby neighborhoods. Furthermore it's in bad faith that a project of this magnitude not involve the neighbors regardless of GMU's right. This is a stain on the University, not because of a cricket sport being elevated but the manor in which GMU has engaged in this project. There is time to fix this. Please take a step back and evaluate what you are doing in a more considerate and logical manor.

23. Name: Alisha Gardner (Written Comment) **Mason Affiliation:** Community Member

Comment: Good afternoon. I am a fellow community member who is extremely concerned about what is happening at GMU. I have lived in the area for 8 years. I have enjoyed living near GMU. My children and I have enjoyed walking the campus and attending sporting events. Having moved from Texas, where we lived near another university, we chose our home knowing what living near a university meant and how it would allow us to be a part of that community.

I first become concerned when a neighbor stumbled upon learning of the professional cricket field that was seemingly imminent to be constructed. Concerned how this would impact the university and the traffic around our neighborhood I attended the Feb meeting of the BOV to gather information in the form of a public discussion. Until I was made aware that the BOV had closed the option of public comment (odd since time was allowed for this at all previous meetings).

It was at that meeting, and upon subsequent investigation, that I realized most of the BOV is also in the dark about this venture. While my concern was initially about the impact of this professional stadium and the lack of it supporting GMU's mission I am now concerned about what is going on under the table at GMU.

Lack of Transparency by the Administration – we have had several FOIAs that have expired with no response from the university. After taking them to court they have said there are now 2 documents but they claim the information is privileged. What are you guys hiding? Why does the BOV sanction this sort of opacity and dissembling.

Who is benefiting from this “deal” that is so good for the university, it is being keep hidden.

Why is President Washington so unwilling to have a discussion or disclose information related to this deal.

Why does the university continue to contradict it's own messaging? The PR guy says one thing, President Washington says yet another, Washington Freedom & Govil say yet another? If a lease is already signed why so many discrepancies?

Why was this vote done in record time, during the holidays, without the majority of the board present or voting.

I ask, again, for transparency, community outreach, student outreach (as they clearly don't support this deal) an understanding of how this supports the university's mission and the the BOV hold another vote.

This does not support higher education, the university mission, the students, the baseball team (and shame on you all for trying to sell that it does) the community or the state of VA.

What are you hiding?

Thank you,

Alisha Gardner

24. Name: Maribeth Malloy (Written Comment) Mason Affiliation: Community Member

Comment: As of today, March 23, 2024 it has been 38 days since President Washington stated in his open letter to hold a series of meetings for community engagement on the cricket stadium issue. There are no special, direct, town hall type meetings on the schedule. Rather, the administration is using district land use meetings as a forum. Those meetings already have agendas and this is an attempt to minimize the time for face to face discussion on this project.

If this is how one executes responses for a highly charged community issue maybe Dr.

Washington and his staff need some training. Deflection and not wishing to be held accountable to your neighbors is not a good look.

Why doesn't the BoV direct him to hold numerous town hall meetings where this cricket stadium is the Only agenda item. The transparency promised does not exist.

25. Name: Maribeth Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: Why the optics of a relationship with Mr. Govil and Cricket is Bad for GMU
Mr. Govil is a major investor in MLC. He will make money from TV streaming rights and from the partnership with Betway. Betway has been confirmed as the official partner of Major League Cricket. The Betway App will be live around the world during matches all from GMU property. Is this the face of the university that we want to be seen worldwide? This does nothing to enhance the academics for which the institution was founded and wishes to be known.

In addition, there is growing concern from mental health experts that student gambling is leading to a much larger societal and mental health crisis. Why would GMU want to be publicly associated with this endeavor? If the university truly cares about its student, they would back away now.

Why college students are at greater risk of gambling addiction

Gambling addiction affects people from all backgrounds and across all ages, but it is an even bigger threat to college students. Adolescents of college age are uniquely likely to engage in impulsive or risky behaviors because of a variety of developmental factors, leaving them more susceptible to take bigger risks and experience adverse consequences.

It's no secret that drinking alcohol is prevalent on college campuses, and this can increase the likelihood of other risk-taking behaviors such as gambling. Like other addictive behaviors, gambling can stimulate the reward centers of the brain, which makes it more difficult to stop even if someone is building up losses.

*The Conversation 2/11/24

26. Name: Gayle Fuller (Written Comment) **Mason Affiliation:** Community Member

Comment: I'm writing again to urge you to reconsider any decision to allow a profession sports team of ANY kind to use state school property for commercial purposes. It's a very BAD precedent to set for the entire state and is allowing the owner to circumvent all the usual procedures, studies and permits normally required. It's not fair to the citizens, the county or the state. There are valid reasons for the normal channels to be honored. You are allowing "cheating" of the system by allowing this to happen! Please, govern fairly in this matter. The reputation of the University is at stake!

Gordon and Gayle Fuller

North Hill residents

27. Name: Gerald (Written Comment) **Mason Affiliation:** Faculty

Comment: Thanks to the GMU Board of Visitors for this opportunity to voice my opinion and concerns about the proposed cricket stadium on the campus of George Mason University. The primary reason for George Mason partnering with the owner of a cricket team was to make it possible for the George Mason baseball team to obtain a lighted field for baseball. At least this is what we have been told. This plan comes at a cost: including but not limited to more traffic and more noise etc. especially to the surrounding residential neighborhoods.

Has anyone considered modifying the women's softball stadium, which is already lighted, so that it can accommodate baseball as well as softball? Not all baseball games are played at nighttime, and neither are all softball games. The existing baseball field could still be used for day baseball games. Scheduling could be done such that the night games for baseball would not conflict with the night games for softball

Regarding the layout of the field, conceptually one could start with a baseball field and then superimpose a softball field upon this. One such configuration would place home plate for softball and home plate for baseball at the same location. The infield for the softball field would consume less space than the infield for the baseball field meaning that part of the outfield for the softball version would be on the edge of the infield of the baseball version. Some adjustments would be required when switching from baseball to softball and vice versa; however, this is also the case for switching from cricket to baseball and vice versa.

Wouldn't this be a less intrusive plan?

In my thirty-two years on the Mason faculty, I overlapped with President George Johnson, President Alan Merten and President Angel Cabrera. None of these presidents ever proposed anything nearly as objectionable to the surrounding residential neighborhoods as what is being proposed here. I encourage the board of visitors to reconsider this proposal.

Gerald Cook
Earle C. Williams Professor Emeritus
Electrical and Computer Engineering

28. Name: Jonathan Strauch (Written Comment) **Mason Affiliation:** Student

Comment: Education is the gaining of knowledge through exposure to other opinions, other cultures, and other perspectives. When limits are put on that exposure, what is bred are people who remain afraid of others unlike themselves. In a society full of fearful people, as demonstrated through recent political upheaval, this limitation is especially dangerous. Moreover, education and government must remain separated. When public education is tailored to personal opinion, the only thing being taught is adherence to those opinions. The students who may have become great thinkers, scholars, and artists are regulated to a predetermined syllabus. However, free thought has always won in the end and is bigger than internal disputes.

29. Name: Tara McDade (Written Comment) **Mason Affiliation:** Community Member

Comment: NCAA rules prohibit student athletes from gambling. However, at GMU, the administration is seeking to partner with a man who has a vested interest in the Betway gaming platform which will be actively used worldwide when his cricket team is on Mason property. The big question is why?

The President of the NCAA, Charlie Baker, so concerned about the gambling issue, recently conducted and has released a survey with his findings. The universities actions appear to be a complete breakdown in the GMU Athletic Department alignment with NCAA interests and RULES for student-athletes. The AD and Assistant AD are actively promoting this project under the guise this will benefit the NCAA baseball athletes.

This project seems to be the complete opposite of the ethical interests of the students of GMU. Why would the BOV sanction pursuit of this project with these glaring gaps in ethical operations? This entire project needs to be readdressed and revoted by the BOV with all the FACTS. Transparency to your own BOV is required so they can make decisions for the best interest of the students.

30. Name: Tara McDade (Written Comment) **Mason Affiliation:** Community Member

Comment: Restructuring Act developed this Act to be more autonomous and gave up some state funding and yet Dr. Washington continues to complain that he isn't getting his fair share of state funding. You CAN'T have it both ways.

Is this activity in accordance with 23.1 - 1009

The building of a professional cricket stadium on state property has many features that raise potential legal and ethical questions that which the university administration has not addressed publicly. This activity appears to have benefits to neither the student body nor the university writ large as follows:

- While it remains unclear what framework GMU is using to potentially execute this project they have referenced 23.1 – 1009 A reading of this code cites that:
 - Covered institutions; operational authority; projects
 - A. Each covered institution may acquire, plan, design, construct, own, rent as landlord or tenant, operate, control, remove renovate, enlarge, equip and maintain, directly or through stock or nonstock corporations or other entities, any project. Such project may be owned or operated by the institution, other persons, or jointly, by such institution and other persons and may be operated within or outside the Commonwealth as long as
 - (i) the operations of such project are necessary or desirable to assist the institution in carrying out its public purposes within the Commonwealth and
 - (ii) any private benefit resulting to any such other private person from any such project is merely incidental to the public benefit of such project.

There is no question that Mr. Govil and the Washington Freedom will NOT be earning any monies merely incidentally. The entire premise is for that private sports franchise to earn money. What the Mason share of operating income that is to be gained is unknown at this time and presumably part of on-going negotiations. In either case, this money is planned not incidental. In addition, Mr. Govil is a major investor in MLC. He will make money from TV streaming rights and from the partnership with Betway. The Betway App will be live around

the world during matches all from GMU property. Is this the face of the university that we want to be seen worldwide? This does nothing to enhance the academics for which the institution was founded and wishes to be known.

Our close neighbor, UMD, recently cancelled its gaming contract after reviews show the deleterious effect on students where gambling is available on campus. Other institutions have followed suit. Gambling has been cancelled at many universities due to the impact on the student body

Our close neighbor, UMD, recently cancelled its gaming contract after reviews show the deleterious effect on students. Other institutions have followed suit. Gambling has been cancelled at many universities due to the deleterious impact on the student body.

With all of the other bad press the university is facing, potential loss of accreditation at the law school, on-going DoE investigation, DEI issues, etc. does this board want to allow another questionable project to be undertaken that has the potential to sully the school's reputation further?

31. Name: Bethany Letiecq (Oral Comment) **Mason Affiliation:** Faculty

Comment: My comments were sent via email.

32. Name: Timothy Gibson (Oral Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

Faculty, not political appointees, must set Mason's curriculum.

33. Name: Samirah Alkassim (Written Comment) **Mason Affiliation:** Faculty

Comment: I'm concerned about the interference of BOV appointees in curriculum development and decisions at George Mason University, particularly with regard to the Just Societies course designation. The BOV members are not experts in our fields, nor have they any experience teaching our subjects at the higher ed level. They should not be interfering in the curricular development of George Mason, as they are not qualified by their credentials to determine whether we are meeting student learning outcomes. There are designated administrative faculty and teaching faculty who are qualified and hired to do this. The BOV's role is to support and promote the university, not meddle where they have no experience. Such meddling strongly suggests political agendas that are at odds with the principles of academic freedom in higher education.

34. Name: Danny Gardner (Written Comment) **Mason Affiliation:** Community Member

Comment: Hello BOV of GMU. I am extremely concerned about how this BOV's handling, or lack there of, the proposal of this professional cricket stadium and all the inconsistencies. As a board, you were put in place to hold GMU leadership accountable. There are so many questions surrounding this apparent vote. Have all 16 members of the Board of Visitors been given the fact sheet referenced as available at the December Special Session with the terms that allow the administration to execute a ground lease? Why is that document not publicly available? Why does the BOV not call another meeting on this subject with the full board present to discuss and re-vote? Who is benefitting from this on the board? Why is the board not insisting these documents or a discussion. Are you aware of the partnership with Major League Cricket and Betway? Surely the BOV wasn't presented with this information. Are you comfortable allowing gambling to be promoted & marketed to college students? I urge the board to demand another vote that is accompanied with ALL documents necessary to make an informed decision. I also urge the BOV to insist that there be meaningful community involvement. I also ask that you provide a reasonable explanation of how a professional cricket stadium supports the mission of this University. Thank you for your time.

35. Name: Brian Andrews (Oral Comment) **Mason Affiliation:** Community Member

Comment: GMU has stated that the partnership between GMU and The Washington Freedom is an "extraordinary opportunity" as a "revenue generating" venture. Without having a formal business plan in play, GMU and the BOV are not using good business practices to evaluate the financial gain or loss based on the proposed real estate development opportunity. Let's think this partnership thru so that GMU has their interests on the table in a formalized agreement with The Washington Freedom. Don't build it and figure it out later! With that said, how, when, and how much does both The Washington Freedom and GMU make in this partnership? What's the ROI for GMU?

36. Name: Brian Andrews (Oral Comment) **Mason Affiliation:**

Comment: How does the "average student" at GMU, that is not a member of the GMU baseball team, get to "USE" this cricket/baseball field and the stadium? GMU promotes the idea of the lure/recruitment for students to attend GMU as a result of having this cricket stadium. It's worth noting that the cricket season for the Washington Freedom is during the summer months when the students are not in session and not on campus. How is that "enhancing their athletic experience at GMU"?

37. Name: Brian Andrews (Oral Comment) **Mason Affiliation:** Community Member

Comment: President Washington stated in the Teams Meeting on March 12th that there would be a traffic/parking study performed for this stadium in the design stage and before the Notice to Proceed with construction. The 2017 VDOT traffic study was also discussed and was to be considered along with pending traffic/parking study. Mr. Washington asked the people on that call to "keep him accountable". What is the status of those studies?

38. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: The Board of Visitors' meeting notes indicate a projected shortfall of \$25M-\$35M for FY24, with "Market Compensation" cited as a contributory factor. Additionally, The George Mason University Antonin Scalia Law School recently received a public notice of being out of compliance with ABA accreditation standards due to inadequate funding. Despite this, leadership compensation at GMU has increased, while there are cuts to core educational programs and increases in tuition costs. This raises questions about prioritizing resources towards administrative compensation over the educational mission.

Board of Visitors meeting records indicate a disconcerting trend: a 6% increase in revenues is overshadowed by an 11% rise in expenditures, primarily driven by compensation. It is critical to note the juxtaposition of escalating administrative pay against the backdrop of reduced funding for academic programs. Concurrently, there is a strategic pivot towards commercial real estate development as a novel revenue stream. Residents should not be financially exploited to serve the administration's desire for compensation increases.

The pursuit of becoming a commercial real estate developer to replace revenues, particularly in partnership with external commercial entities like Washington Freedom Cricket and Mr. Sanjay Govil, without adequate community and regulatory scrutiny, appears to be a deviation from the university's core mission and potential misuse of its tax-exempt status.

39. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: The tax-exempt status of public universities is intended to support their educational and public service missions, not to facilitate commercial ventures that do not directly contribute to these goals. The partnership with Washington Freedom Cricket, aimed at developing a stadium on state property, contravenes this principle, potentially diverting taxpayer funds and benefits to commercial interests.

The university is entrusted with a solemn duty under the public trust doctrine to safeguard the stewardship of public lands, ensuring these assets are managed with integrity and foresight for the collective benefit of the community and future generations. University land was not granted for the purpose of enriching commercial entities.

The privilege of tax exemption is expressly designated for educational purposes and must not be extended or conferred upon commercial entities. Furthermore, it is of considerable concern that GMU has elected to divert these advantages to a business beyond state lines, effectively channeling funds derived from county and state taxpayers to non-local interests.

40. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: The approval process for the stadium deal, based on incomplete due diligence (as noted in your 2/22/24 BOV meeting), indicates significant governance issues within the university. This rushed decision-making process, without thorough examination or community consultation, undermines public trust and the university's accountability to its stakeholders, including Virginia taxpayers.

The expedited manner in which the land lease agreement has been conducted raises serious concerns about the university's governance and due diligence processes. This deal appears to circumvent the rigorous and transparent procedures that are standard for commercial real estate developments in Fairfax County and the state. Ordinarily, such developments are subject to extensive review, including environmental impact assessments, community input sessions, and adherence to zoning regulations — all designed to ensure that the public's interests are safeguarded and the developments serve the greater good.

The apparent fast-tracking of this agreement suggests a departure from these customary practices, which serve as critical checks and balances in public land use. The lack of comprehensive analysis and the haste with which the agreement is being pushed forward undermine the principles of responsible governance. They also potentially shortchange the public from the due process that is their right, particularly when it involves the utilization of land held in public trust.

Furthermore, the seeming avoidance of established Fairfax County and state policies, which are in place to ensure equitable and sustainable development, sets a concerning precedent. It implies that the university, a steward of public resources, is willing to forgo the usual safeguards and community engagement that give voice to the residents and stakeholders most impacted by such projects. This deviation from standard protocol casts doubt on the transparency and accountability of the university's decision-making and calls into question the long-term implications of this haste for the public good.

41. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: The apparent lack of transparency, as evidenced by contradictory statements regarding the temporary nature of the stadium and the lack of public discourse, has led to considerable community concern. The university's efforts to downplay the project's impact and the discrepancies in public communications have further eroded trust.

Before January 29, 2024, there was a conspicuous absence of the term "temporary" in all discourse concerning the stadium by Sanjay Govil and President Washington. In various interviews, Mr. Govil consistently failed to describe the stadium as temporary, while the Washington Freedom Cricket's digital presence suggests a permanent home venue for 12,000 spectators. Following public dissent, President Washington and Paul Allvin shifted their narrative to label the stadium as "temporary" and asserted that "Nothing has been signed." Contrary to these claims, the Board of Visitors' records reveal that an MOU was executed as early as December 2022.

Additionally, there have been instances of President Washington providing state legislators with conflicting information regarding the stadium's capacity and its temporary nature. The proposed seating capacities for the stadium have been notably inconsistent, fluctuating significantly with figures ranging from 3,000 to 5,000, then escalating to 10,000 and 12,000. The large-scale infrastructure changes required for this "temporary" stadium, including the destruction of existing facilities (turf fields, parking lots, lighting, retention ponds) and the impact on local ecosystems, raise questions about the university's long-term intentions and environmental and financial stewardship.

42. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: The official renderings of the proposed stadium, conspicuously devoid of any markings of a baseball diamond, further accentuate the concerns surrounding the project's true intent and transparency. This omission is particularly striking when juxtaposed with assertions from Major League Cricket commentators, who have critically examined the feasibility of hosting both baseball and cricket in a singular venue. Their analysis yields a clear verdict: to conduct cricket appropriately and to its fullest potential, a dedicated cricket-specific venue is indispensable, with the implication being that cricket must take precedence in planning and design.

This cricket-centric perspective, as voiced by experts in the field, casts doubt on the facility's purported multi-use nature as equally suited for baseball. It suggests that the stadium, as currently envisioned, may not accommodate a genuine dual-sport functionality but is primarily focused on cricket. Such a scenario would indicate that the dialogue and documentation presented to the public, which may have painted a picture of a shared-space athletic complex, are not fully aligned with the professional insights or the architectural plans.

The absence of a baseball diamond in the formal plans, combined with the professional commentary, raises significant questions about the veracity of the university's communication with its stakeholders. It suggests a possible gap between the university's public statements regarding the stadium's purpose and the underlying planning that has taken place. This disconnect is cause for scrutiny, as it may reflect a broader issue of governance where the

university's actions do not fully correspond with its public narrative, thus necessitating a more transparent and accountable approach to this development.

43. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: I urge the Board of Visitors to publicly reverse course on the stadium deal and any further development plans that prioritize commercial interests over the university's educational mission and its responsibilities to the community.

I call for a commitment to transparency and open dialogue with all stakeholders, particularly the families living adjacent to the Fairfax campus, to ensure that future development projects align with the university's mission and contribute positively to the community. Your efforts thus far have shown a complete lack of care for the neighbors that support your mission.

The decisions made today will have lasting impacts on George Mason University's legacy, its relationship with the community, and its ability to fulfill its educational mission. Continuing on the current path will lead to irreparable reputational harm to the university. It is imperative that the university reassesses its priorities, governance processes, and commitment to its core values to restore trust and ensure a sustainable future that benefits both the institution and the broader community it serves.

44. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: As a concerned community member, I am compelled to ask whether the media attention and public scrutiny related to the cricket stadium is something that GMU wishes to attract as an educational institution. We have repeatedly raised valid questions about the appropriateness of a public university exploiting its tax-exempt status to develop a professional sports venue and the potential risks and drawbacks associated with such a venture. Leading Virginia lawmakers have stripped plans for a new Wizards and Capitals arena from the state budget, blocking Gov. Glenn Youngkin's stadium plans.

I understand that the university is facing financial challenges and is exploring new revenue streams. However, I strongly believe that GMU must carefully consider whether this stadium project aligns with its core mission, values, and long-term interests. The board must ask itself if the potential benefits of this endeavor outweigh the risks to GMU's reputation, relationship with the local community, and the ability to focus on the primary purpose of education and research.

If, as Mr. Paul Allvin has indicated in news interviews, no binding agreements have been signed, then I believe it is not too late for the board to reconsider its position. I respectfully urge the board to withdraw from the stadium project publicly and instead focus efforts on rebuilding trust and fostering a more positive and collaborative relationship with your neighbors and the broader community. As the Wizards and Capitals stadium failure illustrates, your decision is not in step with public opinion on utilizing state funds to support professional sports teams.

45. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: Major League Cricket (MLC) has announced a partnership with global online betting and gaming brand Betway for the competition's inaugural season. Betway will be the official sponsor, and the season will be known as "Powered by Betway." The BOV should carefully consider whether online betting and gambling centered around a professional sports team is a positive message on campus.

Gambling addiction risks: Betway will provide "live data and odds for betting on every ball of the competition." Promoting easily accessible sports betting on campus could lead to gambling addiction issues among students. A public university is responsible for prioritizing student well-being and should avoid enabling or endorsing activities that could lead to harmful addictive behaviors.

Integrity concerns: The partnership aims to "protect the integrity of the game" by monitoring betting patterns for potential match-fixing. However, by promoting gambling, especially on a college campus, the university could be seen as implicitly endorsing an activity that has the potential to undermine the integrity of sports. This could tarnish the university's reputation and raise ethical concerns.

Financial risks for students: College students often have limited financial resources and may be more susceptible to the allure of quick money through gambling. Promoting betting on campus could lead to students risking money they can't afford to lose, potentially impacting their financial stability and academic performance. A public university should prioritize financial literacy and responsible decision-making rather than encouraging gambling.

Conflict with educational mission: A public university's primary mission is to provide education and foster personal growth. Promoting gambling on campus could be considered contradictory to this mission, as it shifts focus away from academic pursuits and towards activities that may not align with the university's educational goals.

I respectfully urge the board to consider publicly withdrawing from the stadium project and instead focusing on rebuilding trust and fostering a more positive and collaborative relationship with our neighbors and the broader community.

46. Name: Nichole Smith (Oral Comment) **Mason Affiliation:** Faculty

Comment: Hello. My name is Nichole Smith and I am a student at George Mason University. I am deeply concerned with the undue influence of the BOV on the JUST Societies classes within Mason and overall with the manipulation that the Board is attempting to exert over the classes and the syllabi that are set by the professors of their own classrooms. The classroom itself is an A and B conversation between the professors and the students, and the Board itself should C its way out of it. These attempts of interference are not only a gross over-reach from the Board, it is dangerous. All political interference from the Board must halt and professors should be allowed to teach to the syllabus that they have created in accordance with their own standards, not the Board.

47. Name: Robert Malloy (Oral Comment) **Mason Affiliation:** Community Member

Comment: I will speaking in regards to the West Campus development. I will provide my written comments by April 1st.

48. Name: Christopher Lowder (Written Comment) **Mason Affiliation:** Faculty

Comment: I'm am writing in support of the expertise and knowledge that Mason have in creating curriculum that prepare students to succeed while at Mason and who bring these expertise into Virginia. Mason faculty, staff, and students understand the qualifications of what is needed to currently be successful global innovators and entrepreneurs in today's global economy. The work put into the just societies courses is just one example of extraordinary efforts to lead the country in creating a curriculum that is asked for and is needed. Students want to enroll in universities who offer these courses, and graduates with this knowledge are able to succeed. This success, of course, has economic benefits for the Commonwealth, with increased innovators who create new jobs and work to exemplify the global level status that any other state would invest in to pursue. Please listen to the faculty who are explaining why these classes are important and how relevant their expertise is.

49. Name: Alex Zukas (Written Comment) **Mason Affiliation:** Emeritus Professor of History, National University, San Diego, CA

Comment: The principles of the American Association of University Professors (AAUP) are clear. Having served as the President of the California Conference of the AAUP (2016-2018), I know that only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

In the past 30 years, GMU has become an economic engine for both Northern Virginia and the entire state, helping students become successful professionals and well-rounded citizens ready to act. The Board has played a key role in this success by following its own bylaws, staying in its lane, respecting the expertise of faculty, exerting oversight over the President's office, and serving as a champion for the university with outside constituencies. If the Board begins to reverse faculty curricular decisions for clearly political reasons, it risks jeopardizing the university's reputation and squandering its history of growth and success.

50. Name: Ted Kinnaman (Written Comment) **Mason Affiliation:** Faculty

Comment: I urge the Board not to involve itself in creating or revising University curriculum. All curriculum at Mason goes through a rigorous, multi-step process of approval. In addition, we must vouch for the integrity of our educational program to SCHEV and to the Southern Association of Colleges and Schools Commission on Colleges. In short, we know what we are doing, and we do it well. Please respect our expertise.

51. Name: Darcy Healy (Oral Comment) **Mason Affiliation:** Parent

Comment: Have local officials, not tied to the cricket owner, conducted independent demographic, road and noise pollution assessments? Can you guarantee that local tax payers will not foot the bill for additional police support for traffic control and crime control? I just need to follow the money to understand that GMU wants to expand their international student body by enticing students with a cricket stadium at great profit for the cricket owner and GMU. The Fairfax community does not need to accommodate your plan if it negatively impacts our way of life. How about the cricket owner promise to chip in 5 percent of revenue annually to prevent wear and tear of our roads? Thank you.

52. Name: Karen Foltz (Written Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no

circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

Faculty, not political appointees, must set Mason's curriculum.

53. Name: Michele Greet (Written Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom. Faculty, not political appointees, must set Mason's curriculum.

54. Name: Ahsan Chowdhury (Written Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

Faculty, not political appointees, must set Mason's curriculum. Political appointees are not qualified academics, they have no training to judge the work of academics

55. Name: Darbyshire Burge (Written Comment) **Mason Affiliation:** Student

Comment: When considering the projected raise in tuition, although it is never ideal for students to have to pay more, I know for myself and many students like me that if avoiding or lessening an increase in cost comes at the price of cutting funding to the already threatened DEI support programs- I would far rather have the programs and pay more. The draw of GMU as an institution comes from the diversity of community and the support systems in place which uplift a variety of marginalized identities that make up GMU's student population. Without these in place, it makes students like me less able/willing to further our education with GMU when we could seek out institutions that better serve our needs by having these supportive structures in place. If it comes to it, I know that I am willing to pay more for support structures that benefit me and my fellow students; I know others share my sentiment. And, ultimately, I believe you will see a negative impact on student attendance and/or retention if these programs are defunded- counterintuitive to the funding issue at hand. Consider how heavily the marketing for GMU relies upon its status as the "#1 in Virginia for Diversity" and how a loss of student diversity support through DEI programs could impact the university's public face in conjunction with that marketing.

56. Name: Kheira Bekkadja (Oral Comment) **Mason Affiliation:** Student

Comment: n/a

57. Name: Virginia Hoy (Written Comment) **Mason Affiliation:** Faculty

Comment: My name is Virginia Hoy and I have been teaching at Mason for the last 16 years. I want to express my deep concern about the politically inspired questioning of the Just Societies flags on some of the Mason Core courses. This appears to be a clear affront to language in the university's Faculty Handbook, section 2.11.1, that states faculty have "the right to unrestricted exposition of subjects (including controversial questions) within one's field and professional obligations," and well within the Handbook's emphasis on the role of a university, which is "the critical examination of ideologies and institutions." The concept of Just Societies would seem to be in compliance with such an examination. It should also be pointed out that the entire Mason Core was approved by the Board whose members recognized its merit. At this point in time the courses are in the pipeline for fall and beyond with the blessings of those earlier Board members who recognized that faculty have the final say in the creation of curricula. It is also worth noting that Mason Core requirements represent a small number of courses and that students must take to earn their degrees and that Just Societies represents an even smaller number of the 120 credits students need to graduate. The Board should be conscious of the message the criticism of these classes sends: that they would impose their own ideology in opposition to the mandate of a university committed to the free expression of its faculty.

58. Name: Patrick Willette Healey (Written Comment) **Mason Affiliation:** Student

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the Board of Visitors is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university.

Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

59. Name: todd cryblskey (Oral Comment) **Mason Affiliation:** Community Member

Comment: will provide my comment in person.

60. Name: William Keen (Oral Comment) **Mason Affiliation:** Student

Comment: Title: Unveiling the True Agenda: A Critique of Conservatism and Capitalism at George Mason University

Introduction:

Visitor Cully Stimson's quote serves as a catalyst for deeper examination, highlighting the tension between diversity, equity, and inclusion (DEI) initiatives and conservative ideologies at George Mason University (GMU). However, upon closer inspection, it becomes evident that

the conversation transcends DEI, shedding light on a broader agenda of spreading conservatism and stifling change within the institution.

Shifting Focus:

Rather than solely attributing GMU's challenges to DEI, it's essential to recognize the underlying currents of conservatism permeating the university's culture. This agenda manifests in various facets, including the composition of the Board of Visitors (BOV) and the influence of external organizations like the Heritage Foundation.

Viewing Students through a Capitalist Lens:

The BOV's perspective on students mirrors a capitalist framework, reducing them to mere products and faculty to workers. This capitalist mindset prioritizes economic returns over the intrinsic value of individuals, perpetuating a culture of commodification within the university.

Lindsey Burke and the Anti-DEI Narrative:

Visitor Lindsey Burke's alignment with the Heritage Foundation's anti-DEI stance epitomizes the clash between conservative ideology and inclusive principles. Her sentiments echo a broader agenda to undermine DEI efforts and maintain the status quo of conservatism at GMU.

Responding to Conservative Agendas:

While conservatism finds a stronghold at GMU, it's crucial to question why certain ideologies are prioritized over others. The university's history reveals a pattern of elevating conservative voices while marginalizing alternative perspectives. This imbalance stifles genuine intellectual discourse and limits students' exposure to diverse viewpoints.

The Role of Education:

A university should serve as a battleground of ideas, where students are exposed to a spectrum of beliefs and encouraged to form their own opinions. However, the dominance of conservatism undermines this principle, hindering the exploration of alternative ideologies such as socialism or liberal approaches to law.

Conclusion:

The struggle at GMU extends beyond DEI, encompassing a broader battle for intellectual diversity and academic freedom. To truly fulfill its educational mission, the university must transcend the constraints of conservatism and capitalism, fostering an environment where all ideas are welcomed and critically examined. Only then can GMU uphold its commitment to inclusivity and genuine academic inquiry.

61. Name: Jill Mobley (Oral Comment) **Mason Affiliation:** Community Member

Comment: Thank you for holding off on the stadium venture at this time for the good of the student body and the community. George Mason, as an institution of learning not conducted for profit, is the beneficiary of a Constitutional tax exemption when its property is primarily used for literary, scientific, or educational purposes. This venture would have been an engagement in a for-profit activity with the result in denying student access to parking services, when many are commuters. There was no net benefit to students or the community. Thank you for tabling the stadium.

62. Name: Jena Chanaa (Oral Comment) **Mason Affiliation:** Student

Comment: Will be delivered orally

63. Name: Kelby Gibson (Written Comment) **Mason Affiliation:**

Comment: As both a graduate student and an instructor at GMU, I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty. Only faculty members have the expertise and years of experience to develop and approve learning goals and courses. This kind of political interference from the Board threatens the success and reputation of GMU as a world-class educational institution. In the past 30 years, GMU has become an economic engine for both Northern Virginia and the entire state, helping students become successful professionals and well-rounded citizens ready to act. The Board has played a key role in this success by following its own bylaws, staying in its lane, respecting the expertise of faculty, exerting oversight over the President's office, and serving as a champion for the university with outside constituencies. If the Board begins to reverse faculty curricular decisions for clearly political reasons, it risks jeopardizing the university's reputation and squandering our history of growth and success. Finally, it would be irresponsible to delay implementation of the Just Societies flag at this late hour. Students are registering for fall classes as we speak, and faculty are designing lessons, creating assignments, and creating course materials. A decision to delay would throw many of our students' academic plans, and faculty livelihoods, into disarray. Please listen to the students, alumni, community members, staff, and faculty who are all asking you to uphold the principles of academic freedom and shared governance which have allowed the university to thrive. Please reject any call for a delay of implementing the Just Societies flag.

64. Name: Geoff Keller (Written Comment) **Mason Affiliation:** Community Member

Comment: A few days ago, President Washington made comments on a podcast that insinuates that the community was racist and that was the reason why they pushed back on the cricket stadium. These comments are irresponsible and unprofessional....and most importantly false. The reason why the community supports baseball is because it is an NCAA sport unlike cricket. Not because we don't like the people that play cricket. Also, these comments

completely ignore all of the legitimate concerns the community had surrounding this project (traffic, parking, transparency). Most importantly, these comments are not the way to start a better working dialogue with the community as President Washington suggests he would like to have. It's no wonder you are having money raising money for projects from the community when this is how you feel about us.

What are the BOV's thoughts on these comments?

Here is a link to the podcast.

<https://podcasts.apple.com/us/podcast/access-to-excellence-podcast/id1498236015?i=1000650378180>

65. Name: Bridget McCarthy (Written Comment) **Mason Affiliation:** Community Member

Comment: While we appreciate the latest updates regarding the decision to not pursue the construction of a temporary MLC Cricket Stadium. However, at this time I/we remain deeply concerned at the divisive rhetoric and character maligning that is generated by President Washington and the offices of GMU. A recent podcast, March 25th, between Washington and Fairfax City Mayor Reid blatantly accuses the surrounding communities of racist, xenophobic attitudes towards individuals who play or who would watch cricket matches. At NO POINT IN TIME did anyone of the community groups, meetings, emails and postings reflect or condone such beliefs. The concerns of all parties outside of GMU was to ascertain what, how, why and when GMU students/college would directly benefit from the development of a commercial stadium for a Maryland owner, with no local ties/taxes and a sport that was not a collegiate sport. We respectfully request that ALL BOV members review this podcast and determine if President Washington's comments are appropriate and representative of the policies and beliefs of GMU.

66. Name: Alexander Monea (Written Comment) **Mason Affiliation:** Faculty

Comment: It would be unprecedented for the Board of Visitors to intervene in matters of curriculum at George Mason University and, in my opinion, would set a bad precedent going forward. Further, the BOV would be doing so while chasing a red herring. Despite attempts to politicize the 'just societies' course designation as part of the ongoing culture wars, the just societies course designation seems to me to be relatively banal and open-ended. Faculty were consulted at every step - I heard about the revisions to Mason Core and had my opinions solicited repeatedly in both faculty senate and CHSS meetings. While I can imagine an individual faculty member missing the information, the idea that whole departments were excluded from the discussion seems implausible. Also, the idea that our curriculum has to align with tax payers' beliefs seems like a bad standard to set for evaluating curriculum. We should and do teach many things that run counter to tax payers' firmly held and reasonable beliefs (on both sides of the political spectrum and in terms of apolitical issues as well). University curriculum should be established by faculty experts on a discipline-by-discipline basis following proper procedures in our bylaws and handbooks. As far as I'm aware, the process for creating the just societies flag was done by the book. The just societies designation should only be changed by the book - i.e. by faculty experts on a discipline-by-discipline basis following proper procedures from our bylaws and handbooks.

67. Name: Nick Sorden (Written Comment) **Mason Affiliation:** Community Member

Comment: In his public message on 3/28/24, Mr. Washington announced "that this opportunity does not meet the strategic objectives and interests of our campus and community and the Washington Freedom." However, Mr. Washington sat down for a podcast with Mayor Read on 3/25/24. During their conversation, Mayor Read and Mr. Washington used their time to imply that those who opposed the stadium were racist, xenophobic, ignorant, and culturally deficient.

Here are some excerpts:

Read: "So people were like, we should have a university, a university is a good idea. Yeah, a university, that would be a good idea. But then suddenly, it's like, but we don't want to be a college town. We don't want to be Charlottesville. Like that's not what we had in mind. So you go do your university over here, but we want Mayberry over here. And Mayberry did not have college students in it."

Washington: You hit the nail right on head, and we're seeing some pushback from some members about cricket. And I believe it's the same thing about our cricket baseball stadium, right? No one pushes back against the baseball side of that. But the cricket side of that, what is cricket? What does it mean?"

Read: "I agree. You know, and I think people don't understand cricket. And even though people are like, no, that's not it, that's not it, I'm like, but it is it. It's kind of like if there's nothing in it for you, you can see yourself going to a baseball game at Mason. But it's like, cricket, what is it? Who plays it? I don't know anything about it, so why would I go there?"

Washington: "Well, you know what? I really appreciate it, because hearing this is energizing in terms of what we've been dealing with today with cricket, it's really interesting. This is fantastic."

Read and Washington dismissed the community's concerns, attributing them to ignorance, small-mindedness, and resistance to demographic and cultural changes rather than any potentially legitimate issues with the stadium project or the stated reasons for not moving forward with the deal.

I am calling on the BOV to publicly denounce these statements from Mayor Read (a GMU alumnus) and Mr. Washington. Their comments are highly objectionable, misleading, inflammatory, and offensive. From the beginning, this has been about the scale of the project, the private inurement of GMU's tax-exempt status, a failure to engage with the community, and a complete lack of transparency.

If Mr. Washington, a public servant, cannot engage with the community in honest dialogue and chooses to label anyone who questions him as ignorant, he should resign immediately. Several elected leaders also engaged with GMU regarding this project. Are Washington and Read prepared to call those elected leaders ignorant xenophobes as well? The BOV must take a stand against this type of behavior. It is completely outrageous, and the BOV should be ashamed to have someone represent the university in a manner so bereft of character and grace. If the BOV fails to take action, one can only view it as the BOV's endorsement of these comments against the concerned citizens of this community.

68. Name: Robert Malloy (Written Comment) **Mason Affiliation:** Community Member

Comment: My name is Robert Malloy. I previously requested to speak at the BOV meeting, but no longer need to speak. In the interest of time, I am rescinding that request.

I am a Fairfax County resident who lives near the West Campus. I was pleased to see the March 28th announcement that the University will not proceed with the professional cricket stadium on West Campus. I would like to thank those in the administration and the Board of Visitors who listened to the comments and concerns of the local community residents.

I was also pleased to see that Dr. Washington committed to maintaining a dialogue with the local community and improving opportunities for feedback. I look forward to participating.

Thank you.

69. Name: Christopher Clarke (Written Comment) **Mason Affiliation:** Faculty

Comment: I respect the BOV's role in University governance while at the same believe that curriculum-related decisions pertaining to what could/should be taught (whether concerning the Mason Core or any other related matters) are best left to faculty and administrators with requisite expertise in these areas.

70. Name: Alex Tabarrok (Written Comment) **Mason Affiliation:** Faculty

Comment: The Just Societies addition to the core should be killed. This was a poorly-disguised attempt to turn the GMU core into an indoctrination camp. Many faculty agree.

71. Name: Denise Albanese (Written Comment) **Mason Affiliation:** Faculty

Comment: Members of the Board of Visitors have clearly delineated responsibilities. These do not include overseeing curricular design and blocking faculty-approved curriculum change, for which those member lack the relevant expertise in any case. I call on the Board to show some fundamental respect for faculty knowledge and expertise and to stop substituting incendiary polemics for knowledge and expertise.

72. Name: Paul So (Written Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.
Faculty, not political appointees, must set Mason's curriculum.

73. Name: Aditya Johri (Written Comment) **Mason Affiliation:** Faculty

Comment: Hello, my name is Aditya Johri and I am a professor at GMU. I am here today to join my colleagues in voicing concern over the Board's actions at the February 22 meeting regarding the Just Societies flag. As a faculty member, I was a part of this initiative and I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty. Only faculty members have the expertise and years of experience to develop and approve learning goals and courses. This kind of political interference from the Board threatens the success and reputation of GMU as a world-class educational institution. GMU Board has played a great role in making the institution a success over the past decades but if the Board begins to reverse faculty curricular decisions for clearly political reasons, it risks jeopardizing the university's reputation and squandering our history of growth.

My colleagues and I have been working hard to design lessons, create assignments, and course materials and it would be highly irresponsible to delay implementation of the Just Societies flag at this late hour. Please listen to the students, alumni, community members, staff, and faculty who are all asking you to uphold the principles of academic freedom and shared governance which have allowed the university to thrive. Please reject any call for delay of implementing the Just Societies flag.

74. Name: Lia Lister (Written Comment) **Mason Affiliation:** Faculty

Comment: My name is Lisa Lister, and I have been a full-time faculty member GMU since 2005. As a faculty member, a Faculty Senator, and a program coordinator, I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty. Only faculty members have the expertise and years of experience to develop and approve learning goals and courses. BOV Members, as outsiders without our academic and pedagogical expertise, should have no role in curriculum approval or development!

This kind of political interference from the Board threatens the success and reputation of GMU as a world-class educational institution. The Board has played a key role in Mason's success by following its own bylaws, staying in its lane, respecting the expertise of faculty, exerting oversight over the President's office, and serving as a champion for the university with outside constituencies. If the Board begins to reverse faculty curricular decisions for political reasons, it risks jeopardizing the university's reputation and squandering our history of growth and success.

