

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

**Beacon Hall 1017  
Science & Technology Campus**

**AGENDA**

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

**BOARD OF VISITORS MEETING AGENDA**

- 1:30 p.m.                    I.    **Call to Order**
- 1:30 p.m. – 1:35 p.m.    II.    **Approval of the Minutes**  
A. Full Board Meeting Minutes for September 26, 2024 (**ACTION ITEM**)
- 1:35 p.m. – 1:45 p.m.    III.   **Rector’s Report**  
A. A View from the Bridge  
B. Revising and Repealing University Regulations (**ACTION ITEM**)
- 1:45 p.m. – 2:30 p.m.    IV.    **President’s Report**  
A. Critical Vacancy Update
- 2:30 p.m. – 2:40 p.m.    V.    **Strategic Plan Update**
- VI.    **Committee Reports**
- 2:40 p.m. – 2:45 p.m.    A.    **Research**
- 2:45 p.m. - 2:50 p.m.    B.    **Development Committee**
- 2:50 p.m. – 2:55 p.m.    C.    **Finance and Land Use**  
1. Schematic Design for Recreational Athletic Complex (**ACTION ITEM**)  
2. Dominion Energy Transmission Easement (**ACTION ITEM**)
- 2:55 p.m. – 3:00 p.m.    D.    **Audit, Risk and Compliance Committee**
- 3:00 p.m. – 3:30 p.m.    E.    **Academic Programs, Diversity and University Community Committee**  
1. Program Actions  
a. New Degree Programs  
i. MEd in Elementary Education (**ACTION ITEM**)  
ii. MEd in Secondary Education (**ACTION ITEM**)

2. Faculty Actions

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

3:30 p.m. – 4:00 p.m.

**XI. Closed Session**

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

4:00 p.m.

**XII. Adjournment**

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

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

***No oral public comment will be taken at this meeting.***

**GEORGE MASON UNIVERSITY  
BOARD OF VISITORS**

**Executive Committee Meeting  
Thursday, December 5, 2024**

**Beacon Hall 1017  
Science & Technology Campus**

**AGENDA**

- I. Call to Order**
- II. Approval of Minutes**
  - A. Executive Committee Meeting Minutes for September 27, 2024  
(ACTION ITEM)**
- III. Rector's Comments**
- IV. President's Comments**
- V. Closed Session**
  - A. Acquisition of Real Property (Code of VA: §2.2-3711.A.3)**
  - B. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)**
  - C. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)**
  - D. Personnel Matter (Code of VA: §2.2-3711.A.1)**

***DRAFT***  
**BOARD OF VISITORS**  
**GEORGE MASON UNIVERSITY**

**Executive Committee Meeting**  
**Thursday, September 26, 2024**  
**Merten Hall, Hazel Conference Room (1201)**

**MINUTES**

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

**ABSENT:** Vice Rector Meese, Visitor Bob Pence.

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

**I. Call to Order**

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

**II. Approval of Minutes**

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

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

**III. Rector's Comments**

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

**IV. President's Comments**

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

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

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

**VI. Closed Session**

- A. Honorary Degrees and Special Awards (Code of VA: §2.2-3711.A.11)
- B. Public Safety (Code of VA: §2.2-3711.A.19)
- C. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
- D. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)
- E. Personnel Matter (Code of VA: §2.2-3711.A.1)

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

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

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

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

Following closed session, Secretary Alacbay **MOVED** that the committee go back into public session and further moved that by roll call vote the committee affirm that only public business matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were heard, discussed or considered in the closed meeting, and that only such business matters that were identified in the motion to go into a closed meeting were heard, discussed or considered in the closed meeting. Any member of the committee who believes that there was a departure from the requirements as stated, shall so state prior to taking the roll call, indicating the substance of the departure that, in his or her judgment, has taken place. **ALL PRESENT COMMITTEE MEMBERS RESPONDED IN THE AFFIRMATIVE BY ROLL CALL VOTE.**

Absent: Vice Rector Meese and Visitor Pence

## **VII. Adjournment**

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

Prepared by:  
Scott Nichols  
Interim Secretary pro tem

**GEORGE MASON UNIVERSITY  
BOARD OF VISITORS**

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

**AGENDA**

- I. Call to Order
- II. Approval of Minutes (**ACTION ITEM**)
  - A. Meeting minutes for September 26, 2024
- III. Office of Research, Innovation, and Economic Impact Update (A. Marshall)
- IV. Infectious Disease Research: A Look Inside the Research at George Mason's Regional Biocontainment Laboratory (A. Narayanan)  
Science that Solves Crimes: A Look Inside the Research at George Mason's Forensic Science and Training Laboratory. (M. O'Toole)
- V. Adjournment

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

**MINUTES  
September 26, 2024**

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

**Absent:** Visitors: Horace Blackman, Anjan Chimaladinne.

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

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

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

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

**II. New Business**

**A. Office of Research, Innovation, and Economic Impact Update**

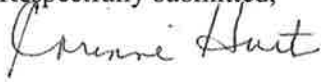
***Dr. Andre Marshall – Vice President for Research, Innovation & Economic Impact*** reported the following highlights:

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

**III. Adjournment**

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

Respectfully submitted,



Corinne Hurst

Research Committee Secretary Pro Tem





# Research Committee Board of Visitors



December 5, 2024

# Agenda

- I. Call to Order
- II. Approval of September 26, 2024 Minutes (**Action Item**)
- III. Office of Research, Innovation, and Economic Impact Update (A. Marshall)
- IV. Infectious Disease Research: A Look Inside the Research at George Mason's Regional Biocontainment Laboratory (A. Narayanan)
- V. Science that Solves Crimes: A Look Inside GMU's Forensic Science Research and Training Laboratory (M. O'Toole)
- VI. Adjournment

# Action Item

# Approval of Minutes

September 26, 2024



# Vice President's Report

Andre W. Marshall, PhD

*Vice President for Research, Innovation, and  
Economic Impact*

# Research Funding

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

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

# Research Activities



**SCHOLARSHIP**



**PARTNERSHIP**



**TRANSLATION**

# Scholarship: *Research Highlights*

## Aarthi Narayan

*College of Science*

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



## Samantha Viano

*College of Education and Human Development*

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



## Theodore Dumas

*College of Humanities & Social Sciences*

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



## Nirup Menon & Brian Ngac

*Costello College of Business*

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



# Partnership: *Naval Sea Systems Command*



## AGREEMENTS

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



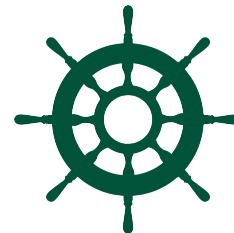
## STUDENTS & FACULTY

Navy hosted student recruiting event and faculty engagement events



## EXCHANGES

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



## PARTNERSHIP

Joined Naval Surface Technology & Innovation Consortium and Other Transaction Agreement





# Translation: *Accelerate Investor Conference*

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

Fuels innovation-based business growth

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

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



**450+**

Attendees:  
48 companies  
72 investors  
16 sponsors

**14**

Student teams in final competition;  
Mason team won top prize



# Research Support



**INFRASTRUCTURE**



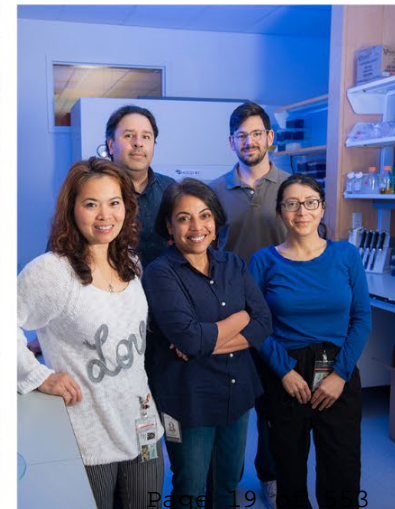
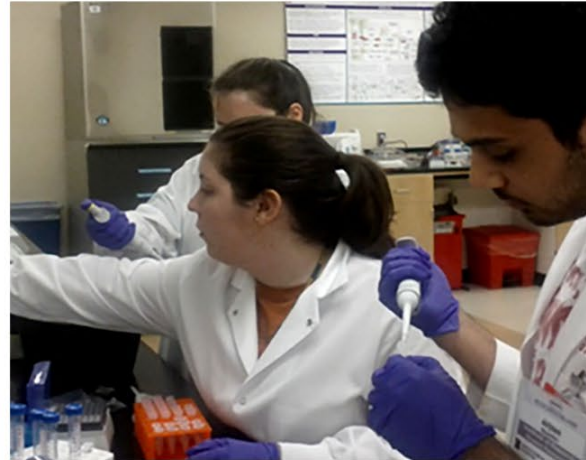
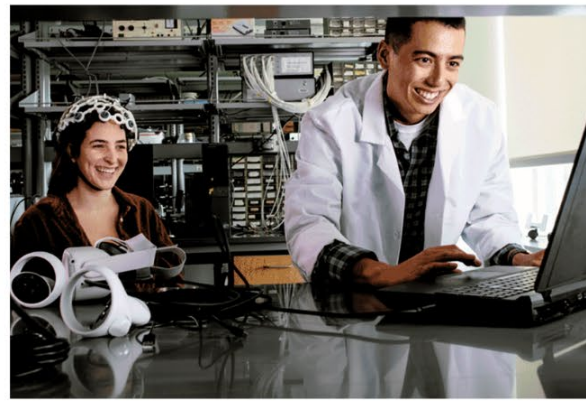
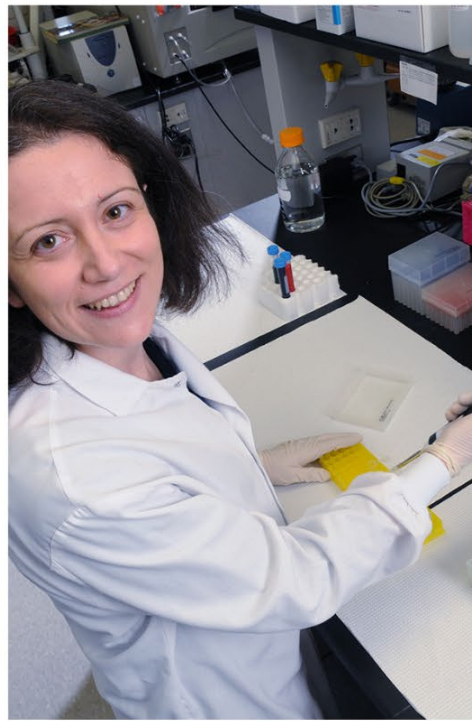
**SERVICES**



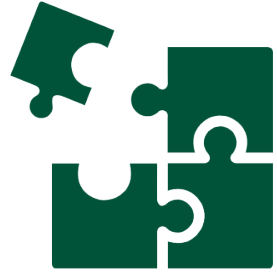
**CULTURE**

# Infrastructure: *SciTech Campus*

- Biomedical Research Lab
- Center for Applied Proteomics and Molecular Medicine
- Center for the Study of Chronic Metabolic and Rare Diseases
- Institute for Biohealth Innovation
- Center for Infectious Disease Research
- Microbiome Analysis Center
- Forensic Science Research and Training Laboratory



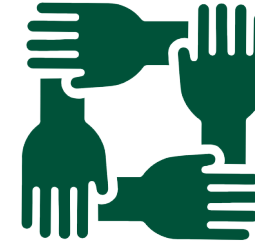
# Research Support: RAMP



Newest Institutional  
Review Board Module



RAMP Training  
Integration



RAMP Modules Upgraded  
to Version 10.5



New Award / Award Modifications  
& RAMP Workflow Overview  
Training Guide



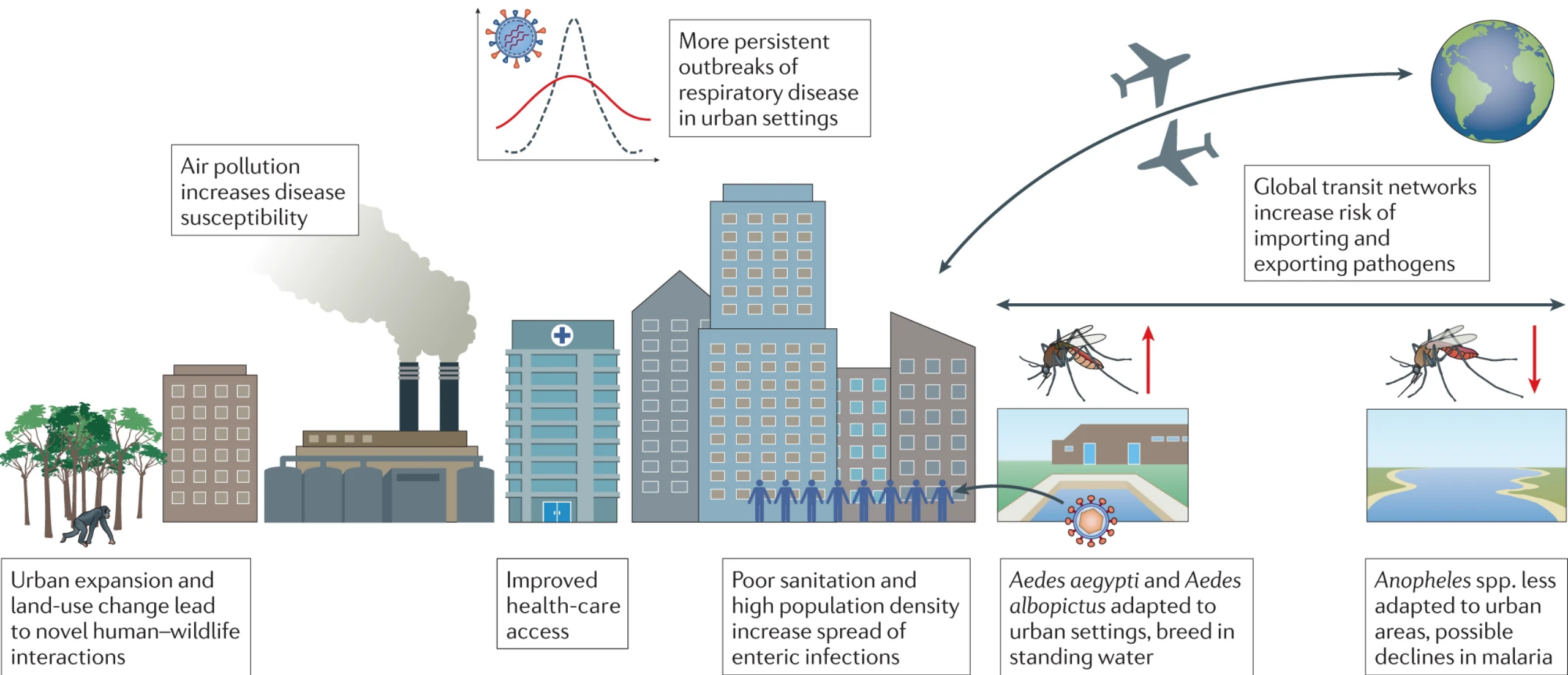
IACUC and Payroll Certification  
Ready in 2025



# Breaking boundaries towards preparedness against current and future viral pathogens

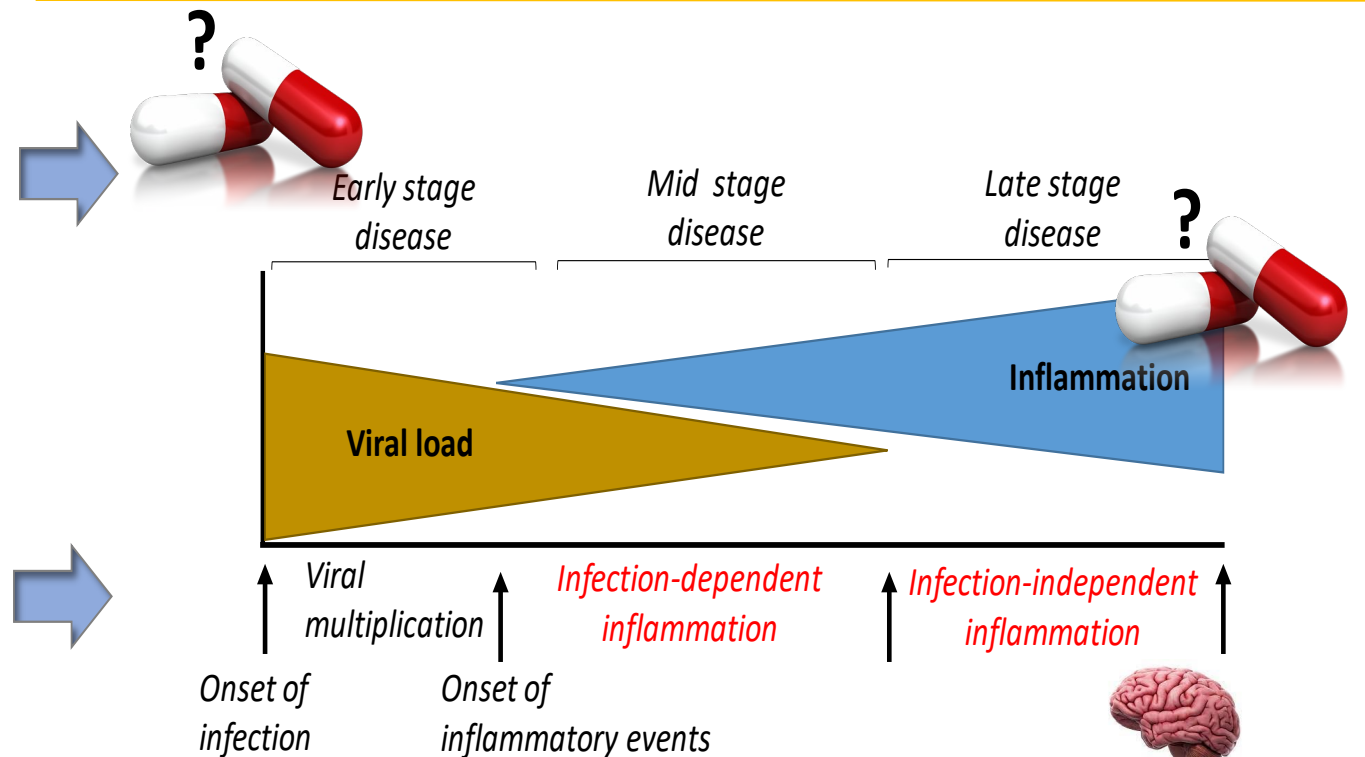
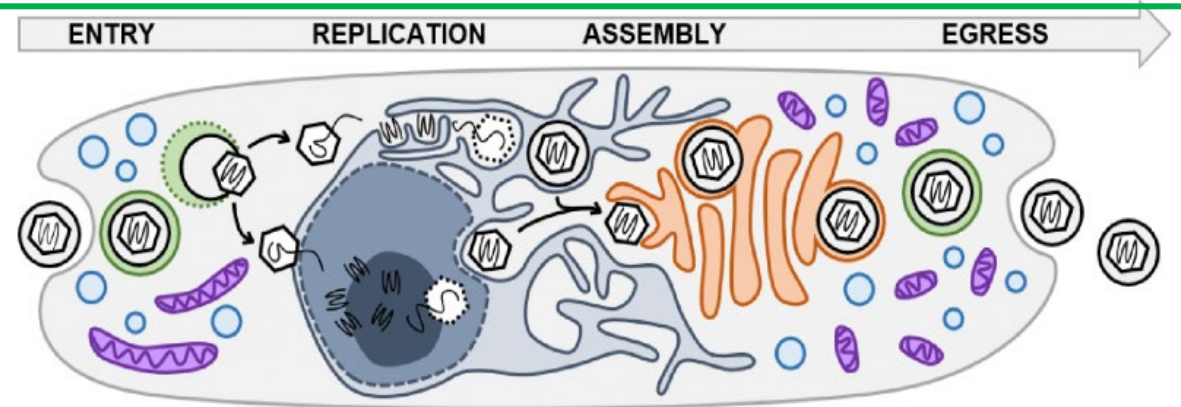
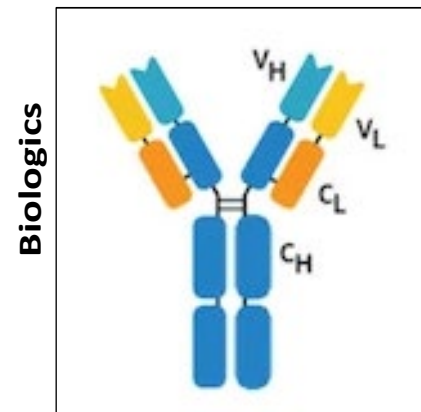
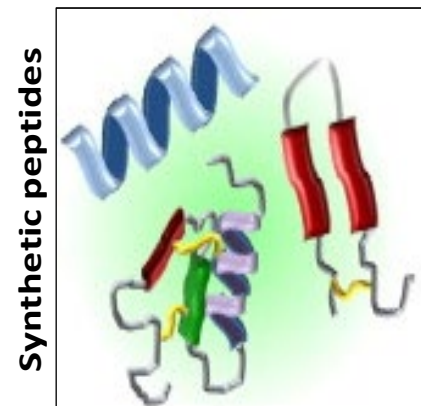
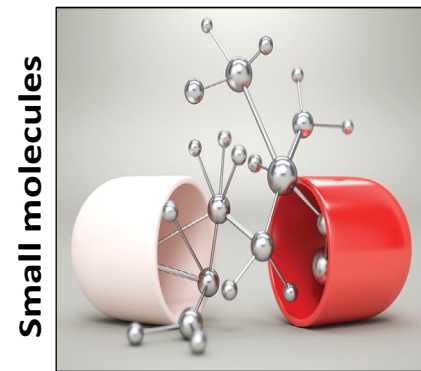
Aarthi Narayanan, Ph.D.  
*Department of Biology*

# Globally expanding viral infectious disease footprint – an absolutely critical preparedness concern



# Preparedness should address foundational knowledge gaps alongside delivering new solutions

Alphavirus
VEEV
EEEV
WEEV
CHIKV
SINV
Arenavirus
LASV
JUNV
Bunyavirus
RVFV
CCHFV
Flavivirus
WNV
DENV
YFV
JEV



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

## CORRELATES OF PATHOLOGY

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

## CORRELATES OF COUNTERMEASURE EFFECTIVENESS

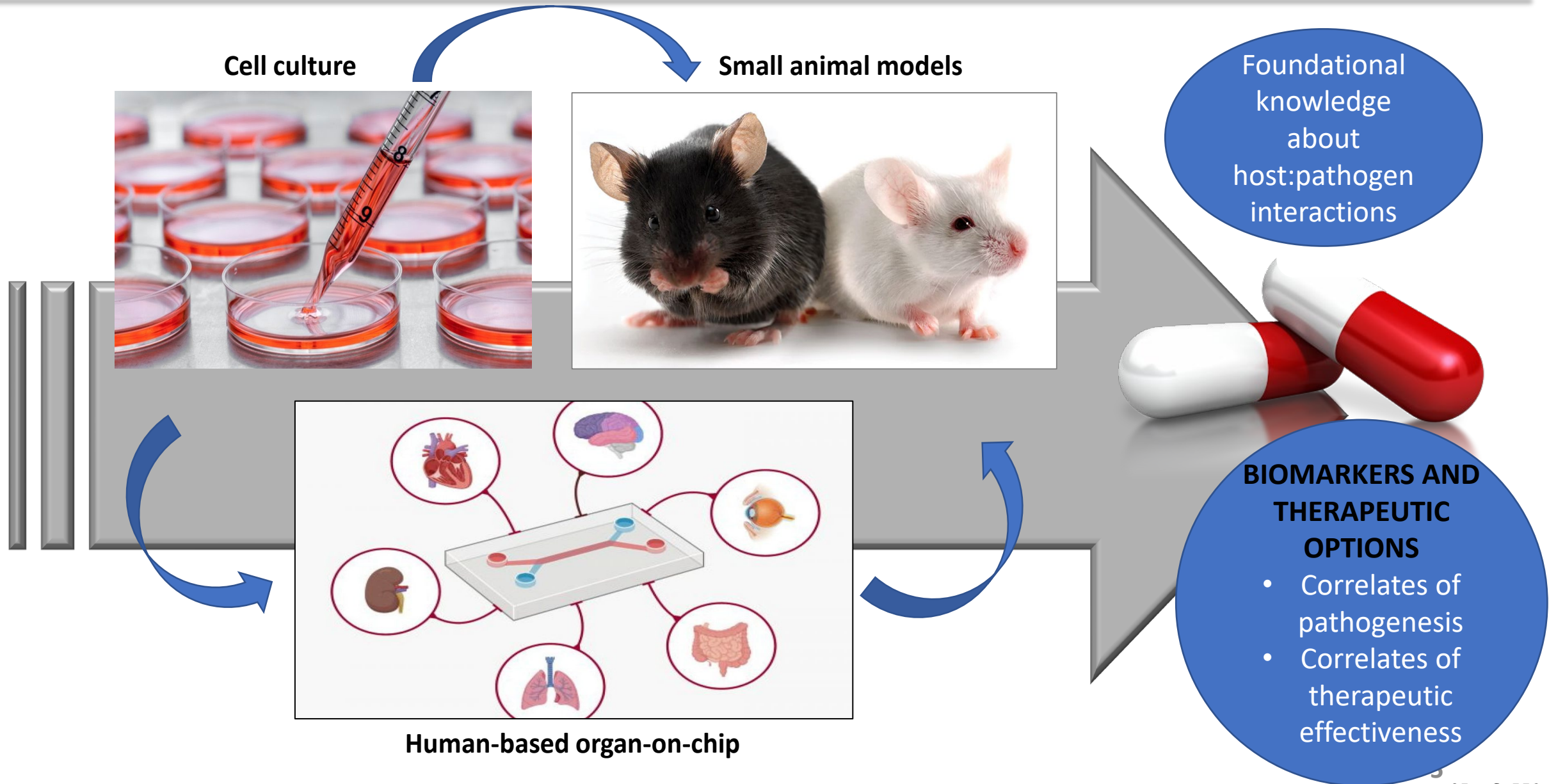
1. Dosing strategy vs bioavailability, adverse events, tissue penetration
2. Impact on progressive infection
3. Dosing strategy to achieve positive clinical outcomes

## HOST TARGETS FOR MODULATION

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

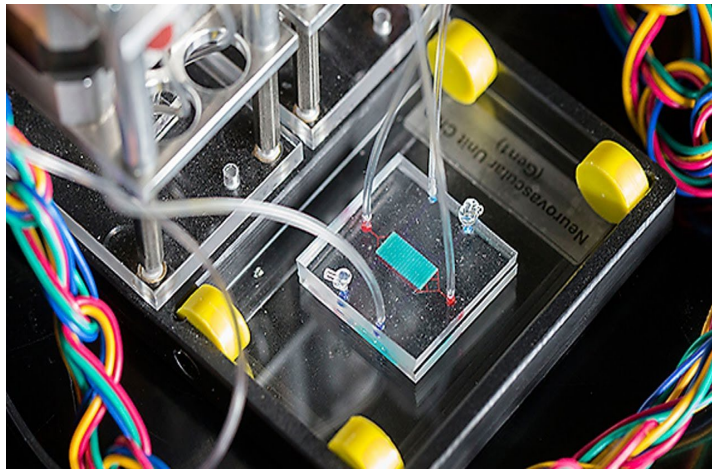


# Preparedness and rapid responsiveness should deliver the most optimal model systems for pathology, mechanism and countermeasures



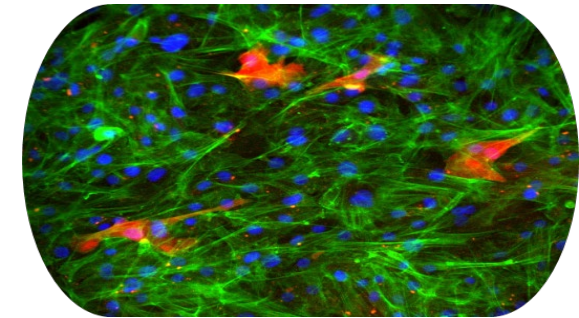
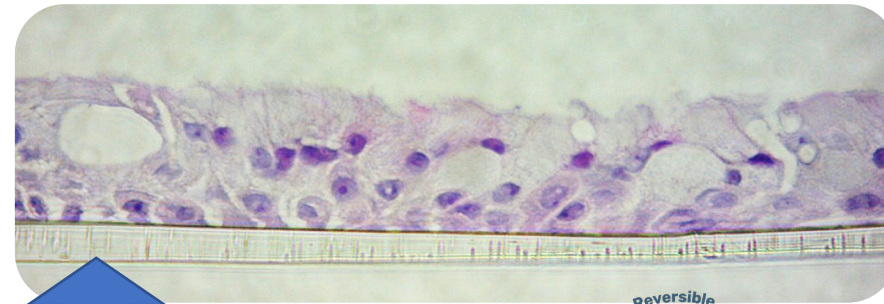


# Complex in vitro MPS models for BSL2 and BSL3 pathogens

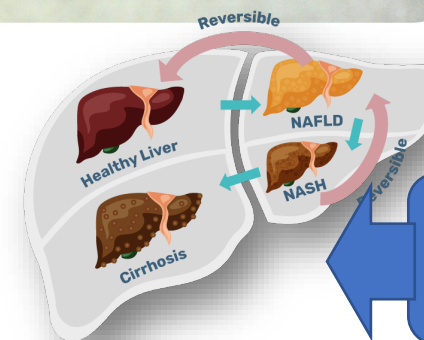


← Neurotropic viruses

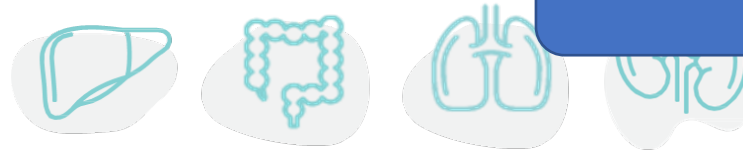
Lung (alveolar) OOC model



Pulmonary/respiratory route

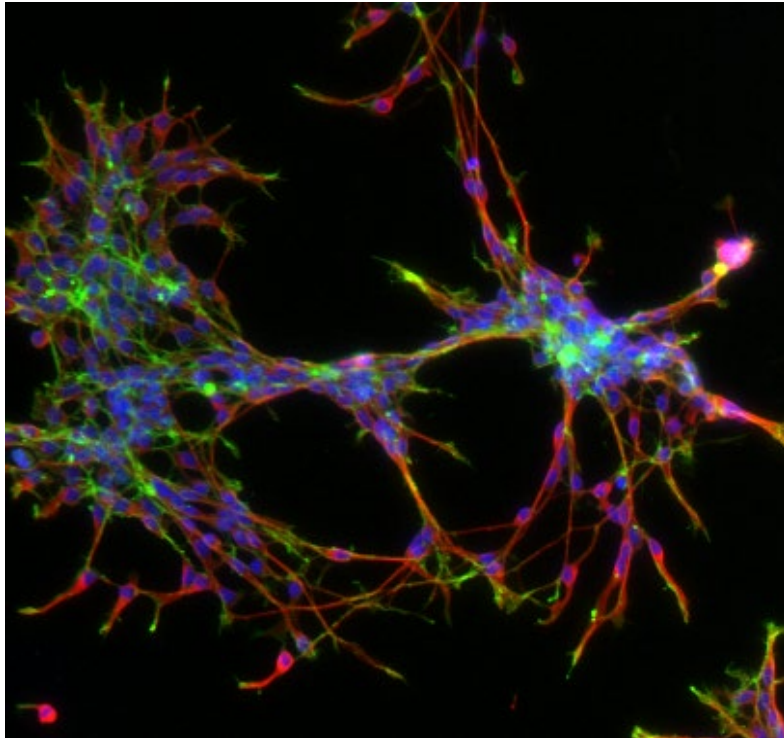


← Hepatotropic viruses

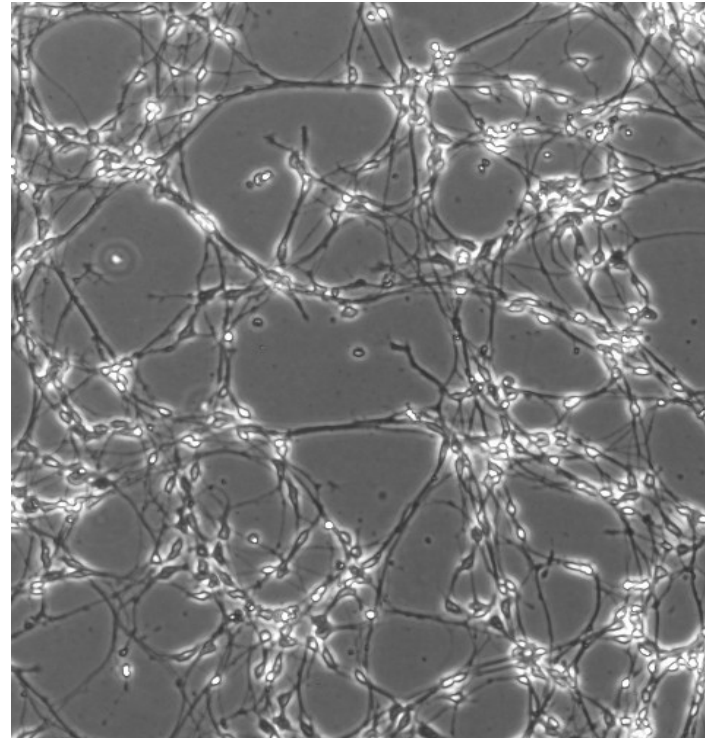


# Neurons – our strongest asset may be a critical weakness

3 Days



6 Days



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

Broadly effective prophylactics

Host targeted therapeutics

## Foundational: What we don't know

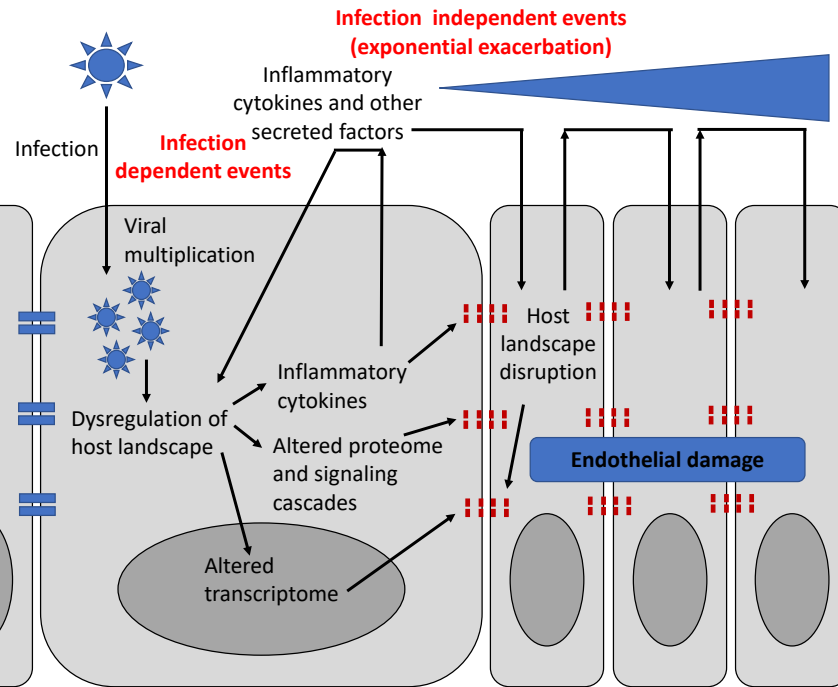
1. *what are commonly observed biomarkers that are longitudinally dynamic in a pathological disease state?*
2. *Can such biomarkers drive a rational approach to expanding the countermeasure pipeline – De novo screens driven by biomarker profiles*

Omaveloxolone\*#  
Verteporfin#  
Celecoxib\*#  
Citalopram\*#  
Tomatidine\*  
Bortezomib#  
GSK112021 (Trametinib)#  
Brilacidin

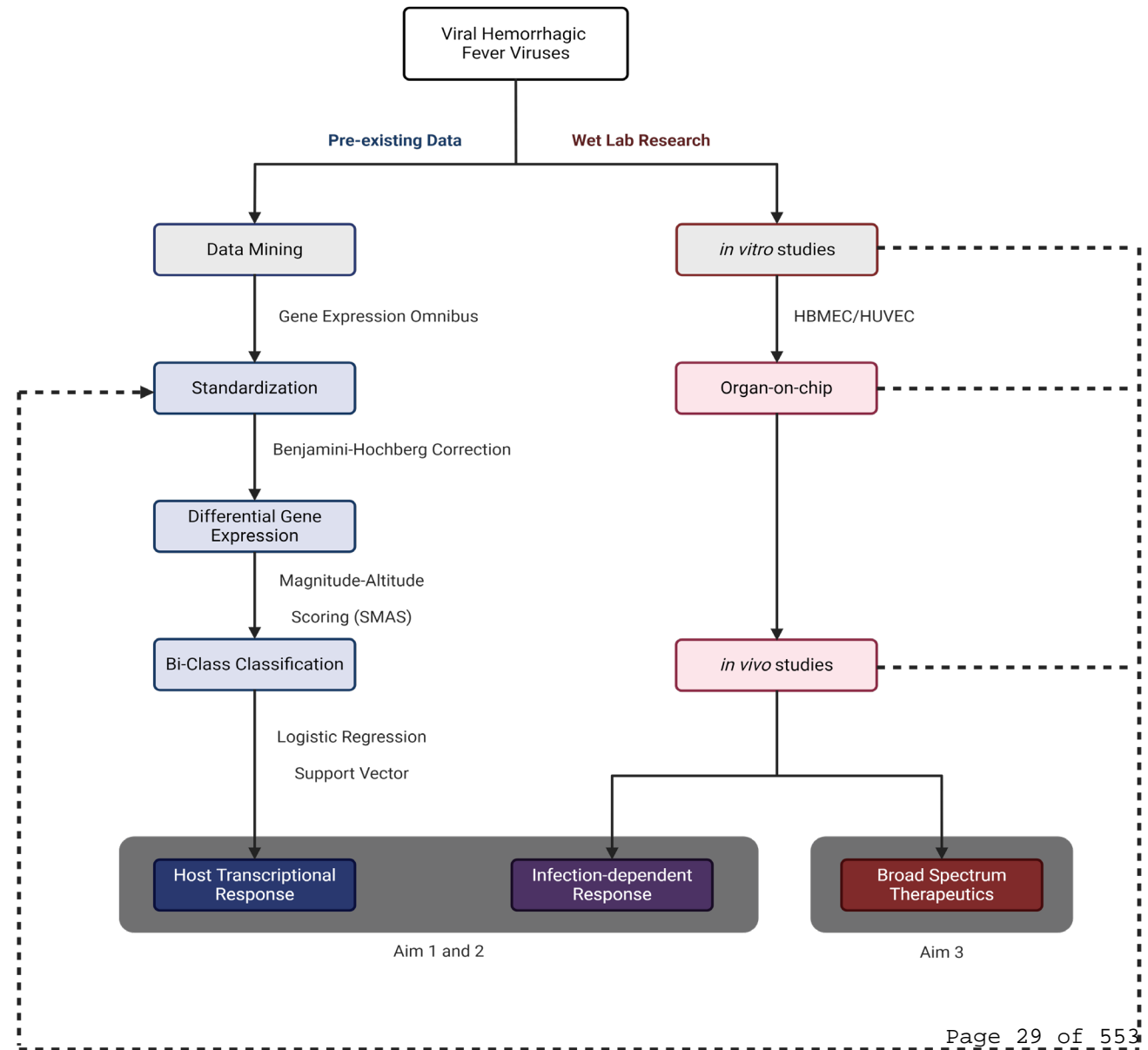
Combinations of existing candidates

\* Supported by federal funding  
# FDA approved

# Machine learning based approaches to identify host targets for **agent agnostic protection** – a biomarker-driven perspective



**EBOV, LASV, CCHFV,  
VEEV, EEEV, WEEV,  
CHIKV, RVFV, DENV, WNV**



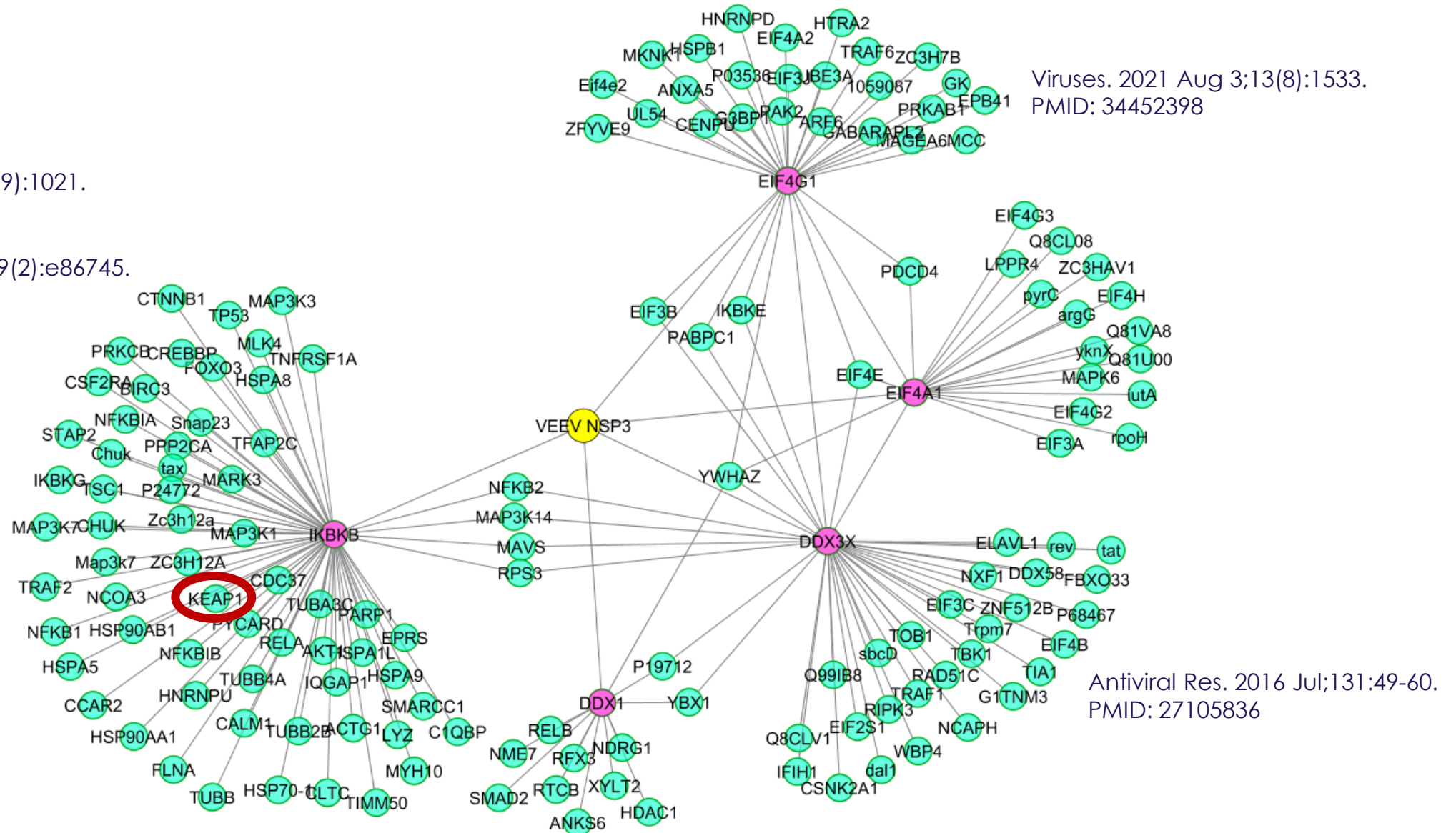
# Preparedness includes creating a robust pipeline for next generation of leaders



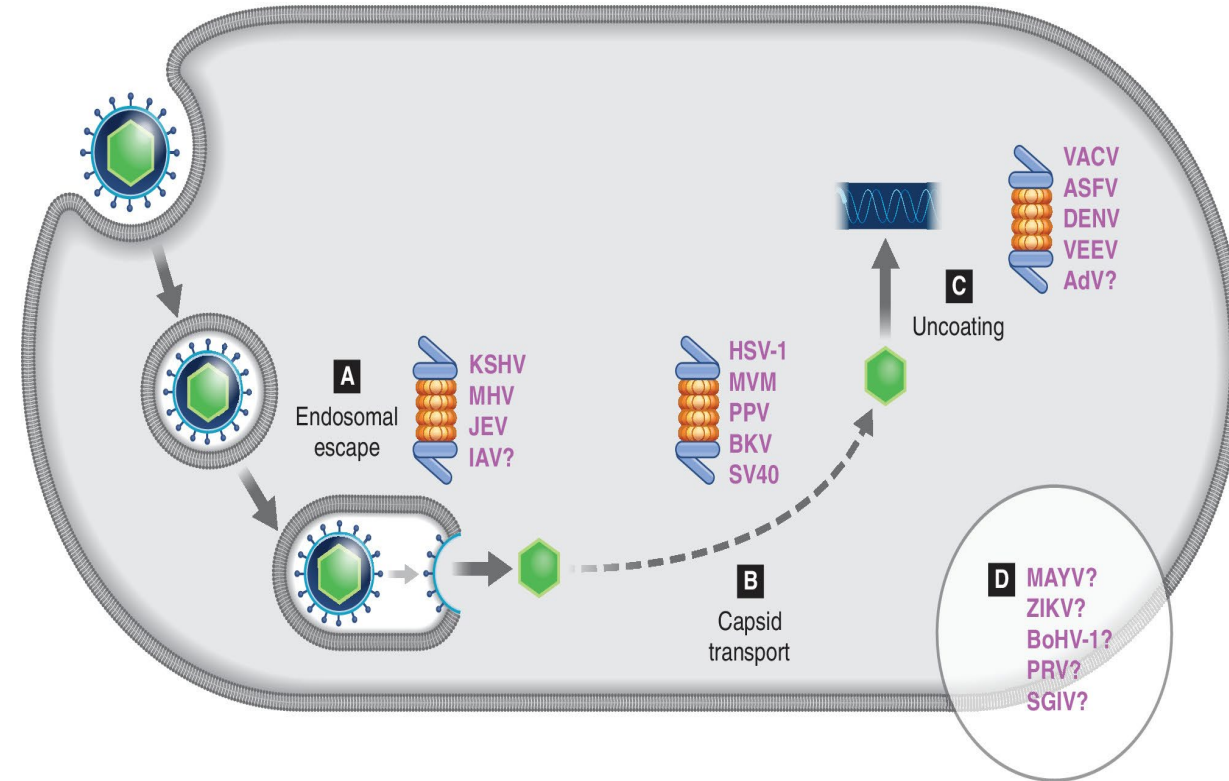
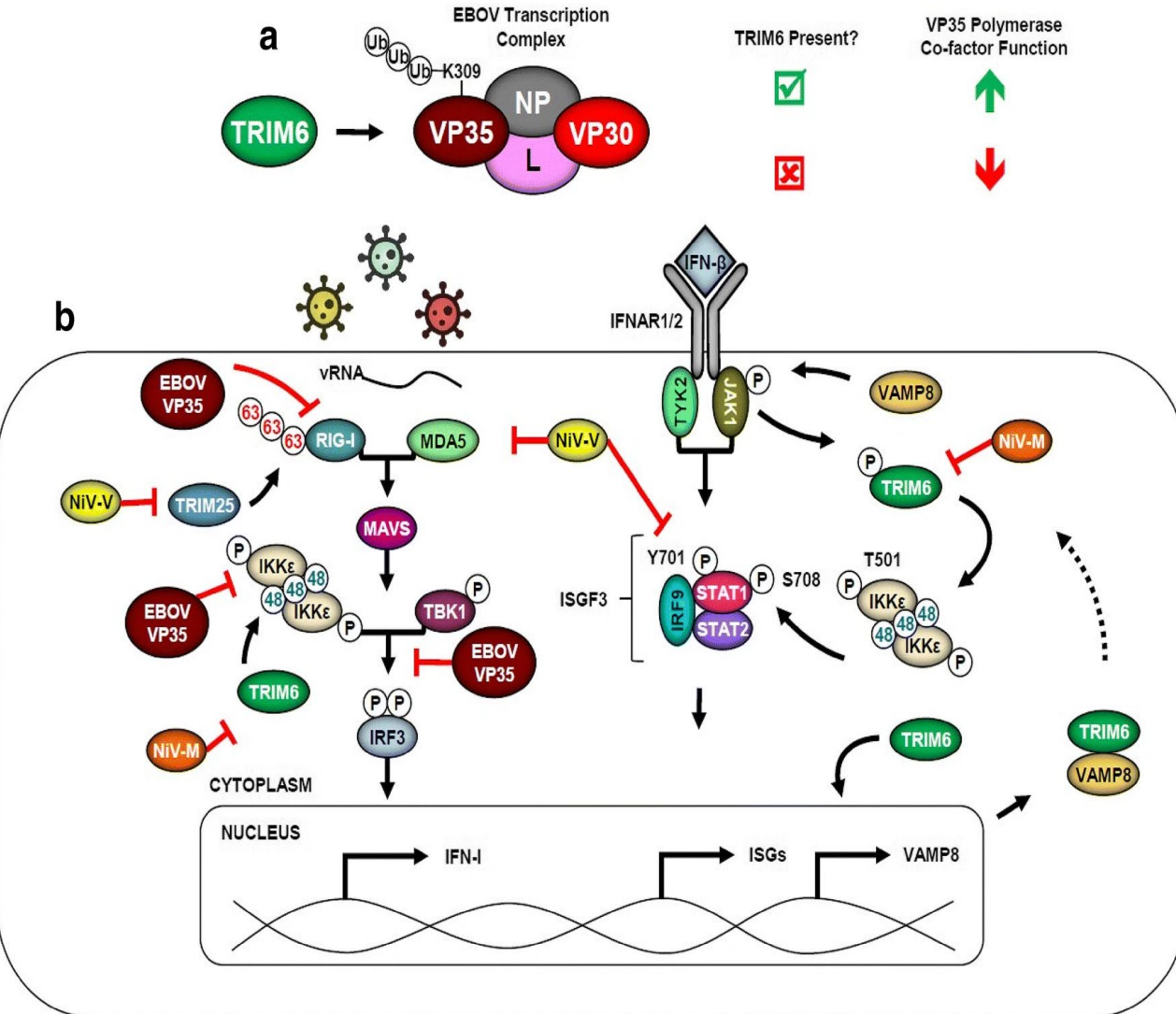
# Viruses are very “prepared” - nimble, agile and flexible making them a formidable foe

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

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



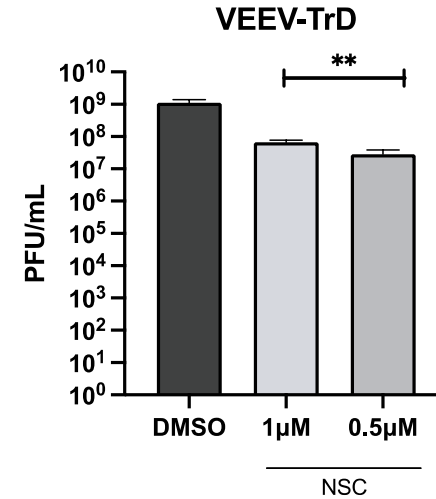
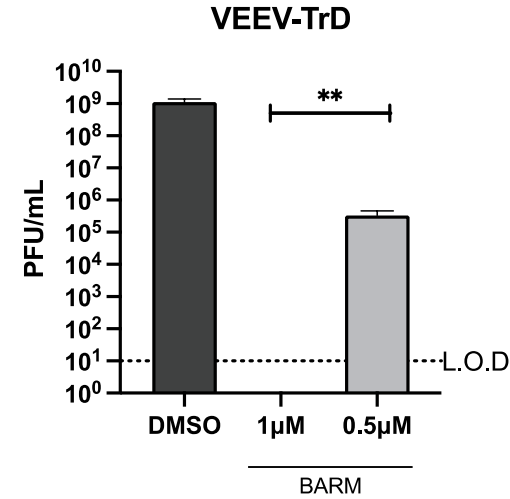
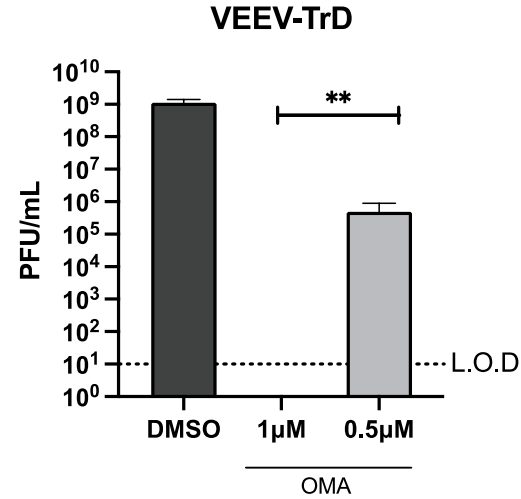
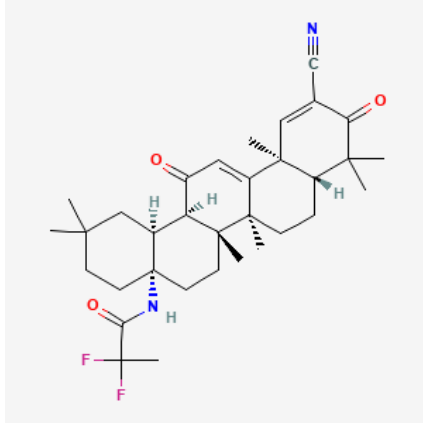
# When we know the points of absolute vulnerability, we have options for countermeasures – think **LAYERED PROTECTION**



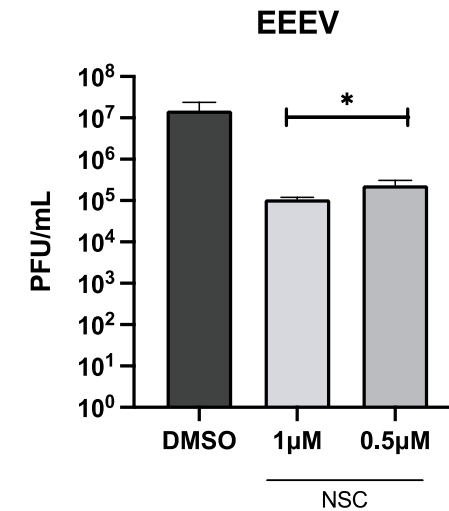
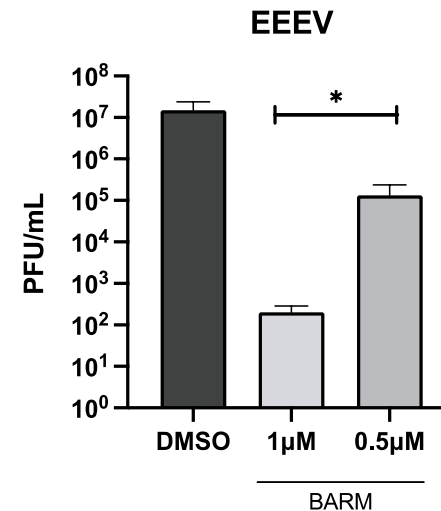
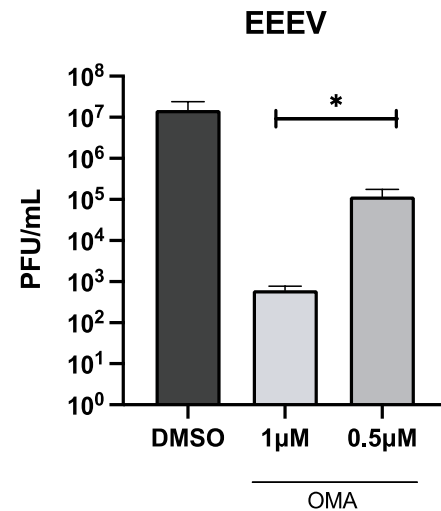
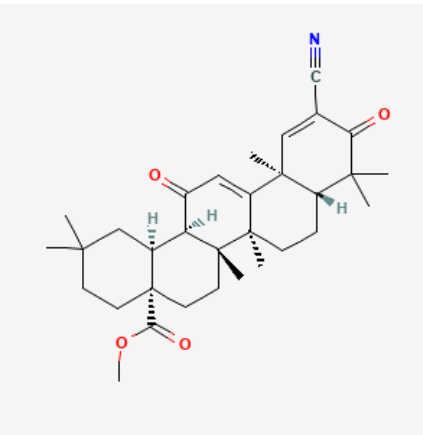


# Omaveloxolone – a FDA-approved Nrf2 activator shows broad spectrum inhibition of many vector transmitted viruses

Omaveloxolone

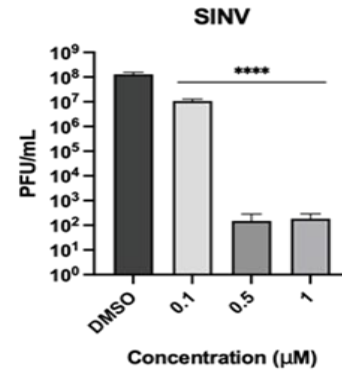
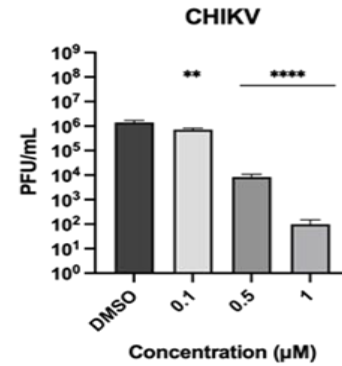
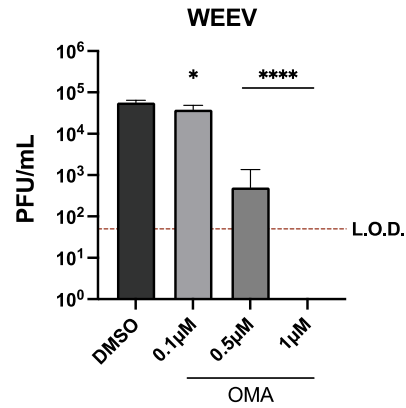


Bardoxolone methyl

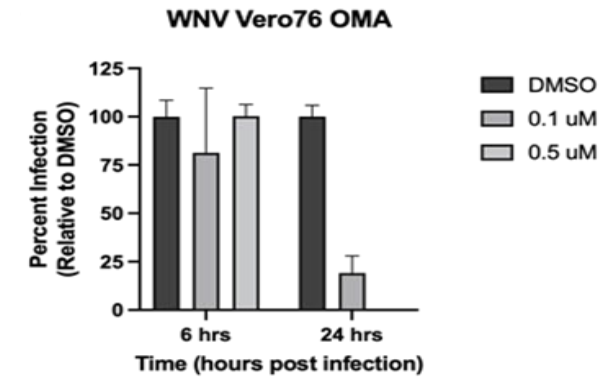


# Omaveloxolone – a FDA-approved Nrf2 activator shows broad spectrum inhibition of neuroinvasive and hemorrhagic viruses

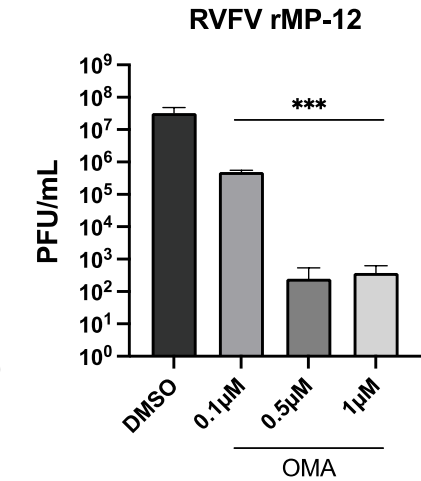
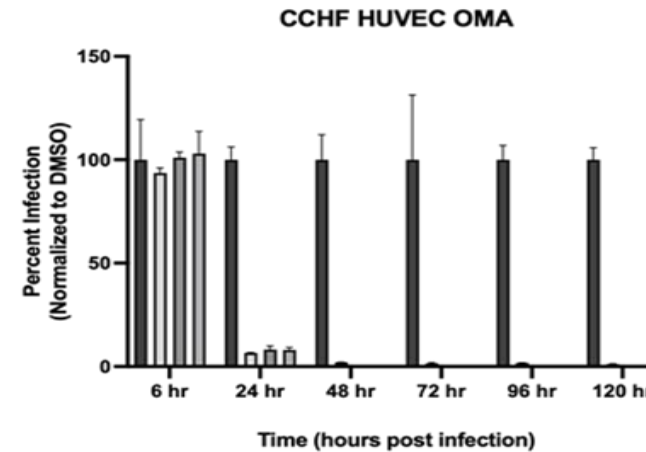
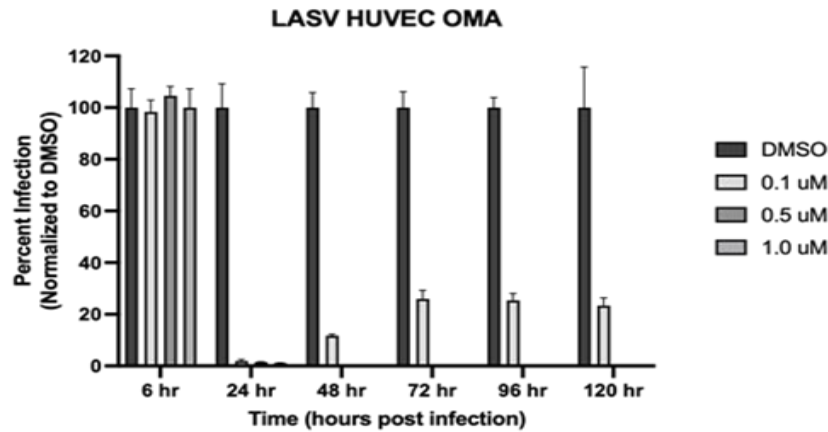
Other  
Alphaviruses



Prototype  
neurotropic  
Flavivirus



Bunyavirales  
(negative  
stranded RNA  
viruses)



# Forensic Science Research and Training Laboratory – Body Farm

Dr. Mary Ellen O'Toole

*Director, Forensic Science Program*

# FSRTL – aka Body Farm

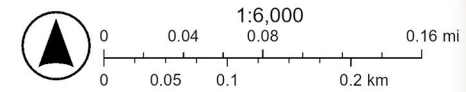
- A Human Taphonomic Facility Was Proposed By The Forensic Science Program In 2018
- Approval Was Granted In 2020
- Facility Opened In 2021
- 8<sup>th</sup> Body Farm In The Country
- Only One In The Mid-Atlantic Region



# FSRTL map



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



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

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

- ▶ As a Tier1 Research University, BF Research is Critical in a Wide Range of FRSC & Natural Science Areas (GMU & South Fla)
- ▶ Solve Homicides & Missing Person Cases
- ▶ Natural Disasters & Location of Human Remains
- ▶ Unidentified Remains in Medical Examiners' Offices
- ▶ More Successful Prosecutions
- ▶ Exoneration of Innocent People
- ▶ Resolution & Solace for Victims' Families



## Virginia State Anatomical Program

Office of the Chief  
Medical Examiner's  
Richmond, VA



*On the Day a Donor is Received at  
George Mason University's Body Farm*







Tower Lot

Parking Services

73-2545

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

# Donors arrive to Gate of Body Farm



# Human Donor Data Collection



- Every day for the first three weeks
- 1/week for 8 weeks – approx. 2 months
- 1/month until skeletonization
  
- Provides real-world data on how bodies decompose under different conditions – such as exposure to sunlight, shade, varying temperatures, and weather patterns
  
- Will help us develop more accurate methods for estimating time since death, aiding in criminal investigations

# BODY DISPOSAL IN HOMICIDES

- ▶ **Body Disposal Is How The Offender Leaves The Victim After They Have Been Murdered. There Are THREE Very Broad Categories For Body Disposal And All Have Behavioral & Forensic Implications.**
- ▶ **Body Disposal is considered a crime scene behavior and can be indicative of planning behavior, offender's knowledge of the area, motive of the offender, etc. but many more things as well.**

# BODY DISPOSAL

- ▶ **Concealed/ Buried**
- ▶ **Displayed or Staged**
- ▶ **Dumped**

# Research at the Body Farm

**Forensic Science Applies The Natural Sciences To Real Life Situations:**

- **Animal predation on human remains**
- **Insect infestation**
- **Honeybees helping to locate hidden graves**
- **Environmental impact of decomposition**
- **Volatile organic compounds from human decomposition - chemistry used to locate clandestine graves**





***“Tiny Crime Fighters With Wings’: Bees Go to Work  
on a Virginia ‘Body Farm’”***

***The New York Times***  
***June 2024***





06-04-2024 02:26 AM 60°F SPYPOINT



# Northern Virginia Scavengers



# Advanced CSI And Forensic Anthropology Student Exhumation Of Simulated Human Remains



## Body Farm Purpose & Impact

- GMU's Body Farm offers new opportunities for research and training
- We are creating the initial baseline data collection of human decomposition in Northern VA
- We are working with law enforcement to create purposeful data to apply to their real casework and for future research scenarios



# Challenges Of Outdoor Crime Scenes & Searches

## Training of Cadaver Dogs



# ***Bones 20*** AKA,

TAMMIE LILES  
16 YEARS OLD



# TAMMIE LILES: VICTIM OF GREEN RIVER KILLER

- ▶ Disappeared in 1983 from Seattle, WA area
- ▶ 1985 Partial Remains Found in Oregon
- ▶ Identified as Tammie Liles via dental records
- ▶ Cluster of other remains found in same area
- ▶ Gary Ridgway arrested in 2001
- ▶ GR interviewed in 2003; Led police to unidentified partial remains in Seattle areas & DNA profile created on “few” bones; no match for missing women
- ▶ GR plead guilty to “Bones 20” in 2003
- ▶ January 2024, bone extraction (Genetic Genealogy) - Tammie Liles

*Thank You*

**George Mason University  
Board of Visitors**

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

**A G E N D A**

**I. Call to Order**

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

**III. New Business**

- A. GMUF Chair Update – Sumeet Shrivastava
- B. Introduction of Guest Speaker - Trishana E. Bowden
- C. College of Visual and Performing Arts Advancement Initiatives – Dean Rick Davis

**IV. Old Business**

**V. Adjournment**



**George Mason University Board of Visitors**

**Development Committee Meeting**

**September 26, 2024**

**8:45 a.m. –9:15 a.m.**

**Merten Hall, Room 1201, Hazel Conference Room**

**MINUTES DRAFT – FOR COMMITTEE REVIEW**

**Attendees:** Chairman Jon Peterson, Visitor Reginald “Reg” Brown, Visitor Robert “Bob” Pence

**Absent:** Vice Chair Anjan Chimaladinne, Visitor Dolly Oberoi

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

**I. Call to Order**

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

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

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

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

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

## **IIV. New Business**

### **A. GMUF Chair Update – Sumeet Shrivastava**

#### **New Trustees and Officers**

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

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

#### **Board Operations**

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

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

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

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

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

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

### **Trustee Engagement**

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

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

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

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

### **B. University Advancement and Alumni Relations – Vice President Trishana E. Bowden**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chairman Peterson asked for additional comments or questions.

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

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

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

#### **IIIV. Old Business**

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

**IVV. Adjournment**

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

DRAFT

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

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

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

**Notable Gifts and Partnerships**

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

- Tommy and Sarah Hormel Everett have made a \$1.2M pledge to expand their existing Mason LIFE scholarship. The Mats Hormel vQ Scholarship Endowment will now provide two full-ride scholarships for the program. The Everetts said that when they received a copy of a note from the family of the 2024 recipient, they decided to double the endowment.
- The College of Engineering and Computing has received a \$1M gift from Stan and Rosemary Jones, naming the Networking Testbed Laboratory in Fuse at Mason Square. The gift contributes to George Mason's participation in Virginia's Tech Talent Investment Program (TTIP), a statewide initiative to accelerate degrees in computer science, computer engineering, and software engineering, and activates a match from the commonwealth.
- The College of Visual and Performing Arts and the Hylton Performing Arts Center are reporting two significant planned giving pledges.
  - Jonathan Goldman, PhD '20, who is the director of IT and security in the College of Engineering and Computing, has made a bequest of \$250,000 to benefit the Goldman Family Scholarship Endowment to support students majoring in wind instruments, classical guitar, musical theater, and theatrical production. He has made an additional \$250,000 bequest to the College of Humanities and Social Sciences Dean's Fund.



- Ruth Altheim, who takes part in George Mason’s program for senior adults auditing classes, has bequeathed \$250,000 to support the Dewberry School of Music.
- George Mason Athletics is revitalizing the Patriot Club, first established in 1975 as the unit’s fundraising arm, and it has brought 12 new pledges to the Green Coat Society—the major giving society for Athletics—totaling \$300,000.
- The University Priorities/Corporate and Foundation Relations team has reported that \$138,500 was raised in support of the Accelerate Investor Conference 2024. This annual conference included nearly 500 registered attendees, 72 investors, 48 start-ups pitched, and 18 speakers.
- Costello College of Business is collaborating with the Deloitte Foundation to participate as the 25th University in the Deloitte Foundation Accounting Scholars Program (DFASP). Through the program, which aims to increase diversity in the CPA profession by supporting students from under-resourced and historically underrepresented communities, the Foundation and Costello College of Business will provide up to 10 Masters in Accounting Scholarships for the 2025-2026 Academic year.
- Charles Schwab has agreed to support a faculty position in the Costello College of Business’s financial planning and wealth management concentration. This will be a significant investment in working with George Mason to help educate the next generation of wealth managers in Northern Virginia.

### **Partnerships with the Region’s Leadership**

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

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

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

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

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

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

### **Supporting the Advancement Function at George Mason**

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

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

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

### **Engaging with George Mason's Alumni Network**

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

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

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

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

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

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

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

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

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

### **Alumni Engagement**

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

- **Monthly Alumni Happy Hours:** Hosted several gatherings to encourage camaraderie, including one joined by Fairfax City Mayor Catherine Read. These events have been instrumental in reconnecting alumni with the university.
- **Celebration of Distinction (CoD):** Held on October 17, this marquee event honored outstanding alumni for their contributions to their fields and the Mason community. Over 325 attendees celebrated these achievements, reflecting the diversity and strength of our alumni.
- **Golden Patriots Recognition:** Alumni who graduated 50+ years ago were formally acknowledged, reinforcing a lifelong connection with Mason.
- **Special Events:** GMUAA supported well-attended events such as Mason Night at Nationals Park, which drew an impressive crowd of 800 alumni, showcasing Mason pride.
- **Enhanced Chapter Engagement:** Significant growth in alumni chapter activity included events hosted by the Latino Alumni Chapter and collaboration with other chapters like the Honors College and Costello College of Business to develop engagement strategies.

## Student Engagement

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

- **Move-In Week:** Alumni volunteers welcomed new students and their families, fostering a supportive community from the outset. The Alumni Golf Cart served as a centerpiece for logistical support and visibility.
- **Registered Student Organization (RSO) Newsletter Contributions:** GMUAA established a recurring presence in the RSO newsletter, sharing messages to inspire collaboration between alumni and student organizations.
- **Student-Alumni Collaboration:** Meetings with Student Government (SG) leadership explored shared priorities, including opportunities for alumni to present at student events and regular updates to Student Government. SG leadership provided an update at the GMUAA Full Board meeting in November.
- **Consulting Club Engagement:** Alumni leaders met with this RSO to discuss professional development opportunities and enhance students' preparation for their careers.
- **Alumni Participation in Costello Business College Initiatives:** GMUAA partnered with Costello College of Business leadership to increase student access to alumni mentorship and engagement in professional development activities.
- **CHSS LinkUp:** Several alumni served as mentors for this annual event that provides students the opportunity to speak with alumni about their work and career paths, to explore new opportunities, and to make professional contacts.

## Volunteerism

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

- **Volunteerism Fireside Chat:** Hosted in October, this event, led by the GMUAA VP of Volunteerism, highlighted alumni experiences and encouraged broader participation in university initiatives, aiming to inspire others to give back to Mason in meaningful ways. Leaders from the Black Alumni Chapter, GMUAA and Student Government were panelists.
- **Event Support:** Volunteers were instrumental in organizing and participating in events such as Move-In Week, Celebration of Distinction, and the Hispanic Heritage Month celebration, which was a signature event for the Latino Alumni Chapter.

## Partnerships and Sponsorships

Building and maintaining partnerships remain a strategic focus for GMUAA:

- **Military, Veteran & Family Initiative (MVFI):** Established a monthly meeting with MVFI leadership which resulted in supporting the Veterans Day Luncheon, and a Veterans Day panel focused on connecting alumni veterans with students and providing career guidance.
- **Sponsorship Development:** Meetings with Corporate and Foundation Relations and Alumni Association leaders explored new opportunities for partnerships to support alumni programs and university priorities.
- **Collaborative Events:** Alumni leaders participated in the Costello College of Business Scholarship Luncheon and worked closely with its Philanthropy Chairperson to enhance alumni giving.
- **Cross-Board Networking:** GMUAA participated in joint recognition receptions with the Board of Trustees and Board of Visitors, facilitating collaboration and strengthening relationships with key stakeholders.

## **Looking Ahead**

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

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



# College of Visual and Performing Arts



Board of Visitors  
December 5, 2024



# **MASON** NOW

**POWER THE POSSIBLE**

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

# MASON NOW

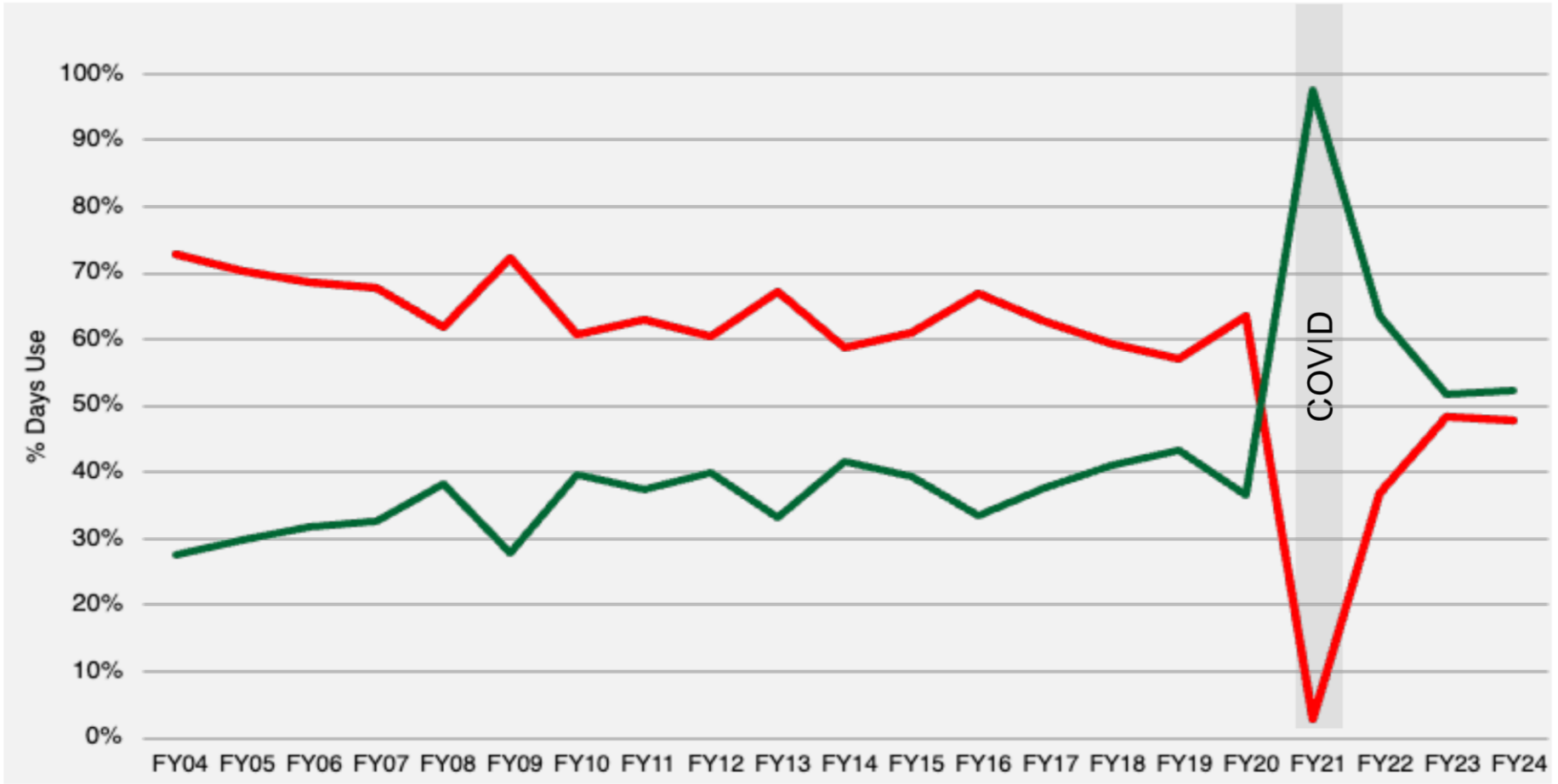
**POWER THE POSSIBLE**

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

Top gifts:

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

# Center for the Arts 21 Year Usage Trend



— External (Great Performances and Rentals) — Internal (CVPA and GMU) \* Dark Days Excluded

# CFA “reimagined” stage view - conceptual rendering





# Scholarships

Raised to date \$5.3M

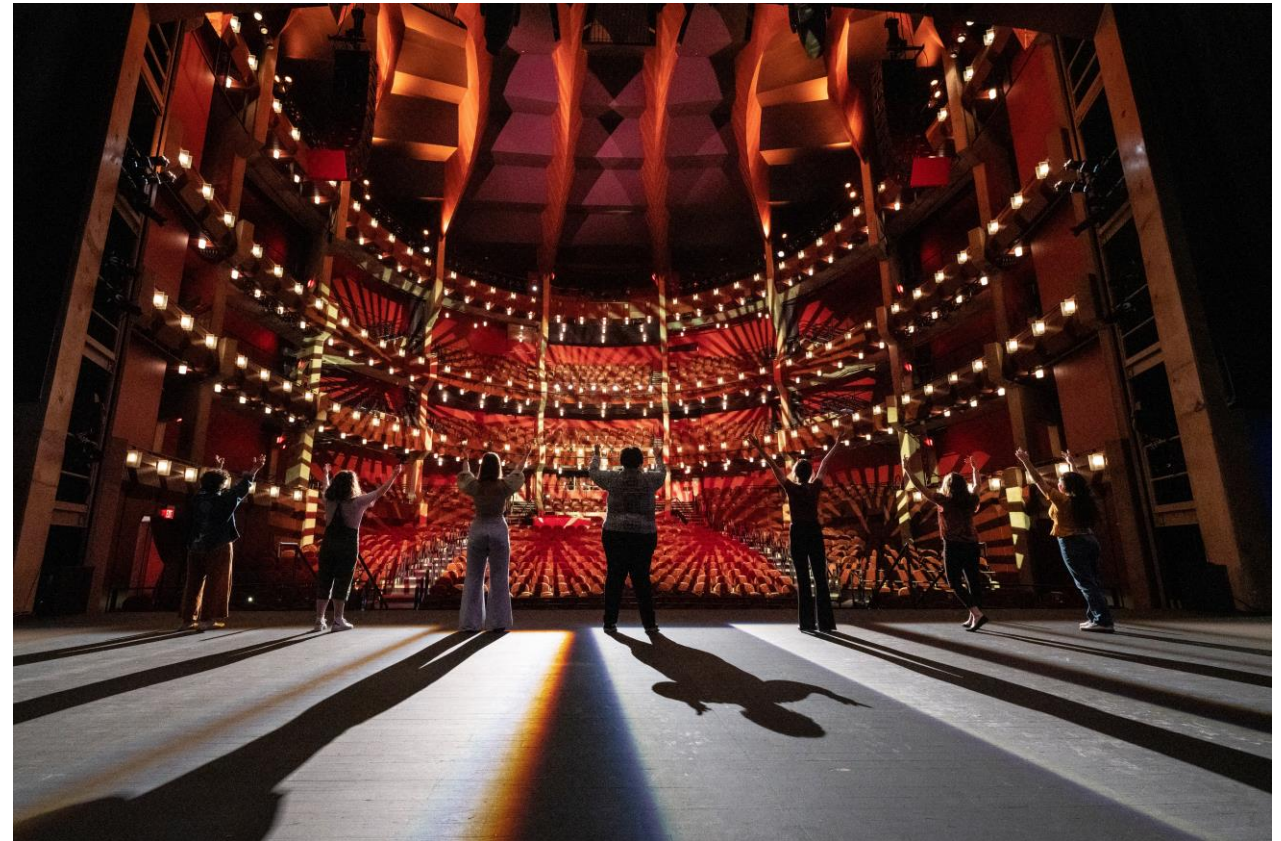
Top gifts:

- Sidney Dewberry \$3.5M for the Linda Apple Monson Scholarship Endowment
- Jonathan Goldman \$500,000 bequest, Goldman Family Scholarship Endowment (bequest) and \$50,000 gift
- Community Foundation of Northern Virginia \$400,000 Linda Apple Monson Scholars Endowed Fund
- Ruth Alheim, a senior audit student, \$250,000 bequest, Dewberry School of Music
- Susan Aitel \$143,000, Grace Aitel Award Endowment

# Hylton Performing Arts Center Endowment

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

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



# Other CVPA Priorities:

Film and Game Design Space

Endowed Chair

Research Support for Faculty

Robert Purks Faculty Enrichment Endowment, currently \$85,000

Program Support Top Gifts:

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



# Mason Arts Emerging, February 5th – Save the Date

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

A graphic for the 'Give Voice' initiative. It features a dark green background. At the top, there are two overlapping circles. The larger circle on the left shows a modern theater interior with a curved, wooden ceiling and tiered seating. The smaller circle on the right shows a ballerina in a white tutu performing a pose. Below the circles, the text 'Give Voice' is written in a white, serif font. At the bottom left, the 'MASON NOW' logo is displayed in yellow and white, with the tagline 'POWER THE POSSIBLE' underneath. To the right of that is the 'GM' logo for the College of Visual and Performing Arts, with the text 'COLLEGE OF VISUAL AND PERFORMING ARTS' and 'George Mason University' below it. On the far right edge, the text 'GEORGE MASON UNIVERSITY' is written vertically in white.

**Give Voice**

**MASON NOW**  
POWER THE POSSIBLE

**GM** COLLEGE OF VISUAL  
AND PERFORMING ARTS  
George Mason University

GEORGE MASON UNIVERSITY



## Finance and Land Use Committee Meeting December 5, 2024

## Finance and Land Use Committee Meeting December 5, 2024

### I. I. Call to Order

A. Agenda FLUC 12.05.24 (1).docx

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

A. FLUC Minutes 09.17.2024 (2).docx

### III. III. Overview & Actions

A. A. Financial Update

B. B. FY 2026 Draft Budget Assumptions

C. C. Committee Vote

### IV. IV. Committee Materials

A. A. Financial Matters

1. i. Commonwealth Report Highlights

2. ii. FY 2024 Unaudited Financial Statements

3. iii. FY 2025 Q1 Financial Report

4. iv. FY 2026 Budget Process Overview

B. B. Operational Matters

1. i. Workforce Planning Update

2. ii. Retirement Plan Investment Policy Update

C. C. Capital Matters

1. i. Capital Project Funding and Prioritization Update

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

a. BAPC Schematic Cover Sheet.docx

### V. Adjournment

A. APPENDIX I – Capital Projects Review (Stoplight)

1. Capital Projects Review 11.11.2024.docx

### VI. Presentation

A. December 2024 FLUC v5 PORTAL.pdf

**GEORGE MASON UNIVERSITY  
BOARD OF VISITORS**

**Finance and Land Use Committee Meeting  
December 5, 2024**

**AGENDA**

- I.** Call to Order
- II.** Approval of Minutes for September 17, 2024 (**ACTION**)
- III.** Overview & Actions
  - A. Financial Update
  - B. FY 2026 Draft Budget Assumptions
  - C. Committee Vote
- IV.** Committee Materials
  - A. Financial Matters
    - i. Commonwealth Report Highlights
    - ii. FY 2024 Unaudited Financial Statements
    - iii. FY 2025 Q1 Financial Report
    - iv. FY 2026 Budget Process Overview
  - B. Operational Matters
    - i. Workforce Planning Update
    - ii. Retirement Plan Investment Policy Update
  - C. Capital Matters
    - i. Capital Project Funding Update
    - ii. Schematic Design for the Basketball & Academic Performance Center  
(**ACTION**)
- V.** Adjournment

APPENDIX I – Capital Projects Review (Stoplight)

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

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

**ABSENT:** Vice Chair Rosen; Visitors: Peterson, Short

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

**I. Call to Order**

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

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

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

**III. Financial Matters**

Chair Pence turned the meeting over to Deb Dickenson, Executive Vice President, Finance and Administration, who provided an update on ongoing Joint Legislative Audit & Review Commission (JLARC) studies to be presented at the October 7<sup>th</sup> JLARC Meeting.

- Reports continue to be favorable to George Mason and the forthcoming Higher Education Spending, Staffing and Student Costs study highlights George Mason University's efficiency.
- This information should help inform the new Commonwealth higher education funding model that is planned to be released in 2025.
- George Mason's Tier 3 Management Agreement is scheduled to be presented on November 7<sup>th</sup> and is expected to be favorable.

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

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

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

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

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

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

**D. Committee Discussions**

**i. Cricket Field Project**

**a. Revocation of Prior Cricket Authorization (ACTION ITEM)**

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

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

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

**D. Committee Discussion (continued)**

**ii. Enrollment Cap**

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

**vii. Student Fees**

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

**IV. ADJOURNMENT**

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

**ITEM NUMBER: IV.C.ii.**

**Schematic Design Approval for the Basketball & Academic Performance Center**

**PURPOSE OF ITEM:**

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

**BRIEF NARRATIVE:**

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

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

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

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

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

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

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

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

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

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

**STAFF RECOMMENDATION:**

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



## Capital Projects Review

This section provides the regular report on the status of capital construction projects on all three university campuses. The project “stoplight” chart provides a summary review. For purposes of black and white printing, all stoplights are “Green” unless otherwise noted. Scoring definitions:

- “Red”: Likely to exceed approved budget, schedule, or scope
- “Yellow”: At risk to exceed approved budget, schedule, or scope, but can still recover
- “Green”: Within approved budget, schedule, or scope

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

Changes/updates since the September 2024 report include:

- Fuse at Mason Square (IDIA HQ) – Design is completed and the construction continues on site. Core and shell achieved substantial completion on November 8, 2024. Core and Shell spaces include lobby, property management suite, building core spaces such as restrooms, electrical, telecom rooms and egress stairs, etc. The impact to Mason fit is zero days so that the contract construction completion date of January 24, 2025 remains for Mason Fitout Areas. All audio-visual equipment design is complete and has been procured, work on AV infrastructure install is in progress with Phase 1 spaces scheduled to be complete in January 2024 and phase 2 final completion in May of 2025. Furniture, fixtures and equipment has also completed design and procurement as of Spring 2024. Mason will install furniture fixtures and equipment in the Spring of 2025 with full occupancy planned for summer of 2025.
- Life Sciences Engineering Building (Bull Run Hall IIIB) – Design is completed and the construction continues on site. The construction has been ongoing now for 23 Months now and the project is heading toward completion. The exterior of the building is essentially complete and site work is well under way. Building finishes on the interior are pretty much finished on the first 3 floors and we have completed the initial punch of the first 3 floors. IT infrastructure and AV are well under way and some systems have completed commissioning. Building commissioning is under way and the mechanical systems are all running to keep the building conditioned. All utility installations are complete. The laboratory casework is quickly finishing up. DEB inspections continue and we are shooting for a final DEB inspection on 12/15. The project is still tracking for a January 2025 completion.
- Telecom Infrastructure Phase 1 – Design is completed and the construction continues on site. Work on Packages 1 (work inside buildings) and Package 3 (new West Campus Core Switch Building) is substantially complete. Package 2 for outside plant (new IT duct banks) is under construction and anticipated to be January 2025 (on schedule).
- Johnson Center HVAC Repairs – Design is completed and the construction continues on site. The installation of the units will continue to be phased to allow operations in the building to continue. Installation and start-up of the Smoke Exhaust Fans (Phase 1) is complete. Installation of AHU #2 (Phase 2) is complete and is being Commissioned. AHU #1 (Phase 4) installation is underway. Project is on-track to start-up AHU #1 in early January 2025. Project is still anticipated to be

completed May of 2025.

- Expand Central Plant Capacity – Design is completed and construction has started. The new cooling tower has been set and assembled. Awaiting other long lead-time equipment for chiller and high temperature water generator (boiler) which has been ordered. Anticipated project completion is January 2026.
- Aquatic & Fitness Center Capital Renewal – Design is completed and the construction continues on site. All base contract work is complete. There is additional requested work that will take place over the next few months. The two fiberglass bulkheads that shipped late are now installed and have been used during the Aquatics' program's 1<sup>st</sup> swim event on November 5, 2024. Issues regarding waterproofing details at the roof parapet have been resolved (significant savings to the university), and final roof inspections are being scheduled within the next two weeks pending availability of inspectors.
- Telecom Infrastructure Phase 2 – Design is underway. The Preliminary design has been submitted to the OUBO and Land Development. The estimating is ongoing to confirm our construction budget.
- Telecom Infrastructure Phase 3 – The scope for this phase has been finalized in concert with ITS. The design contract has been executed and the schematic design is scheduled to be submitted in April of 2025.
- Student Activities & Engagement Building (Activities Building) – A Design/Build contract was awarded to Hoar Construction. Design is nearly completed. The working drawings have been submitted to the OUBO and an early foundation permit has been issued. The construction start has slipped to May based upon design reviews managed by the Design Build team. The construction has progressed on site with the tilt wall poured and erected. The Fabric membrane is 65% installed. We are aiming for permanent power the week of Dec.23<sup>rd</sup>. Overall the project is on target for completion in the Spring.
- Basketball and Academic Performance Center (RAC Addition) – The architectural/engineering firm, Perkins & Will (P&W), has submitted the Schematic Design phase for reviewed by OUBO and approved to proceed with Preliminary Design. Regarding the Construction Manager (CM) at Risk for Project 247-241927 (Basketball and Academic Performance Center – RAC Addition), the RFP Committee reviewed the technical proposals, held interviews, and scored the five shortlisted firms. Following technical clarifications and Best and Final Offers (BAFO), Whiting-Turner Contracting Company emerged as the highest-scoring offeror. A CO-9CM was issued to Whiting-Turner on 11/8/24 to proceed with the project.
- Tech Talent Bachelors Capital – This is the capital funding identified in the MOU with the Commonwealth to support Bachelor's degrees in the tech talent pipeline. More specifically, it is a series of projects: Advanced Computational Research (data center upgrades to support high performance computing), a data visualization/ VR Lab creation, classroom refresh, and the pilot space in Vernon Smith Hall. The Advanced Computational Research has been completed and additional capacity was included in the Data Center with liquid cooling. The data visualization/

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

- Interdisciplinary Science and Engineering Building – Project was approved for pre-planning in the Commonwealth’s FY25-FY26 biennium budget. Mason has selected a consultant to lead the pre-planning phase and has started the pre-planning effort. Mason is currently targeting a January completion of the pre-planning effort.
- Address Priority Facility Improvements - Project was approved in the Commonwealth’s FY25-FY26 biennium budget for \$8M to go towards Mason’s critical deferred maintenance deficit. Mason has identified five projects for the use of these funds: Hazel Hall Chiller Replacement, Colgan Hall Chiller Replacement, Discovery Hall Roof Replacement, Enterprise Hall Elevator Replacement, and the Performing Art Building Bridge Replacement. Mason has received the appropriation and is in the process of procuring the design of each project.
- EagleBank Arena Air Handler Unit Replacements – Project was approved in the May BOV meeting. Mason has received proposals in response to the RFP for solicitation of the designer of record with interviews of the short-listed firms scheduled in January.
- Real Estate Acquisitions Phase 1 (Arlington) – Mason has purchased lot 6 and 11 and the purchase of lot 8 was completed in December 2023. This project will remain open as there is additional authority included to allow for more purchases in the future should the opportunities arise.
- Real Estate Acquisitions Phase 4 (Strategic Acquisitions) – HECO authority approved to proceed with up to \$50M strategic acquisitions. The specific acquisitions are undefined at this point and could be located adjacent any of the Mason Campuses.
- Academic VIII – Project approved for planning only and contingent upon Mason providing seed funding. Project awaiting internal authorization to proceed.
- Point of View Cottages – Commonwealth has approved \$4M of funding for this project to match a target of \$4M of fundraising. Project is awaiting funding and internal authorization to proceed.
- Renovations Concert Hall – HECO authority approved to proceed on a \$25M renovation to the Concert Hall on the Fairfax Campus. The funding is based upon donations. Project is awaiting funding and internal authorization to proceed.
- Costello College of Business Building – HECO authority approved to proceed on a \$165M and 200K GSF building for the School of Business on the Fairfax Campus. The funding is based upon donations. Project is awaiting funding and internal authorization to proceed.
- Energy Efficiency Investments – HECO authority approved to proceed on a \$7.5M umbrella project to allow for energy efficiency upgrades to proceed. The specific investments are undefined but could consist of equipment replacement, solar panel installation, or geothermal infrastructure.

Project is awaiting funding and internal authorization to proceed.

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

**STAFF RECOMMENDATION:**

For Board Information Only

**FY24 CAPITAL PROJECT STOPLIGHT CHART**

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

(millions)

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



# BOARD OF VISITORS

## Finance & Land Use Committee

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

# Agenda

## Overview & Actions

- A. Financial Update
- B. FY 2026 Draft Budget Assumptions
- C. Committee Vote

## Committee Materials

### A. Financial Matters

- i. Commonwealth Report Highlights
- ii. FY 2024 Unaudited Financial Statements
- iii. FY 2025 Q1 Financial Report
- iv. FY 2026 Budget Process Overview

### B. Operational Matters

- i. Workforce Planning Update
- ii. Retirement Plan Investment Policy Update

### C. Capital Matters

- i. Capital Project Funding Update
- ii. Schematic Design for the Basketball & Academic Performance Center (ACTION)



# A. Financial Update



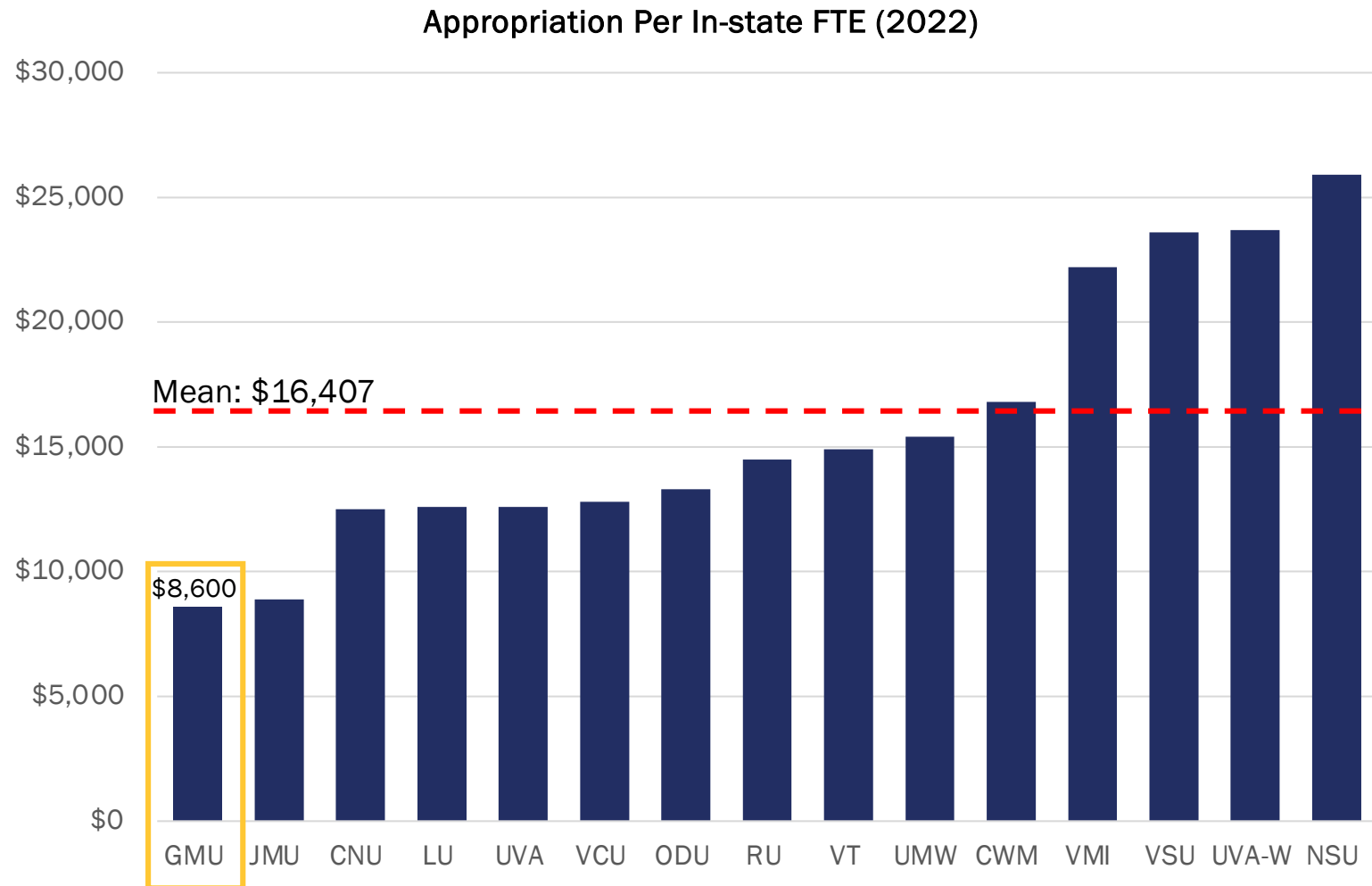
# Commonwealth Studies Show Funding Inequity

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

- Resources and Planning Committee Agenda Book (SCHEV)
- University Fact Packs (SCHEV)
- Higher Education Institutional Viability (JLARC)
- Higher Education Spending, Staffing, and Student Costs (JLARC)
- Tier 3 Management Agreement Compliance Review (JLARC)

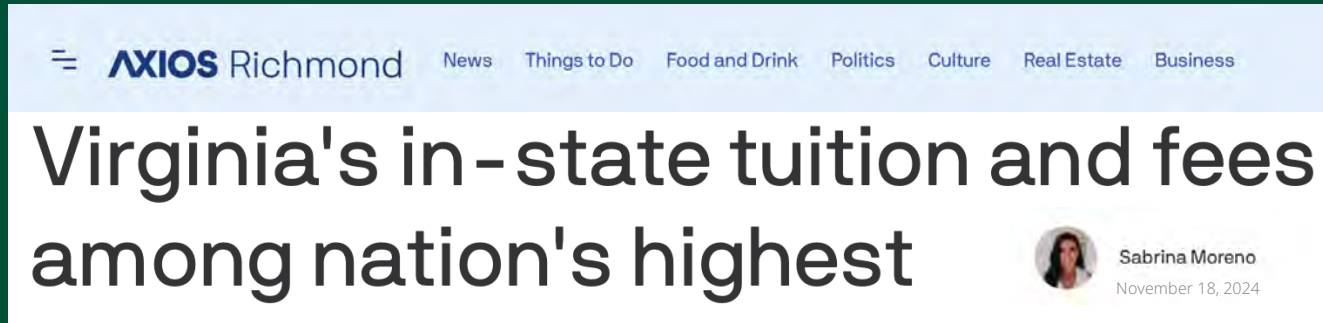
Despite this longstanding underfunding, George Mason continues to perform above and beyond peer universities.

# Appropriations Per In-state Student FTE



- George Mason received the lowest appropriations per in-state student FTE of all public institutions of higher education in the Commonwealth
- George Mason receives \$7,807 less than the average appropriation of other Virginia publics per FTE

# George Mason Maintains Affordability



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

*W&M, UVA, VCU, VT, ODU*

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

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

- Virginians also have the [fourth-highest amount of student loan debt](#) per borrower in the country.

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

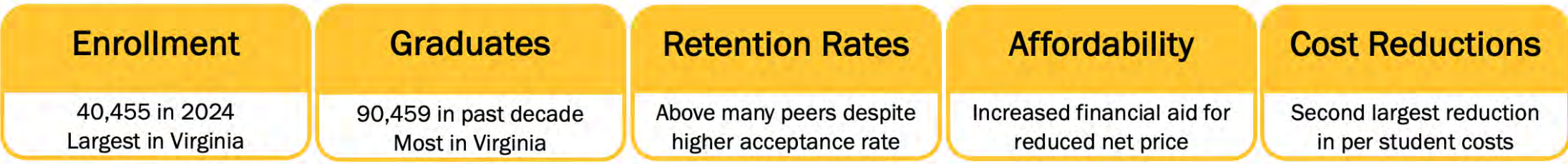
George Mason's students graduate with the 4<sup>th</sup> lowest amount of debt for all four-year Virginia publics

*JLARC*

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

*JLARC in-state undergraduate*

# Funding Performance



**Strong Performance**

**Inequitable Funding**





# B. FY 2026 Draft Budget Assumptions

# DRAFT FY 2026 Budget Planning Scenarios

## E&G Operating

### Summary:

- FY26 Planning Assumptions reflect a negative incremental impact ranging from \$11M - \$22M as required expense increases continue to outpace revenue.
- Supplemental State request totaling \$18M will be needed to address Mason's market compensation.

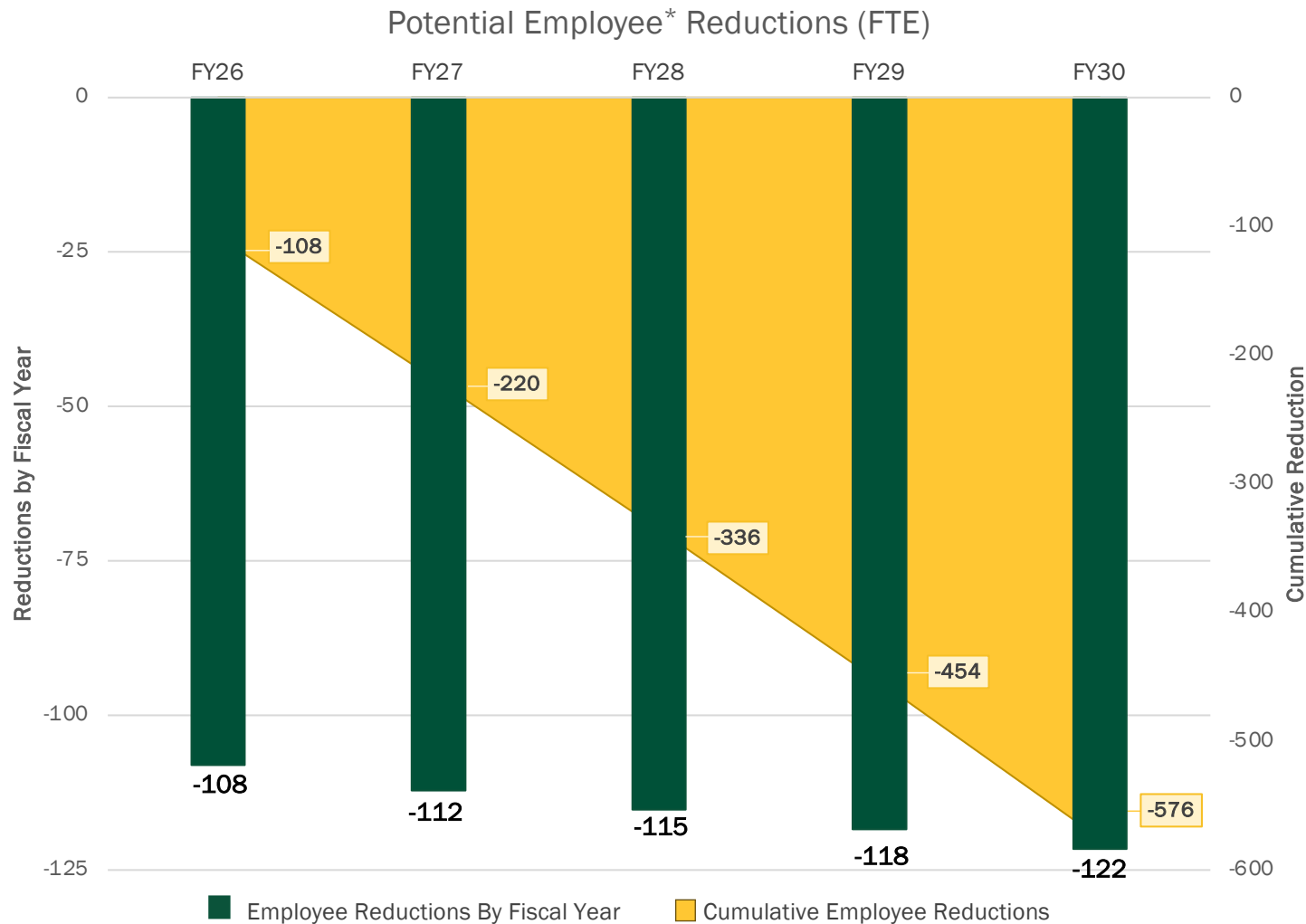
### Highlights:

- All scenarios reflect heavy reliance on the Supplemental State request of \$18M to offset an E&G budget shortfall.
- VMSDEP, a rewarding program for Veterans, continues to grow warranting additional State support.
- Financial Aid is increasing by \$5M and shown as an offset to tuition revenue.
- FUSE and LSEB operating expenses totaling \$3M.
- Contract Escalations are included for inflationary increases in Facilities, Information Technology, and other operating costs.

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

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

# Impact of Flat Tuition and Enrollment (Scenario #4)



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

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

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

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

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

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

\*\* Includes previous assumptions with a 1% enrollment decrease.



## C. Committee Vote



# Committee Vote:

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

# Committee Materials



# Commonwealth Report Highlights

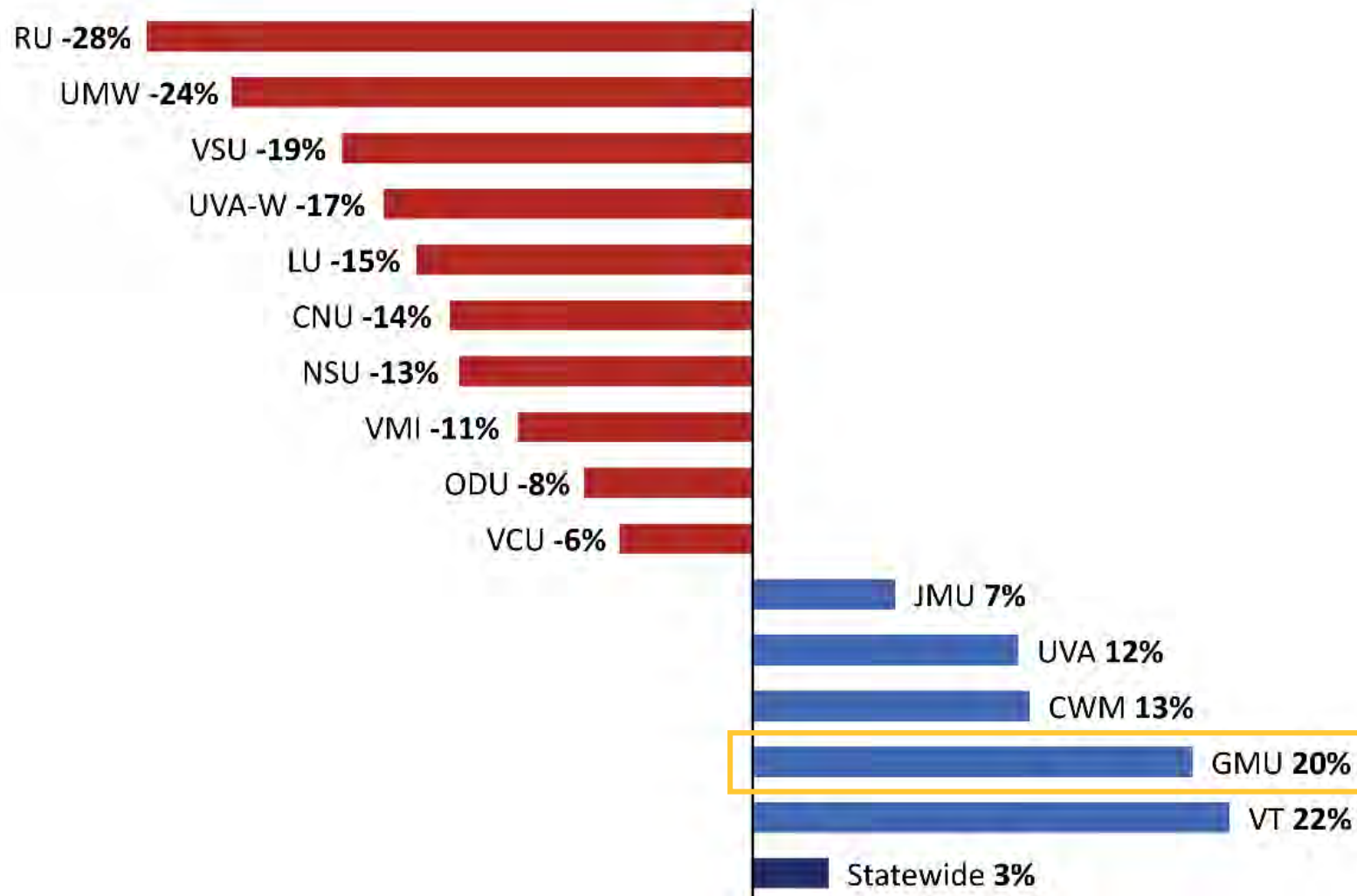
## Financial Matters

# Commonwealth Report Highlights

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

- Resources and Planning Committee Agenda Book (SCHEV)
- University Fact Packs (SCHEV)
- Higher Education Institutional Viability (JLARC)
- Higher Education Spending, Staffing, and Student Costs (JLARC)
- Tier 3 Management Agreement Compliance Review (JLARC)

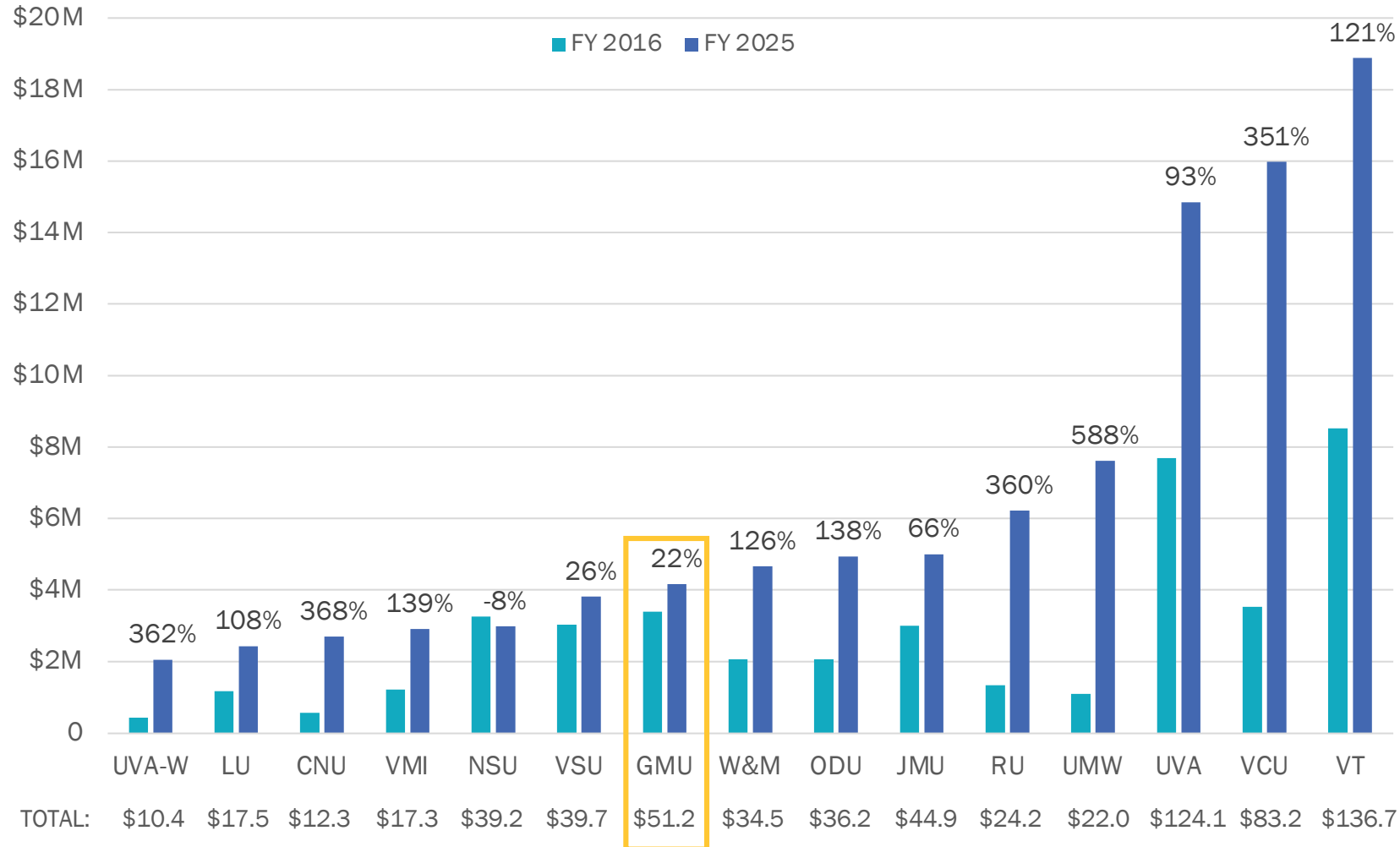
# Enrollment Growth Over Past Decade



- George Mason was one of five schools with positive enrollment growth
- George Mason has the second highest percentage enrollment growth over the past decade of all public institutions of higher education in the Commonwealth

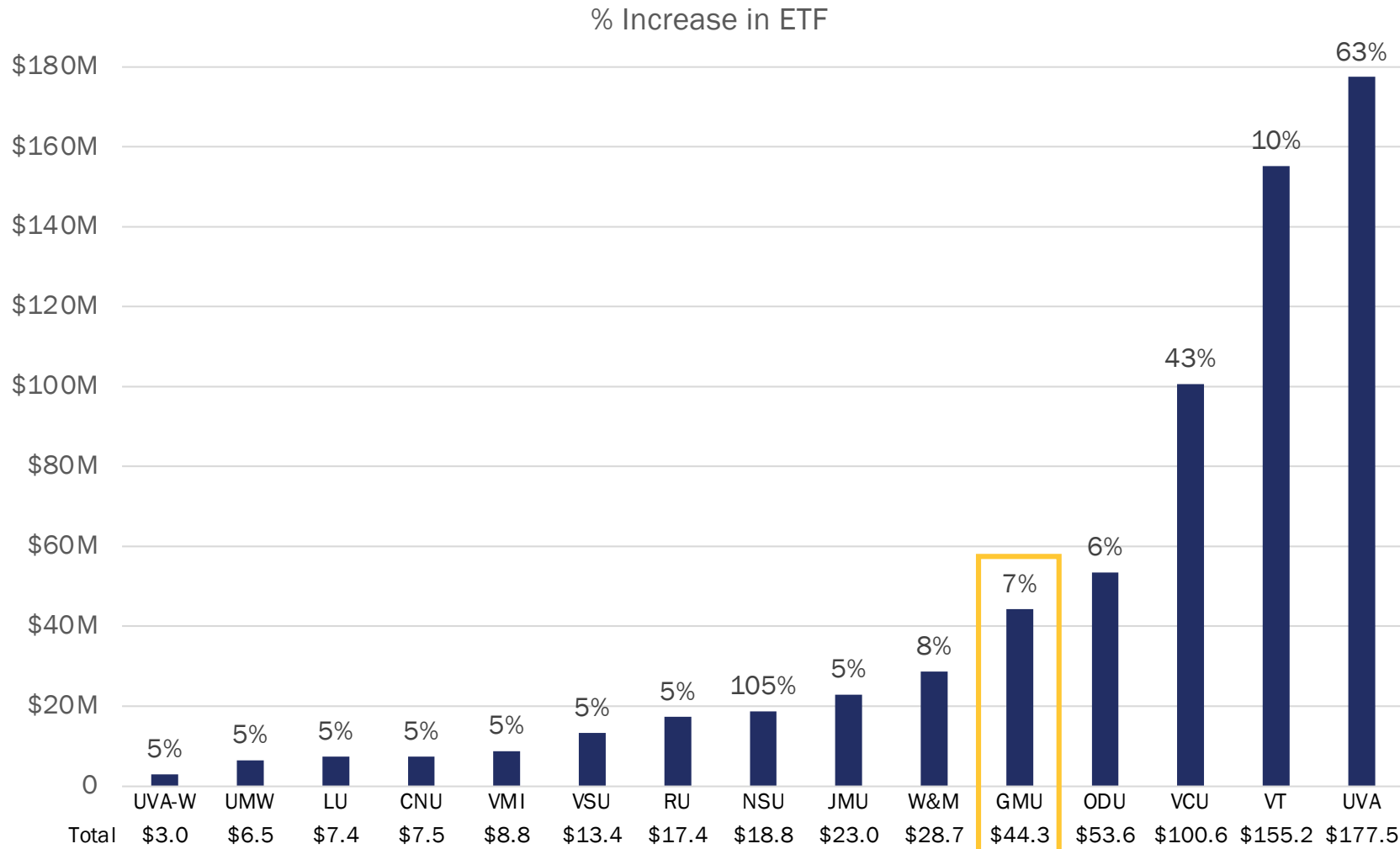
# Increase in Commonwealth Maintenance Reserve Funding

Increase in MR Allocation (FY16-FY25)



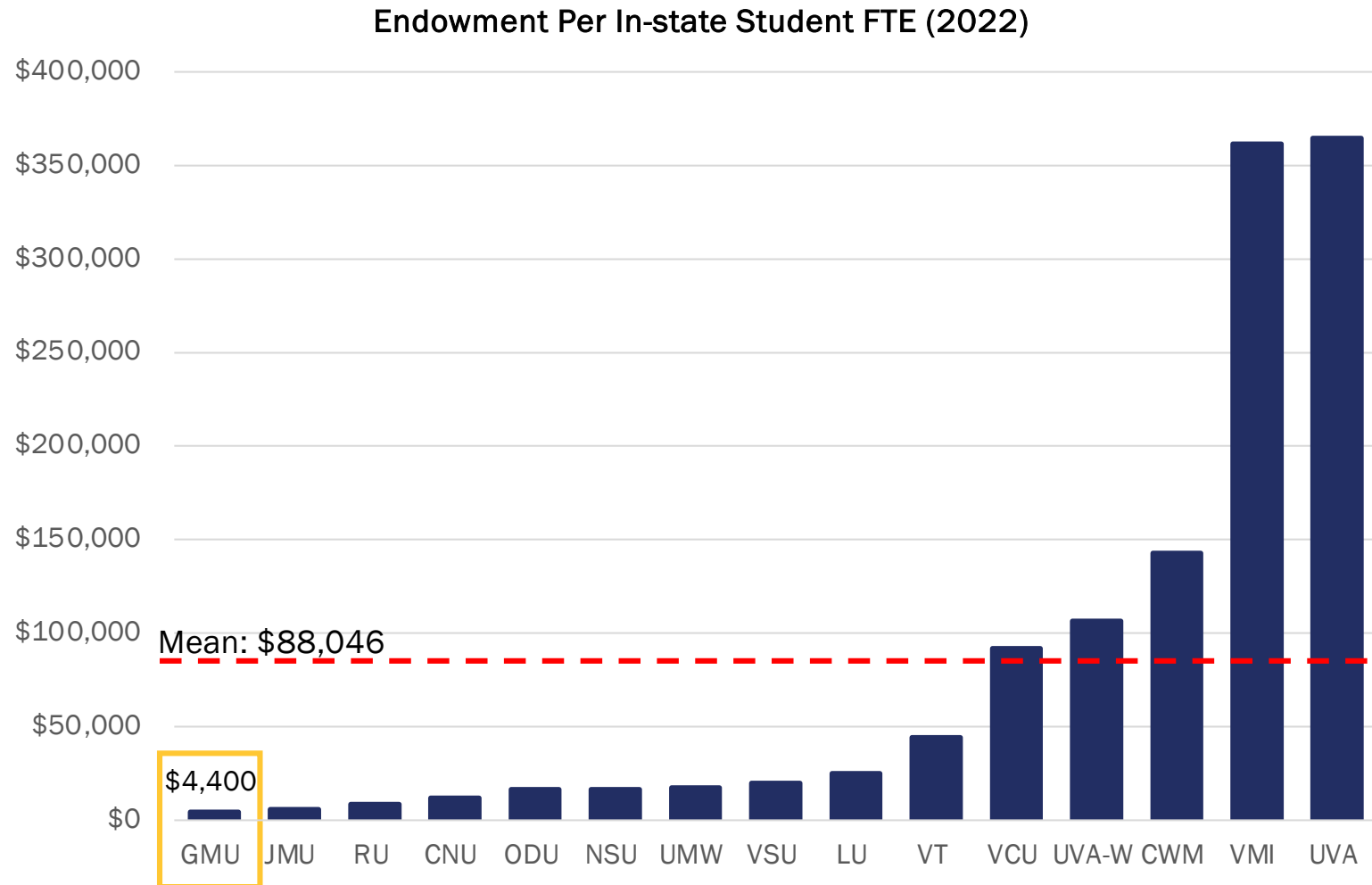
- George Mason’s maintenance reserve funding has increased at a significantly lower rate than most universities
- Outstanding Commonwealth request for \$32.7M in additional funding