Finally, it would be irresponsible to delay implementation of the Just Societies flag at this late hour. Students are registering for fall classes as we speak, and faculty are designing lessons, creating assignments, and creating course materials. Please listen to the students, alumni, community members, staff, and faculty who are all asking you to uphold the principles of academic freedom and shared governance which have allowed the university to thrive. Please reject any call for a delay of implementing the Just Societies flag.

75. Name: Theodore C. Dumas (Written Comment) **Mason Affiliation:** Faculty

Comment: Dear Board of Visitors (BOV) of George Mason University, I am writing with concern for the apparent inclination of the BOV to attempt to unilaterally alter Mason Core Curriculum. To do so would be to overstep the boundaries of the BOV. This is clearly a political action and BOV members who would act in such a way are simply pawns for a higher authority. Mason will not be part of this sad attempt to impose the ill-conceived perspective of a lame duck politician. Any "gains" made by such aggressive BOV members will last less than a year and then wiser minds will prevail. Please do not waste time and breadth and do the right thing; i.e. listen more than talk and work with, rather than against, persons who have dedicated their lives to education.

76. Name: Richard D. Kauzlarich (Written Comment) **Mason Affiliation:** Faculty

Comment: Faculty, not political appointees, must set Mason's curriculum. To do otherwise violates foundational principles of shared governance, free inquiry, and academic freedom.

77. Name: Robert DeCaroli (Written Comment) **Mason Affiliation:** Faculty

Comment: Democracy depends on an educated populace who as adults are able to exercise empathy for the views of others - even when they differ from their own. Grappling with the problems of the future requires confronting difficult differences and grappling with them in an open and free environment. We cannot run from this vital responsibility. Learning to disagree with civility and eye towards common ground is essential for democracy to thrive. Please let us do our jobs and allow us create and informed and engaged populace that works towards compromise and commonality rather than discord.

The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom. Faculty, not political appointees, must set Mason's curriculum.

78. Name: Adam Winsler (Written Comment) **Mason Affiliation:** Faculty

Comment: Hello, my name is Adam Wiinsler and I am a faculty member teaching at GMU. I am here today to join my colleagues in voicing concern over the Board's actions at the February 22 meeting. As a faculty member, I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty. Only faculty members have the expertise and years of experience to develop and approve learning goals and courses.

This kind of political interference from the Board threatens the success and reputation of GMU as a world-class educational institution. In the past 30 years, GMU has become an economic engine for both Northern Virginia and the entire state, helping students become successful professionals and well-rounded citizens ready to act. The Board has played a key role in this success by following its own bylaws, staying in its lane, respecting the expertise of faculty, exerting oversight over the President's office, and serving as a champion for the university with outside constituencies. If the Board begins to reverse faculty curricular decisions for clearly political reasons, it risks jeopardizing the university's reputation and squandering our history of growth and success.

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79. Name: David B. Wilson (Written Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curricula. The board's proper role is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom violates foundational principles of shared governance, free inquiry, and academic freedom.

80. Name: Edmund Bedsworth (Written Comment) **Mason Affiliation:** Alumni and Donor

Comment: President Washington's interview with Mayor Read provides a concerning narrative that neighbors of GMU did not support his efforts with Mr. Govil because we oppose cricket. In fact, neighbors opposed: 1) a mega stadium that appeared to have nothing to do with GMU Baseball; 2) a commercial venture on State property that appeared to be skirting any and every regulation that those of us in the community must follow; 3) a mega stadium without any plans being provided for infrastructure or mitigations to issues that would impact the surrounding communities; 4) an opaque project that appeared to have little foundation (plans, details, etc.) and that sought to hide anything and everything, including missing FOIA deadlines and fighting FOIA requests in court.

Dr. Washington was too busy to ever conduct that robust, sustained, and fruitful dialogue; however, after listening (and comprehending) his interview with Mayor Read I seriously doubt that the promised dialogue with the community would have been fruitful. His comments, like his smirks in the last Board meeting, make it clear his mind was closed and he wanted nothing but for the neighbors to give in to his plans. Dr. Washington and Mayor Read talk about making Fairfax (City) a college town. As an Alumni I would support seeing that happen; however, it will not happen as long as he refuses to work WITH neighbors. By demanding his way be the only way, turns Mason's neighbors into Mason's opponents. It is up to the Board of Visitors to ensure he works with the community or #MasonNation will find stiff opposition during the remainder of his time with the University.

81. Name: Dr Stephen Ruth (Written Comment) **Mason Affiliation:** Faculty

Comment: I have been a proud faculty member at GMU for nearly 46 years, and have loved every moment of it. "Freedom and learning" is our motto and to me that means the freedom for faculty to determine collegially the best approach to giving our students the very best education to make them responsible and caring citizens of the nation and the world. I urge the board of visitors to leave the current, approved curriculum in place as is.

Sincerely

Stephen Ruth, Professor of Public Policy Schar School

82. Name: Amanda Bryan (Written Comment) **Mason Affiliation:** Faculty

Comment: The practices of academic freedom and principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should the board be making decisions about student learning goals and course requirements. This kind of impingement in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

Faculty members only must set Mason's curriculum.

83. Name: Bryan Caplan (Written Comment) **Mason Affiliation:** Faculty

Comment: Please kill the Just Societies flag in its entirety. To do so is not "politicization" of the curriculum. The flag IS politicization of the curriculum - an anti-intellectual effort to teach DEI ideology as fact. As the representatives of all Virginians, the Board of Visitors should put an end to this abuse of students and taxpayers.

84. Name: Matthew Kelley (Written Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

85. Name: Kara Oakleaf (Written Comment) **Mason Affiliation:** Faculty

Comment: I wish to express my concern over the Board's actions at the February 22 meeting. As a faculty member, I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty, who have the expertise and years of experience to develop and approve learning goals and courses.

Political interference from the Board threatens Mason's role as a world-class educational institution. In the past 30 years, GMU has become an economic engine for both Northern Virginia and the entire state, helping students become successful professionals and well-rounded citizens ready to act. The Board has played a key role in this success by following its own bylaws, respecting the expertise of faculty, exerting oversight over the President's office, and serving as a champion for the university with outside constituencies. If the Board interferes with faculty curricular decisions for clearly political reasons, it risks jeopardizing the university's reputation and squandering our history of growth and success.

Finally, it would be irresponsible to delay implementation of the Just Societies flag at this late hour. Students are registering for fall classes as we speak, and faculty are designing lessons, creating assignments, and creating course materials. A decision to delay would throw many of our students' academic plans, and faculty livelihoods, into disarray. Please listen to the students, alumni, community members, staff, and faculty who are all asking you to uphold the principles of academic freedom and shared governance which have allowed the university to thrive. Please reject any call for a delay of implementing the Just Societies flag.

86. Name: Tamara Harvey (Written Comment) **Mason Affiliation:** Faculty

Comment: In regard to ongoing BOV discussion of the Just Societies flag for Mason Core, I want to first of all strongly insist that the BOV has no jurisdiction to question curriculum that has already gone through Mason's curriculum process. In order to be added to the Mason Core, classes are reviewed and held to standards that ensure academic rigor and meet the needs of all students. Students are now enrolling for fall classes with the assumption that the core classes that have been approved will in fact be offered, so any disruption in offering these already approved classes will get in the way of students moving through their degree programs efficiently and with clarity. Finally, I am constantly telling students that they need to remind employers that the George Mason experience is unusual and that attending one of the most diverse universities in the nation in terms of race, ethnicity, life experience, age, ideology, and many other factors has prepared them for the workplace in ways that employers value. Having that experience visible on their transcripts is an important benefit.

87. Name: Kristin F Samuelian (Written Comment) **Mason Affiliation:** Faculty

Comment: I am writing today voice my deep concern over the Board's actions at the February 22 meeting. As a faculty member, I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag, and I believe strongly that the process of setting and

approving curriculum must be led by Mason's faculty, who alone have the expertise and years of experience to develop and approve learning goals and courses.

Such politicized interference in curriculum setting threatens the success and established reputation of GMU as a world-class educational institution and as an economic engine, for over 30 years, for both Northern Virginia and the entire state. Mason prepares students to become successful professionals and well-rounded citizens ready to act. If the Board begins to reverse faculty curricular decisions for what are clearly—and only—political reasons, it risks jeopardizing the university's reputation and squandering our history of growth and success. Moreover, it is irresponsible in the extreme to consider delaying implementation of the Just Societies flag at this late date—when students are already registering for fall classes, and faculty are designing lessons, creating assignments, and building course materials. A decision to delay would throw many of our students' academic plans, and faculty livelihoods, into disarray. This is clearly not in the best interests, not only of the students, but of the University. For all of these reasons, I ask the Board to listen to the students, alumni, community members, staff, and faculty who are all asking you to uphold the principles of academic freedom and shared governance which have allowed the university to thrive and reject any call for a delay of implementing the Just Societies flag.

I'm sure we can all agree that faculty must set Mason's curriculum, not political appointees.

88. Name: Meredith Lair (Written Comment) **Mason Affiliation:** Faculty

Comment: I am a tenured associate professor in the Department of History and Art History. Mine is a nuanced position. I have concerns about the Mason Core, but I object to this intrusion on faculty autonomy. The Board of Visitors should not be designing or revising curriculum, but neither should some of the administrators who pushed through the Mason Core revisions. ***

Part of my concern about the Mason Core reflects my role as an educator and faculty member. For example, the Mason Core revision process has been time intensive, requiring faculty to seek re-approval for courses already approved under previous iterations of the Core. (It took me 15 hours to generate one Mason Core course proposal.) I am also concerned that some of the new Core's "learning outcomes" prioritize student "self-reflection" at the expense of actual learning. My other concerns about the new Mason Core reflect my perspective as a historian. The new Mason Core reduces student engagement with the humanities, and it reduces the overall amount of historical instruction Mason undergraduates receive. The new Core also seems to empower faculty not trained in history to teach history, by way of the Just Societies flag and the Global Contexts requirement. ***

As concerned as I am about the new Mason Core, I am even more concerned about the Board of Visitors intruding into curriculum design (and, for that matter, reappointment, promotion, and tenure decisions). The Visitors' job is to ensure that GMU officials are adhering to process, not to make decisions for us. In effect, this is a family dispute, in which Mason faculty will (as always) navigate the rules to do what is best for their students. The Board must stay out of it.

89. Name: Catherine E Saunders (Written Comment) **Mason Affiliation:** Faculty

Comment: I write to reiterate my concern that the Board of Visitors is considering interfering with curriculum development, which is the purview of the faculty, by attempting to change Mason Core requirements due to go into effect in Fall 2024. During the most recent revision of the Mason Core, which dates back at least as far back as 2017, I attended a number of listening sessions, presentations, public fora and workshops related to the revision process. I was impressed by the care and thoroughness with which committee members approached their task. As I understand it, their final product addresses a number of factors, including student needs and desires, articulation agreements, transfer and graduation requirements, accreditation and certification criteria, and employer expectations. While it is important that the BOV be informed of this work (which the committee has facilitated by offering periodic updates), it is also important that Visitors recognize the complexity of the revision process and respect the expertise of faculty who have expended extensive time and effort in creating a plan that meets the needs of the Mason's students and the other affected stakeholders.

As a faculty member who teaches primarily Core courses (including one that I am in the process of revising to satisfy Just Societies criteria), I would also call the Board's attention to the purpose of courses in the Core. While content plays a role in these courses, their primary objectives are to expose students to the modes of research and analysis associated with a range of academic disciplines and to give students a chance to practice related skills. Faculty teaching these courses do not tell students what to think; instead, we give them the opportunity to frame questions and develop their own responses, informed by the methods of the discipline the specific Core course showcases. Courses carrying the Just Societies flag will share these qualities, and will undoubtedly evoke a range of responses from students, allowing them to learn from each other as well as from the instructor. The goal is not indoctrination, but skill development, including practice in discussing sometimes-difficult topics in a group whose members hold a variety of views. This practice will serve students of a variety of political persuasions well in their professional, personal, and civic lives.

Finally, a personal note: while I believe that is important for faculty and BOV members to adhere closely to the boundaries imposed by the Faculty Handbook and other key documents defining our respective roles in this particular instance, I hope that sometime in the near future we -- BOV members and faculty, especially faculty teaching courses which some BOV members find troubling -- might be able to come together for informal discussions of our understandings of the goals of the university, and how we can best serve our students and the Commonwealth. At a time when polarization has reached an alarming level, such conversations could provide a valuable model for students of how people with differing views can reach better, if not complete, understanding.

90. Name: Rose Cherubin (Written Comment) **Mason Affiliation:** Faculty

Comment: Thank you for reading and considering this comment.

My name is Rose Cherubin and I am a faculty member who has been teaching at GMU since 1995. I am writing today to join my colleagues in voicing concern over the Board's actions at

the February 22 meeting. I find good reason to trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. This process solicited and received input and discussion from the whole faculty, from graduate assistants, and from students. The process of setting and approving curriculum must be led by Mason's faculty. Only faculty members have the expertise and years of experience to develop and approve learning goals and courses.

In addition, I must note that the Just Societies flag – it is not a program – has been approved by the State Council on Higher Education (<https://www.schev.edu/about/overview>). SCHEV is a nonpartisan organization, in accordance with the State Code of Virginia. In other words, a state body has agreed that courses developed with a JS flag are of significant educational value to our students.

This kind of political interference from the Board threatens the success and reputation of GMU as a world-class educational institution, as well as the authority and judgment of SCHEV. In the past 30 years, GMU has become an economic engine for both Northern Virginia and the entire state, helping students become successful professionals and well-rounded citizens ready to act. The Board has played a key role in this success by following its own bylaws, staying in its lane, respecting the expertise of faculty, exerting oversight over the President's office, and serving as a champion for the university with outside constituencies. If the Board begins to reverse faculty curricular decisions for clearly political reasons, it risks jeopardizing the university's reputation and squandering our history of growth and success.

Finally, it would be irresponsible to delay implementation of the Just Societies flag at this late hour. Students are registering for fall classes as we speak, and faculty are designing lessons, creating assignments, and creating course materials. A decision to delay would throw many of our students' academic plans, and faculty livelihoods, into disarray. Please listen to the students, alumni, community members, staff, and faculty who are all asking you to uphold the principles of academic freedom and shared governance which have allowed the university to thrive. Please reject any call for a delay of implementing the Just Societies flag.

Thank you again for listening.

91. Name: Shora Moteabbed (Written Comment) **Mason Affiliation:** Faculty

Comment: Hello, my name is Shora Moteabbed and I am a faculty member teaching at GMU and serve on the Mason Core Committee. I am here today to join my colleagues in voicing concern over the Board's actions at the February 22 meeting. As a faculty member, I trust in the years-long (it took 10 years), faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty. Only faculty members have the expertise and years of experience to develop and approve learning goals and courses.

This kind of political interference from the Board threatens the success and reputation of GMU as a world-class educational institution. In the past 30 years, GMU has become an economic engine for both Northern Virginia and the entire state, helping students become successful professionals and well-rounded citizens ready to act. The Board has played a key role in this success by following its own bylaws, staying in its lane, respecting the expertise of faculty, exerting oversight over the President's office, and serving as a champion for the university with outside constituencies. If the Board begins to reverse faculty curricular decisions for

clearly political reasons, it risks jeopardizing the university's reputation and squandering our history of growth and success.

Finally, it would be irresponsible to delay implementation of the Just Societies flag at this late hour. Students are registering for fall classes as we speak, and faculty are designing lessons, creating assignments, and creating course materials. A decision to delay would throw many of our students' academic plans, and faculty livelihoods, into disarray. Please listen to the students, alumni, community members, staff, and faculty who are all asking you to uphold the principles of academic freedom and shared governance which have allowed the university to thrive. Please reject any call for a delay of implementing the Just Societies flag.

92. Name: Terrence Lyons (Written Comment) **Mason Affiliation:** Faculty

Comment: I have been teaching at Mason since 1999. I believe strongly that faculty must set standards for curriculum and that political appointees should defer to those who design and teach these courses.

Thank you.

93. Name: Bethany Letiecq (Written Comment) **Mason Affiliation:** Faculty

Comment: Dear Board of Visitors,

My name is Bethany Letiecq. I am a faculty member in the College of Education and Human Development here at Mason. Thank you for this opportunity to comment on the Just Societies core curriculum. In short, Mason's faculty should determine our curriculum—not political appointees. Please stay in your lane.

But I also want to point out that this scrutiny of Mason’s Just Societies core curriculum appears to be part of a larger, manufactured DEI crisis that is being used to attack higher education, weaken the academic freedom rights of faculty, and threaten our very democracy. Frontline targets of this “war on woke” are Black scholars and leaders and other critical scholars like me. Recently, this all got very personal when my colleague and co-author, Dr. Christina Cross (a Black sociologist at Harvard) and I (a White scholar of family life) were subjected to these attacks.

In my case, unreliable sources like the College Fix, amplified by social media, falsely claimed that I espouse in my writings that marriage is a racist institution. For the record: I am not against marriage and do not think it is racist. But these absurd, intentional distortions of my scholarship have led to a vile and hateful campaign of targeted harassment.

For example, social media posters and emailers have labeled me “satanic,” “idiotic,” and “dangerous.” One emailer stated, “the world would be a better place without you” in it. Another wrote, “I hope some Black men break into your house and rape you. You c***.” I have also received horrific voicemails, forcing me to shut down my office phone and seek police protection both at work and at home.

The following voicemail is particularly hard to hear/read for its threatening and hateful words. Fair warning. The transcript reads: “Bethany Letiecq. God damn, you're a stupid c***. We need to drag bitches like you. Bitches like you, you need to be drug, you fucking racist c***. God, you're an ugly c***. I wish. I hope you live in fear. I hope you live in fear.

Knowing...knowing how many people want you dead.”

Also troubling is a retweet from Jay Greene of the Heritage Foundation’s Center for Education Policy who has been an outspoken critic of DEI at Mason (Visitor Burke is his boss, I believe). Greene’s retweet linked an unfounded allegation of plagiarism against my co-author, Dr. Cross, with distorted claims about my scholarship, and called on Governor Youngkin to “clean out GMU.”

I am deeply troubled by the apparent alignment of some members of this board with agendas that perpetuate racism and sexism and foment targeted harassment of scholars under the guise of opposing DEI efforts. I implore the BOV to cease interference with our core curriculum, take a stand in defense of academic freedom, and unequivocally and publicly denounce these toxic, political campaigns targeting scholars and the academy writ large. The rights of faculty to teach and pursue knowledge without fear or favor are central to our democracy and must be protected.

Before I conclude, I want to thank the Mason police department, my local police department, and the administration for their unwavering support and their efforts to ensure my safety and the safety of my family during this challenging time.

Thank you.

Bethany Letiecq, PhD

Associate Professor, CEHD, George Mason University
 President, National Council on Family Relations
 President, Virginia Conference of the American Association of University Professors (AAUP)
 Vice-President, GMU-AAUP

94. Name: Todd Kashdan (Written Comment) **Mason Affiliation:** Faculty

Comment: The BOV is doing the job of preventing the politicization of the Mason curriculum. Unfortunately when it comes to protecting students the BOV appears to be valuable here. There should not be a mandated social justice bend to student courses. Students should be given reign to have viewpoint diversity. Getting rid of the Just Societies designation is a way to protect students against political indoctrination.

95. Name: Anonymous Mason faculty (Written Comment) **Mason Affiliation:** Faculty

Comment: The Mason Core must be cancelled. It is *incredibly* hypocritical of the GMU-AAUP to spam every Mason faculty with their emails arguing that the BoV is infringing on Mason's academic freedom by thinking of abolishing the Core. The Core is itself imposed by the Mason administration on Mason students and is a gross violation of these students' academic freedom. This is soft despotism. The Mason administration has no right to tell students nor faculty what should count as justice

96. Name: Daniel Klein (Written Comment) **Mason Affiliation:** Faculty

Comment: The leftist-flag initiative is unjust and should be scrapped.

97. Name: Patrick Vora (Written Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

98. Name: Benjamin Steger (Written Comment) **Mason Affiliation:** Faculty

Comment: As a faculty member, I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty. Only faculty members have the expertise and years of experience to develop and approve learning goals and courses. Under no circumstances should BOV appointees be making decisions about student learning goals and course requirements. This kind of interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

99. Name: Brendan Brown (Written Comment) **Mason Affiliation:** Community Member

Comment: Comments sent via email.

100. Name: Colleen Vesely (Written Comment) **Mason Affiliation:** Faculty

Comment: As a faculty member, I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty, as faculty have the disciplinary expertise and professional backgrounds necessary to lead curricular efforts.

The role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university.

Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom.

Please listen to the students, alumni, community members, staff, and faculty who are all asking you to uphold the principles of academic freedom and shared governance, which have allowed the university to thrive. Please reject any call for a delay of implementing the Just Societies designation of courses.

101. Name: Elizabeth DeMulder (Written Comment) **Mason Affiliation:** Faculty

Comment: Hello, my name is Dr. Elizabeth DeMulder and I have been a faculty member teaching at GMU for 30 years. I am now Professor Emerita. I attended the Board of Visitors meeting on February 22 and I want to voice my concern over the Board's actions that day. As a longtime faculty member, I trust in the years-long, faculty-led, collaborative process that produced the Just Societies flag. The process of setting and approving curriculum must be led by Mason's faculty, as articulated by the principles of the American Association of University Professors. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum – to develop and approve learning goals and courses. The appropriate role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom. Thank you for taking seriously these vital university principles.

102. Name: Grace Francis (Written Comment) **Mason Affiliation:** Faculty

Comment: Academic freedom is not only a pillar of democracy, but also advances student critical thinking skills. Academic freedom challenges group think by protecting faculty and students alike to freely express ideas without fear of retribution. Maintaining academic is essential to societal advancement, as well as the maintenance of of core American ideals and values.

103. Name: Rachael Goodman (Written Comment) **Mason Affiliation:** Faculty

Comment: Hello, my name is Dr. Rachael Goodman and I am a faculty member teaching at GMU. I have been a faculty member since 2010 -- GMU has been my academic home for my entire career. I am deeply concerned about my academic home, my colleagues, our students, and the future of the university. I join my colleagues in voicing concern over the Board's actions at the February 22 meeting. I urge the Board to maintain the principles of academic freedom and faculty governance that have allowed our university to grow in intellectual contributions and profile over its relatively short lifespan. The interference of the Board threatens the success and reputation of GMU as a world-class educational institution. It speaks of oppressive regimes around the world trying to control education and stop progress. The outcomes of these actions inevitably result in harm to the institution's reputation -- and ultimately its financial sustainability. Please reject any call for a delay of implementing the Just Societies flag.

104. Name: Levi Van Sant (Written Comment) **Mason Affiliation:** Faculty

Comment: The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university

curriculum. The proper role of the board is to support the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees make decisions about student learning goals and course requirements. This kind of interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom. Faculty, not political appointees, must set Mason's curriculum.

105. Name: Eric Auld (Written Comment) **Mason Affiliation:** Faculty**Comment:** Hello,

My name is Eric Auld, and I am a Term Faculty Member at GMU.

The principles of the American Association of University Professors are clear. Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom. Faculty, not political appointees, must set Mason's curriculum.

Thank you,

Eric Auld

106. Name: Marissa Catherine Mack (Written Comment) **Mason Affiliation:** Faculty

Comment: The Board of Visitors at GMU does not have a say in the content of curriculum. Faculty, and the committees of faculty who work together to enact strategic planning and QEPs, have the expertise needed to determine curricular goals and content.

107. Name: Carlos Chism (Written Comment) **Mason Affiliation:** Faculty

Comment: I am writing with deep concern in regard to attempts by some Board members to delay the Just Societies flag, which is set to begin in Fall 2024. The faculty handbook, the principles of the American Association of University Professors, and the Board's own bylaws are clear: Only faculty have the disciplinary expertise and professional backgrounds to set university curriculum. The proper role of the board is to champion the university and exert oversight over the President's office regarding the financial and operational health of the university. Under no circumstances should political appointees or political operatives be making decisions about student learning goals and course requirements. This kind of political interference in the classroom clearly violates foundational principles of shared governance, free inquiry, and academic freedom. As a public institution, George Mason functions as a pillar of democracy by helping provide the freedom to learn. In overreaching its role, the Board threatens to interfere not only in the freedom of faculty to teach according to the latest research and best practices in our fields, but also with the freedom of our students to learn and become well-rounded citizens ready to act. The university strives to meet the academic needs of its diverse student body and the diverse communities of Northern Virginia. And considering how many of our students get jobs in and stay living in this area, the university serves as an economic engine of the region as well. These achievements have been the result of shared governance, and by violating that shared governance, the board threatens to impede the continued development of the university as an institution for the common good. The Board should stay in its lane and leave decisions of curriculum to the faculty who are qualified to make these decisions. Please listen to the students, alumni, community members, staff, and

faculty who are all asking you to uphold the principles of academic freedom and shared governance which have allowed the university to thrive. Please reject any call for a delay of implementing the Just Societies flag.

108. Name: Eric Eisner (Written Comment) **Mason Affiliation:** Faculty

Comment: As a faculty member at Mason, I wish to register my alarm about the Board's actions at the Feb. 22 meeting regarding the Just Societies designation in the Mason Core. Faculty at Mason have been developing the new Just Societies flag through a deliberative, reflective process over a number of years. One of the chief aims of this process has been to ensure that courses carrying this designation function as a space for the consideration of multiple viewpoints and ideas about what constitutes justice, and about what a just society would look like, and about key issues confronting societies past, present, and future - to show how many different disciplines provide tools for thinking about these questions from many different angles - and to ensure that these courses have at their core an open but rigorous, thoughtful exchange among students bringing different perspectives to a set of shared texts and questions - not one exclusive answer. The Just Societies flag, as designed, reflects this aim quite well. The designation is thus exactly the opposite of the caricature version - assembled on the basis of some tweets and suppositions - that I heard brought up in the Board of Visitors discussion at the Feb. 22 meeting. The Board of Visitors discussion seemed driven by politics - not the Just Societies flag. The call for a delay in implementing this flag, and the politically-charged rhetoric in the discussion, signal a clear disrespect for the principles of shared governance as well as for faculty expertise. To delay the Just Societies flag at this point would not only be a massive disservice to Mason's students; it would also deal a blow to Mason's reputation as a top-notch research university that puts learning first. A delay when students are already registering for classes would introduce unnecessary confusion and frustration and siphon off resources. I urge the Board of Visitors to continue its practice of working with the faculty in fostering the university's growth and serving its mission, and I ask the Board to refrain from interfering with the implementation of the Just Societies flag.

109. Name: Rebecca Bushway (Written Comment) **Mason Affiliation:** Student

Comment: An attack on DEI is an attack on the students of George Mason. The Board of Visitors is straying outside of its lane in shared governance and interfering where they are not wanted, needed, or welcome.

110. Name: Rebecca Bushway (Written Comment) **Mason Affiliation:** Student

Comment: The Board of Visitors has a fiduciary responsibility to the University, one that it is disregarding to push the governor's narrative. We've already had to unKoch our campus once; don't make us do it again. Stay in your lane.

111. Name: Esther Peters (Written Comment) **Mason Affiliation:** Faculty

Comment: GMU's faculty must lead the process in designing and approving curriculum due to their expertise and years of experience. The BOV has aided GMU's success by respecting this process and supporting it for many years. The Just Societies courses will present insights based on historical events and facts to provide awareness of our human nature and situations; deleting or delaying the implementation of these course options based on political interference will alter the educational outcomes of our students and faculty members. Please respect academic freedom and shared governance to keep GMU thriving!

Board of Visitors

From: Brendan Brown <brendanbrownpc@gmail.com>
Sent: Tuesday, April 2, 2024 2:30 AM
To: Board of Visitors
Subject: Fwd: GMU BOV Comments - BBrown

Good morning President Washington, Board of Visitors, faculty and student reps.

My name is Brendan Brown, I'm a resident of the North Hill neighborhood, just south of Mason, and a GMU MBA grad, class of 2016.

First, thank you for GMU's decision to not move forward with the baseball-cricket stadium. I think it's the right decision, the outcry from your neighbors, at the very least, just wanted transparency and community participation for such a large project. Zoom meetings, PowerPoints, and press statements shouldn't be satisfactory.

But the past 60 days have been disappointing, and I'm asking the BOV to recognize this major PR and community relations disaster.

I'm disappointed GMU is still fighting us in court to prevent a FOIA release of WHATEVER approved or proposed lease was voted on at the 14 December Special BOV Meeting. You voted on SOMETHING - 7 of you did, 2 abstained, and the rest weren't present. That's a sad minority endorsement for a major construction project and allowing a pro sports team to anchor itself on State owned, University-purposed land. Mr. Pence voiced his frustration at not having all the documents, and a less than robust vetting of Sanjay Govil's financials at the Feb meeting.

I'm disappointed that we heard from Sanjay Govil, news reports, and finally CONFIRMED through a FOIA of the Mixed-Use Study by Brailsford & Dunlavey, that the stadium was planned for a 10,000 seat capacity without any infrastructure improvements. Despite smaller numbers given to State Senator Pekarsky, State Delegate Helmer, and an undisclosed number from GMU's Spokesman Paul Allvin, GMU couldn't publicly confirm this major detail - hence our mistrust.

I'm disappointed that as we sought to have President Washington, Sanjay Govil, Athletic Director Lewis - anyone - hold in-person town halls for Q&As - yes, before ground broke - that President Washington's response to the audience at the Feb BOV meeting to "When?," was to smirk, throw up his hands, and just stare at us. That's not an exaggeration, it's on video, and if the BOV doesn't know it, that was a personal slap across the face to GMU's neighbors. Even some who want the cricket stadium, didn't want to be cast aside like that in public, it was palpable. Did the BOV speak to GMU's leadership about how that looked? It's sure when the media noticed.

I'm disappointed that in an effort to promote transparency, GMU and its Athletic Department didn't disclose in its January Zoom townhall that one of the presenters, Sr. Assc AD Andrew Lieber, was hired in 2021 from Brailsford & Dunlavey, the same company that in 2022 was awarded GMU-1828-23 contract for \$260,000 for the "Mixed Use Market Feasibility Study." This study then executed a change order in 2024 for an additional quarter million dollars - what for? - the public doesn't know. What's more, within the Study, Mason briefs Brailsford & Dunlavey's own slides (pg 13, Oct 2023 report) that lists the Old Glory DC rugby club as attendee, and a possible private-public partner for the West Campus "Town Center" development. The full FOIA'd document confirms a possible 10-15K seat Rugby stadium is an option - even bigger than the cricket stadium. Well, guess who OWNS Old Glory DC rugby club, and is looking for a new stadium in the DMV? Yup, Chris Dunlavey, the co-founder and namesake of Brailsford & Dunlavey. The same company that did the feasibility study for GMU, is highlighting the owner's private rugby club as a possible partner and likely stadium candidate for the west campus. Is all this conflict free? I have no idea, it may be, but in the interest of the public's trust, while you may not have to disclose it, you ought to.

My last disappointment, ironically, came only hours after hearing of the stadium's termination. I listened to Dr. Washington's latest podcast with City of Fairfax Mayor Catherine Read - a key partner for GMU. I'm not impressed, in fact, I'd ask the BOV to listen to it and ask themselves if they want the apology that I think Dr. Washington owes us.

Let me quote Dr. Washington and Mayor Read, when discussing Fairfax City residents/voters/neighbors and then who voiced concern over the cricket-baseball stadium project. Let me ask you, what should I tell my 8yo, 5yo, and 2yo kids what the local GMU and City leadership thinks of them, of their neighbors:

Mayor Read: "The 20% who tend to turn out [for Fairfax voting] were a demographic: older, educated, white property owners."

Dr. Washington: "Ok. And I know what the outcome of that was!"

Mayor Read: "Right? So you have a government that reflects the electorate... A graduate of GMU said he didn't really feel like the city wanted us being there... I said well, that is not your imagination."

Dr. Washington: "Every system is perfectly designed to get the result it gets. You don't want those folk in your establishments, in the downtown, you develop systems to keep those kind of things from happening. You develop covenants [restricting housing numbers]"

Mayor Read: "I like your systems thinking. GMU is a commuter school, and people are like, we should have a University... but we don't want to be a college town. You go do your university over here, but we want Mayberry [Andy Griffith's fictional NC town] over HERE."

Dr. Washington: "We're seeing some pushback from some members [of the community] about cricket. And I believe it's the same thing, about [the] cricket-baseball stadium, right? No one pushes back against the baseball side of that, but the cricket side of that... of, what is cricket, what does it mean? It's gonna bring a whole new community of people to this area, and the ultimate beneficiary will be the City of Fairfax."

Mayor Read: "I agree. I think people don't understand cricket, and even though people are like, no that's not it, that's not it... I'm like, but it is it! It's kind of like if there's nothing in it for you, you can see yourself going to a baseball game, but it's like cricket, what is it? Who plays it? I don't know anything about it, so why would I go there? ... people just don't like change and they don't like things that are unfamiliar. But to me the cricket stadium is a reflection of the diversity of this university and this region."

Dr. Washington: "I really appreciate it. Hearing this is energizing in terms of what we've been dealing with today with cricket."

No talk of lack of transparency on the cricket project. Nothing about holding ZERO in person town halls. Just Dr. Washington & Mayor Read basically calling GMU Fairfax neighbors - me, my family, my kids, my neighbors, my community - racist and xenophobic against GMU students. Racist and xenophobic against the business interests of Sanjay Govil, the Washington Freedom, and cricket sports fans. They accuse residents of not wanting GMU students in their neighborhood; they accuse GMU neighbors of targeting cricket as an "unfamiliar" sport.

What a disgrace. What a personal affront to your local neighbors. What an amateur hour.

We asked for transparency. We asked for public meetings. We asked for opportunities to ask questions. We asked to be a part of the GMU community. Instead, we get dog whistles and hints of racist accusations thrown against us - "white property owner" labels, and Andy Griffith "Mayberry" town analogies. Ask yourselves if this represents the Mason Core Value of "Diversity is Our Strength?" Why exclude, marginalize, and demonize us?

That's the GMU leadership before you right now. I'd ask the BOV to evaluate, oversee, and correct this community relations disaster.

Thank you.

Note: Dr. Washington's 25 March 2024 *Access to Excellence Podcast* link: <https://t.co/3TMshxS0V0> (Available on Apple Podcasts; ***Catherine Read, mayor of Fairfax City, Va., is outspoken, unfiltered***). Select podcast excerpts taken here are located within the last 8 mins of the episode.

Brendan Brown
Mason MBA Class of 2016
4898 Oakcrest Drive
Fairfax, VA
22030

Board of Visitors

From: Brendan Brown <brendanbrownpc@gmail.com>
Sent: Tuesday, April 2, 2024 1:27 AM
To: Board of Visitors
Subject: GMU FOIA document response to request #24-2024073 (GMU Pres trip to Dallas, TX with Washington Freedom)
Attachments: GMU FOIA files Dallas TX trip Pres Wash Provost Walsh pdf.pdf

Good morning George Mason University BOV members,

My name is Brendan Brown, a resident of North Hill neighborhood near GMU's Fairfax campus.

Attached you'll find some of the relevant documents released by GMU from a FOIA request on Dr. Washington and other GMU personnel's trip to Dallas, TX to attend a GMU Foundation-hosted dinner and events with the Washington Freedom Cricket Team. In the interest of transparency, I received 25 documents/emails/receipts, some were held back or redacted due to VA law on University President's working papers, personnel information containing identity information, and "information maintained in connection with fundraising activities by or for a public institution of higher education."

As local neighbors began inquiring with the University about the proposed GMU-Washington Freedom stadium project, we felt that we became stonewalled, as little information was publicly available, and FOIA for proposed contracts, stadium design, and details on the public-partnership with the cricket team were being denied, delayed, or responded to without documents. I noticed that Dr. Washington attended an event in Dallas, Texas in July 2023 with the team, only due to the team posting a short video on its YouTube channel that had an interview with Dr. Washington and Mason's logo on the banquet hall television. Was this a University sponsored event or a team sponsored event? There was nothing on Mason's website. Did the University or Sanjay Govil pay for it? We were curious.

Some of my key takeaways (not all the documents are attached here):

1. This was not a Washington Freedom hosted event; it appears to be a 5-day GMU Foundation series of events to meet, greet, mingle, with the team and its owners, as well as possible donors to GMU. The full itinerary ran from Wed July 12, 2023 to Sunday July 16.
2. The trip included Dr. Washington, his wife Nicole, Interim Provost Ken Walsh, and his wife, Tobi (also a GMU executive), Trishana Bowden, Jenn Robinson, and possibly other members associated with the GMU Foundation; donors, team associated personnel and others are on the guest list and museum tour list.
3. The purpose or justification of all GMU attendees travelling down for the events was worked through prior to the trip's confirmation, with Dr. Washington explaining the need for additional University members and family.
4. According to Dr. Washington, "the primary purpose of this trip is both project development and Advancement related and as such the main players and their spouses should be engaged as is the case most places this kind of work is done. At least four people on this trip who have given or are considering major gifts to Mason who are a part of this project. If GMU personnel are engaged with potential donors, the spouses are there to engage with the donors [and their] spouses. ... while we are currently pursuing a management authority to help lead this project, it does not mean we will end up there. This may very well be a Mason owned property and if others are paying for it, who cares if it's on our books. There are a number of potential donors engaged on this project who can write a check and pay for the whole thing... I spoke to my Chancellor friend at NC State and they were intimately involved in the design and development of their football stadium, which was led by a private developer and is "off book"."

5. Trishana Bowden indicated that the whole trip cost \$60,000.

6. The trip provided opportunities for guest/travelers to i) go to Wash Freedom practice, ii) Dallas Museum of Art guided tour, iii) Welcome reception in hotel ballroom iv) Cricket 101 lunch and learn with WSHF team personnel v) Cricket game vs Seattle vi) private tour and dinner at Dallas Arboretum (presumably where WSHF video was filmed), vii) Cricket game vs Texas Super Kings viii) Farewell dessert reception

7. The only travel receipts provided were from Mr. Ken Walsh and his spouse. No receipts were provided for Dr. Washington and his spouse, or for any other GMU personnel.

I was not given any "after action" emails or documents from any of the parties within the FOIA request - no documents providing any opinion on the trip or discussing its results.

Thank you for your attention. I wanted to ensure that all BOV had the highlighted documents GMU neighbors were asking for in their FOIA requests. This request was answered on 30 March, exactly 29 days after my initial request.

V/r,
Brendan Brown

**BOARD OF VISITORS
GEORGE MASON UNIVERSITY**

**Continuing Education Session
Tuesday, April 2, 2024
Merten Hall, Hazel Conference Room (1201)**

MINUTES

PRESENT: Rector Horace Blackman, Visitors Armand Alacbay, Reginald Brown, Lindsey Burke, Dolly Oberoi, Bob Pence and Charles Stimson.

ABSENT: Vice Rector Jon Peterson, Secretary Michael Meese, Visitors Anjan Chimaladinne, James Hazel, Wendy Marquez, Nancy Prowitt, Jeffrey Rosen, Farnaz Thompson and Robert Witeck.

ALSO, PRESENT: Gregory Washington, President; Anne Gentry, University Counsel and Sarah Hanbury, Secretary pro tem.

I. Call to Order

Rector Blackman called this session to order at 12:39 p.m. Rector Blackman noted that the purpose of this 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. He stated that this continuing education session has been designed specifically for Mason's Board with the assistance of the Association of Governing Boards (AGB), and in consultation with SCHEV.

Rector Blackman introduced AGB representative, Dr. Carlton Brown, adding that he will present on two topics and after each, discussion will follow. Rector Blackman noted that he looked forward to robust conversation on these topics.

II. AGB Presentations and Discussion

Dr. Brown began by noting he is pleased to have the opportunity to work with the Board of Visitors and that he has been a longtime observer of the University. He expressed his impression of the moves it has made over the years. The AGB believes that periodically all board members should undergo a refresh on governance, fiduciary responsibilities, and the distinction between governance and management, as well as the various roles of the board. AGB believes that new members should receive a more intense exposure.

He then provided information about himself; he is currently a board member at San Francisco Bay University, and a Senior Consultant and Senior Executive Search Consultant at the AGB. Previously, he was the President of Savannah State University, President of Clark Atlanta University, Special Assistant to the Chancellor for System-Wide Projects for the University System of Georgia, a Board Member of the Georgia Research Alliance, and Chair of the University Consortium for Liberia.

A. Governance vs. Operations/Management

- What does it mean to be a “strategic” board?
 - The board is pictured in his slide as the helicopter which exercises oversight and fiduciary responsibility.
 - The president is at the helm of the ship and runs the institution.
 - The ship is the institution.
- Principles of Trusteeship, AGB 2021:
 - Understand Governance:
 1. Respect the difference between the board's role and the administration's role.
 2. Be an ambassador for your institution and higher education.