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



- George Mason's ETF has continued to lag beyond peers
- UVA and VT have each received at least \$100M more ETF over the past decade

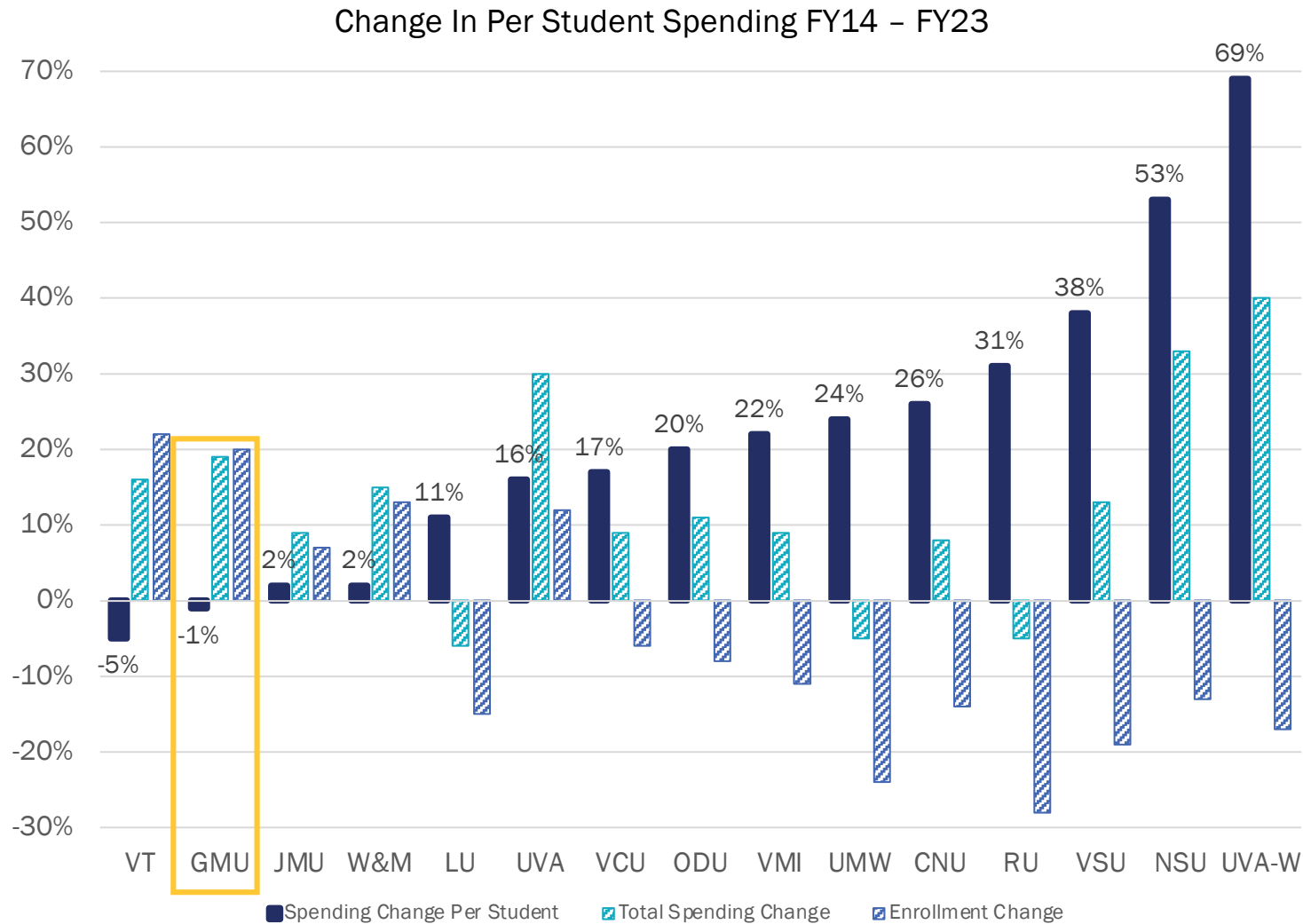
# Endowment Per In-state Student FTE



- George Mason’s endowment is the lowest in the Commonwealth
- George Mason’s endowment per FTE is only 1/20<sup>th</sup> of the average endowment of other public Virginia schools

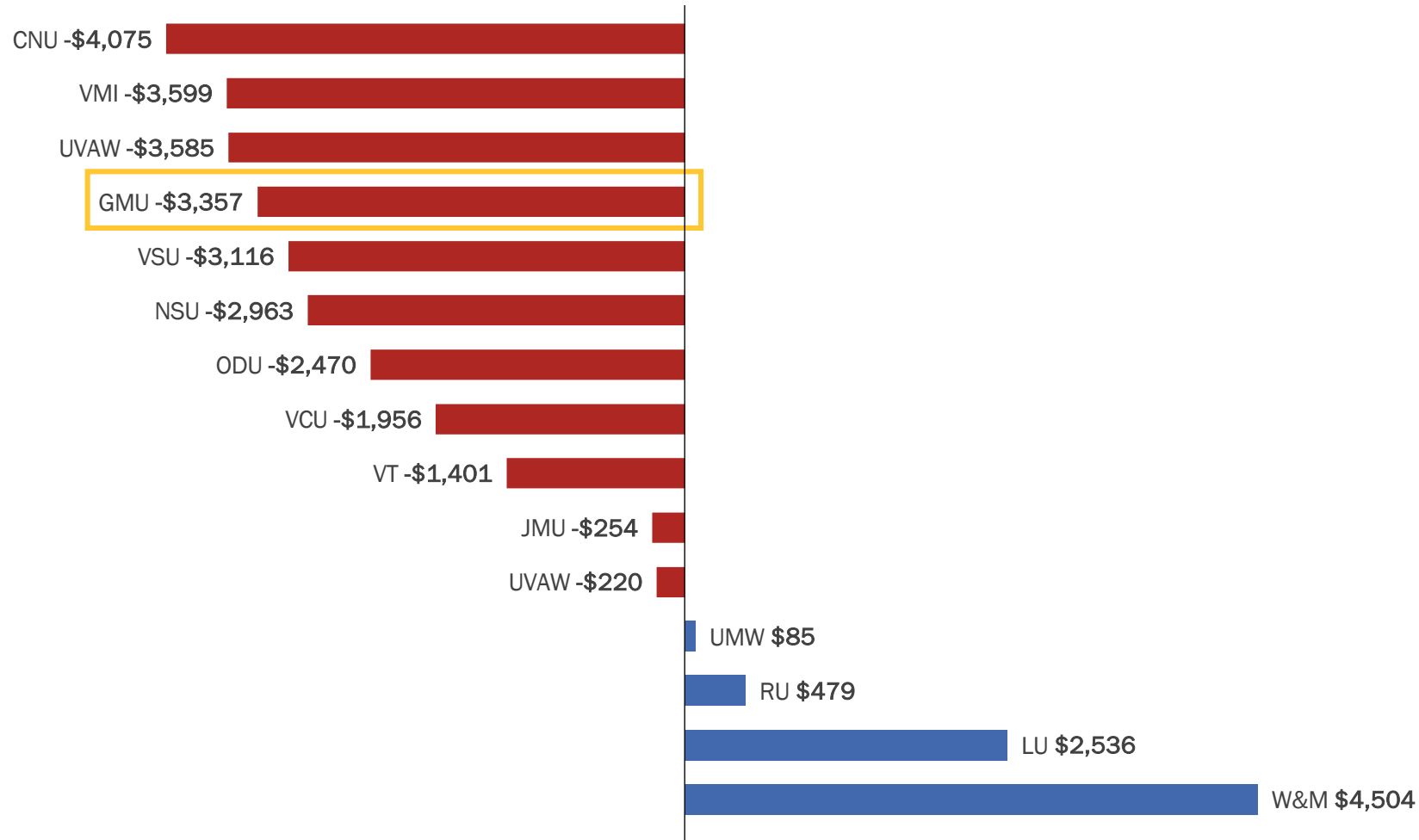


# Changes In Per Student (FTE) Spending Over Past Decade



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

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



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

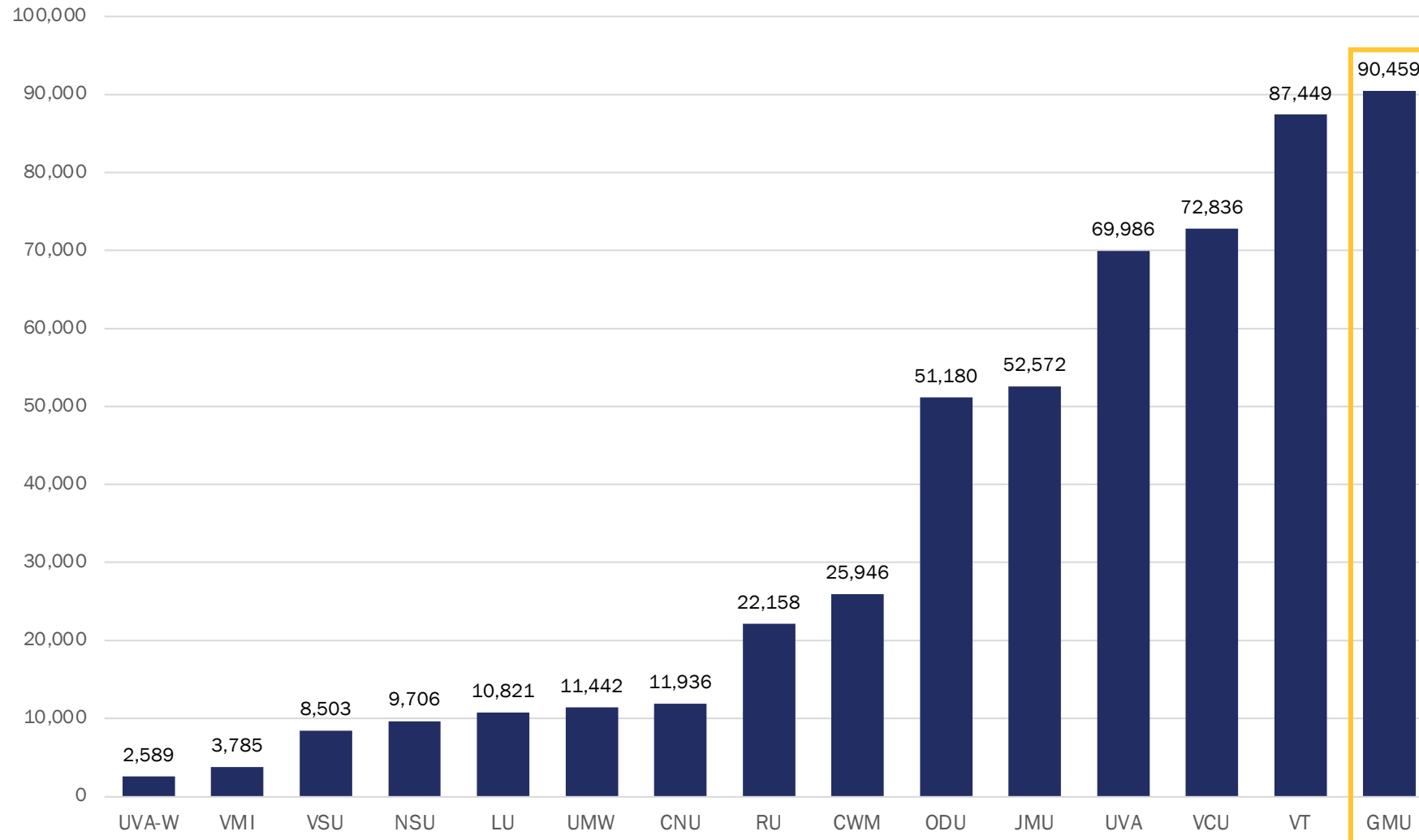
# SCHEV Recommends Increased Compensation Funding

*“In public higher education, the Commonwealth’s policy has been to fund each institution’s average faculty salary at the 60th percentile of its national peers... **One institution, George Mason University, is below the 30th percentile**<sup>1</sup>.”*

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

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

# Total Degrees Produced Over Past Decade



- Over the past decade, George Mason has granted more degrees than any public institution in the Commonwealth
- George Mason was responsible for 17% of all degrees granted in Virginia

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



# FY 2024 Unaudited Financial Statements

## Financial Matters

# FY2024 Unaudited Financial Statements

- Provided to Auditor of Public Accounts and posted online  
<https://fiscal.gmu.edu/generalaccounting/review-financial-statements/>
- APA audit entrance meeting conducted with Audit Risk & Compliance Committee on 11/19/24
- Audited statements expected May 2025
- Significant Transactions:
  - Vernon Smith Hall acquisition
  - \$57.5M gift from GMUF
  - Accounting standard change for capitalization of aggregate assets - \$19M impact to beginning Net Position

## FY24 REVENUES \$1,439.8 MILLION



## FY24 EXPENSES \$1,314.6 MILLION



**George Mason University**  
**FY 2023 and FY 2024 Revenues & Expenses - Accrual Basis**  
*(\$ in millions)*

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

Source: Audited 2023 and unaudited 2024 Financial Statements

## Key Takeaways

- **Revenues increased 17.1%**
  - Primarily driven by non-operating increases for state appropriations, capital, and GMUF gift
  - Growth in tuition revenues mostly offset by increased financial aid
  - Grants & contracts increased 17.8%
- **Expenses increased 12.5%**
  - Compensation up \$69M (9%)
  - \$65.7M of non-operating related to VSH acquisition
- **Auxiliary enterprises** experienced ~ 14% growth in both revenues and expenses which includes incremental operations for real estate assets acquired in FY23 and FY24
- **Accounts Receivable write-offs:**
  - FY24 w/o: \$3.75M/0.5% of FY23 billings
  - As of 6/30/24, 96.7% collection of FY24 billings



# FY 2025 Q1 Financial Report

## Financial Matters



# DRAFT FY 2025 Q1 Budget & Actuals

## Operating

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

- Revenues are trending ahead of budget in other operating revenue and grants & contracts.
- Expenses are trending on budget. However, compensation and contractual services reflect slight increases that were primarily offset by savings in occupancy and equipment.
- Expenses continue to reflect budget reduction mitigation strategies.

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

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

# DRAFT FY 2025 Q1 Budget & Actuals

## E&G Operating

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

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

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



# FY 2026 Budget Process Overview

## Financial Matters

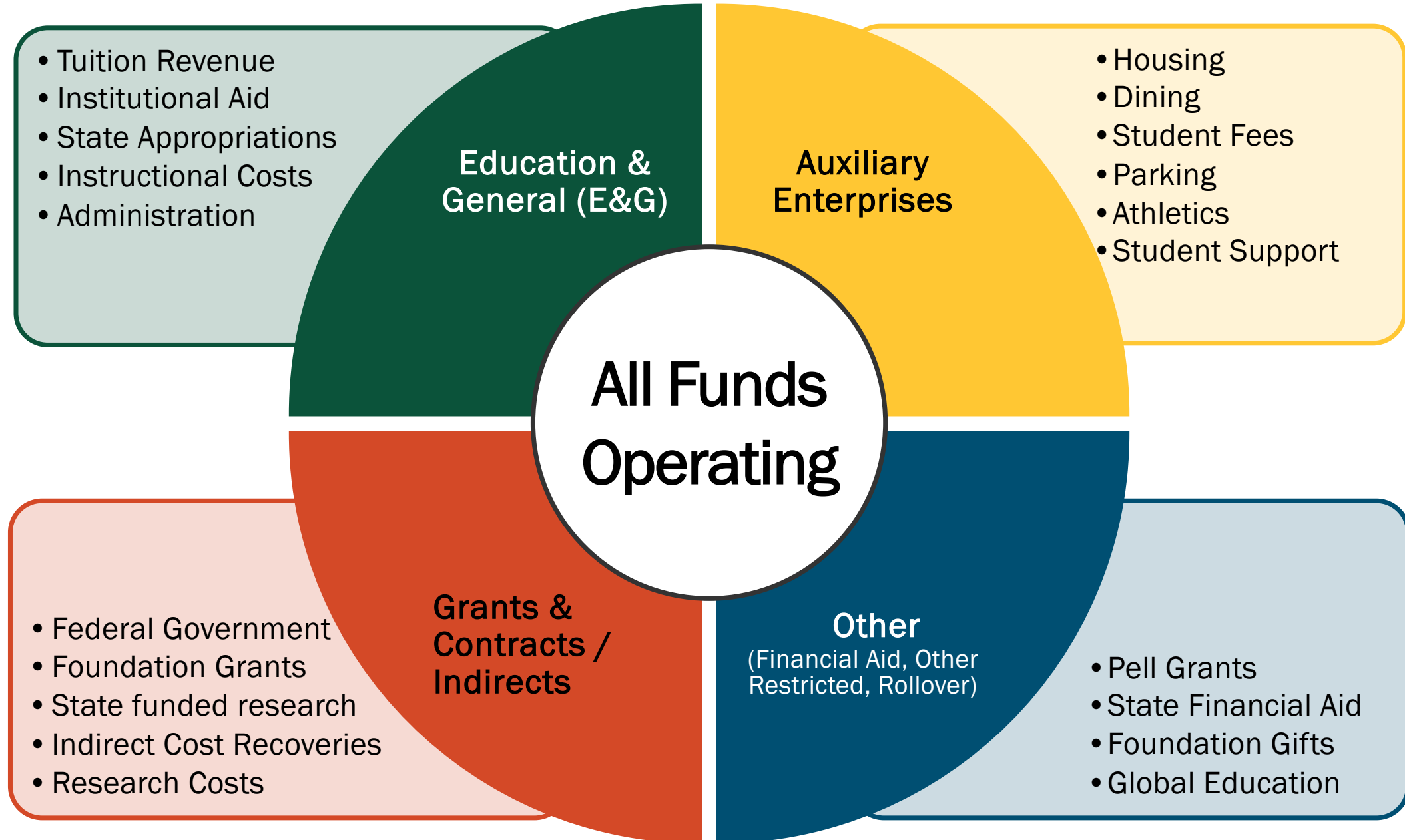
# FY 2026 Budget Request Process

- The FY 2026 Budget Development Process will include an opportunity for units to request additional budget funding.
- All Budget Requests should be submitted by the Dean/VP and approved by the division's Senior Leader (e.g. President or respective EVP).
- All pre-approved budget requests will be reviewed by the Ways & Means Committee. If approved, the requests will be shared with the Senior Leadership Team for final approval.

# Budget Development Process



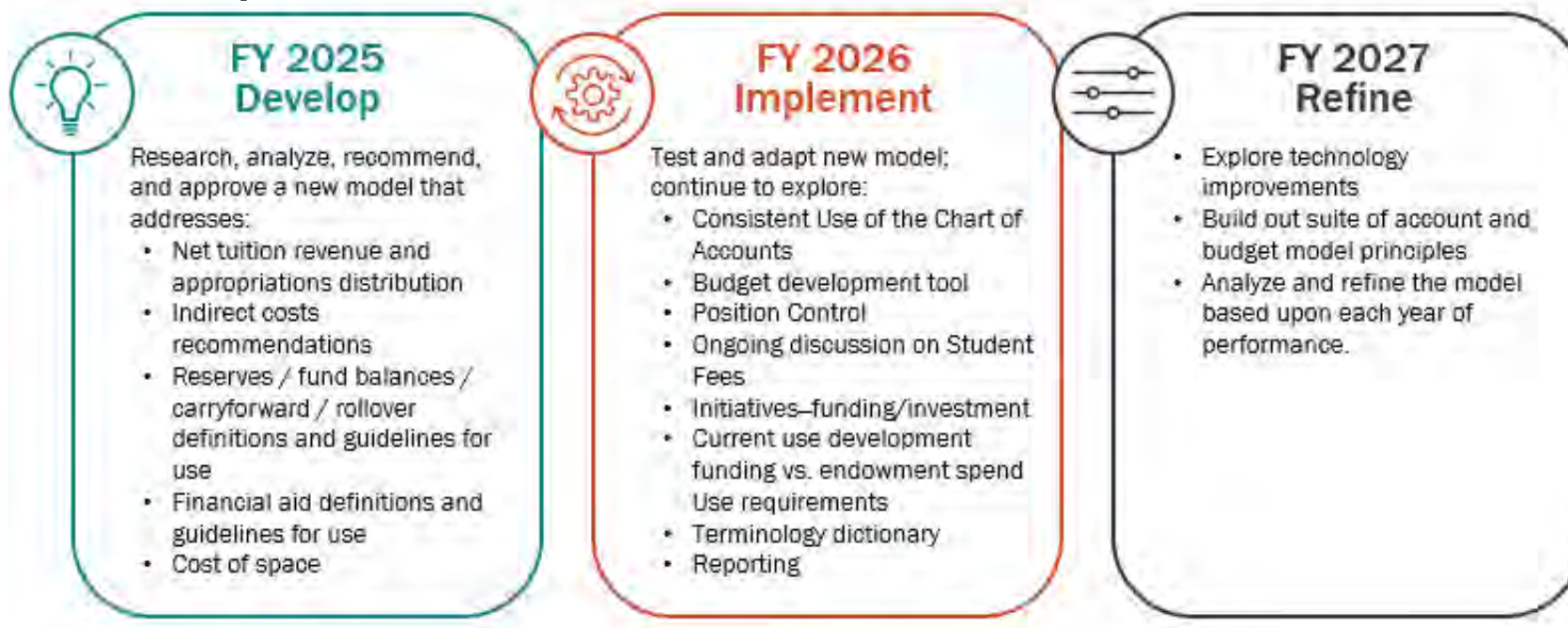
# Operating Budget: All Funds



# Budget Model Redesign

Adapting to align with our evolving needs and strategic direction

## Roadmap:





# Workforce Planning Operational Matters

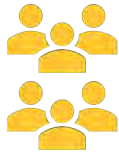




# Top Focus Areas 2024

- Recruiting top talent
  - Compensation & benefits
- Retaining top talent
  - Compensation
  - Employee engagement
  - Upskilling/Professional Development
- Complex HR landscape
  - Generational differences
  - Increased mental health concerns
  - Hybrid work environment
- AI and HR modernization

# Current Mason Workforce



**12,573**



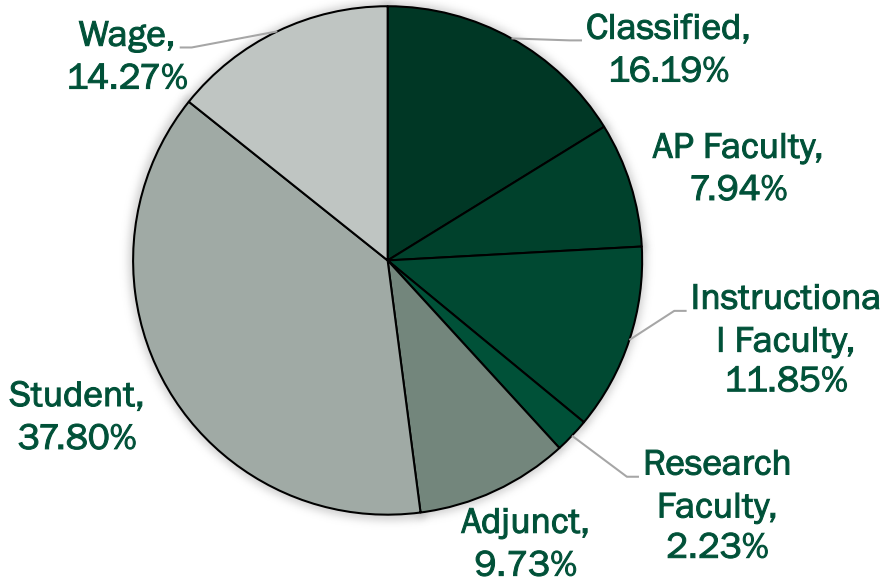
Number of Total Workforce

**38.2%**  
Benefited Workers

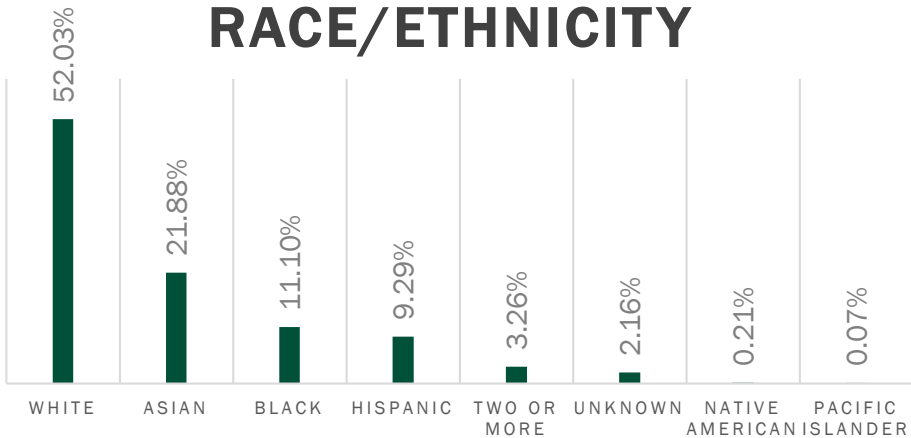
**37.8%**  
Student Workers

**18%**  
55+ Workers

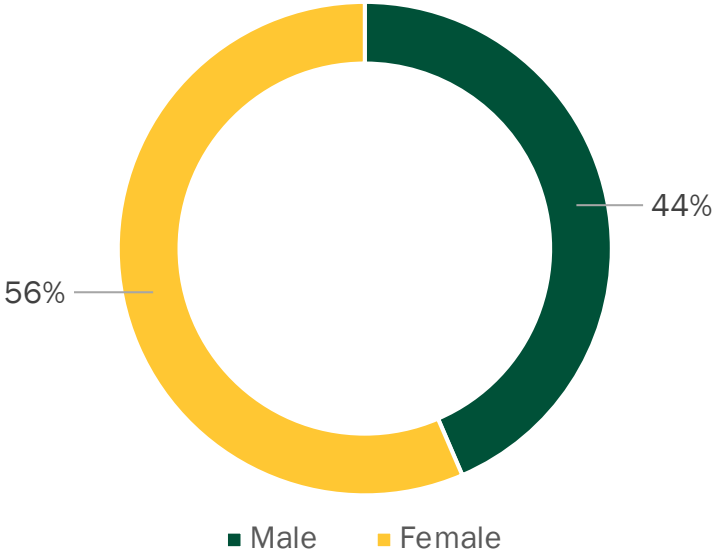
## COMPOSITION



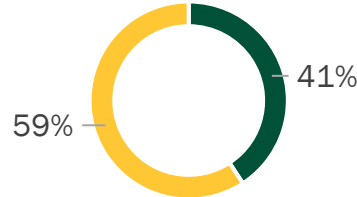
## RACE/ETHNICITY



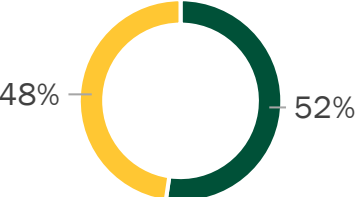
## GENDER



## AP Faculty & Classified Staff



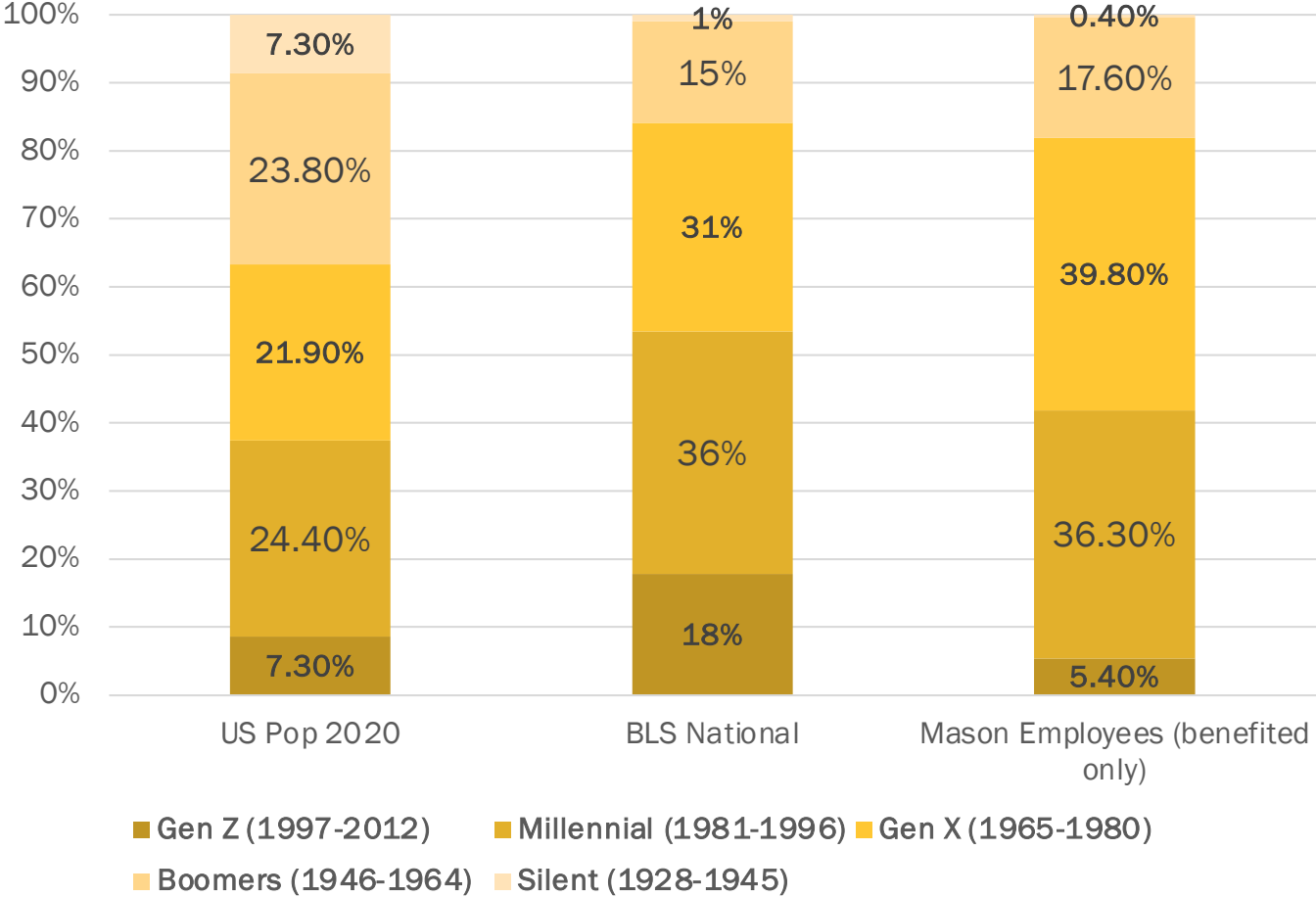
## IR Faculty



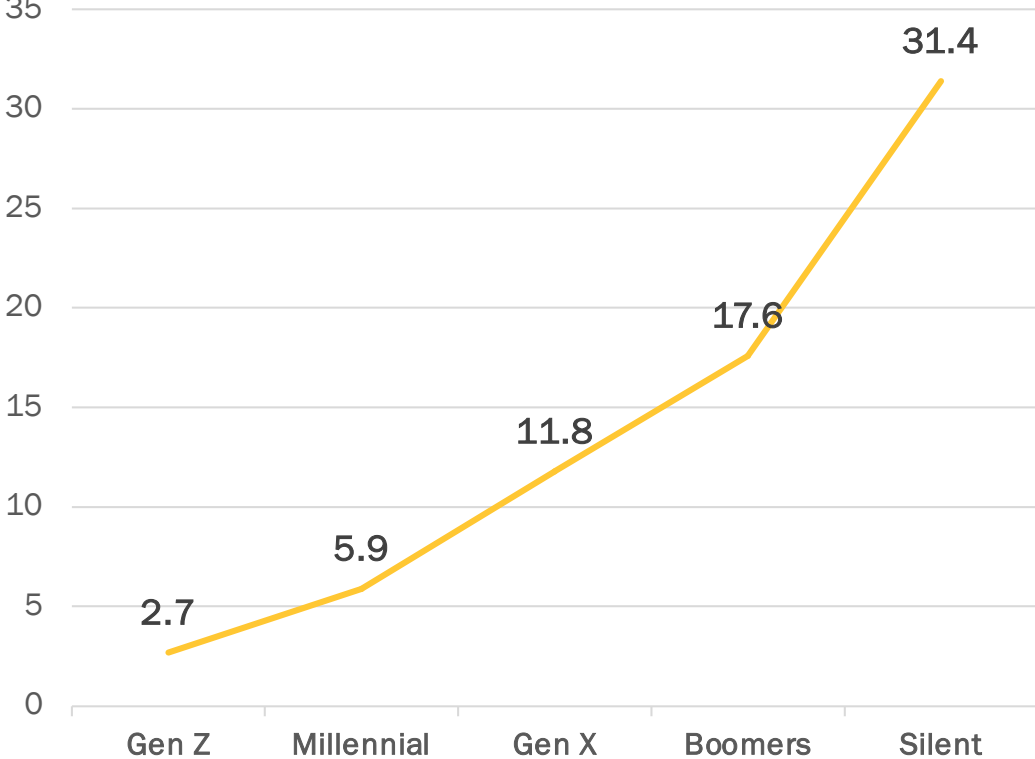
\*November 2024

# Generational Data

Age of Workforce



Average Years of Service



United States Census Bureau 2020: <https://www.census.gov/data/tables/time-series/demo/popest/2020s-national-detail.html>  
 National: 2<sup>nd</sup> Quarter 2024 (Bureau of Labor Statistics): [https://www.dol.gov/sites/dolgov/files/ETA/opder/DASP/Trendlines/posts/2024\\_08/Trendlines\\_August\\_2024.html#:~:text=the%20future%20workforce,-.Changes%20in%20the%20Generational%20Composition%20of%20the%20Labor%20Force,the%20Millennial%20share%20has%20increased](https://www.dol.gov/sites/dolgov/files/ETA/opder/DASP/Trendlines/posts/2024_08/Trendlines_August_2024.html#:~:text=the%20future%20workforce,-.Changes%20in%20the%20Generational%20Composition%20of%20the%20Labor%20Force,the%20Millennial%20share%20has%20increased)  
 Mason Employees: As of 10/01/2024

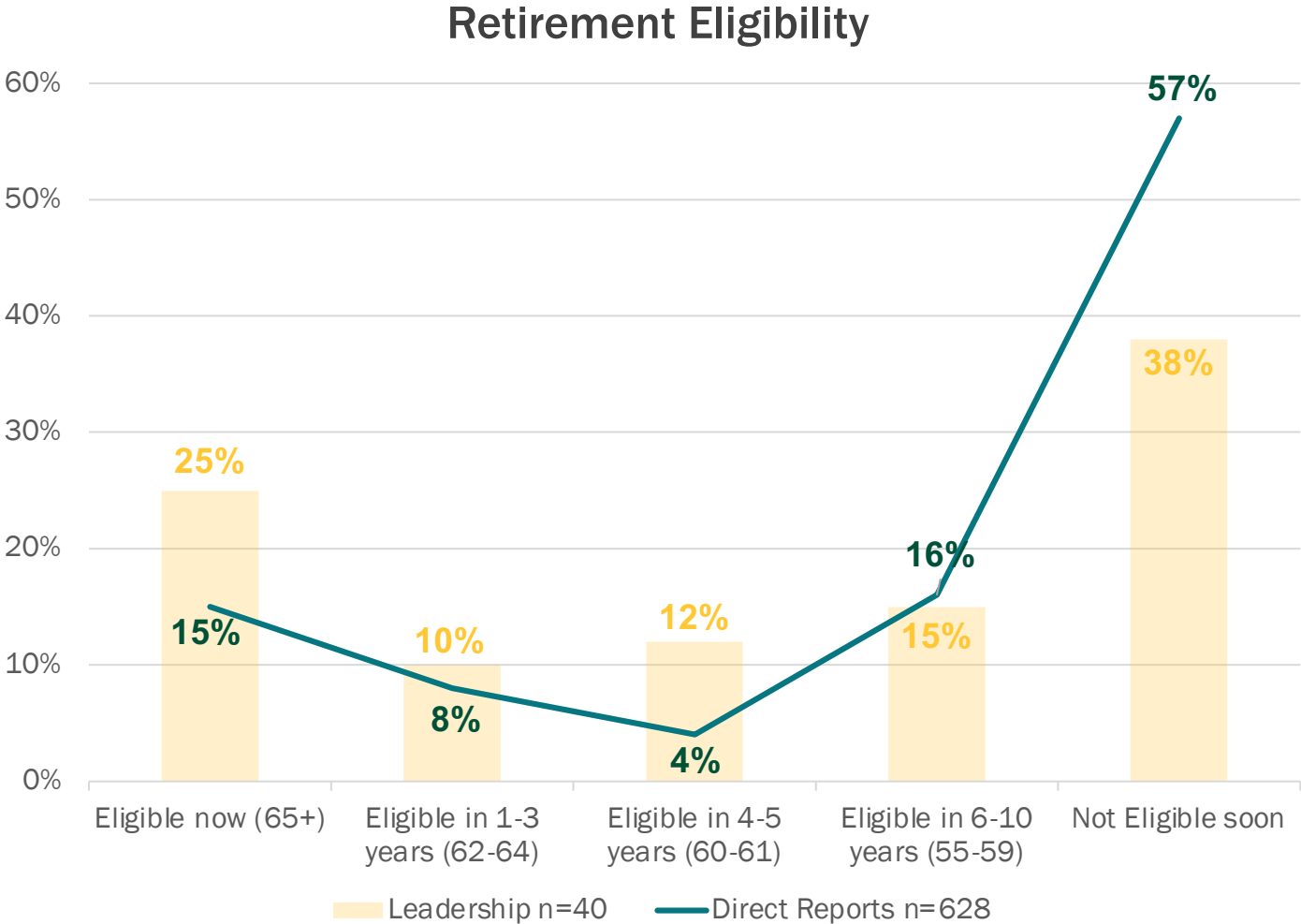
# Leadership Pipeline

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

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

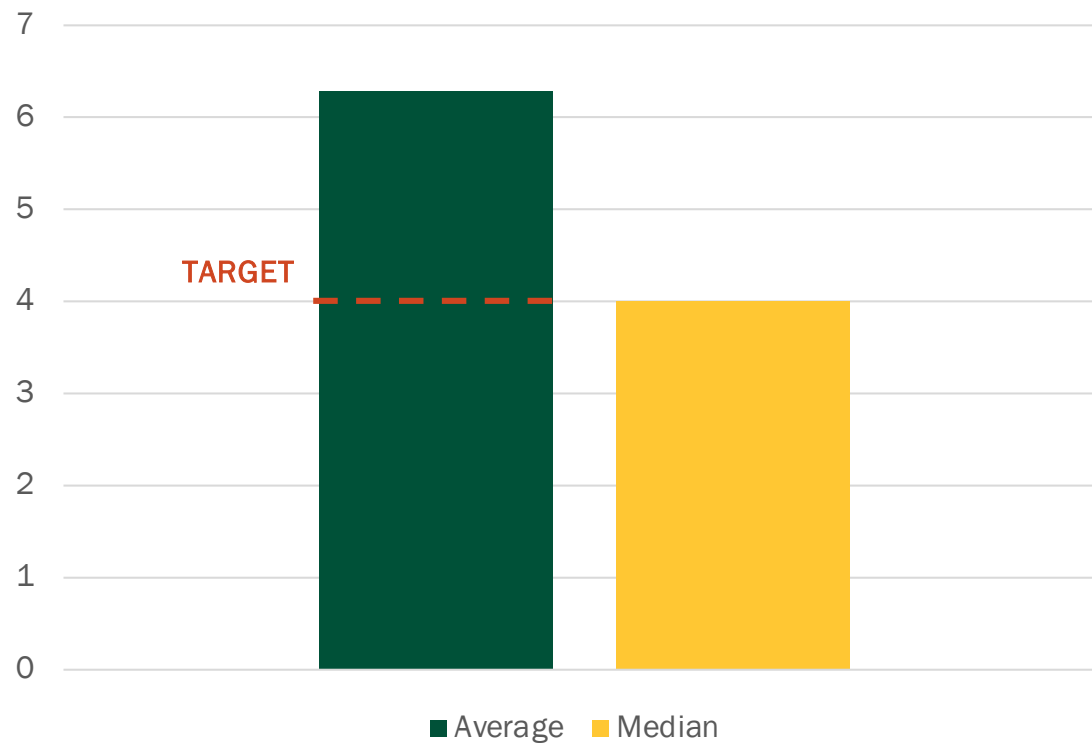
Of the key leadership positions have 628 Direct Reports

- 57% are not eligible for retirement
- 15% currently eligible to retire
- 12% could retire within the next 5 years

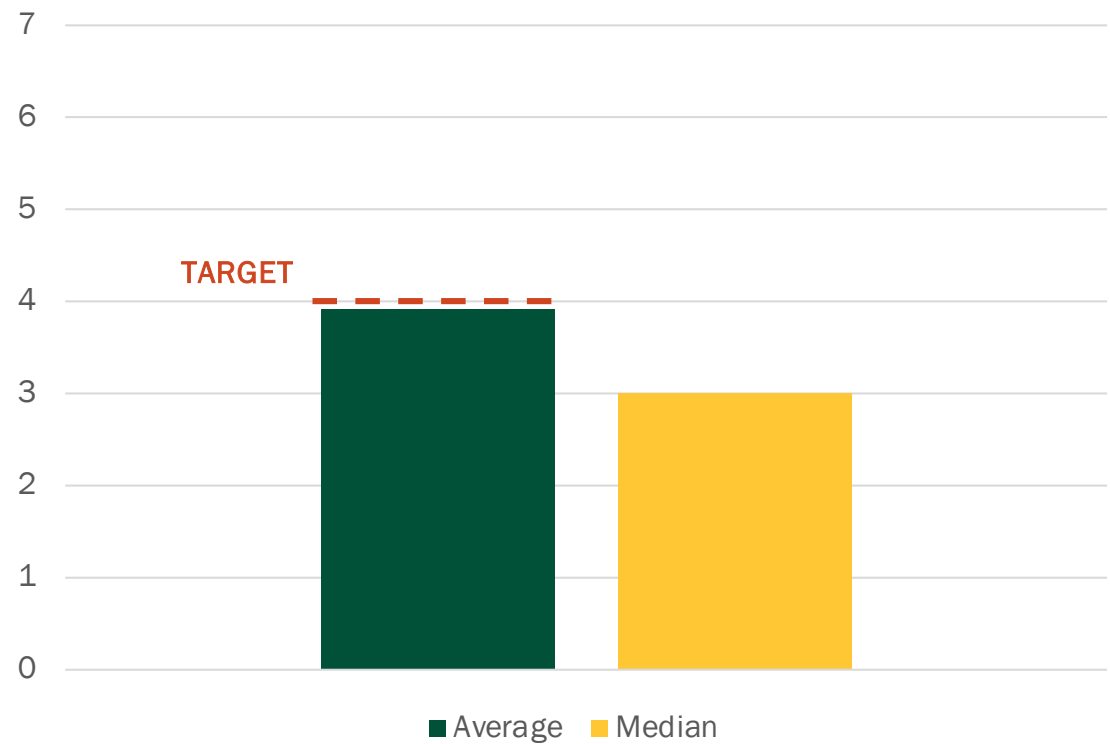


# Span of Control

Average and Median Supervisor Direct Report #s  
All Employees



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



# Turnover Rates

## George Mason vs. National

	FY23	FY 24
George Mason	11.7%	9.1%
Higher Ed <sup>1</sup>	16%	14%

## George Mason By Generation<sup>2</sup>

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

- George Mason’s turnover rate has decreased over the last three years
- Our rate is consistently below the national higher education average
- Our generational turnover rates are generally consistent with broader trends

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

<sup>2</sup>Turnover Rate: Separations/Employee HR Snapshots as of 11/25 of the given FY

# Reasons for Leaving

## George Mason (FY24)

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

GMU Resignation Forms submitted by employees

## National Higher Education

2023 Employee Retention Survey

### Reasons Employees Are Seeking New Opportunities



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

# Benefited Employee Hiring Trends

Critical Hires Made  
in FY24 – **380**

Critical Vacancy Reviews FY24  
82.5% approved  
12% not approved\*

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

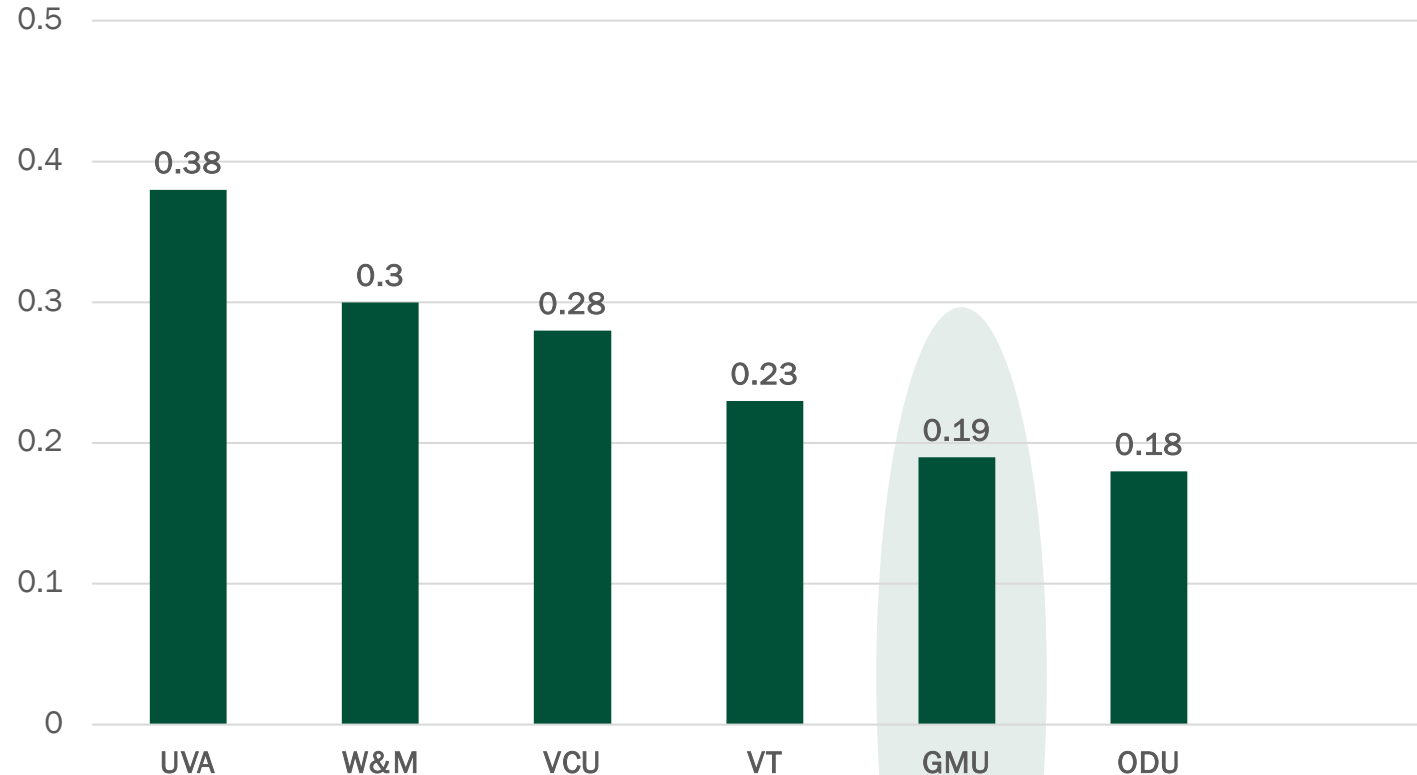
- George Mason has always maintained a very lean workforce
- While Mason has instituted a hiring review process, we have continued to hire and grow in critical areas

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



# Employee to Student Ratio

Total Employee FTE / Total Student FTE



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

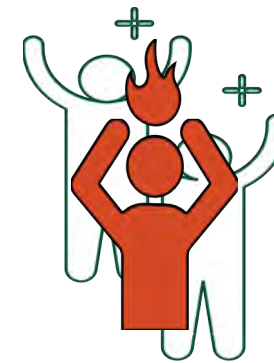
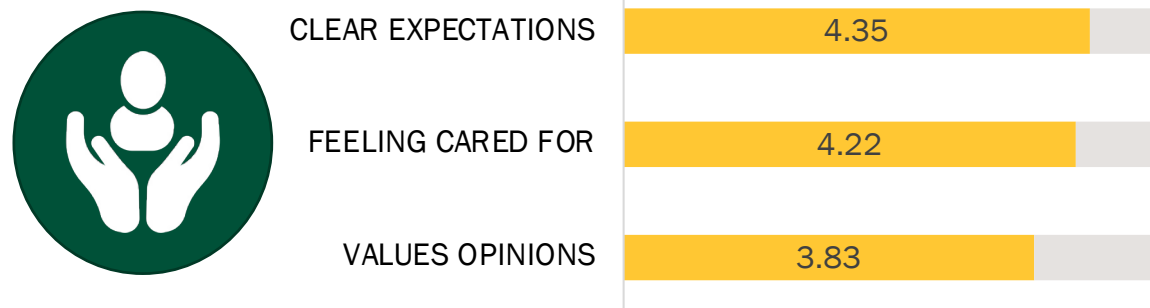
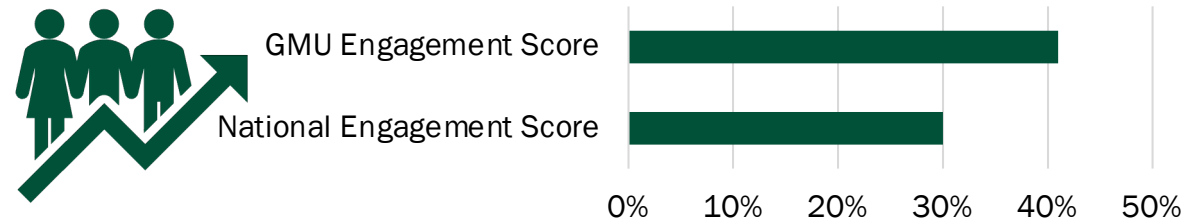
Mason maintains much leaner operations with significantly fewer employees per student than nearly all Virginia doctoral peers.

Source: SCHEV Enrollment – Annual FTE report: E05: Annualized Student FTE and Credit Hours  
 IPEDS FY23 Employee Headcount (FY24 data is not available yet)

# Employee Engagement

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

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



**1 in 3 employees experience burnout**



**Compensation lowest rated score**



# Key Initiatives

- Highlighting and encouraging the use of our rewards and recognition program offerings
- Working with units on succession planning strategies
- Improving our exit process and stay interviews process
- Ensuring positions are in the right job families and completing market-based salary reviews
- Reviewing and expanding our benefits offerings to include enhanced mental health access
- Increasing professional development offerings



# Retirement Plan Investment Policy Annual Update

## Operational Matters

# Annual Investment Overview

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

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

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

# Investment Policy Committee (IPC)

## Key Accomplishments During Past Year:

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

## Next Steps:

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



# Capital Project Funding Update

## Capital Matters

# Board Approval of Major Capital Projects

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

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



# FY25 Capital Budget By Project

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

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

# Capital Project Stoplight (included in Board Book)

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

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



# Schematic Design for Basketball & Academic Performance Center

## Capital Matters

# Basketball & Academic Performance Center (BAPC)

**Purpose:** Board review & approval of BAPC schematic design

**Scope:** 45,969 SF

- New Construction: 31,542 SF
- Renovation: 14,427 SF

**Project Budget:** \$30M

- Reserves: \$15M
- Fundraising: \$15M

**Primary Uses:**

- Basketball practice facility
- Academic performance suite

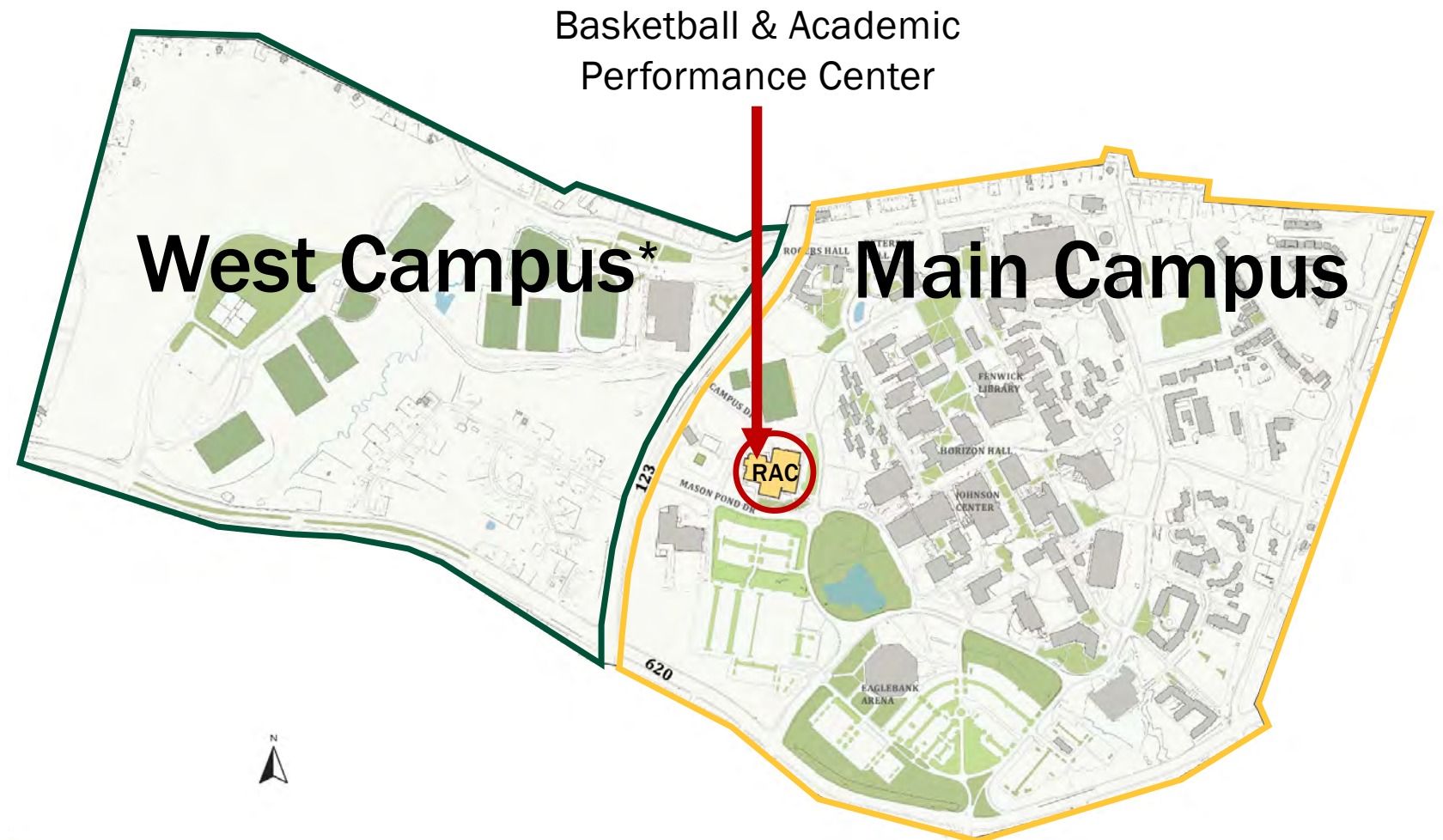
**Schedule:**

- Construction Start: July 2025
- Target Occupancy: Winter 2026-27
- Sustainability Target: LEED Silver

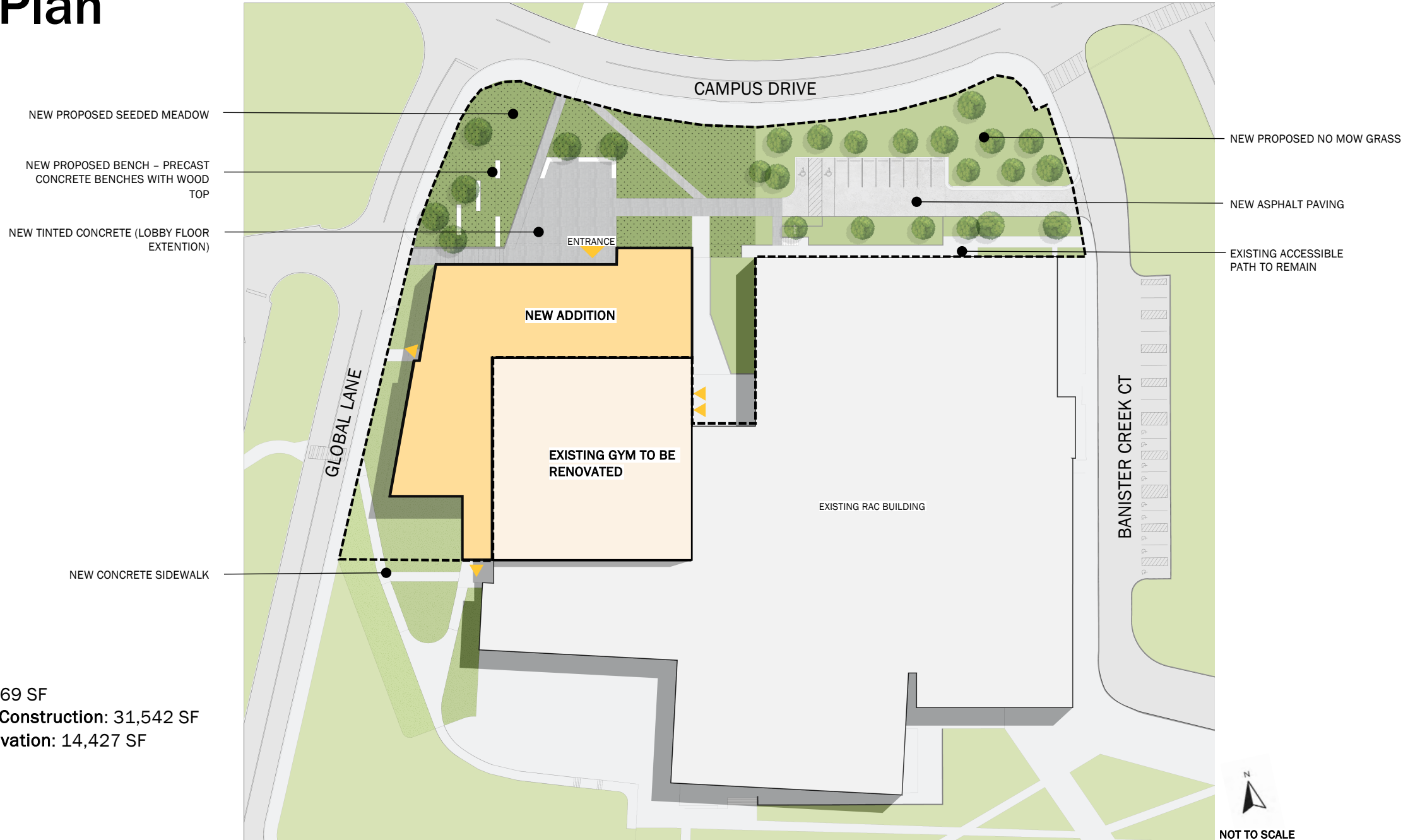
**Project History:**

- May 2023: BOV project approval

*\*West Campus planning is forthcoming*



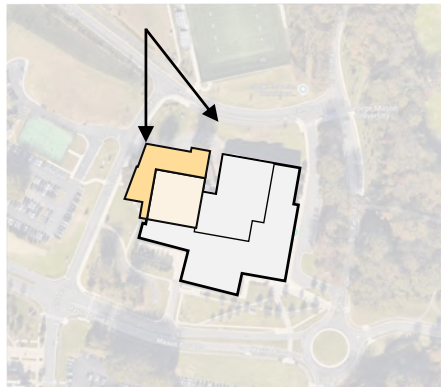
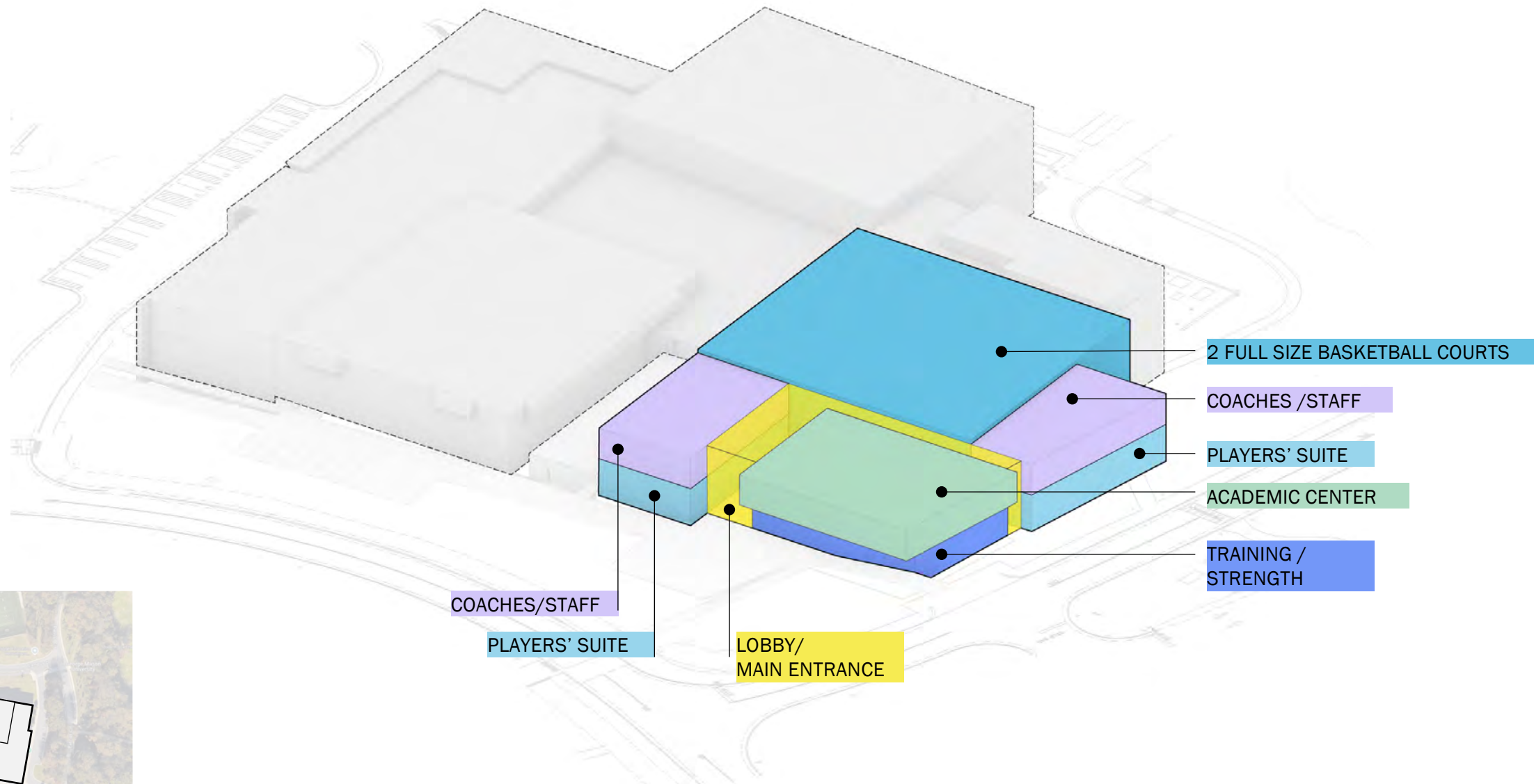
# Site Plan



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



# Programmatic Massing



# Schematic Floor Plan

## Second Floor Plan

- TRAINING / STRENGTH
- WOMEN'S COURT AND SUITE
- MEN'S COURT AND SUITE
- CIRCULATION SPACE

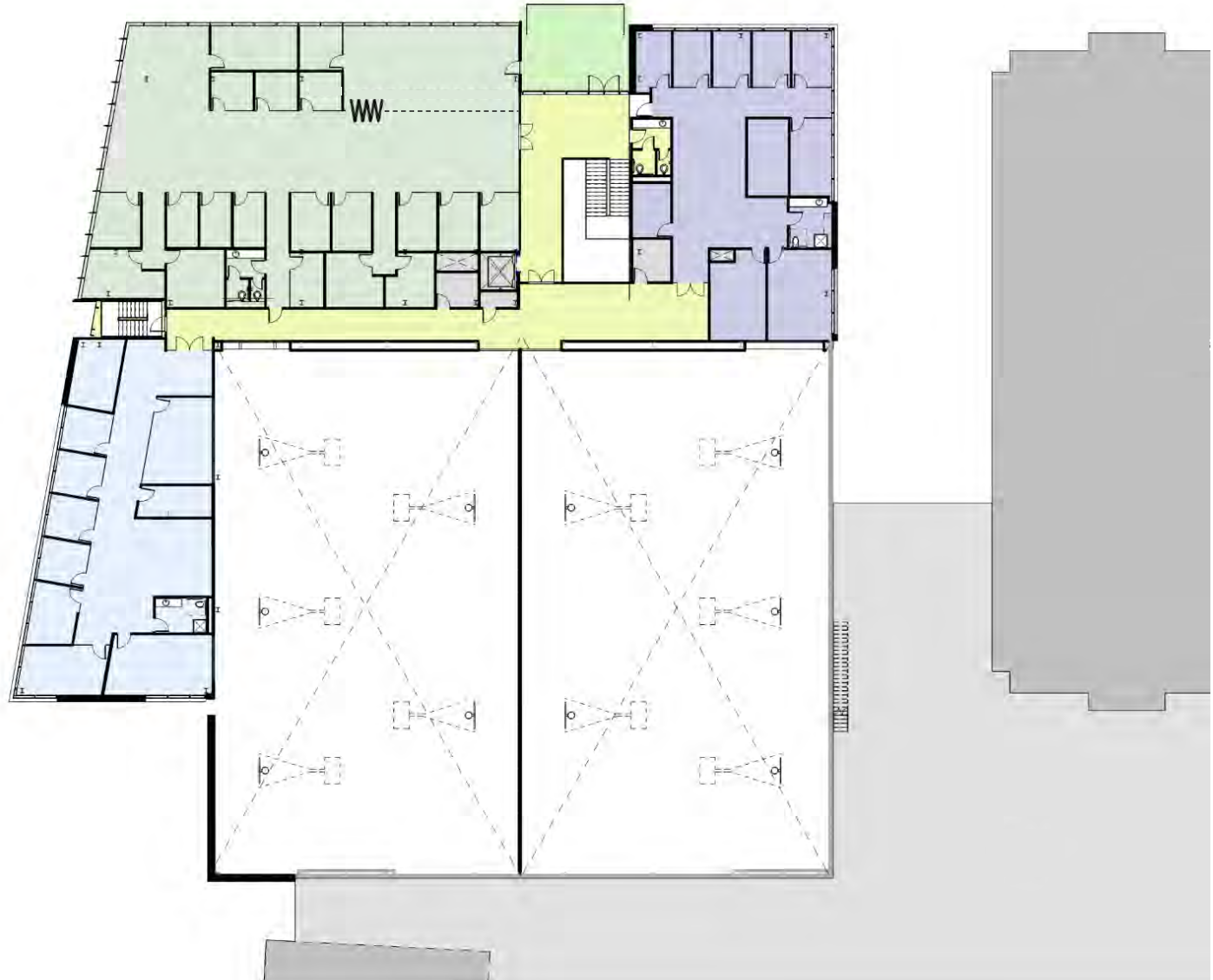


# Schematic Floor Plan

## Third Floor Plan

- ACADEMIC CENTER
- WOMEN TEAM COACHES SUITE
- MEN TEAM COACHES SUITE
- CIRCULATION SPACE
- TERRACE

4' 8' 16' 32'





# Exterior View



Aluminum panel



Insulated glass unit glazing



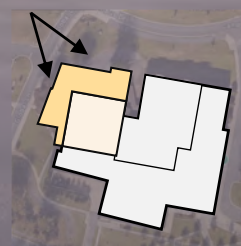
Aluminum composite panels



Low iron triple glazing



Cast-in-place concrete



# Recommendation

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



**GEORGE MASON  
UNIVERSITY®**

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

**Beacon Hall 1017  
Science & Technology Campus**

**AGENDA**

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

**BOARD OF VISITORS MEETING AGENDA**

- 1:30 p.m.                    I.    **Call to Order**
- 1:30 p.m. – 1:35 p.m.    II.    **Approval of the Minutes**  
A. Full Board Meeting Minutes for September 26, 2024 (**ACTION ITEM**)
- 1:35 p.m. – 1:45 p.m.    III.    **Rector’s Report**  
A. A View from the Bridge  
B. Revising and Repealing University Regulations (**ACTION ITEM**)
- 1:45 p.m. – 2:30 p.m.    IV.    **President’s Report**  
A. Critical Vacancy Update
- 2:30 p.m. – 2:40 p.m.    V.    **Strategic Plan Update**
- VI.    **Committee Reports**
- 2:40 p.m. – 2:45 p.m.     A.    **Research**
- 2:45 p.m. - 2:50 p.m.     B.    **Development Committee**
- 2:50 p.m. – 2:55 p.m.     C.    **Finance and Land Use**  
1. Schematic Design for Recreational Athletic Complex (**ACTION ITEM**)  
2. Dominion Energy Transmission Easement (**ACTION ITEM**)
- 2:55 p.m. – 3:00 p.m.     D.    **Audit, Risk and Compliance Committee**
- 3:00 p.m. – 3:30 p.m.     E.    **Academic Programs, Diversity and University Community Committee**  
1. Program Actions  
a. New Degree Programs  
i. MEd in Elementary Education (**ACTION ITEM**)  
ii. MEd in Secondary Education (**ACTION ITEM**)

2. Faculty Actions

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

3:30 p.m. – 4:00 p.m.

**XI. Closed Session**

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

4:00 p.m.

**XII. Adjournment**

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

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

***No oral public comment will be taken at this meeting.***

***DRAFT***  
**BOARD OF VISITORS**  
**GEORGE MASON UNIVERSITY**

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

**MINUTES**

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

**ABSENT:** Visitor Anjan Chimaladinne.

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

**I. Call to Order**

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

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

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

**II. Approval of Minutes**

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

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

**III. Rector's Report**

- A. View from the Bridge

Rector Stimson noted several items:

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

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

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

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

**C. Kalven Report (Armand Alacbay & Dolly Oberoi)**

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

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

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

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

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

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

Yes: 14

Absent: Blackman, Chimaladinne

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

**IV. Lunch Recess**

**V. Reconvene**

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

**VI. President's Report**

While referring to the presentation located in the meeting materials, Dr. Washington highlighted the following in his report:

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

Discussion ensued:

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



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

## **VII. Emergency Operations Plan Adoption (ACTION ITEM)**

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

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

Yes: 15

Absent: Visitor Chimaladinne

## **VIII. Committee Reports**

### **A. Development Committee**

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

### **B. Audit, Risk, and Compliance Committee**

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

### **C. Research Committee**

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

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

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

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

Visitor Burke then **MOVED** that the board approve the following action items, en bloc, as they are provided in the meeting materials:

- New Degree Program: MS Behavior Analysis
- New Degree Program: PhD in Cyber Security Engineering
- Conferral of Emeritus/Emerita Status

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

Yes: 14

Absent: Visitors Chimaladinne and Oberoi

### 3. Just Societies Update

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

### 4. Enrollment Update

Visitor Burke called on David Burge to brief the board on enrollment. Dr. Burge directed the board's attention to the items noted in his presentation (provided in the meeting materials), where he highlighted Mason's current enrollment numbers, the nationwide enrollment trends and the "enrollment cliff", and the SCHEV 6-year enrollment plans. Discussion ensued:

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

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

### **IX. Campus Facilities Tour**

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

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

### **X. Committee Reports Continued**

#### **A. Finance and Land Use Committee**

##### **1. Campus Facilities Tour Debrief**

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

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

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

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

## 2. Student Fees

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

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

## 3. Financial Matters

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

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

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

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

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

**MOTION CARRIED BY ROLL CALL VOTE.**

Yes: 15

Absent: Chimaladinne

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

## XI. Closed Session

- A. Honorary Degrees and Special Awards (Code of VA: §2.2-3711.A.11)
- B. Public Safety (Code of VA: §2.2-3711.A.19)
- C. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
- D. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)
- E. Personnel Matter (Code of VA: §2.2-3711.A.1)

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

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

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

Following closed session, Vice Rector Meese **MOVED** that the board go back into public session and further moved that by roll call vote the board affirm that only public business matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were heard, discussed or considered in the closed meeting, and that only such business matters that were identified in the motion to go into a closed meeting were heard, discussed or considered in the closed meeting. Any member of the committee who believes that there was a departure from the requirements as stated, shall so state prior to taking the roll call, indicating the substance of the departure that, in his or her judgment, has taken place. **ALL PRESENT BOARD MEMBERS RESPONDED IN THE AFFIRMATIVE BY ROLL CALL VOTE.**

Absent: Visitors Brown, Burke, Chimaladinne, Marcus, Oberoi, Peterson, Rees, and Short.

Rector Stimson **MOVED** to approve the awarding of honorary degrees to the individuals presented and discussed in closed session for that purpose. The motion was **SECONDED** by Visitor Pence. Rector Stimson opened the floor for discussion; there was none. **MOTION CARRIED BY ROLL CALL VOTE.**

Yes: 9

Absent: Visitors Brown, Burke, Chimaladinne, Oberoi, Peterson, Rees, and Short.

## XII. Adjournment

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

Prepared by:  
Scott Nichols  
Interim Secretary pro tem

**ITEM NUMBER III.B.:**

**Resolution of the Board of Visitors:  
Revising and Repealing University  
Regulations (ACTION)**

**PURPOSE OF ITEM:**

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

**BRIEF NARRATIVE:**

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

1. 8VAC35-31 Space Use

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

2. 8VAC35-22 Parking Regulation

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

3. 8VAC35-10 Parking Citation Appeals

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

4. 8VAC35-80 Unclaimed Personal Property

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

**STAFF RECOMMENDATION:**

The staff recommends the Board approve the revision and repeals.

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

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** that

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

Adopted: December 5, 2024

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Armand Alacbay  
Secretary  
Board of Visitors  
George Mason University

## Chapter 31 Space Use

### 8VAC35-31-10. Scope.

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

Statutory Authority

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

### 8VAC35-31-20. Policy statement.

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

Statutory Authority

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

### 8VAC35-31-30. Definitions.

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

"Educational ~~e~~Enclave" means that portion of ~~u~~University ~~p~~Property in academic buildings, administrative office buildings, student residence buildings, dining facilities, athletic facilities, or child care facilities; or that portion of ~~u~~University ~~p~~Property in use for university-sponsored or university-sanctioned sporting, entertainment, or educational events.

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

Statutory Authority

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

### 8VAC35-31-40. Entry upon, and use of, University ~~p~~Property.

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



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

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

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

Statutory Authority

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

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

In addition to individuals authorized by university policy, George Mason University police officers are lawfully in charge for the purposes of forbidding entry upon or remaining upon ~~University~~ ~~Property~~ in violation of this regulation.

Statutory Authority

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

## **Chapter 22. Parking Regulation**

### **8VAC35-22-10. Scope.**

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

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 28, Issue 9](#), eff. January 2, 2012.

### **8VAC35-22-20. Definitions.**

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

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

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

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

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 28, Issue 9](#), eff. January 2, 2012.

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

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

B. The following exceptions apply:

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

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

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

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 28, Issue 9](#), eff. January 2, 2012.

### **8VAC35-22-40. Parking.**

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

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 28, Issue 9](#), eff. January 2, 2012.

### **8VAC35-22-50. Enforcement.**

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

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

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 28, Issue 9](#), eff. January 2, 2012.

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

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

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 28, Issue 9](#), eff. January 2, 2012.

**8VAC35-22-70. Appeals.**

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

Statutory Authority

§ 23-91.29 of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 28, Issue 9](#), eff. January 2, 2012.

## **Chapter 10. Parking Citation Appeals**

### **8VAC35-10-10. Scope.**

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

Statutory Authority

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

Historical Notes

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

### **8VAC35-10-20. General provisions.**

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

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

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

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

Statutory Authority

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

## Historical Notes

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

### **8VAC35-10-30. Responsibilities.**

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

## Statutory Authority

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

## Historical Notes

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

### **8VAC35-10-40. Appeals.**

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

## Statutory Authority

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

## Historical Notes

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

### **8VAC35-10-50. General appeals procedures.**

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

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

B. Appeals guidelines are described in this subsection.

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

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

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

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

Statutory Authority

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

Historical Notes

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

**8VAC35-10-60. Reconsideration.**

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

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

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

3. Additional information of a material nature, and not included on the original appeal form, warrants reconsideration.
4. Unusual circumstances in mitigation or extenuation appear to exist.
5. Parking regulations appear sufficiently vague or misleading to warrant reconsideration.

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

#### Statutory Authority

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

#### Historical Notes

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

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

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

#### Statutory Authority

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

#### Historical Notes

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

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

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

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



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

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

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

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

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

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

#### Statutory Authority

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

#### Historical Notes

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

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

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

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

#### Statutory Authority

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

#### Historical Notes

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

#### **Forms (8VAC35-10)**

Student Parking Citation Appeal.

Faculty/Staff or Visitor Parking Citation Appeal.

## **Chapter 80 Unclaimed Personal Property**

### **8VAC35-80-10. Scope.**

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

Statutory Authority

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

Historical Notes

Derived from Virginia Register [Volume 32, Issue 2](#), eff. September 11, 2015.

### **8VAC35-80-20. Definitions.**

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

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

Statutory Authority

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

Historical Notes

Derived from Virginia Register [Volume 32, Issue 2](#), eff. September 11, 2015.

### **8VAC35-80-30. Requirements.**

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

Statutory Authority

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

Historical Notes

Derived from Virginia Register [Volume 32, Issue 2](#), eff. September 11, 2015.

**Documents Incorporated by Reference (8VAC35-80)**

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

*President's  
Report to be  
added.*

# Strategic Direction Implementation Update to the Board of Visitors

*December 5, 2024*



**GEORGE  
MASON  
UNIVERSITY**

# Timeline of the FY23-27 Strategic Plan

## Drafted the Implementation Roadmap

September–December 2022

Attain worked with University Business Consulting (UBC) and Leads to flesh out the plan.



## Developed the Strategic Plan

February–June 2022

Attain worked with stakeholders to develop the plan.



## Execute the Plan; Track Progress

Spring 2023–June 2027

Leads are implementing the plan, with support and coordination provided by UBC.

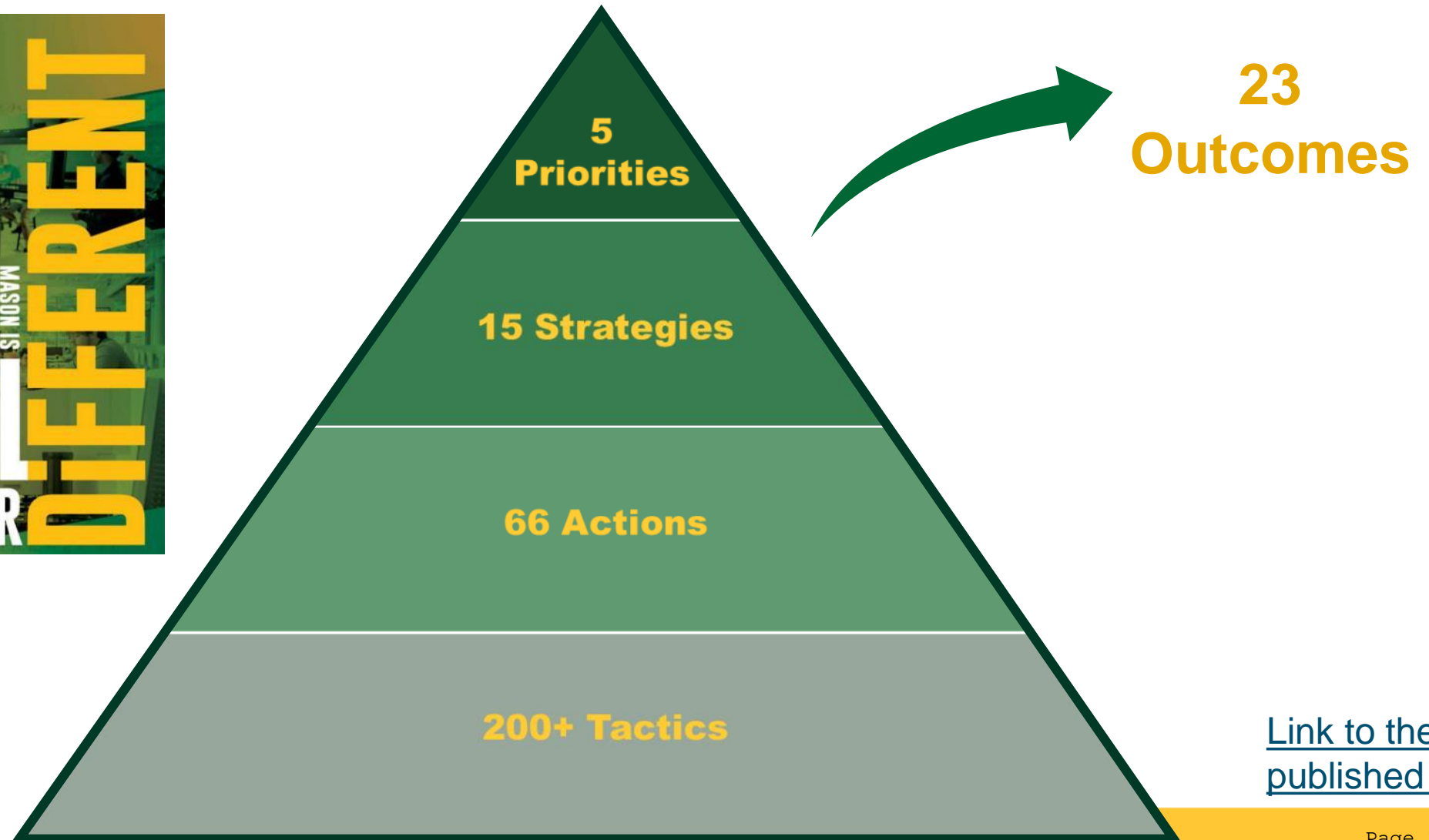
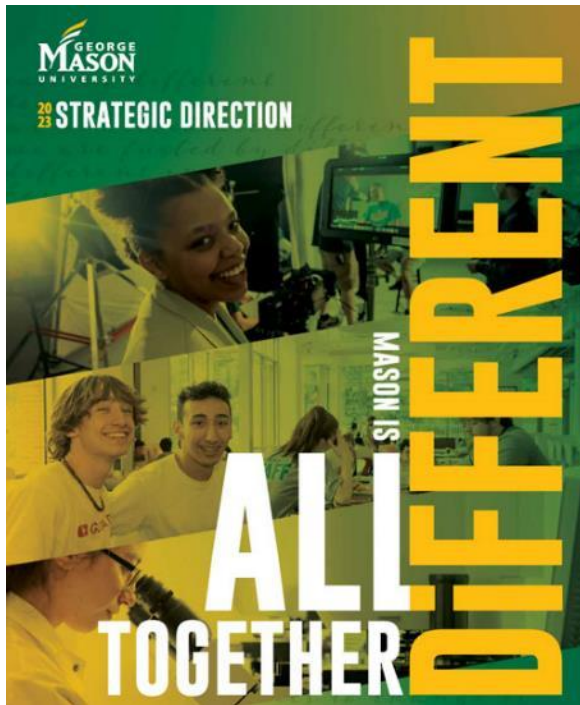


## Refresh the Plan

March–June 2024

Leads had an opportunity to recommend edits to Action language.

# A Plan Structured to Achieve Outcomes



[Link to the published plan](#)



# The Priorities

## Mason Student Experience

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

*Cultivate a high-quality experience that embodies the Mason values and promotes student success, well-being, collaboration, and a lasting connection.*

## Research

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

*Bolster the infrastructure and systems to support research and collaboration.*

## Partnerships

**Expand partnerships for economic and social impact.**

*Strengthen partnerships, alumni relations, and community building and engagement informed by Mason's research and pedagogical expertise.*

## Diversity, Equity, and Inclusion

**Exemplify a university culture of diversity, equity, and inclusion.**

*Live a culture of belonging and inclusion and address disparities to support the values of access, diversity, equity, and inclusion at Mason.*

## Faculty and Staff

**Invest in faculty and staff success.**

*Ensure appropriate resources, processes, and technologies are in place to better support the faculty and staff experience.*

# The Strategies

## Mason Student Experience

Enhance the academic experience for all learners to thrive throughout their lives.

Improve the student engagement experience within the Mason community.

Build a dynamic alumni engagement strategy.

Modernize the student services experience.

## Research

Grow Mason's research and creative portfolios

Provide the support structures needed to fuel growth.

Promote recognition of Mason's research, scholarship, and creative enterprises.

## Partnerships

Expand national and global partnerships to broaden Mason's reach.

Expand community outreach activities and programs to drive impact and add value in the communities we serve.

Strengthen and build relationships with partners to support workforce demands and drive economic growth.

## Diversity, Equity, and Inclusion

Achieve and sustain a diverse and inclusive population of students, faculty, and staff.

Be a community resource that can share knowledge and insight on diversity, equity, and inclusivity issues.

Refine Mason's governance structure, policies, and accountability measures to ensure diverse, equitable, and inclusive practices.

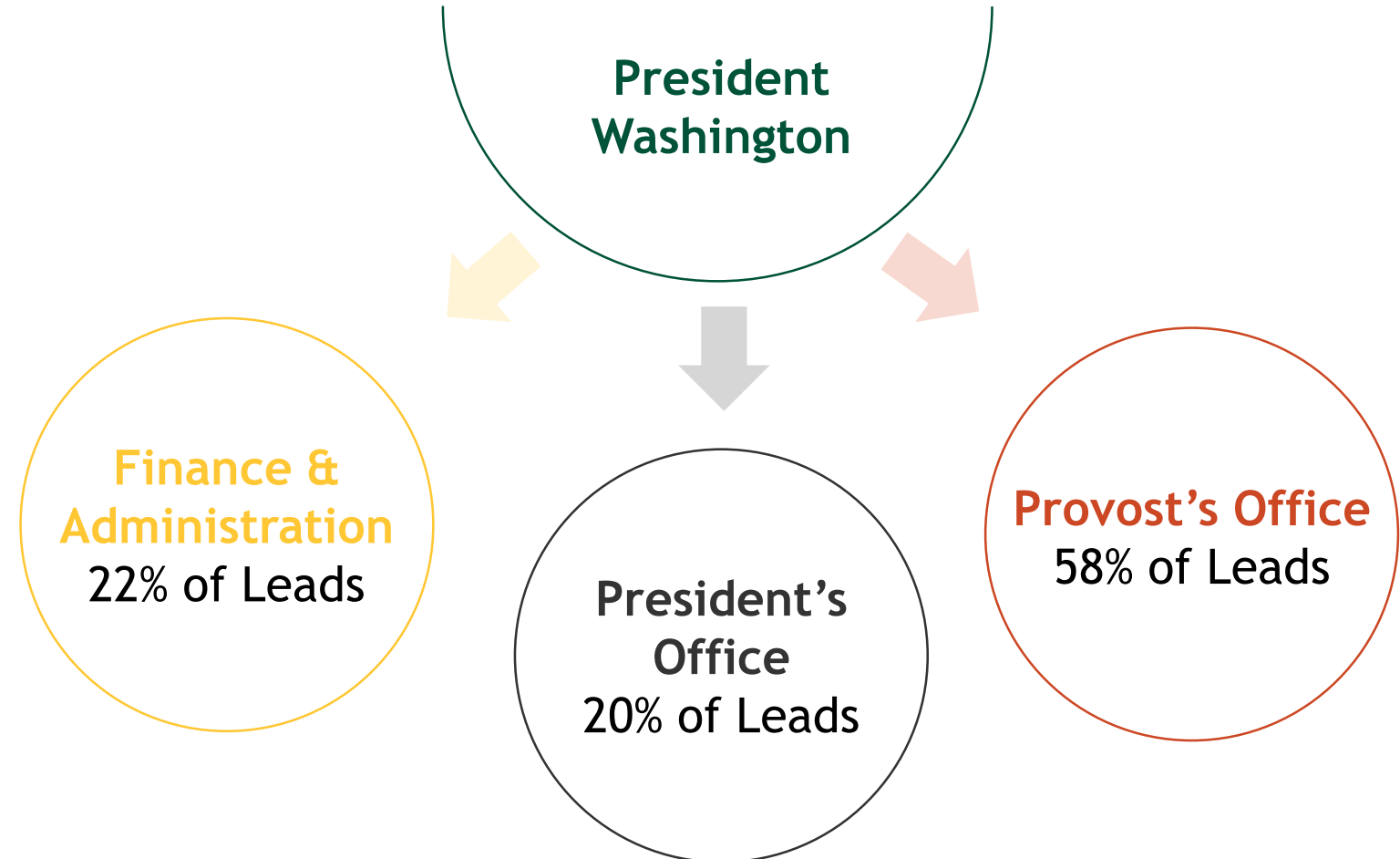
## Faculty and Staff

Be a work culture and workplace environment that attracts and retains top talent.

Enable faculty and staff success through effective modernization of Mason's technology, process, and sustainable infrastructure.

# Implementation Structure

45 individuals, across 30 units, have been designated as **Action Leads** and are directing implementation



# Where Are We Now?



## Managing via Consolidated Roadmap

- The roadmap is being used by Action Leads and Tactic points of contact
- UBC manages a change request process and republishes the roadmap on a quarterly basis



## Maintaining Transparency via Communications

- Monthly emails with updates and resources are sent to individuals involved in implementation
- All Leads meetings are held on a semesterly basis
- The President's website is updated weekly with related news articles



## Tracking Progress via Reporting

- Progress reports were last collected in spring 2024
- The next reporting period will be in March 2025, to capture FY25 progress



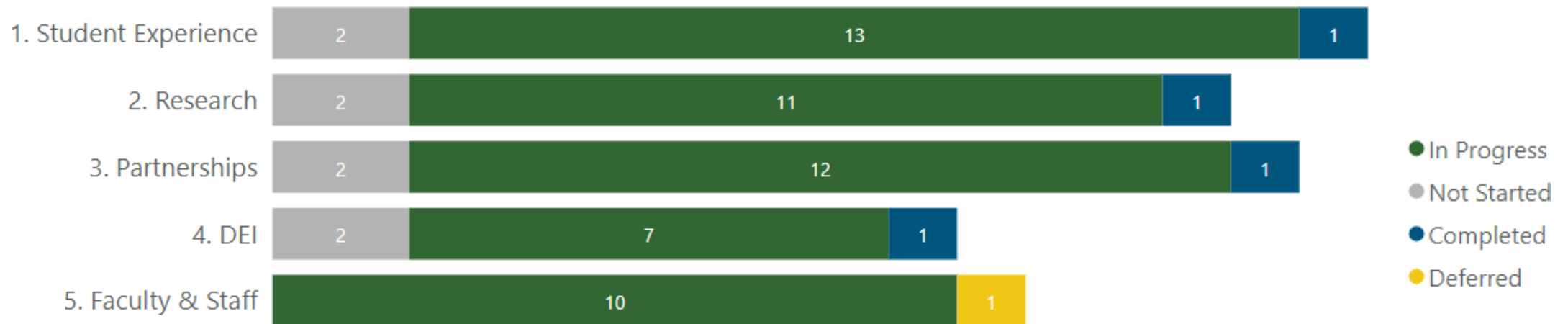
## Assisting via Tailored Individual and Team Support

- UBC is facilitating collaboration sessions for units and between groups when requested
- 1:1 support is provided to Leads as needed

# Progress to Date

- This summer, the Strategic Direction began **Year 3** of implementation (out of five).
- As of **spring 2024** progress reports:
  - 53 (80%) of the Actions in the plan were **in progress**
  - 4 (6%) of the Actions were **complete**
  - 21 (32%) of the Actions were **delayed**

## Status of Actions by Priority



- In Progress
- Not Started
- Completed
- Deferred

# Measuring Outcomes – Priority KPIs

### Priority KPI Dashboard

The following dashboards provide an overview of the impact of implementation of the strategic plan on key performance indicators.

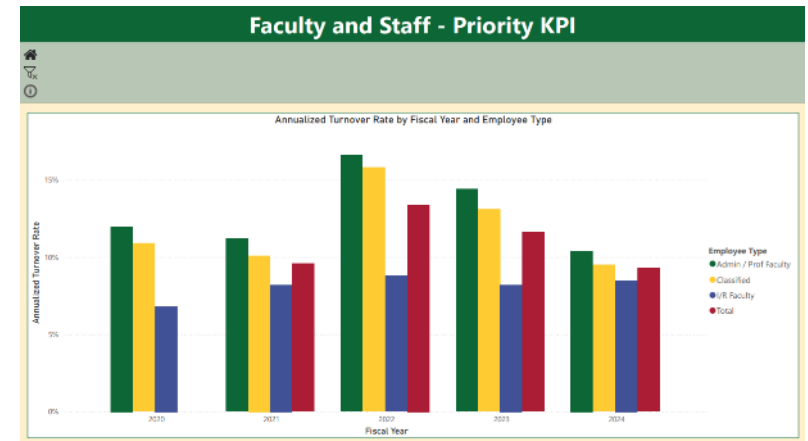
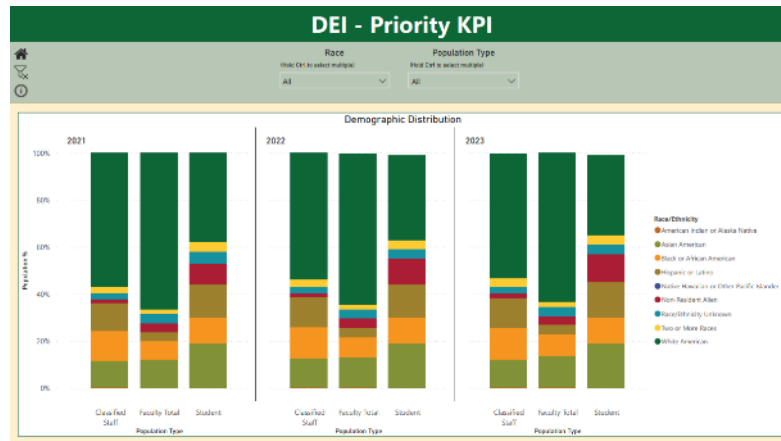
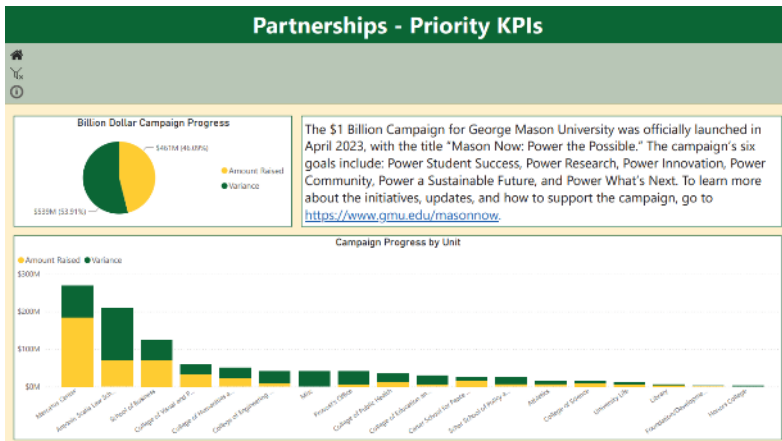
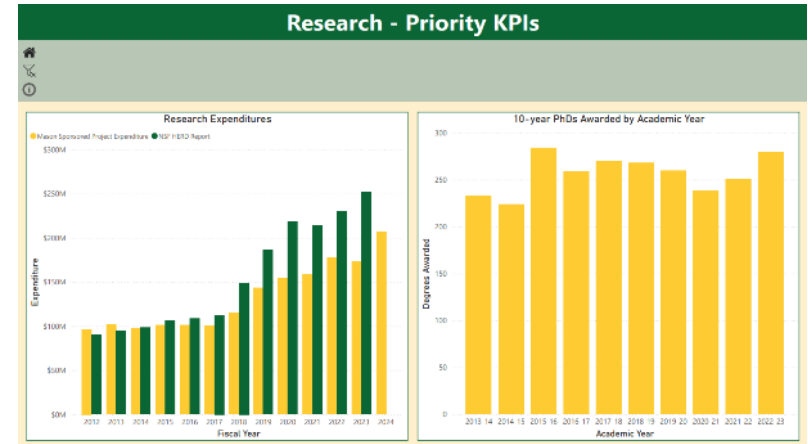
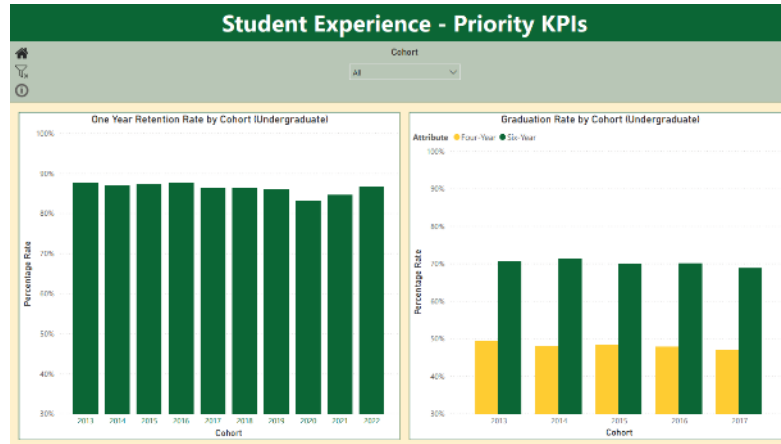
Student Experience

Research

Partnerships

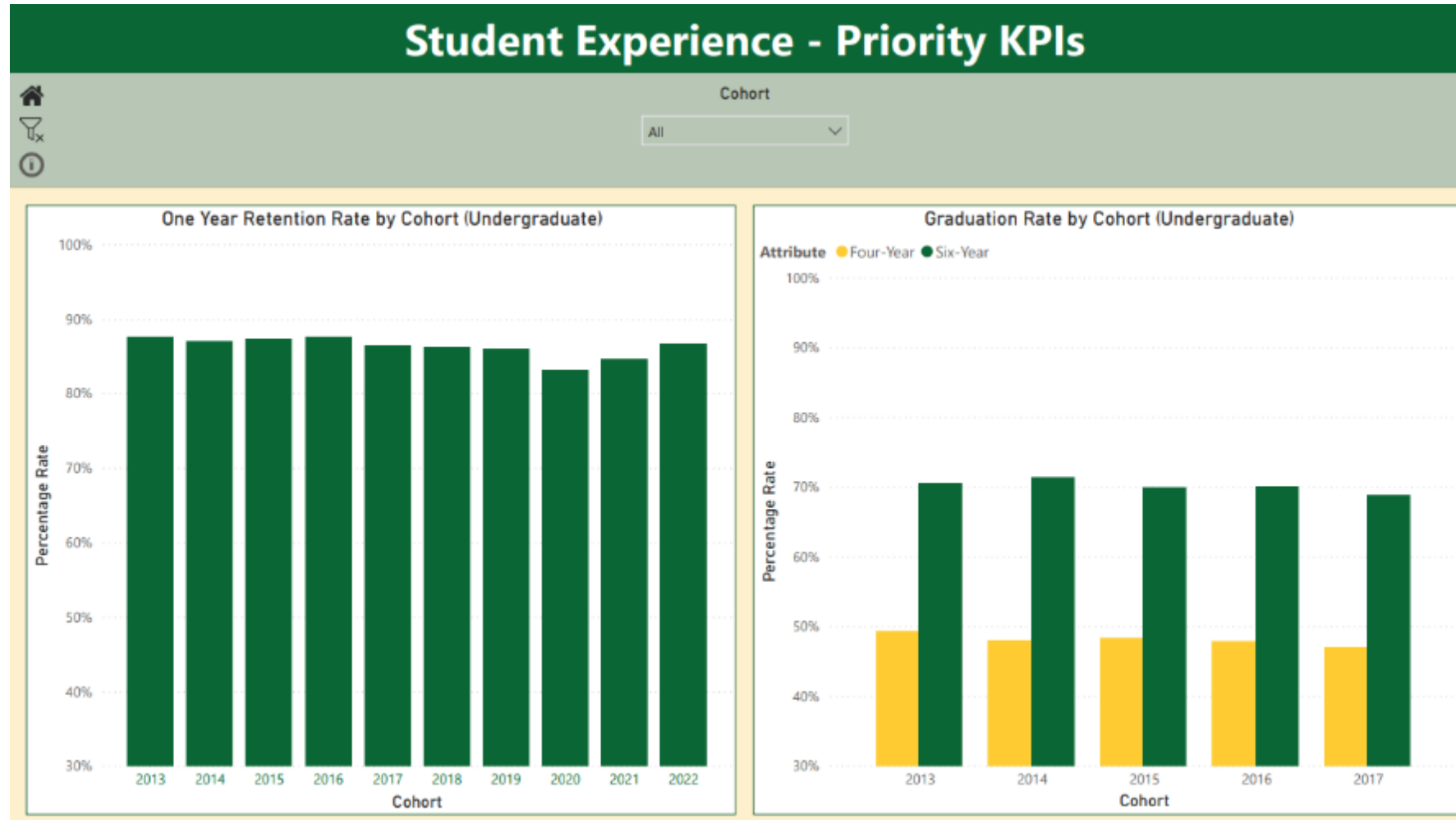
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Faculty and Staff



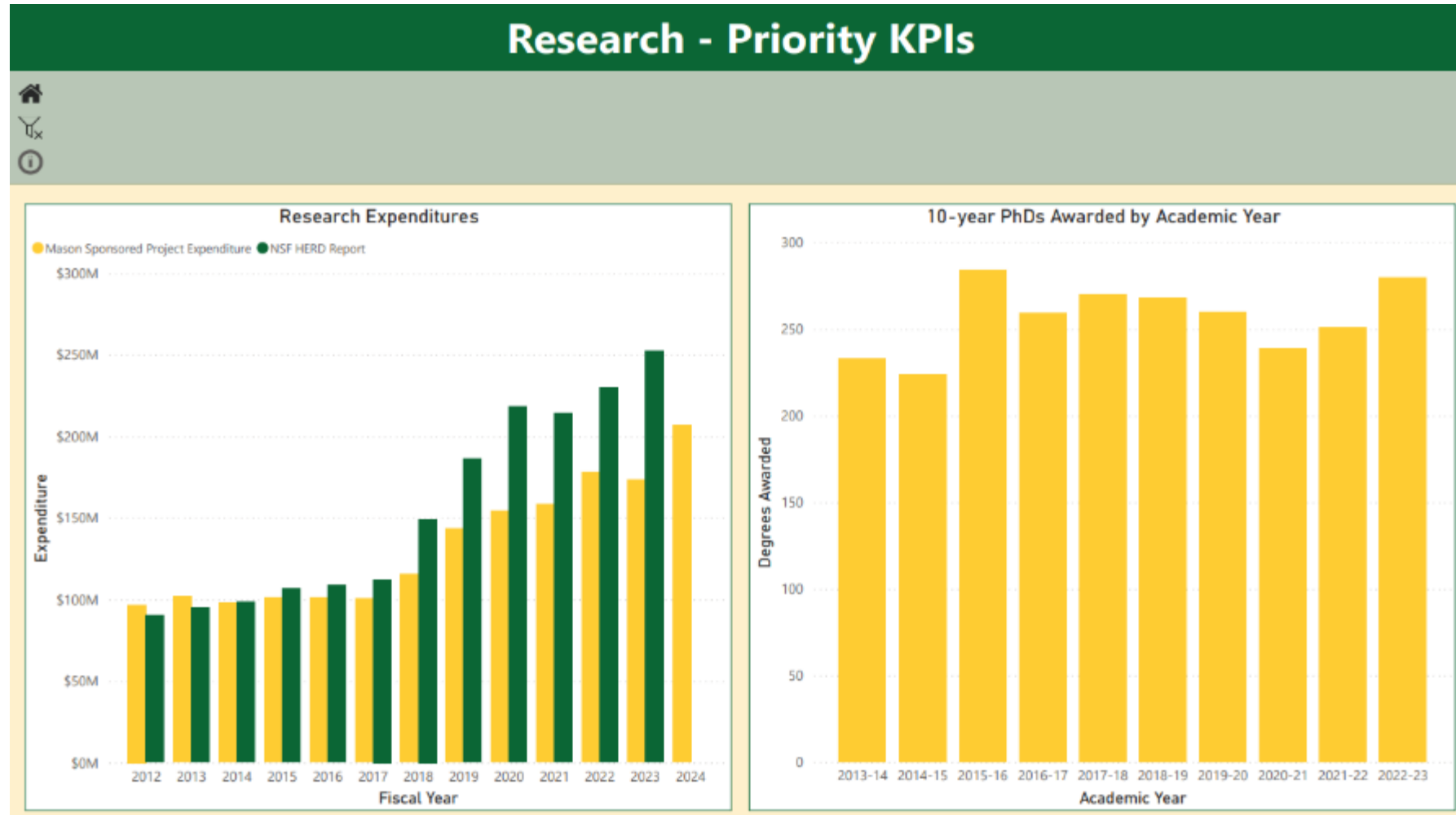
[Link to Priority KPIs visualizations](#)

# Measuring Outcomes – Priority KPIs



[Link to Priority KPIs visualizations](#)

# Measuring Outcomes – Priority KPIs



[Link to Priority KPIs visualizations](#)



# Strategic Direction in the News

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



1.1.3 Expand the portfolio of experiential learning opportunities, including internships, entrepreneurship, service learning, community engagement, study abroad, and research opportunities, for students to apply their skills and competencies in and beyond the classroom.

[George Mason University ranks #1 in Virginia for best value, internships, and upward mobility](#)

*September 24, 2024*

George Mason University is Virginia's leading university for value, upward mobility and internships, and ranked in the top 25 nationally for innovation according to U.S. News & World Report's Best Colleges 2025 released today.



1.3.1 Connect current and future alumni to share experiences, obtain career support, and maintain involvement in the Mason community.

[2024 Celebration of Distinction honors alumni leaders](#)

*October 15, 2024*

Each year, the George Mason University Alumni Association's annual Celebration of Distinction recognizes outstanding alumni, faculty members, and students.

# Strategic Direction in the News

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



2.1.2 Establish public and private partnerships in alignment with Mason's values, to address the grand challenges, create community and global impact, and increase funding.

[Military 5G gets a security boost with anti-jamming research](#)

*October 21, 2024*

Over the past year, George Mason professor Moinul Hossain contributed to a research initiative aimed at ensuring the safety and integrity of 5G networks used by the United States military.



2.1.4 Increase the recruitment of and support for doctoral students and post-doctoral fellows across the university to increase research, scholarship, and creative productivity.

[\\$1.2M NSF-funded fellowship aims to foster diversity in quantum science workforce](#)

*October 28, 2024*

George Mason received a \$1.25 million grant from the National Science Foundation (NSF) to launch a postdoctoral fellowship program that will prepare recent PhD graduates to be leaders in quantum education and workforce development research. The program focuses on addressing challenges in quantum education, particularly in building an inclusive and equitable workforce.

# Strategic Direction in the News

Priority: Expand partnerships for economic and social impact.



3.1.3 Expand global partnerships and educational opportunities (for example, the Mason Korea model).



Mason Korea's incoming class has students from 15 countries

*August 30, 2024*

More than 150 students, faculty, and staff gathered at Mason Korea's Fall 2024 Convocation to celebrate the arrival of a new international cohort at the IGC Banquet Hall.



3.3.2 Meet existing and future workforce demands and provide experiential, internship, and life-long learning opportunities for Mason learners by establishing partnerships with federal, state, and local governments and businesses.



George Mason expands partnership with GDIT to build a skilled and diverse technology workforce

*October 30, 2024*

George Mason University announced this week an expanded partnership with General Dynamics Information Technology (GDIT), a business unit of General Dynamics, to enhance career development opportunities for university students and GDIT's workforce. The focus areas include cybersecurity, artificial intelligence, cloud computing, and government contracting.

# Strategic Direction in the News

Priority: Exemplify a university culture of diversity, equity, and inclusion.



4.1.3 Improve access and affordability through expanded financial assistance and partnerships.

Rubiera becomes the first ADVANCE MVP student to matriculate to George Mason

*September 9, 2024*

Alizé Rubiera is the first ADVANCE Mason Virginia Promise student to enroll at the university. She comes to George Mason from Germanna Community College.



4.2.2 Establish Mason as a state, regional, and national resource for the advancement of diversity, equity, inclusion, and anti-racism.

George Mason University recognized for commitment to access, diversity and inclusion

*October 9, 2024*

George Mason University has been recognized with a 2024 Higher Education Excellence in Diversity (HEED) Award from Insight into Diversity magazine, an honor given to institutions that demonstrate a commitment to fostering diversity and inclusion across their campuses.

# Strategic Direction in the News

Priority: Invest in faculty and staff success.



5.2.1 Support Mason's strategic priorities and financial success by implementing a redesigned budget model.



## Budget model redesign work begins

*September 25, 2024*

To better support George Mason's mission and enable more thoughtful decision-making, the administration is launching a budget model redesign.



5.2.4 Leverage existing, and establish new, initiatives and funding to further Mason's sustainability and climate objectives.



## Campus Foragers' Forest turns 1

*October 23, 2024*

This month the organizers of the Foragers' Forest on George Mason's Fairfax Campus marked the project's first anniversary with the planting of endangered American chestnut trees.

**Ken Walsh**

Chief of Staff

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

**November 19, 2024  
AGENDA**

- I. Call to Order**
- II. Approval of Audit, Risk, and Compliance Committee Minutes**
  - A. Approval of Committee Minutes for September 26, 2024 Meeting (**ACTION**)
- III. New Business**
  - A. Auditor of Public Accounts Examination Discussion
  - B. Information Technology Update (includes **CLOSED SESSION** regarding security of information technology systems (Code of Virginia: §2.2-3711.A.19))
  - C. Review of Audit, Risk, and Compliance Committee Charter
  - D. Approval of Office of Audit and Compliance Charter (**ACTION**)
- IV. Reports**
  - A. Report of Approved Waivers of Contractual Conflicts of Interest
  - B. Report of Compliance with Gramm-Leach-Bliley Act Safeguards Rule
  - C. Office of University Audit Summary Report
  - D. Review of Office of University Audit Planning
  - E. Enterprise Risk Management Program Summary Report
  - F. Office of Institutional Compliance Summary Report
  - G. Information Technology Risk and Control Infrastructure Program Update
- V. Adjournment**

*The November 19, 2024 meeting of the Audit, Risk, and Compliance Committee will be held virtually, and may be viewed at <https://bov.gmu.edu/live/>. In the event of a disruption or failure in the live stream, please call (703)-993-8704 and inform Mason staff of the disruption. Gallery seating and viewing of the session will also be available in Merten Hall 1201. Should the meeting format change, a subsequent notice will be issued in accordance with Virginia Code 2.2-3707.*

*Written comments will be accepted until the full board meeting adjourns on December 5, 2024. To submit a written public comment, please complete the form at the following link: <https://forms.office.com/r/9AcSrVQwiz>. Written comments will be entered into the public record of this meeting. **No oral public comment will be taken at this meeting.***



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

**September 26, 2024  
MINUTES**

**PRESENT:** Chair Oberoi, Vice Chair Alacbay, Visitors Brown, Marcus, and Meese.

**ABSENT:** Visitor Blackman.

**ALSO PRESENT:** Rector Stimson; Visitors Burke, Pence, Peterson, Short, and Thompson; President Washington; Provost and Executive Vice President Antony; Vice President and Chief Diversity Officer Artis; Undergraduate Student Representative Cuesta; Executive Vice President of Finance and Administration Dickenson; Staff Senate Chair Gautney; Special Advisor Healy; Vice President of Finance Heinle; Graduate Student Representative Hoffman; Vice President and Chief Information Officer Madison; Vice President for Research, Innovation, and Economic Development Marshall; Associate University Counsel Schlam; Faculty Senate President Simmons; Assistant Vice President and Deputy Chief Information Officer Spann; Executive Vice President for Strategic Initiatives and Chief of Staff Walsh; Interim Senior Vice President and Chief Risk Officer Zobel; Chief Audit and Compliance Officer Dittmeier; and Associate Vice President for Institutional Compliance Lacovara.

**I.** Chair Oberoi called the meeting to order at 9:30 a.m.

**II. Approval of Minutes**

Chair Oberoi called for any corrections to the minutes of the May 2, 2024 Audit, Risk, and Compliance Committee meeting. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN.**

**III New Business**

**A. Enterprise Risk Management Program Update**

Dr. Zobel reviewed with the Committee highlights related to the enterprise risk management program.

She reminded the Committee the program’s purpose is to identify risks; plan, facilitate, and oversee implementation of response strategies; and provide communication to the President and the Committee. Since the

## **AUDIT, RISK, AND COMPLIANCE COMMITTEE**

September 26, 2024

Page 2

prior Committee meeting, the program has worked with senior leaders and risk owners to facilitate development of mitigation action plans for each of the ten enterprise risks. Ongoing monitoring of internal and external changes in the risk environment has also continued. Funding resources, competition, and cybersecurity remain the high-priority risks for the university. Risk drivers and mitigation actions for these risks were discussed with the Committee. The Committee discussed with management the factors influencing the trends in risk levels for the high priority risks, including the competitive environment for students and for high-performing faculty.

### **IV. Reports**

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

Mr. Dittmeier reported that Derek Butler joined George Mason earlier in September as Deputy University Auditor, succeeding Wendy Watkins who retired recently. Mr. Butler has more than 30 years of internal audit leadership experience, most recently as Chief Auditor of Washington Gas Light, and holds professional certifications as a Certified Internal Auditor and Certified Information Systems Auditor. The portfolio of audit work is being transitioned to Mr. Butler's leadership. Mr. Dittmeier also highlighted that there has been a recent uptick of allegation reports which require investigation; he stated that it was too early to tell whether the uptick represents any systemic concern.

Mr. Lacovara noted there were no significant compliance reports, external reviews, or other matters since the prior Committee meeting. Assessment work is continuing and Institutional Compliance is working with several groups to develop response strategies and action plans related to the Institutional Compliance and Ethics enterprise risk, including assessing the Code of Ethics as well as processes for developing policies, surfacing concerns, and addressing instances of non-compliance.

Dr. Madison described recent IT Risk and Control Infrastructure Program accomplishments which include automation of security awareness training enforcement through password resets, and the establishment and use of domain councils to facilitate governance in George Mason's distributed environment.

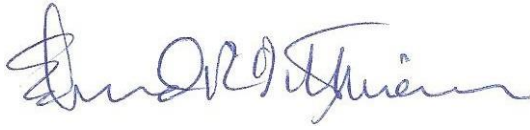
### **VI. Adjournment**

Chair Oberoi adjourned the meeting at 9:50 a.m.

**AUDIT, RISK, AND COMPLIANCE COMMITTEE**

September 26, 2024

Page 3

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

Edward R. Dittmeier

Secretary pro tem

**ITEM NUMBER: III.A.**

Auditor of Public Accounts Discussion

**PURPOSE OF ITEM:**

Brief the Audit, Risk, and Compliance Committee regarding the upcoming financial statement audit for the year ended June 30, 2024.

**NARRATIVE:**

The Commonwealth's Auditor of Public Accounts is responsible for auditing the accounts of every state department, officer, board, commission, institution, or other agency handling any state funds. Among other things, the Auditor of Public Accounts determines that state agencies are providing and reporting appropriate information on financial and performance measures.

Zach Borgerding is representing the Auditor of Public Accounts.

**ACTION:**

Receive briefing and discuss.