- Think Strategically:
 1. Learn your institution's mission, constituents, culture, and context which requires some study and dedication.
- Lead by Example:
 1. Champion justice, equity, and diversity. He is aware of issues in Virginia regarding this and clarified the AGB's meaning, which is broken down into three strategies:
 1. Developing and applying an equity lens in the board's governance structures and processes. This involves ensuring fairness in engagement with members and considering the larger internal community's equity.
 2. Applying a justice, equity, and inclusion lens throughout the institution, which Mason is actively doing to great benefit.
 3. Contributing to social justice and equity within the communities that the institution serves. Again, he sees evidence that Mason is actively engaged in this type of work.
- Fiduciary Duties:
 - Under state statutory and common law, board members of corporations—including nonprofit corporations (such as institutionally related foundations) and public bodies that operate colleges and universities—must act in accordance with the fiduciary duties of care, loyalty, and obedience.
- Duty of Care:
 - Requires board members to execute their responsibilities in good faith, with the care that an ordinarily prudent person in a similar position would exercise under comparable circumstances.
 - Board members should take their work seriously and do their homework, participating effectively in community assignments.
 - It's important for board members to be knowledgeable about policies, the strategic plan, various campuses, and all the sites and programs an institution works with.
- Duty of Loyalty:
 - Loyalty lies with the institution, while acknowledging that personal beliefs and external loyalties are not left at the boardroom door.
 - The job entails focusing on the institution's objectives while leveraging individual strengths and perspectives to contribute effectively to its goals.
 - Visitor Brown inquired about the AGB's definition of loyalty compared to that of the Attorney General. Significant conversation ensued; please refer to the video for specifics: <https://vimeo.com/showcase/8557205/video/930320778>.
- Ten Key Responsibilities of the Board:
 - Establish, disseminate, and keep current the mission of the institution.
 - Select and support the president of the institution.
 - Periodically assess the presidents' performance and review their compensation.
 - Charge the president with the task of leading a strategic planning process, participate in that process, approve the strategic plan, and monitor its progress. Significant conversation ensued; please refer to the video for specifics; <https://vimeo.com/showcase/8557205/video/930320778>.
 - Ensuring the quality of education provided by the institution.
 - Safeguard both the autonomy of the institution and the related tradition of academic freedom. Significant conversation ensued; please refer to the video for specifics: <https://vimeo.com/showcase/8557205/video/930320778>.
 - Engage regularly with the institution's major constituencies. Significant conversation ensued; please refer to the video for specifics: <https://vimeo.com/showcase/8557205/video/930320778>.
- The Goals of Shared Governance:
 - Shared governance is not the board or president relinquishing decision-making duties to anybody. It's about engaging your constituent groups in understanding certain things, gathering input, and participating in strategic planning.

- Components of Shard Governance as a System for Aligning Priorities:
 - Aligning doesn't happen in a crisis; it happens over time.
- Common Areas Needing Clarification:
 - What to do when I am presented a problem by a constituent member. Tell them thank you, we hear you, and bring this to the attention of the president and BOV. Never share your view.
 - How to handle pressure for certain policies or postures from appointing authority. Other points of Power.
 - Can I visit the campus independently and if so, what is my posture and responsibilities? The president should always know when you are on campus.
 - How to avail the university of key expertise that I have or can provide.
 - What does my fund-raising role entail?
 1. Give
 2. Find
 3. Connect

Rector Blackman called for a break and announced that the continuing education session would reconvene at 2:10 p.m. He mentioned having a prior engagement and appointed Visitor Brown to chair the session following the break.

Visitor Brown reconvened the continuing education session at 2:12 p.m.

B. Charting the Future of Higher Education

Dr. Brown began his second segment by highlighting the following items:

- Strategic Direction:
 - Upon examining Mason's strategic direction and its growth within its first 50 years, it's been meteoric.
- Not Immune to History:
 - Higher education is not immune to the historical events that have shaped other industries, and change is imminent.
 - The following industries have undergone significant changes.
 - Publishing
 - Automotive
 - Music
 - Health Care
- Asked the BOV to pre-read AGB-developed and published the *Principles of Trusteeship*—a set of nine principles designed to enhance the effectiveness of individual board members.
 - The four main issues received from AGB boards were:
 - Leadership Succession and Support
 - Board Independence and Leadership
 - Student Success, Student Experience and Campus Inclusion
 - Business Model Innovation and Digital Transformation
- Undeniable Macro Trends:
 - Technology:
 - Technology Migration
 - Increased Number of Players
 - Pandemic Boost
 - AI and AR
 - There is some reason for concern, but ultimately, it will be a part of our paradigm going forward.

- Transfer:
 - Most Students Attend Two or Three Institutions
 - People with Some Credits and No Degree
- Degrees and Credentials:
 - Reduced Reliance on the Degree:
 - Some companies have stopped requiring degrees to be employed by them.
 - Ubiquity of Credentials, Badges, Certifications
 - International Comparisons of Academic Achievement:
 - The United States ranks very low academically internationally, especially in math and science.
 - Historically our degrees have been too focused so when a field changes, we can't change with it.
- Unbundling the Degree:
 - Need for fewer general education courses due to dual enrollment and CLEP / DANTES.
 - Institutions that have assessed the quality of the general education program have concluded that they don't have an impact.
 - Significant conversation ensued during this segment, please refer to the video for specifics: <https://vimeo.com/showcase/8557205/video/930326168>.
- Issues to be Addressed:
 - Student Success and Outcome Accountability:
 - This has to be a conversation across the institution on how to make this happen.
 - Workforce Connectivity and Relevance:
 - More and more people are demanding that institutions build programs that lead to employment or additional graduate work.
 - Student Institutional Culture and Mental Health:
 - Mental health is currently a significant issue. Institutions that are actively addressing it are faring better and those that are not are experiencing additional problems.
 - New Institutional Configurations
 - AI:
 - AI are computing systems that are able to engage in human-like processes such as learning, adapting, synthesizing, self-correction, and deal with data or complex processing issues.
 - AI is becoming increasingly adept at assessment and grading, leading to concerns among some faculty about potential replacement. However, others are exploring ways to integrate AI into their work. Dr. Washington has emphasized to faculty that AI won't replace them, but faculty who incorporate AI into their practices may see enhanced effectiveness.
- Thornier Issues to be Addressed:
 - Faculty Aging, Faculty Tenure, Traditional Faculty:
 - Everyone's faculty is aging, and they will age out relatively quickly. Unfortunately, we aren't effectively building a pipeline to replace them. The question then becomes: Who are the future faculty, and how do we identify and cultivate them?
 - Diversity, Equity and Inclusion
 - Financing Higher Education and Cost to Consumer and Society
 - Innovations vs. Institutional Stability
 - Both are needed.
 - Board Independence, Leadership and Undue Influence
 - Academic Freedom and Freedom of Speech
- Recognizing the need for new strategies in higher education boards is crucial for effective governance:
 - Expertise in understanding macro trends (new regulations, technology, the global environment, a changing workforce, and funding) redefine how higher education creates and maintains value.

- Rethinking the Change Paradigm:
 - Most Institutions Do:
 - Form a committee.
 - Have representatives from all areas.
 - Select a popular person to lead the committee.
 - Generate a lengthy report.
 - Produce recommendations as outcomes.
 - Have a leadership team that waits for recommendation.
 - More Institutions Should:
 - Have a bias towards action.
 - Use key implementation members who will be accountable.
 - Be led by or co-led by a cabinet/leadership member.
 - Define specific outcomes, resources, resource needs, and timelines.
- Keys to Future Positioning:
 - Move from Anchor to Impact Lead, which Mason has accomplished.
 - Constant Re-Assessment
 - Continue to Focus on Building Community
 - Be What you Advocate
 - Keep Looking for Blue Oceans
 - Controlling Influencer Responsibility

Dr. Brown concluded the presentation portion of his second segment and Visitor Brown opened the floor for discussion and questions. Significant conversation ensued during this segment, please refer to the video for specifics: <https://vimeo.com/showcase/8557205/video/930326168>.

III. Adjournment

Visitor Brown called for any additional business to come before the board. Hearing none, he adjourned the session at 3:19 p.m.

Prepared by:

Sarah Hanbury
Secretary pro tem

**BOARD OF VISITORS
George Mason University**

Approved February 22, 2024

Meeting Schedule for 2024-2025

Thursday, September 26, 2024	Full Board Meeting
Thursday, December 5, 2024	Full Board Meeting
Thursday, February 20, 2025	Full Board Meeting, Approved Date
Thursday, February 27, 2025	Full Board Meeting, Proposed Alternate Option*
Tuesday, April 1, 2025	Board Public Comment Session
Thursday, May 1, 2025	Full Board Meeting
Thursday, July 31, 2025	Annual Planning Conference
Friday, August 1, 2025	Annual Meeting

Meeting Schedule for 2025-2026

Thursday, September 25, 2025	Full Board Meeting
Thursday, December 4, 2025	Full Board Meeting
Thursday, February 19, 2026	Full Board Meeting, Approved Date
Thursday, February 26, 2026	Full Board Meeting, Proposed Alternate Option*
Tuesday, March 31, 2026	Board Public Comment Session
Thursday, April 30, 2026	Full Board Meeting
Thursday, July 30, 2026	Annual Planning Conference
Friday, July 31, 2026	Annual Meeting

***Alternate options require BOV approval.**

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

Case Update Prepared for the BOV by Mason Police Chief Carl Rowan, Jr.

Good afternoon.

My name is Carl Rowan and I am the Assistant Vice President for Public Safety, and the Chief of Police at George Mason University. I am pleased to appear before the Board of Visitors today to provide an update on the case involving threats, including a death threat, made against Professor Bethany Letiecq with regard to an article that she published about the institution of marriage which went viral on the internet and generated a great deal of backlash.

Let me say at the outset that such cases involving faculty are rare at Mason. We generally see one per year, if that many. Such cases are much more likely to involve stalking behavior amongst students or domestic problems amongst staff. However, in all cases within the jurisdiction of the Mason Police, our response is quite consistent. We take all threat cases seriously, and unless we are told by the victim that police involvement is not desired, we will go to great lengths to make sure that our community members are safe.

The Case

In the case of the Professor, we were contacted by her on March 16th about a significant amount of harassment by computer and by phone that she had suddenly begun receiving after publication of the above referenced article. Most of the messages were vile and abusive. Some were overtly racist in nature. However, none of the messages ran afoul of any Virginia state criminal statutes. However, Detectives in both our Criminal Investigations Unit (CIU) and our threat Assessment Unit (TAU) opened cases in order to conduct a criminal review of all incoming harassment received by the Professor, and to provide her with a safety plan that would give her peace of mind while we monitored her messages.

The Mason Police Response

The most important goal that the Mason Police have when taking on a case involving threats and/or harassment is to make it clear to the victim that we are fully committed to their personal safety and we will stand with them, shoulder to shoulder, until the threat is mitigated. We consider that to be a professional commitment that we make as a part of our community policing obligation to the Mason students, faculty, and staff. I don't want to make public all of the tactics that we employ to create and execute a safety plan, but generally speaking, our efforts involve the following:

- Providing a security review of the victim's workspace, and their home if necessary.
- Installation of panic alarm buttons in the workspace.

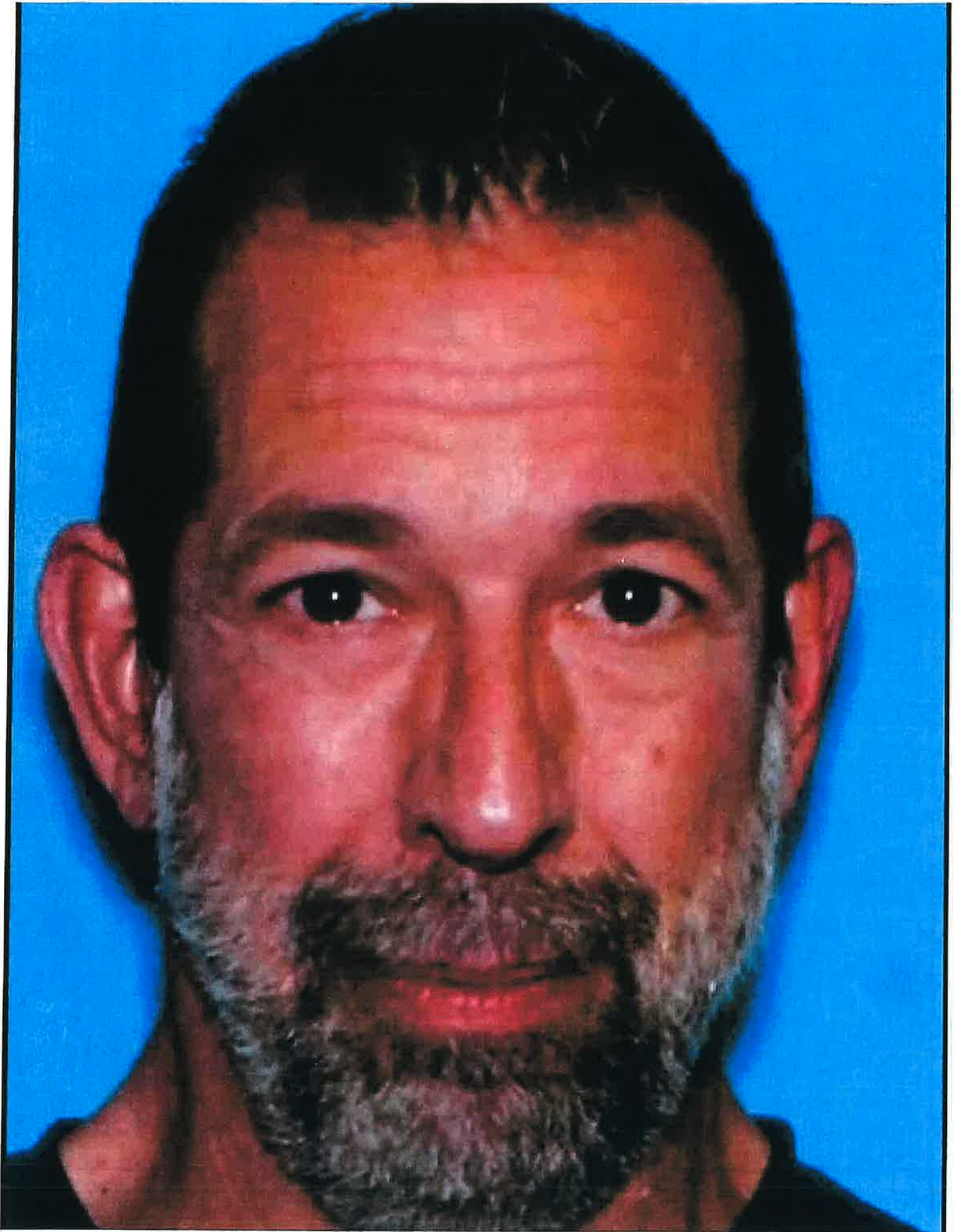
- Providing secure campus parking and a police escort to their campus destinations.
- We help victims “scrub” and/or greatly diminish their public personal information on social media and make other information private.
- Blur victim’s address on Google Maps.
- Provide training on topics of vigilance, safety protocols, and emergency preparedness.

Where there is a known suspect:

- Mason Police conduct a thorough review of law enforcement data bases to review any criminal history and/or any other reported contacts the suspect has had with the police.
- Scanning open source resources for relevant information
- Using special technology, we are often able to be alerted whenever the suspect drives onto our campuses.
- Where criminal conduct has been found, arrest warrants are sought
- Mason Police will also assist the victim in the process of obtaining a protective order.

Mason Police Law Enforcement Action

In the case of the Professor, she ultimately received a phone message that we determined was a violation of Virginia law regarding harassment by phone (Code Section 18.2-427). We were able to track the phone number of the caller back to Rodney Prosser in Urbana, Illinois. When he would not answer his cell phone to take our calls, CIU contacted the Champaign County Sheriff’s Department to seek their assistance. They were very familiar with Mr. Prosser and his reputation for being a local hot head with a history of arrests for property crimes such as retail theft. He also already has one restraining order against him from an Illinois incident. Two deputies made a house call on the suspect and he admitted making the call to the Professor but said he was just “venting.” He also said that he had no interest in hurting her. The Sheriff’s department provided us with body camera recordings of their interaction with Prosser and we obtained an arrest warrant for Harassment which is a Class 1 misdemeanor. Misdemeanor subjects are rarely extradited, and we have no plans to bring him to Virginia unless he has more harassing contact with the Professor in the future. If that happens, we will travel to Illinois and bring him back to the Fairfax County Adult Detention Center. He has also been trespassed from all Mason campuses. Otherwise, the arrest warrant will remain in the system as an additional incentive to stay far away from the Professor.



George Mason University Department of Police & Public Safety

703-993-2810

Advising the Victim

Case # 24-003027

Statement of Victim's Rights

Pursuant to Virginia Code 19.2-11.01 the George Mason University Department of Police and Public Safety offers assistance to the community through the Victim and Witness Assistance Program. As a victim of a crime, you should be aware of your rights and legal options.

- You have the right to be treated with dignity, respect, and sensitivity.
- You have the right to medical, emotional, and psychological support.
- You have the right to give and receive updated information on your case.

You have the right to file charges in a Virginia Criminal Court of Law for any crime committed against you. For some misdemeanor crimes committed by a University employee or student you may choose to pursue the matter through the George Mason University system. For employee assistance, help can be provided through the University's Human Resources Department. For student assistance help, can be provided through the University's judicial system. George Mason University Police will help you in either process. It is important for you to understand the criminal justice system steps involved in these processes.

1. Through police assisted investigative efforts, you must be able to identify the accused.
2. You must assist in explaining the events to a magistrate (court official) or to the Associate Vice President for Student Services or a Human Resources Specialist.
3. If the magistrate permits a criminal charge, you may need to testify at subsequent hearings and/or a criminal trial. If the Associate Vice President for Student Services recommends a hearing, you may need to testify at a student judicial panel or to an administrative judicial officer.
4. You may be qualified to receive compensation or restitution for your loss or injury. Compensation or restitution can only be ordered by a court of law.
5. While these procedures may appear to be lengthy and stressful for you, they are necessary to ensure the rights of all citizens.
6. The George Mason University Department of Police and Public Safety will assist you throughout the process. However, the police officer cannot give you legal advice. If you have legal concerns about your rights as a victim, you should speak with the Commonwealth's Attorney or an attorney of your choice. Contact information for the Commonwealths Attorneys' Offices for Fairfax, Arlington and Prince William counties are as follows:

Fairfax County
4110 Chain Bridge Rd.
Fairfax, VA 22030
703-246-2776

Arlington County
1425 N. Courthouse Rd. Suite 5200
Arlington, VA 22201
703-228-4410

Prince William County
9311 Lee Avenue, Suite 200
Manassas, VA 20110
703-792-8050

I have read the above statement of my rights as a victim and I understand each of these rights and options. With these options in mind, I have selected to proceed with this case:

- Through a Virginia Criminal Court of Law.
- Through the George Mason University judicial process managed by the Office of Student Conduct.
- At this time I do not wish to prosecute. I understand that no further action will be taken beyond the filing of this report.



Victims Signature


Bethany Letieca
Printed Name:

3/16/24 2:25pm
Date & Time

If the University is the victim:

While it is recognized that the University is the owner of the property, I, as a representative of the organization responsible for the loss, request the above designated action to be taken.

 _____
Signature Printed Name Department & Title

Munoz D #32 
Officer: Print, Sign & Badge #

George Mason University Police Resource sheet offered? Yes No

Accepted? Yes No

WARRANT OF ARREST—MISDEMEANOR (STATE)

COMMONWEALTH OF VIRGINIA Va. Code § 19.2-71, -72

Fairfax CITY OR COUNTY General District Court Criminal Traffic Juvenile and Domestic Relations District Court

TO ANY AUTHORIZED OFFICER:

You are hereby commanded in the name of the Commonwealth of Virginia forthwith to arrest and bring the Accused before this Court to answer the charge that the Accused, within this city or county, on or about 03/18/2024 did unlawfully in violation of Section _____ DATE

18.2-427

threaten an illegal or immoral act with the intent to coerce, intimidate, or harass a person, over a telephone in this Commonwealth. Code of Virginia: _____

I, the undersigned, have found probable cause to believe that the Accused committed the offense charged, based on the sworn statements of _____

Baucom, D J #063 Geo. Mason U. PD Complainant.

Execution by summons permitted at officer's discretion. not permitted.

Karen E Schools

04/03/2024 10:52 AM

DATE AND TIME ISSUED CLERK MAGISTRATE JUDGE
Karen Schools

CCRE/Fingerprinting Required

COPY COPY COPY
M
COPY COPY COPY
Jul 08, 2024
09:30 AM
Hearing Date/Time

CASE NO.

ACCUSED:

Prosser, Rodney W

LAST NAME, FIRST NAME, MIDDLE NAME

59 Cedric Drive

ADDRESS/LOCATION

Urbana, IL

To be completed upon service as Summons

Mailing address Same as above

RACE	SEX	BORN	HT.	WGT.	EYES	HAIR
W	M	06/12/1965	6' 00"	140	BRO	BRO

SSN

358-68-6045

DLF

P62673965167

STATE

IL

Commercial Driver's License

Commercial Motor Vehicle Hazardous Materials

CLASS 1 MISDEMEANOR

EXECUTED by arresting the Accused named above on this day:

EXECUTED by summoning the Accused named above on this day:

For legal entities other than individuals, service pursuant to Va. Code § 19.2-76.

DATE AND TIME OF SERVICE

ARRESTING OFFICER

BADGE NO., AGENCY AND JURISDICTION

for

SHERIFF

Attorney for the Accused:

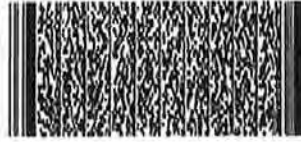
Short Offense Description (not a legal definition):

THREATEN ILLEGAL/IMMORAL ACT OVER TELEPHONE
Offense Tracking Number:

059GM2400026201

FOR ADMINISTRATIVE USE ONLY
Virginia Crime Code:

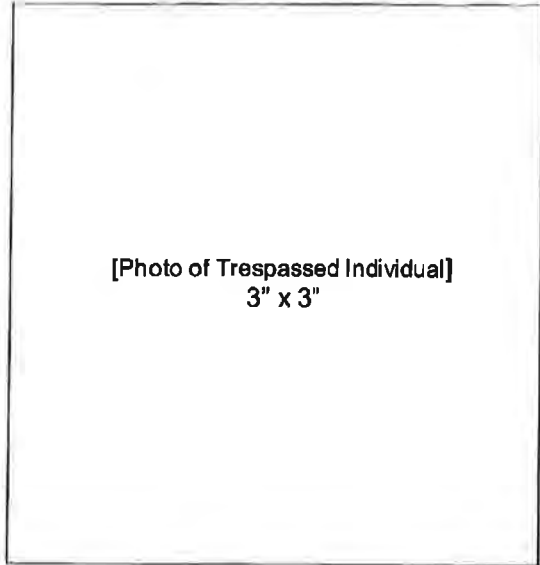
TEL-3245-M1



STATE

CRIMINAL TRESPASS NOTICE

Trespass Notice Information:	
Case Number:	24-003027
Date / Time:	4/1/24
Name (LAST, FIRST, MI):	Prosser, Rodney W
Date of Birth:	6/12/1965
Phone / Email:	217 571-530-9440
Mailing Address:	59 Cedric Drive Urbana IL 61802



Under Virginia Administrative Code BVAC35-31-10 et seq, George Mason University police officers have authority to forbid entry upon University property. As a University Police Officer at George Mason University, it is my duty to inform and advise you that you are forbidden to go upon or remain on property, lands, buildings, or premises of George Mason University for a period of **FOUR YEARS** (unless otherwise stated below) without proper authority from the Chief of Police. If you have a need to come onto University property, you must seek and obtain written permission from the Chief of Police. Additionally, by University Policy 1132, you have the **RIGHT TO APPEAL** this Criminal Trespass Notice in writing to the Chief of Police, and you may appeal the Chief of Police's decision in writing to whom the Chief of Police reports to, whose decision shall be final. You are further advised that if you violate this Criminal Trespass Notice, you are in violation of Virginia Code § 18.2-119 and will be arrested and charged with that section, punishable of confinement in jail for up to twelve months and a fine of up to \$2,500. Virginia Code § 18.2-119 reads, in part, as follows:

Trespass after having been forbidden to do so: If any person without authority of law goes upon or remains upon the lands, buildings or premises of another, or any portion or area thereof, after having been forbidden to do so, either orally or in writing, by the owner, lessee, custodian, or the agent of any such person, or other person lawfully in charge thereof ... he shall be guilty of a Class 1 misdemeanor.

Reason for Criminal Trespass Notice (select at least one):	Conditions of Criminal Trespass Notice (if applicable):
<input checked="" type="checkbox"/> Violated criminal or civil laws. <input type="checkbox"/> Violated University policies, regulations, rules, or directives. <input type="checkbox"/> Posed a threat to the health, safety, welfare, or academic experience of members of the University community. <input type="checkbox"/> Caused significant disruption to the regular operation of University functions. <input checked="" type="checkbox"/> Caused or threatened harm to persons or property. <input type="checkbox"/> Other:	<input type="checkbox"/> Trespass Notice applies until: <input type="checkbox"/> Trespass Notice is limited to the following area(s):
<i>Mailed</i> Trespassed Individual's Signature (if available) <i>Note: If the trespassed individual refuses or is unavailable to sign this form, the issuing officer is authorized to complete and serve this form without a signature from the trespassed individual.</i>	<i>D Bancroft #11 571 595 7676</i> Officer / Badge # (PRINT) Officer's Signature

Achieving Inclusive Excellence: The Mason Way

Executive Summary

Issues of Diversity, Equity, and Inclusion (DEI) have become commonplace and at times controversial in higher education institutions across the nation. Some argue for extensive DEI courses and programs to correct for inherent structural racism and the implicit bias of many individuals. Others argue that DEI initiatives must be rejected, lest they involve indoctrination, forms of racist instruction or discrimination, or the promotion of inherently divisive concepts.

After reviewing policies and procedures, this committee found that, as George Mason University has done in so many areas, Mason has addressed the issue in a way that is *All Together Different*.

As this report explains, Mason has eschewed the extremes of either eliminating any traces of support for diversity initiatives on one hand or adopting programs and practices that accentuate differences and promote divisiveness on the other. Instead, Mason has designed a unique consensual framework of **inclusive excellence** to focus on the education and development of all students to be effective citizens and productive members of society for Virginia and the nation. This “Mason Way” is not a simple compromise between sides, but a way of thinking all together differently about the problem and developing innovative solutions that have the potential to serve as a model for higher education throughout the nation.

A compelling example of an innovative “Mason Way” solution to a vexing problem can be found in Mason’s central Wilkins Plaza. Some called for removing George Mason’s name from the university, just as George Mason High School in nearby Falls Church was renamed Meridian High School in 2020. Others called for the rejection of any such proposal as unchecked “wokeism” that cancels a critical thinker and one of our nation’s founders. The “Mason Way” leveraged a faculty-led student research experience and incorporated substantive dialogue to develop a solution in which GMU can address and learn from its complicated history—ignoring neither the positive nor negative elements of it. As a result, the George Mason statue recognizes his contributions, and the memorial recognizes the enslaved people who helped make George Mason’s contributions possible.

The “Mason Way” chart on the next page illustrates the innovative approaches Mason takes to foster the educational and student support mission of the university in a way that belies the problems that often garner headlines. The left column addresses many of the critiques of DEI initiatives that too often attract attention and, if true, could be problematic. The right column summarizes the innovative approach that Mason has taken to these issues. Those concerned about these issues and how they work should learn more about the innovative approach that George Mason has taken, portions of which are described in this report.

The Mason Way

<u><i>DEI Critique</i></u>		<u><i>'Mason: All Together Different'</i></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.)

Why Address DEI Issues at All?

As much as some may think that universities could be better without addressing DEI issues at all, there are compelling reasons to do so including those based on governmental policies, accreditation requirements, employer expectations, and student needs.

Federal. Federal law imposes many requirements to provide equal opportunity for students, faculty, and other employees at Mason. Many of those compliance requirements concern adjudicating and resolving incidents of discrimination or unfair treatment. Ideally, institutions will also have structures and systems that are effective in minimizing conflicts, discrimination, and unfair treatment so that students of all backgrounds have less need for formal adjudication and can leverage all the opportunities available to them to maximize their own personal achievement.

Commonwealth. Governor Youngkin's Executive Order 10 provides the Commonwealth of Virginia Diversity Opportunity and Inclusion Plan (see Appendix B). This plan specifies three concrete goals and seven specific objectives that require agencies to establish business operations and missions to achieve the Commonwealth's goals and objectives. George Mason University is consistently aligned with the Commonwealth's goals.

Accreditation Requirements. Mason is justifiably proud of its academic excellence that has been recognized by the many organizations that oversee and accredit university education. These include the State Council on Higher Education in Virginia (SCHEV), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the 32 additional organizations that accredit specific programs at Mason (ranging from the American Bar Association [ABA] for the law school to the Accrediting Board for Engineering and Technology [ABET] for engineering). Each of these organizations has specific guidance concerning DEI as part of their accreditation requirements and 22 of the accrediting bodies require that specific DEI student learning objectives are incorporated into courses, such as those recently proposed.

Employers. One of Mason's greatest strengths is its ability to provide opportunities for graduates to be productively employed in northern Virginia upon graduation. All 14 of the top employers of Mason students have corporate statements in support of their DEI mission and they recruit at Mason (in part) because of the diversity of Mason's student body. Having an awareness of DEI issues and being able to understand their role in society and the workplace is an essential requirement for graduates in 2024 and the future.

Students. Today’s university students have distinct perspectives on DEI topics, which have often been central issues throughout their lives. They consistently express a need to be thinking about, discussing, and acting on these issues on campus and upon graduation. That is why they take part in over 440 registered student organizations that are involved in a wide range of issues. They expect their university to help them know *how* to think about these issues so that they can better determine for themselves *what* they should think about these complex issues. They also are looking for Mason to show how to proactively encourage all individuals to succeed, honoring but not exacerbating differences between the many groups that comprise their university. The report contains more comprehensive student surveys, but the written comments from a current student to the public BOV session (see box nearby) reflect the perspective of many students.

When considering the projected raise in tuition, although it is never ideal for students to have to pay more, I know for myself and many students like me that if avoiding or lessening an increase in cost comes at the price of cutting funding to the already threatened DEI support programs- I would far rather have the programs and pay more. The draw of GMU as an institution comes from the diversity of community and the support systems in place which uplift a variety of marginalized identities that make up GMU's student population. Without these in place, it makes students like me less able/willing to further our education with GMU when we could seek out institutions that better serve our needs by having these supportive structures in place. If it comes to it, I know that I am willing to pay more for support structures that benefit me and my fellow students; I know others share my sentiment. And, ultimately, I believe you will see a negative impact on student attendance and/or retention if these programs are defunded- counterintuitive to the funding issue at hand. Consider how heavily the marketing for GMU relies upon its status as the "#1 in Virginia for Diversity" and how a loss of student diversity support through DEI programs could impact the university's public face in conjunction with that marketing.
-- D. B., GMU Student, Written public comments 2 April 2024

What it is not. It is important to note that the foregoing are the reasons for addressing DEI issues. It is NOT to promote any specific ideology. More specifically, Mason’s efforts do NOT focus on promoting views that specific Mason students, faculty, or staff, or subsets of society are inherently prone to victimhood, being an oppressor, or being oppressed.

Given the perspectives of federal and commonwealth governments, accreditation bodies, employers, and students, Mason is obligated to address these issues. President Washington established a committee to address two specific areas of current concern: (1) the DEI structure and composition at GMU and (2) the implementation of a “Just Societies” requirement in the core curriculum. The full charge to the committee is in Appendix A, and this report addresses those issues. A brief summary of the findings and recommendations in each of these areas follows in this Executive Summary.

Part 1: Student Support Infrastructure and Organization

As the largest and most diverse university in Virginia, Mason has developed a wrap-around student-centric learning environment where education is a place of opportunity intended to have room for everyone. As a majority minority school federally listed as an MSI (Minority Serving Institution), Mason focuses on bringing together individuals from all backgrounds, with different life experiences, all of whom contribute to enhancing the richness of Mason.

Mason has not used race in admissions for over two decades, but it is not enough to merely admit students based upon merit and hope for the best. The university culture at Mason is deliberately and carefully designed to be one that educates and transforms students from different backgrounds in an inclusive culture – one that is *All Together Different* – so that each student has the opportunity to graduate as a proud George Mason Patriot.

Our review of Mason’s support infrastructure and organization revealed that the efforts of the staff and faculty who are involved in creating this Mason culture can be broadly categorized into accomplishing objectives in two areas—cultivating a positive environment and preventing negative outcomes:

Cultivating a Positive Environment. The student support infrastructure fosters a culture of inclusion where diversity is celebrated, and everyone can feel included, respected, and valued. Consistently promoting inclusive excellence demonstrates Mason’s commitment to creating a positive and welcoming environment for individuals from all backgrounds, which contributes to higher levels of student and employee engagement, satisfaction, and retention.

Preventing Negative Outcomes. The student support infrastructure conducts proactive measures to help prevent discrimination, bias, and exclusionary practices before they occur. By identifying potential areas of concern and addressing them preemptively, Mason staff can mitigate the risk of costly legal battles, reputational damage, and negative outcomes such as student attrition and employee turnover associated with conflicts.

Who is Doing This Work?

There are numerous individuals throughout the campus engaged in these efforts. The Board has raised specific questions about positions in the Office for Diversity, Equity, and Inclusion; Faculty Affairs and Development; Academic units; and two University Life units - the Center for Culture, Equity, and Empowerment, and the LGBTQ+ Resource Center. As detailed in the report, these include 35 positions at the University Level that contribute to the development and promotion of this positive and inclusive culture as described above. Of those positions, 14 are full-time staff or faculty positions and 21 are student positions. The total budget for these positions is \$2,620,009.00 or 0.19% of the total university budget.

What Do These Professional Staff Members Do?

As noted above, the main overarching focus of these individuals is in three objective areas—creating an inclusive culture, providing student support services, and preventing concerning actions. By adopting a preventive approach that promotes inclusion of all individuals, they address barriers that may prevent individuals’ full participation at Mason, and they also reduce the likelihood of serious events that require subsequent extensive and costly intervention. These staff members collaborate with academic and

administrative units to promote effective practices and proactively identify and address potential barriers to student success. Many of the day-to-day activities of these offices cut across several different functions. The work being done is described in more detail in the attached report, and can be summarized in the following areas:

- Provide student, faculty, and staff support
- Cultivate an inclusive culture
- Comply with governor, attorney general, and commonwealth directives
- Support academic freedom and free speech
- Support compliance and risk management
- Meet accreditation requirements
- Support research grant funding
- Support industry needs (e.g. workforce readiness)
- Support intercollegiate athletics
- Support designations and certifications

Given the breadth of responsibilities, a closer examination of the position titles and descriptions reflects that several position descriptions may not effectively describe how the personnel support Mason's mission or what the individuals do in these roles. Mason should not change titles merely to rebrand or respond to criticism, but they *should* consider title changes that more accurately reflect the functions being accomplished, to promote understanding and transparency.

Recommendations

Based upon this review, the Committee recommends the following:

1. The number of full-time staff positions (14) and part-time student positions (21) is appropriate (or possibly low), relative to the number of students being served.
2. The Vice President for University Life and Vice President for Diversity, Equity, and Inclusion should annually review 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 (see [Appendix B](#)) and adjust as necessary.
3. The Vice President for University Life and Vice President for Diversity, Equity, and Inclusion should initiate a Mason Campus Climate Study conducted by a third-party during AY 2024-25 for undergraduate and graduate students. The study will be taken to assess classroom and environmental factors with a goal of promoting inclusive excellence and avoiding divisive concepts (as defined by Governor Youngkin's Executive Order 1, see Appendix I), and report outcomes to the Board of Visitors. This review will include an assessment of the extent to which DEI programs contribute to the objective areas stated above (creating an inclusive culture, providing student support services, and preventing concerning actions) or whether they accentuate differences among individuals and groups.
4. University Life, Academic Affairs, and Faculty Affairs and Development should work to expand curricular and co-curricular offerings that focus on civil discourse, dialogue and debate across differences, and freedom of expression to align with the Governor's focus on free speech and intellectual diversity.

These recommendations address the first area concerning the Student Support Infrastructure and Organization and provide a way forward to evaluating the existing structure and adapting it as necessary in the future.

Part 2: The Just Societies Course Framework

As the report explains in detail, as early as 2013, Mason faculty began to consider enhancing its core curriculum to address issues related to diversity, equity, inclusion, and justice (DEIJ). From 2017-2021, Mason's focus was on completing its accreditation reaffirmation with SACSCOC that included a full assessment of the Mason Core and developing a required Quality Enhancement Plan (QEP). During that period, the Mason Core Committee, Faculty Senate, and others with specialized expertise worked to determine how best to address this need as part of the undergraduate core curriculum.

They adopted an innovative "Mason Way" approach, to expose all undergraduate students to subject matter that enables them to deal effectively with and think critically about issues concerning diversity, equity, and inclusion. Instead of creating a single required course focused exclusively on DEI issues, the Mason Core Committee found that these concepts, in large part, were already being taught or could be reasonably integrated into existing courses, which students were already taking as part of the existing core curriculum. The concept is that those courses would include a "Just Societies Flag."

After approving this approach, the Mason Core Committee developed materials to train faculty in developing and teaching the courses, and invited Departments to identify existing or new courses that already included or would incorporate concepts of just societies as part of the courses. Over the past 7 months, 34 courses have been approved that accomplish the following general outcome and specific student learning outcomes (SLOs):

Just Societies Outcomes: Students in courses with the "Just Societies" flag are exposed to subject matter that enables them to deal effectively with and think critically about topics concerning diversity, equity, inclusion, and justice. The student learning outcomes (SLOs) were intentionally designed to promote engagement of students from all belief systems and focus on *how* to think about and critically evaluate the ideas and engage with each other, and not *what* to think. Among other student learning outcomes (SLOs), courses with a *Just Societies* flag will also include the following:

- SLO #1: Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use those terms to engage meaningfully with peers about course issues.
- SLO #2: Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

The list of approved courses is in the report, but they range the gamut from systems engineering to art and philosophy. Importantly, students have significant flexibility in fulfilling their core course requirements, including selecting two courses that have the *Just Societies* flag from what will likely be over 40 possible courses.

Why Two Courses? In many cases, the main subject of courses with a *Just Societies* flag is not DEI; rather, it is the field or discipline that is the topic of the course. Taking two different courses, each with

a *Just Societies* flag, provides students with a deeper breadth of perspectives in different contexts and from different professors, so that they can form and express their own opinions concerning these issues.

Timing. As noted above, the faculty-led and student-supported process that has led to the Just Societies Flag has taken several years. After being approved in 2022, it was designed to be implemented for upcoming undergraduates arriving in 2024 (e.g., the class of 2028), to allow for development of proposals and identification of sufficient and richly diverse set of courses and disciplines. Already, several thousand students have taken courses that are now approved for the *Just Societies* flag. Significantly, regardless of the addition of the *Just Societies* flag requirement, each of these courses fulfills at least one other aspect of students' core curriculum requirements.

Nevertheless, there is concern that the time available to get courses approved for the Just Societies flag may not have been sufficient to have an appropriate breadth of courses. This was exacerbated because many of the courses initially approved (with syllabi provided to the February BOV meeting) did not appear to provide the multiple, diverse perspectives that was the intent of the Just Societies requirement.

Recommendations

Faculty have worked through a long, deliberative process to develop the updated Mason Core. The most effective way to assess whether this is the right Mason solution to meet the needs of our students is to: (1) ensure that the course offerings are sufficiently broad to meet the intent of the Just Societies requirement; (2) if there is sufficient breadth of courses available, implement as planned; and (3) accelerate the assessment of the Just Societies requirement to expeditiously evaluate whether this approach meets our goals and whether future adjustments or refinements are appropriate.

To support this plan, the committee recommends:

5. The Mason Core Committee should ensure that the contextual language and description framing the learning outcomes are updated to help clarify the goals of the *Just Societies* requirement.
6. The Mason Core Committee should seek an expansion of the number and breadth of courses to meet the *Just Societies* requirement, recognizing that there is still an additional year to continue to develop and approve additional courses before next year's cohort of students are expected to take Exploration level courses (most students will take these courses in their 2nd and 3rd years).
7. The Mason Core Committee should accelerate the start date for assessment of these courses from Fall 2026 to Fall 2025.
8. Based upon the Provost's review of the progress on these actions, the Provost should determine whether or not to continue the implementation of the *Just Societies* requirement as scheduled. If these recommendations cannot be completed in a timely manner, the Provost can decide to delay the implementation of the Just Societies requirement until a subsequent academic year.

To ensure that the Board of Visitors continues to stay appropriately informed about not only the Just Societies requirement, but curriculum updates in general, the committee recommends:

9. The Provost, or designated representative, should establish a regular schedule for sharing with the Board (through the Academic Programs and University Life Committee), at least annually, Mason Core assessment reports that are prepared for any internal or external agency.
10. The Provost, or a designated faculty representative, should brief the Board of Visitors at least annually about significant updates to the curriculum and provide opportunities for feedback and discussion.
11. The Rector of the Board of Visitors and President Washington should work to ensure that all members of our community understand the roles of the BOV, the administration, and the faculty in curricular matters. (See Appendix F)

These recommendations are made with the intent of ensuring that Mason continues to make curriculum decisions with intellectual integrity based on evidence and remains in compliance with SACSCOC accreditation standards and SCHEV policies.

Appendix A: Committee Charge

Committee Charge on Diversity, Equity, and Inclusion and Just Societies

General Introduction: George Mason University is the largest and most diverse Four-Year Institution in the State of Virginia. Fundamentally speaking as a campus we are dealing with what is the best structure for success (graduation and job placement) for our students.

Formal Committee Charge: The purpose of the university committee is to make key recommendations relative to our DEI infrastructure and Just Societies component of the Mason Core. More specifically:

1. Just Societies: Reexamine the structure and timing of implementation and establish a timeline for success. Should the structure be as it is, broader and more inclusive or less so?
2. DEI Structure and Setup: Examine the total number of positions, position type and organizational naming. Provide diversity, equity, and inclusion metrics and impact on Mason’s internal and external communities. Identify institutional and community risks if diversity, equity, and inclusion efforts were eliminated or reduced.
3. Prepare two reports, one for each issue. The reports should have recommendations for Board approval.
4. Recommendations need to be iteratively socialized to board members for feedback.
5. Completed report for the May BOV meeting.

Committee Members: The committee will be chaired by Vice President for University Life, and includes the Vice President for Diversity, Equity, and Inclusion, Senior Associate Provost for Undergraduate Education, Professor Psychology, Chair of the Faculty Senate, and two Board of Visitor representatives.