## 2024 Financial Statement Audit Entrance Meeting

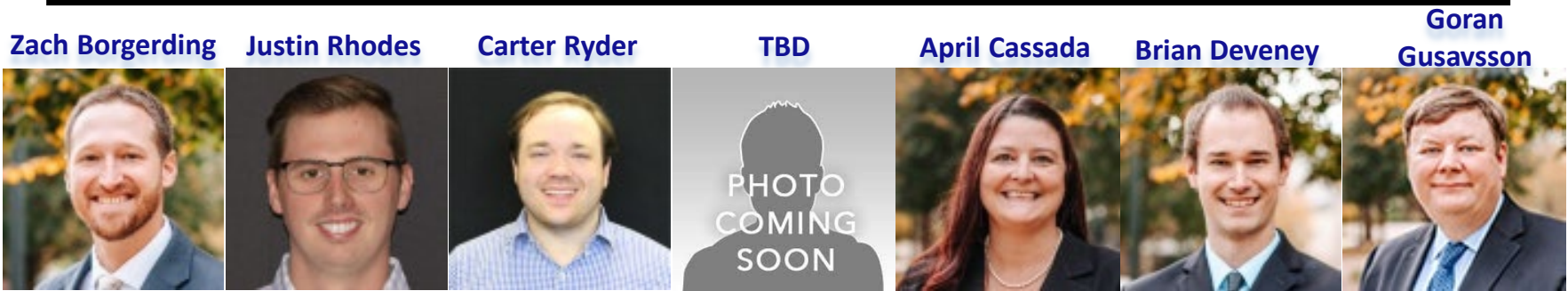
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November 19, 2024

Zach Borgerding, Audit Director

Auditor of Public Accounts

# Our Team (Preliminary Staffing)



## Project Manager

- Director
- 16 years experience
- Served as GMU PM in 2016/2017
- Other HEI experience: RU, VT, VSU, ODU, VCCS
- Ultimately responsible for audit
- CPA, CISA, CGFM

## In-Charge

- Supervisor
- 6.5 years experience
- 4<sup>th</sup> year assigned to GMU and 3<sup>rd</sup> year as In-Charge
- Specializes in higher education
- Runs day-to-day audit operations
- CPA and CISA

## Audit Staff

- Auditor
- 3 years experience (including prior employer)
- 2<sup>nd</sup> year assigned to GMU
- Specializes in acquisitions and contracts
- VCA and Masters of Accountancy

## Audit Staff

- Audit staffing in progress – will add **two** additional general audit staff, at least one ISS auditor, a pension auditor, and a debt auditor
- To inform management when audit team is finalized

## Data Reviewer

- Director
- 21 years experience
- Manages and reviews all data retrieval work
- BS in Accounting, CPA, CISA, and CITP

## Pension/Debt Reviewer

- Manager
- 11 years experience
- Manages and reviews debt, pensions, and OPEBs for spring HEI projects
- CPA, CISA, Masters of Accountancy

## ISS Reviewer

- Director
- 28 years experience
- Manages and reviews system security work
- BS in Electrical Engineering and Computer Science, MA in ISS, CISM, and CISSP

# Audit Objectives

- **Basic Financial Statements**
  - Primary objective of audit is to provide an opinion on fair presentation in accordance with GAAP
  - We assess risk of material misstatement at the line item level and design an audit approach responsive to those risks
  - Procedures include a combination of tests of detailed transactions and balances, as well as internal control processes

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# Audit Objectives

- **Required Supplementary Information (RSI)**
  - We review for consistency with the basic financial statements
  - We perform limited procedures, including management inquiries and review of support
  - We do not provide an opinion concerning RSI

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# Significant Risks

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## Management Override

- Risk is present at all organizations
- Access controls
- Segregation of duties
- Culture/tone at the top
- Whistleblower communication channels

## Revenue Recognition

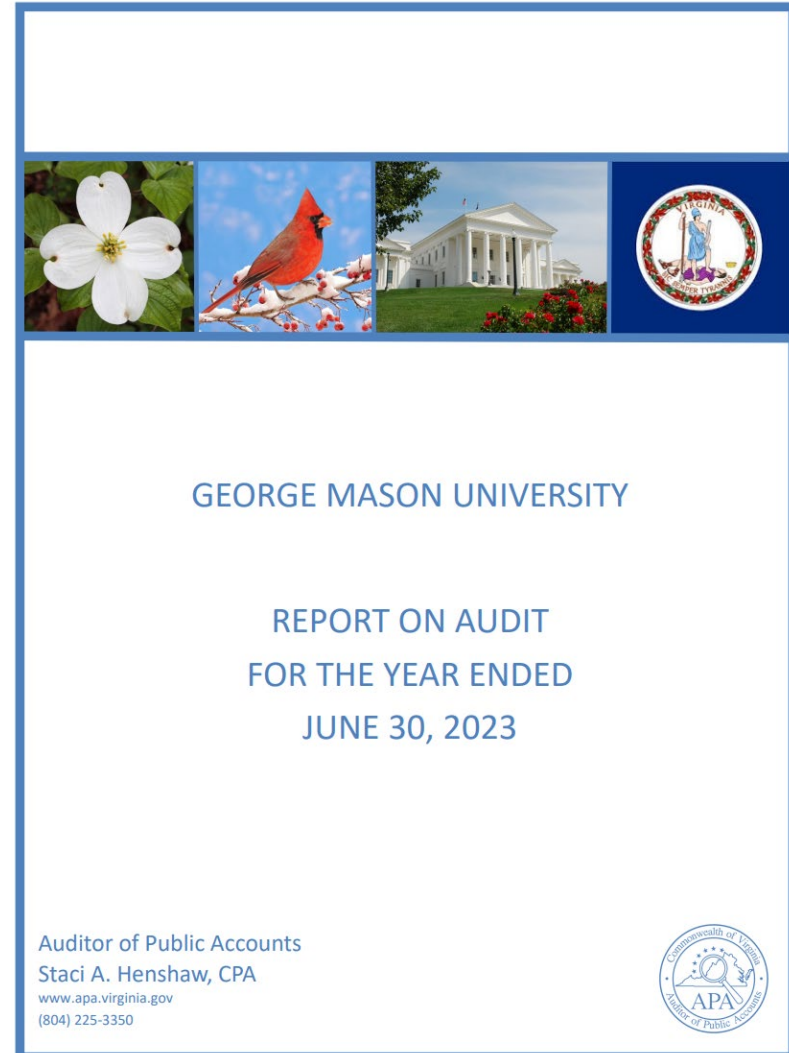
- Risk is present at all universities
- Tuition and fees and auxiliary enterprises demand most attention
- Scholarship allowance moderately complex
- Grants and contracts generally follow non-exchange recognition criteria

## Transactions with Component Units

- Purchase of Vernon Smith Hall assets from GMUF is significant (\$107 million), infrequent, and moderately complex
- GMUF gifted \$58 million to support key University initiatives

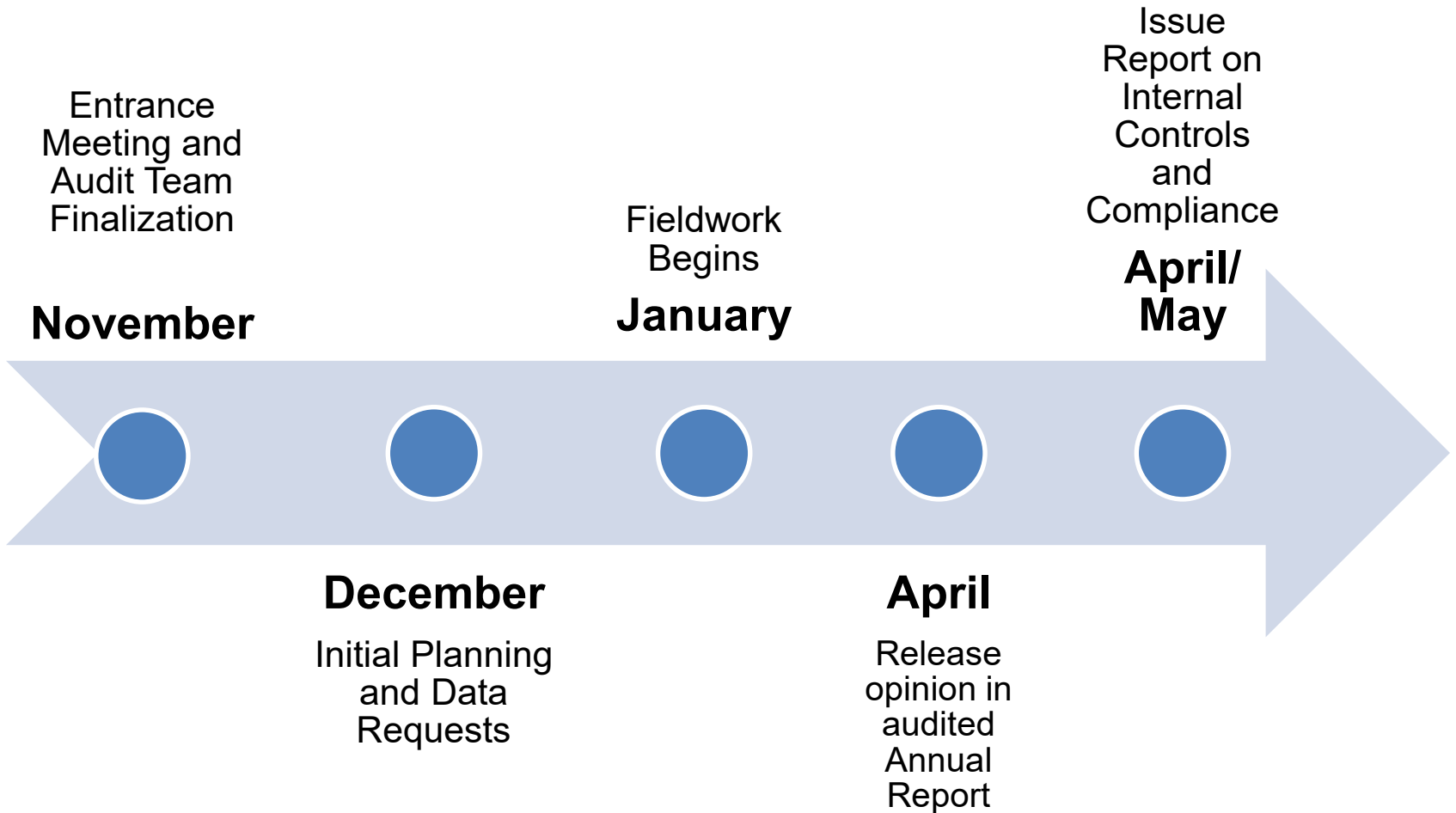
# Audit Objectives

- **Report on Internal Controls and Compliance**
  - We do not provide an opinion on internal controls
  - We are required to report any findings that we deem to be significant deficiencies or material weaknesses
  - Though not required, we plan to issue this report the same week we release the audit opinion



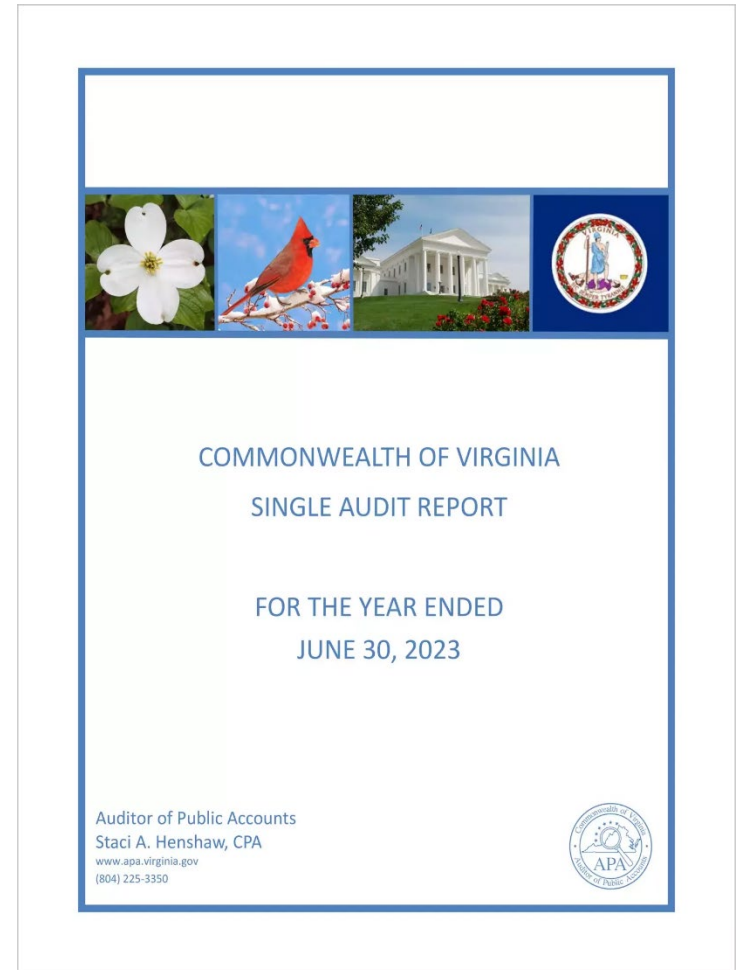
# Audit Timeline

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# Other Audit/Attest Engagements

- **Single Audit**
  - The Single Audit report includes our audit of federal funds received by the Commonwealth and serves as the internal control report for the Commonwealth's Annual Comprehensive Financial Report
  - A separate APA audit team is currently auditing the Student Financial Assistance (SFA) Programs Cluster (including George Mason) and will issue a stand-alone report
  - Findings included in the stand-alone SFA report will be carried forward to the Single Audit report
  - Deadline for Single Audit is February 15<sup>th</sup>



# Other Audit/Attest Engagements


- **Agreed-upon Procedures Report for Athletics**
  - Performed by Forvis Mazars
  - Describes procedures over Statement of Revenues and Expenses and related notes
  - Nearing Completion
  - Preliminary report is provided to APA for review prior to issuance
  - Deadline for submission to NCAA is January 15<sup>th</sup>



## **George Mason University Intercollegiate Athletics Program**

Independent Accountant's Report on Applying  
Agreed-Upon Procedures Performed on the  
Intercollegiate Athletics Program as Required by  
NCAA Bylaw 20.2.4.17.1

Year Ended June 30, 2023



# Management Communication

---

- Entrance/Exit with Management
- Periodic status updates
- When potential concerns are noted:
  - Confirm condition
  - Obtain response
  - Evaluate magnitude and pervasiveness

## Audit, Risk, & Compliance Committee Communication

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- If you are aware of risks our audit should address, please share those with us
- Unless there are findings requiring your immediate attention, we will present our results to you at the conclusion of the audit
- If earlier communication is warranted, we will coordinate with management to ensure the Committee is informed in a timely manner



## Other Significant Correspondence

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- Management will separately agree to the terms of the audit engagement and copy the Committee Chair on the communication
- Management will make written representations to us at the end of the audit and copy the Committee Chair on the communication

## Intended Use Statement

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***This presentation is intended solely for the information and use of those charged with governance and management, and is not intended to be, and should not be, used by anyone other than these specified parties.***



# Information Technology Update



Board of Visitors – Audit, Risk, & Compliance  
Committee Meeting – November 19, 2024

# Agenda

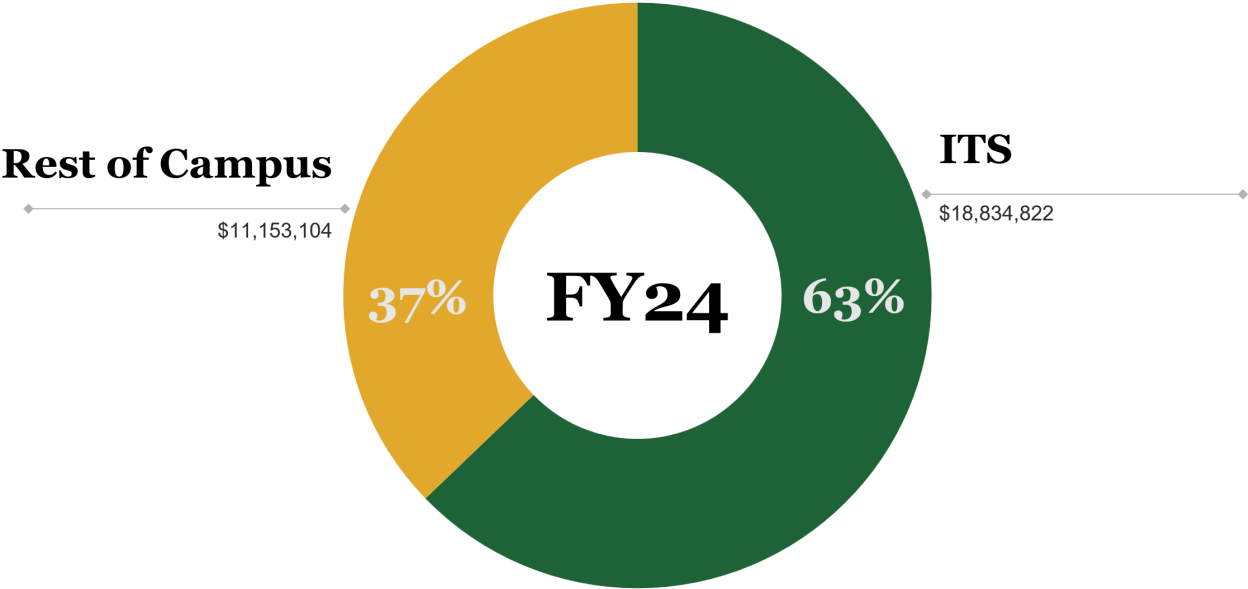
- **Mason Information Technology Overview**
- **Cybersecurity Strategy**
- **Information Technology Risk and Control Infrastructure Program**
- **Security Threat Landscape**
- **Questions and Answers**

# Information Technology at George Mason University

Mason operates in a distributed IT environment with shared governance

## Information Technology Expenditures – Annual VITA Report

- University Research is conducted within Schools, sometimes with shared IT functions (compute, administration)
  - Schools and Colleges, and some units have IT departments
- Demarcations in governance, roles/responsibility not always clearly defined



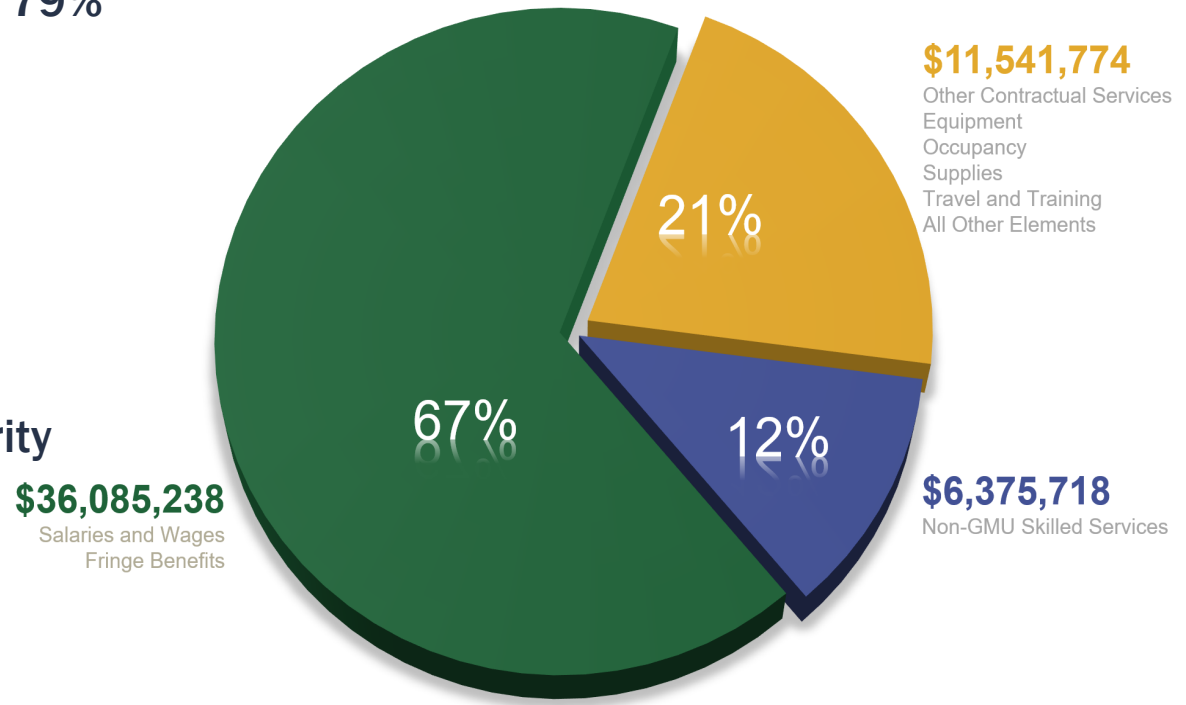
Note: The following accounts codes have been used for comparison: 73720, 73740, 73750, 73760, 73775, 74874, 74883, 74884, 76870, 76873, 76874, 76875, 76876, and 76878.

**ITS manages ERP/CRM/HR/PR/LMS/Student**

# Information Technology Services Structure

## ITS Expenditures – Labor vs. Non-Labor E&G Comparison

- ITS salaries and contractors account for roughly 79% of ITS spend
- ITS employs 269 FTE , 80 student wage, 36 contractors and 28 wage employees
- ITS Units; Academic Strategies, Enterprise Applications, Enterprise Infrastructure Services, Enterprise Service Delivery, Learning Support Services, Information Technology Security Office



# George Mason Cybersecurity Strategy

Our vision is to establish a robust, proactive cybersecurity strategy that not only protects the integrity, confidentiality, and availability of our data but also fosters a secure environment for learning, research, and innovation.

## 5 Foundational Pillars

- **Data Protection & Privacy** – Safeguarding sensitive personal, academic, and research data is a top priority.
- **Security Awareness & Training** – A well-informed community is our first line of defense
- **Cutting Edge Cybersecurity Research** – As a hub of innovation, we are committed to advancing the field of cybersecurity through interdisciplinary research
- **Technology & Infrastructure** – Our strategy involves continuous investment in cutting-edge cybersecurity technologies, including AI-driven threat detection, network security, and incident response systems, to ensure the university's infrastructure remains resilient and adaptive to evolving threats.
- **Collaboration & Partnership** – We aim to build strong partnerships with government agencies, industry leaders, and other educational institutions to share knowledge, best practices, and resources in cybersecurity. Together, we can stay ahead of emerging cyber threats.

# IT Risk and Control Infrastructure Program

November 2024



# Information Technology Risk and Control Infrastructure Program Strategic Programs of Focus

**Most outstanding IT Security audit findings have common structural roots in underlying business processes and systems**

- George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework
- Portfolio and Project Management
- IT Security Program Management
- Change and Configuration Management
- Identity Management and Access Control
- Risk Assessment and Remediation

# George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework

## FY2024 Activities/Accomplishments

- George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework published and beginning of operationalization through release of the updated IT Security Standard.
- In partnership with Risk, Safety, and Resilience team, start of transition of Business Continuity and Disaster Recovery (BC/DR) and Continuity of Operations (COOP) documentation from Kualii to Archer Integrated Risk Management (IRM) platform.
- Banner Core controls assessment conducted to the updated framework and baselines.

## FY2025 Planned Initiatives

- Operationalize risk workflows in Archer.
- Focus on APA MP01 remediation activities.

# Portfolio and Project Management

## FY2024 Activities/Accomplishments

- Introduction of the Domain Councils (DC) concept and operationalization.
- Project Management Module moved into TeamDynamix (TDX) to establish linkage between TDX Project Intake and Project Process Methodology.

## FY2025 Planned Initiatives

- Work towards operationalizing Enterprise and the Provost Administration Domain Councils.
- Prepare to launch the Schools & Colleges Domain Council (SCDC) by FY25 Q3.
- Align processes of Facilities, Space, and IT project requests to support Executive Administration Committee (EAC).
- Roll out TeamDynamix automation to support DC1 and DC2 of the Domain Council process to streamline intake and review of requests.

# IT Security Program Management

## FY2024 Activities/Accomplishments

- Launched project to achieve compliance enforcement for mandatory IT Security Awareness training through automated mechanism.
- Rubrik backup services implemented for Microsoft 365 service.
- Review conducted to evaluate existing Microsoft 365 controls for enhancements and industry best practices.

## FY2025 Planned Initiatives

- Completed project for mandatory IT Security Awareness training automated enforcement. As of July 2024, the process is live and operational.
- Finalize the scope and the statement of work for the penetration test.

# Change and Configuration Management

## FY2024 Activities/Accomplishments

- Transitioned the Change Management process from the legacy Change Management Database (CMDB) to TeamDynamix to align with industry best practices and compliance requirements.
- Banner Change Advisory Board (CAB) established.
- Center for Internet Security (CIS) benchmark-based Windows 11 consensus security baselines created.

## FY2025 Planned Initiatives

- Enhance the current Service Catalog to enable search of ITS.gmu.edu across TeamDynamix and WordPress catalogs providing better results and user experience.

# Identity and Access Management

## FY2024 Activities/Accomplishments

- Socialized and championed the need for an Identity Access Management program.
  - Project #867: Selection and implementation of an Identity Access Governance tool.
  - Project #866: Establish an IAM program.

## FY2025 Planned Initiatives

- Both projects associated with this program area are currently on hold for funding and resource prioritization approvals.

# Risk Assessment and Remediation Program

## FY2024 Activities/Accomplishments

- Began workflow enhancements in Archer IRM to support risk assessments and issues management.
- Creation of FAR 52-204.21 compliance security plan template for the Hopper High Performance Cluster (HPC) to position Mason to be able to support research grant requests that require compliance to the FAR 52-204.21 controls.

## FY2025 Planned Initiatives

- Completed – GLBA and FTI assessment
- MPO1 remediation activities for the finding issued by the Virginia Auditor of Accounts (APA) continue to be prioritized. These activities include conducting system risk assessments, creating System Security Plans (SSPs), and documenting Recovery Point Objectives (RPOs) for systems that meet the categorization criteria.

**Motion:**

**I move that the Audit, Risk, and Compliance Committee go into Closed Session under the provisions of Section 2.2-3711.A.19 of the Code of Virginia to discuss the security of university information technology systems.**



## **Motion:**

**I move that the Audit, Risk, and Compliance Committee go back into Public Session and further move that by ROLL CALL VOTE we affirm that only public business matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were heard, discussed or considered in the Closed Meeting, and that only such business matters that were identified in the motion to go into a Closed Meeting were heard, discussed, or considered in the Closed Meeting. Any member of the Committee who believes that there was a departure from the requirements as stated above, shall so state prior to taking the roll call, indicating the substance of the departure that, in their judgment, has taken place.**

# Questions

**ITEM NUMBER: III.C.** Review of Audit, Risk, and Compliance Committee Charter

**PURPOSE OF ITEM:** This item facilitates the Committee's review of its charter.

**NARRATIVE:** The Audit, Risk, and Compliance Committee's charter was last approved in September 2023.

- The charter requires the Committee to review the charter annually and update as necessary.

No revisions are recommended to the Committee.

The charter continues to align with the university's bylaws which have not changed since the last approval in September 2023.

**RECOMMENDATION:** Review Audit, Risk, and Compliance Committee Charter. No action is recommended.

# **GEORGE MASON UNIVERSITY BOARD OF VISITORS AUDIT, RISK, and COMPLIANCE COMMITTEE CHARTER**

## **I. PURPOSE**

The purpose of the Audit, Risk, and Compliance Committee is to assist the Board of Visitors in fulfilling its oversight responsibilities for:

- the financial reporting process;
- the system of internal controls;
- internal and external auditing;
- institutional compliance processes that monitor compliance with laws and regulations; and
- enterprise risk management processes that assess significant risks to the University and the steps management has taken to monitor and control such risks.

The function of the Audit, Risk, and Compliance Committee is oversight. University management is responsible for (i) preparation, presentation, and integrity of the University's financial statements; (ii) maintenance and implementation of effective policies, procedures, and controls designed to assure compliance with generally accepted accounting principles and applicable laws and regulations; and (iii) identification, assessment, monitoring, and management of significant enterprise-level risks to the University.

## **II. COMPOSITION**

The Audit, Risk, and Compliance Committee will consist of three or more Visitors determined annually by the Board of Visitors. The Rector shall appoint the Chair and Vice Chair subject to confirmation by the Board of Visitors. Each committee member shall be independent as defined by the Board of Visitors. At least one member shall be financially literate as defined by the Board of Visitors.

## **III. MEETINGS**

The schedule of Committee meetings is determined annually by the Board of Visitors; additional meetings may occur as determined by the Committee Chair. The Committee Chair should meet with the Chief Audit and Compliance Officer as necessary and at least prior to each Committee meeting. Committee actions will be reported to the Board of Visitors with such recommendations as the Committee may deem appropriate. The Committee may meet in closed session in accordance with state law.

## **IV. RESPONSIBILITIES**

In fulfilling its oversight responsibilities, the Audit, Risk, and Compliance Committee shall:

A. General

1. Adopt the Committee's Charter. The charter should be reviewed annually and updated as necessary.
2. Conduct or authorize its own investigations into issues related to its responsibilities and, as necessary, retain independent advisors to advise the Committee.
3. Approve the Office of Audit and Compliance Charter. The charter should be reviewed annually and updated as necessary.

B. Financial Reporting Oversight

1. Review and discuss with management and the University's independent auditors, the Auditor of Public Accounts:
  - a. The University's annual financial statements, including footnotes, the University's significant accounting policies, and disclosures made in Management's Discussion and Analysis.
  - b. The Auditor of Public Accounts' audit of the financial statements, including their report on internal control over financial reporting and on compliance and other matters.
  - c. The effectiveness of the university's system of internal controls over financial reporting.
  - d. Any difficulties or disputes with management encountered during the audit.

C. Enterprise Risk Management and Internal Control Oversight

1. Review and discuss with management and the Chief Audit and Compliance Officer:
  - a. The effectiveness of the University's process for identifying and assessing significant enterprise-level risks or exposures and the steps management has taken to monitor and control such risks to the University.
  - b. The effectiveness of the University's internal controls, including the status and adequacy of information systems and security.

- c. The status and timing of management's actions to monitor and control significant enterprise-level risks and implement recommendations related to internal controls.
2. Review and discuss with management the results of significant reviews by regulatory agencies or other external entities, or summaries thereof, and management's responses.

D. Institutional Compliance Oversight

1. Review and discuss with management, the University Counsel, and the Chief Audit and Compliance Officer:
  - a. The effectiveness of the institutional compliance processes for monitoring compliance with laws and regulations, including policies and processes related to ethics and conflicts of interest.
  - b. The status and timing of management's actions to monitor and control significant compliance risks.
2. Review and consult, as necessary, with the University Counsel and others regarding any legal or regulatory matters significant to the University.

E. Internal Auditing Oversight

1. Assess the internal audit function's independence and reporting relationships.
2. Review and approve the process for establishing risk-based internal audit plans. Review and discuss with the Chief Audit and Compliance Officer the scope and plans for audits established under this process and factors, including the adequacy of financial and staffing resources, which may affect the effectiveness and timeliness of such audits.
3. Review significant reports to management prepared by the internal audit function, or summaries thereof, and management's responses.
4. Review and discuss with the Chief Audit and Compliance Officer any difficulties encountered, such as restrictions on the scope of the work or access to information.
5. Review and approve the appointment, replacement, performance, and compensation of the Chief Audit and Compliance Officer, who shall report

directly to the Committee for functional purposes, but may report to the University President for administrative purposes.

**V. BYLAWS**

In the event of a conflict between this Audit, Risk, and Compliance Committee Charter and the Bylaws of the Board of Visitors, the Bylaws shall control.

Effective Date: September 28, 2023

**ITEM NUMBER: III.D.** Approval of Office of Audit and Compliance Charter

**PURPOSE OF ITEM:** This item requests Committee approval of the Office of Audit and Compliance charter.

**NARRATIVE:** The Committee's Charter requires the Committee to review annually, and update as necessary, the charter for the university's Office of Audit and Compliance.

- The charter was last approved in September 2023.
- The Institute of Internal Auditors has enhanced the International Professional Practices Framework via a comprehensive revision of the Global Internal Audit Standards, effective January 2025.
- The proposed changes to the charter are designed to conform to the revised Standards related to the Committee's approval and oversight of internal auditing at George Mason.
- The proposed changes will also align with the directives of the Office of the State Inspector General.

The proposed charter has been reviewed with President Washington; he is fully supportive of the charter and is committed to providing the Office of Audit and Compliance with the necessary independence, stature, and access to university personnel and resources to accomplish its responsibilities to the Audit, Risk, and Compliance Committee.

Organizational Independence Confirmation: Annually, the Chief Audit and Compliance Officer must confirm the organizational independence of the internal audit function.

It is.

- Clear functional reporting to the Audit, Risk, and Compliance Committee, with full and free access to the Committee.
- Demonstrated oversight by the Audit, Risk, and Compliance Committee.
- Freedom from interference in determining internal audit risk assessments; audit selection and scheduling; audit scope, procedures, frequency, and timing; and audit reporting.
- Unrestricted access to all functions, data, records, information, reports, property, and personnel.
- Non-performance of management or operational responsibilities, including directing any non-Office of Audit and Compliance personnel.

**RECOMMENDATION:** Approval of the Office of Audit and Compliance charter.



# Committee Action Item

Motion:

I move that the Office of Audit and Compliance Charter be approved.

**GEORGE MASON UNIVERSITY**  
**OFFICE OF AUDIT AND COMPLIANCE CHARTER**

Adopted by the Audit, Risk, and Compliance Committee of the Board of Visitors

---

Dolly Oberoi, Chairman,  
Audit, Risk, and Compliance Committee

---

Date

University Management is fully supportive of the Office of Audit and Compliance in the accomplishment of its mission to assist the Board of Visitors and the Board's Audit, Risk, and Compliance Committee with fulfilling their oversight responsibilities through the provision of independent and objective risk-based assurance services; and planning and oversight of the university's institutional compliance and ethics program. Through its administrative reporting relationship, the Office of Audit and Compliance will have the necessary independence, stature, and access to university personnel and resources to accomplish its responsibilities to the Audit, Risk, and Compliance Committee.



---

Gregory Washington, President

11/4/24

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Date

STUDY REPORT DATED 11/11/11

DEPARTMENT OF ALBANY AND COMBUSTION DIVISION

The report for the Albany, New York, was prepared by the Albany Division

Albany Division  
New York State Department of Environmental Conservation

The Albany Division of the New York State Department of Environmental Conservation is pleased to provide you with this report. The report was prepared by the Albany Division and is intended to provide you with the information you need to make informed decisions regarding the project. The report was prepared by the Albany Division and is intended to provide you with the information you need to make informed decisions regarding the project.

11/11/11

[Signature]

**Purpose:**

The Office of Audit and Compliance (OAC) provides risk-based assurance services through independent and objective internal audits; advisory activities; and planning and oversight of the university’s institutional compliance and ethics program. It is designed to assist George Mason University’s Board of Visitors and the Board’s Audit, Risk, and Compliance Committee with fulfilling their oversight responsibilities.

**Mission and Mandate:**

OAC’s mission is to strengthen George Mason’s ability to create, enhance, protect, and sustain organizational value by providing risk-based assurance, advice, and insight as follows:

Audit:	Provides independent, objective, risk-based assurance and advisory services designed to add value and improve the university’s operations. OAC utilizes a systematic, disciplined, and collaborative approach to evaluate and improve the effectiveness of university governance, risk management, control, and compliance processes.
Institutional Compliance:	Provide oversight of the university’s institutional compliance program and the distributed processes that support compliance throughout the university by: <ul style="list-style-type: none"><li>• Planning, facilitating, and overseeing regular university-wide assessments of compliance risks, and ensuring management ownership for monitoring and managing compliance risks.</li><li>• Advising risk owners in their design and implementation of risk-based distributed compliance programs, and evaluating the effectiveness of such risk-owner programs to monitor and manage compliance risks in consideration of legal and regulatory effectiveness requirements.</li><li>• Ensuring the effectiveness of the institutional compliance program as well as significant compliance risks or exposures and the steps management has taken to monitor and control such risks are communicated to the President and the Audit, Risk, and Compliance Committee.</li></ul>
Ethics and Conflict of Interest Management:	Provide oversight of the university-wide processes that promote an ethical climate, including the university’s code of ethics and policies for conflicts of interest and conflicts of commitment, and facilitating conflict evaluation and management processes.

**Independence:**

To provide for the independence of the OAC, the Chief Audit and Compliance Officer reports functionally to the Audit, Risk, and Compliance Committee of the Board of Visitors and administratively to the President.

The Audit, Risk, and Compliance Committee (i) approves the OAC Charter, and the appointment, replacement, performance, and compensation of the Chief Audit and Compliance Officer, and (ii) reviews the Chief Audit and Compliance Officer’s confirmation of the organizational independence of the internal audit function; the internal audit process for establishing risk-based audit plans; the internal audit financial and staffing budget; and reports of significant findings and recommendations; among other things.

University management is responsible for, among other things, (i) the preparation, presentation, and integrity of the University’s financial statements; (ii) the maintenance and implementation of effective policies, procedures, and controls designed to ensure compliance with generally accepted accounting principles and applicable laws and regulations; and (iii) the identification, assessment, monitoring, and management of significant enterprise-level risks to the University. OAC supports management by providing oversight, facilitation, coordination, advice, assurance, and reporting for the President and the Audit, Risk, and Compliance Committee. Accordingly, the OAC is prohibited from having management responsibility for any university operational areas and related management decisions. Administrative matters do not include, among other things, matters of audit risk assessments; audit selection and scheduling; audit scope, procedures, frequency, and timing; and audit reporting.

**Authority:**

The Chief Audit and Compliance Officer and OAC staff are authorized to:

- Have unrestricted access to all functions, data, records, information, reports, property, and personnel.
- Have full and free access to the Audit, Risk, and Compliance Committee.
- Allocate resources, set frequencies, select subjects, determine scope of work, and apply the techniques required to accomplish audit and institutional compliance program objectives.
- Obtain the assistance of university personnel as well as other specialized services from within or outside the university.

The Chief Audit and Compliance Officer and OAC staff are not authorized to:

- Perform any operational duties for the university.
- Initiate or approve accounting transactions external to the OAC.
- Direct the activities of any university personnel not employed by the OAC.

**Standards of Practice:**

The OAC conducts its internal audit work to conform to (i) the directives of the Commonwealth of Virginia's Office of the State Inspector General and (ii) the mandatory elements of the Institute of Internal Auditors' International Professional Practices Framework, which are the Global Internal Audit Standards and Topical Requirements. To assess such conformance, the Office of University Audit maintains a quality assurance and improvement program that includes (i) internal self-assessments and (ii) external assessments performed by independent third-party assessors. The quality assurance and improvement program covers all aspects of internal audit activities. Results of the quality assurance and improvement program are communicated to management and the Audit, Risk, and Compliance Committee.

The OAC conducts work related to the university's institutional compliance program to achieve effective, risk-based implementation of legal and regulatory compliance program effectiveness requirements.

**Effective Date:**

This charter is effective November 19, 2024. The charter will be reviewed annually and revised when necessary.

**GEORGE MASON UNIVERSITY**  
**OFFICE OF AUDIT AND COMPLIANCE CHARTER**

Adopted by the Audit, Risk, and Compliance Committee of the Board of Visitors

---

Dolly Oberoi, Chairman,  
Audit, Risk, and Compliance Committee

---

Date

University Management is fully supportive of the Office of Audit and Compliance in the accomplishment of its mission to assist the Board of Visitors and the Board’s Audit, Risk, and Compliance Committee with fulfilling their oversight responsibilities through the provision of independent and objective risk-based assurance services; and planning and oversight of the university’s institutional compliance and ethics program. Through its administrative reporting relationship, the Office of Audit and Compliance will have the necessary independence, stature, and access to university personnel and resources to accomplish its responsibilities to the Audit, Risk, and Compliance Committee.

---

Gregory Washington, President

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Date



**Introduction Purpose:**

The Office of Audit and Compliance (OAC) provides risk-based assurance services through independent and objective internal audits; advisory activities; and planning and oversight of the university’s institutional compliance and ethics program. It is designed to assist George Mason University’s Board of Visitors and the Board’s Audit, Risk, and Compliance Committee with fulfilling their oversight responsibilities.

**Mission and Mandate:**

OAC’s mission is to strengthen George Mason’s ability to create, enhance, and protect, and sustain organizational value by providing risk-based assurance, advice, and insight as follows:

Audit:	Provides independent, objective, risk-based assurance and advisory services designed to add value and improve the university’s operations. OAC utilizes a systematic, disciplined, and collaborative approach to evaluate and improve the effectiveness of university governance, risk management, control, and compliance processes.
Institutional Compliance:	Provide oversight of the university’s institutional compliance program and the distributed processes that support compliance throughout the university by: <ul style="list-style-type: none"><li>• Planning, facilitating, and overseeing regular university-wide assessments of compliance risks, and ensuring management ownership for monitoring and managing compliance risks.</li><li>• Advising risk owners in their design and implementation of risk-based distributed compliance programs, and evaluating the effectiveness of such risk-owner programs to monitor and manage compliance risks in consideration of legal and regulatory effectiveness requirements.</li><li>• Ensuring the effectiveness of the institutional compliance program as well as significant compliance risks or exposures and the steps management has taken to monitor and control such risks are communicated to the President and the Audit, Risk, and Compliance Committee.</li></ul>
Ethics and Conflict of Interest Management:	Provide oversight of the university-wide processes that promote an ethical climate, including the university’s code of ethics and policies for conflicts of interest and conflicts of commitment, and facilitating conflict evaluation and management processes.

**Independence:**

To provide for the independence of the OAC, the Chief Audit and Compliance Officer reports functionally to the Audit, Risk, and Compliance Committee of the Board of Visitors and administratively to the President.

The Audit, Risk, and Compliance Committee (i) approves the OAC Charter, and the appointment, replacement, performance, and compensation of the Chief Audit and Compliance Officer, and (ii) reviews the Chief Audit and Compliance Officer’s confirmation of the organizational independence of the internal audit function; the internal audit process for establishing risk-based audit plans; the internal audit financial and staffing budget; and reports of significant findings and recommendations; among other things.

University management is responsible for, among other things, (i) the preparation, presentation, and integrity of the University’s financial statements; (ii) the maintenance and implementation of effective policies, procedures, and controls designed to ensure compliance with generally accepted accounting principles and applicable laws and regulations; and (iii) the identification, assessment, monitoring, and management of significant enterprise-level risks to the University. OAC supports management by providing oversight, facilitation, coordination, advice, assurance, and reporting for the President and the Audit, Risk, and Compliance Committee. Accordingly, the OAC is prohibited from having management responsibility for any university operational areas and related management decisions. Administrative matters do not include, among other things, matters of audit risk assessments; audit selection and scheduling; audit scope, procedures, frequency, and timing; and audit reporting.



### **Authority:**

The Chief Audit and Compliance Officer and OAC staff are authorized to:

- Have unrestricted access to all functions, [data](#), records, [information](#)~~data~~, reports, property, and personnel.
- Have full and free access to the Audit, Risk, and Compliance Committee.
- Allocate resources, set frequencies, select subjects, determine scope of work, and apply the techniques required to accomplish audit and institutional compliance program objectives.
- Obtain the assistance of university personnel as well as other specialized services from within or outside the university.

The Chief Audit and Compliance Officer and OAC staff are not authorized to:

- Perform any operational duties for the university.
- Initiate or approve accounting transactions external to the OAC.
- Direct the activities of any university personnel not employed by the OAC.

### **Standards of Practice:**

The OAC conducts its internal audit work to conform to (i) the directives of the Commonwealth of Virginia's Office of the State Inspector General and (ii) the mandatory [elements](#) ~~professional guidance~~ of the Institute of Internal Auditors' [International Professional Practices Framework, which are the Global Internal Audit Standards and Topical Requirements](#), ~~including: the Definition of Internal Auditing; Code of Ethics; and the Core Principles and the International Standards for the Professional Practice of Internal Auditing~~. To assess such conformance, the Office of University Audit maintains a quality assurance and improvement program that includes (i) internal self-assessments and (ii) external assessments performed by independent third-party assessors. The quality assurance and improvement program covers all aspects of internal audit activities. Results of [the](#) quality assurance and improvement program are communicated to management and the Audit, Risk, and Compliance Committee.

The OAC conducts work related to the university's institutional compliance program to achieve effective, risk-based implementation of legal and regulatory compliance program effectiveness requirements.

### **Effective Date:**

This charter is effective [November 19, 2024](#)~~September 28, 2023~~. The charter will be reviewed annually and revised when necessary.

**MEMORANDUM**

**TO:** Members of the Audit, Risk, and Compliance Committee of George Mason University's Board of Visitors

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

**SUBJECT:** Approved Contractual Conflict of Interest Waivers

**DATE:** November 1, 2024

Pursuant to the Board of Visitors Resolution adopted on August 1, 2014 (Appendix A) delegating to the President the authority to approve waivers of conflicts of interest arising from contracts pursuant to §2.2-3106 and §2.2-3110 of the Code of Virginia, the following is a report of existing approved contractual conflict of interest (COI) waivers at George Mason University (George Mason) as of October 1, 2023.

There are three categories of COI waivers at George Mason:

- Intellectual Property COI waivers: these are waivers of employee conflicts of interest in contracts for research and development or commercialization of intellectual property (§2.2-3106.C.8).
- Other Contractual COI waivers: these are waivers of conflicts of interest in other contracts, not relating to intellectual property (§2.2-3110).
- Immediate Family Waivers: these are waivers of employment of immediate family members at George Mason (§2.2-3106.C.2).

**Intellectual Property COI waivers** are reviewed and recommended for approval by the Conflict of Interest Committee<sup>1</sup>, prior to being approved by the President and the Vice President for Research, Innovation, and Economic Impact. As a condition of each waiver, the employee will not participate, or has no authority to participate, in contract negotiations or oversight on behalf of George Mason or the outside entity. The employee will also follow the requirements of the Outside Employment Policy or Conflict of Commitment Policy, as applicable. All Intellectual Property COI waivers are monitored at least annually by the Office of Institutional Compliance to confirm the terms of the waivers are followed. Appendix B of this report lists the 20

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<sup>1</sup> The Conflict of Interest Committee consists of 14 members: representatives of each College as well as Human Resources, Fiscal Services, Research, and Institutional Compliance.

Intellectual Property COI waivers existing as of October 1, 2023; there were 22 Research COI waivers existing as of November 1, 2023 (the prior report to the Committee).<sup>2</sup>

**Other Contractual COI waivers** are reviewed and recommended for approval by the Conflict of Interest Committee, prior to being approved by the President and the Executive Vice President for Finance and Administration. As a condition of each waiver, the employee will not participate, or has no authority to participate, in contract negotiations or oversight on behalf of George Mason or the outside entity. The employee will also follow the requirements of the Outside Employment Policy or Conflict of Commitment Policy, as applicable. All Contractual COI waivers are monitored at least annually by the Office of Institutional Compliance to confirm the terms of the waivers are followed. Appendix C of this report lists the 32 Other Contractual COI waivers existing as of October 1, 2024; there were 28 Non-Research COI waivers existing as of November 1, 2023.

**Immediate Family Waivers** are granted by the University Ethics Officer and Outside Interests Manager when, upon evaluation with the responsible supervisor, it is determined that the dual employment of the immediate family members is in the best interest of the University. The terms of all immediate family waivers require that both immediate family members are engaged in teaching, research, or administrative support positions; neither employee has the sole authority to supervise, evaluate, or make personnel decisions regarding the other, including decisions regarding initial appointment, retention, promotion, tenure, salary, leave of absence, and evaluation; and that the employment of the immediate family members is in the best interests of the institution and the Commonwealth. All immediate family waivers are monitored annually by the Office of Institutional Compliance to confirm the terms of the waivers are followed. Appendix D of this report lists the 139 immediate family waivers existing as of October 1, 2024; there were 134 immediate family waivers existing as of November 1, 2023. Of the 139 immediate family waivers existing on October 1, 2024:

- 51 waivers involve at least one tenured faculty member. In these cases, the other family member was a tenured faculty member (20), non-tenured instructional or research faculty member (20), or not a member of the instructional or research faculty (i.e., administrative or staff, 11).
- 35 waivers involved no tenured faculty and at least one family member being a non-tenured instructional or research faculty member. In these cases, the other family member was a non-tenured instructional or research faculty member (18), or not a member of the instructional or research faculty (i.e., administration or staff, 17).
- 53 waivers involved both family members being members of the administration or staff.

**Highlighted Waivers:** As of October 1, 2024, there were 6 Intellectual Property or Other Contractual COI waivers (Appended) where the contract giving rise to the COI has the following characteristics:

- the parties are George Mason and a for-profit company,
- the contract is potentially related to the conflicted employee's work at George Mason,
- the contract is negotiated (rather than routine or boilerplate),

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<sup>2</sup> Virginia's Conflict of Interests and Ethics Advisory Council informed George Mason in 2024 that rather than all contracts relating to research, it was only contracts for research and development and commercialization of *intellectual property* which fall under §2.2-3106.C.8.

- the conflicted employee is Faculty or Classified Staff (i.e., not adjunct, or wage employee) with ownership in the for-profit company, and
- George Mason is paying over \$5,000 to that company.

1. Paul Allvin, Vice President and Chief Brand Officer, Office of University Branding;  
Brynmor Holdings, LLC;

waiver period: 2/1/2023–1/31/2025 (\$14,800 paid by George Mason in FY 2024)

Personal interest: Allvin has 100% ownership in Brynmor Holdings, LLC through his spouse. Brynmor has been contracted to consult with George Mason on the provision of childcare services and to potentially support George Mason in the application for a federal grant. Allvin will have no authority over this contract and will recuse himself from any decisions or discussions which directly involve or affect Brynmor.

2. Vanessa Blair-Lewis, Head Coach Women’s Basketball;  
Shoot360;

waiver period: 7/20/2024–7/1/2025 (\$4,950 paid by George Mason in FY 2024)

Personal interest: Blair-Lewis has 50% ownership in Shoot360 through her spouse. Shoot360 has been contracted to provide services, technologies and software to enhance the performance of student-athletes. Blair-Lewis will not participate in negotiations or oversee the contract on behalf of George Mason. The waiver specifies oversight and requirements in order to continue George Mason’s contractual relationship with Shoot360.

3. Stephen Curtis, Head Coach Women’s Tennis;  
James (Jimmy) Davis, Head Coach Men’s Tennis;  
A Plus Sports, Burke Racquet & Swim Club;

waiver period: 3/16/2022–3/1/2025 (\$24,279 paid by George Mason, \$24,195 paid to George Mason in FY 2024)

Personal interest: Curtis and Davis have between 20% and 50% ownership and receive over \$5,000 from A Plus Sports (BRSC). George Mason will utilize BRSC facilities for men's and women's tennis practice, as needed, depending on schedules and the weather, as George Mason does not have indoor tennis courts. A Plus Sports (BRSC) will utilize University facilities pursuant to the standard George Mason Recreation facilities use contract and operate a summer sports camp. The waiver specifies oversight and requirements in order to continue George Mason’s contractual relationship with BRSC.

4. Andrew Gerard, Director, Men’s and Women’s Track and Field/Cross Country;  
Andrew Gerard Coaching & Training, LLC;

waiver period: 3/21/2023–1/1/2025 (\$9,500 paid by George Mason in FY 2024)

Personal interest: Gerard has 100% ownership of Andrew Gerard Coaching & Training. The LLC will provide timing and results reporting for Cross Country and Track & Field Events. Purchasing and Athletics were directly involved in the arrangement of this contract to confirm George Mason’s Purchasing guidelines were followed. Gerard will not participate in negotiations or oversee the contract on behalf of George Mason. The waiver specifies oversight and requirements in order to continue George Mason’s contractual relationship with the LLC beyond the current contract.

5. Yuntao Wu, Professor, Molecular and Microbiology, School of Systems Biology, College of Science;

Virongy Biosciences, Inc.;

waiver period: 8/19/2022–12/1/2024 (\$325,000 paid by George Mason, \$5,351 paid to George Mason in FY 2024)

Personal interest: Wu has over 50% but less than 100% ownership of Virongy. George Mason contracts with Virongy to buy research products, such as HIV indicator cells, peptides, etc. used by Wu's lab and other George Mason research labs. Virongy also sponsors research at George Mason. Wu's waiver details the requirements for purchasing oversight by the College of Science Associate Dean for Research, and for research management plans as a condition of granting the COI waiver.

6. Lap-Fai (Craig) Yu, Associate Professor, Computer Science, College of Engineering and Computing;

Great Victory Legends, Inc.;

waiver period: 4/22/2024–4/1/2025 (\$32,000 paid by George Mason in FY 2024)

Personal interest: Yu has over 50% but less than 100% ownership of Great Victory Legends. George Mason has agreements with Great Victory Legends related to sponsored research. Yu will not participate in negotiations or oversee the contract on behalf of George Mason. Yu's waiver details the requirements for research management plans as a condition of granting the waiver.

Please feel free to contact me (at [ewoodley@gmu.edu](mailto:ewoodley@gmu.edu)) should you like to discuss this report.

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

**Whereas:** The State and Local Government Conflict of Interest Act prohibits certain conduct related to contracts, and

**Whereas:** The General Assembly has recognized the benefits provided to the citizens of Virginia by the scholarly and research activities of the Commonwealth's institutions of higher education, and

**Whereas:** To facilitate scholarship and research the General Assembly has created generous exceptions to otherwise prohibited conduct specifically for institutions of higher education, and

**Whereas:** It is the desire of the Board of Visitors to delegate the responsibility for approving waivers to the President in accord with his general authority to manage the affairs of the University, therefore

**BE IT RESOLVED:**

That the President or his designee is hereby authorized to approve waivers of conflicts of interest arising from contracts pursuant to §2.2-3106 and §2.2-3110.A.5. of the Code of Virginia, in the manner as set forth in the statutes, and,

**BE IT FURTHER RESOLVED**

That the President or his designee shall report to the Audit Committee of the Board annually, on or before December 1, all contract waivers approved.

Adopted: August 1, 2014



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Rector  
Board of Visitors  
George Mason University

August 1, 2014  
Date

## Appendix B: Research and Development of Intellectual Property COI Waivers as of 10/1/2024

### I. Waivers of personal interests due to ownership and/or income from companies

#	Employee	Other Interest	Nature of COI	Waiver Period
1	Massimiliano Albanese, Associate Professor, IST Department, College of Engineering and Computing	The MITRE Corporation	<ul style="list-style-type: none"> <li>• Albanese received over \$5,000 annual income from outside consulting<sup>1</sup> for a MITRE project.</li> <li>• George Mason has sponsored research agreements with MITRE.</li> <li>• Albanese has no authority to participate in contract negotiations or oversee the contract on behalf of George Mason or MITRE.</li> <li>• In FY24, George Mason has paid \$0 to MITRE. MITRE has paid \$170,182 to George Mason.</li> </ul>	4/1/2024 – 4/1/2025
2	Maureen Ashbrock, Research Integrity Project Manager, Office of Research Integrity and Assurance	The MITRE Corporation	<ul style="list-style-type: none"> <li>• Ashbrock received over \$5,000 annual income from spouse’s employment by MITRE.</li> <li>• George Mason has agreements with MITRE related to sponsored research, but Ashbrock has no involvement in George Mason’s contractual relationship with MITRE and will recuse herself from any decisions which involve or affect MITRE.</li> <li>• In FY24, George Mason has paid \$0 to MITRE. MITRE has paid \$170,182 to George Mason.</li> </ul>	8/6/2024– 8/1/2025
3	Mary (Missy) Cummings, Professor, Mechanical Engineering, College of Engineering and Computing	Palantir	<ul style="list-style-type: none"> <li>• Cummings received over \$5,000 annual income from outside consulting, serving on Palantir’s privacy and civil liberties advisory board.</li> <li>• George Mason has agreements with Palantir related to sponsored research.</li> <li>• Cummings’ research is reviewed to determine whether her interest requires a Management Plan. Cummings does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$5,986,823 to Palantir. Palantir has paid \$0 to George Mason.</li> </ul>	11/30/2024– 1/30/2025

<sup>1</sup> Note on Outside Employment and Consulting: Mason’s Outside Employment Policy applies to Administrative/Professional Faculty and Classified Staff. Those employees require approval before engaging in Outside Employment (as defined by that Policy). Mason’s Faculty Handbook and Conflict of Commitment Policy apply to Instructional/Research Faculty and require approval of certain Outside Professional Activities, including when they exceed one day per work week. Wage employees and Adjunct Faculty do not require approval for Outside Employment or Outside Professional Activities.

#	Employee	Other Interest	Nature of COI	Waiver Period
4	Robert Elder, Research Professor, Electrical and Computer Engineering, College of Engineering and Computing	Applied Research Associates, Inc. (ARA)	<ul style="list-style-type: none"> <li>• Elder received over \$5,000 annual income from ARA for outside consulting, serving as an NC3 subject matter expert to the Defense Threat Reduction Agency.</li> <li>• George Mason has sponsored research agreements with ARA.</li> <li>• Elder has no authority to participate in contract negotiations or oversee the contract on behalf of George Mason or ARA.</li> <li>• In FY24, George Mason has paid \$0 to ARA. ARA has paid \$180,815 to George Mason.</li> </ul>	11/30/2023-11/30/2024
5	Maryam Sadat Farvid, Associate Professor, Nutrition and Food Studies, College of Public Health	Massachusetts General Hospital	<ul style="list-style-type: none"> <li>• Farvid received over \$5,000 annual income from statistical analysis and writing an article for MGH.</li> <li>• George Mason has agreements with Massachusetts General Hospital related to sponsored research, but Farvid has no involvement in Mason's contractual relationship with Massachusetts General Hospital.</li> <li>• In FY24, George Mason has paid \$0 to Massachusetts General Hospital. Massachusetts General Hospital has paid \$0 to George Mason.</li> </ul>	8/19/2024-8/1/2025
6	Kenneth Griffin, Professor, Global and Community Health, College of Public Health	National Health Promotion Associates, Inc. (NHPA)	<ul style="list-style-type: none"> <li>• Griffin received over \$5,000 annual income from NHPA for outside consulting.</li> <li>• George Mason has subcontracted with NHPA on a sponsored research project. Griffin is Principal Investigator on this research project and has a Research Management Plan approved by the COI Committee.</li> <li>• Griffin's consulting work is unrelated to the subcontract and involves providing general advice and consultation to NHPA staff regarding evaluation design, survey development, and qualitative and quantitative data analysis.</li> <li>• In FY24, George Mason has paid \$0 to NHPA. NHPA has paid \$22,823 to George Mason.</li> </ul>	4/30/2020-12/1/2024
7	Brett Hunter, Associate Professor, Statistics, College of Engineering and Computing	INOVA Health System	<ul style="list-style-type: none"> <li>• Hunter received over \$5,000 annual income from statistical consulting on a research project at INOVA.</li> <li>• George Mason has agreements with INOVA related to sponsored research, but Hunter has no involvement in George Mason's contractual relationship with INOVA.</li> <li>• In FY24, George Mason has paid \$2,989 to INOVA. INOVA has paid \$0 to George Mason.</li> </ul>	9/4/2024-8/1/2025



#	Employee	Other Interest	Nature of COI	Waiver Period
8	Erin Maughan, Associate Professor, School of Nursing, College of Public Health	Center for School Health Innovation & Quality	<ul style="list-style-type: none"> <li>• Maughan is the CEO of the Center and receives over \$5,000 annual income for work on projects for the Center.</li> <li>• The Center for School Health Innovation &amp; Quality (part of the Public Health Accreditation Board) will establish a research contract or contracts with George Mason.</li> <li>• Maughan has committed to following the procedures below to manage the conflict of interest:               <ol style="list-style-type: none"> <li>1) In my role as a Mason employee, I will not have authority to approve the contract between Mason and the Center, and while I am a Mason employee I will not take part in negotiations between Mason and the Center. The CPH ADR (Dr. Alison Cuellar) will oversee contracts between Mason and the Center.</li> <li>2) Each project will have a management plan, and public disclosure of the relationship will be made according to normal practice, or with greater disclosures as determined by that individualized management plan.</li> <li>3) When a substantial change in situation occurs (such as a major new contract is proposed) or annually when the waiver is renewed, the CPH ADR and CPH Dean will meet with Dr. Chris DiTeresi, Associate Director, Research Integrity, to evaluate whether any changes are needed for the management of the COI.</li> </ol> </li> <li>• In FY24, George Mason has paid \$0 to the Center. The Center has paid \$0 to George Mason.</li> </ul>	4/7/2024–4/1/2025
9	Mikell Paige, Professor, Chemistry and Biochemistry, College of Science	Covenant Therapeutics, LLC	<ul style="list-style-type: none"> <li>• Paige has 50% ownership of Covenant Therapeutics.</li> <li>• Covenant will establish a research contract or contracts with Mason.</li> <li>• Paige has committed to following the procedures below to manage the conflict of interest:               <ol style="list-style-type: none"> <li>1) In my role as a Mason employee, I will not have authority to approve the contract between Mason and Covenant, and while I am a Mason employee I will not take part in negotiations between Mason and Covenant. The COS ADR (Dr. Pat Gillevet) will oversee Mason/Covenant contracts.</li> <li>2) Each research project will have a management plan, and public disclosure of the relationship will be made according to normal practice, or with greater disclosures as determined by that individualized management plan.</li> <li>3) When a substantial change in situation occurs (such as a major new contract is proposed) or annually when the waiver is renewed, the COS ADR and COS Dean</li> </ol> </li> </ul>	4/7/2024–2/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
			<p>will meet with Dr. Chris DiTeresi, Associate Director, Research Integrity, to evaluate whether any changes are needed for the management of the COI.</p> <ul style="list-style-type: none"> <li>In FY24, George Mason has paid \$0 to Covenant Therapeutics. Covenant Therapeutics has paid \$0 to George Mason.</li> </ul>	
10	Emanuel (Chip) Petricoin, Professor, Co-Director, Center for Applied Proteomics and Molecular Medicine, College of Science	Perthera, Inc.	<ul style="list-style-type: none"> <li>Petricoin is a co-founder of Perthera, Inc., is an equity interest holder (10%), serves as Chief Science Officer, and serves on the Board of Directors.</li> <li>Perthera will establish a research contract or contracts with George Mason.</li> <li>Petricoin has committed to following the procedures below to manage the conflict of interest:               <ol style="list-style-type: none"> <li>In his role as a Mason employee, Dr. Petricoin will not have authority over the contract between Mason and Perthera, and while he is a Mason employees he will not take part in negotiations between Mason and Ambrosia. Dr. Pat Gillevet will oversee Mason/Perthera contracts.</li> <li>Employees working in the lab must be informed of Dr. Petricoin’s financial interest in Perthera and that they may contact Dr. Gillevet and/or the Department Chair if they have questions or concerns.</li> <li>When a substantial change in situation occurs (such as a new contract is proposed) or annually when the waiver is renewed, Dr. Petricoin will inform ORIA and Institutional Compliance whether any changes are needed for the management of the COI.</li> </ol> </li> <li>In FY24, George Mason has paid \$0 to Perthera. Perthera has paid \$0 to George Mason.</li> </ul>	10/16/2023–10/31/2024 <sup>2</sup>
11	Yuntao Wu, Professor, Center for Infectious Disease Research, College of Science	Virongy Biosciences, Inc.	<ul style="list-style-type: none"> <li>Wu has over 50% but less than 100% ownership of Virongy.</li> <li>Virongy is a company based in Virginia which produces research products, such as HIV indicator cells, peptides, etc. used by Dr. Wu’s lab and other research labs at the University. Virongy will also sponsor research at George Mason.</li> <li>Wu has committed to following the procedures below to manage the conflict of interest:               <ol style="list-style-type: none"> <li>I will report any changes in my SFI to George Mason through the COI disclosure process within 30 days.</li> <li>I will not be involved in any purchase decision that involves a Virongy product.</li> </ol> </li> </ul>	8/19/2022–12/1/2024

<sup>2</sup> This waiver is in active review, has been approved by the COI Committee, and/or is awaiting signature.

#	Employee	Other Interest	Nature of COI	Waiver Period
			<p>(3) If my lab needs to purchase a unique product that is solely produced by Virongy, a sole source documentation of the product shall be submitted to the university's procurement office. Documentation of the fair market price of the product will be presented. Any requests for purchasing a unique product for my lab for any dollar amount will be first approved by Dr. Pat Gillevet.</p> <p>(4) If a Virongy product is not a sole-source product, at least three (3) quotations from three (3) different vendors will need to be independently acquired and compared, and a purchase decision will be made independently. Dr. Yuntao Wu will not be involved in the processes. Currently, Dr. Pat Gillevet is the purchase decision maker. Dr. Gillevet will monitor this process to ensure that he agrees with the scientific reasons this purchase is in George Mason's best interest. Documentation should be attached to orders submitted to Purchasing, showing this procedure was followed.</p> <p>(5) Any research results and their publications, presentations, and patent application disclosures from Dr. Yuntao Wu's lab will be promptly disclosed to George Mason.</p> <p>(6) Any employees or faculty in Dr. Wu's lab will not be involved in any research and commercialization activity in Virongy.</p> <ul style="list-style-type: none"> <li>• In addition to the above, any research project at George Mason sponsored by Virongy will be reviewed and subject to a Management Plan.</li> <li>• In FY24, George Mason has paid \$325,000 to Virongy. Virongy has paid \$5,351 to George Mason.</li> </ul>	
12	Lap-Fai (Craig) Yu, Associate Professor, Computer Science, College of Engineering and Computing	Great Victory Legends, Inc.	<ul style="list-style-type: none"> <li>• Yu is the CEO and has 55% equity ownership of Great Victory Legends.</li> <li>• George Mason has agreements with Great Victory Legends related to sponsored research.</li> <li>• Yu has committed to following the procedures below to manage the conflict of interest:               <ol style="list-style-type: none"> <li>1) In my role as a Mason employee, I will not have authority to approve the contract between Mason and Great Victory Legends, and while I am a Mason employee I will not take part in negotiations between Mason and Great Victory Legends. The CEC ADR (Dr. Art Pyster) will oversee Mason/Great Victory Legends contracts.</li> </ol> </li> </ul>	4/22/2024–4/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
			<p>2) Each research project will have a management plan, and public disclosure of the relationship will be made according to normal practice, or with greater disclosures as determined by that individualized management plan.</p> <p>3) When a substantial change in situation occurs (such as a major new contract is proposed) or annually when the waiver is renewed, the CEC ADR and CEC Dean will meet with Dr. Chris DiTeresi, Associate Director, Research Integrity, to evaluate whether any changes are needed for the management of the COI.</p> <ul style="list-style-type: none"> <li>• In FY24, George Mason has paid \$32,000 to Great Victory Legends. Great Victory Legends has paid \$0 to George Mason.</li> </ul>	

**II. Waivers of personal interests due to income from private universities:**

#	Employee	Other Interest	Nature of COI	Waiver Period
13	Paul Bubbosh, Professor, College of Science	Johns Hopkins University	<ul style="list-style-type: none"> <li>• Bubbosh receives over \$5,000 annual income from approved Outside Employment as an adjunct faculty member at Johns Hopkins.</li> <li>• Bubbosh’s research is reviewed to determine whether his interest requires a Management Plan. Bubbosh does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$45,712 to Johns Hopkins. Johns Hopkins has paid \$313,228 to George Mason.</li> </ul>	11/30/2024–1/31/2025
14	Lawrence Cheskin, Professor, Nutrition and Food Studies, College of Public Health	Johns Hopkins University	<ul style="list-style-type: none"> <li>• Cheskin receives over \$5,000 annual income from Outside Employment (less than one day per week) at Johns Hopkins.</li> <li>• George Mason has subcontracts with Johns Hopkins University related to sponsored research.</li> <li>• Cheskin is a part-time staff physician at a clinical and research center at Johns Hopkins University, and an adjunct faculty member. His research is reviewed to determine whether his interest requires a Management Plan. Cheskin does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$45,712 to Johns Hopkins. Johns Hopkins has paid \$313,228 to George Mason.</li> </ul>	10/7/2021–3/12/2025
15	Annie Green, Data Governance Specialist, ITS	George Washington University	<ul style="list-style-type: none"> <li>• Green receives over \$5,000 annual income from approved Outside Employment as an adjunct faculty member at George Washington University.</li> </ul>	1/6/2022–1/31/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
			<ul style="list-style-type: none"> <li>• George Mason has subcontracts with George Washington University related to sponsored research.</li> <li>• Green's role at Mason and at GW is not involved with sponsored research.</li> <li>• In FY24, George Mason has paid \$37,644 to George Washington University. GW has paid \$159,545 to George Mason.</li> </ul>	
16	David Grossman, Senior Director, Tech Transfer, Office of Technology Transfer	American University	<ul style="list-style-type: none"> <li>• Grossman received over \$5,000 annual income from outside employment at American University, supervising students doing pro-bono patent work.</li> <li>• George Mason has agreements with American University related to sponsored research, but Grossman has no involvement in George Mason's contractual relationship with American and will recuse himself from any decisions which involve or affect American.</li> <li>• In FY24, George Mason has paid \$216,983 to American University. American University has paid \$0 to George Mason.</li> </ul>	8/19/2024–8/1/2025
17	William Hahn, Program Director, GeorgeSquared Advanced Biomedical Sciences Programs, College of Science	Georgetown University	<ul style="list-style-type: none"> <li>• Hahn receives over \$5,000 annual income from approved Outside Employment as an adjunct faculty member at Georgetown.</li> <li>• George Mason has subcontracts with Georgetown related to sponsored research.</li> <li>• Hahn's research is reviewed to determine whether his interest requires a Management Plan. Hahn does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$353,325 to Georgetown University. Georgetown has paid \$265,969 to George Mason.</li> </ul>	10/14/2022–8/31/2025
18	Kyung Hyeon Lee, Assistant Professor, Chemistry and Biochemistry, College of Science	Oak Ridge Associated Universities	<ul style="list-style-type: none"> <li>• Lee received over \$5,000 annual income from a fellowship at Walter Reed Army Institute of Research funded by Oak Ridge Associated Universities.</li> <li>• George Mason has agreements with Oak Ridge Associated Universities related to sponsored research, but Lee has no involvement in George Mason's contractual relationship with Oak Ridge Associated Universities.</li> <li>• In FY24, George Mason has paid \$0 to Oak Ridge Associated Universities. Oak Ridge Associated Universities has paid \$17,657 to George Mason.</li> </ul>	6/21/2024–4/30/2025
19	Catherine Creighton Martin, Training and Technical Assistance Center (TTAC)	Marymount University	<ul style="list-style-type: none"> <li>• Martin receives over \$5,000 annual income from approved Outside Employment as an adjunct faculty member at Marymount.</li> <li>• George Mason has contracts with Marymount University related to sponsored research.</li> </ul>	9/8/2021–7/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
	Coordinator, College of Education and Human Development		<ul style="list-style-type: none"> <li>• Martin’s research is reviewed to determine whether her interest requires a Management Plan. Martin does have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$0 to Marymount University. Marymount has paid \$0 to George Mason.</li> </ul>	
20	Pamela Patterson, Associate Vice President, University Life	Stanford University	<ul style="list-style-type: none"> <li>• Patterson received over \$5,000 annual income from Coaching/Consulting Activities at Stanford.</li> <li>• George Mason has agreements with Stanford related to sponsored research, but Patterson has no involvement in George Mason’s contractual relationship with Stanford.</li> <li>• In FY24, George Mason has paid \$29,289 to Stanford. Stanford has paid \$249,132 to George Mason.</li> </ul>	3/10/2024– 1/30/2025

**Appendix C: Other Contractual COI Waivers as of 10/1/2024**

**I. Waivers due to ownership of a contracting entity or income interest in a contracting entity related to Mason employment**

#	Employee	Other Interest	Nature of COI	Waiver Period
1	Paul Allvin, Vice President and Chief Brand Officer, Office of University Branding	Brynmor Holdings, LLC	<ul style="list-style-type: none"> <li>• Allvin has 100% ownership in Brynmor Holdings, LLC through his spouse.</li> <li>• Brynmor has been contracted to consult with George Mason on the provision of childcare services and to potentially support Mason in the application for a federal grant.</li> <li>• Allvin will have no authority over this contract and will recuse himself from any decisions or discussions which directly involve or affect Brynmor.</li> <li>• In FY24, George Mason has paid \$14,800 to Brynmor.</li> </ul>	2/1/2023–1/31/2025
2	Vanessa Blair-Lewis, Head Coach Women’s Basketball	Shoot360	<ul style="list-style-type: none"> <li>• Blair-Lewis’ spouse has 50% ownership of Shoot360.</li> <li>• George Mason’s Women’s Basketball team uses Shoot360’s services, technologies and software to enhance the performance of student-athletes.</li> <li>• Blair-Lewis will not participate in negotiations or oversee the contract on behalf of George Mason. The waiver specifies oversight and requirements in order to continue George Mason’s contractual relationship with Shoot360 beyond the current contract.</li> <li>• In FY24, George Mason has paid \$4,950 to Shoot360.</li> </ul>	7/20/2024–7/1/2025
3	Mary (Missy) Cummings, Professor, Mechanical Engineering, College of Engineering and Computing	UC Berkeley	<ul style="list-style-type: none"> <li>• Cummings received over \$5,000 annual income from outside consulting<sup>3</sup> with the California Partners for Advanced Transportation Technology (PATH) at UC Berkeley.</li> <li>• George Mason has agreements with UC Berkeley related to sponsored research.</li> <li>• Cummings’ research is reviewed to determine whether her interest requires a Management Plan. Cummings does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$24,181 to UC Berkeley. UC Berkeley has paid \$25,461 to George Mason.</li> </ul>	11/30/2024–1/30/2025

<sup>3</sup> Note on Outside Employment and Consulting: Mason’s Outside Employment Policy applies to Administrative/Professional Faculty and Classified Staff. Those employees require approval before engaging in Outside Employment (as defined by that Policy). Mason’s Faculty Handbook and Conflict of Commitment Policy apply to Instructional/Research Faculty and require approval of certain Outside Professional Activities, including when they exceed one day per work week. Wage employees and Adjunct Faculty do not require approval for Outside Employment or Outside Professional Activities.

#	Employee	Other Interest	Nature of COI	Waiver Period
4	Megan DuBois, Assistant Professor, Global and Community Health, College of Public Health	Utah State University	<ul style="list-style-type: none"> <li>• DuBois received over \$5,000 annual income from outside consulting, serving as an Adjunct Professor at Utah State.</li> <li>• George Mason has agreements with Utah State related to sponsored research.</li> <li>• DuBois' research is reviewed to determine whether her interest requires a Management Plan. DuBois does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$0 to Utah State. Utah State has paid \$0 to George Mason.</li> </ul>	1/30/2024–1/30/2025
5	Robert Elder, Research Professor, Electrical and Computer Engineering, College of Engineering and Computing	Georgia Tech Research Corporation (GTRC)	<ul style="list-style-type: none"> <li>• Elder received over \$5,000 annual income from GTRC for outside consulting, serving as Subject Matter Expert.</li> <li>• George Mason has agreements with GTRC related to sponsored research.</li> <li>• Elder has no authority to participate in contract negotiations or oversee the contract on behalf of George Mason or GTRC.</li> <li>• In FY24, George Mason has paid \$177,773 to GTRC. GTRC has paid \$0 to George Mason.</li> </ul>	11/30/2023–11/30/2024
6	Boris Gafurov, Assistant Professor, Special Ed and disability Research, College of Education and Human Development	ATWare Solutions	<ul style="list-style-type: none"> <li>• Gafurov has 100% ownership of ATWare Solutions.</li> <li>• ATWare Solutions was formed to submit free apps developed at George Mason's Training and Technical Assistance Center (TTAC) for people with disabilities to iTunes and Google Play.</li> <li>• TTAC is a George Mason Center that provides resources and technical assistance to educators.</li> <li>• In FY24, George Mason has paid \$1,000 to ATWare Solutions.</li> </ul>	9/8/2021–7/1/2025
7	Andrew Gerard, Director, Men's and Women's Track and Field/Cross Country	Andrew Gerard Coaching & Training, LLC	<ul style="list-style-type: none"> <li>• Gerard has 100% ownership of Andrew Gerard Coaching &amp; Training.</li> <li>• The LLC will provide timing and results reporting for Cross Country and Track &amp; Field Events. Purchasing and Athletics were directly involved in the arrangement of this contract to confirm George Mason's Purchasing guidelines were followed.</li> <li>• Gerard will not participate in negotiations or oversee the contract on behalf of George Mason. The waiver specifies oversight and requirements in order to continue George Mason's contractual relationship with the LLC beyond the current contract.</li> <li>• In FY24, George Mason has paid \$9,500 to Gerard Coaching &amp; Training.</li> </ul>	3/21/2023–1/1/2025



#	Employee	Other Interest	Nature of COI	Waiver Period
8	Gerald Matthews, Professor, Psychology, College of Humanities and Social Sciences	University of Central Florida	<ul style="list-style-type: none"> <li>• Matthews received over \$5,000 annual income from outside consulting, consulting on a research project at UCF sponsored by the Nuclear Regulatory Commission.</li> <li>• George Mason has agreements with UCF related to sponsored research.</li> <li>• Matthews' research is reviewed to determine whether his interest requires a Management Plan. Matthews does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$292, 568 to UCF. UCF has paid \$21,073 to George Mason.</li> </ul>	11/30/2023–1/30/2025
9	Marybeth (MB) Mitcham, Dir MPH Online Program Global and Community Health, College of Public Health	Cornell University	<ul style="list-style-type: none"> <li>• Mitcham receives over \$5,000 annual income from approved outside consulting as an independent contractor facilitating non-credit-bearing certificate programs at Cornell.</li> <li>• George Mason has agreements with Cornell related to sponsored research.</li> <li>• Mitcham's research is reviewed to determine whether her interest requires a Management Plan. Mitcham does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$15,000 to Cornell University. Cornell has paid \$337,157 to George Mason.</li> </ul>	2/6/2023–11/30/2024
10	Dieter Pfoser, Professor, Geography and Geoinformation Science Department, College of Science	Amazon.com, Inc.	<ul style="list-style-type: none"> <li>• Pfoser is an Amazon Scholar (effort: one day per work week) and receives over \$5,000 annual income from Amazon.</li> <li>• George Mason has business interactions with Amazon related to computing.</li> <li>• In Pfoser's role at George Mason, he has no authority to participate in contract negotiations or oversee George Mason's contract with Amazon. Similarly, in his role at Amazon, he has no authority over Amazon's work with George Mason.</li> <li>• In FY24, George Mason has paid \$958 to Amazon.</li> </ul>	4/30/2024–4/30/2025
11	Robert Simon, Professor, Computer Science, College of Engineering and Computing	Propensity	<ul style="list-style-type: none"> <li>• Simon has 100% ownership in Propensity, LLC through his spouse.</li> <li>• George Mason's College of Health and Human Services (CHHS) has a contract with Propensity which involves assisting George Mason in placing opinion pieces with media outlets and otherwise gaining visibility for George Mason scholarship.</li> <li>• Simon no authority over this contract and will not negotiate with George Mason on behalf of Propensity.</li> <li>• In FY24, George Mason has paid \$0 to Propensity.</li> </ul>	2/1/2022–2/1/2025
12	Kun Sun, Professor, Information	Kryptowire, LLC	<ul style="list-style-type: none"> <li>• Sun receives over \$5,000 annual income from consulting for Kryptowire.</li> </ul>	9/11/2024–8/1/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
	Sciences and Technology, College of Engineering and Computing		<ul style="list-style-type: none"> <li>• George Mason has agreements with Kryptowire related to sponsored research, but Sun has no involvement in George Mason’s contractual relationship with Kryptowire.</li> <li>• Kun’s research is reviewed to determine whether his interest requires a Management Plan. Kun does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$72,043 to Kryptowire. Kryptowire has paid \$398,608 to George Mason.</li> </ul>	
13	Catherine Winkert, Associate Director Finance and Administration, College of Visual and Performing Arts	Monumental Sports & Entertainment	<ul style="list-style-type: none"> <li>• Winkert receives over \$5,000 annual income from her spouse’s employment at Monumental Sports &amp; Entertainment at the Capital One Arena.</li> <li>• Monumental Sports &amp; Entertainment manages the Eagle Bank Arena and provides parking attendants during events hosted at the Eagle Bank Arena and for Center for the Arts (CfA).</li> <li>• Winkert does not have the authority to participate and will not participate in contract negotiations with Monumental on behalf of Mason. In addition, Winkert does not sign off on invoices from Monumental Sports &amp; Entertainment. The Front of House Manager at CfA contacts Monumental to make arrangements, and the Finance and Budget Analyst at CfA reviews/approves invoices.</li> <li>• In FY23, George Mason has paid \$818,278 to Centre Group LP/EagleBank Arena operated by Monumental Sports &amp; Entertainment. Monumental Sports &amp; Entertainment has paid \$2,555,137 to George Mason.</li> </ul>	1/25/2019–2/31/2025
14	Xiaokuan Zhang, Assistant Professor, Computer Science Department, College of Engineering and Computing	Ohio State University	<ul style="list-style-type: none"> <li>• Zhang receives over \$5,000 annual income from outside consulting for a sponsored research project at Ohio State.</li> <li>• George Mason has agreements with Ohio State related to sponsored research.</li> <li>• Zhang’s research is reviewed to determine whether his interest requires a Management Plan. Zhang does not currently have a Research Management Plan.</li> <li>• In FY24, George Mason has paid \$90,066 to Ohio State. Ohio State has paid \$98,014 to George Mason.</li> </ul>	11/30/2023-11/30/2024

**II. Waivers due to Athletics facility contracts (e.g. athletic camps and clinics)**

#	Employee	Other Interest	Nature of COI	Waiver Period
15	Frank Beasley, Head Coach, Wrestling	Beasley Training Systems	<ul style="list-style-type: none"> <li>• Beasley has 100% ownership of Beasley Training Systems.</li> <li>• Beasley Training Systems will utilize University facilities pursuant to the standard facilities use contract and operate a summer wrestling camp.</li> <li>• In FY24, George Mason has paid \$0 to Beasley Training Systems. Beasley Training Systems has paid \$792 to George Mason.</li> </ul>	9/27/2021–6/30/2024 <sup>4</sup>
16	Vanessa Blair-Lewis, Head Coach Women’s Basketball	Remedy Consulting, LLC	<ul style="list-style-type: none"> <li>• Blair-Lewis has 100% ownership of Remedy Consulting.</li> <li>• Remedy Consulting will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate sports camps.</li> <li>• In FY24, George Mason has paid \$0 to Remedy Consulting. Remedy Consulting has paid \$3,506 to George Mason.</li> </ul>	6/13/2022–7/1/2025
17	Shawn Camp, Head Coach Baseball	Shawn Camp Baseball Academy, LLC	<ul style="list-style-type: none"> <li>• Camp has 100% Ownership of Shawn Camp Baseball Academy.</li> <li>• Shawn Camp Baseball Academy will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate clinics and a summer baseball camp.</li> <li>• In FY24, George Mason has paid \$0 to Shawn Camp Baseball Academy. Shawn Camp Baseball Academy has paid \$12,350 to George Mason.</li> </ul>	9/27/2022–8/31/2025
18	Stephen Curtis, Head Coach Women’s Tennis	A Plus Sports, Burke Racquet & Swim Club	<ul style="list-style-type: none"> <li>• Curtis has over 20% but less than 50% ownership of and receives over \$5,000 annual income from A Plus Sports (BRSC).</li> <li>• Mason will utilize A Plus Sports (BRSC) facilities for men's and women's tennis practice as needed depending on schedules and the weather, as Mason does not have indoor tennis courts.</li> <li>• A Plus Sports (BRSC) will utilize University facilities pursuant to the standard Mason Recreation facilities use contract and operate a summer sports camp.</li> <li>• The waiver specifies additional oversight and requirements in order to continue Mason’s contractual relationship with BRSC.</li> <li>• In FY24, George Mason has paid \$24,279 to A Plus Sports (BRSC). A Plus Sports (BRSC) has paid \$24,195 to George Mason.</li> </ul>	3/16/2022–3/1/2025

<sup>4</sup> This waiver is in active review, has been approved by the COI Committee, and/or is awaiting signature.

#	Employee	Other Interest	Nature of COI	Waiver Period
19	James Davis, Head Coach Men's Tennis	A Plus Sports, Burke Racquet & Swim Club	<ul style="list-style-type: none"> <li>• Davis has over 20% but less than 50% ownership of and receives over \$5,000 annual income from A Plus Sports (BRSC).</li> <li>• Mason will utilize A Plus Sports (BRSC) facilities for men's and women's tennis practice as needed depending on schedules and the weather, as Mason does not have indoor tennis courts.</li> <li>• A Plus Sports (BRSC) will utilize University facilities pursuant to the standard Mason Recreation facilities use contract and operate a summer sports camp.</li> <li>• The waiver specifies additional oversight and requirements in order to continue Mason's contractual relationship with BRSC.</li> <li>• In FY24, George Mason has paid \$24,279 to A Plus Sports (BRSC). A Plus Sports (BRSC) has paid \$24,195 to George Mason.</li> </ul>	5/11/2022–7/1/2025
20	Jennifer Everett, Sr Associate AD for Finance and Administration, CFO, Athletics	HUSEL, Inc.	<ul style="list-style-type: none"> <li>• Everett has 98% ownership of HUSEL.</li> <li>• HUSEL rents George Mason turf fields and indoor space to coach youth female field hockey athletes in the community.</li> <li>• In FY24, George Mason has paid \$0 to HUSEL. HUSEL has paid \$29,120 to Mason.</li> </ul>	3/16/2022–1/31/2025
21	Nicholas Mata, Assistant Coach Women's Volleyball	Gold Star Volleyball, LLC	<ul style="list-style-type: none"> <li>• Mata received over \$5,000 annual income from Gold Star Volleyball.</li> <li>• Gold Star Volleyball will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate clinics and a summer volleyball camp.</li> <li>• In FY24, George Mason has paid \$0 to Gold Star Volleyball. Gold Star Volleyball has paid \$19,115 to George Mason.</li> </ul>	6/13/2022–6/1/2025
22	Kara Mupo, Head Coach Women's Lacrosse	Surge Elite Lacrosse Academy	<ul style="list-style-type: none"> <li>• Mupo has 100% ownership of Surge Elite Lacrosse Academy.</li> <li>• Surge Elite Lacrosse Academy will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate a summer sports camp as well as clinics.</li> <li>• In FY24, George Mason has paid \$0 to Surge Elite Lacrosse Academy. Surge Elite Lacrosse Academy has paid \$750 to George Mason.</li> </ul>	8/20/2021–6/18/2025
23	Justin Ross-Walker, Head Coach Softball	Justin Walker Softball Camp	<ul style="list-style-type: none"> <li>• Walker has 100% ownership and received over \$5,000 annual income from Justin Walker Softball Camp.</li> <li>• Justin Walker Softball Camp will utilize University facilities pursuant to the standard Department of Intercollegiate Athletics sports camp facilities use contract and operate a summer sports camp.</li> </ul>	8/20/2021–5/31/2025

#	Employee	Other Interest	Nature of COI	Waiver Period
			<ul style="list-style-type: none"> <li>In FY24, George Mason has paid \$0 to Justin Walker Softball Camp. Justin Walker Softball Camp has paid \$5,875 to George Mason.</li> </ul>	

**III. Waivers due to income from contracting entities unrelated to Mason employment**

#	Employee	Other Interest	Nature of COI	Waiver Period
24	Susan Allen, Professor, Carter School	Apple, Inc.	<ul style="list-style-type: none"> <li>Allen received over \$5,000 annual income from stock ownership in Apple.</li> <li>Apple, Inc. is a vendor of goods to Mason, but Allen has no involvement in Mason’s contractual relationship with Apple. (Note: If Allen were to request to purchase an Apple product at a uniform price available to the general public through Mason’s ordinary purchasing process, this would be permissible under the terms of a COI waiver.)</li> <li>In FY24, George Mason has paid \$666,186 to Apple.</li> </ul>	6/3/2021–5/18/2024 <sup>5</sup>
25	Brian Benison, Director of Graduate Admissions and International Initiatives, Scalia Law School	Ernst & Young	<ul style="list-style-type: none"> <li>Benison received over \$5,000 annual income from spouse’s employment at Ernst &amp; Young.</li> <li>Ernst &amp; Young has a contract with Mason for academic consulting services, but Benison has no involvement in Mason’s contractual relationship with Ernst &amp; Young.</li> <li>In FY24, George Mason has paid \$0 to Ernst &amp; Young.</li> </ul>	8/20/2021–7/30/2025
26	Brian Davern, Financial Specialist, Student Accounts	SP Plus Corporation (SP+)	<ul style="list-style-type: none"> <li>Davern received over \$5,000 annual income from approved Outside Employment at SP+ as a parking enforcement technician.</li> <li>SP+ contracts with Mason to oversee parking and transportation enforcement on campus, but Davern has no involvement in Mason’s contractual relationship with SP+.</li> <li>In FY24, George Mason has paid \$2,819,504 to SP+.</li> </ul>	3/16/2022–4/30/2025
27	Nancy Dunham, Grants Project Coordinator,	University of Pennsylvania The Wharton School	<ul style="list-style-type: none"> <li>Dunham received over \$5,000 annual income from approved Outside Employment at the University of Pennsylvania as an auxiliary application reader for the Wharton MBA Admissions office.</li> </ul>	10/11/2021–9/30/2024 <sup>5</sup>

<sup>5</sup>This waiver is in active review, has been approved by the COI Committee, and/or is awaiting signature.

#	Employee	Other Interest	Nature of COI	Waiver Period
	University Accreditation		<ul style="list-style-type: none"> <li>• Mason and the University of Pennsylvania have contracts and business interactions related to library database access. Dunham has no involvement in Mason’s contractual relationship with the University of Pennsylvania.</li> <li>• In FY24, George Mason has paid \$169,278 to the University of Pennsylvania. The University of Pennsylvania has paid \$213,382 to George Mason.</li> </ul>	
28	Jolie Gaspard, Transformation Manager, Office of the Provost	Gartner, Inc.	<ul style="list-style-type: none"> <li>• Gaspard received over \$5,000 annual income from spouse’s employment at Gartner.</li> <li>• Mason has a contract with Gartner for access to their Higher Education Reference Library (Core Research), but Gaspard has no involvement in Mason’s contractual relationship with Gartner.</li> <li>• In FY23, Mason has paid \$268,949 to Gartner.</li> </ul>	11/30/2022—8/30/2025 <sup>5</sup>
29	Adrienne Jones, Performance Management and Engagement Specialist, HR	Amazon Web Services	<ul style="list-style-type: none"> <li>• Jones received over \$5,000 annual income from spouse’s employment at Amazon Web Services.</li> <li>• George Mason has business interactions with Amazon Web Services related to computing, but Jones has no involvement in Mason’s contractual relationship with AWS.</li> <li>• In FY24, George Mason has paid \$958 to AWS.</li> </ul>	12/13/2021—1/31/2025
30	Kenneth Turchi, Associate Dean for External Affairs, Scalia Law School	Indiana University	<ul style="list-style-type: none"> <li>• Turchi received over \$5,000 annual income from editing and design services for Indiana University.</li> <li>• George Mason has agreements with Indiana University related to sponsored research, but Turchi has no involvement in George Mason’s contractual relationship with Indiana University.</li> <li>• In FY24, George Mason has paid \$6,150 to Indiana University. Indiana University has paid \$15,980 to George Mason.</li> </ul>	8/19/2024—8/1/2025
31	Matthew Karush, Professor of History, College of Humanities and Social Sciences	University of Oxford, Oxford University Press	<ul style="list-style-type: none"> <li>• Karush received over \$5,000 annual income from Outside Employment as an Editor for OUP for under 1 day per week.</li> <li>• George Mason and OUP have contracts and business interactions related to the purchase of books and textbooks, but Karush has no involvement in Mason’s contractual relationship with OUP. (Note: the Virginia COI Act in §2.2-3106(C)(5) exempts personal interests in contracts for textbooks or other educational materials for students, so if Karush were to assign OUP texts to his students that would not require a waiver.)</li> </ul>	1/6/2022—10/31/2024

#	Employee	Other Interest	Nature of COI	Waiver Period
			<ul style="list-style-type: none"> <li>• In FY24, George Mason has paid \$259,263 to Oxford University. Oxford University has paid \$43,030 to George Mason.</li> </ul>	
32	Victoria (Tori) Unterberger, Front of House, Community Inclusion Manager College of Visual and Performing Arts	Ordway Conservatory of Classical Ballet	<ul style="list-style-type: none"> <li>• Unterberger received over \$5,000 annual income from outside employment as a dance instructor at the Conservatory.</li> <li>• George Mason has business interactions with the Ordway Conservatory related to dance education and performance, but Unterberger has no involvement in George Mason's contractual relationship with Ordway Conservatory.</li> <li>• In FY24, George Mason has paid \$0 to Ordway Conservatory. Ordway Conservatory has paid \$0 to George Mason.</li> </ul>	8/19/2024–8/1/2025

## Appendix D: Immediate Family Waivers

1. Jessica (Jessi) Adams, Assistant Director, Knowledge Management, Fiscal Services; and Robert (Wayne) Adams, Director Academic Admin, CPH
2. Eric G. Anderson, Associate Professor of English, CHSS; and E. Shelley Reid, Executive Dir of Engaged Teaching, Stearns Center
3. Md Tanvir Arafin, Assistant Professor, Cyber Security Engineering Dept, CEC; and Syeda Sanjidah, Grad Teaching Assistant, Cyber Security Engineering Dept, CEC
4. Roberto Arbieto, eVA PCard Customer Supp, Purchasing Office; and Nury Terrazas Sanchez, GMU Worker, Purchasing Office
5. Ann Ardis, Dean, CHSS; and Phillip Mink, Term Assistant Professor, Foundations Instruction, CCB
6. Deliah Arrington, PSC Site Coordinator, SciTech Campus Executive Office; and Amy Fowler, Associate Professor, Environ Sci & Policy Instruction, COS
7. Giorgio Ascoli, Professor, Bioengineering, CEC; and Rebecca Goldin, Professor, Mathematical Sciences, COS
8. Benjamin Ashworth, Sculpture and Foundations Manager, School of Art & Design, CVPA; and Jennifer Ashworth, GMU Worker, Fairfax Galleries, CVPA
9. Eric Auld, Instructor, English Instruction, CHSS; and Anastasia (Stasia) Kemp, Education Support Specialist, CEC Undergrad Student Services, CEC
10. Ivan Avramovic, Assistant Professor, Computer Science, CEC; and Sanja Avramovic, Associate Professor, Health Administration and Policy, PH
11. Pamela Baker, Director, Special Education and disAbility Research/Associate Professor, CEHD; and Robert Baker, Professor, Sport Recreation and Tourism Mgmt, CEHD
12. Sophia Balakian, Assistant Professor, School of Integrative Studies Instr, CHSS; and Michael Don, Assistant Professor, English Instruction, CHSS
13. Foteini Baldimtsi, Associate Professor, Computer Science, CEC; and Socrates Dimitriadis, Term Assistant Professor, Computer Science, CEC
14. Laura Balmaceda, Research Assistant Professor, Physics and Astronomy, COS; and Fernando Mut, GMU Worker, Bioengineering, CEC
15. Stephanie Barnett, Academic Advisor, Undergraduate Advising; and Thomas (Ryan) Barnett, Assoc Dir Military Services, Office of Military Services
16. Mariia Belaia, Assistant Professor, Computational and Data Scis Dept, COS; and Dale Rothman, Associate Professor, Computational and Data Scis Dept, COS
17. Stephanie Benassi, Assistant Professor, School of Art & Design, CVPA; and Jeffrey M. Kenney, Gallery Assistant, Arlington Galleries, CVPA
18. Lee Black, Assistant Professor, Health Administration & Policy, PH; and Heather Vough, Associate Professor, Management Instruction, Costello College of Business
19. Derek Borzi, Electrician II, Zone 6 Maintenance, Facilities; and Stacy Borzi, Contracts Specialist, Facilities Purchasing Fiscal Services, Facilities



20. RaShall Brackney, Dstg Prof of Practice, African and African AM Studies Ins, CHSS; and Stefan Wheelock, Associate Professor, English Instruction, CHSS
21. Kurt Brandhorst, Assistant Professor, Philosophy, CHSS; and Rachel Jones, Associate Professor, Philosophy, CHSS
22. Joan Bristol, Associate Professor, History and Art History, CHSS; and Randolph Scully, Associate Professor, History/M.A. History Program Director, History and Art History, CHSS
23. Amanda Bryan, Assistant Professor, English Instruction, CHSS; and Timothee (Tim) W Bryan, Assistant Professor, Mathematics Instruction, COS
24. Zofia Burr, Dean, Honors College; and Alok Yadav, Associate Professor of English, CHSS
25. Chris Burrell, Production Manager, Hylton Performing Arts Center, CVPA; and Diane Burrell, Operations Manager, Hylton Performing Arts Center, CVPA
26. Xiaomei Cai, Associate Professor, Department of Communication, CHSS; and Xiaoquan Zhao, Professor, Department of Communication, CHSS
27. Amanda Caswell, Professor, School of Kinesiology, CEHD; and Shane Caswell, Professor, School of Kinesiology, CEHD
28. Elena Chiru, Director Career Advising, Career Services; and John McShea, IT Project Manager, Project Management Office, ITS
29. Myunghwa Cho, Adjunct Faculty, CHSS; and Byunghwan (Ben) Son, Associate Professor, Global Affairs Program, CHSS
30. John Cicchetti, Director Behavioral Threat Assessment and Management, University Life; and Kaitlin Cicchetti, Director of Advancement, University Life
31. Caroline (Carrie) Cox, Technical Director, Arts Support Umbrella, CVPA; and Sean Cox, Assistant Director of Event Services, Student Centers
32. Arie Croitoru, Professor, Computational and Data Sciences, COS; and Natalie Lapidot-Croitoru, Finance and HR Analyst, Environ Sci & Policy Dept, COS
33. Christopher D'Amboise, Heritage Professor in Dance, School of Dance, CVPA; and Kelly D'Amboise, Adjunct Faculty, School of Dance, CVPA
34. Doran R Davis, Facilities Zone Supervisor, Zone 4 Maintenance, Facilities; and Doran Davis III, Electrical Apprentice, Zone 6 Maintenance, Facilities
35. Rick Davis, Dean, CVPA; and Julie Thompson, Executive Director, Center for the Arts
36. Mark DelVecchio, Research Manager Subcontractor and Program, CEC; and Mollie DelVecchio, Registered Nurse, Student Health Center, University Life
37. Desiree Desierto, Assistant Professor, Economics, CHSS; and Mark Koyama, Associate Professor, Economics, CHSS
38. Nikki Dinh, Senior Database Analyst, Database Middleware and ERP Support, ITS; and Robert Peraino, Advisory Systems Engineer, Enterprise Infrastructure Ops, ITS
39. Carlotta Domeniconi, Professor, Computer Science, CEC; and Sean Luke, Professor, Computer Science, CEC
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CAMPUSGUARD®

**GLBA Assessment Report**

October 11, 2024

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## Executive Summary

A Gramm-Leach-Bliley Act (GLBA) program is implemented using an organization's information security and privacy programs together with administrative, technical, and physical controls applied in accordance with a risk assessment. The overall goal is to prevent data breaches by securing personal non-public information (NPI) and to minimize the impact of a breach by implementing these controls commensurate with an organization's own determination of relative risk.

Institutions are struggling to keep up with regulatory requirements, economic conditions, and risk management. Often, the role of information security is still not clearly defined in many organizations; some viewing it in isolation as someone else's responsibility, and in many cases, there is no collaborative effort to link the security program to the institution's goals. The need to comply with many regulations and standards such as GLBA, GDPR, HIPAA, FERPA, PCI, etc. has caused institutions to re-think their approach. While it is the intent of nearly all those affected by these regulations to comply, there are many challenges that complicate the overall process.

Due to this intrinsically complex nature of compliance, the difficulty in coordinating efforts across multiple departments, and the changing landscape of information security and privacy in general, George Mason University requested guidance from CampusGuard with the overall goal of leveraging best practices to establish and enhance components of the current information security program. In addition, protecting the sensitive information of current and former George Mason students, faculty, applicants, and friends while minimizing compliance risks and maximizing enterprise value.

### ***The Assessment***

A remote GLBA assessment including Federal Tax Information (FTI) was conducted between September 5<sup>th</sup> and September 19<sup>th</sup>, 2024, by CampusGuard for George Mason University. During the review, CampusGuard met with Information Technology and department representatives with a variety of duties and responsibilities pertaining to the management and administration of the George Mason institutional data and infrastructure. We conducted interviews and reviewed documentation to understand the security controls currently in place and assess the maturity and completeness of those controls against the National Institute of Standards and Technology (NIST) Special Publication (SP) 800-171 and general security best practices.

The following report consists of observations from the assessment at George Mason based on the NIST SP 800-171 standard that need addressing to help achieve the goal of compliance with GLBA, but taking various regulations into account (e.g., PCI DSS, GDPR, HIPAA, etc.). Within the NIST SP 800-171, there are a combined 110 Basic and Derived Security Requirements ([Appendix F](#)).

The George Mason staff demonstrated a deep understanding of protecting all types of sensitive data through the use of current practices, methodologies, and technologies to protect the George Mason environment. It was a pleasure to work with all personnel involved in the review.

### **Safeguards Rule Updates**

The Federal Trade Commission (FTC) [updated](#) the Safeguards Rule under the Gramm-Leach-Bliley Act. in 2021 The revisions are meant to strengthen the data security safeguards to better protect customer financial information from data breaches and cyberattacks. The [revised rule](#) has a number of more specific requirements than the previous rule including access controls, data inventory and classification, vulnerability and penetration testing, authentication, encryption, data disposal, incident response, and risk assessments.

While the revised rule is more prescriptive, the Commission also emphasized that institutions still have the flexibility to implement an information security program that is appropriate to its size and complexity, the nature and scope of its activities, and the sensitivity of customer information.

The FTC summarized the modifications in the new rule as providing:

- More guidance on how to develop and implement specific aspects of an overall information security program.
- New provisions to improve the accountability of information security programs.
- Exemptions for financial institutions that collect less customer information.
- Inclusion of entities engaged in activities that are incidental to financial activities.
- New terms and examples.

The updated rule applies to nonbanking financial institutions including colleges and universities. Most of the more technical requirements took effect on June 9, 2023, eighteen months after the rule was published in the Federal Register. However, several of the new requirements became effective upon publishing on December 9, 2021, including regular testing and monitoring, service provider oversight, and additional risk assessments.

Another update to the Safeguards Rule occurred in May of 2024 which [requires notification](#) to the FTC upon discovery of a security event that involves the information of 500 or more individuals. The notification should be made as soon as possible and no more than 30 days after the discovery of the event. Notification can be performed on the FTC website at <https://www.ftc.gov> and must contain the following information:

- The name and contact information of the reporting financial institution;
- A description of the types of information that were involved in the notification event;
- If the information is possible to determine, the date or date range of the notification event;
- The number of consumers affected or potentially affected by the notification event;
- A general description of the notification event; and
- Whether any law enforcement official has provided you with a written determination that notifying the public of the breach would impede a criminal investigation or cause damage to national security, and a means for the Federal Trade Commission to contact the law enforcement official. A law enforcement official may request an initial delay of up to 30 days

following the date when notice was provided to the Federal Trade Commission. The delay may be extended for an additional period of up to 60 days if the law enforcement official seeks such an extension in writing. Additional delay may be permitted only if the Commission staff determines that public disclosure of a security event continues to impede a criminal investigation or cause damage to national security.

As of the writing of this report, the FTC website did not have an obvious choice/link to use for this reporting requirement.

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---IMPORTANT---

Sections of this report have been redacted for containing 'Confidential – Restricted Data' which are excluded from disclosure under the Virginia Freedom of Information Act (Code of Virginia §2.2-3705.2.2 due to descriptions of security mechanisms and §2.2-3705.2.14b for vulnerability assessment information).

## Risk Summary

The following observations have been identified as either having a greater impact on George Mason compliance efforts or on the risk of data compromise than other areas and are therefore presented first. It is recommended that these items be given priority for development, implementation, and remediation.

The observations are assessed considering their likelihood and impact. The likelihood is the probability that an observation might occur, and the impact reflects the anticipated size of the occurrence's effect. Both the likelihood and the impact are taken into consideration to determine the risk. Risks are rated as High, Medium, or Low.

Observations	Risk
1. [REDACTED]	High
2. [REDACTED]	High
3. [REDACTED]	High
4. The existing Information Technology Security Program (Policy 1311) does not contain all the elements for GLBA compliance.	Med
5. A Qualified Individual (QI) to manage and administer the Information Security Program is not formally identified.	Med
6. [REDACTED]	Med
7. [REDACTED]	Med
8. The roles, responsibilities and levels of decision making authority are not clearly identified in Incident Management Process.	Med
9. External communication actions and information sharing parameters are not identified in Incident Management Process.	Med
10. The criteria to confirm remediation of a cybersecurity incident are not clearly stated in the Incident Management Process.	Med

## Assessment

### **Purpose**

The purpose of this Gramm-Leach-Bliley Act (GLBA) Assessment is to evaluate the adequacy of George Mason University's security controls for storing, processing, and transmitting non-public personal information in scope for GLBA compliance and taking into consideration the use of Federal Tax Information. This risk analysis addresses threats, vulnerabilities, existing security controls, and the likelihood of confidential information exposure and impacts thereof. This assessment provides safeguards to mitigate threats and associated exploitable vulnerabilities.

### **Background**

The Gramm-Leach-Bliley Act (GLBA) of 1999 requires that all financial institutions safeguard customer Non-public Personal Information (NPI). Colleges and universities that offer financial products or services, such as student loans, are considered financial institutions under the GLBA. Further, the Federal Student Aid (FSA) Department published a Dear Colleague Letter stating that colleges and universities must comply with GLBA as outlined in the Program Participation Agreement (PPA) for Title IV Federal student financial aid programs. The GLBA is enforced by the Federal Trade Commission (FTC). Activities that might trigger enforcement action by the FTC include student or employee complaints, press releases, or breach notifications. A data security breach that stems from a gap in GLBA compliance is a violation of federal law. It is worth noting that a college or university that is deemed compliant with the privacy provisions and regulations of the Family Education Rights and Privacy Act (FERPA) is also considered compliant with the privacy provisions and regulations of the GLBA for those student records which are subject to FERPA.

In order to evaluate compliance with the GLBA, organizations need to review the effectiveness of their security and privacy measures. The Gramm-Leach-Bliley Act was intended to be technology neutral and provides little guidance on controls or other implementation measures. The FSA recommends the National Institute of Science and Technology's Special Publication 800-171 controls, intended to protect Controlled Unclassified Information (CUI) as GLBA safeguards, and George Mason has accepted that recommendation for this review.

### **Scope**

The scope of this risk analysis is the information infrastructure supporting financial services offered by George Mason University including confidential data that is created, received, transmitted, or stored; and the controls and resources used to eliminate and/or manage vulnerabilities exploitable by threats internal and external to the organization. If exploited, these vulnerabilities could result in:

- Unauthorized disclosure of data
- Unauthorized changes to the system, its data, or both
- Temporary or permanent loss or corruption of data
- Denial of service, access to data, or both to authorized end-users
- Loss of financial cash flow
- Loss of physical assets or resources
- Noticeable negative affect on the organization's mission, reputation, or interest

Throughout the process, a determination of risk to the **confidentiality** (protection from unauthorized disclosure of system and data information), **integrity** (protection from improper modification of information), and **availability** (loss of access) of the systems and data is made and

documented. The recommended security safeguards in this report will allow management to make decisions about security-related initiatives to accept, reduce, or eliminate identified risks.

Departments interviewed and determined to be inside the scope of GLBA for this assessment are:

- Accounts Receivable
- Enrollment Management
- Enrollment Services
- Financial Aid
- Information Technology Services
- Institutional Effectiveness and Planning
- University Registrar

Departments interviewed and determined to be outside the scope of GLBA for this assessment are:

- Advancement
- Athletics
- Employee Services



## Institution Level Guidance

Issues often affect several departments and align better with broader administrative or technical structures rather than individual departments. These issues are listed in this section so the leadership and technical teams can better focus on these higher-level challenges. Some observations might also appear in the discussion of a specific department to draw attention to issues within that department's direct control. Also, broad issues might be covered at a high level in the narrative discussion with more detail appearing in the individual observations.

### **Governance**

Maintaining GLBA compliance requires a program that integrates into the regular activities of the organization and provides appropriate oversight, and ongoing compliance requires coordination of numerous resources, actions, projects, and people. To improve the accountability of institutions' information security programs, the Safeguards Rule requires George Mason to designate a single Qualified Individual to be responsible for overseeing and implementing the information security program ([16 CFR 314.4\(a\)](#)). It should be noted that the updated rule does not specify any particular level of education, experience, or certification providing the university with the flexibility to designate someone appropriate for the institution. Currently, George Mason has not formally designated an individual to oversee the information security plan as the Qualified Individual.

George Mason's designated Qualified Individual is required to regularly update the board of directors on the overall status of George Mason's Information Security Program, the status of compliance with the GLBA, any material events or decisions that impact the program, and any recommended changes to the program ([16 CFR 314.4\(i\)](#)).

The Safeguards Rule also requires George Mason to formally evaluate and adjust its Information Security Program taking into account the results of the risk assessments and testing required by the GLBA, material changes to operations and the institution, and any other changes that have had a material impact on the Information Security Program ([16 CFR 314.4\(g\)](#)).

### **Federal Tax Information (FTI)**

FTI is a type of Controlled Unclassified Information (CUI) designated by the U.S. National Archives and Records Administration (NARA). The use of FTI is limited to purposes of administering financial aid programs, including determining eligibility for, and amounts of, funds under the Title IV, HEA programs and other financial aid programs offered by George Mason University. FTI may not be redisclosed or used for any other purpose, such as for research in promoting college attendance, persistence, and completion.

FTI originates from the Internal Revenue Service (IRS) and institutions that receive Institutional Student Information Records (ISIR) files from the Department of Education must protect the FTI provided to them by the [IRS](#). ISIRs will include two FTI label fields which mark the beginning and end of the IRS data. The start and end of IRS data is designated as: 'CUI//SP-TAX' within the ISIR file. The FTI labels must be retained wherever the data is used and stored which primarily applies to the Student Information System(s).

### **Incident Response**

The Safeguards Rule requires that relative to customer information, the written incident response plan must specifically address (1) the goals of the plan, (2) the process for responding to security events, (3) a clear definition of roles and responsibilities, (4) plans for communicating both internally and externally, (5) requirements for the remediation of weaknesses identified as part of a response, (6) how an incident response will be documented, and (7) how the incident response process will be reviewed both regularly and after an event. George Mason should review the components of its IRP to ensure it addresses the requirements of the updated GLBA rule, and that the plan is reviewed at least annually and after any event for which the plan is activated. George Mason should also consider conducting regular tabletop exercises and including incident response awareness in its training program to ensure the university community is aware of George Mason's policy and how to engage the response plan ([16 CFR 314.4\(h\)](#)).

### **Policies, Procedures, and Training**

The Gramm-Leach-Bliley Act addresses a broad set of privacy and security parameters that involve people, processes, training, and technology. George Mason has many policies and standards published on their website which should be reviewed and updated as needed to reflect GLBA requirements, and then proactively communicated to all members of the campus community.

Departments handling NPI should assess their procedural documentation, and where necessary, develop and/or update procedures that augment institutional guidance to address the risks and needs specific to their environment. It is recommended that all formally published documents have a section documenting reviews and changes including the dates of those reviews, summaries of changes, and the names of the approvers.

The Safeguards Rule has multiple training requirements. While the requirements remain flexible, allowing institutions to adopt training programs appropriate to their needs, the Safeguards Rule requires personnel with information security responsibilities to receive training sufficient for their roles and/or necessary to address relevant risks. The rule also requires that training curriculum be regularly updated to address emerging threats and institutional changes. Steps must also be taken to regularly verify that information security personnel maintain their certifications or appropriate knowledge levels, and where service providers are utilized to meet information security needs, they should be required to regularly provide assurance to George Mason that GLBA training requirements are being met ([16 CFR 314.4\(e\)](#)).

To ensure that compliance obligations to protect sensitive information are understood by the entire university community, it is required that all personnel receive security awareness training when hired and at least annually thereafter. Anyone who handles or is involved in any way with non-public personal information should also receive specific training on their responsibility to protect sensitive information in general and GLBA related data in particular. George Mason should consider extending its awareness training curriculum to include awareness of university policies related to information security and privacy for the entire campus community including faculty ([16 CFR 314.4\(e\)](#)). The assessment revealed that George Mason gives cyber security awareness training, role-based training and role-based highly sensitive data training which are mandatory and required annually for the respective groups.

### ***Personal Computers and Personal Smart Phones***

George Mason allows employees to work from home and institutional issued devices (laptops) are used. If the use of personal devices is deemed necessary, the associated risks must be thoroughly assessed, and appropriate safeguards must be established. For example, personal computers accessing the George Mason network, should be segmented from the broader George Mason network, or technical measures should be employed to ensure the protection of customer data. ([16 CFR 314.4\(c\)](#)).

George Mason permits its employees to use personal smartphones for university business, The university should assess the necessity of this practice for its operations. If the use of personal smartphones is deemed essential, they must be subjected to the same risk evaluation and security standards as devices managed by the institution ([16 CFR 314.4\(c\)](#)). Alternatively, George Mason could implement policies and procedures to ensure that only fully managed devices are utilized for storing, processing, or transmitting sensitive data.

### ***Risk Assessment***

IT risk assessments that account for the risks associated with the handling of sensitive personal information are regularly performed. Generally, Information Technology Services would conduct the risk assessment of the IT infrastructure; responsible departments would conduct or participate in assessments of their environments; the administration would contribute through its involvement with the risk management team which is responsible for the overall assessment that pulls the individual assessments into a cohesive whole. George Mason has extended its risk management program to include regular IT risk assessments and ensure the risks associated with handling GLBA related data are addressed ([16 CFR 314.4\(b\)](#)).

The Safeguards Rule requires risk assessments be conducted periodically. In addition, George Mason is required to perform more frequent risk assessments that specifically review the material risks identified by the primary risk assessment along with the effectiveness of any controls put in place to control those risks. Like the primary risk assessment, these additional assessments should update the regular evaluation of the information security program. George Mason should review its risk management program to assure it takes the specifically identified risks associated with handling GLBA related data into account, and that the program itself is reviewed at least annually ([16 CFR 314.4\(b\)\(2\)](#)).

### ***Storage of Sensitive Data and Encryption***

Currently, sensitive data is being stored electronically at George Mason. However, data retention is not consistent. The storage of sensitive data, the standards, processes, and procedures governing the lifecycle of that data will need to be reviewed and developed and/or updated as appropriate. The retention period must be formally documented, and that period must be based upon either a legal requirement or a reasonable business need. Processes must be developed and implemented to regularly review all stored sensitive data to assure the retention period is not exceeded and expired data is securely destroyed. George Mason should also evaluate its business and legal need to store sensitive data and, if appropriate, redesign its business processes to eliminate the need to store that data ([16 CFR 314.4\(c\)\(6\)](#)).

The Safeguards Rule also requires encryption of customer information both in transit and at rest. This requirement has flexibility to secure customer information with alternative equivalent controls

that have been reviewed and approved by the designated Qualified Individual. George Mason should review all systems where customer information is stored to ensure that information is either encrypted or adequately protected. Additionally, George Mason should review its policies to ensure sensitive information is encrypted both in transit and at rest ([16 CFR 314.4\(c\)\(3\)](#)).

### ***Service Providers***

George Mason uses third-party service providers to handle aspects of their data processing environment. All third parties used in the processing of sensitive information must provide evidence to George Mason of their privacy and security programs effectiveness. George Mason should review its vendor management program to ensure it includes a process that documents the responsibilities of each of its service providers, as well as their associated attestations of GLBA compliance. The GLBA Safeguards Rule requires George Mason to oversee its service providers and also requires those providers be periodically reviewed. All third parties used in the processing of sensitive information must provide evidence to George Mason of the effectiveness of their privacy and security programs at least annually. Both the program and the compliance status of George Mason's service providers must be reviewed at least annually ([16 CFR 314.4\(f\)](#)).

### ***Shared Services***

The impact of services like Active Directory that can be shared between the systems servicing sensitive data and the broader campus environment should be reviewed. Any system that stores, processes, or transmits GLBA data, or that can affect the security of that data could be in the scope of GLBA requirements. Typically, these services include (but are not limited to) account management and authentication, patch management, antivirus, time synchronization, and DNS. The Risk and Compliance Team should evaluate and define both the current scope and alternatives for scope reduction.

### ***User Accounts and Access Control***

George Mason leverages user accounts and groups to manage access to systems and applications. The standards governing these accounts and groups provide security and accountability across the information environment. Creating, managing, and monitoring accounts is a cornerstone to the information security strategy. Also, the need for assigned access privileges changes over time reflecting changes in organization, operations, and threats. George Mason has formal policies and procedures that manage the creation, modification, and deletion of user accounts and group membership address the requirements of managing access to customer information.

In many cases the responsibility to manage group memberships and other measures that control access to NPI is distributed to departments and custodians. It is recommended that the process be reviewed to confirm that the approval and review workflows are in-place, documented, and operating correctly ([16 CFR 314.4\(c\)](#)).

George Mason uses a Banner Administrative Systems Account Request form and has Banner Security Officers to document and control access to the Banner student information system. Access to Banner is periodically reviewed to ensure only authorized users are allowed access to Banner.

### **System Monitoring**

The Safeguards Rule requires George Mason to monitor systems for unauthorized access of customer information. The rule offers two paths to compliance: periodic penetration testing or continuous monitoring and vulnerability assessments. Continuous monitoring is real-time, ongoing monitoring of security threats, configuration changes, and other identified vulnerabilities. Alternatively, George Mason can perform both annual penetration testing and vulnerability assessments. Currently, George Mason performs continuous monitoring, vulnerability scanning and is in the process of performing penetration testing. The university should review these programs to ensure they include all in-scope systems. Additionally George Mason should review its current systems and vulnerability management programs to determine the most appropriate way to address the requirements and ensure its practices are reflected in its policies and procedures ([16 CFR 314.4\(d\)](#)). Currently, George Mason uses Splunk as their SIEM for monitoring and alerting.

### **Multi-factor Authentication(MFA)**

The Safeguards Rule requires institutions to implement MFA to control access to customer information for both systems and networks that contain GLBA in scope data. It should be noted that the rule provides George Mason some flexibility on the requirement allowing the use of alternative and equivalent access controls with the written approval of the designated Qualified Individual ([16 CFR 314.4\(c\)\(5\)](#)). The university should implement a process to regularly verify that all access to in-scope GLBA data requires the use of MFA.

## General Guidance/Recommendations

Assessments often lead to observations that are not categorized into specific regulatory requirements, but should be reviewed and addresses, or whose risks should be evaluated.

- Retain the CUI labeling of FTI wherever ISIR data is stored and used within the student information system(s).
- Consider developing a diagram of data flows for GLBA data.
- Confirm GLBA training clearly defines in-scope GLBA data.
- Recommend the use of data sharing agreements for financial aid data.
- Review HR processes to ensure access reviews are included for internal transfers.
- Confirm data retention policy addresses email containing NPI.
- Review data repository data retention practices (imaging, shared storage, etc.)
- Ensure data classification-based controls account for GLBA.
- Ensure all systems/servers in GLBA scope are sending logs to Splunk.
- Consider developing a formal “Clean Desk” policy for departments that handle sensitive data.
- Consider using a FACTA Red Flags training program. [FACTA Red Flags: Program Checklist - CampusGuard](#)
- Ensure separation of duties occurs in Financial Aid office when granting access or sharing data. Recommend Director Student Financial Aid only approve requests and Assistant Director only implements the requests.

## Understanding the GLBA Assessment Tables in the Report

This GLBA assessment report is divided into two sections of observations. The first section, *Institutional Observations*, details those observations of risk that were found across multiple or all departments. The second section, *Departmental Observations*, breaks down observations for each department so that a more focused approach may be applied where necessary. The observations and mitigations, along with assumed risk and relevant NIST 800-171 controls, are presented in the following table format:

Observation #	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
Description of the risk to systems, processes, or information.	Low /Med/ High	Low /Med/ High	Low /Med/ High	Low /Med/ High
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Suggested action(s) to take for mitigation of risk.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.3 Standards for safeguarding customer information.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>3.1 Access Control(s)</li> </ul>				

**Observation** – Description of the risk to systems, processes, or information.

**Threat Evaluation** – Indicates the likelihood of occurrence of the threat, potential impact due to a failure to mitigate the threat, and overall risk to the organization that is posed by the threat. See *Appendix B: Risk Scale and Necessary Actions* for explanation of Low/Med/High ratings.

**Mitigation Effort** – Indicates the level of difficulty or cost associated with mitigating the threat as recommended.

**Recommendation(s)** – Suggested action(s) to take for mitigation of risk.

## Institutional Observations

Issues identified that align better with broader administrative or technical structures, rather than individual departments, are listed in this section so the leadership and technical teams can provide an organizationally higher level of focus to these challenges. There may be some crossover between these issues and those found in individual departments and the effort to mitigate or reduce the risks may also be shared with those departments.

<i>Observation 1</i>	<i>Threat Evaluation</i>			<i>Mitigation Effort</i>
	<i>Likelihood</i>	<i>Impact</i>	<i>Risk</i>	
The existing Information Technology Security Program (Policy 1311) does not contain all the elements for GLBA compliance.	Med	Med	Med	Med
<b><i>Recommendation(s)</i></b>				
<ul style="list-style-type: none"> <li>Develop a Written Information Security Program (WISP) for the purposes of GLBA compliance or expand policy 1311. At a minimum, the WISP must address the 9 required elements outlined by the FTC.</li> <li><a href="https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2023-02-09/updates-gramm-leach-bliley-act-cybersecurity-requirements">https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2023-02-09/updates-gramm-leach-bliley-act-cybersecurity-requirements</a></li> <li>Communicate George Mason's GLBA compliance on GMU.edu website and direct compliance inquiries/requests to the appropriate George Mason individual/role (QI).</li> <li>Optionally, provide mechanism for WISP to be downloaded for audit purposes.</li> </ul>				
<b><i>GLBA Safeguards Rule Reference(s)</i></b>				
<ul style="list-style-type: none"> <li><b>§314.3(a)</b> Information security program. You shall develop, implement, and maintain a comprehensive information security program that is written in one or more readily accessible parts and contains administrative, technical, and physical safeguards that are appropriate to your size and complexity, the nature and scope of your activities, and the sensitivity of any customer information at issue. The information security program shall include the elements set forth in § 314.4 and shall be reasonably designed to achieve the objectives of this part, as set forth in paragraph (b) of this section.</li> </ul>				
<b><i>NIST SP 800-171 Reference(s)</i></b>				
<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>				



<b>Observation 2</b>	<b>Threat Evaluation</b>			<b>Mitigation Effort</b>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
A Qualified Individual (QI) to manage and administer the Information Security Program is not formally identified.	Low	Low	Med	Med
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Formally designate in writing the role or individual who is responsible for managing and administering the Information Security Program for George Mason University.</li> <li>Alternatively, the role can be outsourced which adds additional requirements. See CFR 314.4(a)(1), 314.4(a)(2) &amp; 314.4(a)(3).</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>§314.4(a)</b> Designate a qualified individual responsible for overseeing and implementing your information security program and enforcing your information security program (for purposes of this part, “Qualified Individual”). The Qualified Individual may be employed by you, an affiliate, or a service provider. To the extent the requirement in this paragraph (a) is met using a service provider or an affiliate, you shall:</li> <li><b>§314.4(a)(1)</b> Retain responsibility for compliance with this part;</li> <li><b>§314.4(a)(2)</b> Designate a senior member of your personnel responsible for direction and oversight of the Qualified Individual; and</li> <li><b>§314.4(a)(3)</b> Require the service provider or affiliate to maintain an information security program that protects you in accordance with the requirements of this part.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>Not Applicable</b></li> </ul>				

## Departmental Observations

During the assessment, CampusGuard met with multiple departments to discuss their business practices and technical processes. Several issues were identified ranging from simple items such as a lack of written procedures to more complex items such as the use of unsecured email for the transmission of NPI. Those identified issues are covered below. There may be some crossover in observations both between departments and the institution. Also, the controls to mitigate or reduce the risks may be shared.