Committee Members	Title/Affiliation
Rose Pascarell, Chair	Vice President for University Life
Sharnnia Artis	Vice President for Diversity, Equity, and Inclusion and Chief Diversity Officer
Melissa Broeckelman - Post	President of the Faculty Senate, Professor and Basic Course Director, Department of Communication
Keith Renshaw	Senior Associate Provost for Undergraduate Education, Professor of Psychology
Mike Meese	Board of Visitors Member
Bob Witeck	Board of Visitors Member

Meeting Schedule: Multiple meetings will be held based on committee need and preference and the committee is expected to provide a report at the Board of Visitors meeting in May.

Appendix B: Commonwealth of Virginia Diversity Opportunity and Inclusion Plan

On January 19, 2022, Governor Youngkin signed Executive Order 10, which provided a concrete plan to further strengthen and focus the Office of Diversity, Equity, and Inclusion and to include the promotion and expansion of equal opportunity for all Virginians in the Office’s work. The inclusion of Opportunity is a critical factor in making Virginia the best place to live, work, and raise a family. Since the first days of the Youngkin Administration, the Commonwealth has dedicated resources to promoting ideas, policies, and practices that improve quality of life and expand economic opportunities for Virginians. At the same time, this plan and the programs and policies to promote Diversity, Opportunity and Inclusion within the Commonwealth’s agencies and authorities have significantly expanded.

In 2000, the Equal Employment Opportunity policy (DHRM, Policy Number 2.05) was implemented to promote respectful workplace and non-discrimination practices. Since that time, plans have evolved to address changing social and economic conditions, with Virginia state government becoming more diverse—even more diverse than the Commonwealth overall.

Our focus in 2023 and beyond is to continue to increase opportunities for all Virginians. The goals and objectives below build upon the plan --- and the promise --- of Executive Order 10. They continue our focus on creating a culture of inclusion where all Virginia state employees are recognized for their contributions, further provide the opportunity for growth through skills development to achieve both personal and professional goals, and will institute regular employee engagement surveys to allow leaders to obtain feedback on a regular basis.

The building block of the Administration’s approach to Diversity, Opportunity, and Inclusion—Executive Order 10—is included herein. You will also find three goals and multiple objectives below to be used as the framework for agencies to update your own plans and to report annually on Diversity, Opportunity, and Inclusion targets and accomplishments. These goals are intended to provide guidance. Agencies should establish measurable objectives that align with agency business operations and mission.

Goal 1: Access and Success

Recruit and retain a diverse workforce by increasing access to diverse populations for recruiting.

Objective 1:

Continue to improve hiring processes and increase access to potential applicants from diverse populations.

- a. Expand sources for recruiting diverse talent.
- b. Continue to utilize the “Alternative Hiring Process” for people with disabilities.
- c. Utilize interview panels that include members of diverse backgrounds and perspectives.

Objective 2

Continue to retain and promote a diverse workforce.

- a. During onboarding, ensure new employees are made aware and understand the agency's inclusive principles and practices.
- b. Promote training and development opportunities to all levels of staff; enable staff to participate in programs that are designed for professional growth. (See Goal 3 - Objective 3 for more details.)
- c. Ensure accessibility for diverse needs including but not limited to language access, digital access, and access for individuals with disabilities.
- d. Collect employee feedback from multiple sources, including surveys, exit interviews, grievances, and hotline investigations and address validated concerns.

Goal 2: Welcoming and Respectful Culture

Create and sustain a culture that welcomes and embraces diverse opinions, independent thinking, and respectful interactions to deliver optimal results for the organization and its customers.

Objective 1

Persist in creating and maintaining a climate that is supportive and respectful and that values and integrates differing perspectives and experiences.

- a. Provide employees with disabilities the necessary accommodations for them to be successful.
- b. Promote respect of all individuals and provide clear expectations for collegial interactions and compliance with the *Civility in the Workplace Policy*.
- c. Encourage cross-collaboration and rotational assignments among employees to enrich the employee experience, promote education and growth, foster diversity of thought, and inspire innovative solutions.
- d. Offer events that recognize, value, and honor diversity and independent thinking.

Objective 2

Continue to provide an environment where conflicts, concerns, and complaints are aired and addressed expeditiously.

- a. Promote productive methods of conflict resolution through mediation, counseling, and training in respect for free speech and expression.
- b. Promptly address inappropriate workplace behavior.
- c. Promptly address concerns and complaints through a standard process that is consistently followed.

Goal 3: State Agency DOI Infrastructure & Training

Maintain a plan and infrastructure that continues to provide individualized skills training and career development for state employees. Agencies report annually on DOI goals and accomplishments.

Objective 1

Continue to amplify opportunities to advance the goals outlined in this framework.

- a. Incorporate the DOI plan into the agency's strategic plan and reporting efforts.
- b. Design processes to openly share DOI resources and best practices across agencies and units.

Objective 2

Continue to create structures and processes of accountability to increase organizational effectiveness with the Department of Human Resource Management.

- a. Institute systems of assessment, reporting, accountability, and continuous improvement to optimize the realization of the agency's and/or department's goals.
- b. Align DOI responsibilities and tasks with other human resources functions and provide a point of contact within the agency's leadership team or human resources department to this office.
- c. Engage agency leaders and key stakeholders in reviewing and analyzing reports to identify achievements as well as opportunities for improvement.
- d. Review and assess internal policies and procedures throughout the agency and/or department to identify opportunities to further organizational excellence.

Objective 3

Continue to provide training and educational workshops available to all employees.

- a. Offer training and educational workshops for skills training, leadership development, and career advancement.
- b. Develop talent management programs such as mentorships, succession planning, and coaching programs with the assistance of professional organizations and institutions of higher education.
- c. Ensure training programs are available to all employees, including through multiple modes of facilitation (*e.g.*, classroom, virtual, online self-paced, etc.)
- d. Increase training opportunities.

Achieving Inclusive Excellence: The Mason Way

May 2, 2024



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Executive Summary

Issues of Diversity, Equity, and Inclusion (DEI) have become commonplace and at times controversial in higher education institutions across the nation. Some argue for extensive DEI courses and programs to correct for inherent structural racism and the implicit bias of many individuals. Others argue that DEI initiatives must be rejected, lest they involve indoctrination, forms of racist instruction or discrimination, or the promotion of inherently divisive concepts.

After reviewing policies and procedures, this committee found that, as George Mason University has done in so many areas, Mason has addressed the issue in a way that is *All Together Different*.

As this report explains, Mason has eschewed the extremes of either eliminating any traces of support for diversity initiatives on one hand or adopting programs and practices that accentuate differences and promote divisiveness on the other. Instead, Mason has designed a unique consensual framework of **inclusive excellence** to focus on the education and development of all students to be effective citizens and productive members of society for Virginia and the nation. This “Mason Way” is not a simple compromise between sides, but a way of thinking all together differently about the problem and developing innovative solutions that have the potential to serve as a model for higher education throughout the nation.

A compelling example of an innovative “Mason Way” solution to a vexing problem can be found in Mason’s central Wilkins Plaza. Some called for removing George Mason’s name from the university, just as George Mason High School in nearby Falls Church was renamed Meridian High School in 2020. Others called for the rejection of any such proposal as unchecked “wokeism” that cancels a critical thinker and one of our nation’s founders. The “Mason Way” leveraged a faculty-led student research experience and incorporated substantive dialogue to develop a solution in which GMU can address and learn from its complicated history—ignoring neither the positive nor negative elements of it. As a result, the George Mason statue recognizes his contributions, and the memorial recognizes the enslaved people who helped make George Mason’s contributions possible.

The “Mason Way” chart on the next page illustrates the innovative approaches Mason takes to foster the educational and student support mission of the university in a way that belies the problems that often garner headlines. The left column addresses many of the critiques of DEI initiatives that too often attract attention and, if true, could be problematic. The right column summarizes the innovative approach that Mason has taken to these issues. Those concerned about these issues and how they work should learn more about the innovative approach that George Mason has taken, portions of which are described in this report.

The Mason Way

<u><i>DEI Critique</i></u>		<u><i>'Mason: All Together Different'</i></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.)

Why Address DEI Issues at All?

As much as some may think that universities could be better without addressing DEI issues at all, there are compelling reasons to do so including those based on governmental policies, accreditation requirements, employer expectations, and student needs.

Federal. Federal law imposes many requirements to provide equal opportunity for students, faculty, and other employees at Mason. Many of those compliance requirements concern adjudicating and resolving incidents of discrimination or unfair treatment. Ideally, institutions will also have structures and systems that are effective in minimizing conflicts, discrimination, and unfair treatment so that students of all backgrounds have less need for formal adjudication and can leverage all the opportunities available to them to maximize their own personal achievement.

Commonwealth. Governor Youngkin's Executive Order 10 provides the Commonwealth of Virginia Diversity Opportunity and Inclusion Plan (see Appendix B). This plan specifies three concrete goals and seven specific objectives that require agencies to establish business operations and missions to achieve the Commonwealth's goals and objectives. George Mason University is consistently aligned with the Commonwealth's goals.

Accreditation Requirements. Mason is justifiably proud of its academic excellence that has been recognized by the many organizations that oversee and accredit university education. These include the State Council on Higher Education in Virginia (SCHEV), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the 32 additional organizations that accredit specific programs at Mason (ranging from the American Bar Association [ABA] for the law school to the Accrediting Board for Engineering and Technology [ABET] for engineering). Each of these organizations has specific guidance concerning DEI as part of their accreditation requirements and 22 of the accrediting bodies require that specific DEI student learning objectives are incorporated into courses, such as those recently proposed.

Employers. One of Mason's greatest strengths is its ability to provide opportunities for graduates to be productively employed in northern Virginia upon graduation. All 14 of the top employers of Mason students have corporate statements in support of their DEI mission and they recruit at Mason (in part) because of the diversity of Mason's student body. Having an awareness of DEI issues and being able to understand their role in society and the workplace is an essential requirement for graduates in 2024 and the future.

Students. Today’s university students have distinct perspectives on DEI topics, which have often been central issues throughout their lives. They consistently express a need to be thinking about, discussing, and acting on these issues on campus and upon graduation. That is why they take part in over 440 registered student organizations that are involved in a wide range of issues. They expect their university to help them know *how* to think about these issues so that they can better determine for themselves *what* they should think about these complex issues. They also are looking for Mason to show how to proactively encourage all individuals to succeed, honoring but not exacerbating differences between the many groups that comprise their university. The report contains more comprehensive student surveys, but the written comments from a current student to the public BOV session (see box nearby) reflect the perspective of many students.

When considering the projected raise in tuition, although it is never ideal for students to have to pay more, I know for myself and many students like me that if avoiding or lessening an increase in cost comes at the price of cutting funding to the already threatened DEI support programs- I would far rather have the programs and pay more. The draw of GMU as an institution comes from the diversity of community and the support systems in place which uplift a variety of marginalized identities that make up GMU's student population. Without these in place, it makes students like me less able/willing to further our education with GMU when we could seek out institutions that better serve our needs by having these supportive structures in place. If it comes to it, I know that I am willing to pay more for support structures that benefit me and my fellow students; I know others share my sentiment. And, ultimately, I believe you will see a negative impact on student attendance and/or retention if these programs are defunded- counterintuitive to the funding issue at hand. Consider how heavily the marketing for GMU relies upon its status as the "#1 in Virginia for Diversity" and how a loss of student diversity support through DEI programs could impact the university's public face in conjunction with that marketing.
-- D. B., GMU Student, Written public comments 2 April 2024

What it is not. It is important to note that the foregoing are the reasons for addressing DEI issues. It is NOT to promote any specific ideology. More specifically, Mason’s efforts do NOT focus on promoting views that specific Mason students, faculty, or staff, or subsets of society are inherently prone to victimhood, being an oppressor, or being oppressed.

Given the perspectives of federal and commonwealth governments, accreditation bodies, employers, and students, Mason is obligated to address these issues. President Washington established a committee to address two specific areas of current concern: (1) the DEI structure and composition at GMU and (2) the implementation of a “Just Societies” requirement in the core curriculum. The full charge to the committee is in Appendix A, and this report addresses those issues. A brief summary of the findings and recommendations in each of these areas follows in this Executive Summary.

Part 1: Student Support Infrastructure and Organization

As the largest and most diverse university in Virginia, Mason has developed a wrap-around student-centric learning environment where education is a place of opportunity intended to have room for everyone. As a majority minority school federally listed as an MSI (Minority Serving Institution), Mason focuses on bringing together individuals from all backgrounds, with different life experiences, all of whom contribute to enhancing the richness of Mason.

Mason has not used race in admissions for over two decades, but it is not enough to merely admit students based upon merit and hope for the best. The university culture at Mason is deliberately and carefully designed to be one that educates and transforms students from different backgrounds in an inclusive culture – one that is *All Together Different* – so that each student has the opportunity to graduate as a proud George Mason Patriot.

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Who is Doing This Work?

There are numerous individuals throughout the campus engaged in these efforts. The Board has raised specific questions about positions in the Office for Diversity, Equity, and Inclusion; Faculty Affairs and Development; Academic units; and two University Life units - the Center for Culture, Equity, and Empowerment, and the LGBTQ+ Resource Center. As detailed in the report, these include 35 positions at the University Level that contribute to the development and promotion of this positive and inclusive culture as described above. Of those positions, 14 are full-time staff or faculty positions and 21 are student positions. The total budget for these positions is \$2,620,009.00 or 0.19% of the total university budget.

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Recommendations

Based upon this review, the Committee recommends the following:

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2. The Vice President for University Life and Vice President for Diversity, Equity, and Inclusion should annually review 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 (see [Appendix B](#)) and adjust as necessary.
3. The Vice President for University Life and Vice President for Diversity, Equity, and Inclusion should initiate a Mason Campus Climate Study conducted by a third-party during AY 2024-25 for undergraduate and graduate students. The study will be taken to assess classroom and environmental factors with a goal of promoting inclusive excellence and avoiding divisive concepts (as defined by Governor Youngkin's Executive Order 1, see Appendix I), and report outcomes to the Board of Visitors. This review will include an assessment of the extent to which DEI programs contribute to the objective areas stated above (creating an inclusive culture, providing student support services, and preventing concerning actions) or whether they accentuate differences among individuals and groups.
4. University Life, Academic Affairs, and Faculty Affairs and Development should work to expand curricular and co-curricular offerings that focus on civil discourse, dialogue and debate across differences, and freedom of expression to align with the Governor's focus on free speech and intellectual diversity.

These recommendations address the first area concerning the Student Support Infrastructure and Organization and provide a way forward to evaluating the existing structure and adapting it as necessary in the future.

Part 2: The Just Societies Course Framework

As the report explains in detail, as early as 2013, Mason faculty began to consider enhancing its core curriculum to address issues related to diversity, equity, inclusion, and justice (DEIJ). From 2017-2021, Mason's focus was on completing its accreditation reaffirmation with SACSCOC that included a full assessment of the Mason Core and developing a required Quality Enhancement Plan (QEP). During that period, the Mason Core Committee, Faculty Senate, and others with specialized expertise worked to determine how best to address this need as part of the undergraduate core curriculum.

They adopted an innovative "Mason Way" approach, to expose all undergraduate students to subject matter that enables them to deal effectively with and think critically about issues concerning diversity, equity, and inclusion. Instead of creating a single required course focused exclusively on DEI issues, the Mason Core Committee found that these concepts, in large part, were already being taught or could be reasonably integrated into existing courses, which students were already taking as part of the existing core curriculum. The concept is that those courses would include a "Just Societies Flag."

After approving this approach, the Mason Core Committee developed materials to train faculty in developing and teaching the courses, and invited Departments to identify existing or new courses that already included or would incorporate concepts of just societies as part of the courses. Over the past 7 months, 34 courses have been approved that accomplish the following general outcome and specific student learning outcomes (SLOs):

Just Societies Outcomes: Students in courses with the "Just Societies" flag are exposed to subject matter that enables them to deal effectively with and think critically about topics concerning diversity, equity, inclusion, and justice. The student learning outcomes (SLOs) were intentionally designed to promote engagement of students from all belief systems and focus on *how* to think about and critically evaluate the ideas and engage with each other, and not *what* to think. Among other student learning outcomes (SLOs), courses with a *Just Societies* flag will also include the following:

- SLO #1: Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use those terms to engage meaningfully with peers about course issues.
- SLO #2: Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

The list of approved courses is in the report, but they range the gamut from systems engineering to art and philosophy. Importantly, students have significant flexibility in fulfilling their core course requirements, including selecting two courses that have the *Just Societies* flag from what will likely be over 40 possible courses.

Why Two Courses? In many cases, the main subject of courses with a *Just Societies* flag is not DEI; rather, it is the field or discipline that is the topic of the course. Taking two different courses, each with

a *Just Societies* flag, provides students with a deeper breadth of perspectives in different contexts and from different professors, so that they can form and express their own opinions concerning these issues.

Timing. As noted above, the faculty-led and student-supported process that has led to the Just Societies Flag has taken several years. After being approved in 2022, it was designed to be implemented for upcoming undergraduates arriving in 2024 (e.g., the class of 2028), to allow for development of proposals and identification of sufficient and richly diverse set of courses and disciplines. Already, several thousand students have taken courses that are now approved for the *Just Societies* flag. Significantly, regardless of the addition of the *Just Societies* flag requirement, each of these courses fulfills at least one other aspect of students' core curriculum requirements.

Nevertheless, there is concern that the time available to get courses approved for the Just Societies flag may not have been sufficient to have an appropriate breadth of courses. This was exacerbated because many of the courses initially approved (with syllabi provided to the February BOV meeting) did not appear to provide the multiple, diverse perspectives that was the intent of the Just Societies requirement.

Recommendations

Faculty have worked through a long, deliberative process to develop the updated Mason Core. The most effective way to assess whether this is the right Mason solution to meet the needs of our students is to: (1) ensure that the course offerings are sufficiently broad to meet the intent of the Just Societies requirement; (2) if there is sufficient breadth of courses available, implement as planned; and (3) accelerate the assessment of the Just Societies requirement to expeditiously evaluate whether this approach meets our goals and whether future adjustments or refinements are appropriate.

To support this plan, the committee recommends:

5. The Mason Core Committee should ensure that the contextual language and description framing the learning outcomes are updated to help clarify the goals of the *Just Societies* requirement.
6. The Mason Core Committee should seek an expansion of the number and breadth of courses to meet the *Just Societies* requirement, recognizing that there is still an additional year to continue to develop and approve additional courses before next year's cohort of students are expected to take Exploration level courses (most students will take these courses in their 2nd and 3rd years).
7. The Mason Core Committee should accelerate the start date for assessment of these courses from Fall 2026 to Fall 2025.
8. Based upon the Provost's review of the progress on these actions, the Provost should determine whether or not to continue the implementation of the *Just Societies* requirement as scheduled. If these recommendations cannot be completed in a timely manner, the Provost can decide to delay the implementation of the Just Societies requirement until a subsequent academic year.

To ensure that the Board of Visitors continues to stay appropriately informed about not only the Just Societies requirement, but curriculum updates in general, the committee recommends:

9. The Provost, or designated representative, should establish a regular schedule for sharing with the Board (through the Academic Programs and University Life Committee), at least annually, Mason Core assessment reports that are prepared for any internal or external agency.
10. The Provost, or a designated faculty representative, should brief the Board of Visitors at least annually about significant updates to the curriculum and provide opportunities for feedback and discussion.
11. The Rector of the Board of Visitors and President Washington should work to ensure that all members of our community understand the roles of the BOV, the administration, and the faculty in curricular matters. (See [Appendix F](#))

These recommendations are made with the intent of ensuring that Mason continues to make curriculum decisions with intellectual integrity based on evidence and remains in compliance with SACSCOC accreditation standards and SCHEV policies.

Introduction

As a Minority Serving Institution (MSI) with students from all 50 states and over 130 countries, George Mason University is consistently recognized as one of the most diverse universities in the U.S. Mason's diversity extends beyond race/ethnicity - we have high rates of first-generation students, a high proportion of "adult learners," a high percentage of Pell Grant eligible students, and more. In capturing this range, Mason intentionally defines diversity in broad terms, including diversity of origin, identity, circumstance, and thought.

This broad definition includes a vast array of areas in which individuals differ: ability, age, family status, geographic region of origin, military/veteran status, nationality, neurodiversity, political beliefs, race/ethnicity, religious beliefs, sexual and gender identity, socioeconomic status, and more. While recognizing these differences, we also recognize that each individual comes into our community with their own lived experience, and that some may identify strongly with various aspects of their identities and not at all with others. One thing that all of our students have in common is that they are now part of the Mason community, which is "All Together Different."

Mason's diversity is an incredible strength, but this type of diversity serves as a strength only to the degree that *all* students feel supported by and connected to the institution and those around them, and to the degree that we can support students in engaging with others who differ from them, to learn and grow from diverse perspectives, experiences, and ideas. We offer numerous ways that students can feel connected to those around them, through student engagement, service, and support units. **None of these units focus on emphasizing points of difference – rather, they emphasize unique points of connection among our diverse range of students.** Furthermore, each student's affiliation with one of these groups will, by default, bring them into contact with students who differ from them in other ways. Similarly, Mason has over 400 student organizations that students themselves develop, based on their religious, political, career, academic, social and/or other identity-based interests. All of these together allow just about any prospective student to "see themselves" at Mason.

We owe it to our students to provide them with not just the opportunities, but also the *tools*, to engage effectively with difference. The need for effective engagement is not unique to Mason – we see an increasing need for this across our society. Where Mason is unique is the *opportunity* for effective engagement. There are few places in the country with a greater range of diversity in all forms, **giving Mason the chance to be a national exemplar for how to meaningfully and effectively engage in conversations about and across difference.** To do so, we cannot take an overly simplistic approach of either erasing uncomfortable points of view or, conversely, actively promoting points of view that are odious in nature. Instead, **we must help students learn to listen and understand other perspectives, share their own perspectives and advocate effectively, and work with others to build pathways to move forward and establish common ground together.** This work is especially critical in the context of disagreement.

The University of Chicago (UC) Committee on Freedom of Expression put forth a set of principles commonly known as the "Chicago Principles," to which Mason actively subscribes. Their report quotes former UC President Robert M. Hutchins' assertion that "the 'cure' for ideas we oppose 'lies through open discussion rather than inhibition.'" Another UC president, Hanna Holborn Gray, stated that

“education should not be intended to make people comfortable, it is meant to make them think. Universities should be expected to provide the conditions within which hard thought, and therefore strong disagreement, independent judgment, and the questioning of stubborn assumptions, can flourish.” Such conditions do not arise simply by putting people with differences together – they must be intentionally nourished and created.

An excellent example of how Mason seeks to accomplish this mission can be found in our central Wilkins Plaza. Here, the statue of George Mason remains as a testament to the great contributions he made to the founding of our nation. Here also, a memorial to the enslaved people of George Mason stands. Inspired originally by a faculty-led student research experience, this memorial recognizes the enslaved people who helped make George Mason’s contributions possible. The intentional juxtaposition of these two elements represents the core of what Mason is about – a “Mason Way” solution to a vexing problem of how to recognize the complicated nature of people and history.

Mason clearly excels in this work, as evidenced by several metrics. We have had continual growth in applications and student enrollment at a time when other universities’ enrollments are flat or shrinking. Moreover, as our numbers have grown, so have both the diversity of our student body *and* the achievements of those students. We have some of the smallest disparities in retention and graduation rates across all forms of diversity. We are recognized nationally for our campus climate and opportunities by groups ranging from Campus Pride to the Foundation for Individual Rights and Expression (FIRE). Our graduates enjoy some of the strongest employment outcomes of any university in the Commonwealth, and we have received specific feedback from employers in our region that our diversity is one of the primary reasons they seek out Mason graduates.

Mason has exceeded expectations over the years largely by staying ahead of the curve; we continue to be recognized nationally as one of the most innovative universities in the country. In that light, we know that our success can never be taken for granted – the work of supporting and educating students is never complete. As our diversity grows, as knowledge progresses, and as our broader society evolves, so do the needs of our students. We meet those needs by evolving *with* them, in our support structures and our education. At Mason, our goal is to meet each student where they are, understand their individual needs, and meet those needs so that each student can thrive and achieve to the best of their ability.

It is in this spirit – to maintain the parallel commitments to freedom of thought and expression, to diversity and inclusion, and to the broad mission of access to excellence – that Mason has continued to evolve its support structures and our education. The report that follows focuses on two specific elements of these evolutions: (1) support staff related to Mason’s mission of diversity, equity, and inclusion and (2) the Just Societies category within the Mason Core. The committee reviewed the context in which these areas evolved, the current context in which they are employed, and evidence related to their purported intent and to concerns that have been raised about them.

Supporting Mason Students, Faculty, and Staff through Access and Inclusion

Preparing for the world to come

A fundamental value and point of Mason’s diversity goes to the essence of this institution: Our student body diversity mirrors the diversity that is projected for America at mid-century, the time when many of today’s students will reach the prime of their careers. By exposing them to an environment that looks like the America they will inherit, our environment is preparing them now to enter and lead that world in a way that less diverse universities simply cannot. This is a central value proposition about Mason that truly makes us All Together Different.

Mason’s All Together Different approach guides our work and expands our efforts at inclusive excellence. This is evident in our national rankings for our service to and success with military veterans, student parents, and students who identify as part of the LGBTQ+ community. It is evident in the continual rise in our social mobility rankings, which reflects our specific work with first generation college students, returning adults, international students, and more. Our intentionality around doing this work in a way that values all members of our community and their individual experiences and beliefs is also evident in our national ranking by FIRE. As a federally designated Minority Serving Institution, we embody the philosophy inherent in our All Together Different approach. We offer personalized student support and success strategies at scale. Everyone counts. (See Figure 1: Mason’s National Rankings)

Figure 1 Mason’s National Rankings



We create a wrap-around student-centric learning environment by acting on our belief that education is a place of opportunity meant to have room for everyone. From the early identification of promising middle school students who risk being overlooked; through our race-neutral, test optional and broadly inclusive admissions policies; to our signature Mason Virginia Promise to offer pathways to a bachelor's degree or a business start for any Virginian who seeks it; we ultimately admit virtually all students whom we believe are prepared to succeed academically here – more than 90 percent of those who apply. Once enrolled, students encounter extensive student success services and welcoming faculty, all of which are designed to give them a sense of belonging and the support to succeed academically.

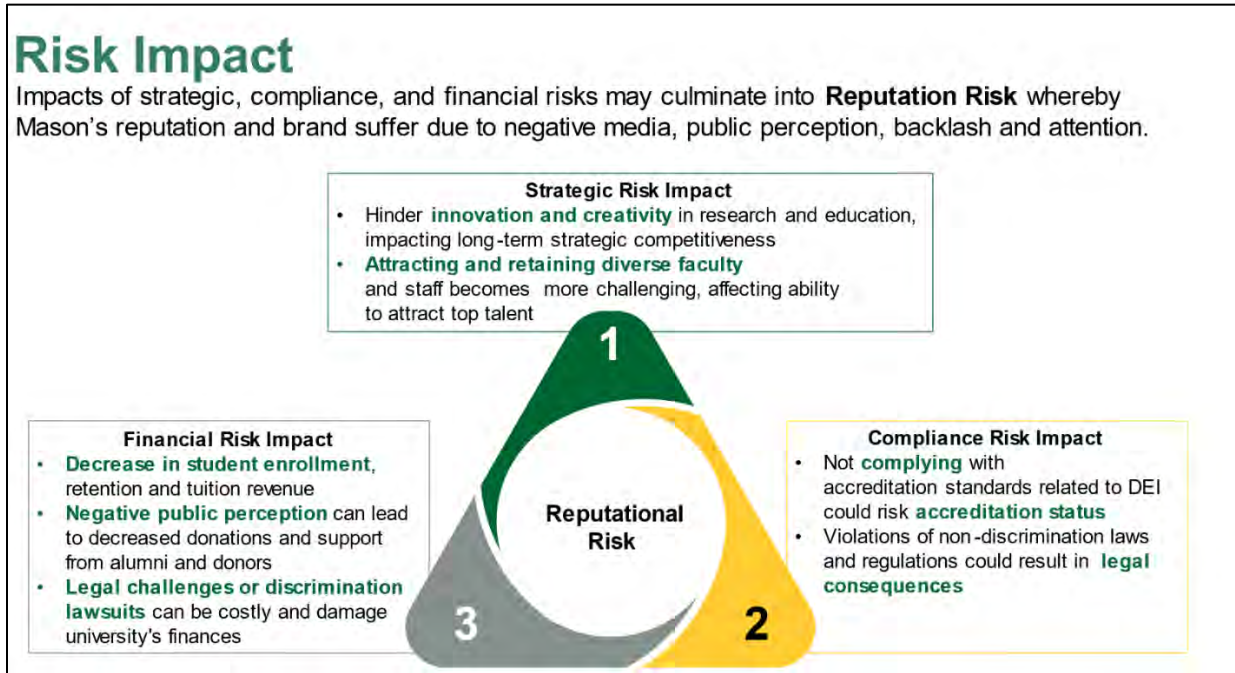
How do we do it?

Mason's inclusive excellence efforts promote inclusion of all individuals, provide opportunities to help all students, faculty, and staff achieve to their highest potential, and address barriers that may prevent individuals' full participation. **They do not promote any specific ideology.** More specifically, Mason's efforts do NOT focus on promoting views that specific Mason students, faculty, or staff, or subsets of society are inherently prone to victimhood, being an oppressor, or being oppressed.

The responsibilities of the professional staff fall broadly into two areas:

- **Cultivating a Positive Environment:** Staff provide different support to students, faculty, and staff to foster a culture of inclusion where diversity is acknowledged, and everyone feels valued and respected. By consistently promoting inclusion excellence, we demonstrate our commitment to creating a welcoming environment for individuals from all backgrounds, contributing to higher levels of student and employee engagement, satisfaction, and retention.
- **Preventing Negative Outcomes:** Staff engage in proactive measures to help prevent discrimination, bias, and exclusionary practices before they occur. By identifying potential areas of concern and addressing them preemptively, we can mitigate the risk of costly legal battles, reputational damage, student retention and employee turnover associated with reactive responses. (See Figure 2. Risk Impact)

Figure 2. Risk Impact



More specifically, efforts are focused on the following areas, which are expanded on in the sections that follow:

- Cultivate an inclusive culture
- Provide student, faculty, and staff support
- Support academic freedom and free speech
- Comply with governor, attorney general, and commonwealth directives
- Support compliance and risk management
- Meet accreditation requirements
- Support research grant funding
- Support industry needs (e.g. workforce readiness)
- Support intercollegiate athletics
- Support designations and certifications

Cultivate an Inclusive Culture

Maintaining an inclusive culture at Mason enhances our innovation, student retention, employee engagement, and overall performance while mitigating risks associated with discrimination and inequality. To foster an inclusive environment and mitigate risk, we adopt a preventive approach to promote inclusion of all individuals and to address barriers that may prevent individuals' full participation. We have staff who collaborate with academic and administrative units to promote best practices and proactively identify and address potential barriers. (See Figure 3 DEI Full-Time Salaried Positions)

Figure 3. DEI Full-Time Salaried Positions

Full-Time Salaried Positions	
Unit	Position Title
Non-Compliance Central Positions	
Office for Diversity, Equity and Inclusion	Vice President for Diversity, Equity, and Inclusion & Chief Diversity Officer
Office for Diversity, Equity and Inclusion	Inclusive Education Manager
Office for Diversity, Equity and Inclusion	Director of DEI Strategic Partnerships and Initiatives
Office for Diversity, Equity and Inclusion	Engagement and Belonging Manager
University Life Positions	
Center for Culture, Equity, and Empowerment	Director
Center for Culture, Equity, and Empowerment	Associate Director Programming
Center for Culture, Equity, and Empowerment	Associate Director Training & Education
Center for Culture, Equity, and Empowerment	Assistant Director
LGBTQ+ Resources Center	Director
LGBTQ+ Resources Center	Associate Director
College/School Positions	
College of Visual and Performing Arts	Director of Diversity
College of Science	Director of Diversity, Equity and Inclusion
College of Engineering and Computing	Associate Dean for Diversity, Outreach, and Inclusive Learning
Provost Office Position	
Faculty Affairs and Development Office	Director of Faculty Engagement and Well-Being
Total Count: 14	

Provide Student, Faculty, Staff Support

Institutional Support: The Office for Diversity, Equity, and Inclusion (ODEI) aims to provide institutional infrastructure and support to advance inclusive excellence through an environment that is safe and welcoming for everyone; one that is free of all discrimination and harassment; and one where all perspectives are valued and encouraged. Staff in the ODEI provide direct service to students, faculty, and staff. They ensure Mason comply with federal mandates such as Americans with Disabilities Act, the Forever GI Bill, and Titles VI, VII, and IX. ODEI staff also work closely with professional staff in other central units (e.g., Faculty Affairs and Development) and academic units (e.g, College of Engineering and Computing, College of Science, and College of Visual and Performing Arts) to help units ensure academic excellence for all; provide leadership for a diverse society (workforce readiness, advanced knowledge); help secure research grant funding and federal designations; implement outreach programs to expand access and opportunity for admission or employment; and build partnerships with external organizations. (See [Appendix C: Position Summaries](#)). One example of an outreach event organized by ODEI staff is STEAMFest, which is a partnership with local county schools, industry, non-profits, and the community, that exposes, inspires and engages youth in STEAM (science, technology, engineering, arts, and math) learning. Over 300 K-12 students from across Washington, D.C., have the opportunity to explore over 50 different STEAM activities at this event.

Student Support and Success: The focus, goals, and programmatic offerings of University Life’s Center for Culture, Equity, and Empowerment (CCEE) and LGBTQ+ offices are much the same as all other University Life units. Rooted in [decades of research and theory](#) that demonstrate the connections of support, engagement, mental health, and a sense of belonging with retention and persistence toward

graduation, these offices focus on creating inclusive, thriving student communities and increasing overall student engagement and sense of belonging. Professional staff in these offices provide various direct student support in response to student needs and help develop, coordinate, and deliver co-curricular programs designed to increase knowledge, skills, and awareness of key academic, social, and personal issues. University Life's holistic approach to overall student success, informed by current data and research, necessarily focuses on support, engagement, and inclusive community. Because the positions and work of CCEE and LGBTQ+ Resources were previously highlighted as 'DEI positions,' this report highlights aspects of those offices.

These specific units also work collaboratively with others to offer programming to all students, such as Constructive Dialogue, Creating Community Workshops, Bridging Differences, Leadership Across Difference, and Understanding Freedom of Expression workshops. One recent example is the student debate focused on whether universities should allow controversial speech on campus. The event was co-hosted by community partners Braver Angels and ACTA, and organized and co-sponsored by CCEE and Leadership Education and Development (LEAD).

The professional staff who work in these units provide direct service and support to students; respond to student transition, community building, and career preparation needs; coach student leaders; deliver training workshops (see programs above); and develop and implement initiatives that commemorate federal and commonwealth-recognized heritage months for the entire campus community among other duties. (See [Appendix C: Position Summaries](#))

Professional student services staff also work together with DEI compliance staff as 'on the ground' practitioners who are both assessing and influencing environmental conditions that may cause student dissatisfaction and/or incidents of bias or discrimination. Often, these staff interventions can alleviate or reduce conflict, and ultimately prevent formal complaints from being filed.

The students who work in these units act as peer mentors, provide office management support, and assist professional staff in programming and other work with student organizations. They are all full-time students, undergraduate students receiving federal work study, and graduate assistants. (See Figure 4. UL Undergraduate and Graduate Student Positions)

Figure 4. UL Undergraduate and Graduate Student Positions

Unit	Position Title	Unit	Description
Center for Culture, Equity, and Empowerment	Graduate Assistants (4)	Center for Culture, Equity, and Empowerment	Part-time student employees (full-time graduate students)
Center for Culture, Equity, and Empowerment	Student Ambassadors (5)	Center for Culture, Equity, and Empowerment	Part-time student employees (full-time undergraduate students)
Center for Culture, Equity, and Empowerment	Office Coordinator	Center for Culture, Equity, and Empowerment	Part-time federal work study student employee (full-time undergraduate student)
Center for Culture, Equity, and Empowerment	Lead Student IT Coordinator	Center for Culture, Equity, and Empowerment	Part-time student employee (full-time undergraduate student)
Center for Culture, Equity, and Empowerment	IT Associate	Center for Culture, Equity, and Empowerment	Part-time federal work study student employee (full-time undergraduate student)
Center for Culture, Equity, and Empowerment	Front Desk Receptionist (2)	Center for Culture, Equity, and Empowerment	Part-time federal work study student employees (full-time undergraduate students)
Center for Culture, Equity, and Empowerment	Staff in Black Male Success Initiative (5)	Center for Culture, Equity, and Empowerment	Part-time student employees (full-time undergraduate students)
LGBTQ+ Resources Center	Graduate Assistant, LGBTQ+ Resources Center	LGBTQ+ Resources Center	Part-time student employee (full-time graduate student)
LGBTQ+ Resources Center	BSW Intern, LGBTQ+ Resources Center	LGBTQ+ Resources Center	Part-time student employees (full-time graduate student)
Total Count: 21			

What else do these positions do?

While creating an inclusive culture and providing student, faculty, and staff support are the major areas of work for the DEI positions, there are numerous important additional responsibilities that are essential to the effective functioning of a university today. Those responsibilities are explained below.

Support Academic Freedom and Free Speech

The Mason motto is “Freedom and Learning,” our vision is “Your world, transformed,” and our ultimate goal is to offer an innovative and inclusive academic community committed to creating a more just, free, and prosperous world. Our core values and beliefs reflect that charge and our shared ideal that exposing our community to a multitude of ideas, perspectives, and opinions makes our students better prepared to lead in the world to come. One need not look beyond recent landmark Supreme Court decisions to find Mason faculty as national commentators and sense-makers whose perspectives span the breadth of the American ideological spectrum. This is the broad diversity of thought to which we expose our students.

Staff are committed to upholding the principles of free speech by supporting, responding to, and addressing the diverse perspectives present in the campus community both inside and outside the classroom. They organize programs, serve as speakers, and assist in various campus activities that promote inclusive excellence while also ensuring free speech. With the wide range of perspectives at Mason, staff provide students, faculty, and staff with opportunities for education and professional

development to understand different viewpoints. They promote open discussion on complex topics and teach skills for constructive dialogue across differences, which is essential for a healthy democracy.

Comply with Governor, Attorney General, and Commonwealth Directives

Governor Youngkin signed Executive Order 10, which provided a concrete plan to further strengthen and focus the Commonwealth's Office of Diversity, Equity, and Inclusion and included a direction for the promotion and expansion of equal opportunity for all Virginians (See [Appendix B](#)). In addition, the Commonwealth Attorney General requested that all Virginia public institutions produce a Freedom of Speech and Intellectual Diversity Action Plan. Finally, SCHEV's Pathway to Opportunity: The Virginia Plan for Higher Education has as its goal that the Commonwealth will be the best state for education. The key principles of the plan are closing access and completion gaps, lowering cost to students, and expanding prosperity. (see [Appendix D: GMU Free Speech Narrative Action Plan](#), [Appendix E: SCHEV Pathways to Opportunity: The Virginia Plan for Higher Education](#)). For these directives and plans, staff lead initiatives that help achieve these goals.

Support Compliance and Risk Management

[ADA](#), the [Forever GI Bill](#), and civil rights laws and regulations, including Titles [VI](#), [VII](#), and [IX](#), are the foundation of inclusive excellence efforts. Staff assist with ensuring that laws are interpreted and applied fairly and accurately. Under Title VII of the Civil Rights Act, employers are obligated to remove artificial barriers that might result in discriminatory hiring outcomes regardless of intent. In partnership with the colleagues in human resources, staff in central and academic units lead and sometimes participates in efforts to recruit, hire, and retain employees not only in compliance with Title VII, but also to ensure the university identified and hired the best candidates for the job and broadened access to opportunity. Staff help units implement effective practices to proactively identify potential issues related to fair hiring practices and provide tools to address them.

Mason engages in prevention efforts and strategies to minimize risks and liabilities, including lawsuits, as well as reduce the likelihood of harm to individuals and communities that may be the targets of discrimination and harassment. Using ADA as an example, universities have aimed to move beyond compliance with requested accommodations and accessibility on campus to predicting and preventing obstacles that may hinder disabled students' and employees' ability to thrive. Staff proactivity identify and try to remedy these obstacles through trainings and workshops to increase awareness and education; referrals to the appropriate resources and support; programs to create communities where students (at all academic levels), faculty, and staff from all backgrounds can thrive; and consultation with units across the institution to provide expertise related to changing demographics and barriers to success.

Meet Accreditation Requirements

The [Council for Higher Education Accreditation \(CHEA\)](#), which evaluates and confirms the consistency of accrediting organizations' standards and processes, explicitly emphasizes its dedication to diversity, equity, and inclusion. Accreditation is a rigorous peer-reviewed affirmation of academic standards, ethics, reputation, and rigor, and holds immense significance for any higher education institution. Each of the five major institutional accrediting bodies has established several benchmarks and guidelines that specifically address DEI. Only institutions and programs accredited by a federally recognized accreditor

can grant students access to federal student aid, including Pell Grants and student loans. Staff not only support and promote the activities, policies, and practices outlined in the standards, but also provide institutional knowledge and data analytics that facilitate effective responses. *List of Mason's accredited programs:* <https://www.chea.org/george-mason-university>

Secure Research Grant Funding

Research plays a crucial role in the operations of higher education institutions. Federal funding agencies such as [NIH](#), [NSF](#) (Broader [Impacts](#); [Advance Grants](#)), [DOE](#) ([Pier Plans](#)), and [NASA](#) require diversity impact statements or plans as part of grant submissions and contracting projects. Researchers are expected to provide detailed explanations of how they intend to build inclusive teams and foster a sense of belonging among team members. Staff submit competitive proposals to federal funding agencies to help fund Mason's inclusive excellence efforts and serve as resources and subject matter expertise to researchers submitting competitive proposals. Additionally, researchers rely on the university's inclusive excellence infrastructure (e.g., personnel, programs, assessments, partners) to implement their inclusion plans effectively. Without institutional support, researchers would be burdened with the task of creating these resources from scratch or incurring expenses for external training or support.

Support Industry Needs (e.g., Workforce Readiness)

Embracing diversity is of utmost importance for both businesses and institutions of higher education to remain pertinent in today's world. According to the US Department of Education, an overwhelming 93% of employers highly value employees who possess the ability to collaborate effectively with customers, clients, and businesses from diverse countries and cultures. Companies that boast more diverse workforces, encompassing various racial, gender, sexual orientation, socioeconomic, neurodiversity, and physical ability backgrounds, exhibit greater financial strength and foster more positive corporate cultures. Employers seek candidates who possess global proficiency, cultural sensitivity, and a broad perspective, as these attributes enable them to maintain a competitive edge. Employers not only desire candidates who are representative of global markets and societies, but also individuals who can thrive and contribute effectively within diverse groups. Staff develop and lead programs to meet students' career preparation needs, including developing cultural competencies (e.g., cross-cultural communications, working effectively in teams, problem solving, cultural awareness).

Support Intercollegiate Athletics

In 2022, the NCAA introduced the DEI Review Framework to align with the priorities outlined in the [NCAA Board of Governors inclusion statement](#). This framework emphasizes equitable participation, inclusive cultures, the learning environment, programming and education, and hiring practices. Member institutions are expected to promote diversity and inclusion in athletics activities and events, hiring practices, professional and coaching relationships, and leadership and advancement opportunities. Without inclusive excellence programming within member institutions, Mason would be hindered in their ability to meet NCAA diversity requirements. In line with the NCAA's Presidential Pledge and Commitment to Promoting Diversity and Gender Equity in Intercollegiate Athletics, Division I have implemented legislation that necessitates institutions to affirm their completion of a self-directed DEI review every four years. Staff serve as consultants to provide advice and support on the athletics

department's inclusive excellence plans, hiring practices, and climate assessments; staff also serve on A-10 Conference DEI Committee.

Support Designations and Certifications

In 2023, Mason became designated as a Minority Serving Institution (MSI) by the Department of Education. As an MSI, we receive additional federal funding to support work study students and additional funding is available for us to pursue under Title III of the Higher Education Act of 1965. To maintain this designation, Mason must apply every year with substantial documentation showing the institution's commitment to serving low-income students. Mason also has an organizational certification in diversity and inclusion from the Human Resource Standards Institute (HRSI) Inclusion. Certification shows that Mason's HR management (HRM) practices are in line with International Organization for Standardization (ISO) standards for processes that support organizational goals and align with global standards. Through the association with ISO guidance, Mason has a baseline for comparisons of practices on objective bases with other organizations across national boundaries and industry sectors. To maintain this certification, there is an annual report due to HRSI. Staff coordinate across the institution with units to draft and submit the annual application requiring data and documentation showing evidence that Mason substantially increased the higher education opportunities for low-income students; and have utilized effective practices for inclusive hiring, inclusive culture, workforce planning, and employee engagement and retention.

Effect of Inclusive Excellence at Mason

The effect of all of this work is seen in many ways—a welcoming, inclusive culture, meaningful free speech and discussion, robust compliance with directives, multiple accreditations, enhanced grant funding, fewer incidents of discrimination or bias, and many others. Ultimately, however, the result is reflected in our product: proud George Mason graduates. Mason's graduation rates are above the national average, without substantial disparities among demographic groups. Beyond this, 87 percent of our alumni now find career-related employment, continuing education, or public service within six months of graduation. Just as there are no disparities in graduation rates, there are no disparities among our students' career outcomes. (See Figure 5. Student Demographic Profile, Figure 6. Measuring Student Success, Figure 7. Career Success Outcomes)

Furthermore, Mason has awarded the largest number and highest percentage of undergraduate and graduate degrees to underrepresented minorities (URM) students in the Commonwealth, when compared with all four year public institutions in Virginia. (See Figure 8. Underrepresented Minorities [URMs] Graduation Rates in Virginia)

Figure 5. Student Demographic Profile

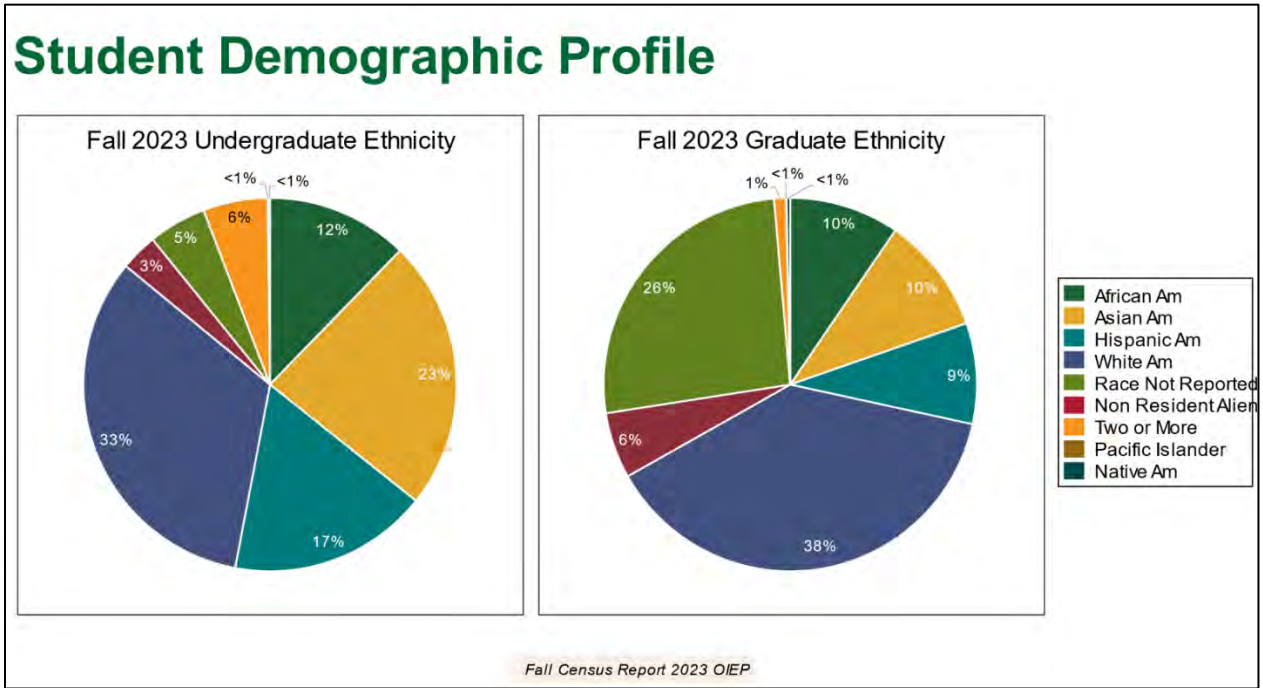


Figure 6. Measuring Student Success

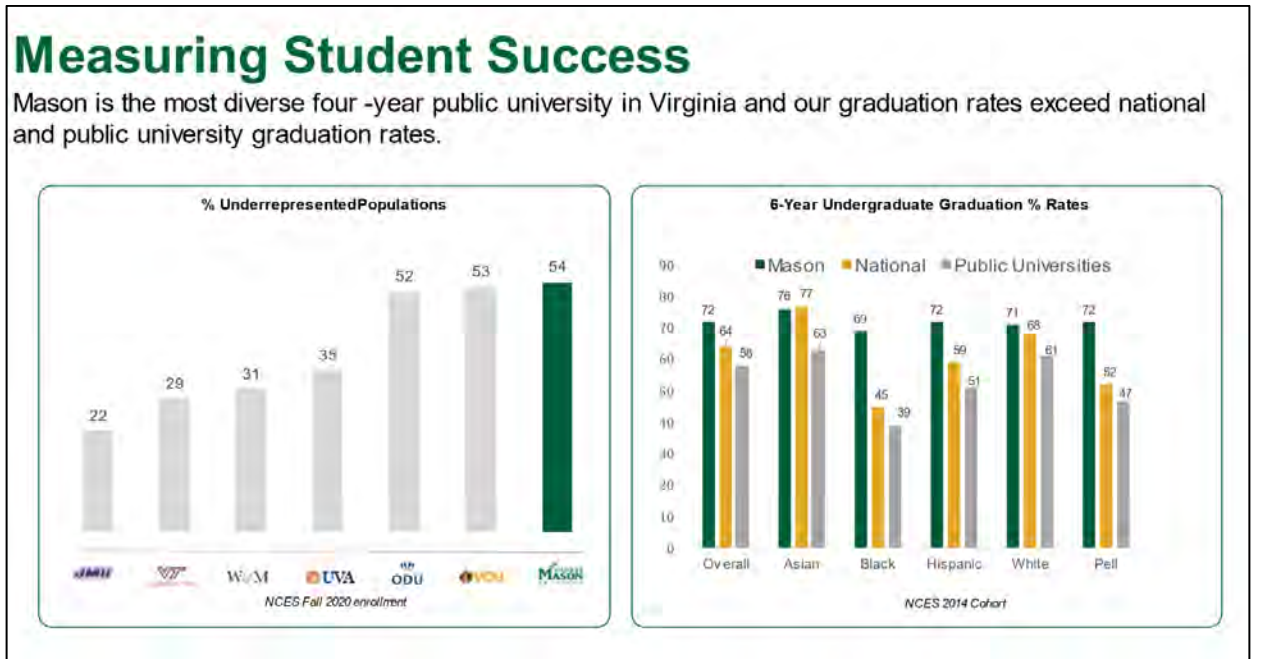
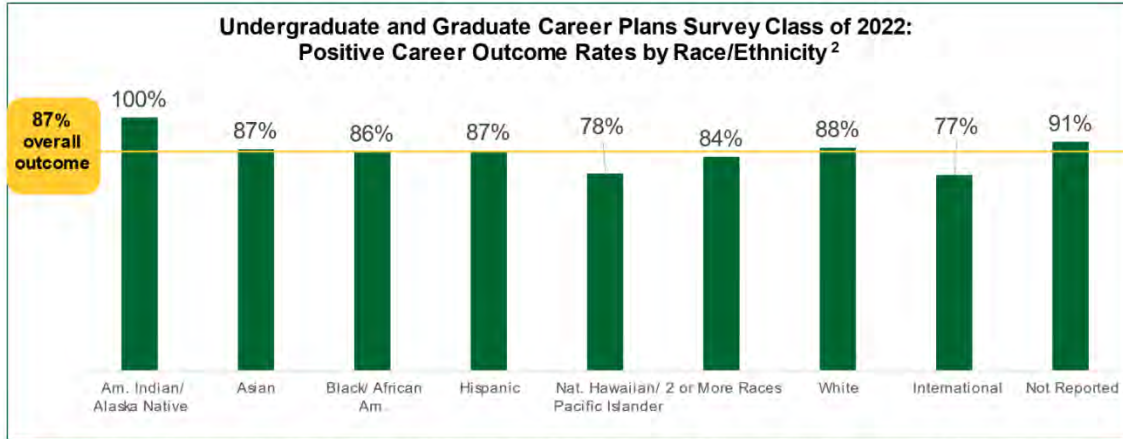


Figure 7. Career Success Outcomes

Career Success Outcomes

Mason's commitment to producing career-ready professionals is reflected in the class of 2022's **87%** positive career outcomes ¹.



¹Positive Career Outcomes Outcome rates of UG and graduate students within six months of graduation (includes employment, graduate, military, or volunteer work)
²Graph based on available data from 4,575 undergraduate and graduate students out of the 9,154 who graduated in August 2022 and May 2022; percentages for American Indian/Alaska Native students based on <15 graduates and Hawaiian/Pacific Islander <10 graduates.

Figure 8. Total Number of Underrepresented Minority Graduates in Virginia

Total Number of Underrepresented Minority Graduates in Virginia

Mason confers the highest number of URM bachelors and masters degrees for public four-year institutions in Virginia.

Institution	Bachelors (2022-2023) ¹		Masters (2022-2023) ¹	
	# of Degrees Conferred	% of Total	# of Degrees Conferred	% of Total
George Mason University	1955	19%	687	26%
Virginia Commonwealth University	1699	16%	394	15%
Old Dominion University	1488	14%	346	13%
Virginia Tech	1303	12%	298	11%
University of Virginia	828	8%	230	9%
James Madison University	732	7%	193	7%
Norfolk State University	722	7%	108	4%
Virginia State University	426	4%	97	4%
Radford University	414	4%	88	3%
William & Mary	335	3%	61	2%
University of Mary Washington	183	2%	60	2%
Christopher Newport University	182	2%	23	1%
Longwood University	149	1%	18	1%
Virginia Military Institute	62	1%	0	0%
University of Virginia's College at Wise	17	0%	0	0%
Total Public Four-Year Institutions	10,495	100%	2,603	100%

¹SCHEV 2022-2023 Graduation Data

Context and Considerations that Led to the Development of Just Societies

Overview

The Mason Core is Mason's general education program that is designed to prepare students for work in their majors and minors, for their careers, and for life-long learning. Mason Core accomplishes these goals through three levels of required course categories. Foundation courses (4 courses) build key knowledge and skills needed for academic success. Exploration courses (7 courses) provide a breadth of learning across the university. Integration courses (3 courses) include upper-division courses designed to integrate knowledge and skills learned from Foundation and Exploration courses into the major. Courses within each category of the Core are designed around a common set of learning outcomes. Together, the totality of courses helps develop the qualities we expect of all students graduating with a bachelor's degree from George Mason University: engaged citizens and well-rounded scholars who are prepared to act in a global, diverse world.

There are many influences on the composition of the Mason Core. These include the needs of prospective employers, key guidelines from accrediting bodies at both the institutional and programmatic levels, research and best practices related to general education, and Mason's unique mission and the student body. Below, we review key considerations that influenced recent changes in the Mason Core, which included the move to create the *Just Societies* category.

Employer Perspectives

In the context of globalization and the diversification of our own nation, it has become essential for employees to be able to interact effectively with others from different backgrounds. In 2022, all 100 of the Fortune 100 companies reported [active commitments to diversity and inclusivity](#). Multiple business-focused outlets have also made a strong "business case" for actively promoting inclusivity within the workplace. Notably, in 2015, McKinsey & Company put forward a [report on data from 366 public companies](#) in Canada, the US, the UK, and Latin America. They found that companies in the top quartile for gender diversity were 15% more likely than those in the bottom quartile to outperform the national industry median in earnings before interest and taxes (EBIT), and companies in the top quartile for racial/ethnic diversity were 35% more likely than those in the bottom quartile to do so. Furthermore, within the US specifically, they found a strong and statistically significant correlation between racial/ethnic diversity of senior executive teams and EBIT.

In 2018, McKinsey & Company expanded on their original report with a [study of data from more than 1,000 companies](#) across 12 countries. Findings were similar in terms of significantly greater likelihoods of exceeding the national industry median in EBIT (companies in the top quartile of gender diversity were 21% more likely than those in the bottom quartile; companies in the top quartile of racial/ethnic diversity were 33% more likely than those in the bottom quartile). In 2020, McKinsey & Company conducted another [follow-up report using data from more than 1,000 companies](#) across 15 countries. The same patterns held, with even larger differences in EBIT across companies in top and bottom quartiles (25% and 36%, respectively).

These types of findings, and the overall “business case” for diversity, equity, and inclusion, are echoed by other leading organizations, such as the Boston Consulting Group ([BCG, 2024](#)) and Forbes ([Forbes, 2023](#)). Furthermore, employers’ ratings of the importance of the ability to work effectively in diverse teams and to understand different cultures have increased over time in multiple surveys ([AAC&U 2023 Employer Report](#); [NACE Job Outlook 2024 Report](#)). Furthermore, at a time when the [Pew Research Center](#) reports that Americans are more politically polarized than ever and increasingly hostile in that partisanship, employers will need workers who are even more skilled at listening and engaging with others who have different perspectives.

Finally, despite [eye-catching headlines](#) about cuts to DEI programs at some large employers like Meta and Google, these issues remain important to employers and employees alike, as many of these companies are actually distributing [responsibility for such efforts more widely](#) across their organizations. These moves will make it all the more necessary for employees at all levels to have an understanding of and experience with the nuances related to diversity and inclusion, further reinforcing the importance of providing our students with the knowledge, skills, and abilities they need to succeed.

Likely Employers of Mason Graduates

This broader global employer context is important for our students, who will be entering careers around the world. However, the local context is also important for understanding the needs of employers who most frequently hire Mason graduates. All of Mason's top local employers have explicit statements related to diversity, equity, and inclusion:

1. [Fairfax County Public Schools](#)
2. [Booz Allen Hamilton](#)
3. [Inova Health](#)
4. [Amazon Web Services](#)
5. [Deloitte](#)
6. [Capital One](#)
7. [Freddie Mac](#)
8. [Navy Federal Credit Union](#)
9. [Leidos](#)
10. [General Dynamics IT](#)
11. [Peraton](#)
12. [CGI](#)
13. [Microsoft](#)
14. [SAIC](#)

These top employers also explicitly report that they recruit at Mason at least in part because of the diversity of our student body, through both anecdotal reports and in a recent survey of a few top employers by Career Services (see questions and responses from employers in [Appendix L](#)).

Similarly, the ten largest public companies in the greater Washington area, ranked in order of revenue ([Proctor, 2023](#)), also all have explicit DEI commitments:

1. [Fannie Mae](#), Washington, DC
2. [Freddie Mac](#), Washington, DC

3. [RTX Corp](#), Arlington, VA
4. [Boeing](#), Arlington, VA
5. [Lockheed Martin](#), Bethesda, MD
6. [General Dynamics](#), Reston, VA
7. [Capital One](#), McLean, VA
8. [Northrop Grumman](#), Falls Church, VA
9. [Danaher Corp](#), Washington, DC
10. [Marriott International](#), Bethesda, MD

Overall, Mason has done an excellent job of ensuring career placement for graduates in high-paying jobs, primarily in Virginia and in the DMV area. As we face an enrollment cliff, increasing competition from other universities that are building satellite campuses in the DMV area, and a more competitive job market, we need to continue evolving our curriculum to ensure that our graduates maintain their competitive edge.

Accreditation Requirements

The Mason Core must align with and demonstrate that students are achieving desired learning outcomes as part of our SCHEV assessment process and our SACSCOC accreditation and reaffirmation process. More information is available on the Mason Core assessment page on external reporting agencies and requirements: <https://oiep.gmu.edu/institutional-effectiveness/mason-core-assessment/external-reporting-agencies-and-requirements/>. In addition to these broad institutional accreditation requirements, we have many programs that are accredited by separate program accreditation agencies, and many of those programs rely on the Mason Core to meet some of their accreditation standards. More detail on guidelines and requirements relative to each level of accreditation is below.

SACSCOC Requirements

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is Mason's regional accreditor, and the accrediting standards can be found online at <https://sacscoc.org/accrediting-standards/>. The current [Principles of Accreditation](#) lay out the following requirements for general education in section 9.3 (see [Appendix F](#)). While SACSCOC does not yet specify explicit learning outcomes related to diversity, equity, and inclusion that must be demonstrated, it does have a [Position Statement on Diversity, Equity, and Inclusion](#) that emphasizes the importance of addressing these constructs. That Position Statement begins as follows (emphasis added):

SACSCOC supports and encourages the leadership role of its institutions in **promoting and sustaining diversity, equity and inclusion in all arenas of higher education**. Through its own activities, SACSCOC seeks to model inclusion on its Board of Trustees, on its staff, on its peer evaluation teams, and through its training and professional development, including a multiplicity of perspectives that represent the whole of the SACSCOC membership. While no single SACSCOC standard speaks to diversity, equity and inclusion, **opportunities are available throughout the standards to showcase efforts and to engage in thoughtful reflection, evaluation, and planning to support the diversity of all students, faculty, and staff.** (para. 1)

The statement further lists example strategies that have been implemented at member institutions and provides explicit definitions for diversity, equity, and inclusion (see [Appendix I](#)). These definitions are key to how we understand these terms at Mason and guide our efforts.

Additionally, SACSCOC has clear policies regarding how curriculum is developed and approved (see [Appendix F](#)). Section 4.2b lays out specific roles for the board, administration, and faculty, defining that the governing board “ensures a clear and appropriate distinction between the policy-making function of the board and the respective responsibilities of the administration and faculty to administer and implement policy.” Further, section 10.4 lays out the following requirements for academic governance, which clearly places responsibility for the curriculum in the hands of the faculty (emphasis added):

The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) **places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.** (p. 20)

To maintain accreditation, all curriculum development and approval procedures must continue to align with these principles.

SCHEV Requirements

The State Council of Higher Education for Virginia (SCHEV) monitors general education through the assessment of outcomes, not the approval of changes to any institution's general education requirements¹. SCHEV's [Policy on Student Learning Assessment and Quality in Undergraduate Education](#) asserts that, regardless of major, college education in Virginia should emphasize the following four outcomes:

- Broad learning about science, society, technology, arts and humanities, human diversity, and global cultures and interdependence;
- Intellectual and practical skills that support evidence-based reasoning and innovation—including analysis, communication, critical and creative thinking, quantitative fluency, information literacy, and collaborative problem solving;
- Integrative and adaptive learning, including the demonstrated ability to apply knowledge, skills, and responsibilities to complex problems and new settings;
- Personal and social responsibility, including ethical reasoning, civic and democratic knowledge and engagement, global acumen, and the **capacity to work productively with diverse people and perspectives.** (p. 2)

¹ SCHEV's [Academic Program Approvals and Changes Policy](#) authorizes and requires governing boards to approve all new academic degree programs (p. 7) and to approve the closing (p. 9) or merging (p. 56) of academic degree programs. While SCHEV administrative approval is needed for modifications to academic degree programs that meet a specific threshold, those modifications have never been approved by Mason's BOV. The SCHEV policy for approving program modifications that result in a change in the common core for degree programs specifically excludes general education from this degree program modification approval process (p. 5). There is no SCHEV policy that requires either SCHEV or the BOV to approve general education curriculum. See [Appendix G](#) for more details.

As part of the general education assessment process, each institution in Virginia is required to assess student learning on [four](#) specific core competencies (critical thinking, written communication, quantitative reasoning, and civic engagement) as well as on two competencies selected by the institution (oral communication and inquiry are assessed by Mason).

SCHEV expects institutions to use assessment data to continually improve teaching and the student learning experience, and makes institutions responsible for developing their own curriculum, pedagogical approaches, and assessment strategies. SCHEV also notes:

Students attending Virginia institutions may have different needs based on their personal histories, identities, and life circumstances. It is essential that institutions pay attention to educational quality as it pertains to various subgroups to ensure all students—regardless of their background, identities, or circumstances—receive a high-quality education. (p. 3)

Because Mason’s student population is substantially different from the student populations at other four-year colleges and universities across the Commonwealth and is among the [most diverse student populations](#) in the United States, including [economic diversity](#) and [social mobility](#), it is appropriate for the Mason curriculum to include requirements that address the tremendous range of our students’ experiences and perspectives.

Program Accreditation Requirements

In addition to the accreditation requirements that SACSCOC and SCHEV have for all Mason degrees, many programs are accredited by individual program accreditors. The list of all accredited programs at Mason is included in [Appendix G](#), with a link to the accrediting standards and an indication of whether there are diversity-related standards required as part of that accrediting process. All of the accreditors have requirements related to diversity, equity, inclusion, and/or access, and most require that diversity information be incorporated into reporting for multiple standards. These requirements most often show up in the requirements for **student learning outcomes and the curriculum**; faculty and student recruitment, composition, and retention; and in the guiding principles and organizational statements about the role and value of diversity in the programs. A smaller number of accreditors have requirements to demonstrate DEI in strategic management and long-term planning processes, and five expect program to demonstrate that employers and alumni are satisfied that graduates are prepared to work with diverse populations and in diverse environments.

Best Practices

American Association of Colleges & Universities (AAC&U)

A global organization with over 1,000 member institutions, the AAC&U is widely viewed as the leading voice on undergraduate education. The AAC&U has established a set of [essential learning outcomes](#) that are widely viewed as best practice for ensuring that college students are prepared for the workplace and broader society upon graduation. These learning outcomes, which are well aligned with SCHEV’s four broad outcomes, include: (1) knowledge of human cultures and the physical and natural world; (2) intellectual and practical skills; (3) personal and social responsibility; and (4) integrative and applied learning.

The first category includes science and mathematics, social sciences, humanities, histories, languages, and arts. The second category includes inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.). The third category includes **civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action**, and foundations and skills for lifelong learning. The fourth category includes synthesis and advanced accomplishment.

National Association of Colleges and Employers (NACE)

With over 17,000 members, NACE is a leading organization that brings together institutions of higher education and employers to identify elements of a college education that are crucial to preparing the future workforce. In this context, NACE provides research-informed guidance on key issues related to preparing college students for future employment.

From 2015 through 2021, NACE facilitated iterative task forces to operationalize what “career readiness” in college graduates means. [This multi-year effort](#) included literature reviews, multiple data collections, and significant validation efforts. The work resulted in the identification and definition of eight competencies believed to represent career readiness in college graduates: communication, critical thinking, career and self-development, teamwork, professionalism, **equity and inclusion**, leadership, and technology. Within these, the equity and inclusion competency was defined as follows: “Demonstrate the awareness, attitude, knowledge, and skills required to **equitably engage and include people from different local and global cultures**. Engage in anti-racist practices that **actively challenge the systems, structures, and policies of racism**.”

Peer Institutions

Mason’s peer institutions in Virginia and in the DMV region are another source of important information about programs required to remain competitive in attracting new students to our university and preparing our students for the workforce. A brief summary of the general education requirements related to diversity, equity, and inclusion at several of these institutions follows, with key elements shown in italicized font (emphasis added).

The **University of Virginia** requires four 2-credit courses within their primary first-year curricular “Engagements” pathway. One of these classes is EGMT 1530 *Engaging Differences*. The course description is as follows: “This course ... focuses on what we can learn from examining the ways in which we engage difference. Both within the university and beyond, you will encounter a range of contexts in which people differ, **including distinctions of culture, religion, and nationality, as well as those of class, race, gender, sexuality, ability, privilege, and power**. In a world in which difference is the norm, this class will ask how we will live and flourish together. A course in ‘Engaging Differences’ will help you: **recognize that social inequalities are historically produced and patterned** along lines of difference; consider how differences function across social and temporal boundaries; consider **how we develop and experience bias and discrimination**, inclusion and exclusion; and recognize how **power dynamics shape the impact of how difference works** in the world.”

James Madison University has five areas within their general education, one of which is titled “American and Global Perspectives.” Within this area, students complete two courses, one on the American Experience and a second on Global Experience. Learning outcomes for American Experience

courses are described as follows: “students ... will be able to identify, conceptualize and evaluate: social and political processes and structures using quantitative and qualitative data; primary sources from diverse perspectives relating to American history, political institutions and society; **the evolution of intellectual concepts shaping American democratic institutions, including issues involving power, inequity, and justice**; the complexity and diversity of American politics, society and culture; intentions and consequences of America’s engagement in global affairs; **how the historical exclusion of various social identities influences political, social, cultural and economic development.**” Learning outcomes for the Global Experience course are as follows: “students ... will be able to identify, conceptualize and evaluate: basic global problems; global political, social, cultural, and economic systems that shape societies; issues involved in analyzing societies different from one’s own; **strategies to achieve diversity, equity, inclusion, justice, and access both locally and globally**; diverse theoretical models to analyze global problems; **the value and complexity of global diversity in all its forms.**”

Virginia Tech has a “pathways” curriculum that is designed around 7 core concepts and 2 integrative concepts. These include 1 core concept (with a 3-credit course requirement) called “Critical Analysis of Identity and Equity in the US,” and 1 integrative concept (that is achieved through a combination of courses within core concepts) called “Intercultural and Global Awareness.” The *Critical Analysis of Identity and Equity in the US* core concept is described as follows: “Explores the ways **social identities related to race, ethnicity, gender, gender identity, gender expression, class, disability status, sexual orientation, religion, veteran status, economic status, age, and other socially salient categories and statuses influence the human condition and experience**, with focus on the United States in particular or in comparative perspective. It recognizes that **people in society have had different experiences and opportunities related to social categories, and challenges students to consider their ethical responsibilities to others in that context** and in the context of *Ut Prosim*, to enhance their capacities to be engaged citizens and visionary leaders in an increasingly diverse society. Students will **gain self-awareness of how they are situated relative to those around them based on social identities and foundational knowledge of the interactive dynamics of social identities, power and inequity.**” Associated learning outcomes include: “analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States;” “analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.” The *Intercultural and Global Awareness* integrative concept is described as follows: “Supports effective and **appropriate interaction with a variety of people and different cultural contexts. Considerations of diversity and inclusion are crucial** for students in an increasingly complex world. An important application of this learning is the **critical analysis of global systems and legacies and their implications for people’s lives and the earth’s sustainability.**”

Virginia Commonwealth University builds their general education program around six learning goals, two of which address issues related to diversity, equity, and inclusion: “Ethical reasoning” and “Global and cultural responsiveness.” Ethical reasoning is described as including: “judgments of right and wrong, good and bad, related to human conduct **especially concerning matters of justice, fairness, equity, and social responsibility.**” Associated learning outcomes include “**identify one’s culturally inherited beliefs through self-awareness & civic identity**” and “**understand the different ethical perspectives/concepts & diversity of communities and cultures,**” among others. Global and cultural responsiveness is described as follows: “**This competency’s primary goal, achievable only after several courses with this**

competency, is for students to advance equity and justice on local and global levels, well informed by historical and political contexts.”

At **William and Mary**, all undergraduates complete a “College Curriculum” that includes 6 course categories. One of these categories is: COLL 350 *Difference, Equity, Justice* (3 credits). The course description is as follows: “the course material integrates a **consideration of social norms, institutional practices, and patterns of belonging/marginalization through the lens of race and at least one other social identity**. You'll learn to engage complex, values-laden topics through critical analysis, critical reflection, and respectful dialogue that can bridge differences in perspective.”

University of Maryland has 4 key areas, one of which is Diversity. This area is described as follows: “Rather than affirm or celebrate difference, courses in the Diversity requirement investigate the complexities of human difference and commonality. The Diversity requirement **emphasizes the promises and problems of plural societies and the challenges that must be addressed to achieve just, equitable, and productive societies**. Courses in the Diversity requirement explore the gritty struggles through which plural societies are established and maintained.” Undergraduates are required to complete two courses in this area.

In sum, **all identified peer institutions had requirements related to diversity, equity, and inclusion embedded within their general education program**, with requirements ranging from one course to two courses to a suite of courses aimed at achieving an overarching set of outcomes. Arguably, the Just Societies requirement described below is a smaller requirement than other core programs.

Development and Implementation of Just Societies

Search for “The Mason Way”

Precipitating Curriculum Development and Assessment Activities

By 2013, Mason students had been voicing a desire for some inclusion within our general education of issues related to diversity, equity, inclusion, and justice (DEIJ) for some time. The requests increased over subsequent years, eventually leading President Cabrera to establish a working group with faculty to develop a DEIJ and well-being focused course as one of his annual presidential goals in 2018. Throughout the work of that group, Mason’s overarching mission “to be an innovative and inclusive academic community committed to creating a more just, free, and prosperous world” provided important context. Discussions focused heavily on the need for such a course to be widely accessible to a range of students – **a class that successfully addresses issues of justice and inclusion that will not make any of its students feel excluded**. At the same time, the goal was not to water down challenging content and ideas to merely avoid any discomfort. As stated in the Chicago Principles, “although all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas.”

That working group developed a course syllabus, and one faculty member taught a pilot of the course in Fall 2019, with a plan to expand the offerings of that pilot in a subsequent semester and eventually offer a massive multi-section course for all students (similar to the approach for COMM 101 or ENGH 302). However, budgetary and other constraints resulted in a decision to seek another way to implement these learning outcomes in a multitude of courses that allowed faculty to engage students more deeply in learning about these issues within their areas of disciplinary expertise.

At the same time, the Mason Core Committee and related groups engaged in a multi-year effort to review the Mason Core, beginning in force in 2017 and carrying forward through 2022. From 2017-2020, a group of faculty engaged in a comprehensive assessment of the existing Mason Core, in preparation for the SACSCOC accreditation reaffirmation. The results of the Mason Core assessment made it clear that we needed to address a challenge with the *Global Understanding* category that was in the Exploratory level at that time. The *Global Understanding* category in the Mason Core required courses to select three of a larger set of four learning outcomes that essentially fit into one of two groups: outcomes focused on globalization and learning *about* another culture, and outcomes focused on intercultural competencies and learning *how to engage with* individuals from other cultures. The results of the assessment demonstrated that courses were generally covering outcomes only in one group or the other, meaning that some students were achieving competencies related to learning about another culture but not about engaging with individuals from another culture, and other students were achieving the opposite.

Given the results of the broader information gathering described above, it was clear to the Mason Core Committee that *all* students needed to meet *both* of these types of outcomes to be fully equipped for their future careers. This assessment helped to lay the groundwork for the Mason Core revisions that eventually resulted in the creation of the new *Global Contexts* category (comprising the former *Global*

Understanding outcomes that were focused on learning *about* another culture) plus the *Just Societies* flags (comprising the former *Global Understanding* outcomes that were focused on learning *how to engage* with individuals from other cultures).

In the summers of 2019 and 2021, subgroups of faculty and administrators attended the Institute on General Education and Assessment run by the AAC&U. The Mason Core Committee simultaneously engaged in extensive research on best practices. As this work progressed, the Mason Core Committee was also soliciting extensive input from the Mason community to determine what elements faculty and students viewed as essential for general education. In 2019-2020, a Mason Core Faculty Fellow led an effort called “Mason Core Conversations,” which consisted of 17 focus groups and 3 workshops (173 total participants). In addition, two surveys with a mixture of open-ended and forced-choice questions were distributed to faculty (426 faculty responded) and students (559 students responded) in Spring 2020. Seven clear themes emerged from focus group and workshop data with regard to priorities for general education. Among those, cultural competence was the 3rd-most frequently mentioned area, behind critical thinking and written communication, and ahead of oral communication, well-being, civic engagement, and well-roundedness. In the faculty and student surveys, cultural competence was again one of the most highly-rated items, behind only critical thinking (faculty and students), well-being (students only), and written and oral communication (faculty only).

Development Process

In 2021-2022, the Mason Core Committee reviewed the evidence described above. Diversity, equity, and inclusion emerged as a clear and pressing gap within our general education curriculum. National and local employment data highlighted its importance, as did leading organizations like AAC&U and NACE. SCHEV guidelines for general education included the “capacity to work productively with diverse people and perspectives.” Numerous programmatic accrediting bodies required education related to DEI within their curricular guidelines. All other Virginia and regional universities had a required element in their general education. Yet, the only category that addressed these issues within the Mason Core was *Global Understanding*, but at the time, only a subset of the *Global Understanding* courses met this goal.

This misalignment was not true for other domains of learning. All of the other areas of general education identified as most important in both focus groups and surveys with the Mason community had clear maps onto the Mason Core for all students. Similarly, all elements of SCHEV specifications were well covered in the Core, except for “the capacity to work productively with diverse people and perspectives” (addressed only in the optional learning outcomes in *Global Understanding*). The Mason Core also matched well with three of the four outcomes identified by the [AAC&U](#) as essential for general education (which are similar to those identified in [SCHEV’s aspirational statement on quality](#)), with the exception being the category of personal and social responsibility, which includes outcomes for of civic knowledge and engagement- local and global, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

Addressing this gap was the primary focus of one of the Mason Core task forces created during the 2021-2022 academic year. **A crucial consideration in this work was the importance of developing a solution that would be applicable to and approachable by the broad diversity of students at Mason.** Associated learning outcomes and/or courses would need to be even-handed and designed such that students from all backgrounds and belief/value systems would be able to engage in the material. Faculty worked to develop a way of addressing diversity-related issues in the “Mason Way,” through empirically

based, academically rigorous engagement with important issues in an environment that respects the broad-ranging diversity of our students. The discussions moved toward developing a category and associated outcomes that would focus on the how to think about the broader notion of justice (i.e., fair and impartial treatment of all people), as a principle that can transcend divergent forms of thinking.

Why “Just Societies”

Motivated in part by the focus on justice and in part by Mason’s overarching mission “to be an innovative and inclusive academic community committed to creating a more just, free, and prosperous world,” Mason faculty landed on the category name, *Just Societies*. The term “just society” has been written about for decades. In his 1971 book, *A Theory of Justice*, John Rawls framed the concept of a “just society” through the lens of “original position” or “veil of ignorance.” This notion is based on identifying what rules should be in place to govern society if one was to enter that society without knowing what their identity and status would be – they could still have their personal talents and abilities, but would not know what their family status would be, what level of resources they would have, what their gender or race would be, where they would live, etc.

Individuals and organizations across the ideological spectrum have written about what rules are optimal for creating a just society (for example, [Alexandria Ocasio-Cortez](#); [American Enterprise Institute](#); [Heritage Foundation](#)), demonstrating the broad applicability of the framework. The naming of the category as “Just Societies” (rather than “Just Society”) acknowledges and embraces the existence of multiple ideas and methods for achieving justice. It also preserves a focus on the ultimate goal of justice (i.e., fairness to all), rather than on other terms for which meanings and valence may change over time. This broad approach facilitates the incorporation of courses from many different disciplines and contexts to ensure that students are challenged with how to think about these important issues and not prescribed what to think about any given issue.

Why 2 “Flags”

To integrate this *Just Societies* category into the Mason Core, the Mason Core Committee considered a variety of options that revolved around permutations of one or both of the following ideas: (1) adding a new category with associated learning outcomes or (2) identifying a set of learning outcomes that could be integrated into other courses. This latter option, referred to as adding a “flag” to an existing course to represent the additional learning outcomes, would mean having courses that did not focus solely on *Just Societies* outcomes, but instead integrated a smaller set of related outcomes within a broader context.

Some of the initial permutations of these ideas were more extensive, such as adding a new category to the Core and also requiring additional courses to have flags, or requiring all Exploration courses to have flags that reflected *Just Societies* content in all courses. These options were eliminated early in the committee’s deliberations, as they were seen as excessive in terms of the requirements and associated work. Thus, the options were narrowed to the idea of (a) adding a single course or (b) adding flags to 2 or 3 Exploration courses. Adding flags to 2 or 3 courses was to account for the fact that coverage of content and learning outcomes associated with a flag would, by default, be less extensive than it would be in a single course that was solely focused on that category.

Discussions with and feedback from the Mason community had indicated a clear priority to not add credits to the Core, so that students would not potentially be slowed in their progress toward their degrees. Thus, the discussions of the *Just Societies* task force then intertwined with discussions of the

Global Contexts task force, which was focused on how to address the other portion of *Global Understanding* learning outcomes (i.e., those focused on globalization and learning *about* other cultures). The removal of the *Global Understanding* category would leave room for only one of the new categories to become a standard category, with the other needing to be addressed via a “flag” to avoid adding new credits. There was further discussion about how many flags to require, and although many faculty believed that 3 courses would be needed to achieve sufficient coverage of outcomes in either *Global Contexts* or *Just Societies*, adding a flag to only 2 Exploration courses was prioritized to reduce complexity for students.

Ultimately, the final proposals presented to the Mason community for consideration were:

1. Keep *Global Contexts* as a category with 1 course required, and require students to complete two Exploration courses with a *Just Societies* “flag”
2. Add *Just Societies* as a required category with 1 course required, and require student to complete two Exploration courses with a *Global Contexts* “flag”

After further discussion with the Mason community, the model requiring two Exploration category courses to have a *Just Societies* “flag” was deemed the best fit, in part because we had already been exploring this idea following the pilot of the initial DEI course in 2019. This model was presented to and approved by Faculty Senate in April 2022.

Learning Outcomes

The Mason Core Committee invested extensive effort in the design of the learning outcomes for the *Just Societies* flag, with a focus on promoting empirically based, academically rigorous engagement with relevant issues in an environment of inclusivity that respects all forms of diversity (origin, identity, circumstance, and thought). **Continued, explicit emphasis was placed on designing outcomes that would be approachable by students from all backgrounds and belief/value systems.** To reflect what employers were seeking in new hires and what students had been requesting, the learning outcomes were designed with a focus on defining terms, engaging with others, identifying barriers, and articulating possible solutions. The final outcomes were:

1. Define key terms related to justice, equity, diversity, and inclusion as related to this course’s field/discipline and use those terms to engage meaningfully with peers about course issues; and
2. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

Of note, these outcomes are well aligned with Governor Youngkin’s Executive Order 10, which seeks to augment the focus of Virginia’s Office of Diversity, Equity, and Inclusion by including “the promotion of free speech and civil discourse” in its mission.

Course Proposal and Approval Process

Overview

The Mason Core proposal and review process represents a balance among maintaining coherence and consistency across courses within categories, fulfilling accreditation guidelines and requirements

(particularly with regard to assessment), respecting academic freedom, and ensuring faculty responsibility for and control of curriculum.

George Mason has instilled authority for its general education in a faculty-led committee: Mason Core Committee. This committee's charge includes the following duties: "develop procedures for assessing, reviewing, and recertifying courses that carry a Mason Core attribute"; "review and revise, as necessary, the overall structure and outcomes of the Mason Core"; and "confer with the Faculty Senate Committee on Academic Policies when changes to Mason Core requirements impact the entire university and/or would be a substantive change to the university catalog." Consistent with the principle of faculty responsibility for and control of curriculum, the committee consists of 14 voting members, 12 of whom are faculty (from at least 6 of the 9 academic units with undergraduate programs), 1 of whom is a student, and 1 of whom is the Senior Associate Provost for Undergraduate Education.