## Accounts Receivable

**Interviewees:**

Clare Laskofski  
Bill Cunningham

Upon completion of interview, it was determined that Accounts Receivable falls inside of GLBA scope but no concerns around GLBA compliance were found.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

## Advancement

Interviewees:

John Smilde

Upon completion of interview, it was determined that Advancement is outside of GLBA scope.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

## Athletics

**Interviewees:**

Robert Smith  
Malcolm Grace

Upon completion of interview, it was determined that Athletics is outside of GLBA scope.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

## Employee Services

**Interviewees:**

Andrew Lane  
Clifton Murray  
Michelle Lim  
Patricia Coray  
Robyn Madar

Upon completion of interview, it was determined that Employee Services is outside of GLBA scope.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

## Enrollment Management

Interviewees:

Dan Fisher

<i>Observation 1</i>	<i>Threat Evaluation</i>			<i>Mitigation Effort</i>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
GLBA training being offered/completed is unconfirmed.	Low	Low	Low	Low
<b><i>Recommendation(s)</i></b>				
<ul style="list-style-type: none"> <li>Ensure all in-scope GLBA departments complete GLBA training annually.</li> </ul>				
<b><i>GLBA Safeguards Rule Reference(s)</i></b>				
<ul style="list-style-type: none"> <li><b>§314.4(e)(1)</b> Providing your personnel with security awareness training that is updated as necessary to reflect risks identified by the risk assessment.</li> </ul>				
<b><i>NIST SP 800-171 Reference(s)</i></b>				
<ul style="list-style-type: none"> <li><b>3.2.1</b> Ensure that managers, systems administrators, and users of organizational systems are made aware of the security risks associated with their activities and of the applicable policies, standards, and procedures related to the security of those systems.</li> <li><b>3.2.2</b> Ensure that personnel are trained to carry out their assigned information security-related duties and responsibilities.</li> </ul>				

## Enrollment Services

**Interviewees:**

Andrew Bunting  
Kathy Zimmerman

Upon completion of interview, it was determined that Enrollment Services falls inside of GLBA scope but no concerns around GLBA compliance were found.

See General Guidance/Recommendations and Institutional Observations for additional consideration.

## Financial Aid

Interviewees:

Alethia Shipman  
Cassandra Thomas

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	Low	Low	Low	Low
<p><b>Note:</b></p> <p>[REDACTED]</p>				
<p><b>Recommendation(s)</b></p> <ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>				
<p><b>GLBA Safeguards Rule Reference(s)</b></p> <ul style="list-style-type: none"> <li>§314.4(c)(6)(i) Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained.</li> <li>§314.4(c)(6)(ii) Periodically review your data retention policy to minimize the unnecessary retention of data.</li> </ul>				
<p><b>NIST SP 800-171 Reference(s)</b></p> <ul style="list-style-type: none"> <li>Not Applicable</li> </ul>				



## Information Technology Services (ITS)

**Interviewees:**

Allen Santora  
 Casey Campbell  
 Haoxin Song  
 Lori Polnow  
 Nico Clemente

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
[REDACTED] [REDACTED] [REDACTED] [REDACTED]	Med	Med	High	Med
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>[REDACTED]</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.4(c)(3) Protect by encryption all customer information held or transmitted by you both in transit over external networks and at rest. To the extent you determine that encryption of customer information, either in transit over external networks or at rest, is infeasible, you may instead secure such customer information using effective alternative compensating controls reviewed and approved by your Qualified Individual.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>3.13.16 Protect the confidentiality of CUI at rest.</li> </ul>				

Observation 2	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
<p>[REDACTED]</p> <p>[REDACTED]</p>	Med	Med	High	Low
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>[REDACTED]</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.4(c)(3) Protect by encryption all customer information held or transmitted by you both in transit over external networks and at rest. To the extent you determine that encryption of customer information, either in transit over external networks or at rest, is infeasible, you may instead secure such customer information using effective alternative compensating controls reviewed and approved by your Qualified Individual.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>3.13.16 Protect the confidentiality of CUI at rest.</li> </ul>				

Observation 3	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	Med	Med	Med	Med
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>[REDACTED]</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.4(c)(8) Implement policies, procedures, and controls designed to monitor and log the activity of authorized users and detect unauthorized access or use of, or tampering with, customer information by such users.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>3.14.3 Monitor system security alerts and advisories and take action in response.</li> <li>3.14.7 Identify unauthorized use of organizational systems.</li> </ul>				

<b>Observation 4</b>	<b>Threat Evaluation</b>			<b>Mitigation Effort</b>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
[REDACTED]	Med	Med	Med	Low
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.4(c)(6)(i) Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained; and</li> <li>§314.4(c)(6)(ii) Periodically review your data retention policy to minimize the unnecessary retention of data.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>				

<b>Observation 5</b>	<b>Threat Evaluation</b>			<b>Mitigation Effort</b>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
The roles, responsibilities and levels of decision-making authority are not clearly identified in Incident Management Process.	Med	Med	Med	Med
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Update ITS.ESD-PRS004 Incident Management Process v3.0final_Level 3.pdf to include a RACI chart of Responsibilities, Accountability, Consulted and Informed.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.4(h)(3) The definition of clear roles, responsibilities, and levels of decision-making authority;</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>3.6.1 Establish an operational incident-handling capability for organizational systems that includes preparation, detection, analysis, containment, recovery, and user response activities.</li> </ul>				

<b>Observation 6</b>	<b>Threat Evaluation</b>			<b>Mitigation Effort</b>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
External communication actions and information sharing parameters are not identified in Incident Management Process.	Med	Med	Med	Med
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Update ITS.ESD-PRS004 Incident Management Process v3.0final_Level 3.pdf to include a RACI chart of Responsibilities, Accountability, Consulted and Informed.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.4(h)(4) External and internal communications and information sharing.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>3.6.2 Track, document, and report incidents to designated officials and/or authorities both internal and external to the organization.</li> </ul>				

<b>Observation 7</b>	<b>Threat Evaluation</b>			<b>Mitigation Effort</b>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
The criteria to confirm remediation of a cybersecurity incident are not clearly stated in the Incident Management Process.	Low	Med	Med	Low
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Update ITS.ESD-PRS004 Incident Management Process v3.0final_Level 3.pdf to include the parameters/conditions of a successful recovery from a cybersecurity event/incident.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.4(h)(5) Identification of requirements for the remediation of any identified weaknesses in information systems and associated controls;</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>3.6.1 Establish an operational incident-handling capability for organizational systems that includes preparation, detection, analysis, containment, recovery, and user response activities.</li> <li>3.6.3 Test the organizational incident response capability.</li> </ul>				

<b>Observation 8</b>	<b>Threat Evaluation</b>			<b>Mitigation Effort</b>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
Existing inventories do not identify in-scope GLBA systems and data.	Low	Med	Med	Med
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Improve inventories to distinguish in-scope GLBA systems and whether the systems process, store or transmit Non-public Personal Information.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>§314.4(c)(2)</b> Identify and manage the data, personnel, devices, systems, and facilities that enable you to achieve business purposes in accordance with their relative importance to business objectives and your risk strategy.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>3.4.1</b> Establish and maintain baseline configurations and inventories of organizational systems (including hardware, software, firmware, and documentation) throughout the respective system development life cycles.</li> </ul>				

<b>Observation 9</b>	<b>Threat Evaluation</b>			<b>Mitigation Effort</b>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
There are no data flow diagrams that show the flow of sensitive data from Banner to other interconnected systems.	Low	Med	Med	Med
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Identify and document all in-scope GLBA data contained in Banner and the subsequent systems that Banner feeds.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>§314.4(c)(2)</b> Identify and manage the data, personnel, devices, systems, and facilities that enable you to achieve business purposes in accordance with their relative importance to business objectives and your risk strategy.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>3.12.4</b> Develop, document, and periodically update system security plans that describe system boundaries, system environments of operation, how security requirements are implemented, and the relationships with or connections to other systems.</li> </ul>				

Observation 10	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
<p>[REDACTED]</p> <p>[REDACTED]</p>	Med	Med	Med	Low
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>Consider update to <a href="https://its.gmu.edu/working-with-its/it-security-office/it-security-standards/password-complexity-standard/">https://its.gmu.edu/working-with-its/it-security-office/it-security-standards/password-complexity-standard/</a> to include a section for GLBA compliance that is similar to the section <i>For PCI Compliance</i>.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li>§314.3(b)(3) Protect against unauthorized access to or use of such information that could result in substantial harm or inconvenience to any customer.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>3.5.5 Prevent reuse of identifiers for a defined period.</li> </ul>				

## Institutional Effectiveness and Planning

Interviewees:

Gesele Durham  
 Patrick Kimball  
 Lisa Anh Nguyen  
 Yi Yuan

<i>Observation 1</i>	<i>Threat Evaluation</i>			<i>Mitigation Effort</i>
	<i>Likelihood</i>	<i>Impact</i>	<i>Risk</i>	
[REDACTED] [REDACTED] [REDACTED]	Low	Med	Med	Low
<i>Recommendation(s)</i>				
<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>				
<i>GLBA Safeguards Rule Reference(s)</i>				
<ul style="list-style-type: none"> <li>§314.4(c)(1)(i) Authenticate and permit access only to authorized users to protect against the unauthorized acquisition of customer information.</li> </ul>				
<i>NIST SP 800-171 Reference(s)</i>				
<ul style="list-style-type: none"> <li>3.5.3 Use multifactor authentication for local and network access to privileged accounts and for network access to non-privileged accounts.</li> </ul>				

<b>Observation 2</b>	<b>Threat Evaluation</b>			<b>Mitigation Effort</b>
	<b>Likelihood</b>	<b>Impact</b>	<b>Risk</b>	
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	Med	Med	High	Low
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Follow secure disposal guidance from University Records Management office. In lieu of institutional guidance, follow state of Virginia guidance.</li> <li>Document process and perform secure disposal of data on a periodic basis or annual frequency at minimum unless a business justification exists. If extended data retention is necessary, ensure QI approves documented process in writing.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>§314.4(c)(6)(i)</b> Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained.</li> <li><b>§314.4(c)(6)(ii)</b> Periodically review your data retention policy to minimize the unnecessary retention of data.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>3.8.1</b> Protect (i.e., physically control and securely store) system media containing CUI, both paper and digital.</li> <li><b>3.8.9</b> Protect the confidentiality of backup CUI at storage locations.</li> </ul>				



## University Registrar

Interviewees:

Doug McKenna

Observation 1	Threat Evaluation			Mitigation Effort
	Likelihood	Impact	Risk	
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	Low	Med	Med	Low
<b>Recommendation(s)</b>				
<ul style="list-style-type: none"> <li>Follow secure disposal guidance from University Records Management office. In lieu of institutional guidance, follow state of Virginia guidance.</li> <li>Document process and perform secure disposal of data on a periodic basis or annual frequency at minimum unless a business justification exists. If extended data retention is necessary, ensure QI approves documented process in writing.</li> </ul>				
<b>GLBA Safeguards Rule Reference(s)</b>				
<ul style="list-style-type: none"> <li><b>§314.4(c)(6)(i)</b> Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained.</li> <li><b>§314.4(c)(6)(ii)</b> Periodically review your data retention policy to minimize the unnecessary retention of data.</li> </ul>				
<b>NIST SP 800-171 Reference(s)</b>				
<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>				

## Closing

Protection of data for regulatory purposes requires the cooperative synergy of an organization's information security and privacy programs along with administrative, technical, and physical controls applied in accordance with a risk assessment. The overall goal is to prevent and minimize the impact of a breach by implementing technical and administrative controls commensurate with the relative risk to sensitive information.

Observations in this report should improve management awareness of actions needed to continue critical efforts to comply with the Gramm-Leach-Bliley Act and reduce the likelihood of data being compromised. Some of the risks that require management action include training for those with information security responsibilities; the review and updating of policies, plans, and procedures that govern data access; and investment of time and resources to procure, install, maintain, and operate systems that provide and monitor the security of customer information.

Once the report is reviewed, it is recommended the university leverage the report to enhance the ongoing efforts of reducing risk by guiding staff through remediation and implementation of recommendations. The observations in this report can be used to develop a project plan for managing and prioritizing remediation. Because information security presents ever-evolving challenges, George Mason University will need to keep the plan current by staying abreast of industry and regulatory changes and regularly assessing risk.

It should be mentioned that some of the recommendations that are given may already have been implemented by the time the report is reviewed. Many of the staff were willing to address what is necessary to protect customer information and may have already acted on some recommendations discussed during the interview process.

CampusGuard thanks the George Mason University team for their assistance and involvement during the remote interview process. We look forward to a continued partnership and your ongoing information security and GLBA compliance efforts.

Greg Lewis  
Security Advisor  
CampusGuard

## Appendix A: Threat Identification Overview

*This information was taken directly from the NIST SP 800-30*

### Threat Identification Overview

NIST SP 800-30 describes the identification of the threat, the threat source and threat action for use in the assessment process. The following is a definition for each:

1. **Threat** – The potential for a particular threat-source to successfully exercise a particular vulnerability. *(A **vulnerability** is a flaw or weakness that can be accidentally triggered or intentionally exploited and result in a security breach or violation of policy).*
2. **Threat Source** – Any circumstance or event with the potential to cause harm to an IT system. The common threat sources can be natural, human, or environmental which can impact the organization’s ability to protect confidential or sensitive data.
3. **Threat Action** – The method by which an attack might be carried out (e.g., hacking, system intrusion).

### Threat Sources

A threat-source is any circumstance or event with the potential to cause harm to an information technology system and its processing environment. Common threat-sources are natural, human, and environmental. Threat sources can threaten the facilities, systems, data, personnel, utilities, and physical operations and how they function, their ability to perform their responsibilities/duties, or exposes them to disruption and/or harm.

Level	Likelihood Definitions
<b>Threat</b>	The potential for a particular threat-source to successfully exercise a particular vulnerability. <i>(A <b>vulnerability</b> is a flaw or weakness that can be accidentally triggered or intentionally exploited and result in a security breach or violation of policy).</i>
<b>Threat Source</b>	Any circumstance or event with the potential to cause harm to an IT system. The common threat sources can be natural, human, or environmental which can impact the organization’s ability to protect confidential or sensitive data.
<b>Threat Action</b>	The method by which an attack might be carried out (e.g., hacking, system intrusion).

## Appendix B: Risk Scale and Necessary Actions

*This information was taken directly from the NIST SP 800-30*

The following Risk Scale and Necessary Actions table presents actions that NIST SP 800-30 recommends senior management (the mission owners) must take for each risk level. George Mason University to determine if this will be used, or another methodology.

Risk Level	Risk Description and Necessary Actions
<b>High</b>	If an observation or observation or is evaluated as a high risk, there is a strong need for corrective measures. An existing system may continue to operate, but a corrective action plan must be put in place as soon as possible.
<b>Medium</b>	If an observation or observation is rated as medium risk, corrective actions are needed, and a plan must be developed to incorporate these actions within a reasonable period of time.
<b>Low</b>	If an observation or observation is described as low risk, the system’s Designated Approving Authority (DAA) must determine whether corrective actions are still required or decide to accept the risk.

## Appendix C: Risk Likelihood, Risk Impact, and Risk Level Definitions

*This information was taken directly from the NIST SP 800-30*

Level	Likelihood Definitions
High	The threat source is highly motivated and sufficiently capable, and controls to prevent the vulnerability from being exercised are ineffective.
Moderate	The threat source is motivated and capable, but controls are in place that may impede successful exercise of the vulnerability.
Low	The threat source lacks motivation or capability, or controls are in place to prevent, or at least significantly impede, the vulnerability from being exercised.

**Impact Analysis:** The adverse impact of a security event in terms of loss or degradation of any, or a combination of any, of the following three security goals, resulting from successful exploitation of a vulnerability:

- Loss of Confidentiality – Impact of unauthorized disclosure of confidential information (ex. Privacy Act). Unauthorized, unanticipated, or unintentional disclosure could result in loss of public confidence, embarrassment, or legal action against the organization.
- Loss of Integrity – Impact if system or data integrity is compromised by intentional or accidental changes to the data or system.
- Loss of Availability – Impact to system functionality and operational effectiveness should systems be unavailable to end users.

Magnitude of Impact	Impact Definitions
High	Exercise of the vulnerability (1) may result in the highly costly loss of major tangible assets or resources; (2) may significantly violate, harm, or impede an organization’s mission, reputation, or interest; or (3) may result in human death or serious injury.
Medium	Exercise of the vulnerability (1) may result in the costly loss of tangible assets or resources; (2) may violate, harm or impeded an organization’s mission, reputation, or interest; or (3) may result in human injury.
Low	Exercise of the vulnerability (1) may result in the loss of some tangible assets or resources; (2) may noticeably affect an organization’s mission, reputation, or interest.

**Risk Level Determination:** These levels represent the degree or level of risk to which an IT system, facility, or procedure might be exposed if a given vulnerability were exercised:

- The likelihood of a given threat source’s attempting to exercise a given vulnerability.
- The magnitude of the impact should a threat-source successfully exercise the vulnerability.
- The adequacy of planned or existing security controls for reducing or eliminating risk.

Magnitude of Impact	Risk Level Definitions
High	There is a strong need for corrective measures. An existing system may continue to operate, but a corrective action plan must be put in place as soon as possible.
Medium	Corrective actions are needed, and a plan must be developed to incorporate these actions within a reasonable period of time.
Low	The system’s Authorizing Official must determine whether corrective actions are still required or decide to accept the risk.

## Appendix D: NIST Risk Mitigation Methodology Activities

*This information was taken directly from the NIST SP 800-30*

Input	Risk Mitigation Activities	Output
Risk levels from the risk assessment report	<b>Step 1. Prioritize Actions</b>	Actions ranking from high to low
Risk assessment report	<b>Step 2. Evaluate Recommended Control Options</b> <ul style="list-style-type: none"> <li>• Feasibility</li> <li>• Effectiveness</li> </ul>	List of possible controls
	<b>Step 3. Conduct Cost-Benefit Analysis</b> <ul style="list-style-type: none"> <li>• Impact of implementing</li> <li>• Impact of not implementing</li> <li>• Associated costs</li> </ul>	Cost-benefit analysis
	<b>Step 4: Select Controls</b>	Selected controls
	<b>Step 5: Assign Responsibility</b>	List of responsible persons
	<b>Step 6: Develop Safeguard Implementation Plan</b> <ul style="list-style-type: none"> <li>• Risks and Associated Risk Levels</li> <li>• Prioritized Actions</li> <li>• Recommended Controls</li> <li>• Selected Planned Controls</li> <li>• Responsible Persons</li> <li>• Start Date</li> <li>• Target Completion Date</li> <li>• Maintenance Requirements</li> </ul>	Safeguard implementation plan
	<b>Step 7: Implement Selected Controls</b>	Residual risks

## Appendix E: Risk Analysis and Management

### *Risk Analysis Approach*

#### **Methodology**

The risk analysis was conducted using guidelines in NIST SP 800-30, *Risk Management Guide for Information Technology Systems*. There are three main segments of control that are evaluated during the assessment:

- **Management Controls:** Management of the information technology security system and the acceptance of risk.
- **Operational Controls:** Security methods focusing on mechanisms implemented and executed primarily by people (as opposed to systems or technology), including all aspects of physical security, media safeguards, and inventory controls.
- **Technical Controls:** Hardware and software controls providing automated protection to the systems or applications (technical controls operate within the IT system and applications).

#### **Data Collection Phase**

The data collection and assessment phase included identifying and interviewing key personnel within the organization and conducting document reviews. Interviews were focused on the operating environment, process, and procedures. Documents were reviewed to provide a base on which to evaluate compliance with security policies and procedures.

The interview process was also used to identify system and location-specific threats and vulnerabilities ([Appendix B](#)), and associated controls. An understanding of the technical and non-technical security controls in place at an organization helps identify opportunities to reduce the list of vulnerabilities, as well as the probability of a threat being exploited and compromising confidential information.

Risks to systems were ranked based on risk tolerance and operational objectives important to the organization. Vulnerabilities may be identified as individual risks or may be combined into a single risk based upon likelihood and impact ([Appendix C](#)).

#### **Risk Likelihood, Impact Analysis, & Determination**

The goal of this step is to determine an overall likelihood rating that indicates the probability that a vulnerability could be exploited by a threat-source given the existing or planned security controls, as well as the level of adverse impact that would result from a threat successfully exploiting a vulnerability.

The likelihood that a potential vulnerability may happen, the impact that would result from a successful threat exploiting a vulnerability, and the risk determination (level of risk) were determined by using the NIST SP 800-30 Risk Likelihood, Risk Impact, and Risk Level Definitions ([Appendix D](#)).

## **Risk Management Approach**

### **Risk Mitigation**

Risk mitigation involves evaluating, prioritizing, and implementing appropriate safeguards to reduce identified risks during the risk analysis process. The goal is to ensure the confidentiality, integrity, and availability of George Mason's systems.

Because the elimination of all risk is impractical, senior management, risk managers, and business managers will assess control recommendations, determine the acceptable level of residual risk, perform cost-benefit analyses, and approve implementation of those controls that have the greatest risk reduction impact in the most cost-effective manner to meet security regulation requirements.

Refer to [Appendix E](#) for NIST Risk Mitigation Activities, and to NIST SP 800-30 for additional methods to mitigate known and potential risks.

### **Evaluate and Prioritize Risks**

Safeguarding recommendations are the results of the risk analysis process and provide a basis by which the authorizing official can evaluate and prioritize the identified risks and their associated controls.

The project team will work across the organization to develop a Risk Mitigation Implementation Plan if necessary, including recommended controls. At this point, the system contacts can collaborate to either accept the control recommendations, provide alternative suggestions, or reject the control recommendations and accept the risk.

The Risk Mitigation Implementation Plan should include risks identified as medium to high priority levels. Low risk priority levels are not generally included as they are assumed to currently be organizationally accepted risks but should be evaluated once the medium to high priority risks are addressed.

### **Identify Controls to Mitigate or Eliminate Risks**

Controls, safeguarding recommendations, and/or actions that could reduce or eliminate the likelihood and/or impact of the associated risks that are identified should be documented in the Risk Mitigation Implementation Plan.

The Security Advisor considered all of the following factors when recommending controls and solutions to minimize or eliminate risks (note: these are not in any particular order):

- Sensitivity of the data and the system
- Previous security incidents
- Safety, reliability, and/or effectiveness of controls
- System compatibility and dependencies
- Incompatibilities with other controls
- Legislation and regulations
- Organizational policies and procedures
- Operational impact
- Budgetary constraints



- Other resource constraints

### ***Implement Safeguards Based on NIST SP 800-171 Controls***

- Implement the controls that have been approved and budgeted by senior management, in order of priority (e.g., greatest impact first).
- Wherever possible, objectively measure the effective reduction in risk as a result of the control and document this result.
- Identify and resolve unintended problems associated with the control implementation.

### ***Ongoing Monitoring***

- Ongoing monitoring will be done to determine if new risks have developed.
- Ongoing monitoring includes, but is not limited to, the following:
  - Conduct periodic reviews/mini risk assessment of security controls to measure their ongoing effectiveness and document the results.
  - Perform periodic system audits/mini risk assessment, such as before upgrading and purchasing new systems, with significant personnel changes, implementing new security policies, etc. When a new or upgraded system is introduced to the organization, a review must be done in order to determine if a new risk analysis must be conducted due to the introduction of new assets in the organization.
  - After conducting ongoing risk evaluation mitigate new risks identified.
- Complete a Risk Analysis/Assessment on a scheduled basis (e.g., every year or as needed to meet the organization's risk needs, regulatory requirements, other applicable Standards, etc.).

### ***Results Documentation and Reporting to Management***

- Provide an annual summary of the risk analysis to management to:
  - Help management understand the risks.
  - Help make decisions on policy, procedure, budget, and system operational and management changes.
  - Help make resource allocation decisions to reduce and correct potential and known risks.
- Fully document risk mitigation strategies and processes including those that:
  - Have been approved, budgeted, and implemented.
  - Have been approved and budgeted, but not yet implemented.
  - Have been approved but are not yet budgeted.
  - Have not been approved (including the reason).
  - The above documentation will be maintained for a period of time commensurate with the documented retention policy.

## Appendix F: NIST SP 800-171 Requirements

*This information was taken directly from the NIST SP 800-171*

### 3.1 ACCESS CONTROL

#### *Basic Security Requirements*

- 3.1.1** Limit system access to authorized users, processes acting on behalf of authorized users, and devices (including other systems).
- 3.1.2** Limit system access to the types of transactions and functions that authorized users are permitted to execute.

#### *Derived Security Requirements*

- 3.1.3** Control the flow of CUI in accordance with approved authorizations.
- 3.1.4** Separate the duties of individuals to reduce the risk of malevolent activity without collusion.
- 3.1.5** Employ the principle of least privilege, including for specific security functions and privileged accounts.
- 3.1.6** Use non-privileged accounts or roles when accessing non-security functions.
- 3.1.7** Prevent non-privileged users from executing privileged functions and capture the execution of such functions in audit logs.
- 3.1.8** Limit unsuccessful logon attempts.
- 3.1.9** Provide privacy and security notices consistent with applicable CUI rules.
- 3.1.10** Use session lock with pattern-hiding displays to prevent access and viewing of data after a period of inactivity.
- 3.1.11** Terminate (automatically) a user session after a defined condition.
- 3.1.12** Monitor and control remote access sessions.
- 3.1.13** Employ cryptographic mechanisms to protect the confidentiality of remote access sessions.
- 3.1.14** Route remote access via managed access control points.
- 3.1.15** Authorize remote execution of privileged commands and remote access to security-relevant information.
- 3.1.16** Authorize wireless access prior to allowing such connections.
- 3.1.17** Protect wireless access using authentication and encryption.
- 3.1.18** Control connection of mobile devices.
- 3.1.19** Encrypt CUI on mobile devices and mobile computing platforms.<sup>21</sup>
- 3.1.20** Verify and control/limit connections to and use of external systems.
- 3.1.21** Limit use of portable storage devices on external systems.
- 3.1.22** Control CUI posted or processed on publicly accessible systems.

### 3.2 AWARENESS AND TRAINING

#### *Basic Security Requirements*

- 3.2.1** Ensure that managers, systems administrators, and users of organizational systems are made aware of the security risks associated with their activities and of the applicable policies, standards, and procedures related to the security of those systems.
- 3.2.2** Ensure that personnel are trained to carry out their assigned information security-related duties and responsibilities.

#### *Derived Security Requirements*

- 3.2.3** Provide security awareness training on recognizing and reporting potential indicators of insider threat.

### 3.3 AUDIT AND ACCOUNTABILITY

#### *Basic Security Requirements*

- 3.3.1** Create and retain system audit logs and records to the extent needed to enable the monitoring, analysis, investigation, and reporting of unlawful or unauthorized system activity.
- 3.3.2** Ensure that the actions of individual system users can be uniquely traced to those users so they can be held accountable for their actions.

#### *Derived Security Requirements*

- 3.3.3** Review and update logged events.
- 3.3.4** Alert in the event of an audit logging process failure.
- 3.3.5** Correlate audit record review, analysis, and reporting processes for investigation and response to indications of unlawful, unauthorized, suspicious, or unusual activity.
- 3.3.6** Provide audit record reduction and report generation to support on-demand analysis and reporting.
- 3.3.7** Provide a system capability that compares and synchronizes internal system clocks with an authoritative source to generate time stamps for audit records.
- 3.3.8** Protect audit information and audit logging tools from unauthorized access, modification, and deletion.
- 3.3.9** Limit management of audit logging functionality to a subset of privileged users.

### 3.4 CONFIGURATION MANAGEMENT

#### *Basic Security Requirements*

- 3.4.1** Establish and maintain baseline configurations and inventories of organizational systems (including hardware, software, firmware, and documentation) throughout the respective system development life cycles.
- 3.4.2** Establish and enforce security configuration settings for information technology products employed in organizational systems.

#### *Derived Security Requirements*

- 3.4.3** Track, review, approve or disapprove, and log changes to organizational systems.
- 3.4.4** Analyze the security impact of changes prior to implementation.
- 3.4.5** Define, document, approve, and enforce physical and logical access restrictions associated with changes to organizational systems.
- 3.4.6** Employ the principle of least functionality by configuring organizational systems to provide only essential capabilities.
- 3.4.7** Restrict, disable, or prevent the use of nonessential programs, functions, ports, protocols, and services.
- 3.4.8** Apply deny-by-exception (blacklisting) policy to prevent the use of unauthorized software or deny-all, permit-by-exception (whitelisting) policy to allow the execution of authorized software.
- 3.4.9** Control and monitor user-installed software.

### 3.5 IDENTIFICATION AND AUTHENTICATION

#### *Basic Security Requirements*

- 3.5.1** Identify system users, processes acting on behalf of users, and devices.
- 3.5.2** Authenticate (or verify) the identities of users, processes, or devices, as a prerequisite to allowing access to organizational systems.

#### *Derived Security Requirements*

- 3.5.3** Use multifactor authentication<sup>22</sup> for local and network access<sup>23</sup> to privileged accounts and for network access to non-privileged accounts.
- 3.5.4** Employ replay-resistant authentication mechanisms for network access to privileged and non-privileged accounts.
- 3.5.5** Prevent reuse of identifiers for a defined period.
- 3.5.6** Disable identifiers after a defined period of inactivity.
- 3.5.7** Enforce a minimum password complexity and change of characters when new passwords are created.
- 3.5.8** Prohibit password reuse for a specified number of generations.
- 3.5.9** Allow temporary password use for system logons with an immediate change to a permanent password.
- 3.5.10** Store and transmit only cryptographically-protected passwords.
- 3.5.11** Obscure feedback of authentication information.

### **3.6 INCIDENT RESPONSE**

#### *Basic Security Requirements*

- 3.6.1** Establish an operational incident-handling capability for organizational systems that includes preparation, detection, analysis, containment, recovery, and user response activities.
- 3.6.2** Track, document, and report incidents to designated officials and/or authorities both internal and external to the organization.

#### *Derived Security Requirements*

- 3.6.3** Test the organizational incident response capability.

### **3.7 MAINTENANCE**

#### *Basic Security Requirements*

- 3.7.1** Perform maintenance on organizational systems.
- 3.7.2** Provide controls on the tools, techniques, mechanisms, and personnel used to conduct system maintenance.

#### *Derived Security Requirements*

- 3.7.3** Ensure equipment removed for off-site maintenance is sanitized of any CUI.
- 3.7.4** Check media containing diagnostic and test programs for malicious code before the media are used in organizational systems.
- 3.7.5** Require multifactor authentication to establish nonlocal maintenance sessions via external network connections and terminate such connections when nonlocal maintenance is complete.
- 3.7.6** Supervise the maintenance activities of maintenance personnel without required access authorization.

### **3.8 MEDIA PROTECTION**

#### *Basic Security Requirements*

- 3.8.1** Protect (i.e., physically control and securely store) system media containing CUI, both paper and digital.
- 3.8.2** Limit access to CUI on system media to authorized users.
- 3.8.3** Sanitize or destroy system media containing CUI before disposal or release for reuse.

#### *Derived Security Requirements*

- 3.8.4** Mark media with necessary CUI markings and distribution limitations.

**3.8.5** Control access to media containing CUI and maintain accountability for media during transport outside of controlled areas.

**3.8.6** Implement cryptographic mechanisms to protect the confidentiality of CUI stored on digital media during transport unless otherwise protected by alternative physical safeguards.

**3.8.7** Control the use of removable media on system components.

**3.8.8** Prohibit the use of portable storage devices when such devices have no identifiable owner.

**3.8.9** Protect the confidentiality of backup CUI at storage locations.

### **3.9 PERSONNEL SECURITY**

#### *Basic Security Requirements*

**3.9.1** Screen individuals prior to authorizing access to organizational systems containing CUI.

**3.9.2** Ensure that organizational systems containing CUI are protected during and after personnel actions such as terminations and transfers.

### **3.10 PHYSICAL PROTECTION**

#### *Basic Security Requirements*

**3.10.1** Limit physical access to organizational systems, equipment, and the respective operating environments to authorized individuals.

**3.10.2** Protect and monitor the physical facility and support infrastructure for organizational systems.

#### *Derived Security Requirements*

**3.10.3** Escort visitors and monitor visitor activity.

**3.10.4** Maintain audit logs of physical access.

**3.10.5** Control and manage physical access devices.

**3.10.6** Enforce safeguarding measures for CUI at alternate work sites.

### **3.11 RISK ASSESSMENT**

#### *Basic Security Requirements*

**3.11.1** Periodically assess the risk to organizational operations (including mission, functions, image, or reputation), organizational assets, and individuals, resulting from the operation of organizational systems and the associated processing, storage, or transmission of CUI.

#### *Derived Security Requirements*

**3.11.2** Scan for vulnerabilities in organizational systems and applications periodically and when new vulnerabilities affecting those systems and applications are identified.

**3.11.3** Remediate vulnerabilities in accordance with risk assessments.

### **3.12 SECURITY ASSESSMENT**

#### *Basic Security Requirements*

**3.12.1** Periodically assess the security controls in organizational systems to determine if the controls are effective in their application.

**3.12.2** Develop and implement plans of action designed to correct deficiencies and reduce or eliminate vulnerabilities in organizational systems.

**3.12.3** Monitor security controls on an ongoing basis to ensure the continued effectiveness of the controls.

**3.12.4** Develop, document, and periodically update system security plans that describe system boundaries, system environments of operation, how security requirements are implemented, and the relationships with or connections to other systems.

### **3.13 SYSTEM AND COMMUNICATIONS PROTECTION**

#### *Basic Security Requirements*

**3.13.1** Monitor, control, and protect communications (i.e., information transmitted or received by organizational systems) at the external boundaries and key internal boundaries of organizational systems.

**3.13.2** Employ architectural designs, software development techniques, and systems engineering principles that promote effective information security within organizational systems.

#### *Derived Security Requirements*

**3.13.3** Separate user functionality from system management functionality.

**3.13.4** Prevent unauthorized and unintended information transfer via shared system resources.

**3.13.5** Implement subnetworks for publicly accessible system components that are physically or logically separated from internal networks.

**3.13.6** Deny network communications traffic by default and allow network communications traffic by exception (i.e., deny all, permit by exception).

**3.13.7** Prevent remote devices from simultaneously establishing non-remote connections with organizational systems and communicating via some other connection to resources in external networks (i.e., split tunneling).

**3.13.8** Implement cryptographic mechanisms to prevent unauthorized disclosure of CUI during transmission unless otherwise protected by alternative physical safeguards.

**3.13.9** Terminate network connections associated with communications sessions at the end of the sessions or after a defined period of inactivity.

**3.13.10** Establish and manage cryptographic keys for cryptography employed in organizational systems.

**3.13.11** Employ FIPS-validated cryptography when used to protect the confidentiality of CUI.

**3.13.12** Prohibit remote activation of collaborative computing devices and provide indication of devices in use to users present at the device.

**3.13.13** Control and monitor the use of mobile code.

**3.13.14** Control and monitor the use of Voice over Internet Protocol (VoIP) technologies.

**3.13.15** Protect the authenticity of communications sessions.

**3.13.16** Protect the confidentiality of CUI at rest.

### **3.14 SYSTEM AND INFORMATION INTEGRITY**

#### *Basic Security Requirements*

**3.14.1** Identify, report, and correct system flaws in a timely manner.

**3.14.2** Provide protection from malicious code at designated locations within organizational systems.

**3.14.3** Monitor system security alerts and advisories and take action in response.

#### *Derived Security Requirements*

**3.14.4** Update malicious code protection mechanisms when new releases are available.

**3.14.5** Perform periodic scans of organizational systems and real-time scans of files from external sources as files are downloaded, opened, or executed.

**3.14.6** Monitor organizational systems, including inbound and outbound communications traffic, to detect attacks and indicators of potential attacks.

**3.14.7** Identify unauthorized use of organizational systems.

## Appendix G: GLBA controls without Observations

This section identifies GLBA Safeguards Rule controls that did not present significant observations during the assessment. While observations were not discovered during this year’s assessment, continued vigilance is necessary in today’s ever-changing information security threat landscape. These controls should still be reviewed year-over-year to ensure George Mason compliance with the GLBA Safeguards Rule.

CFR #	CFR Description
§314.3(b)	Objectives. The objectives of section 501(b) of the Act, and of this part, are to:
§314.3(b)(1)	Insure the security and confidentiality of customer information;
§314.3(b)(2)	Protect against any anticipated threats or hazards to the security or integrity of such information.
§314.4(b)	Base your information security program on a risk assessment that identifies reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and assesses the sufficiency of any safeguards in place to control these risks.
§314.4(b)(1)	The risk assessment shall be written and shall include:
§314.4(b)(1)(i)	Criteria for the evaluation and categorization of identified security risks or threats you face;
§314.4(b)(1)(ii)	Criteria for the assessment of the confidentiality, integrity, and availability of your information systems and customer information, including the adequacy of the existing controls in the context of the identified risks or threats you face; and
§314.4(b)(1)(iii)	Requirements describing how identified risks will be mitigated or accepted based on the risk assessment and how the information security program will address the risks.
§314.4(b)(2)	You shall periodically perform additional risk assessments that reexamine the reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and reassess the sufficiency of any safeguards in place to control these risks.
§314.4(c)	Design and implement safeguards to control the risks you identity through risk assessment, including by:
§314.4(c)(1)	Implementing and periodically reviewing access controls, including technical and, as appropriate, physical controls
§314.4(c)(1)(i)	Authenticate and permit access only to authorized users to protect against the unauthorized acquisition of customer information; and
§314.4(c)(4)	Adopt secure development practices for in-house developed applications utilized by you for transmitting, accessing, or storing customer information and procedures for evaluating, assessing, or testing the security of externally developed applications you utilize to transmit, access, or store customer information;
§314.4(c)(6)	Intentionally left blank
§314.4(c)(7)	Adopt procedures for change management; and
§314.4(d)	Intentionally left blank
§314.4(d)(1)	Regularly test or otherwise monitor the effectiveness of the safeguards' key controls, systems, and procedures, including those to detect actual and attempted attacks on, or intrusions into, information systems.



<b>§314.4(d)(2)</b>	For information systems, the monitoring and testing shall include continuous monitoring or periodic penetration testing and vulnerability assessments. Absent effective continuous monitoring or other systems to detect, on an ongoing basis, changes in information systems that may create vulnerabilities, you shall conduct:
<b>§314.4(d)(2)(i)</b>	Annual penetration testing of your information systems determined each given year based on relevant identified risks in accordance with the risk assessment; and
<b>§314.4(d)(2)(ii)</b>	Vulnerability assessments, including any systemic scans or reviews of information systems reasonably designed to identify publicly known security vulnerabilities in your information systems based on the risk assessment, at least every six months; and whenever there are material changes to your operations or business arrangements; and whenever there are circumstances you know or have reason to know may have a material impact on your information security program.
<b>§314.4(e)</b>	Implement policies and procedures to ensure that personnel are able to enact your information security program
<b>§314.4(e)(2)</b>	Utilizing qualified information security personnel employed by you or an affiliate or service provider sufficient to manage your information security risks and to perform or oversee the information security program;
<b>§314.4(e)(3)</b>	Providing information security personnel with security updates and training sufficient to address relevant security risks; and
<b>§314.4(e)(4)</b>	Verifying that key information security personnel take steps to maintain current knowledge of changing information security threats and countermeasures.
<b>§314.4(f)</b>	Oversee service providers, by:
<b>§314.4(f)(1)</b>	Taking reasonable steps to select and retain service providers that are capable of maintaining appropriate safeguards for the customer information at issue;
<b>§314.4(f)(2)</b>	Requiring your service providers by contract to implement and maintain such safeguards; and
<b>§314.4(f)(3)</b>	Periodically assessing your service providers based on the risk they present and the continued adequacy of their safeguards.
<b>§314.4(g)</b>	Evaluate and adjust your information security program in light of the results of the testing and monitoring required by paragraph (d) of this section; any material changes to your operations or business arrangements; the results of risk assessments performed under paragraph (b)(2) of this section; or any other circumstances that you know or have reason to know may have a material impact on your information security program.
<b>§314.4(h)</b>	Establish a written incident response plan designed to promptly respond to, and recover from, any security event materially affecting the confidentiality, integrity, or availability of customer information in your control. Such incident response plan shall address the following areas:
<b>§314.4(h)(1)</b>	The goals of the incident response plan;
<b>§314.4(h)(2)</b>	The internal processes for responding to a security event;
<b>§314.4(h)(3)</b>	The definition of clear roles, responsibilities, and levels of decision-making authority;
<b>§314.4(h)(4)</b>	External and internal communications and information sharing;
<b>§314.4(h)(5)</b>	Identification of requirements for the remediation of any identified weaknesses in information systems and associated controls;
<b>§314.4(h)(6)</b>	Documentation and reporting regarding security events and related incident response activities; and
<b>§314.4(h)(7)</b>	The evaluation and revision as necessary of the incident response plan following a security event.

<p><b>§314.4(i)</b></p>	<p>Require your Qualified Individual to report in writing, regularly and at least annually, to your board of directors or equivalent governing body. If no such board of directors or equivalent governing body exists, such report shall be timely presented to a senior officer responsible for your information security program. The report shall include the following information:</p>
<p><b>§314.4(i)(1)</b></p>	<p>The overall status of the information security program and your compliance with this part; and</p>
<p><b>§314.4(i)(2)</b></p>	<p>Material matters related to the information security program, addressing issues such as risk assessment, risk management and control decisions, service provider arrangements, results of testing, security events or violations and management's responses thereto, and recommendations for changes in the information security program.</p>

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

**November 19, 2024**

## EXECUTIVE SUMMARY

- Audit Staffing:
  - We continue to utilize our hybrid organizational model to provide assurance services for George Mason. The model blends full time professional staff with co-sourced professionals from national and local accounting firms that bring specialized expertise to execute specific audit engagements. As of November 1, 2024, the full-time staff consists of four professionals. Seeking the right balance of audit professionals who are George Mason employees and those who are co-sourced professionals is being managed continuously by University Audit leadership.
  - Co-sourced resources are being utilized to complete the following audit engagements:
    - Information technology process infrastructure monitoring.
    - Information technology configuration and change management.
    - Information technology project management office (PMO) methodology.
    - Accounts Payable.
    - Housing and Residence Life.
- Four audit memos were issued since the last meeting including:
  - Banner Core Physical Access,
  - Student Bar Association (SBA) – Governance and Oversight,
  - Two memos related to Biomedical Research Laboratory (BRL) employee timekeeping practices impacting controls in payroll and grant allocation.
- Remediation of six audit issues is in progress as of November 1, 2024.
- Audit Plan status:
  - Planned audit work remains consistent with the 3+6 Audit Plan reviewed at the prior meeting. However, the timing of planned audit work continues to be reevaluated in consideration of the use of co-sourced audit resources.
- Status of fraud, waste, and abuse investigations:
  - Five investigations were completed since the prior meeting; they are isolated in nature with negligible impact to the University.
  - There are three investigations in progress.

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## Topic

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- 1 SUMMARY OF AUDIT REPORTS
- 2 SUMMARY STATUS OF AUDIT ISSUES
- 3 STATUS OF AUDIT PLAN
- 4 STATUS OF INVESTIGATIONS
- 5 STAFFING
- 6 APPENDIX:
  - Audit Issue Details

## SUMMARY OF AUDIT REPORTS

- Audit Memos:
  - Banner Core Physical Access Controls (Aquia Data Center)
  - Student Bar Association – Governance and Oversight
  - Biomedical Research Laboratory Employee Timekeeping Practices (Payroll Controls)
  - Biomedical Research Laboratory Employee Timekeeping Practices (Compensation Time Review and Grant Allocation)

## **SUMMARY OF AUDIT MEMOS:**

Audit Memos are communications which provide assurance related to a narrow, targeted topic or provide interim updates on longer-term assurance activities.

### Banner Core Physical Access Controls (Aquia Data Center):

- Confidential – Restricted Data: Critical Infrastructure Vulnerability Assessment Information (Code of VA: 2.2-3705.2.4).

### Student Bar Association – Governance and Oversight

- University Policy 6000 (Student Organizations and Fiscal Policy) defines the various types of student organizations and prescribes the procedures for registration and governance, and funding from university and non-university sources. This review assessed certain governance and oversight practices related to Student Bar Association activities. Management is reviewing, clarifying, and establishing appropriate protocols and communications to strengthen oversight of Student Bar Association activities, including the use and handling of university-provided funding for Student Bar Association activities, in the areas of student organization independence from the university, governance and oversight for Student Organizations, the administration and use of self-generated revenues, and the consumption of alcohol at student events funded by university-provided funds or on university properties.

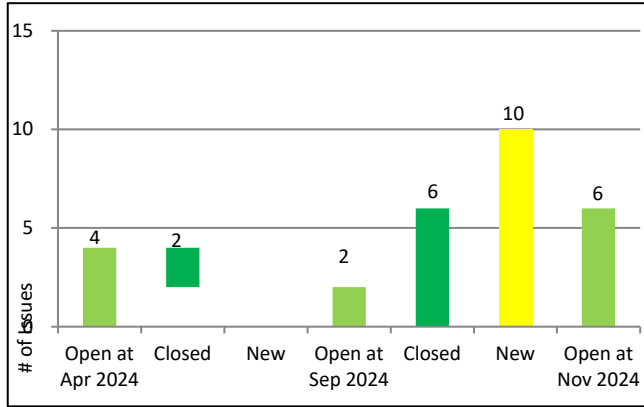
### Biomedical Research Laboratory Employee Timekeeping Practices

- This review of BRL Employee Timekeeping practices recommended actions to strengthen timesheet review and approval, accurate reporting of time, review of certain positions, review of the earning and use of compensatory time, and review of the allocation of expenses to a research award.
- The review also recommended enhancements to Payroll controls for monitoring of compensatory time charged and providing guidance and training for employees and supervisors in certain positions.

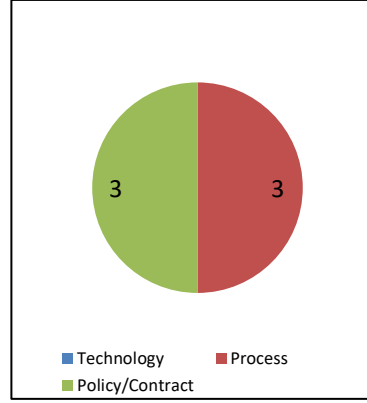
## SUMMARY STATUS OF AUDIT ISSUES AS OF NOVEMBER 1, 2024

Six audit issues were closed since the last meeting. There were six open audit issues as of November 1, 2024.

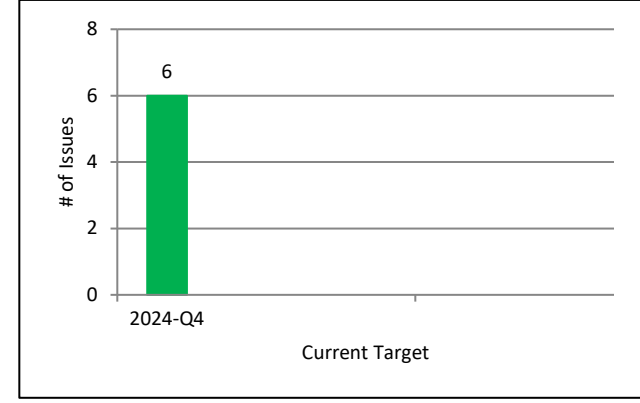
**Audit Issue Inventory Movement**



**Audit Issues by Type**



**Audit Issues by Current Target**



Audit Report	Report Date	Open at Apr 2024	New	Closed	Open at Sep 2024	New	Closed	Open at Nov 2024
Biomedical Research Laboratory Employee Timekeeping Practices	11/1/24	0	-	-	0	6	(5)	1
Student Bar Association Governance and Oversight	10/8/24	0	-	-	0	4	-	4
IT Third Party Service Providers	9/13/23	1	-	(1)	0	-	-	0
Background Investigations	4/20/23	2	-	-	2	-	(1)	1
Academic Integrity	8/29/22	1	-	(1)	0	-	-	0
		4	0	(2)	2	10	(6)	6



## STATUS OF AUDIT PLAN AS OF NOVEMBER 1, 2024

The 3+6 Audit Plan as of November 1, 2024 (bottom bars) is compared with the status as of the prior report to the Committee (top bars). (Note: The status of work is shown as follows: completed = orange bars, in progress = green bars, and planned = yellow bars)

Topic	Description	930	1231	331	630
<b>Aligned with University-Level Risk Areas</b>					
IT Risk and Control Infrastructure Program	<ul style="list-style-type: none"> <li>Monitor ITS program workstreams to strengthen the risk and control infrastructure and improve technology service delivery.</li> </ul>				
Information Security Program	<ul style="list-style-type: none"> <li>Monitor projects to further strengthen security of George Mason's entire technology environment.</li> </ul>				
Research Security	<ul style="list-style-type: none"> <li>Monitor cybersecurity assessments of research computing environments, including NSPM-33 expectations.</li> </ul>				
Housing and Residence Life	<ul style="list-style-type: none"> <li>Assess business and compliance processes relevant to student housing and residence life.</li> </ul>				
Business Continuity and Disaster Recovery Planning	<ul style="list-style-type: none"> <li>Assess business continuity, disaster recovery, and continuity of operations planning.</li> </ul>				
Compliance with TTIP MOUs	<ul style="list-style-type: none"> <li>Assess progress in achieving obligations under Tech Talent Investment Program memoranda of understanding and related reporting.</li> </ul>				
Construction Payments and Change Orders	<ul style="list-style-type: none"> <li>Monitor and assess payments related to planned campus construction projects.</li> </ul>				
<b>Additional Areas</b>					
Accounts Payable Processing	<ul style="list-style-type: none"> <li>Assess processes for ensuring authorized, accurate, and timely payment transactions.</li> </ul>				
Issue Validation Procedures	<ul style="list-style-type: none"> <li>Validate management has remediated audit issues in a comprehensive and sustainable manner.</li> </ul>				
Hotline Investigations Referred by OSIG	<ul style="list-style-type: none"> <li>Investigate allegations of fraud, waste, or abuse received from the Commonwealth's Office of the State Inspector General.</li> </ul>				

## STATUS OF INVESTIGATIONS AS OF NOVEMBER 1, 2024

Nature of Allegation	Type	Status	Remarks
Potential falsification of timesheets	Fraud	Completed	<i>Certain time sheet review and approval controls and payroll monitoring controls were strengthened.</i>
Potential falsification of timesheets	Fraud	Completed	
Potential mismanagement of research funds	Abuse	Completed	<i>Minor adjustment of expenses charged to research award was made.</i>
Potential mismanagement of student fee monies	Abuse	Completed	<i>Management is reviewing, clarifying, and establishing appropriate protocols and communications to strengthen oversight in various areas.</i>
Potential abuse of procurement/P-Card policies	Abuse	Completed	
Potential noncompliance with development policies	Abuse	In Progress	
Potential time abuse and conflict of interest	Fraud	In Progress	
Potential non-compliance with conflict of interest policy	Abuse	In Progress	

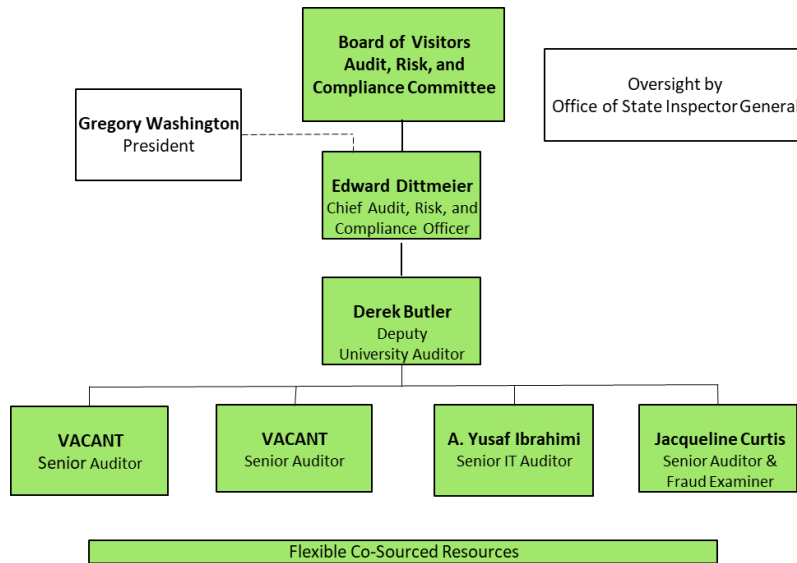
**Summary of Types:**

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

# STAFFING

University Audit utilizes a hybrid organizational model to provide assurance services for George Mason. The model is designed to blend full time professional staff with co-sourced professionals from national and local accounting firms that bring specialized expertise to execute specific audit engagements under the Deputy University Auditor’s direction and supervision. As of November 1, 2024, the full-time staff consists of four professionals.