The process for submitting a course for inclusion in the Mason Core originates with faculty. Any faculty member at Mason can submit an undergraduate course for consideration in the Core by completing a proposal.² The primary elements of the proposal are: (1) a course syllabus; (2) a proposal worksheet that contains (a) a conceptual rationale for why the course should be considered for that category, (b) an "assignment map" that shows an example assignment that assesses each learning outcome, and (c) a "course management plan" that describes how the course will remain consistent with the Mason Core designation over time; and (3) any supporting documents (e.g., sample assignments). To assist faculty in the proposal process, Mason Core offers written overviews, recorded videos, 2-hour proposal workshops, 2-day proposal workshops, and 1-on-1 consultations with the Director of Mason Core (who is an ex-officio, non-voting member of the Mason Core Committee).

Once a proposal is submitted, it is reviewed by the Mason Core Committee. This process begins with an administrative review to ensure all required components are included and complete. Subsequently, each proposal has 3 to 4 voting, faculty committee members assigned to conduct an in-depth review of the rationale, content coverage within the course, presence of an appropriate assessment method for each learning outcome that will facilitate compliance with accreditation standards, and presence of an appropriate course management plan. Proposals are then discussed in a meeting of the entire committee, with primary reviewers reporting on their review of each proposal and noting any issues identified. After full discussion of identified issues, the 14 voting members can cast a vote to approve as is, approve with administrative changes (e.g., adding missing information to the syllabus), "rollback" with feedback and encouragement to resubmit, or "rollback" with feedback and no encouragement to resubmit. Of note, this latter outcome is extremely rare (see Table 1 below).

Faculty are able to meet with a committee representative to discuss any questions about or disagreement with feedback. If desired, faculty can request to meet with the entire Committee to discuss areas of disagreement. The Director of Mason Core (a non-voting member of the Mason Core

² Note that courses must already be approved for inclusion in Mason's course catalog before being submitted for Mason Core designation. This process involves a review first by the originating department and/or college, as well as any other units that are affected (e.g., if a course in one department might satisfy a requirement in a major offered by another department). Once approved by all respective units, courses are then submitted for review by the university-wide Undergraduate Council, which has representatives from all colleges/schools with undergraduate programs.

Committee) is also available to meet with any faculty member to discuss feedback and offer assistance in preparing initial proposals and resubmissions.

Just Societies Proposals and Reviews

Implementation of changes approved in April 2022 began in the Summer of 2022 with the development of updated proposal forms and workshops for faculty, and the development of a communication campaign focused on all of the changes to Mason Core (including but not limited to *Just Societies*). This work continued in the 2022-2023 academic year. Workshops began in Spring 2023 and have continued since that time. A total of 4 full, 2-day workshops focused on the new categories and proposal process have been run, with 73 faculty participating. In addition, 13 shorter, 2-hour workshops have also been held, with 86 faculty participating.

Proposals began being submitted in Fall 2023 and have continued throughout the year. As of April 4, 2024, a total of 145 proposals (61 focused on *Just Societies*) were submitted to the Mason Core Committee. This was *7 times as many* proposals as were submitted the prior year, requiring numerous additional meetings of the Committee. This type of effort is reflective of the intensive labor required when changes to the Core are made.

A summary of the status of proposals (total proposals, and those specific to *Just Societies*) received this year through April 4, 2024 is presented in the Table below. As can be seen, most proposals received feedback with encouragement to resubmit, and a large number of proposals (both overall and specific to *Just Societies*) have been approved for next year, with many more still in progress.

<i>Table 1. 2023-2024 Mason Core Submissions and Outcomes</i>			
	# Proposals	Approved	In Progress
All Categories	159	92	65
Just Societies	65	35	29
Note: Courses that are in progress have been reviewed once or more by the committee and sent back with feedback and suggested revisions, but have not yet been resubmitted. Of the 65 JS proposals, only 1 was not encouraged to resubmit (due to poor fit with the learning outcomes).			

Approved Courses

The list of approved courses to date is below. These 35 courses come from six independent academic units across the university.

- ANTH 135: Introduction to Biological Anthropology
- ANTH 309: Peoples and Cultures of India
- ANTH 365: Scientific Racism and Human Variation
- ARTH 315: Modern Architecture
- ARTH 370: Arts of the United States
- CEIE 100: Environmental Engineering around the World
- CRIM 405: Law and Justice around the World
- CULT 320: Globalization and Culture

ENGH 206: Literature in the Creation of Just Societies
ENGH 315: Folklore and Folklife
EVPP 336: Tackling Wicked Problems in Society & the Environment
GCH 205: Global Health
GGS 301: Political Geography
GLOA 101: Introduction to Global Affairs
GOVT 103: Introduction to American Government
GOVT 134: Grand Challenges to Human Security
GOVT 150: Introduction to Technology Policy
HIST 272: Survey of Latin American History
HIST 308: Nineteenth-Century Europe
HIST 316: History of Modern Architecture
HIST 329: Modern Russia and the Soviet Union (pending approval as *Global Contexts*)
HIST 384: Global History of Christianity
INTS 319: Contemporary Youth Studies
INTS 406: Global Leadership (pending approval as *Global Contexts*)
INYO 261: Mentoring Multilingual Learners
RELI 211: Introduction to Religions of the “West”
RELI 212: Introduction to Religions of Asia
RELI 310: Judaism
RELI 313: Hinduism
RELI 368: Islam, Democracy, and Human Rights
RELI 384: Global History of Christianity
SOVI 101: Introductory Sociology
SOVI 320: Globalization and Social Change
THR 115: Staging Activism (pending approval as *Arts*)
WMST 208: Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies

Additional Courses Under Review

The list of proposals that have been returned with feedback but have not yet been resubmitted for review is below. The 29 courses that have been encouraged to resubmit come from seven independent academic units. Together with the courses already approved, the courses represent all primary academic units with undergraduate programs.

ARAB 365: Black and Minority Cultures in Arabic Literature
BUS 100: Business and Society
COMM 305: Foundations of Intercultural Communication
CONF 101: Conflict and Our World
CRIM 308: Human Rights and Justice
EDSE 230: Introduction to Autism Spectrum Disorders
GGS 102: Physical Geography
HIST 271: Survey of Latin America History
HIST 308: Nineteenth-Century Europe

HIST 364: Revolution in Latin America
 HIST 376: Cold War America
 HIST 378: History of Aviation
 HIST 379: History of the Climate Crisis
 HIST 381: Remembering Histories of Violence: Narrative Engagements with Difficult Pasts
 INTS 304: Social Movements and Community Activism
 INTS 331: The Nonprofit Sector (*not encouraged to resubmit*)
 INTS 336: Poverty, Wealth, and Inequality in the US
 INTS 337: Social Justice Consciousness and Action
 INTS 344: Youth, Music, & Social Change
 INTS 347: Gender Representation in Popular Culture
 INTS 363: Social Justice Narratives
 INTS 434: Research for Social Change
 INYO 105: U.S. American Cultures
 RELI 100: The Human Religious Experience
 RELI 240: Death and the Afterlife in Religion
 RMGT 210: Recreation and Leisure in Life
 SOCI 352: Social Problems and Solutions
 SYST 202: Engineering Systems in a Complex World
 WMST 200: Introduction to Women and Gender Studies

Summary Timeline of Events

The overarching timeline for creating Just Societies, including the implementation steps taken since approval of the Just Societies category in Spring 2022, is below:

2013-2018	Increasing student requests for a more diverse set of history course offerings (similar to those that would transfer in from other schools), to require specific courses, and to include a required DEI course
2017-2021	Mason Core Assessment of all categories in lead-up to SACSCOC reaccreditation
2018	President Cabrera proposes the following annual goal, which BOV approves on 7/27/18: “In collaboration with the faculty, develop a foundational course for all undergraduate students which reflects the university’s values and commitment to diversity, inclusion, and wellbeing.”
2018-2019	Committee works on elements of foundational course addressing diversity, inclusion, and well-being with input from community – develop, pilot, evaluate, and refine foundational course. By January 2020, the Mason Core leadership team planning the implementation of this single course decided to shift toward discussing ways to build these outcomes into multiple courses due to logistical challenges and budgetary considerations associated with teaching a massive multi-section course as well as feedback from the campus community in the “Mason Core Conversations.”
2019	Mason Core team attends AAC&U Institute on General Education and Assessment

2019-2020	Mason Core leads “Mason Core Conversations,” including 17 focus groups, 3 workshops, and a university-wide survey each for faculty and for students.
2021	Mason Core team attends AAC&U Institute on General Education and Assessment
2021-2022	Mason Core forms four task forces to address 4 separate areas of Mason Core enhancements: (1) bringing coherence to capstone/synthesis requirement; (2) addressing misalignment of current history requirement; (3) addressing Global Understanding category (learning outcomes resulted in two types of courses); and (4) addressing addition of requirement related to diversity, inclusion, and well-being. Task Forces develop proposals, engage in extensive outreach to community for input. Elements of proposals are incorporated into SACSCOC reaccreditation materials (approved by BOV Dec 2021). Faculty Senate approves final proposal, which includes Just Societies flags, in Apr 2022. The final set of changes, including the two courses with the Just Societies flags, was presented to BOV in May 2022.
2022-2023	Begin work with registrar for how to mark courses and track completion for students. Revamp proposal process. Develop and launch training for faculty on developing proposals. Host 2 two-day workshops for 43 faculty. Host 7 two-hour workshops for 54 faculty. Prepare catalog language.
2023-2024	Continue workshops for faculty. Host 2 two-day workshops for 30 faculty. Host 6 two-hour workshops for 32 faculty. Accept and review proposals (as of 4/1/24, 61 proposals reviewed – 32 approved, 1 encouraged to submit for another category, 28 in progress; several more on agenda for Apr 4 meeting). Update registrar with approved courses. Finalize catalog language, develop website. Finalize processes with registrar. Develop and run training for advisors. Develop advising materials. Publish updated catalog for 2024-2025 academic year (currently on hold).

Reflections on the Change Process for the Mason Core

In the lead-up to accreditation reaffirmation by SACSCOC, the Mason Core Committee developed and undertook an extensive process that ultimately led to the recent changes to Mason Core. The process followed was exhaustive and offers a guide for future efforts, while also highlighting areas for potential improvement.

One key area needing clarity is the role of various entities in reviewing and approving changes, which is further detailed in [Appendix F](#). SACSCOC requires that the institution “places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.” The Code of Virginia grants SCHEV the power to approve academic programs, and SCHEV requires governing boards to vote to approve, close, or merge academic degree programs before SCHEV will consider those actions. However, SCHEV specifically excludes general education from those actions and instead monitors general education curriculum through assessment of required learning outcomes.

Accordingly, primary authority for revising the “overall structure and outcomes of the Mason Core” rests in the hands of the Mason Core Committee. The Committee is empowered to develop and adjust

learning outcomes for categories and develop proposals for broader changes to the Core. Whenever the Committee considers changes that would “impact the entire university and/or would be a substantive change to the university catalog,” those changes are presented to the Faculty Senate for review and approval/disapproval. This is the process that guided the recent set of changes, which were proposed by the Mason Core Committee to the Faculty Senate, who voted to approve the changes in April 2022.

At that time, the approved changes were reviewed with administrators and the governing Board of Visitors, but notably, such a review is not currently required by any existing specified procedures or by SCHEV or other bodies. Clearer statements of the overarching process for change, including what level of review (e.g., presenting for review and input vs. putting forward for a formal vote of approval) is appropriate at different times for all involved constituencies, would likely produce better outcomes and help avoid miscommunication in the future.

Of note, the recent change process highlighted the need for a more systematic approach to continual re-evaluation and revision of the Core, while simultaneously highlighting the systemic upheavals that can accompany changes to the Core. For example, as described above, the creation of two new categories (*Global Contexts* and *Just Societies*) has required a substantial, 2-year implementation effort for material development, training workshops, proposal support, and review. As another example, some categories in the Mason Core are fulfilled exclusively or nearly exclusively through a single course. In such cases, the infrastructure of instructors, course materials, and training needed to support the course is extensive. For instance, the oral communication category within our Foundations level is fulfilled almost exclusively through *COMM 101: Fundamentals of Communication*. Consequently, this single course enrolls nearly 5,000 students across more than 200 sections each year. Thus, any major changes to a category like this would require several years of careful planning.

Moving forward, we aim to develop and institutionalize sustainable processes for evaluation and potential revision of the Core that will balance the need to evolve over time with the logistical challenges that accompany such evolutions. We also aim to concretize the processes involved in changes to the Mason Core (see [Recommendations](#)).

Campus Climate

Mason's status as one of the most diverse student bodies in the country requires a high degree of intentionality to yield successful outcomes. The staff and offices described in the opening section of our report are central to that work. Relatedly, what the faculty have proposed to do with the *Just Societies* category in the Mason Core is not easy work. Helping the incredibly diverse array of students at Mason engage with complex ideas in a way that respects both student differences and their commonalities requires an environment that promotes inclusivity in all forms. In this section, our committee presents currently available data related to Mason's overall campus climate, which offers both an assessment of the outcomes of Mason's DEI staff and infrastructure and an estimation of the appropriateness of Mason's environment for the enactment of the *Just Societies* requirement. Concurrently, the committee recommends an updated Mason Campus Climate Study (recommendation 5) and an accelerated assessment of the *Just Societies* requirement (recommendation 3) so that the data presented below can be validated and updated.

Mason subscribes to the "Chicago Principles," a set of ideals promoted in the University of Chicago's *Report of the Committee on Freedom of Expression*. This report notes that "it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive." Rather, as stated by former University of Chicago President Hanna Holborn Gray, "Universities should be expected to provide the conditions within which hard thought, and therefore strong disagreement, independent judgment, and the questioning of stubborn assumptions, can flourish in an environment of the greatest freedom." Indeed, "fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission."

Although on the surface, some view these principles as at odds with DEI work, at Mason, these ideals have always been deeply embedded in Mason's "DNA." They are reflected in our [Top 10 ranking for College Free Speech](#) from the Foundation for Individual Rights and Expression (FIRE), coupled with our simultaneous ranking as [one of the most diverse campuses in the U.S.](#) Notably, Mason's student body is the most diverse of FIRE's top 10 ranked schools, with only one of the other Top 10 institutions having a majority minority student body. These and other rankings by a wide range of organizations demonstrate, once again, how Mason is All Together Different. The Mason Way of approaching these issues helps the institution realize "Goal 2" in Governor Youngkin's Diversity, Opportunity, and Inclusion Plan for the Commonwealth: "create and sustain a culture that welcomes and embraces diverse opinions, independent thinking, and respectful interactions."

Below, we present data that reinforces both the positive impact of Mason's DEI staff and infrastructure, as well as Mason's position as an ideal environment for the type of work that will be done in the *Just Societies* category of the Mason Core. It is important to note that, although we already enjoy strong success in this area, simply maintaining the status quo will not meet the evolving needs of our students and the region's employers. It has been made clear that we need to do more to match the moment – with pressures from all sides on how to address issues related to diversity and inclusion, Mason is positioned to lead the way in engaging in respectful, meaningful, and evidence-based discussions of difficult issues.

Faculty and Staff

There are several ways that we collect data about the campus climate for faculty and staff, the most systematic of which are a series of surveys from Gallup (the Faculty Staff Experience Survey and the Faculty Evaluation of Administrators) and the COACHE faculty survey, all of which suggest that faculty feel comfortable expressing themselves. Further, each week’s headlines feature Mason faculty commenting openly about issues to which they bring academic expertise across a range of disciplinary and political perspectives.

Faculty Surveys

The Gallup Faculty/Staff Experience (FSE) survey was last conducted in 2022 and will be deployed again in April of 2024. There are several items on this survey that are good indicators of campus climate and the extent to which faculty and staff are comfortable expressing themselves, and those are summarized below. It is worth noting that these items were among the highest-rated items [on a scale of 1 to 5] across the entire survey.

Item	Mean	Percentile within higher ed institutions
At work, my opinions seem to count.	3.77	51
I am treated with respect.	4.10	47
Everyone at this institution is treated fairly regardless of ethnic background, race, gender, age, disability, or other differences not related to job performance.	3.76	50
At work, I feel comfortable being myself.	3.78	N/A
My supervisor creates an environment that is trusting and open.	3.99	52

The questions for the April 2024 survey have already been finalized and the survey deployed, but Mason has the option to add custom items that more specifically address free speech in the next iteration of the survey. Two sample questions that Gallup has used elsewhere that could be considered for inclusion and for comparative assessment with other institutions are:

1. At GMU, employees can express their opinions freely.
2. Free speech is highly valued at GMU.

Gallup also conducted our annual Faculty Evaluation of Administrators, in which the President, Provost, and Deans were rated on several items. In last year’s survey,

- “Effectively advances the university’s goals of diversity and inclusion” was highest-rated item for both the President ($M = 4.07$) and the Provost ($M = 3.81$), and also had the highest average rating across all deans ($M = 3.78$, not weighted).
- “Effectively supports faculty efforts to achieve their research, teaching, and service goals.” was the second highest overall mean across all deans ($M = 3.59$, not weighted).

Finally, the most recent Harvard Collaborative on Academic Careers in Higher Education (Harvard COACHE) survey identified the following areas of strength for Mason: Shared Governance, Adaptability, Productivity, Shared Sense of Purpose, Trust, Understanding the Issue at Hand.

Taken together, these surveys demonstrate that inclusion, trust, and openness, *together with* a commitment to DEI, are strengths in Mason's overall culture.

Sample of Headlines Featuring Mason Faculty

Our committee looked at several of the "President's Weekly Brief" listings to evaluate the range of "media hits" that Mason faculty and staff receive. Our review was strongly *inconsistent* with the notion that people at Mason feel hesitant to speak due to their political beliefs. A sample from just one week (from 2/23-2/29) of these media hits is below:

- The New York Times: [Mason alumna Crystal Clanton \(Scalia Law\) mentioned for having been hired as a law clerk to Supreme Court Justice Clarence Thomas](#). Also in [The Washington Post](#), another [Washington Post](#) story, [Vanity Fair](#), [Salon](#), [Reuters](#), [The Hill](#), [Yahoo! News](#), [The Root](#), [The Daily Mail \(UK\)](#) and other media outlets.
- Bloomberg: [Tyler Cowen \(Mercatus, CHSS\) writes an op-ed about the true value of open-source software](#).
- The Hill (audio option): [In an op-ed about the upcoming vote to repeal the Certificate of Need \(CON\) Commissions law, a 2016 study by Mercatus is cited](#). Also in [MSN](#).
- The Hill (audio option): [Satya Marar \(Mercatus visiting postgrad fellow\) writes op-ed about the failure of pandemic-era price fixing](#).
- USA TODAY: [Jennifer Huddleston \(Scalia Law\) writes op-ed about the Supreme Court case on speech policies on social media platforms](#). Also in [Yahoo! News](#).
- Richmond Times-Dispatch: [Jamil Jaffer \(NSI, Scalia Law\) mentioned for being part of Republican presidential candidate Nikki Haley's leadership team in Virginia](#).
- The Grio: [Mason mentioned in an article about alum Crystal Clanton being hired as a law clerk for Supreme Court Justice Clarence Thomas](#). Also in [MSN](#).
- Vox: [Daniel Rothschild \(Mercatus\) is quoted in a story about ideas from two of Latin America's most notable right-wing populists in El Salvador's Nayib Bukele and Argentina's Javier Milei](#).
- Barron's: [Picks up AFP News article where Christine McDaniel \(Mercatus\), leader of the center's Future Fisheries Management Initiative, discusses a potential global agreement that tackles fisheries subsidies](#).
- Reason: [Ilya Somin \(Scalia Law\) is quoted in an article about the Supreme Court case on speech policies for social media platforms](#).
- Reason: [Ilya Somin \(Scalia Law\) writes op-ed about how Illinois court's ruling disqualifying Trump from the presidency could be affected by the Colorado Supreme Court](#).
- Chicago Sun-Times: [Picks up the column by Veronique de Rugy \(Mercatus\) about the potential negative effects of the latest child tax credit](#).
- Creators Syndicate: [Veronique de Rugy \(Mercatus\) writes op-ed about economic state of the country today versus the 1970s and '80s](#). Also in [Reason](#).

Student Perceptions

Similarly, in contrast to concerns that were expressed about whether students feel comfortable sharing their perspectives, our committee found ample evidence to suggest that students feel free to express their views and explore their interests across a wide range of issues.

Student Surveys

There have been numerous student surveys conducted at Mason over the past eight years to evaluate the student experience, and the results of items in these surveys that are related to campus climate, DEI, and engaging with others who have different perspectives are included in Appendixes [J](#) and [K](#). Overall, these results highlight the significant diversity within our student body and also emphasize the importance of offices and efforts that have helped students to feel welcomed and included at Mason, while also identifying areas where greater efforts are still needed.

Student Evaluations of Teaching

Each term, students are invited to complete anonymous online [Student Evaluations of Teaching](#) (SETS) for each class that they take. These SETs include a series of Likert scale items about students' experiences of the course (see Appendix [H](#)). Item 14 (highlighted in green in the tables) specifically asks students to respond to the item, "The instructor encouraged expression of diverse perspectives." As can be seen, this item is among the highest rated across all undergraduate courses, with students clearly indicating that they believe that a variety of perspectives are encouraged in their courses.

It is also worth noting that the student evaluations of teaching across the board are very strong, which is a reflection of the priority that Mason faculty place on excellent teaching and learning experiences and the strong support that is provided by the Stearns Center for Teaching and Learning to ensure that faculty have opportunities to continue to develop their pedagogical skills to meet the changing needs of Mason students.

Other Student Indicators

While systematic evidence, such as that we have shared already, is the best way to get a sense of how students as a whole perceive the climate on campus, there are additional indicators and anecdotal evidence that also further reinforce the wide range of student perspectives and the overall comfort that our students have expressing themselves. For example, there are 710 total student organizations listed in [Mason360](#), 447 of which are registered student organizations. On any given day, we see a range of student and external groups sharing information in kiosks in the Johnson Center, handing out flyers, or holding demonstrations about a wide range of issues. Additionally, the topics that students choose to write and speak about in their course assignments represent a tremendous diversity of viewpoints, experiences, and interests.

Summary

Mason's mission is to *include* students, faculty, and staff from all backgrounds and walks of life and to ensure that each individual can grow, thrive, and succeed in meeting their full potential. Mason is unique in that it is a university community that reflects the diversity of the world in which our students

will live and the workplaces in which they will launch their careers – indeed, this is likely the single biggest distinguishing factor Mason has. Mason’s ability to bring together this broad diversity of people in a way that honors and respects those differences while also celebrating our commonalities and working to support each individual in the way they need is the foundation of our *All Together Different* approach. All indicators suggest that Mason has been successful in a way that very few other institutions have.

At the same time, another of Mason’s hallmarks is its innovation. Mason cannot afford to rest on its success – it must continue to innovate and lead the way on key issues. The “Mason Way” involves engaging in meaningful work even when difficult, not shying away from it. In that spirit, it is incumbent upon Mason to continue helping our students build the skills and tools that they need to engage in meaningful conversations with others to be effective employees and citizens in their communities. More broadly, Mason needs to stay ahead of the curve and continue to evolve so that we can preserve this environment that allows inquiry and engagement to thrive.

Recommendations

Ultimately, it seems that there were two broad concerns that motivated this working group and the development of this report:

1. Concerns that the university was engaging in indoctrination and actively silencing those who hold a range of perspectives, both through DEI programming and curriculum
2. Concerns that some board members did not feel fully briefed on changes to the Mason Core curriculum or included in the process

As this report demonstrates, there is substantial evidence that faculty, students, and staff feel comfortable expressing their perspectives on a broad range of issues, and there is no evidence of indoctrination or silencing. There is also compelling evidence—from employers, accreditors, and requests from our students themselves—that we need to continue to support student success for ALL of our students. It is also clear that we also need to continue to do more to help students learn to engage with others who have different perspectives and experiences, as well as understand the roots of those experiences and perspectives, in order to be successful in their future careers and effective when engaging and advocating within their many communities.

Recommendations Regarding DEI Positions and Programs

Given the breadth of responsibilities, a closer examination of the position titles and descriptions reflects that several position descriptions may not effectively describe how the personnel support Mason’s mission or what the individuals do in these roles. Mason should not change titles merely to rebrand or respond to criticism, but they *should* consider title changes that more accurately reflect the functions being accomplished, to promote understanding and transparency.

Based upon this review, the Committee recommends the following:

1. The number of full-time staff positions (14) and part-time student positions (21) is appropriate (or possibly low), relative to the number of students being served.
2. The Vice President for University Life and Vice President for Diversity, Equity, and Inclusion should annually review 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 (see Appendix B) and adjust as necessary.
3. The Vice President for University Life and Vice President for Diversity, Equity, and Inclusion should initiate a Mason Campus Climate Study conducted by a third-party during AY 2024-25 for undergraduate and graduate students. The study will be taken to assess classroom and environmental factors with a goal of promoting inclusive excellence and avoiding divisive concepts (as defined by Governor Youngkin’s Executive Order 1, see [Appendix I](#)), and report outcomes to the Board of Visitors. This review will include an assessment of the extent to which DEI programs contribute to the objective areas stated above (creating an inclusive culture, providing student support services, and preventing concerning actions) or whether they accentuate differences among individuals and groups.

4. University Life, Academic Affairs, and Faculty Affairs and Development should work to expand curricular and co-curricular offerings that focus on civil discourse, dialogue and debate across differences, and freedom of expression to align with the Governor's focus on free speech and intellectual diversity.

These recommendations address the first area concerning the Student Support Infrastructure and Organization and provide a way forward to evaluating the existing structure and adapting it as necessary in the future.

Recommendations Regarding the Mason Core

Faculty have worked through a long, deliberative process to develop the updated Mason Core. The most effective way to assess whether this is the right Mason solution to meet the needs of our students is to: (1) ensure that the course offerings are sufficiently broad to meet the intent of the *Just Societies* requirement; (2) if there is sufficient breadth of courses available, implement as planned; and (3) accelerate the assessment of the *Just Societies* requirement to expeditiously evaluate whether this approach meets our goals and whether future adjustments or refinements are appropriate.

To support this plan, the committee recommends:

5. The Mason Core Committee should ensure that the contextual language and description framing the learning outcomes are updated to help clarify the goals of the *Just Societies* requirement.
6. The Mason Core Committee should seek an expansion of the number and breadth of courses to meet the *Just Societies* requirement, recognizing that there is still an additional year to continue to develop and approve additional courses before next year's cohort of students are expected to take Exploration level courses (most students will take these courses in their 2nd and 3rd years).
7. The Mason Core Committee should accelerate the start date for assessment of these courses from Fall 2026 to Fall 2025.
8. Based upon the Provost's review of the progress on these actions, the Provost should determine whether or not to continue the implementation of the *Just Societies* requirement as scheduled. If these recommendations cannot be completed in a timely manner, the Provost can decide to delay the implementation of the *Just Societies* requirement until a subsequent academic year.

To ensure that the Board of Visitors continues to stay appropriately informed about not only the *Just Societies* requirement, but curriculum updates in general, the committee recommends:

9. The Provost, or designated representative, should establish a regular schedule for sharing with the Board (through the Academic Programs and University Life Committee), at least annually, Mason Core assessment reports that are prepared for any internal or external agency.
10. The Provost, or a designated faculty representative, should brief the Board of Visitors at least annually about significant updates to the curriculum and provide opportunities for feedback and discussion.

11. The Rector of the Board of Visitors and President Washington should work to ensure that all members of our community understand the roles of the BOV, the administration, and the faculty in curricular matters. (See [Appendix F](#))

These recommendations are made with the intent of ensuring that Mason continues to make curriculum decisions with intellectual integrity based on evidence and remains in compliance with SACSCOC accreditation standards and SCHEV policies.

Appendix A: University Committee Charge on Diversity, Equity, and Inclusion and Just Societies

General Introduction: George Mason University is the largest and most diverse Four-Year Institution in the State of Virginia. Fundamentally speaking, as a campus we are dealing with what is the best structure for success (graduation and job placement) for our students.

Formal Committee Charge: The purpose of the university committee is to make key recommendations related to our DEI infrastructure and Just Societies component of the Mason Core. More specifically:

1. Just Societies: Reexamine the structure and timing of implementation and establish a timeline for success. Should the structure be as it is, broader and more inclusive or less so?
2. DEI Structure and Setup: Examine the total number of positions, position type and organizational naming. Provide diversity, equity, and inclusion metrics and impact on Mason’s internal and external communities. Identify institutional and community risks if diversity, equity, and inclusion efforts were eliminated or reduced.
3. Prepare two reports, one for each issue. The reports should have recommendations for Board approval.
4. Recommendations need to be iteratively socialized to board members for feedback.
5. Completed report for the May BOV meeting.

Committee Members: The committee will be chaired by Vice President for University Life, and includes the Vice President for Diversity, Equity, and Inclusion, Senior Associate Provost for Undergraduate Education, Professor Psychology, Chair of the Faculty Senate, and two Board of Visitor representatives.

Committee Members	Title/Affiliation
Rose Pascarell, Chair	Vice President for University Life
Sharnnia Artis	Vice President for Diversity, Equity, and Inclusion and Chief Diversity Officer
Melissa Broeckelman-Post	President of the Faculty Senate, Professor and Basic Course Director, Department of Communication
Keith Renshaw	Senior Associate Provost for Undergraduate Education, Professor of Psychology
Mike Meese	Board of Visitors Member
Bob Witeck	Board of Visitors Member

Meeting Schedule: Multiple meetings will be held based on committee need and preference and the committee is expected to provide a report at the Board of Visitors meeting in May.

Appendix B: Commonwealth of Virginia Diversity Opportunity and Inclusion Plan

On January 19, 2022, Governor Youngkin signed Executive Order 10, which provided a concrete plan to further strengthen and focus the Office of Diversity, Equity, and Inclusion and to include the promotion and expansion of equal opportunity for all Virginians in the Office’s work. The inclusion of Opportunity is a critical factor in making Virginia the best place to live, work, and raise a family. Since the first days of the Youngkin Administration, the Commonwealth has dedicated resources to promoting ideas, policies, and practices that improve quality of life and expand economic opportunities for Virginians. At the same time, this plan and the programs and policies to promote Diversity, Opportunity and Inclusion within the Commonwealth’s agencies and authorities have significantly expanded.

In 2000, the Equal Employment Opportunity policy (DHRM, Policy Number 2.05) was implemented to promote respectful workplace and non-discrimination practices. Since that time, plans have evolved to address changing social and economic conditions, with Virginia state government becoming more diverse—even more diverse than the Commonwealth overall.

Our focus in 2023 and beyond is to continue to increase opportunities for all Virginians. The goals and objectives below build upon the plan --- and the promise --- of Executive Order 10. They continue our focus on creating a culture of inclusion where all Virginia state employees are recognized for their contributions, further provide the opportunity for growth through skills development to achieve both personal and professional goals, and will institute regular employee engagement surveys to allow leaders to obtain feedback on a regular basis.

The building block of the Administration’s approach to Diversity, Opportunity, and Inclusion— Executive Order 10—is included herein. You will also find three goals and multiple objectives below to be used as the framework for agencies to update your own plans and to report annually on Diversity, Opportunity, and Inclusion targets and accomplishments. These goals are intended to provide guidance. Agencies should establish measurable objectives that align with agency business operations and mission.

Goal 1: Access and Success

Recruit and retain a diverse workforce by increasing access to diverse populations for recruiting.

Objective 1:

Continue to improve hiring processes and increase access to potential applicants from diverse populations.

- a. Expand sources for recruiting diverse talent.
- b. Continue to utilize the “Alternative Hiring Process” for people with disabilities.
- c. Utilize interview panels that include members of diverse backgrounds and perspectives.

Objective 2

Continue to retain and promote a diverse workforce.

- a. During onboarding, ensure new employees are made aware and understand the agency's inclusive principles and practices.
- b. Promote training and development opportunities to all levels of staff; enable staff to participate in programs that are designed for professional growth. (See Goal 3 - Objective 3 for more details.)
- c. Ensure accessibility for diverse needs including but not limited to language access, digital access, and access for individuals with disabilities.
- d. Collect employee feedback from multiple sources, including surveys, exit interviews, grievances, and hotline investigations and address validated concerns.

Goal 2: Welcoming and Respectful Culture

Create and sustain a culture that welcomes and embraces diverse opinions, independent thinking, and respectful interactions to deliver optimal results for the organization and its customers.

Objective 1

Persist in creating and maintaining a climate that is supportive and respectful and that values and integrates differing perspectives and experiences.

- a. Provide employees with disabilities the necessary accommodations for them to be successful.
- b. Promote respect of all individuals and provide clear expectations for collegial interactions and compliance with the *Civility in the Workplace Policy*.
- c. Encourage cross-collaboration and rotational assignments among employees to enrich the employee experience, promote education and growth, foster diversity of thought, and inspire innovative solutions.
- d. Offer events that recognize, value, and honor diversity and independent thinking.

Objective 2

Continue to provide an environment where conflicts, concerns, and complaints are aired and addressed expeditiously.

- a. Promote productive methods of conflict resolution through mediation, counseling, and training in respect for free speech and expression.
- b. Promptly address inappropriate workplace behavior.
- c. Promptly address concerns and complaints through a standard process that is consistently followed.

Goal 3: State Agency DOI Infrastructure & Training

Maintain a plan and infrastructure that continues to provide individualized skills training and career development for state employees. Agencies report annually on DOI goals and accomplishments.

Objective 1

Continue to amplify opportunities to advance the goals outlined in this framework.

- a. Incorporate the DOI plan into the agency's strategic plan and reporting efforts.
- b. Design processes to openly share DOI resources and best practices across agencies and units.

Objective 2

Continue to create structures and processes of accountability to increase organizational effectiveness with the Department of Human Resource Management.

- a. Institute systems of assessment, reporting, accountability, and continuous improvement to optimize the realization of the agency's and/or department's goals.
- b. Align DOI responsibilities and tasks with other human resources functions and provide a point of contact within the agency's leadership team or human resources department to this office.
- c. Engage agency leaders and key stakeholders in reviewing and analyzing reports to identify achievements as well as opportunities for improvement.
- d. Review and assess internal policies and procedures throughout the agency and/or department to identify opportunities to further organizational excellence.

Objective 3

Continue to provide training and educational workshops available to all employees.

- a. Offer training and educational workshops for skills training, leadership development, and career advancement.
- b. Develop talent management programs such as mentorships, succession planning, and coaching programs with the assistance of professional organizations and institutions of higher education.
- c. Ensure training programs are available to all employees, including through multiple modes of facilitation (*e.g.*, classroom, virtual, online self-paced, etc.)
- d. Increase training opportunities.

Appendix C: Position Summaries

The position summaries below reflect the 14 significant responsibilities associated with the full-time, budgeted positions identified as Diversity, Equity, and Inclusion positions.

Positions in the University Life Offices

CCEE Director

- Provides direct service and support to students.
- Provides leadership/supervision to the department staff and manages the budget.
- Leads experiential learning initiatives that focus on civic engagement and overall student development.
- Supports leadership development through training and education programs including those related to community and civic engagement; freedom of speech and expression; conflict management and resolution; and intergroup dialogue.
- Leads collaborative initiatives with academic affairs departments that serve the recruitment, retention, and success of Mason's diverse student population.
- Co-leads the University bias process that upholds students' free speech rights and creates a campus culture of care for community.

CCEE Associate Director Programming

- Provides direct service and support to students.
- Provides leadership/supervision to assistant directors, graduate assistants, and student staff.
- Plans and implements training and education programs that encourage students of different identities to learn from one another through their experiences and differences.
- Assesses and collects data that informs programs and interventions that support vulnerable student populations (e.g. Latino & PELL-eligible men).
- Implements coalition building initiatives that support students across difference in finding common ground.
- Instructs departmental UNIV 100 (peer mentor and mentee) courses.

CCEE Associate Director Training & Education

- Provides direct service and support to students.
- Supervises part-time and federal wage student peer educators.
- Manages departmental training and education portfolio including creating, scheduling, and delivering training workshops (e.g. Creating Community; Beyond Diversity; Constructive Dialogue Institute for all new and first year students; Intergroup Dialogue; and Civil Discourse); advising administrative faculty, classes, student organization, and student staff members as requested.
- Represents department in collaborations with other University Life and Academic affairs departments.
- Leads departmental community and academic engagement initiatives.
- Instructs departmental UNIV 100 and UNIV 150 (peer mentor and mentee) courses.

CCEE Assistant Director

- Provides direct service and support to students.
- Supervises part-time and federal wage student peer educators.
- Develops and implements initiatives that commemorate federal and state-recognized heritage months for the entire campus community.
- Partners with campus departments and student organizations to help meet student transition, belonging, community building, and career preparedness needs.
- Coaches' student leaders in developing competencies around leadership, communication, conflict resolution, critical thinking, empathy, and dialogue across difference through advising and supporting student organizations.
- Develop and distribute departmental marketing and social media materials that communicate the programs, services, and support for students offered by the department.
- Instructs departmental UNIV 100 (peer mentor and mentee) courses.

LGBTQ+ Resources Center Director

- Provides direct service and support to students.
- Provides leadership/supervision to the department staff and manages the budget.
- Supports the institutional commitment to inclusion and compliance with state and federal anti-discrimination laws and regulations.
- Collaborates with other University Life and Academic Affairs departments to align unit level programs with the institutional commitment to enrollment, graduation, retention, and career outcomes.
- Develop strategy that supports students at the intersection of their identities (veterans; neuro-diverse students; Pell-eligible; and/or those with varying religious beliefs).

LGBTQ+ Resources Center Associate Director

- Provides direct service and support to students.
- Supervise graduate and student staff.
- Coordinate campus partnerships that support signature programs (e.g. Living Learning Communities; Peer mentoring programs; Lavender Orientation & Graduation).
- Support student leadership development in the implementation of student organization programs.
- Coordinate optional Safe Zone+ training and education programs.

*Positions in the Office for Diversity, Equity, and Inclusion***Vice President for Diversity, Equity, and Inclusion & Chief Diversity Officer**

- Provides direct services and support to students, faculty, and staff.
- Assists institution in building capacity to ensure that barriers to success among students (at all levels: undergraduate, professional, and graduate), faculty, and staff are mitigated, and all members of the community continue to engage the needs of an increasingly diverse community.
- Ensures the university is in compliance with federal laws and mandates, including Americans with Disabilities Act, the Forever GI Bill, Titles VI, VII, and IX, and other applicable regulations.

- Supervises the units that investigate/adjudicate claims of discrimination, harassment, assault, and other complaints filed by students, faculty, staff and administrators.
- Facilitates collaborations with campus partners (e.g., Academic Units, Facilities, Human Resources, Information Technology Services, Office of the Provost, University Counsel, University Life) to support and provide expertise to various programs to enhance recruitment, retention, climate, teaching, research, and success of all students, faculty, and staff.
- Cultivates partnerships and manage outreach efforts to enhance access and opportunity to engage with the institutions through education or employment.
- Secures grant funding to advance inclusive excellence research, education, and programs for the institution.

Inclusive Education Manager

- Supports students, faculty, and staff with expanding their knowledge, skills, and abilities around inclusive education.
- Coordinates and delivers inclusive professional development programs for Mason students, faculty, and staff, in partnership with University Life, Human Resources, Stearns Teaching and Learning, and Faculty Affairs and Development.
- Serves as liaison for partnership with Constructive Dialogue Institute and supports units with incorporating content needed to develop knowledge, skills, and abilities needed for effective conversations among diverse viewpoints.
- Partners with external community and organizations to share effective practices and tools for inclusive education.
- Serves as a consultant to provide expertise and support to units with limited capacity to advance inclusive excellence in their unit.

Director of DEI Strategic Partnerships and Initiatives

- Support faculty and staff with the development, implementation, and assessment of institutional efforts to promote and advance inclusive excellence through Inclusive Excellence Plans and the ARIE Initiative.
- Plans, designs, develops, and implements a continuous improvement process that will serve as an accountability system regarding inclusive excellence.
- Collaborates with all academic and administrative units to advance inclusive excellence through Inclusive Excellence Plans.
- Coordinates outreach and recruitment programs for undergraduate and graduate students and faculty.
- Develops and strengthens partnerships with community partners and organizations to expand institution's reach beyond the campus, affecting larger communities; and expand additional resources and funding.
- Serves as a consultant to provide expertise and support to units with limited capacity to advance inclusive excellence in their unit.

Engagement and Belonging Manager

- Provides support to units to help implement inclusive hiring policies and procedures, in collaboration Human Resources.
- Cultivates a climate of awareness, understanding, and respect for all individuals and groups through leadership and facilitation of the University Bias Incident Response process, in partnership with University Life.
- Provides resources, referrals, and consultation for conflict resolution for students, faculty, and staff.
- Sources, markets, and facilitates climate surveys for students and faculty/staff to monitor campus culture and ongoing culture-improvement activities, in collaboration with University Life and Human Resource.
- Facilitates efforts to connect students, faculty, and staff with campus and external partners to support their work.
- Manages processes for securing university certifications and/or recognition.
- Serves as a consultant to provide expertise and support to units with limited capacity to advance inclusive excellence in their unit.

Positions in the Academic Units (College/School)

These positions are focused on their respective units and coordinate with central units.

Director of Diversity, College of Visual and Performing Arts

Director of Diversity, Equity and Inclusion, College of Science

Associate Dean for Diversity, Outreach, and Inclusive Learning, College of Engineering and Computing

- Provides direct service and support to students, faculty, and staff to foster an inclusive and welcoming environment in respective academic unit and serve as a liaison for conflict resolution.
- Develops, implements, and maintains programs to advance the respective academic unit's Inclusive Excellence Plan, including recruitment and retention of faculty, staff, and student body, and enhancing the college's inclusive and welcoming culture.
- Serves as official representative for respective academic unit for inclusive excellence activities, both internally and externally.
- Organizes and/or promotes special events, workshops, seminars, and other activities to increase awareness and demonstrate the importance of inclusive excellence among the respective academic units' faculty, staff, students, and other constituents.
- Oversees and manages the strategic goals and accountability measures for the respective academic unit's inclusive excellence priorities.
- Provide expertise to support the activities, policies, and practices outlined in accreditation requirement and provides institutional knowledge and data analytics that facilitate effective responses.

Position in the Provost Office (Faculty Affairs and Development)

Director of Faculty Engagement and Well-Being

- Supports institutional initiatives around our strategic goal of recruiting and retaining a thriving faculty, in collaboration with Human Resources and the Office for Diversity, Equity, and Inclusion.
- Develops, implements, and assesses strategies and structures for recruitment and retention of faculty.
- Collaborates with institutional leadership across all levels, developing and sharing resources to foster a supportive campus climate for all faculty, particularly as informed by our Mason COACHE initiative.
- Creates, implements, and assesses – in collaboration with campus stakeholders – new initiatives regarding engagement, community, and wellbeing.
- Cultivates mentoring, growth opportunities, and wellbeing programs that support and sustain our goals of retaining an excellent faculty.

Appendix D: GMU Free Speech Narrative Action Plan

George Mason University Freedom of Speech & Intellectual Diversity Draft Narrative Action Plan

Section I: Statements

Where are we?

In addition to adopting the Council of Presidents Statement on Free Speech, Mason has, for some time, adopted an institutional-wide statement on free speech that acknowledges the 2014 University of Chicago report that it steadfastly committed to *“the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrongheaded.”* This statement is readily available on our Mason’s [website](#). Additionally, there is a fullpage of information on freedom of speech in the [New Student Guide Book](#) (pg. 31) distributed to students and families during orientation, and is also made available during various freedom of expression workshops and teach-ins. The information featured in the guide book compliments a presentation to students and families in which freedom of expression is covered along with other student rights and responsibilities.

There are other statements on Freedom of Speech. Following the outbreak of violence Israel and Gaza, the development of Mason’s [Patriot Plan for Safety and Well-being](#) spoke to many topics of campus safety, including free expression, that reaffirmed our commitment to freedom and learning; civil and respectful discourse around topics with which community members disagree; and upholding the rights of community members to express their beliefs.

What actions can we take?

We have opportunities to distribute the statement while affirming our commitment more widely to freedom of expression during messages to our campus community, new faculty orientation by accomplishing the following action items:

1. Introduce the Council of Presidents Statement on Free Expression for adoption to university governing boards including the Faculty Senate, Staff Senate, Student Government, and Board of Visitors.
2. Affirm Mason’s commitment to Freedom of Expression in addition to strategies for upholding said commitment during new faculty orientation.
3. Develop a First Amendment infographic that is available to campus community members through QR code.

Who is responsible?

Vice Presidents for University Life & Diversity, Equity, and Inclusion; Associate Provost for Faculty Development; Assistant Vice President for University Life; University Life Marketing & Communications

Section II: Environment & Culture

Where are we?

Mason's motto, "Freedom & Learning" reflects our commitment to fostering a culture of free speech, intellectual diversity, and civil discourse. This is evidenced by the retention of our elite "[Green Light](#)" [rating from the Foundation of Individual Rights and Expression \(FIRE\)](#). This commitment is affirmed from students' matriculation through graduation.

For example, before students enroll, they are encouraged to complete online modules of the Constructive Dialogue Institute's [Perspectives](#). Then, during new student orientation, freedom of expression is prominently featured during the "Students Rights and Responsibilities" presentations to students and parents. In addition to discussing the importance of freedom of speech to the academic enterprise and our democracy, students and families are referred to the university's free speech website and made aware of the freedom of speech disruption reporting process and responses. Additionally, students are introduced to the [Free Speech Incident Reporting Form](#) whereby students, faculty, staff, and community members can report incidents where they feel their rights to freedom of speech have been compromised. Those who report have the option of doing so anonymously.

During the preamble, Mason's extended new student orientation program, the importance of the exchange of ideas and perspectives through civil discourse is reiterated through programming and dialogue. All forms of diversity, including diversity of perspectives are highlighted during several remarks at the Freshman Convocation. Also, students have the option to participate in a face-to-face module that is a culminating experience drawing from the CDI curriculum.

There are other programs, trainings, and initiatives that take place at various points throughout the academic year led by students, faculty, and administrative faculty. Here are examples:

- Mason's Leadership Education and Development Office (LEAD) and Center for Culture, Equity, & Empowerment partnered with [Braver Angels](#) (a well-respected national non-profit organization focused on depolarizing our country) to offer powerful 1:1 conversations and facilitated group dialogue in **Conversations Across Difference**. These conversations give a clearly structured way for Mason students, faculty, and staff to connect with others to **increase understanding**. Participants will typically be paired with someone outside of Mason to expand their horizons.
- The Jimmy and Rosalynn Carter School for Peace and Conflict Resolution offers [Dialogue and Difference Project](#) brings students, faculty, staff, and community members together to discuss current controversial and important issues. The Dialogue and Difference Project at Mason sponsors a series of dialogues that promote structured conversations. This process fosters shifts in both emotion and perception — for example, moving from fear to understanding, extreme to balanced views, partisan attachments to shared concerns for the future.
- The Liberty & Law Center, seated within the Antonin Scalia School of Law provides a [Free Speech Clinic that](#) provides robust, hands-on training for students seeking to become free speech advocates. The Clinic has two components: litigation and classroom instruction. This combination enhances students' understanding of pivotal First Amendment issues and then puts that knowledge to practice by litigating active free speech matters.

The division of University Life delivered a division-wide all-staff workshop on Freedom of Expression within the Campus Community that consisted of contemporary case studies and brainstorming on ways in which we can continue to commit to students' freedom of expression with civility and community.

- The Liberty & Law Center of the Law School also offers the [Public Discourse Project](#)
- **Constructive Dialogue Institute** signature program is [Perspectives](#), a series of eight online modules that help learners develop skills to engage effectively across differences.
- **University Life Free Speech Teach-ins** are made available to students, faculty, and staff who are interested in learning more about the history and current application of freedom of expression laws on college campuses.
- The University Life division has developed a **Rapid Response Team** that maintains a presence during free speech activities such as protests and demonstrations. In doing so they work to support a safe learning environment for students to exercise their right to free expression.

What actions can we take?

Through the programs and initiatives noted above, there is evidence of a commitment to freedom of expression, civil discourse, and dialogue across difference. Additionally, Mason can capitalize on the work being done in various departments, colleges, and schools to form a more cohesive and collaborative approach to engaging the entire campus community important, and sometimes uncomfortable conversations through accomplishing the following action items:

1. Develop a campus-wide interdisciplinary freedom of expression/civil discourse consortium that coalesces faculty and student engagement specialists to collaboratively brainstorm efforts enhance and develop campus-wide programs that incorporate concepts of freedom of expression.
2. Expand and empower the University Life Rapid Response team to more regularly offer one on one tutorials, and student group workshops on freedom of expression.
3. Engage and educate student organization advisors on free speech rights.

Who is responsible?

Assistant Vice President for University Life; Vice President for University Life; Dean of Students; Director of Student Involvement

Section III: Policies and Practices

Where are we?

Mason's commitment to freedom of expression is reflected in the institutional general policies to which students, staff, and the public are held accountable. Policies related to freedom of expression are listed on Mason's Free Speech Website: <https://www.gmu.edu/free-speechmason>. Mason also has in place a Code of Student Conduct, which can be found here: <https://studentconduct.gmu.edu/our-process/university-policies/code-of-student-conduct/>

These policies are developed through and regularly reviewed through collaborative efforts representatives from various departments and divisions including the office of the General Counsel; Environmental Health & Safety; University Life/Dean of Students; University Police; and University Events. These departments share responsibility for the enforcement of the policies and code applicable to their areas of responsibility. Collectively, the policies and code of conduct address various terms. Here are some examples.

Threats of Violence:

The Student Code of Conduct prohibits *“any hostile, threatening, or intimidating behavior, or “obscene gestures” that by its very nature would be interpreted by a reasonable person to threaten or endanger the health, safety or well-being of another.”*

Indecent speech (including sexually explicit speech):

The Student Code of Conduct prohibits *“Non-Gender Based Stalking which includes but is not limited to, any behavior that is non-gender based directed at another person, on more than one occasion, that the stalker intends, knows, or reasonably should know, places the other person in reasonable fear of their safety or the safety of others or suffer emotional distress. Examples of behaviors include, but are not limited to, the following: non-consensual communication (to or about a person), including face-to-face, telephone calls, voice messages, email, texts, written letters; unwanted gift; threatening or obscene gestures; pursuing or following; surveillance or other observation; trespassing; and vandalism.”*

Safety of Invited Speakers

George Mason University is committed to protecting free speech and free expression on its campus and in its education programs. Our commitment to freedom of expression is not incompatible with our commitment to diversity and to nurturing a positive and collaborative environment where everyone can thrive. Mason's commitment to free speech, embracing diverse speakers, and welcoming different perspective is captured in Mason free speech website: [Free Speech at Mason | George Mason University \(gmu.edu\)](#):

“Being exposed to competing perspectives is essential for questioning our assumptions, testing our beliefs, and refining our knowledge. Our goal as a community must be to create an environment where we can engage in difficult and challenging conversations with civility and mutual respect, where confronting opposing ideas and perspectives becomes an opportunity to learn from and with each other.”

The institution recognizes the potential for demonstrations and disruptive behavior and takes proactive steps to mitigate disruptions and protect speaker safety. When a speaker visits campus, and the institution anticipates student or public opposition or at the request of the speaker the institution will:

1. Coordinate security requests/needs with the speaker or event organizer.
2. Engage student groups in dialog about appropriate behavior while emphasizing their equal right to free speech, this may include:
 - a. Review of applicable policies and student codes of conduct
 - b. Suggesting alternative methods to demonstration or disruption such as simultaneous programs to engage student who share different viewpoints
3. Post university administrators inside and outside of the event to intervene when disruptions occur and escalate as necessary (e.g., warning, referral to conduct, police intervention)

Mason has taken these steps to mitigate disruptive and unsafe behaviors and does not condone acts that constitute a “hecklers veto”; Mason, states on the institution’s Free Speech at Mason Website:

“Members of the Mason community maintain the right to criticize and contest speech they disagree with, whether by members of the Mason community or outside speakers who are invited to the campus. But freedom of expression does not permit disrupting or preventing another person’s ability to speak or hindering the ability of others to see or hear that speech. The First Amendment protects the right to peacefully protest, demonstrate, and speak in opposition to others’ speech, as long as it does not impede the constitutionally protected speech of others.”

Mason Police have increased their presence at impromptu gatherings, demonstrations, and protests to increase protection efforts for the entire University community, while also upholding federal and state laws regarding protests and constitutionally protected speech on public property. Mason’s leadership team gathers to discuss and address potentially disruptive behavior, with assistance from University Counsel if needed.

Hiring and Promotion Practices

The department of Human Resources encourages hiring managers to leverage resources to support Mason’s compliance with federal equal opportunity and affirmative action guidelines to ensure nondiscrimination. Institutional policy does not require any diversity statement as part of annual reviews and promotions.

FIRE Rating

Our policies, procedures, and protocol in addition to the programs, services, and initiatives noted in the previous section collectively support our “Green Light” FIRE rating. Not only is Mason Proud of the highest rating, but Mason is also thrilled to be, again, named **one of the top-ten campus communities in the country as it relates to a climate for freedom of speech**. Our rating is reflective of our campus policies that support an environment where freedom of expression is essential to collective learning, development, and knowledge creation. culture as evidenced by the myriad of student groups who

engage in campus activism, host engaging and sometimes controversial speakers, and take advantage of opportunities to share their ideas, beliefs, and experiences.

What actions can we take?

1. Review relevant policies and procedures to ensure they are clear and easily interpreted.
2. Develop a communication plan that supports students, faculty, and staff in their awareness of campus policies and procedures.

Section IV: Consequences

Where are we?

People or groups who are alleged to violate our policies go through the appropriate disciplinary processes including the code of student conduct (students), instructional faculty handbook (instructional and research faculty), administrative faculty handbook (administrative faculty), and DHRM disciplinary process (classified staff). If found to have violated policy, consequences can be imposed up to and including suspension, expulsion, and termination.

:

Student groups who violate institutional policies related to free speech are referred to the Office of Student Conduct where, if found responsible and depending on the nature of said violation, educational sanctions will be rendered. Repeated violations will result in higher level sanctions.

Faculty handbook policy *2.9.3 Termination of Appointment of Tenured, Tenure-Track, and Term Faculty Members for Cause* includes article (viii) retaliation for exercise of free speech and/or association.

Section V: Other Ideas

Where are we?

Mason recognizes that more and more students come to our colleges and universities more insulating themselves in social vacuums with others that share their personal, social, and political ideologies. There has been a rise in student activism around issues that are polarizing and controversial, creating the need for skill-building in navigating difficult topics through dialogue.

Recently, Mason launched a [1-billion-dollar capital campaign](#) for which every division and college has been challenged to fundraise. Among the major fundraising goals for the division of University Life is to identify donors to support freedom of speech and community care initiatives that will:

- a. Create interdisciplinary opportunities for University Life to collaborate with academic departments to enhance difficult dialogue and civil discourse opportunities for all students and thus,
- b. Develop necessary competencies for students to navigate polarizing and controversial topics to find common ground and build coalitions to address some of the World's most pressing challenges.

We believe there are opportunities to identify donors and put them in touch with campus partners who are excited to engage in this relevant and necessary work.

What actions can we take?

1. Identify campus stakeholders along with development officers to brainstorm ideas for Freedom of speech and community care initiatives.
2. Identify potential donors who would potentially invest in freedom of expression initiatives at Mason.

Who is responsible?

Assistant Vice President for University Life; Director of Advancement, University Life; Select University Life Unit Leaders

Conclusion

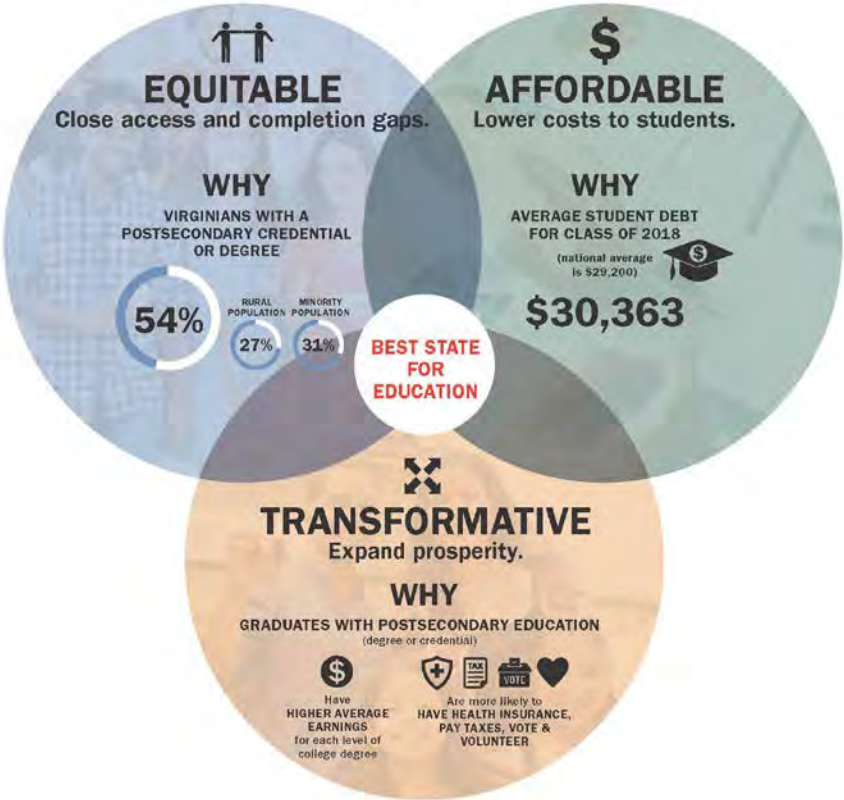
We are hopeful that this narrative action plan effectively articulates Mason’s core values, and collective passion for Freedom of speech and intellectual diversity. Freedom of speech is not only a right. It is essential to the work we do in educating students, conducting innovative research, and contributing to our communities. Developing and sustaining competencies around civil discourse and difficult dialogues are essential in preparing students to navigate the complexities of our society. Working through the steps outlined in the plan will further our goals of celebrating our differences while building community and coalitions that make significant transformations on our campus and in our World.

Appendix E: SCHEV Pathways to Opportunity: The Virginia Plan for Higher Education

See full report [here](#)

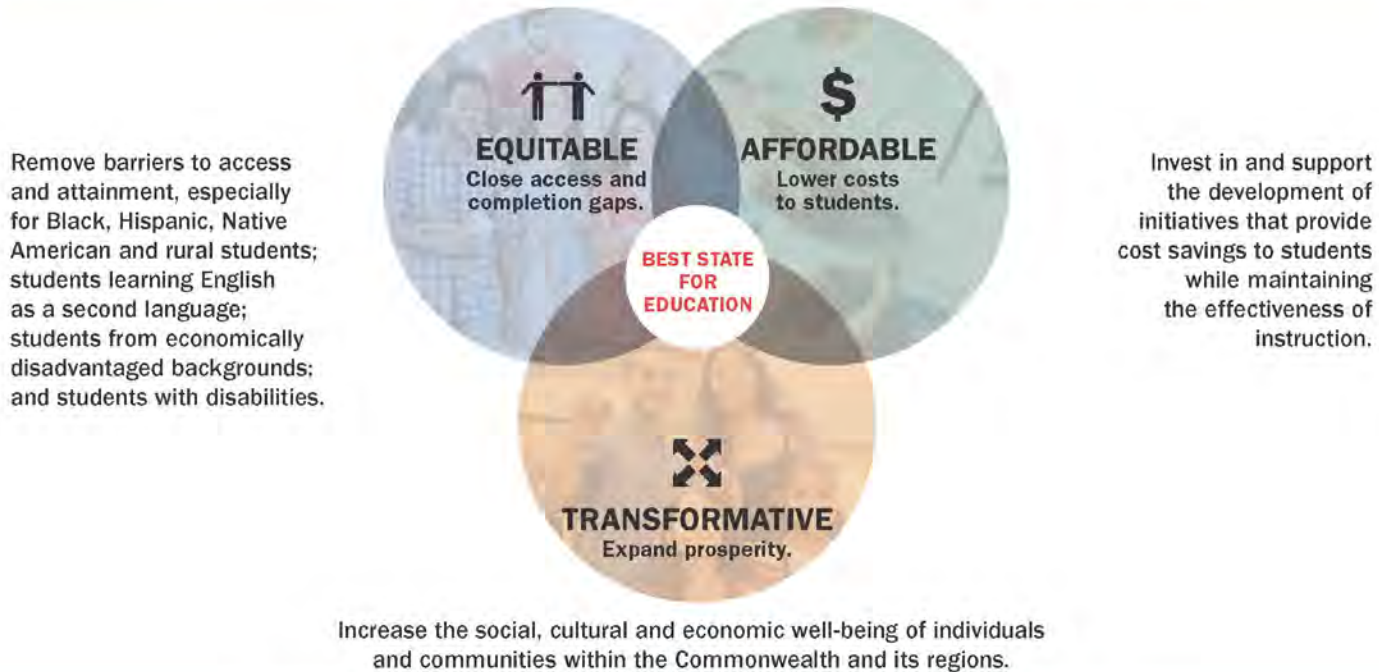
PATHWAYS TO OPPORTUNITY: THE VIRGINIA PLAN FOR HIGHER EDUCATION

Virginia will advance equitable, affordable and transformative higher education.
Virginia seeks to be the best state for education by 2030.



The Mason Way, page 67

PATHWAYS TO OPPORTUNITY: THE VIRGINIA PLAN FOR HIGHER EDUCATION



SCHEV'S ROLES AND RESPONSIBILITIES

As the coordinating body for higher education in Virginia, SCHEV staff work closely with the 13-member Council to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth. SCHEV's responsibilities cover the higher education areas of academic, budget and finance and research, including:

- Statewide Strategic Plan
- Academic Policy and New Program Approval Authority
- Educational Programs for Public Institution Board Members
- Certification of New Out-of-State and Private Institutions
- Data Collection and Analysis
- Finance Policy Analysis and Budget Recommendations
- Financial Aid Programs Oversight
- Institutional Performance Reviews
- Advisory Services to Nonprofit Private Higher Education

Appendix F: Relevant Laws and Policies for Curriculum Approval

Red= direct language from law or policy

SACSCOC Principles of Accreditation

SACSCOC's [Principles of Accreditation](#) lay out clear guidelines for the roles and responsibilities of governing boards and faculty in shared governance processes, curriculum, and academic freedom, and the relevant sections are laid out below. Mason received a call on March 22 from SACSCOC Vice President Denise Young letting us know that, based on their policy on unsolicited information following recent media reports, we might be asked to respond to concerns that they have about our adherence with policies 4.2b, 4.2f, 6.4, and 10.4. Any recommendations that come from this report should carefully align with these principles to ensure continued accreditation.

Section 4: Governing Board

2. The governing board

- a. ensures the regular review of the institution's mission. (Mission review)
- b. ensures a clear and appropriate distinction between the policy-making function of the board and the respective responsibilities of the administration and faculty to administer and implement policy. (Board/administrative distinction and shared governance)
- c. selects and regularly evaluates the institution's chief executive officer. (CEO evaluation/selection)
- d. defines and addresses potential conflict of interest for its members. (Conflict of interest)
- e. has appropriate and fair processes for the dismissal of a board member. (Board dismissal)
- f. protects the institution from undue influence by external persons or bodies. (External influence)
- g. defines its responsibilities and regularly evaluates its effectiveness. (Board self-evaluation)

Section 6: Faculty

4. The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (Academic freedom)

Section 7: Institutional Planning and Effectiveness

2. The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement. (Quality Enhancement Plan)

Section 9: Educational Program Structure and Content

3. The institution requires a general education component at the undergraduate level that:
- is based on a coherent rationale.
 - is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
 - ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (*General education requirements*)

Section 10: Educational Policies, Procedures, and Practices

4. The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (*Academic governance*)

Virginia Code on Governing Boards:

<https://law.lis.virginia.gov/vacodefull/title23.1/chapter13/>

In the legal code for governing board overall, there is only one area granted to boards to approve curriculum or academic programs:

23.1-1303.7. Establish programs to seek to ensure that all graduates have the technology skills necessary to compete in the twenty-first century and that all students matriculating in teacher-training programs receive instruction in the effective use of educational technology.

The word "curriculum" only appears in section 23.1-1304, which refers to educational programs for institutional governing boards rather than the responsibilities and duties of the board.

Virginia Code on George Mason University

<https://law.lis.virginia.gov/vacodefull/title23.1/chapter15/>

§ 23.1-1503. Powers and duties.

B. The board may confer degrees and, subject to the provisions of § [23.1-203](#), approve new academic programs and discontinue academic programs offered by the University.

Note: 23.1-203 gives the responsibility for approving academic programs to SCHEV, not to the governing boards of universities. It only grants governing boards the responsibility for setting admissions policies for the institution and specific programs. The chapters of code for most other Virginia institutions do not include this in the section on board powers and duties. This suggests that SCHEV's policies on the governing board's role in approving programs are where the details of these powers are laid out.

It is interesting to note in Chapters 13-29 that there are only three universities for which the legal code specifies this power for the governing board, each of which is pursuant to §23.1-203: Christopher Newport, George Mason, and Mary Washington. However, the following colleges & universities that do not have this power and duty in the legal code: James Madison, Longwood University, Norfolk State, Old Dominion, Radford, University of Virginia, Virginia Commonwealth, Virginia Military Institute, Virginia Tech, Virginia State, the College of William and Mary, and the VCCS.

Virginia's Code on SCHEV: <https://law.lis.virginia.gov/vacodefull/title23.1/chapter2/>

Article 2 (23.1-203)

- Section 4- grants boards the right to approve admissions policies for institutions and specific programs to boards:
 - The student admissions policies for such institutions and their specific programs shall remain the sole responsibility of the individual governing boards but all baccalaureate public institutions of higher education shall adopt dual admissions policies with comprehensive community colleges as required by § 23.1-907.
- Sections 5 & 6- grant **SCHEV** the power to approve new academic programs, also sets parameters around why a program might be discontinued:
 - 5. Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.
 - 6. Review and require the discontinuance of any undergraduate or graduate academic program that is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, the program's effectiveness, and budgetary considerations or (ii) supported by state funds and unnecessarily duplicative of academic programs offered at other public institutions of higher education. The Council shall make a report to the Governor and the General Assembly with respect to the discontinuance of any such academic program. No such discontinuance shall become effective until 30 days after the adjournment of the session of the General Assembly next following the filing of such report.

SCHEV Policies <https://www.schev.edu/home/showpublisheddocument/3657>

Comprehensive policies page for program actions in case that direct link changes:

<https://www.schev.edu/institutions/policies-guidelines/academic-affairs-policy/approval-of-program-actions-at-public-institutions>

Page 7- requires board approval to propose new academic degree programs:

IV. New Academic Degree Programs Process for Council Action

A public institution's governing board must approve each proposal for a new academic degree program prior to its submission to the Council. The following procedures are adopted for new degree programs not eligible for facilitated staff approval.

- Council must first be informed about a new degree program via a Program Announcement before the program can be presented for approval at a later Council meeting.
- Institutional officers must attest that information related to duplication and employment has been presented to the governing board prior to its approval of the new degree program. For specific information about the provisions, see below under Section IV: New Degree Programs.

Page 9 - requires board approval to close a degree program before it is sent to the SCHEV Council (page 67 details the procedures), but only requires SCHEV staff approval for technical changes:

VII: Technical Changes, Program Mergers, and Intent to Discontinue Programs

Institutions may propose program actions such as technical changes (CIP code, degree designation, program name) to existing programs and program mergers. Requests for such changes necessitate the submission of information and forms using the guidelines, instructions, and forms contained herein. The Council has delegated approval authority for such changes, including degree designation closures, to SCHEV staff. Final authority for all program actions remains with the Council.

Institutions may close programs or propose to close degree designations. Notifications or requests are submitted to SCHEV using the guidelines, instructions, and forms contained herein. Board of Visitors (BOV) approval is required to close a degree program.

Page 56: SCHEV approval is needed to merge academic degree programs. While there is no policy that says the BOV must approve merged programs, the procedures section says that the letter from the chief academic officer must include the BOV approval date, which by default requires mergers to have BOV approval. Since a merger is also a form of closing multiple degree programs to open a new one, this is also in line with the policies on BOV approval for new degree programs and closing degree programs.

Page 39 defines when program modification for degree and certificate programs would require SCHEV approval; page 41 includes the procedures and indicates that the letter from the chief academic officer should include the date the modification was approved, if required. Up until 2020, SCHEV was notified about certificates but did not actually approve them; now SCHEV staff (not the SCHEV Council) approves certificates. The list of procedures and the cover page includes a placeholder for universities to indicate when the BOV approved the change, and this was added in 2020, but there is not actually a policy that requires SCHEV approval for degree modifications and certificates, and these have never been sent to the BOV for approval before sending them to SCHEV. Susan Woodruff, Mason's Director of Accreditation and State Authorization, puts "not required" in that part of the form, in line with SCHEV's policies

From page 39:

- SCHEV approval of program modifications is limited to instances that involve fundamental aspects of the original program as approved by Council. Modifications that require SCHEV approval include:

1. Altering program requirements in a way that results in a fundamental change to the curriculum, purpose, focus or identity of the program as approved by Council or that alters the requirements for the common core as determined by Council (see page 5 of this document).

**It is important to note here that the common core is clearly referring to core requirements for the major on page 5, not general education. The table on page 5 specifically excludes the “general education core.”

2. Adding a new delivery format to an existing program or ceasing to offer the program in the delivery format in which it was approved by Council.

3. Increasing or decreasing the total credit hours by more than three (3) credits from what was originally approved by Council. In the case of a bachelor degree, any change to more than 124 credits will require SCHEV approval.

Note:

- three (3) is the maximum aggregate change in total credits that may be made without submitting a modification proposal to SCHEV; i.e., approval must be sought if/when the total increase or decrease—even if by smaller increments over time—exceeds three (3) credits. Institutions should maintain an official record of credit increases or decreases to the total credit hours of degree and certificate programs;
- if/when the total aggregate change in credits exceeds 12, it may be necessary to submit a new degree and certificate program proposal.

SCHEV’s overview of the board’s role in approving academic programs: board must consider and demonstrate that they have been given evidence that the new program is avoiding duplication and showing that there is a labor market need for the degree program in Virginia

** There is NO SCHEV policy that requires either SCHEV or the BOV to approve general education curriculum. The Mason Core is not an academic degree program or a certificate program, and there is nothing in the SCHEV policies that indicates that the board should ever approve general education curriculum since it is specifically excluded on page 5. Instead, general education is monitored by SCHEV through assessment only (see below).

SCHEV’s Policy on Assessing General Education

<https://www.schev.edu/institutions/teaching-assessment-initiatives/student-learning-assessment>

SCHEV monitors general education through assessing student learning outcomes, not approval of changes to the types of courses included in general education. SCHEV requires that we assess civic

engagement, critical thinking, quantitative reasoning, and written communication, plus two other outcomes selected by the institution. These four core competencies are defined as follows:

- 1) **Critical thinking** – the ability to subject one’s own and others’ ideas, arguments, assumptions, and evidence to careful and logical scrutiny in order to make an informed judgment, draw a sound conclusion, or solve a problem.
- 2) **Written communication** – the ability to develop and communicate ideas effectively in writing as appropriate to a given context, purpose, and audience. It includes a variety of styles, genres, and media, including computer-mediated communications.
- 3) **Quantitative reasoning** – the ability to manipulate, analyze, and/or evaluate numbers and numerical data. It may involve calculation and/or analysis and interpretation of quantitative information derived from existing databases or systematic observations, and may be based in a variety of disciplines, not limited to mathematics and the natural and physical sciences.
- 4) **Civic engagement** – an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one’s role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern. (p. 4)

Our additional two areas are oral communication and inquiry. You can see more on our Mason Core assessment page on external reporting agencies and requirements: <https://oiep.gmu.edu/institutional-effectiveness/mason-core-assessment/external-reporting-agencies-and-requirements/>. The *Just Societies* requirement and our new QEP are partly intended to help bolster our learning outcomes for civic engagement, which is one of the SCHEV-required outcomes.

Additional Guidance from Organizations that Establish Best Practices

In addition to these formal legal and policy-making bodies that govern higher education, there are policies and recommendations from organizations that help to establish best practices and clear definitions to help guide institutions of higher education and their governing boards.

Association of Governing Boards (AGB) Guidelines (linked from SCHEV page for governing boards):

[AGB on shared governance](#): “Traditionally, governing boards delegate the responsibility of strategic planning and daily management to presidents, while faculty lead educational delivery. Delegation of authority between key constituents on campus strengthens institutions by championing meaningful engagement and inclusive, transparent decision-making.”

[AGB on Academic Affairs](#): While academic administrators and faculty members are responsible for setting learning goals, developing and offering academic courses and programs, and assessing the quality of those courses and programs, boards cannot delegate away their governance responsibilities for educational quality.

AGB empowers trustees to make sure their board and its appropriate committees not only make understanding the elements of educational quality a central feature of their agendas, but also consistently ensure their institution's programs and resources are focused on the total educational experience, not just traditional classroom activity.

Statement on Government of College and Universities

The American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB) jointly formulated a [statement on the government of colleges and universities](#) that further details the work of shared governance and defines academic freedom. Section 5 details the role of the faculty and firmly assigns primary responsibility for curriculum and evaluation of faculty competence for tenure and promotion:

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

Appendix G: DEI in Program Accreditation Requirements

- Key:**
 A: requirements in student learning outcomes
 B: faculty and/or student recruitment, composition, and retention
 C: career placement and/or employer/alumni satisfaction with ability to work with diverse populations
 D: strategic management: included in program strategic plan, ongoing assessment, and/or required financial resources
 E: guiding principles and/or organizational statement on diversity

Program(s)	Specialized Accreditor or Approving Body	Link to standards	DEI addressed
College of Education and Human Development			
BS in Kinesiology (Exercise Science)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	https://www.caahep.org/program-directors/standards-and-guidelines	Yes A
BS in Athletic Training	Commission on Accreditation of Athletic Training Education (CAATE)	https://caate.net/Programs/Professional/Professional-Program-Standards	Yes A, B, D
MS in Athletic Training	Commission on Accreditation of Athletic Training Education (CAATE)	https://caate.net/Programs/Professional/Professional-Program-Standards	Yes A, B, D
All programs leading to Educator Preparation in schools at the Initial-licensure Level	Council for the Accreditation of Educator Preparation (CAEP)	https://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources	Yes A, B, C, E
All programs leading to Educator Preparation in schools at the Advanced Level	Council for the Accreditation of Educator Preparation (CAEP) / National Council for Accreditation of Teacher Education (NCATE)	https://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources	Yes A, B, C, E
BS Recreation Management	Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)	https://accreditationcouncil.org/Programs/Standards	Yes A, B
MED Curriculum and Instruction, Concentration in International Baccalaureate Education	International Baccalaureate	https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf	Yes E
MED Curriculum and Instruction, Concentration in Advanced Studies in Teaching and Learning: Advanced International Baccalaureate Research	International Baccalaureate	https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf	Yes E

Program(s)	Specialized Accreditor or Approving Body	Link to standards	DEI addressed
CERG International Baccalaureate in Teaching and Learning	International Baccalaureate	https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf	Yes E
All programs leading to Educator Preparation in schools at the Initial and Advanced Levels	Virginia Department of Education	https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/educator-preparation-becoming-a-teacher ; https://law.lis.virginia.gov/admincodefull/title8/agency20/chapter543/	Yes A
College of Engineering and Computing (CEC)			
Computer Science (BS) Information Technology (BS)	Computing Accreditation Commission of ABET	https://www.abet.org/accreditation/accreditation-criteria/	Yes E
Bioengineering (BS) Civil and Infrastructure Engineering (BS) Computer Engineering (BS) Cyber Security Engineering (BS) Electrical Engineering (BS) Mechanical Engineering (BS) Systems Engineering (BS)	Engineering Accreditation Commission of ABET	https://www.abet.org/accreditation/accreditation-criteria/	Yes A, B, E
College of Public Health			
College of Public Health (in process)	Council on Education for Public Health (CEPH)	https://ceph.org/about/org-info/criteria-procedures-documents/criteria-procedures/criteria-revisions-deia-2023/	Yes A, B, C, D, E
BS in Health Administration	Association of University Programs in Health Administration (AUPHA)	https://www.aupha.org/certification/certification-docs	Yes A
MS in Health Informatics	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	https://www.cahiim.org/accreditation/health-informatics/accreditation-standards	Yes E
MHA, Health Systems Management	Commission on Accreditation of Healthcare Management Education (CAHME)	https://cahme.org/wp-content/uploads/2023/10/CAHME-HMA-Self-Study-Handbook-2021-Standards-2023_10_11.pdf	Yes A, B, E
BS in Nursing MS in Nursing Doctor of Nursing Practice (DNP)	Commission on Collegiate Nursing Education (CCNE)	https://www.aacnursing.org/ccne-accreditation	Yes A

Program(s)	Specialized Accreditor or Approving Body	Link to standards	DEI addressed
BS Community Health MPH Public Health MS Global Health MS Health Informatics (newly aligned) PhD Public Health PhD Health Services Research	Council on Education for Public Health (CEPH)	https://ceph.org/about/org-info/criteria-procedures-documents/criteria-procedures/criteria-revisions-deia-2023/	Yes A, B, C, D, E
BSW in Social Work MSW in Social Work	Council on Social Work Education (CSWE)	https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	Yes A, B, D, E
MS in Nutrition	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	https://www.eatrightpro.org/-/media/files/eatrightpro/acend/accreditation-standards-fees-and-policies/2022-standards-and-templates/2022-accreditation-standards-for-nutrition-and-dietetics-education-programs.pdf?rev=945401f2f4704e48a56bb04437369142&hash=59C63A134B10D96C1C125D1F31F5792B	Yes A, B
BSN Nursing	Virginia Board of Nursing	https://www.ncsbn.org/nursing-regulation/education/approval-of-nursing-education-programs/nursing-approval-guidelines.page	Yes A
College of Humanities and Social Sciences			
PhD in Psychology with a Concentration in Clinical Psychology	American Psychological Association (APA)	https://accreditation.apa.org/accredited-programs	Yes A, B, D, E
Certificate, MA, and PhD in Human Factors and Applied Cognition	Human Factors and Ergonomics Society (HFES)	https://www.hfes.org/Resources/Graduate-Programs-Directory	Yes B, E
College of Science			
BS in Chemistry	American Chemical Society (ACS)	https://www.acs.org/education/policies/acs-approval-program.html	Yes B
MS in Geoinformatics and Geospatial Intelligence Graduate Certificate in Geospatial Intelligence	US Geospatial Intelligence Foundation (USGIF)	https://usgif.org/education/	Yes A, B, D

Program(s)	Specialized Accreditor or Approving Body	Link to standards	DEI addressed
College of Visual and Performing Arts			
BA Theater, Theater Education Concentration Theater Education Graduate Certificate MAT Art Education BM Music Education PhD Music Education	Council for the Accreditation of Educator Preparation (CAEP)	https://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources	Yes A, B, C, E
BA Music BA Music Composition BM Jazz Studies BM Music Education BM Music Performance BM Music Technology MM Composition MM Conducting MM Jazz Studies MM Music Education MM Pedagogy MM Performance MM Collaborative Piano DMA Performance DMA Conducting PhD in Music Education Graduate Artist Certificate in Performance (Keyboard, Vocal, Instrumental)	National Association of Schools of Music (NASM)	https://nasm.arts-accredit.org/	Yes B, E
INTO Mason			
INTO Mason Academic English and Workplace English programs	Commission on English Language Program Accreditation (CEA)	https://cea-accredit.org/about-cea/standards (uses various cultural competencies and cultural difference instead of DEI language)	Yes A, B

Program(s)	Specialized Accreditor or Approving Body	Link to standards	DEI addressed
Costello College of Business			
Accounting, BS Accounting, MS	AACSB International – The Association to Advance Collegiate Schools of Business	https://www.aacsb.edu/educators/accreditation/ccounting-accreditation	Yes E
Business Administration, MBA Executive MBA Finance, BS Management, BS Management, MS Marketing, BS Technology Management, MS	AACSB International – The Association to Advance Collegiate Schools of Business	https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsb-business-accreditation-standards	Yes A, B, D, E
Schar School of Government and Policy			
Master of Public Administration	National Association of Schools of Public Affairs and Administration (NASPAA)	https://www.naspaa.org/accreditation	Yes A, B, D, E
Scalia Law School			
Juris Doctor	American Bar Association (ABA)	https://www.americanbar.org/groups/legal_education/resources/standards/	Yes B

Appendix H: Student Evaluations of Teaching

<i>Responses to all student evaluation of teaching items. (Spring 2023)</i>														
	All Undergraduate Courses							Mason Core						
	% of students with each response							% of students with each response						
	<i>M</i>	<i>SD</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>	<i>M</i>	<i>SD</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
7. I completed all assigned tasks before class.	4.34	0.92	2.19	3.82	6.50	32.39	55.09	4.33	0.92	1.97	4.03	7.39	32.46	54.16
8. I consistently contributed to class activities/discussions.	4.13	0.99	2.35	4.84	14.41	34.07	44.33	4.16	0.97	2.12	4.68	13.41	34.56	45.23
9. I gained an understanding of the main concepts in this course.	4.31	0.91	2.54	3.19	6.25	37.26	50.76	4.31	0.91	2.47	3.13	6.39	36.88	51.13
10. I learned through a variety of learning opportunities (e.g. assignments, projections, papers, discussions, group work, peer review, exams) provided.	4.23	0.99	3.11	4.55	7.72	35.21	49.42	4.24	0.99	3.07	4.54	7.81	34.95	49.62
11. I found the instructor's feedback helpful for learning.	4.18	1.10	4.78	4.99	9.51	29.12	51.60	4.21	1.09	4.70	4.66	9.12	28.29	53.23
12. I learned due to the instructor's teaching methods/style.	4.09	1.16	5.75	6.11	10.47	29.19	48.48	4.11	1.15	5.46	5.94	10.17	29.01	49.41
13. The instructor created an environment that facilitated by engagement with the course content.	4.21	1.06	4.34	4.43	8.62	30.63	51.98	4.25	1.05	4.22	4.08	8.18	30.20	53.33
14. The instructor encouraged expression of diverse perspectives.	4.30	0.97	3.22	2.47	10.12	29.04	55.15	4.34	0.96	3.07	2.30	9.01	28.37	57.25
15. The instructor offered opportunities for students to provide feedback on the course.	4.25	1.02	3.47	4.04	9.14	30.37	52.98	4.25	1.01	3.42	3.94	9.67	29.84	53.12
16. The instructor offered opportunities to meet outside of class time, such as virtual or in-person office hours.	4.35	0.89	2.32	2.15	7.68	34.05	53.80	4.36	0.89	2.22	2.23	7.92	32.93	54.71
17. The instructor used technologies and/or resources/tools that increased my engagement with course content.	4.23	1.00	3.36	3.82	9.22	33.43	45.17	4.24	0.99	3.31	3.63	9.40	33.28	50.37
18. The course organization supported my learning.	4.16	1.08	4.60	5.00	8.76	32.71	48.93	4.18	1.06	4.44	4.48	8.79	33.26	49.03
19. The instructor clearly communicated course requirements to students.	4.36	0.96	3.26	3.22	5.24	31.03	57.24	4.38	0.94	3.07	3.15	4.89	30.60	58.30
20. The instructor clearly presented the course content.	4.33	0.98	3.49	3.51	5.86	30.50	56.64	4.36	0.96	3.27	3.29	5.53	30.17	57.75

Note: The number of respondents for each item for Mason Core courses ranged from 15841-16693, with variance due to non-response. The number of respondents for each item for all undergraduate courses ranged from 43627 to 45811. Items 7-8 are related to student participation; items 9-12 are related to learning outcomes; items 12-17 are related to course environment/experience, and items 18-20 are related to instructor preparation and course organization. Response options are SD = strongly disagree, D = disagree, N = neither agree nor disagree, A = agree, SA = strongly agree.

Responses to all student evaluation of teaching items. (Fall 2023)

	All Undergraduate Courses							Mason Core						
	% of students with each response							% of students with each response						
	<i>M</i>	<i>SD</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>	<i>M</i>	<i>SD</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
7. I completed all assigned tasks before class.	4.34	0.91	2.11	3.77	6.59	33.02	54.50	4.36	0.91	2.14	3.58	6.10	32.19	55.99
8. I consistently contributed to class activities/discussions.	4.10	0.99	2.29	5.14	15.17	34.75	42.64	4.12	0.99	2.35	4.88	14.57	34.96	43.24
9. I gained an understanding of the main concepts in this course.	4.29	0.91	2.68	2.97	6.42	38.87	49.06	4.30	0.90	2.57	2.80	6.18	38.55	49.90
10. I learned through a variety of learning opportunities (e.g. assignments, projections, papers, discussions, group work, peer review, exams) provided.	4.22	0.98	3.12	4.34	7.84	36.89	47.82	4.24	0.97	2.90	4.22	7.60	36.58	48.69
11. I found the instructor’s feedback helpful for learning.	4.18	1.07	4.35	4.89	9.52	30.82	50.43	4.19	1.07	4.25	4.87	9.47	30.85	50.56
12. I learned due to the instructor’s teaching methods/style.	4.08	1.14	5.35	6.08	10.93	30.99	46.65	4.09	1.13	5.17	6.05	10.88	30.67	47.22
13. The instructor created an environment that facilitated by engagement with the course content.	4.21	1.05	4.11	4.32	8.93	32.18	50.46	4.22	1.04	4.02	4.14	8.85	31.95	51.04
14. The instructor encouraged expression of diverse perspectives.	4.30	0.96	3.04	2.23	10.23	30.64	53.86	4.30	0.95	2.99	2.19	10.58	30.71	53.52
15. The instructor offered opportunities for students to provide feedback on the course.	4.25	1.00	3.23	3.85	9.26	31.79	51.87	4.27	0.98	3.05	3.73	8.84	31.74	52.64
16. The instructor offered opportunities to meet outside of class time, such as virtual or in-person office hours.	4.34	0.88	2.32	1.85	8.16	34.73	52.94	4.35	0.88	2.30	1.70	8.09	34.57	53.34
17. The instructor used technologies and/or resources/tools that increased my engagement with course content.	4.23	0.98	3.21	3.59	9.57	34.68	48.94	4.25	0.97	3.08	3.37	9.24	34.24	50.08
18. The course organization supported my learning.	4.16	1.06	4.23	4.84	9.16	34.59	47.19	4.17	1.05	4.25	4.78	8.59	34.25	48.14
19. The instructor clearly communicated course requirements to students.	4.35	0.94	3.13	2.85	5.56	32.85	55.62	4.25	0.97	3.08	3.37	9.24	34.24	50.08
20. The instructor clearly presented the course content.	4.32	0.97	3.33	3.24	6.25	32.14	55.05	4.17	1.05	4.25	4.47	8.59	34.25	48.14

Note: The number of respondents for each item for Mason Core courses ranged from 29006-30325, with variance due to non-response. The number of respondents for each item for all undergraduate courses ranged from 47400 to 49664. Items 7-8 are related to student participation; items 9-12 are related to learning outcomes; items 12-17 are related to course environment/experience, and items 18-20 are related to instructor preparation and course organization. Response options are SD = strongly disagree, D = disagree, N = neither agree nor disagree, A = agree, SA = strongly agree.

Appendix I: Definitions of Diversity, Equity, Inclusion & Related Terms

SACSCOC definitions

- **Diversity** - variety or differences, including but not limited to race, ethnicity, age, sex/gender identity, sexual orientation, ability, culture, religious beliefs, political views, family status, educational background, profession, and socioeconomic status
- **Equity** – process of ensuring freedom from bias or favoritism such that all individuals can achieve their full potential; a measure of achievement, fairness, and opportunity for all in education
- **Inclusion** – process of improving participation for all, including those who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, economics, or any other status or difference.

Accrediting Board for Engineering and Technology (ABET) definitions:

- **Inclusion** is the intentional, proactive, and continuing efforts and practices in which all members respect, support, and value others.
- **Diversity** is the range of human differences, encompassing the characteristics that make one individual or group different from another. Diversity includes, but is not limited to, the following characteristics: race, ethnicity, culture, gender identity and expression, age, national origin, religious beliefs, work sector, physical ability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, and cognitive differences.
- **Equity** is the fair treatment, access, opportunity, and advancement for all people, achieved by intentional focus on their disparate needs, conditions, and abilities.
- **Accessibility** is the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.

Governor Youngkin's Executive Order One:

For the purposes of this Executive order “inherently divisive concepts” means advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964, including, but not limited to of the following concepts (i) one race, skin color, ethnicity, sex, or faith is inherently superior to another race, skin color, ethnicity, sex, or faith; (ii) an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously, (iii) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, skin color, ethnicity, sex or faith, (iv) members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith, (v) an individual's moral character is inherently determined by his or her race, skin color, ethnicity, sex, or faith, (vi) an individual, by virtue of his or her race, skin color, ethnicity, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, ethnicity, sex or faith, (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

Appendix J: The Impact of DEI Efforts on the Mason Student Experience

The Impact of DEI Efforts on the Mason Student Experience was developed to inform the DEI Committee report presented at the November 30th Board of Visitors meeting. The survey was distributed to Mason students, faculty and alumni to gather their opinions on how Mason’s diversity, equity, and inclusion efforts has impacted their experience. The survey received 311 responses (239 students, 11 alumni, and 61 faculty).

The Impact of DEI Efforts on Mason Student Experience					
	% of students with each response				
	VU	U	N	S	VS
2. How satisfied are you with Mason's diversity, equity, and inclusion (DEI) efforts on campus?	6.47%	11.21%	21.12%	34.91%	25.86%
Note: The survey was distributed to students, faculty and alumni and of the 239 student responses received 232 were analyzed. Student responses submitted with a Gmail account were removed from the data. The survey consisted of multiple choice and free response questions Response option for question #2 are VU = very unsatisfied, U = unsatisfied, N = neutral, S = satisfied, VS = very satisfied					

3. If you answered Very Satisfied or Very Unsatisfied to the prior question, we encourage you to use the space below to explain what contributed to your answer. (Question #2)

- I answered very satisfied! The DEI office has been a great help in making sure that I can fight against the horrific racist and toxic environment that I’ve experienced. Unfortunately, my racist experience has led me to being hospitalized and I think it’s unfair that racism on this campus has reached to a point where a current student couldn’t showcase their heritage and culture out of fear of racism and prejudice!
- The community, people stood behind me that I never ever would have thought would be behind me because of different backgrounds, cultures and experiences because we all shared one trait “ of being first generation college students. DEI programs such as the First Gen+ Center have given me the support system, protections/securities, and confidence which has alleviated some of the many barriers in higher academia coupled with the materials and resources I have provided to students that I have mentored through this program. Continuing programs like the First Gen+ Center, CCEE, DEI, Black Male Success Initiative, LGBTQ Resources and many others will allow safe and bleary spaces for education/awareness, access, and flourishing student body. I have seen many students excel in these spaces and learn how powerful their intersectional identities truly are and the lasting impact on others their perspectives provide.
- I selected Very Satisfied because of how diverse the campus is.
- I have gone to DEI multiple times for innocents that have currently happened and they were extremely unhelpful
- The marketing campaign is there. Clearly shows that they care about diversity.
- I have been exposed to a number of different cultures and identities and experiences which center around them, as well as my own. I have been able to learn about these through university efforts.
- I’m satisfied
- I love how people accept diverse cultures
- I can see inclusiveness while walking around campus
- I see lots of diversity at GMU and I think it's great.
- I believe that this program helps minority groups have equal opportunities and feel connected to the college. This can be applied for international students who aren’t used to being in a different country
- Diversity is essential to the success of any organization.
- Provided continued support for me and my fellow Jewish students on campus.
- the classes

- there are plenty of events and organizations that celebrate diversity
- The Governor's ability to change the school's initiative to meet the needs of the students needs
- BMSI is just a great experience overall which has left me satisfied
- I think George Mason has a lot of diversity and has many options to include people in certain clubs
- The BSMI program has not only helped me learn more about the different faculties at mason, it also helped me meet more people like me, which definitely made my college experience infinitely better.
- DEI offices really make the school lovable and easier for students who don't fit in. For a college that prides themselves on "Diversity", this is very contradictory
- Mason Staff
- I think it does an amazing job at making people feel included in college spaces.
- I have never experienced any hate on campus, and I have only seen inclusion on campus.
- The DEI has helped me feel safer.
- I chose very satisfied because I am apart of CCEE and I see the effects that we have on individuals from all backgrounds. We cover first gen, black male success initiative, LGBTQ+, and more.
- As a student of color coming to a PWI, I felt that my voice as a student would be lost compared to white students in this campus, but DEI services for both the CCEE and the office in CEC help me when issues came up between me and Mason and where the only offices where both my voice and concerns felt that they were heard
- I selected very unsatisfied because my decision to come to Mason was heavily influenced by how inclusive and diverse it claimed to me. When I got here, I didn't see a lot of people that looked like me and even then, there was no "culture" here on campus. I also feel that rather recently I have seen nothing but disdain for how the University has treated or has responded to certain communities here on campus. Regarding the topic of diversity, and while I can't speak to other facets of their identity, I just don't see how a board of a white male majority has a say on anything that pertains to diversity efforts. They will never experience what it is like to be a member of a marginalized community, so, they can't definitely can't speak for us. While I realize that Mason doesn't select these members, I don't feel that much is being done about the possibility of funding being reduced or cut for a school that once again, prides itself on inclusivity and diversity. It comes off as performative and hypocritical.
- Mason has a heavy emphasis and focus on Diversity. It is honestly far too much. The efforts feel fake and scripted. I am fortunate to not be a member a minority group. I feel mason does not focus heavily enough on academics and the use Diversity as a focal point. I don't know what more could be done to increase this.
- Mason's DEI programs are the reason I can attend university here. Not only does GMU clearly strive to include all students in its programming, including disabled students like me, they provide education to help others be inclusive too. That means a lot when coming from an underrepresented group; just knowing I am supported has made a world of difference in my success in higher education.
- Organizations like FCA, VSA, KSA JSA ETC, create such a fun and welcoming environment for the Asian community in GMU. I have made so many new friends and overall. made my first semester as a freshmen enjoyable.
- Constant neglect of the Native American community
- The group in lounge.

4. How have Mason's diversity, equity, and inclusion (DEI) efforts impacted your student experience? Provide a brief description of your experience(s) below and their impact.

- They have not, but i haven't noticed anything bad so it should mean that things are going well, yes?
- No
- No they haven't
- I don't have experience specifically about the broader DEI office but I know we lump in other stuff like Title IX and ADA into it here. They're crazy small and understaffed for what they have to do. We've had a couple tuition raises in the past couple years that were justified by saying you'd expand offices like these and CAPS/ODS and it never results in more than 1 or 2 new full time hires for each. Please reprioritize.
- Even with DEI on campus it still feels very unsafe on campus. There are weekly protesters yelling at you to go to hell and call you slurs. Posters and threats are constant problems, especially the recent antisemitic ones.

- The little DEI we have and DEI staff is all some of us have to feel some form of comfortability and safety on this campus. get rid of that and it'll be more dangerous.
- Can we also mention that removing DEI literally proves that we are a political pawn and that the students are not cared for as much by the BOV as the political reputation of this campus is.
- I'm part of student government and the director and co-director has been of great help on bringing an initiative about creating a multicultural board up to life. Again, if it wasn't for DEI I wouldn't have been alive!
- I have learned many identities that I hold could be powerful and supported through DEI programming. We have programs at Mason that aren't at any other institutions in the nation and that is due to the students experiential impact. Students are who have perpetuated changed and allowed for future generations to feel adequately provided for and supported. Coupled with administrators and faculty to create programs like BMSI, STEP, First Gen+ Center, and many others around the university have bridged gaps and provided critical resource help for students struggling and some even fighting for their lives. My experience with these programs have provided me lasting friendships, support systems, letters of recommendation, and critical hard/soft applicable skills. I have held educational trainings alongside DEI work and brought awareness to many issues and topics all in bringing clarity to the issue.
- As a first generation college student and a daughter of immigrants, GMU has an environment where I don't feel excluded.
- As a member of the LGBTQ community, i have found that Mason is a place where i can be open about my sexuality without fear. It's been amazing to be myself
- I haven't had an experience with Masons DEI efforts. I haven't seen anything across campus
- I went through disability services to be able to bring me emotional support animal to school with me. I've severely struggled with mental health and was grateful that George Mason offered these services and would allow me to have my rabbit who really supports me. When choosing a school, a big factor in my choice was diversity and George Mason stood out because they seemed to do a great job opposed to many other options. Along with my own experiences, my younger brother has considered going to Mason too. He has autism and ADHD. He is a brilliant student, but needs accommodations. When he's been looking at colleges, it has been important to my family to choose a school that could accommodate him so that he can excel and have the best college experience possible. Because it's so important, George Mason has been a school that can really match his needs. However, without these accommodations, Mason won't be a good fit for him and Mason will have lost a genius prospective student.
- Creating spaces for LGBTQ students to find community among their peers in a dictated space
- It bring a lot of people from different backgrounds and cultures into my daily college life
- It has made me feel great. It's great to interact with people with different backgrounds and get to know each other.
- They made me feel that the university does not care about the safety of students
- Not personally but right now it matters so much because of what's going on in Palestine but mason doesn't appear to be in support of Palestine and it's making us question hope much mason actually cares abt DEI
- It's awesome to hear from people from all over the world here at this school.
- I have been able to learn about and experience a diverse array of cultural and ethnic identities in a safe and intellectual space without being embarrassed to ask questions, especially about those I had only limited exposure to previously.
- As a queer disabled student I've found community in spaces such as the LGBTQ Resources Center, CAPS, and ODS. These programs have been fundamental to my success as a student, and the fact that GMU Administration barely supports them and they are coming under attack is a very real threat to the Mason student body.
- Masons diversity efforts have impacted my student experience
- Mason needs to be more inclusive and more liberal
- Yes, because I do not need to feel stress when I met people. It affects to my mental health
- Being a first-generation Asian student, Mason's DEI help me realized there's a lot of student who have the same struggles as me.
- Great experience, but a lot of the automatic push button doors don't work and need to be fixed because a lot of students in wheelchairs including me need those buttons to work. It is hard to push the doors open by hand, the

doors hit our knuckles and cut them, some of the doors are so heavy and they lock preventing students from getting into some buildings. Also, sidewalks, walkways need to be smoothed out, so that our chairs can roll smoothly and there are no bumps that can cause manual wheelchair users to fall as their chairs will flip and fall down.

- it creates a fair and equal environment
- They keep us updated on things going on around campus
- I feel included in immediate ways, like with understanding professors/mentors, but on a large scale I feel as if our diversity is not represented by actions taken at a university level.
- I'm honestly not sure :)
- I have made more friends and can relate to certain groups better
- They have assisted in addressing antisemitism on campus that my friends and I have experienced. They helped make us feel more safe on campus and communicated our concerns
- I have access to interpreters for class and I am great full for the safety net I have surrounding accessibility and accommodation as a Hard of Hearing individual.
- It's hard to see lots of the minority groups at the university.
- Contemporary student services is good
- Not bad but not good enough because I don't feel like there is enough support and Mason is starting to become an unwelcomed place for me
- DEI provided a crucial training about racial microaggressions during my freshman year after there was an incident of racist harassment against one of the people in my building.
- Mason's DEI impacted my student experience because it allowed me to take equal opportunities like everyone else and being able to know that we have a diverse groups of people. We need this program so everyone can feel included
- DEI efforts have made me more aware of the language that I use when talking in class or on the go. As a white person, it is incredibly important that I educate myself on how to include people who may experience prejudice due to their identity. I think Mason does a great job with that. The various offices and programs that the university provides have made me more aware of my privilege as a white, cisgender person, and how to recognize the disparities between me and my friends who don't have the privilege I do.
- Prefer not to say
- They personally aren't impacting my life directly, but I feel that if one walks around campus you can see how it negatively affects students
- Broadly speaking, as an Autistic person at Mason, Mason's programs to include people like me have been invaluable to my experiences. My life has been deeply impacted positively by Disability Services and LGBTQ+ resources in particular. Disability Services' accommodations system is essential for my rights as a disabled person to be protected, and their outreach to students has allowed us to help Mason become more accessible. Meanwhile, it's difficult to make friends as a queer identifying Autistic person and LGBTQ+ resources have been a great place to make friends. So many of my close friends today come from those two places and other places aimed to promote diversity, equity, and inclusion that I'm worried that I'll be alone without them.
- I want to see these places expanded, get more support, and receive more funding. They are essential to my experiences as a Mason student.
- I've felt welcomed as a transgender student and felt typically safe on campus. However, I believe further efforts could be made to be inclusive, such as improving services and accessibility for disabled students.
- Mason's DEI efforts has positively affected my time on campus through services like the LGBTQ+ center :3
- I don't feel ignored
- I work closely with the Patriot Pantry as a volunteer and have found that a majority of users are international students. I am concerned that this issue disproportionately affects these students and more awareness needs to be spread about it. Personally, I feel that DEI efforts have had a positive impact on my student experience.
- It has not yet!
- They are the reason that I came to Mason in the first place. The people are so welcoming and supportive, and having all these different opinions allows me to experience what it is like in the job market and areas that I will be in after college.

- I feel welcome at GMU. That's not the case everywhere I go.
- I have been part of the international student advisory board, which works to connect the large international population to the area and promote cultural awareness among Mason's domestic population. We have thrown successful cultural events and the student body seemed really receptive.
- As a first-gen student and a woman of color, Mason's DEI offices have made me feel valid and have helped me navigate the system that wasn't built with me in mind. I feel empowered by my identity now and I feel confident enough to give back to my community because of the validation Mason's offices have given me.
- As a queer Jewish student having access to things like the LGBT resource center and inclusive events has made me feel safe and included on campus.
- Provided, trainings, provided, resources, and most importantly provided support in time in need and critical incidents
- I specifically chose to transfer to GMU because of its diversity and its dedication to creating a welcoming environment for people of all backgrounds. Of all the universities that claim the label of "diverse" I personally feel that GMU is the only one that truly devotes itself to honoring this.
- Mason's DEI office has allowed me to feel protected as a Jewish student and is there whenever I or another Jewish student faces antisemitism on campus.
- I felt very supported when the Provost and VP of Student Life attended a community support event hosted by Chabad, Hillel, and AEPi. I feel unsafe on campus when I see antisemitic propaganda being passed out. I understand free speech, but seeing graphic images from protestors on the way to class can be upsetting. I also feel unsafe when people leave protests with their faces entirely covered and circle the JC with signs saying I am a terrorist for believing in my people's self-determination, even though I completely am against the actions of the government in Israel. There is no accountability with anonymity and intimidation. Mason is diverse, but there is still much work to be done in the name of inclusion.
- As someone who is a child of immigrants and first generation American, diversity is very important to me. In fact, diversity was my deciding factor in where I went to university. Diversity efforts on campus have made me feel seen and appreciated and like a true patriot in this community.
- great
- I believe that Mason's DEI has made it possible for students of different backgrounds feel a sense of community and belonging on campus. This then creates safe space for students and lets them have a support system that can help motivate them to be resilient during the hard time in college, I know for me the ability to find a community among Latina individuals has helped me grow out of my shell and more open minded about learning things around me.
- they have made me much more satisfied with where I go to school and more motivated to do better
- With the rising tensions between Israel and Palestine I worry about my safety on campus as a Jew. It made it worse know that there was someone giving out antisemitic flyers on campus!
- The potential is there, but with the current governor's ability to change the name, allocation of resources, and other metrics of success, it leaves Mason students, faculty, and staff vulnerable to standards of discrimination and direct based on fear and hate.
- I have seen the impact they can have and how much they fail to support students. While they do what they can, they are unable to provide the amount of support some students need especially with how large this school has gotten. They need to increase their ability to focus on individual students rather than the red tape barriers.
- I'm first gen, disabled, child of immigrants, and LGBTQ+. I have only really interacted with disability services, but they have been disappointing with accommodating my needs.
- DEI is an everyday and important part of my life. I feel like in recent times, DEI has been attacked and villainized despite its positive impacts on the different communities on campus. It has helped get used to college life since I'm a freshman
- The African Student Union is very important to me because, it made me feel like I was home.
- The DEI has impacted me very positively as, for example, the BMSI has helped me connect and notice the amount of diversity that George Mason advertises so much. I am only a freshman, so I don't have a lot of experience, but I do enjoy these programs and I would not like to see them discontinue.

- I have not really experienced any discrimination here. I feel that everyone here includes each other, no one is being treated unfairly, and it is somewhat diverse here.
- My experience has been good, I have been able to view and become part of different clubs and organizations that deal with my personal identity and inclusion.
- The DEI program has helped me meet more black students like me, which has helped me feel more connected to mason.
- Mason's DEI officers have given me and countless other students some guidance where it wasn't offered anyone else on campus. There have been times where DEI Offices have been there for me when no one else on campus was.
- None, because I have not seen any.
- They made my experiences better. It's fun seeing people of different backgrounds. Made me feel like I went to a school that is accepting of all.
- Being an international student, it was a difficult transition for me to settle in a foreign land, but the DEI efforts of Mason made the transition easier and accessible for me
- Through the STEP program i was able to be more prepared to start my college career and also know that i have a support group that can help me succeed
- I've seen a couple of the events they do and it definitely makes me feel more comfortable knowing that there are people I can connect with because of these efforts
- The MASI (Mason Autism Support Initiative) program has been a help in terms of getting used to campus.
- I feel included in the statements made on the syllabi, it uses gender inclusive language, and offers help.
- As a neurodiverse and transgender student, this has helped me to feel more comfortable around staff and feel accepted.
- Too many racists, fascists, and religious extremists on campus who don't go here and should not be here.
- I can visibly tell mason is one of the most diverse universities since my time here dating back from 2020. It's nice to know my university is a melting pot like the US was founded on!
- they have in efforts for more scholarships and funding, however in terms of roles of faculty not much at all
- I am specifically apart of the black male success initiative. Some positive impacts it's had on me are being more engaged with the larger Mason community, more outreach, communication, leadership, and cooperation.
- It has been nice to see there some spaces for cultural groups to meet and share experiences with each other. I like that there's some things like that. I just there was more intersectionality among all these groups.
- Yes it has
- The efforts are there, but their impacts could be better
- Out of every office that would either turn me away or write me someone's email in an effort to get me to leave, DEI offices took my problems and worked with me to figure solutions. For example Christopher Carr office in the CEC is the only office I feel comfortable going to if issues with Professor arise. I have made attempts to go into the Undergrads office but I'm so quickly turned away by the people at the front desk who seems confused at what they are supposed to do. BMSI and CBM both gave me a space to be able to meet and identify with other black men on campus and be able to find others who think like me. It also gave me the ability to help out with other peoples problems in classes I have done before.
- When coming to this school, I was lucky to be able to enroll in UNIV 108, a section of UNIV 100 provided by the Black Male Success Initiative. From the class, I got a lot more acclimated with the overall program which provided me with a healing space where I could voice anything that was on my mind. It felt like home. It felt like Mason should be lifting, but when it comes to things like BMSI or any other program or student organization, there seems to be no effort from the University itself in uplifting them. Going back to the idea that the University is the "most" inclusive or diverse. Statistically, maybe, but culturally, definitely not. Outside of BMSI and familiar Black and queer spaces, I often feel alone and ostracized. At this point, I can't trust that the overall university has my best interest at heart. With the recent threat of having funding being reduced or cut completely, it makes me worried that I won't have a space or place to call home on campus while I am away from my actual home.
- I do not have that impact as a student. But I found some gatherings and programs where people from all cultures were invited.

- International
- I was exposed to lot of cultural events socially. This has inspired to learn more and more about diverse cultures and professions.
- I am a disabled student. I can confidently say that without Mason's DEI efforts, I would not be able to go to university. Mason's focus on accessibility, inclusion, and equity have truly made me be able to have an equitable, successful college experience.
- It has made me a lot more outgoing and self-accepting of myself. Being a part of these orgs and community has made me more motivated to do well in school too because the people in these communities have motivated me to be authentic and goal-driven. I love DEI efforts because it made me feel more accustomed to college life as a student.
- It hasn't
- As a Native American student, tribal affiliation Oglala Lakota Sioux, who has left my community I did not expect a lot of representation or awareness of natives on campus. Since finding out about the native student alliance, after a long semester of not knowing it had existed, I have been happy to have community on campus. However, I've been shocked to see how much cultural insensitivity the campus has, including to specific departments that showcase themselves as culturally diverse and inclusive on campus communities. I would like to see more from George Mason in being inclusive for the Native American and Indigenous community on campus. Although we are small, a community is a community and it is imperative for the overall campus wide retention, development and overall experience to lift up Native and Indigenous students and our communities.

Appendix K: Mason Student Surveys

Patriot Success Survey (2022)							
	% of students with each response						
	<i>M</i>	1	2	3	4	5	6
3. Overall, how would you rate your experience at Mason?	4.56	1%	2%	11%	31%	36%	19%
4. I feel like I belong at Mason	3.94	1%	4%	18%	50%	26%	
5. I feel valued as an individual at Mason.	3.83	2%	7%	22%	47%	23%	
6. Instructors at Mason care about my success.	3.98	1%	5%	18%	48%	29%	
7. Academic support staff (e.g., advisors, librarians, tutors, etc.) care about my success.	4.01	1%	3%	18%	47%	30%	
8. Student Services staff (e.g., career services, student activities, housing, etc.) care about my success.	3.85	2%	5%	25%	43%	25%	
9. Administrative support staff (e.g., admissions office, registrar, financial aid office, Mason Student Services Center (MSSC), etc.) care about my success.	3.76	3%	6%	26%	43%	22%	
10. I feel safe at Mason.	4.29	0%	1%	11%	44%	43%	

Note: The Patriot Success Survey is administered during the fall of each academic year to all enrolled and registered undergraduate students. To protect student anonymity, survey results with less than five respondents will not be accessible. There were 2,739 respondents to the survey

Response options for the [Patriot Success survey](#) are on a six point scale(1-6).

*Question #1 is based on a 6-point scale: Excellent =6 – Very Poor =1

** Questions #2 -#7 are based on a 5-point scale: Strongly Agree =5 – Strongly Disagree = 1

*** Question #8 is based on a 5-point scale: Very Often =5 – Never = 1

Beginning College Survey of Student Engagement (2017)							
	% of students with each response						
	<i>M</i>	1	2	3	4	5	6
1. How important is it to you that your institution provides the following? - Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	4.94	3%	3%	7%	18%	25%	45%
2. During the coming school year, about how often do you expect to have discussions with people from the following groups? - People of a race or ethnicity other than your own	3.46	1%	8%	35%	56%		
3. During the coming school year, about how often do you expect to have discussions with people from the following groups? - People with religious beliefs other than your own	3.4	1%	10%	37%	52%		
4. During the coming school year, about how often do you expect to have discussions with people from the following groups? - People with political views other than your own	3.23	1%	17%	41%	42%		
<p>Note: The Beginning College Survey of Student Engagement (BCSSE) collects data about first-time, first-year students' academic and co-curricular experiences in high school and their expectations for college. The survey received 1053 responses.</p> <p>Response option for the Beginning College Survey of Student Engagement are on a six point scale(1-6). *Scale 6=Very important - 1=Not important. Percentages do not total 100% (due to rounding)</p> <p>Questions 2-4 are based on a 4-point scale, 4=Very often - 1=Never. Percentages do not total 100% (due to rounding)</p>							

National Survey of Student Engagement (NSSE) (2018)								
	% of students with each response							
	M	1	2	3	4	5	6	7
1. During the current school year, about how often have you done the following? – Connected your learning to societal problems or issues	2.63	10%	36%	36%	19%			
2. During the current school year, about how often have you done the following? - Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.55	15%	33%	35%	18%			
3. During the current school year, about how often have you had discussions with people from the following groups? - Had discussions with people of a race or ethnicity other than your own	3.3	4%	14%	30%	52%			
4. During the current school year, about how often have you had discussions with people from the following groups? -Had discussions with people with political views other than your own	2.93	6%	30%	28%	36%			
5. During the current school year, about how often have you had discussions with people from the following groups? -Had discussions with people with religious beliefs other than your own	3.22	4%	17%	31%	48%			
6. How much does your institution emphasize the following? - Institutional emphasis: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.84	10%	25%	35%	30%			
7. How much does your institution emphasize the following? - Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.76	11%	27%	38%	24%			
8. How much of your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? - Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.89	9%	24%	36%	31%			
Select the response that best represents your ability to do the following: Contribute to the well-being of your community	5.11	2%	2%	7%	19%	27%	25%	17%
Select the response that best represents your ability to do the following: Lead a group where people from different backgrounds feel welcomed and included	5.21	2%	2%	7%	16%	27%	26%	19%
Select the response that best represents your ability to do the following: Resolve conflicts that involve bias, discrimination, and prejudice	4.73	2%	3%	11%	25%	30%	18%	10%
<p>Note: The National Survey of Student Engagement (NSSE) is a survey designed to collect data in five areas: (a) participation in educationally purposeful activities, (b) institutional requirements regarding coursework, (c) perceptions of the college environment, (d) educational and personal growth, and (e) student background information. The survey received 1974 responses.</p> <p>Response option for the National Survey of Student Engagement (NSSE) are based on a 4-point scale, 4=Very Often/Much - 1=Never/Very Little.</p> <p>*Questions #9- #11 are based on a 7-point scale, 7=Excellent 1=Poor</p> <p>Percentages may not total 100% (due to rounding)</p>								

Graduating Senior Exit Survey (2020-2021)					
	% of students with each response				
	M	1	2	3	4
3. To what extent did courses in your major contribute to your competence in the following areas - i. Ability to engage in civic activities (e.g., be involved in political systems or process, identify and address issues of public/community concerns)	2.74	14%	27%	31%	28%
11. To what extent do you agree/disagree with the following statements about academic advising? – When I met with an academic advisor in person, I felt like he/she listened to my concerns and created an open, respectful, and inclusive atmosphere.	3.4	4%	5%	39%	52%
41. How satisfied are you with the following aspects of your Mason experience? - Overall Mason experience	3	4%	12%	64%	20%
41. How satisfied are you with the following aspects of your Mason experience? - Sense of belonging	2.89	6%	16%	60%	18%
Note: The Graduating Senior Survey typically collects data in seven areas: (a) enrollment and employment history, (b) education and writing experience within the major, (c) scholarly and creative activities, (d) interaction with faculty and staff, (e) enriching educational experiences, (f) global knowledge or experience, and (g) overall satisfaction. The survey received 2450 responses.					
Response options for the Graduating Senior Exit Survey are based on a 4-point scale, 4=Very Satisfied - 1=Very Dissatisfied.					

Graduate Student Exit Survey (2020-2021)					
	% of students with each response				
	M	1	2	3	4
How satisfied are you with the following aspects of your graduate program - Sense of belonging/community within your graduate program	3.1	5%	13%	49%	33%
"Overall, how satisfied are you with your Mason experience?"	3.31	3%	5%	51%	41%
Note: The Graduate Student Exit Survey is administered to masters and doctoral students who have filed their intent to graduate. The survey collects data regarding (a) enrollment and employment, (b) academic program evaluation, (c) overall satisfaction, (d) time to degree and (e) financial support. The survey received 1384 responses.					
Response options for the Graduate Student Exit Survey are 4-point scale, 4=Very Satisfied - 1=Very Dissatisfied.					

Appendix L: Mason Employer Surveys

Our local employers clearly demonstrate that they value diversity, equity, and inclusion and have active strategies to promote DEI within their organizations and in their hiring practices. In Fall 2023, Career Services asked a few top employers the following questions. Here is a summary of the responses:

How does the diversity of the student body impact your decision to recruit at Mason?

- We choose to recruit frequently at Mason in large part because of the highly qualified and widely diverse student population.
- The diversity of the student body at Mason definitely has a positive impact on our recruitment decisions. It not only helps us access a more varied talent pool but also fosters innovation, creativity, and cultural competence. These factors align with our organization's values and strategic goals, making Mason an attractive choice for our recruitment efforts.
- DE&I is a major focus across our organization, including at the college recruitment level. We consistently want to improve upon our DE&I initiatives and come up with ideas on how we can do so. Engaging with schools that have diverse student populations is one means of doing so. As Mason is one of the most diverse schools in the region, we strongly desire to meet and hire students from GMU.
- It 100% impacts our decision to recruit at George Mason University! Enterprise mirrors the diverse communities that we serve so it's important to us to have a diverse pool of candidates to consider.
- It's an important factor that we take into consideration when prioritizing our schools... One of the top 5 considerations.
- A diverse student-body is the forefront of a successful recruitment process. KPMG is constantly seeking candidates that accurately represent the various cultural and ideological identities in our current society.
- Strongly impacts my decision making.
- Norfolk Naval Shipyard embraces diversity across its workforce and we look for the same in our partner schools.
- The diversity of the university and the large pool of CS students makes George Mason an important recruiting destination.

Compared to peers at other universities at which you recruit, do you think Mason students/alumni are uniquely prepared to work in a diverse and inclusive organization? Please explain.

- I think Mason alumni enhance the diversity of our organization because they bring an attitude of acceptance and confidence that comes from being a part of the GMU community.
- Yes, Mason students are well prepared to work in a diverse organization. Students at GMU seem to be accustomed to working alongside individuals with a variety of backgrounds and perspectives. That could be in the classroom, student organizations, and/or socially. These are essential experiences to have as they replicate interactions that happen at organizations.

- Absolutely, George Mason students are set up for success through their educational and interpersonal experiences at George Mason. The D.C. Metro area offers students the opportunity to live and study in an area rich with culture and opportunities to learn and grow.
- Yes because they are coming from a diverse learning environment
- GMU students are poised to succeed in diverse settings as Mason's classroom environment highlights the melting-pot of identities that has made Northern Virginia a cultural hub. The student body is composed of international, first-generation, neurodiverse, out-of-state, non-traditional and many personalities from all walks of life.
- Yes, there are diverse class offerings and professional development events hosted by the Career Center
- GMU students are well prepared to discuss their goals with our recruiters at career fairs. GMU alum employed at NNSY have been a welcome addition to our workforce.
- I don't perceive a difference - the younger generation are generally very accepting. We run internships with 12-15 people with a great deal of diversity and they get along really well year after year. We bring a diverse set of recruiters, so maybe we're attracting people that want to see diversity in companies - and so we're not having issues.

Why do you think today's college graduates need to have a foundation in DEI principles/practices for professional success?

- College graduates need to be able to effectively communicate with people from all different backgrounds in order to excel professionally, regardless of their chosen career. Having a solid understanding of DEI principles is essential for anyone who wants to succeed in an organization that values a diverse and inclusive perspective.
- A foundation in DEI principles and practices is vital for today's college graduates because it equips them with the skills and knowledge necessary to thrive in an increasingly diverse and globalized workforce. It also fosters innovation and contributes to a more inclusive, socially responsible, and competitive professional landscape.
- DE&I is a core pillar for many large organizations. Initiatives are practiced and implemented in everyday life at work. There are numerous benefits to DE&I at organization, one being a major driver of innovation and value. Therefore, diversity will likely be a staple going forward in the long-term future.
- DEI is part of many organizations. Having a DEI platform is not enough, action is the key to a successful program. Our business is successful because we mirror our communities in our workforce, and we've built strong relationships with the communities we serve.
- It's a very important element of developing successful, productive, high-performing teams
- What makes the transition from university-life to corporate successful is a learning attitude that doesn't stop at graduation. Our professionals are constantly required to acknowledge diversity internally as well as externally with clients and key-stakeholders. The easier one can acknowledge differences the closer we are to creating solutions and strides forward at an organization and in society.
- For cultural humility and awareness to succeed in diverse and global workplaces
- Our workforce is constantly changing and DEI plays a large role in the success of our organization.

- This really starts at the home through good upbringing. If these things are not understood by the time people arrive at college, I think it takes more than classes/lectures to change deeply rooted attitudes - it takes significant life experiences with people from other cultures to get people to see others as humans deserving of respect.

Appendix M: Listening Session

The Committee held a listening session on April 17, which was attended by approximately 150-175 people in person and 424 online via Zoom. Of those, 42 individuals shared verbal comments with the committee in the JC Cinema, and an additional 33 comments were submitted via email. There was clearly significant interest among the Mason community about this topic and those comments are summarized below. A large majority of the comments were in support of both the DEI infrastructure and Just Societies requirements with only two oral comments that were mixed (e.g. not completely in favor) and only one written comment that opposed DEI programs, plus a few comments that let us know about challenges with volume on Zoom.

In order to rapidly analyze the comments in an objective manner, we used AI-assisted thematic analysis. First, we combined the transcript of the verbal comments shared during the listening session and the comments sent via email into a single file. Next, we used a [ChatGPT Splitter](#) to generate instructions and separate chunks of text that could be pasted into [ChatGPT](#) to allow the entire body of comments to be treated as a single qualitative data file, and then asked ChatGPT to conduct an in-depth qualitative thematic analysis of the comments. We used subsequent prompts to ask the software to include direct quotations with the explanations and to identify the percentage of comments that fit each theme. (Note: many comments were extensive and fit into several themes; thus percentages add up to more than 100%.)

The analysis that was generated is presented below:

1. **Support for DEI Initiatives (25%):**

- **Explanation:** Many respondents expressed strong support for Diversity, Equity, and Inclusion (DEI) initiatives at Mason, emphasizing their importance in driving academic success and fostering a supportive environment for all students.
- **Quotations:**
 - "Diverse experiences are needed and valued; and their diverse perspectives are what drive the academic success and economic growth of this institution."
 - "DEI A is the heart of Mason. Nobody can survive without a heart."

2. **Concerns about Threats to DEI (20%):**

- **Explanation:** Respondents voiced concerns about potential threats to DEI efforts, highlighting the negative impact that reducing funding or support for these initiatives could have on Mason's reputation and its ability to support marginalized student populations.
- **Quotations:**
 - "I hope the BOV makes the accurate decision: Continue to support DEI-efforts and Just Societies; as reducing their funding... will ruin the reputation of Mason."
 - "Supporting first-generation students, low-income students, students of color, immigrant students, disabled students, students who are parents, military veterans, etc. happens because of organizational commitments and resources dedicated to supporting students through DEI infrastructure."

3. **Critique of Anti-DEI Views (15%):**

- **Explanation:** Some respondents critiqued anti-DEI views, arguing that they are detrimental to marginalized communities and contrary to the principles of equality and inclusivity.
- **Quotations:**
 - "Anti-DEI is anti-Poor, anti-first-generation college student, anti-low-socioeconomic-status, and anti-American."
 - "Critics of Just Societies curriculum and critics of DEI believe that DEI is a synonym for Black people."

4. **Call for Inclusive Curriculum (20%):**

- **Explanation:** Respondents advocated for inclusive curriculum, particularly supporting the Just Societies requirement, which they believe exposes students to diverse perspectives on justice theories and fosters critical thinking skills.
- **Quotations:**
 - "I support the work of the Faculty Core Curriculum committee in creating the Just Societies requirement... I think it absolutely necessary that our students be exposed to different perspectives on justice theories."
 - "I encourage the BOV not to underestimate the capacity of students to understand ideas and understand what is being asked of them when they grapple with them in context."

5. **Testimonials and Personal Experiences (10%):**

- **Explanation:** Some respondents shared personal experiences and testimonials, highlighting the positive impact of DEI initiatives such as the Black Male Success Initiative on their academic and personal growth.
- **Quotations:**
 - "Being in the Black Male Success Initiative has brought me memories and happiness I can never forget."
 - "Due to DEIA, for the first time I felt that I belonged somewhere, where my gender, my religion, my ethnicity was not a hindrance."

6. **Critique of Opposition to DEI (10%):**

- **Explanation:** Respondents critiqued opposition to DEI initiatives, arguing that such opposition amounts to censorship and discrimination against marginalized identities.
- **Quotations:**
 - "Removing resources, removing access to information...is that not also censorship? Is that not also an attempt at indoctrination to your viewpoint?"
 - "To not [cut every program that supports diversity, equity, and inclusion of ANY identity] suggests that this is not about DEI: this is about discrimination of a few specific identities that you do not believe are worthy of support."

7. **Emphasis on Community and Support Services (10%):**

- **Explanation:** Several respondents emphasized the importance of community and support services provided by DEI initiatives, highlighting their role in promoting emotional well-being, academic success, and personal development.
- **Quotations:**
 - "We as CCEE are providing emotional and mental health support, consistently humanizing our students' experiences because Mason says, 'Our Students Come First.'"
 - "We do that through initiatives such as our male success initiatives that addresses the low graduation and matriculation rates... All of which are co-led by students and professional staff which allow students to find community, find themselves, find their voices."