## Staffing



	Plan	Actual		
		a/o July 2024	Oct 2024	Frct
<b>Core Audit Team</b>				
Audit Leadership	2.0	2.0	2.0	2.0
Auditors by Expertise:				
Operational Audit	1.5	0.5	0.5	0.5
IT Audit	1.0	1.0	1.0	1.0
Fraud Audit	0.5	0.5	0.5	0.5
<b>Total Audit Professional Employees</b>	<b>5.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>
Co-sourced FTE* Supported by Permanent Budget	1.7		0.7	2.9
<b>Total Audit Professionals Supported by Permanent Budget</b>	<b>6.7</b>	<b>4.0</b>	<b>4.7</b>	<b>6.9</b>

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 NOVEMBER 1, 2024**

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
1	<p><b>Report Name:</b> Background Investigations</p> <p><b>Report Date:</b> 4/19/23</p> <p><b>Management:</b> Michelle Lim, Interim Vice President and Chief Human Resources Officer</p>	<p><b>Ensure All Employees Have Completed Required Background Investigations:</b> Central HR should ensure all current and prospective employees have completed background investigations prior to beginning work; establish communication mechanisms to inform hiring departments of the status of a prospective employee’s background investigation; develop automated procedures for ensuring regular integration of Truescreen background investigation data into Banner; implement a continuous monitoring program; and create a central repository of all completed background investigations.</p>	<p>All current employees hired on or after July 1, 2016 have a background investigation on file. Since George Mason’s policy prior to this date did not require all employees to have a background investigation, the Executive Vice President of Finance and Administration decided to focus efforts on ensuring background investigations are on file for all employees hired on or after July 1, 2016.</p> <p>IT enhancements now halt the employee onboarding process if there is no background investigation on file. A dashboard now assists the Background Specialist with monitoring background investigations status/data. Banner and the background investigation vendor have been fully integrated to ensure near real time updates of background investigation status.</p> <p>The establishment of processes and procedures to ensure timely background investigations for adjunct faculty, a population which may not maintain consistent employment, has been delayed due to departures of senior human resources leaders.</p>	9/30/23	12/31/24
2	<p><b>Report Name:</b> Student Bar Association-Governance and Oversight</p> <p><b>Report Date:</b> 10/8/24</p> <p><b>Management:</b> Rose Pascarell, Vice President, University Life</p>	<p><b>Student Organization Independence from the University:</b> The SBA and related LSSOs are not registered student organizations and are not subject to the policies or procedures of the Student Involvement Office. It is not clear whether any of these student organizations are ‘independent’ given the requirements to adhere to university policies and procedures, and dependency on funds from university sources. Given that student organizations are considered by the University to be independent, Leadership in the Law School believe they do not have the authority to control how university</p>	<p>The Vice President, University Life will work with University Counsel and university management (including representation from the Law School) to clarify whether student organizations are independent from the university and document the authority provided to management. The Vice President, University Life will also convene the appropriate parties and stakeholders to assess the current governance, oversight, policies, and procedures used across student organizations, including the SBA and LSSOs.</p>	12/31/24	12/31/24

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
		funds were being used by the SBA and the related LSSOs.			
3	<p><b>Report Name:</b> Student Bar Association-Governance and Oversight</p> <p><b>Report Date:</b> 10/8/24</p> <p><b>Management:</b> Rose Pascarell, Vice President, University Life</p>	<p><b>Governance and Oversight for Student Organizations:</b> A review of the SBA and LSSO expenditures between January 1, 2023 and April 18, 2024 noted items that are not typically approved expenditures by the SFB for RSOs or by the university. These items include: events that are not free, open and accessible to all students (formals/banquets closed or designed specifically for the group, i.e., Barrister’s Ball), bartending services at on-campus events; and branded/non-branded apparel (\$4,005 for embroidered sweat shirts). On the other hand, the SBA does not reimburse for student organization travel to and from the airport or train station to minimize expenses; whereas the RSOs are permitted to request reimbursement for these items, and are reimbursable per the university’s travel policy.</p>	The Vice President, University Life will work with University Counsel and university management (including representation from the Law School) to clarify whether student organizations are independent from the university and document the authority provided to management. The Vice President, University Life will also convene the appropriate parties and stakeholders to assess the current governance, oversight, policies, and procedures used across student organizations, including the SBA and LSSOs.	12/31/24	12/31/24
4	<p><b>Report Name:</b> Student Bar Association-Governance and Oversight</p> <p><b>Report Date:</b> 10/8/24</p> <p><b>Management:</b> Rose Pascarell, Vice President, University Life</p>	<p><b>Self-Generated Revenues:</b> Per UP 6000, self-generated revenue is money raised by an organization through various activities, such as the collection of dues from its members, charging admission to its events, fundraising, advertising, submission fees, and sales. These funds are kept in an off-campus bank account and managed by the student organizations (SBA, LSSOs and RSOs). Since these funds are not held in a university account, the university has no visibility into the account activity or say into how the funds are spent.</p> <p>The SBA charges admission to certain university funded events (Barrister’s Ball, Casino Night). These funds have been used to cover the cost of alcohol which cannot be paid for using funds from university sources. Funds from the university account are used to cover the cost of the venue, food and entertainment.</p>	The Vice President, University Life will work with University Counsel and university management (including representation from the Law School) to clarify whether student organizations are independent from the university and document the authority provided to management. The Vice President, University Life will also convene the appropriate parties and stakeholders to assess the current governance, oversight, policies, and procedures used across student organizations, including the SBA and LSSOs.	12/31/24	12/31/24

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
5	<p><b>Report Name:</b> Student Bar Association- Governance and Oversight</p> <p><b>Report Date:</b> 10/8/24</p> <p><b>Management:</b> Rose Pascarell, Vice President, University Life</p>	<p><b>Alcohol at University Funded Events:</b> Alcohol is provided and consumed at various SBA events funded by university sources. These events can occur on the Arlington campus (Casino Night) or off campus (Barrister's Ball). While admission fees (self-generated revenue) and Foundation monies cover the cost of the alcohol for such events, funds from the university are used to pay the cost of the venue, food and entertainment</p>	Enhanced requirements will be established that ensure consistent execution of university policies across student organizations, with specific attention on guidelines that govern the use of alcohol at student events funded by the university whether held on or off university properties.	12/31/24	12/31/24
6	<p><b>Report Name:</b> Biomedical Research Laboratory (BRL) Employee Timekeeping Practices</p> <p>Report Date: 11/1/24</p> <p><b>Management:</b> Sonya Howell, Director Payroll, Fiscal Services</p>	Payroll should issue additional guidance or resources to educate impacted employees and supervisors on eligibility criteria for earning compensatory time, procedures for recording such time, and procedures for recording compensatory time taken (similar to previous timesheet guidelines which were published on University Policy #2205).	Payroll will coordinate with Fiscal Learning & Engagement to publish additional timesheet resources to the Fiscal Services website to assist impacted employees and supervisors with recording and approving compensatory time earned and taken. In addition, Payroll will partner with Human Resources (who administers leave) to include a notice in the HR Liaisons Newsletter at least annually outlining eligibility criteria for earning compensatory time and a link to procedures for recording such time earned and taken.	12/31/24	12/31/24



Office of University Audit

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

**Report to Audit, Risk and Compliance Committee  
November 19, 2024**

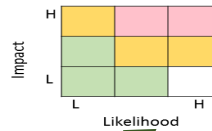
**Audit priorities are determined in a dynamic, flexible, risk-based manner using a frequently refreshed audit risk assessment. Planning is governed by an Audit Policy originally endorsed by the Committee in 2016; essential elements are:**

### Top-Down Analysis

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

### Bottom-Up Analysis

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



### Monitoring

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

### Key Stakeholder Input

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

### Proposed 3+6 Audit Plan

### Evaluate Resources

- Resource levels
- Skill needs

### Seek Review

- Chairman review
- Committee review

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



## Consistent with our most recent view formed in June 2024, university-level risk areas include:

Risk Area	Description	Potential Internal Audit Work
<b>Enrollment Changes</b>	Student enrollment processes drive the quality and diversity of the university community while sourcing ~ 50% of revenues through net tuition, fee, housing, and dining revenues. Success is dependent on achieving an balanced student size, mix, diversity, and financial capability while managing to limit the impacts of potential changes in enrollment due to competitiveness, relevance, demographics, economics, or other reasons.	<ul style="list-style-type: none"> <li>• <b>Evaluate academic integrity processes.</b></li> <li>• <b>Evaluate university registrar processes.</b></li> <li>• <b>Monitor APA student financial aid testing (fall 2024); consider supplemental procedures.</b></li> <li>• Monitor ADVANCE program with NOVA and other community colleges.</li> <li>• Monitor pricing/competition as other universities expand offerings in Northern Virginia.</li> </ul>
<b>Research Enterprise Growth</b>	The university is continuing to expand research substantially to strengthen research impact and sustain a Carnegie Very High Research Activity (R1) classification. Growth in research faculty and scalable support, including infrastructure capabilities (people, facilities, computing, funding, and processes), need to support planned growth.	<ul style="list-style-type: none"> <li>• <b>Assess research proposal development process.</b></li> <li>• <b>Evaluate financial administration of sponsored programs.</b></li> <li>• <b>Monitor cyber security assessment of research computing environments. Continue.</b></li> <li>• <b>Monitor strengthening of research security process enhancements related to federal requirements.</b></li> </ul>
<b>Financial Stewardship and Funding Uncertainty</b>	Legislative processes, inflationary impacts on costs, expiration of pandemic-era relief actions, and overall volatility in higher education are challenging available resources. Financial planning, analysis, reporting, and governance processes are being adjusted to better align resource allocation with achieving strategic goals and the university's instructional and research missions while protecting the university's creditworthiness and balancing current needs with longer-term investments.	<ul style="list-style-type: none"> <li>• <b>Evaluate student billing processes.</b></li> <li>• <b>Evaluate accounts payable processing.</b></li> <li>• <b>Monitor budget model redesign initiative.</b></li> <li>• Monitor processes for managing reserve levels.</li> <li>• Monitor compliance with Tech Talent Investment Program agreements.</li> <li>• Monitor investment planning processes.</li> </ul>
<b>Campus Safety, Security, Health and Well Being</b>	Providing a safe, secure, and healthy environment for students, employees, and other community members is essential to the accomplishment of the university's instructional, research, and public service missions.	<ul style="list-style-type: none"> <li>• Monitor self-assessment of emergency management program.</li> <li>• Evaluate compliance with Commonwealth violence prevention requirements, including recent threat assessment legislation.</li> <li>• Monitor active threat-related training completion rates by students and employees.</li> <li>• Monitor status of mental health programs with selected comparable peers.</li> </ul>

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

**Consistent with our most recent view formed in June 2024, university-level risk areas include:**

Risk Area	Description	Potential Internal Audit Work
<p><b>Operating Infrastructure Robustness</b></p>	<p>Mason’s workforce and important core processes, technology, and facilities are likely to require further strengthening and investment to appropriately support scalable growth and innovation while ensuring core processing is effective and efficient.</p>	<ul style="list-style-type: none"> <li>• <b>Evaluate university registrar processes.</b></li> <li>• <b>Monitor actions to improve IT governance and process infrastructure projects.</b></li> <li>• <b>Evaluate student billing processes.</b></li> <li>• <b>Evaluate financial administration of sponsored programs.</b></li> <li>• Evaluate Housing and Residence Life processes.</li> <li>• Evaluate accounts payable processing.</li> <li>• Continue to monitor implementation of IT governance and process infrastructure projects.</li> <li>• Evaluate IT configuration and change management processes.</li> <li>• Monitor strengthening of intercollegiate athletics compliance processes.</li> <li>• Evaluate processes to manage Banner Access authorization, management, and termination.</li> <li>• Evaluate disaster recovery and continuity of operations planning and capabilities.</li> <li>• Monitor selected construction projects.</li> </ul>
<p><b>Information Protection (Cyber Threats)</b></p>	<p>The university holds large volumes of protected (personally identifiable, classified, and controlled unclassified) information in a globally connected, decentralized technology environment.</p>	<ul style="list-style-type: none"> <li>• <b>Monitor actions to improve IT governance and process infrastructure projects.</b></li> <li>• <b>Monitor cyber security assessment of research computing environments. Continue.</b></li> <li>• Continue to monitor implementation of IT governance and process infrastructure projects.</li> <li>• Monitor IT vulnerability and patch management processes.</li> <li>• Evaluate disaster recovery and continuity of operations planning and capabilities.</li> </ul>
<p><b>Key Role Succession</b></p>	<p>Turnover in certain leadership positions and key roles has been experienced recently and is expected in the near future (due to planned retirements). The orderly filling and acclimation of strong individuals for these positions is important to sustaining strategic momentum.</p>	<ul style="list-style-type: none"> <li>• <b>Monitor recruitment searches, on-boarding, and assimilation for certain roles. Continue.</b></li> </ul>

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

**Our view of university-level risk areas maps well to management's enterprise risk areas.**

	Funding Resources	Competition	Cybersecurity	Governance Volatility	Campus Safety & Security	Physical & Technology Infrastructure	Global Volatility	Compliance and Ethics	Business Practices	Student Success
<b>Enrollment Changes</b>										
<b>Research Enterprise Growth</b>										
<b>Financial Stewardship &amp; Funding Uncertainty</b>										
<b>Campus Safety, Security, Health, and Well Being</b>										
<b>Operating Infrastructure Robustness</b>										
<b>Information Protection (Cyber)</b>										
<b>Key Role Succession</b>										

## Risk assessment results highlight areas with potentially high impact.

RISK FACTOR	DESCRIPTION	DISTRIBUTION OF AUDITABLE UNITS																									
STRATEGIC	The risk of this auditable unit to GMU's people, reputation, or financial position, and to the achievement of GMU's Mission, Values, and Strategic Plan objectives arising from ineffective business strategies and tactics; adverse business decisions; insufficient resources, funding, or management focus; ineffective implementation of decisions; or lack of responsiveness to changes in business environment.	<table border="1"> <tr><td>Impact</td><td>H</td><td>12</td><td>8</td><td>0</td></tr> <tr><td></td><td>M</td><td>26</td><td>17</td><td>0</td></tr> <tr><td></td><td>L</td><td>16</td><td>1</td><td>0</td></tr> <tr><td></td><td></td><td>L</td><td>M</td><td>H</td></tr> <tr><td></td><td></td><td colspan="3">Likelihood</td></tr> </table>	Impact	H	12	8	0		M	26	17	0		L	16	1	0			L	M	H			Likelihood		
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		Likelihood																									
FINANCIAL and FINANCIAL REPORTING	The risk of this auditable unit to GMU's people, reputation, or financial position arising from inadequate or ineffective management of financial-related processes and reporting or external events, including processes upstream from those normally associated with financial aspects of the university. Among other things, this includes risks associated with credit, investments, financings, currencies, financial models, markets, and related transaction processing, accounting, and reporting activities.	<table border="1"> <tr><td>Impact</td><td>H</td><td>3</td><td>3</td><td>1</td></tr> <tr><td></td><td>M</td><td>7</td><td>11</td><td>0</td></tr> <tr><td></td><td>L</td><td>47</td><td>8</td><td>0</td></tr> <tr><td></td><td></td><td>L</td><td>M</td><td>H</td></tr> <tr><td></td><td></td><td colspan="3">Likelihood</td></tr> </table>	Impact	H	3	3	1		M	7	11	0		L	47	8	0			L	M	H			Likelihood		
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		Likelihood																									
REGULATORY COMPLIANCE	The risk of this auditable unit to GMU's people, reputation, or financial position arising from violations of, or non-compliance with, current and changing laws, regulations, supervisory guidance, or regulatory expectations.	<table border="1"> <tr><td>Impact</td><td>H</td><td>8</td><td>9</td><td>0</td></tr> <tr><td></td><td>M</td><td>6</td><td>20</td><td>0</td></tr> <tr><td></td><td>L</td><td>36</td><td>1</td><td>0</td></tr> <tr><td></td><td></td><td>L</td><td>M</td><td>H</td></tr> <tr><td></td><td></td><td colspan="3">Likelihood</td></tr> </table>	Impact	H	8	9	0		M	6	20	0		L	36	1	0			L	M	H			Likelihood		
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OPERATIONS	The risk of this auditable unit to GMU's people, reputation, or financial position arising from inadequate or failed internal processes, people, and systems or from external events. This includes the following types of risk: technology-related risk, which is the risk arising from the University's overall use of technology (whether centralized or decentralized) and includes, among other things, its governance, processes, infrastructure, applications, security, and reliability; and legal risk, which is the risk arising from defective transactions, litigation or claims made, or the failure to protect university assets.	<table border="1"> <tr><td>Impact</td><td>H</td><td>3</td><td>6</td><td>2</td></tr> <tr><td></td><td>M</td><td>6</td><td>40</td><td>2</td></tr> <tr><td></td><td>L</td><td>14</td><td>6</td><td>1</td></tr> <tr><td></td><td></td><td>L</td><td>M</td><td>H</td></tr> <tr><td></td><td></td><td colspan="3">Likelihood</td></tr> </table>	Impact	H	3	6	2		M	6	40	2		L	14	6	1			L	M	H			Likelihood		
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HAZARD	The risk of this auditable unit to GMU's people, reputation, or financial position arising from inadequate or failed internal processes, people, and systems or from external events. This includes the following types of risk: (i) health, safety, and environmental risks, which is the risk arising from processes or events that potentially cause damage, harm, or adverse effects to someone (e.g., health) or something (e.g., property).	<table border="1"> <tr><td>Impact</td><td>H</td><td>0</td><td>1</td><td>0</td></tr> <tr><td></td><td>M</td><td>7</td><td>11</td><td>0</td></tr> <tr><td></td><td>L</td><td>60</td><td>1</td><td>0</td></tr> <tr><td></td><td></td><td>L</td><td>M</td><td>H</td></tr> <tr><td></td><td></td><td colspan="3">Likelihood</td></tr> </table>	Impact	H	0	1	0		M	7	11	0		L	60	1	0			L	M	H			Likelihood		
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## The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
1	Provost	Antonin Scalia School of Law		Mod	Low	Mod	Mod	Low	
2	Provost	College of Education & Human Development (CEHD)		Mod	Low	Mod	Mod	Low	10/27/22 – IT Risk Self-Assessment 4/8/22 – Research Proposal Process Review 10/1/20 - Confucius Institute Financial Review
3	Provost	College of Engineering & Computing		High	Low	High	Mod	Low	5/6/24 - RPRC CMMC and SPRS Scoring Validation; 9/6/22 - RPRC SSP and POA&M Assessment; 4/8/22 – Research Proposal Process Review;
4	Provost	College of Humanities & Social Sciences (CHSS)		Mod	Low	Mod	Mod	Low	4/8/22 – Research Proposal Process Review
5	Provost	College of Public Health		Mod	Low	Mod	Mod	Low	8/10/2022 - IT Risk Self-Assessment
6	Provost	College of Science (CoS)		High	Low	Mod	Mod	Mod	5/24/24 - IT Risk Self-Assessment; 4/8/22 – Research Proposal Process Review 2/27/20 – IT Security Self-Assessment 12/16/19 – Validation of IT Security Self-Assessment Results;
7	Provost	College of Visual & Performing Arts (CVPA)		Low	Low	Mod	Mod	Low	10/26/20 – CVPA Wage Employee Charges 6/17/20 - Assessment of Interest and Other Matters 11/25/19 - Computer Game Design Scholarship Program 8/7/19 – Validation of IT Security Self-Assessment Results
8	Provost	Costello College of Business		Mod	Low	Mod	Mod	Low	2/27/23 - IT Risk Self-Assessment Results: School of Business
9	Provost	Honors College		Low	Low	Mod	Low	Low	
10	Provost	Jimmy and Rosalynn Carter School of Peace and Conflict Resolution		Low	Low	Mod	Low	Low	
11	Provost	Schar School of Policy & Government		Mod	Low	Mod	Mod	Low	
12	Provost	Cross-functional (formerly Research & Innovation Initiatives)	Smithsonian Mason School of Conservation	Low	Low	Low	Low	Low	
13	Provost	Entrepreneurship Programming	Mason Enterprise	Mod	Low	Low	Low	Low	

## The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
14	Provost	Research & Innovation Initiatives	Research Development and Computing	Mod	Low	Mod	Mod	Low	5/6/24 - SRC CMMC and SPRS Scoring Validation; 8/29/22 - SRC CUI SSP and POA&M Assessment
15	Provost	Research & Innovation Initiatives	University Institutes and Centers	High	Low	Low	Mod	High	
16	Provost	Research Services	Research Services - Integrity & Assurance	Mod	Low	High	Mod	Low	5/6/24 - RPRC CMMC and SPRS Scoring Validation; 5/6/24 - SRC CMMC and SPRS Scoring Validation; 9/6/22 - RPRC SSP and POA&M Assessment 8/29/22 - SRC CUI SSP and POA&M Assessment
17	Provost	Research Services	Research Services - Sponsored Programs Administration	Mod	High	Mod	High	Low	2/8/24 - GMU Research and Development Testing Results 4/8/22 - Research Proposal Process Review 5/1/20 - Continuation Audit of Federally Sponsored Fund Reconciliations
18	Provost	Academic Administration		Low	Low	Low	Low	Low	
19	Provost	Enrollment Management	Admissions and Enrollment Planning	High	Low	Mod	Mod	Low	11/4/21 - Office of Admissions
20	Provost	Enrollment Management	Student Financial Aid	Low	Mod	Mod	Mod	Low	12/12/23 - Review of Satisfactory Academic Progress; 11/10/21 - Student Financial Aid 1/25/21 - Use and Distribution of GEERF 12/18/20 - Use and Distribution of CARES Act Funding
21	Provost	Institutional Effectiveness and Planning		Mod	Low	Mod	Mod	Low	
22	Provost	Academic Affairs	Registrar	Low	Low	High	Mod	Low	12/8/22 - Office of University Registrar Audit
23	Provost	Academic Affairs	Undergraduate Education	Low	Low	Low	Mod	Low	
24	Provost	Academic Affairs	Graduate Education	Low	Low	Low	Mod	Low	
25	Provost	Academic Affairs	Accreditation	Mod	Low	High	Mod	Low	
26	Provost	Academic Affairs	Global Education Office	Low	Low	Low	Low	Mod	
27	Provost	Academic Affairs	INTO Mason	Low	Low	Low	Low	Low	
28	Provost	Academic Affairs	Mason Continuing and Professional Education	Low	Low	Low	Low	Low	

## The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
29	Provost	Academic Affairs	ADVANCE and Other Community College Partnerships	Mod	Low	Low	Low	Low	
30	Provost	Academic Affairs	Provost Activities (incl Mercatus Center)	Mod	Low	Low	Mod	Low	
31	Provost	Faculty Affairs		Low	Low	Low	Low	Low	8/26/2020 - Online Graduate Learning Arrangement Wiley
32	Provost	Mason Korea		Mod	Low	Low	Low	Low	
33	Provost	University Life	Access and Holistic Student Support Services	Low	Low	High	Mod	Mod	8/29/22 - Academic Integrity 12/18/20 - Use and Distribution of CARES Act Funding 12/16/19 - Drug and Alcohol Prevention Program
34	Provost	University Life - Student Engagement	Housing and Residential Life	Mod	Low	Low	Mod	Mod	
35	Provost	University Life - Student Engagement	Recreations	Low	Low	Low	Low	Low	
36	Provost	University Life - Student Engagement	Student Organizations	Low	Low	Low	Low	Mod	7/10/24 - Campus Ministry Association (CMA) Affiliate Review;
37	Provost	University Libraries		Low	Low	Low	Low	Low	8/7/19 – Validation of IT Security Self-Assessment Results
38	Administration	Fiscal Services	Accounts Payable	Low	Mod	Mod	Mod	Low	
39	Administration	Fiscal Services	General Accounting (and Financial Reporting & ARMICS)	Low	High	Mod	Mod	Low	9/3/21 - Clearing Accounts 6/17/21 - Bank Accounts 4/15/21 - Foreign Gifts and Contracts 2/5/21 - Enhanced ARMICS IT Assurance Control Assessment
40	Administration	Fiscal Services	Payroll Processing	Mod	Mod	Mod	Mod	Low	4/23/20- Wage Employee Time Entry and Annual Leave Usage for Administrative Faculty
41	Administration	Fiscal Services	Purchasing and Central Receiving	Low	Mod	Mod	Low	Low	
42	Administration	Fiscal Services	Strategic Planning and Budget	High	Mod	Mod	Mod	Low	

## The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
43	Administration	Fiscal Services	Student Fiscal Services	Low	Mod	Mod	Mod	Low	10/12/23 - Student Accounts Office 7/19/19 – Student Fiscal Services
44	Administration	Fiscal Services	Treasury and Debt Management	Mod	Mod	Mod	Mod	Low	
45	Administration	Human Resources and Benefits	Human Resources	Mod	Low	Mod	High	Low	4/20/23 - Background Investigations 7/23/19 – Recruiting Processes
46	Administration	Information Technology Services	Enterprise Applications / Banner Support	Low	Mod	Low	High	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results; 5/9/24 – Feedback on Banner Core SSP and POA&M; 3/8/24 – Facilitated Banner Core Self-Assessment; 4/9/21 - IAM Identity Management 6/11/21 - IAM Access Management 10/5/20 - Security Over Highly Privileged Banner Account 7/22/19 - Assessment of Banner 9 Upgrade System testing
47	Administration	Information Technology Services	Enterprise Applications / Banner Development, Change Management, and Operations (SDLC)	Low	Low	Low	Mod	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results;
48	Administration	Information Technology Services	Enterprise Applications / Database, Middleware, and ERP Support	Low	Mod	Low	High	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results;
49	Administration	Information Technology Services	Cloud Computing and Storage	Low	Mod	Low	High	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results; 9/14/23 – IT Third Party Service Providers; 10/30/18 – Monitoring Server Configuration Benchmarks and Implementations
50	Administration	Information Technology Services	Enterprise Service Delivery / Business Continuity & Recovery	Mod	Low	Low	Mod	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results; 1/3/23 - ITS Disaster Recovery Exercise - Banner
51	Administration	Information Technology Services	Enterprise Service Delivery / Technology Support Services	Low	Low	Low	Low	Low	



## The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
52	Administration	Information Technology Services	IT Security	Mod	Low	Mod	High	Low	5/9/24 - Feedback on Updated Banner Core System Security Plan (SSP) and Plan of Action and Milestones (POA&M); 5/9/24 - Updated IT Security Standard; 2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results; 1/29/24 - University-Wide Incident Response Policies and Procedures; 5/10/23 - Feedback on ITS Security Awareness Training Updates 1/18/23 - IT Risk Self-Assessment Results: Enterprise-wide Guidance 11/4/22 - Feedback on Proposed University-wide Information Security Control Baselines 8/26/22 - IT Risk and Control Infrastructure Program Monitoring 9/17/21 - Compare Mason's IT Security Program with NIST Controls Framework 9/15/21 - Remediation of 3rd Party Service Provider Oversight 3/25/20 - Validation of Management's Remediation of APA's Firewall security issues 12/16/19 - Enterprise CUI Environment Assessment of Certain Control Requirements & CUI Project Intake Process Design
53	Administration	Information Technology Services	Learning Support Services / Online Learning Resources	Mod	Low	Low	Mod	Low	
54	Administration	Information Technology Services	Network IT Infrastructure	Mod	Mod	Low	High	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results;
55	Administration	Information Technology Services	Physical IT Infrastructure (+ physical server management)	Low	High	Low	Mod	Low	2/2/24 - Review Facilitated Banner Core Control Self-Assessment Results;
56	Administration	Information Technology Services	Strategic Business Operations / Process and Planning	Mod	Low	Low	High	Low	3/14/23 - Feedback on ITS Portfolio and Project Management Updates 9/17/20 - IT Portfolio Management
57	Administration	Capital Strategy and Planning		High	Low	Low	Low	Low	
58	Administration	Facilities	Facilities Management Maintenance & Utilities	Low	Low	Low	Mod	Low	
59	Administration	Facilities	Planning, Design and Construction (including University Building Official)	High	High	High	Mod	Mod	11/15/22 - Life Sciences and Engineering Building Pre-Construction GMP 2 Proposal 9/21/22 - GMU Design Manual: Suggested Areas to Clarify 5/8/20 - Construction Contract Payment Processing - Robinson Hall Replacement Project 7/2/19 - Construction Contract Payment Processing - Core Campus Project

## The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
60	Administration	Risk, Safety, and Resilience	Enterprise Risk Management	High	Low	Low	Mod	Low	
61	Administration	Risk, Safety, and Resilience	Public Health Management	Low	Low	Mod	Low	Mod	
62	Administration	Risk, Safety, and Resilience	Risk Management (Insurance)	Low	Low	Low	Low	Low	
63	Administration	Risk, Safety, and Resilience	Safety and Emergency Services	Low	Low	Mod	Low	Mod	
64	Administration	Auxiliary Operations & Services	Eagle Bank Arena	Low	Low	Low	Mod	Low	
65	Administration	Auxiliary Operations & Services	Food-Related Services; including related facilities and maintenance (& Independent Food)	Low	Low	Low	Mod	Mod	
66	Administration	Auxiliary Operations & Services	Mason Card	Low	Low	Low	Low	Low	
67	Administration	Auxiliary Operations & Services	Parking, Shuttles, and Transportation	Low	Low	Low	Mod	Low	
68	Administration	Auxiliary Operations & Services	Print and Mail Services	Low	Low	Low	Low	Low	
69	Administration	Auxiliary Operations & Services	Retail-Related Services (& Independent Retail)	Low	Low	Low	Mod	Low	
70	Administration	Real Estate	Real Estate Administration (Lease Properties)	Low	Mod	Low	Low	Low	
71	Advancement	University Advancement and Alumni Relations	University Advancement	Mod	Low	Low	Low	Low	6/22/20 - Gift Acceptance Policy Implementation
72	Athletics	Intercollegiate Athletics	External Affairs, Fund Raising and Funds Management	Low	Mod	Low	Mod	Low	7/25/24 - Intercollegiate Athletics Certain Compliance Areas; 2/10/20 - Intercollegiate Audit: reopening of audit issues
73	Athletics	Intercollegiate Athletics	Student-Athlete Processes	Low	Mod	High	Mod	Mod	2/10/20 - Intercollegiate Audit: reopening of audit issues
74	Branding	Strategic Communications and Marketing		Mod	Low	Low	Mod	Low	4/24/23 - Noncompliance with Hiring Practices

## The risk-assessed Audit Universe, sorted by Executive:

#	Executive	Group	Area	Str	Fin	Comp	Opns	Haz	Audit Work: FY 2020 (7/1/19) to Present
75	Diversity, Equity and Inclusion	Diversity, Equity and Inclusion		Mod	Low	High	Mod	Low	12/14/20 - Handling Investigations of Allegations of Discrimination 6/11/20 - Possible conflict of personal interest and misuse of Mason resources for private business 12/13/19 - Employee Disclosures and evaluation of Personal Interest 11/19/19 - Possible misuse of 3D Printer
76	Govt & Comm Relations	Government and Community Relations		Mod	Low	Mod	Low	Low	
77	Police and Public Safety	Police and Public Safety		Low	Low	Low	Mod	Mod	9/19/19 - Separation of Purchasing and Inventory Responsibilities
78	President	Audit and Compliance	Institutional Compliance Program	Low	Low	Mod	Mod	Low	6/15/22 - Ethics Program Initial Assessment
79	President	University Counsel		Low	Low	High	Mod	Low	
80	President	President's Office		Mod	Low	Low	Low	Low	1/21/20 - Noticing of December 2019 Presidential Search Committee Meeting

**Enterprise Risk Management Update**  
**Audit, Risk, and Compliance Committee of the Board of Visitors**  
**November 19, 2024**

The following information is an update to the reports provided to the Board in FY24 and September 2024. It is important to note that enterprise risk management is a continuous improvement process and therefore the assessment provided herein may continue to change as the risk landscape and conditions change both internally and externally. At this time, the highest priority risks are Funding Resources, Competition, and Cybersecurity. A summary of the mitigation actions for these three highest priority risks are shown in Figure 2.

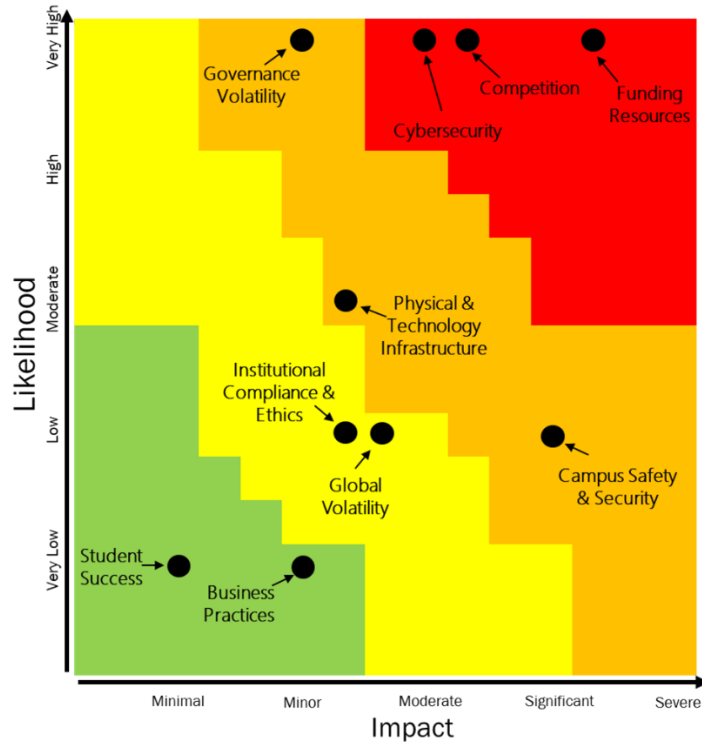
Since the last report provided to the Board, Executive Risk Owners (ERO) and Action Plan Risk Owners (APRO) have continued to implement the action plans aligned with the mitigation strategies for all 10 enterprise risks. These strategies will continue to be refined and implemented as appropriate until the risks are reduced to an acceptable level. The Chief Risk Officer is working with ERO on financial analyses to ensure limited resources are appropriated prudently for action plans that require additional funding.

Some action plan highlights pertaining to the highest priority risks from recent months:

- As part of the mitigation strategy addressing **Funding Resources**:
  - Advocacy for Commonwealth funding resulted in receiving ~\$7.9m for FY25 for the VMSDEP program, with a similar amount expected in FY26.
  - The Budget Model Redesign project is underway, with an expected timeline allowing its use in FY26 budget development.
- As part of the mitigation strategy addressing **Competition**:
  - Human Resources has automated a host of recruitment sites (LinkedIn, HigherEd Jobs, etc.) to enable more streamlined recruitment processes.
  - Gallup engagement survey results were shared with the university, and reports are available to unit leaders.
  - The Office of University Branding continues to support the university's competitiveness through marketing strategies; for instance, brand advertising featuring top faculty and national rankings continues regionally and digitally, generating millions of impressions.
  - Improved access and affordability are being achieved via an extension of the Mason Virginia Promise Grant to all full Pell recipients starting with the fall 2025 semester, as well as an expected expansion of the ADVANCE-Mason Virginia Promise program to two new institutions.
- As part of the mitigation strategy addressing **Cybersecurity**:
  - The university continues to make progress towards establishing an identity and access management solution.
  - George Mason is creating an Office of Research Security within the Office of Research Integrity and Assurance to ensure the effective implementation of research security measures, including National Security Presidential Memo-33.

Lastly, the environment is continually scanned for internal and external factors that impact enterprise risks, to ensure risk response efforts are focused in the most critical areas. The trend assessment for each of the 10 enterprise risks is shown in Table 1.

**Figure 1. FY24/25 Enterprise Risk Heat Map**






**Table 1. FY24/25 Ranked Enterprise Risks**

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

\*Compared to September 2024 BOV Report

**Figure 2. Highest Priority Enterprise Risks**

Funding Resources	Competition	Cybersecurity
 <p><b>Risk Drivers</b></p> <ul style="list-style-type: none"> <li>• Funding (State and Federal support) and financial aid</li> <li>• Economic environment</li> <li>• Reduced revenue/enrollments</li> <li>• Tuition funding directives and unfunded mandates from state</li> <li>• Historic underinvestment in systems and infrastructure</li> <li>• Workforce shortages/Skill gaps in critical areas</li> </ul> <p><b>Mitigation Actions</b></p> <ul style="list-style-type: none"> <li>• Advocate for Commonwealth funding</li> <li>• Manage tuition, room and board rates</li> <li>• Meet enrollment targets in the SCHEV Six-Year plan</li> <li>• Execute unit budget reductions &amp; cost containment</li> <li>• Continue revenue diversification</li> <li>• Align service models and organization</li> <li>• Continue to enhance operational efficiency and effectiveness</li> <li>• Propose and implement retirement incentives</li> <li>• Manage enrollment revenue through deliberate student aid practices</li> <li>• Catalyze early-stage and large-scale research activity</li> <li>• Leverage congressionally directed funding</li> <li>• Scale Research, Innovation, and Entrepreneurship infrastructure through external support</li> <li>• Launch and execute billion-dollar comprehensive campaign</li> </ul>	 <p><b>Risk Drivers</b></p> <ul style="list-style-type: none"> <li>• Increased competition for student enrollment from a growing number of institutions</li> <li>• Stagnant/declining number of high school graduates from key markets</li> <li>• Changing value proposition associated with higher education</li> <li>• Student/faculty/staff recruitment, retention, engagement and inclusivity</li> <li>• Faculty/staff total compensation</li> </ul> <p><b>Mitigation Actions</b></p> <ul style="list-style-type: none"> <li>• Enhance student/faculty/staff recruitment technology and process</li> <li>• Upgrade performance management system</li> <li>• Continually assess market compensation</li> <li>• Expand employee engagement</li> <li>• Expand professional development offerings</li> <li>• Provide recruitment central support</li> <li>• Provide research support and training</li> <li>• Provide graduate and postdoctoral fellow student support</li> <li>• Increase competitiveness through marketing strategies</li> <li>• Improve access and affordability through expanded financial assistance and partnerships</li> </ul>	 <p><b>Risk Drivers</b></p> <ul style="list-style-type: none"> <li>• Network, Application, Information, and Operational Security</li> <li>• Disaster recovery and business continuity</li> <li>• Increased sophistication in threat actor activity; (i.e., ransomware attacks)</li> <li>• Third party applications</li> <li>• End-user behavior</li> </ul> <p><b>Mitigation Actions</b></p> <ul style="list-style-type: none"> <li>• Apply IT Security Standard</li> <li>• Establish identity and access management program</li> <li>• Exercise change and configuration management</li> <li>• Enhance IT Security end-user education frequency and modality</li> <li>• Improve disaster recovery infrastructure leveraging cloud services</li> <li>• Enhance risk assessment and remediation program</li> <li>• Launch MIDAS (Mason Insights – Data to Analytics Solutions) project</li> <li>• Enhance data loss prevention capabilities in Microsoft365 service</li> <li>• Implement Cloud Access Security Broker</li> <li>• Assess research cybersecurity</li> </ul>

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

**November 19, 2024**

## EXECUTIVE SUMMARY

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

- Compliance assessment activity:
  - Inventory: 458 laws and regulations applicable to George Mason tracked, up from 454.
    - Risk ownership has been identified and confirmed for 444 laws and regulations, up from 439 (97%).
  - Guided, granular regulatory risk assessments for priority risk areas continue:
    - In Progress: FAR/DFARS, award management and costing
  - Guided, program maturity self-assessments of distributed compliance programs continue:
    - Completed: Counseling and Psychological Services, Center for Community Mental Health Records Management
    - In Progress: FAR/DFARS, Award Management and Costing, Athletics Privacy
  - External reviews: One new external review was announced since the last meeting and is in progress. One review remains in progress since the last meeting and two were completed.
- Status of reported compliance matters:
  - One potential compliance matter was reported to Institutional Compliance since the prior meeting, and was referred to another unit for investigation. Two matters investigated directly by Institutional Compliance were closed since the last meeting and one remains in progress. None of the matters appear significant to George Mason.
  - Coordination of investigations and investigative protocols continues to occur with units such as Research Integrity and Assurance; Diversity, Equity, and Inclusion; Human Resources; Information Technology Services; and the Office of the Registrar
- Additional institutional compliance activities:
  - Institutional Compliance continues to work with the Enterprise Risk Management Program and other groups to refine action plans to address the Institutional Compliance and Ethics enterprise risk and to strengthen George Mason's culture of integrity, ethics, and compliance; the action plans will be reviewed with senior leaders in early 2025.
  - Institutional Compliance continues to support substantial university-wide efforts to strengthen conflict of interest and related disclosure and management processes. Ongoing work includes: improving workflows, participating in the new review committee for organizational conflict of interests, ongoing development of an organizational conflict of interest policy and process, and additional communications and training.
  - Institutional Compliance benchmarked peer institution anonymous reporting capabilities, and has begun socializing such a capability for George Mason prior to implementation.



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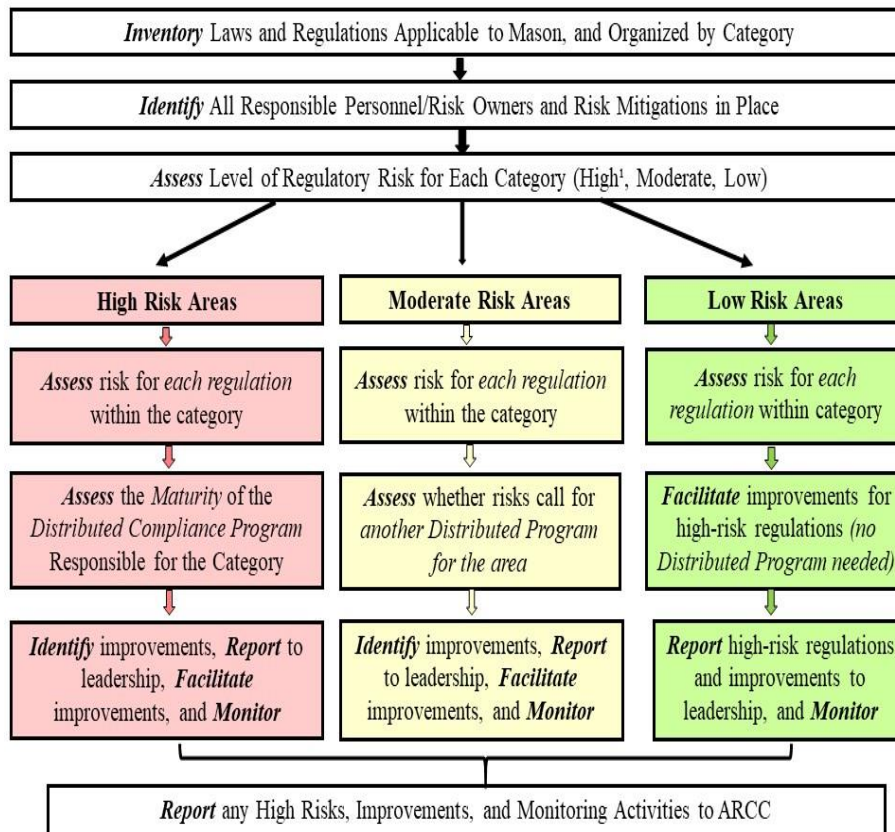
## Topic

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## SUMMARY OF ASSESSMENT AND MONITORING ACTIVITY

### APPROACH:

The Audit, Risk, and Compliance Committee of the Board has a Charter responsibility to oversee the effectiveness of institutional compliance processes for monitoring compliance with laws and regulations, including policies and processes related to ethics and conflicts of interest. Institutional Compliance supports the Committee’s accomplishment of this responsibility through planning, facilitating, and overseeing regular university-wide assessments of compliance risks guided by the elements of effective compliance programs in the *US Federal Sentencing Guidelines for Organizations* and related guidance from the Department of Justice; ensuring management ownership for monitoring and managing compliance risks; evaluating the effectiveness of risk-owner programs to monitor and manage compliance risks; and ensuring communication to leadership and the Committee. The assessment and monitoring approach are depicted in the chart below.



Factors considered in assessing the level of regulatory risk include the potential for adverse regulatory action or critical interest by legislative or investigative entities which could result in governmental penalties, disruption or suspension of operations, programs, accreditation, or licensure, loss or reduction of funding, or sustained adverse public attention. The assessment of the level of regulatory risk indicates the expected robustness of the associated mitigation activities, including the formality and maturity of the related distributed risk-area compliance program.

## **INVENTORY OF LAWS AND REGULATIONS AND ACCOUNTABLE PERSONNEL:**

As of November 1, 2024, an inventory of 458 laws and regulations applicable to George Mason has been compiled and was reviewed with the Office of University Counsel for completeness and applicability. Risk owners have been identified and confirmed for 444 (97%) of the 458 laws and regulations; these owners have confirmed and accepted their responsibilities related to the 444 laws and regulations. Ownership and identification work is ongoing. The table below summarizes the inventory of laws and regulations by category together with those laws and regulations where ownership has been confirmed and accepted.

<b>Regulatory Category</b>		<b>Number of Laws and Regulations Tracked</b>			<b>Number of Laws and Regulations for which Ownership Confirmed</b>		
		<b>9/13/24</b>	<b>11/1/24</b>	<b>Change</b>	<b>9/13/24</b>	<b>11/1/24</b>	<b>Change</b>
1	Compliance and Ethics Program	3	4	+1	3	4	+1
2	Copyright and Intellectual Property	9	-	-	9	9	-
3	Employment	93	94	+1	92	93	+1
4	Environmental Health and Safety and Occupational Health & Safety	53	53	-	53	53	-
5	Facilities, Construction, and Renovation	4	4	-	3	4	+1
6	Finance and Tax	45	45	-	45	45	-
7	Information Management and Security, and Privacy	50	50	-	43	43	-
8	Procurement and Contracting	21	21	-	20	20	-
9	Research	69	71	+2	69	71	+2
10	Students and Academic Policy	104	104	-	102	102	-
11	Miscellaneous	3	3	-	-	-	-
<b>Totals</b>		<b>454</b>	<b>458</b>	<b>+5</b>	<b>439</b>	<b>444</b>	<b>+5</b>

## **ASSESSMENT PRIORITIZATION AND STATUS:**

Institutional Compliance, in coordination with University Counsel, compiled a preliminary assessment of regulatory risks facing large, public research universities that are similar to George Mason. The assessment was completed using the inventory of laws and regulations by category and subcategory. It does not represent an assessment of specific risks or risk levels at George Mason; it is solely intended to provide a basis for identifying and prioritizing future George Mason-specific assessment activities. The preliminary assessment, summarized below, was shared with senior leaders and their input was used to prioritize further assessment work.

In coordination with Counsel, the Enterprise Risk Management Program, and leadership, the prioritization will be reviewed and modified as necessary in 2025.

EMPLOYEES	Industry Risk	Mason Timing	Status
EO/Non-Discrimination	High	Nearer Term	DONE 9/23/22
Hiring/Administration	Low	Longer Term	DONE 9/23/22
Benefits	Low	Longer Term	DONE 9/23/22
Reporting/Notices/Disclosures	Low	Longer Term	DONE 9/23/22

BUSINESS PRACTICES	Industry Risk	Mason Timing	Status
Anti-Corruption	High	Mid Term	
Procurement: Equal Opportunity	Moderate	Mid Term	
Procurement: Ethics/Integrity	Moderate	Mid Term	
Compliance and Ethics Program	Moderate	Mid Term	DONE 10/26/22
Financial Accounting/Management	Moderate	Mid Term	
Procurement: Contracting	Low	Longer Term	
Facilities/Construction/Renovation	Low	Longer Term	
Procurement: Purchasing	Low	Longer Term	
Reporting/Notices/Disclosures	Low	Longer Term	
Tax	Low	Longer Term	

RESEARCH	Industry Risk	Mason Timing	Status
Award Management/Costing	High	Longer Term	In Progress
Human Subjects	High	Nearer Term	
Animal Welfare	High	Nearer Term	
Export Control	High	Nearer Term	DONE 12/1/22
Biosafety Facilities/Lab Safety	High	Nearer Term	DONE 1/29/24
Ethics/Integrity	High	Nearer Term	In Progress
FAR/DFARS	High	Nearer Term	In Progress
Reporting/Notices/Disclosures	Low	Longer Term	

INFORMATION & PRIVACY	Industry Risk	Mason Timing	Status
Information Security/Privacy	High	Mid Term	DONE 3/5/24
Reporting/Notices/Disclosures	Moderate	Mid Term	
Information Management Practices	Moderate	Mid Term	DONE 3/5/24
Copyright/Patent/Trademark	Low	Longer Term	
Electronic Communication Privacy	Low	Longer Term	DONE 3/5/24
Telecomm	Low	Longer Term	

STUDENTS	Industry Risk	Mason Timing	Status
EO/Non-Discrimination	High	Nearer Term	DONE 8/10/22
Health & Safety	High	Nearer Term	DONE 7/8/24
Visiting Students/Scholars	Moderate	Mid Term	
Education Policy	Low	Longer Term	
Grants, Aid, & HEA	Low	Longer Term	
Reporting/Notices/Disclosures	Low	Longer Term	
Veterans/Service-members	Low	Longer Term	

HEALTH & SAFETY	Industry Risk	Mason Timing	Status
Hazards/Hazardous Substances	High	Mid Term	DONE 7/8/24
Occupational Health/Safety	High	Mid Term	DONE 7/8/24
Emergency Planning	Low	Longer Term	DONE 7/8/24
Pollution Control/Sustainability	Low	Longer Term	

MISCELLANEOUS	Industry Risk	Mason Timing	Status
Miscellaneous	Low	Longer Term	

## IN-PROGRESS ASSESSMENTS:

Assessments of distributed, risk-specific programs are planned and facilitated based upon the prioritization of risk areas, as well as upon request by distributed program owners. The assessment of the level of regulatory risk in a given category indicates the expected robustness of the associated mitigation activities, including the formality and maturity of the related distributed risk-area compliance program. Assessment activities completed, in progress, and planned are summarized in the following chart:

Summary of Assessment Activity	As of 9/13/24	As of 11/1/24
<b>Regulatory Risk Assessments:</b>		
Federal Contracting (FAR/DFARS)	IP	IP
<b>Program Maturity Guided Self-Assessments:</b>		
Counseling and Psychological Services – Privacy	Draft	DONE
Center for Community Mental Health – Privacy	Draft	DONE
Records Management	Draft	DONE
Research – Award Management and Costing	Draft	Draft
Athletics – Privacy	Draft	Draft
Research – Ethics, Conflict of Interest and Commitment, Foreign Influence, Organizational Conflict of Interest	IP	IP
Federal Contracting (FAR/DFARS)	IP	IP

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

**SUMMARY STATUS OF EXTERNAL REVIEWS:**

The Committee has a Charter responsibility to “review and discuss with management the results of significant reviews by regulatory agencies or other external entities, or summaries thereof, and management’s responses.” University policy requires that all notices of any external review be reported to the Institutional Compliance Leader for tracking, reporting, and follow-up. One new external review was announced since the prior meeting and is in progress. One remains in progress since the last meeting and two were completed. The table below summarizes external review activity since the prior meeting.

<b>Reviewing Entity</b>	<b>As of 9/26/24</b>	<b>As of 11/1/24</b>	<b>Remarks</b>
Auditor of Public Accounts (APA)	Not Announced	In Progress	Statewide Financial Aid Audit, including evaluation of GLBA compliance.
Virginia Joint Legislative Audit & Review Commission (JLARC)	In Progress	In Progress	Statutory review of George Mason’s tier 3 management authority; scheduled for review with Commission in November 2024.
Office of Naval Research (ONR)	In Progress	Complete	Annual desk review of George Mason’s property management system. Review completed with no findings.
Office of the State Inspector General (OSIG)	In Progress	Complete	Performance review related to higher education institution security programs for responding to cyber-attacks. Includes all Commonwealth universities and VCCS. Review complete and report received.

## SUMMARY OF REPORTING MECHANISMS AND MATTERS

Institutional Compliance conducts, oversees, coordinates, and/or monitors investigations of allegations of non-compliance or ethical misconduct. The office utilizes up-to-date, detailed guidelines for conducting compliance investigations, which are incorporated into the Institutional Compliance and Ethics Program operating manual. A process also was implemented for tracking the disposition of reported matters investigated by Institutional Compliance; additional processes are being developed to monitor the disposition of certain reported matters referred to other units.

To encourage reporting, a landing website is maintained by Institutional Compliance that links to reporting mechanisms for various constituencies and issue types across campus. To further encourage reporting, and to reduce risk and to meet accepted standards for effective compliance and ethics programs, Institutional Compliance benchmarked anonymous reporting capabilities at numerous peer institutions, and has begun the process of socializing and implementing the addition of such a mechanism for George Mason.

Institutional Compliance received one new allegation of non-compliance or ethical misconduct since the last Committee report, which matter was referred to other units. Two matters under investigation by Institutional Compliance and/or University Audit as of the last report were closed, and one remains in progress. None of the matters reported appear significant to George Mason. The table below shows the status of matters reported to Institutional Compliance, and whether referred to other units for handling or handled directly by Institutional Compliance and/or University Audit.

Status	6/12/24 to 9/13/24	9/13/24 to 11/1/24	Total
Matters Reported to Institutional Compliance in Period	4	1	5
Matters Referred to Other Units for Handling in Period	2	1	3
Matters Reported in Period Investigated by Institutional Compliance or University Audit	2	-	2
In Progress of Investigation	1	1	2
Closed - Non-Compliance Not Substantiated	1	2	3
Closed where Non-Compliance Substantiated	-	-	-
Closed where Non-Compliance was Significant	-	-	-

The table below lists the reported matters since the last meeting by topic area.

Topic Area	#
Research	1
Total	1

**SUMMARY OF ADDITIONAL COMPLIANCE ACTIVITIES**

**INSTITUTIONAL COMPLIANCE ENTERPRISE RISK MITIGATION STRATEGY:**

Since the prior meeting, Institutional Compliance has worked with Risk, Safety, and Resilience and other groups to refine action plans to address the Institutional Compliance and Ethics enterprise risk and to strengthen George Mason’s culture of integrity, ethics, and compliance. The action plans provide a roadmap for further build-out of George Mason’s institutional compliance and ethics program; they will be reviewed with senior leaders in 2025.

The table below summarizes each area of focus within the draft strategy, and the status of each. Institutional Compliance will update the Committee when the strategy has been finalized, and will provide updates regarding each focus area.

1. Design and implement processes to increase compliance with mandated trainings	IP
2. Review Core Values and Code of Ethics; update if needed	IP
3. Build consensus for and implement a university-wide process for surfacing concerns about integrity, ethics, and compliance matters	IP
4. Improve the institutional policy development, review, and communication process	IP
5. Develop and implement compliance escalation matrix	IP

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

**TRAINING AND COMMUNICATION ACTIVITIES:**

The following activities advance the preliminary institutional compliance and ethics risk management action plans described above.

- Additional George Mason-specific compliance awareness training content has been developed and is undergoing stakeholder review. The training is anticipated to also be used for new employee and new faculty orientations. Implementation is anticipated for 2025.
- Conflict of Interest/Conflict of Commitment guides, training, and other resources were added and improved and made available to users through the RAMP platform on George Mason’s COI website. Institutional Compliance is evaluating whether and where additional conflict of interest training might be needed.
- In order to improve tracking and enforcement of all training required for all employees (e.g., ethics, information security, student privacy, Title IX, violence prevention, and others), Institutional Compliance worked with Human Resources to obtain access to training completion data, and has developed preliminary metrics for providing training data to leadership. A process for sending automated reminders for all training modules is anticipated to be implemented in 2025.

- The draft compliance communications calendar, setting forth key compliance deadlines and information about common compliance risks, continues to be refined and expanded. Once implemented, the calendar will assist George Mason in meeting compliance communication expectations, as well as socialize Institutional Compliance resources with the campus community.



## INSTITUTIONAL COMPLIANCE STAFFING

There have been no changes to Institutional Compliance staffing since the last Committee report. Below are professional biographies for the two team members.

### **Vin Lacovara, Associate Vice President for Institutional Compliance**

[vlacovar@gmu.edu](mailto:vlacovar@gmu.edu)

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

Prior to joining George Mason, Vin implemented and managed the compliance and ethics program for Catholic University for ten years. For seven years prior to joining Catholic, he worked alongside George Washington University's compliance officer in managing all aspects of its compliance and ethics program, and was in the private practice of law for seven years prior to becoming a compliance professional. Vin earned bachelor's degrees in English and political science from Duke University, and a law degree from Catholic University's Columbus School of Law. He is also a Certified Compliance and Ethics Professional<sup>®</sup>, 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](mailto:ewoodley@gmu.edu)

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

After serving as a Robert F. Kennedy Public Service Fellow with the University Counsel's Office, Elizabeth joined George Mason's Compliance, Diversity, and Ethics office in 2013 as the University Policy Manager. She later added responsibilities as the FOIA Compliance Officer in 2014 and the Ethics Officer in 2016. Elizabeth earned a bachelor's degree in history and art history from the University of Virginia, and a law degree from the University of Virginia School of Law. She is also a Certified Compliance and Ethics Professional<sup>®</sup>.

## APPENDIX

- Reports
  - Counseling and Psychological Services Privacy Program Maturity Assessment Report
  - Center for Community Publish Health Privacy Program Maturity Assessment Report
- Schedule of Assessments Completed Since 2021



# ASSESSMENT REPORT

Report Title:

Counseling and Psychological Services  
Privacy Program Maturity Self-Assessment

Report Date:

October 1, 2024

Responsible Manager:

Dr. Jennifer Kahler  
Director, Counseling and Psychological Services

## EXECUTIVE SUMMARY:

### Background

Distributed Compliance Programs should evaluate regularly whether their design is tailored to Mason’s operations and level of risk, and whether they are working effectively in practice. In May 2024, the Office of Institutional Compliance facilitated a self-assessment of the maturity of Mason’s Office of Counseling and Psychological Services. The self-assessment evaluated the design adequacy and operating effectiveness of each of the elements necessary for an effective program.

The Family Educational Rights and Privacy Act (FERPA) protects student “treatment records,” which are records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or paraprofessional capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student. Per FERPA, treatment records may only be shared with other treatment providers except with the student’s consent<sup>1</sup>.

Counseling and Psychological Services (CAPS) seeks to cultivate a thriving George Mason community through inclusive, innovative, and compassionate student care. Its mission is to support students through ethical and responsive care and prevention, and fostering the well-being of the diverse George Mason community through psychological, outreach, and consultation services. CAPS is committed to excellence in psychological services by promoting student safety, enhancing emotional growth, and supporting academic success. The Director of CAPS reports to the Associate Dean and Chief Mental Health Officer and is composed of 35 staff members at two campus locations.

### Conclusion

The overall self-assessment concluded that the CAPS Privacy Program is **well defined and trending toward mature**, and working well in practice. The Program has a designated leader with a clearly documented role and authority, skilled staff and clinicians, engaged and effective oversight, detailed and current policies and procedures, required and current training, and a culture of risk-based

<sup>1</sup> NOTE: If the university engages in electronic transactions with respect to the student’s treatment, particularly in the area of billing, the Health Insurance Portability and Accountability Act (HIPAA) would then apply. CAPS does not bill electronically for services provided, and thus only FERPA applies.

assessment and continuous improvement. Collaboration with relevant units (e.g., Student Health Services; Diversity, Equity, and Inclusion; International Programs and Services, INTO Mason, and Institutional Compliance) is effective.

### **Assessment**

CAPS has a designated Program leader (the Director) who is appropriately skilled and credentialed, and who has a clearly documented role and authority as set forth in her position description. The Program leader reports to the Associate Dean and Chief Mental Health Officer (CMHO), who oversees and is knowledgeable and supportive of the Program. The Associate Vice President (AVP) for University Life and the Vice President (VP) for University Life also are knowledgeable about and support the Program. The Program leader provides weekly briefings to the CMHO about the Program, and twice per month reports to the CMHO on Program changes. Reports are forwarded to the AVP University Life and to the VP University Life who provides such reports to the Provost. This reporting and oversight process is a particular strength.

Required background investigations are administered centrally by Human Resources, and the Program confirms that prospective staff are licensed and have not been subject to disciplinary action by credentialing authorities. Extensive ethics questions are asked during the interview process, and upon extending a conditional offer of employment, the Program conducts extensive record checks (including two prior supervisor references and a non-supervisor reference). These are Program strengths.

George Mason maintains a central FERPA Compliance Policy that clearly defines “treatment records” as distinct from other forms of student records, and includes the specific limitations on sharing treatment records as set forth in the law. CAPS maintains a Policy and Procedures (P&P) Manual that contains all key policies, such as those addressing physical access, access to the electronic medical records system, appropriate electronic communications, and accurate and confidential recordkeeping. The Manual is organized and clear, current, tailored to the Program, and is reviewed every other year. Per P&P 1004, Ethical Principles and Codes of Conduct, staff must follow George Mason policies as well as ethical principles and codes specific to their discipline, and when there is a difference in standards, the more stringent will apply. The Program website is clear and easy to navigate, and also includes FAQs with a link to the students' rights as clients, including the right to confidentiality, to review and release records, and to share concerns and present a complaint. To improve Program maturity further, consider adding a table of contents to the P&P Manual, and consider adding the last date the Manual was reviewed and/or revised.

CAPS uses the secure Titanium electronic medical records system, managed on premises by Information Technology Services, to store treatment records. CAPS also requires that all clinicians sign a Confidentiality Agreement with respect to secure and appropriate treatment of records. A student Release of Information Form that is specific and detailed also is utilized to prevent against unauthorized disclosure of records. These are all program strengths.

All Program staff complete university FERPA training, which is clear and current. Staff also complete initial and annual refresher privacy training specific to CAPS operations. The initial and refresher modules are reviewed annually and revised as necessary to include new and revised requirements and resources, which are also communicated on an ongoing basis. Orientation training materials also are in

place for new staff, and address confidential data and its limits, guidelines for safeguarding such data, student consent and record requests, confidential storage areas, secure communications, computer security, and breach procedures. All new staff must acknowledge that they have reviewed the orientation training material. In addition, a senior clinician is assigned to each junior clinician to serve as a consultant and mentor, a particular Program strength. Training completion is tracked and, where appropriate, non-compliance is escalated and system access may be revoked. However, tracking does not occur formally or regularly. To improve Program maturity, consider implementing a mechanism to regularly track, enforce, and document training completion by all staff, and to reinforce consequences for non-completion.

The Program has a culture of continuous assessment and improvement. Program staff assess risks and trends in real-time, and promptly implement improvements. Formal, regular Program assessments occur annually. For example, a formal chart audit is conducted annually whereby medical charts are randomly reviewed for compliance with requirements regarding notice and informed consent. No significant issues were identified with respect to the assessments conducted. The Program also undergoes regular external audits by the International Association of Counseling Services (IACS), which reviews licensure, administrative staffing, reasons for clinicians leaving George Mason employment, supervision and training, changes to the reporting structure, and any larger changes that could affect clinical work. The Program should confirm that annual assessments and audits are documented.

Per P&P 1008 Client Feedback About Services, students have the opportunity to raise concerns or complaints with the Program. The Program website also includes FAQs with a link to the students' rights as clients, including the right to share concerns and present a complaint. The Associate Director is listed by title and telephone as the point of contact for concerns and complaints. Specific investigative and disciplinary steps are in place, including coordination with Human Resources on employee relations and performance matters. A consistent investigative rubric is utilized, though tailored as needed for specific circumstances. To improve Program maturity, confirm that the investigative steps and disciplinary rubric are documented. Also, consider comparing investigative protocols against those maintained and utilized by Institutional Compliance.



<b>Report Title:</b>	Center for Community Mental Health Privacy Program Maturity Self-Assessment	<b>Report Date:</b>	October 1, 2024
<b>Responsible Manager:</b>	Dr. Robyn Mehlenbeck Director, Center for Community Mental Health		

## EXECUTIVE SUMMARY:

### Background

Distributed Compliance Programs should evaluate regularly whether their design is tailored to Mason’s operations and level of risk, and whether they are working effectively in practice. In July 2024, the Office of Institutional Compliance facilitated a self-assessment of the maturity of Mason’s Center for Community Mental Health (CCMH) Privacy Program. The self-assessment evaluated the design adequacy and operating effectiveness of each of the elements necessary for an effective program.

The Health Insurance Portability and Accountability Act (HIPAA), the Health Information Technology for Economic and Clinical Health (HITECH) Act, and the Virginia Health Records Act, impose privacy and security requirements on institutions that collect, use, store, and/or share Protected Health Information<sup>1</sup>. Such requirements include privacy notices to consumers and a right to access their records, data encryption, a formal security plan with administrative, physical, and technical safeguards, and breach notification protocols. These requirements can overlap with certain Family Educational Rights and Privacy Act (FERPA) privacy provisions. Fines and penalties for non-compliance with HIPAA and HITECH can reach \$4 million per year, and the Acts provide for private rights of action for individuals.

The Center for Community Mental Health (CCMH) is a multidisciplinary training facility for students in behavioral health, which serves the wider community. Its mission is to provide culturally responsive evidence-based clinical training in assessment, consultation, and intervention, as well as to provide accessible, culturally sensitive, state-of-the-art mental health services to the community. CCMH also participates in clinical research to help improve the quality of existing interventions and contribute to the scientific community. The Director of CCMH reports to the Chair of the Department of Psychology in the College of Humanities and Social Sciences, and CCMH is composed of approximately 17 staff members and faculty advisors at one campus location.

### Conclusion

The overall self-assessment concluded that the CCMH Privacy Program is **well defined** and **trending toward mature**, and working well in practice. The Program has a designated leader with a clearly documented role and authority, skilled staff and clinicians, oversight by the Department of Psychology in the College of Humanities and Social Sciences and support and engagement from the Department, Dean, and Provost. The Program also has detailed and current policies and procedures, required and

current training, and a culture of risk-based assessment and continuous improvement. Collaboration with relevant units (e.g., Counseling and Psychological Services; Student Health Services, Mason and Partners Clinic; University Counsel, and Institutional Compliance) is effective.

### **Assessment**

CCMH has a designated Program leader (the Director) who is appropriately skilled and credentialed, and who has a clearly documented role and authority as set forth in her position description, which also includes responsibility for responding to concerns. The Program leader reports to the Chair of the Department of Psychology in the College of Humanities and Social Sciences, who oversees and is knowledgeable and supportive of the Program, and who receives the Program's annual report. The Dean and the previous Provost was also both aware and supportive of the Program. The Program should seek continued awareness and support from the new Provost. The Director affirmatively fosters a culture of collaboration within the unit, as well as with other key units as described above. The Program also is part of the institutional Mental Health Task Force, which fosters further collaboration and provides additional ongoing information to leadership about the Program. Reporting, oversight and collaboration processes are particular Program strengths.

Required background investigations for staff are administered centrally by Human Resources, and the Program confirms that prospective staff have the appropriate psychological or counseling licenses. Background investigations also are conducted for student trainees who work with minors. Licensed staff complete appropriate continuing education and are required to meet certification requirements, which is monitored by Program staff. To improve Program maturity, consider more formal tracking that psychological and counseling licenses are current and that continuing education and certification requirements have been met.

George Mason maintains an institutional HIPAA compliance policy that clearly defines regulatory requirements and is current. HIPAA data also is defined as Protected-Highly Sensitive in George Mason's institutional Data Stewardship Policy. CCMH maintains a *Center Training Book* for students that contains provisions pertaining to confidentiality, and references HIPAA requirements extensively and clearly. The *Center Training Book* is comprehensive and complete, is reviewed annually prior to each academic year, and includes contact information for pertinent staff and encourages students to raise questions. As the *Center Training Book* also acts as an operational document for student trainees, CCMH might consider renaming the document to reflect its ongoing operational nature.

CCMH also maintains a *Supervisor Handbook* for staff who oversee student trainees, and which contains provisions regarding orientation, supervisor oversight responsibilities, confidentiality, physical and technological security requirements, ongoing assessment responsibilities, and contact information for key personnel. The *Supervisor Handbook* is clear and comprehensible and is reviewed annually prior to the start of the academic year. Standards and policies as described are a program strength. To improve Program maturity, CCMH should consider stating more directly in the *Center Training Book* and the *Supervisor Handbook* that reports and concerns should be directed to Director, and include contact information for the director. Consider also providing clear information to the public regarding Center policies, procedures and information on how to share any concerns, and how to follow up on any concerns, potentially through FAQs on the website.

Program staff are skilled at reviewing instances of potential HIPAA non-compliance, though formal protocols are not currently documented. While consequences for non-compliance with Program standards are applied, when necessary, such consequences are not documented. To improve Program maturity, consider including statements in the *Center Training Book* and *Supervisor Handbook* regarding consequences for non-compliance with privacy requirements. Consider also working with Institutional Compliance to develop more formal processes for prompt and thorough triage and review of concerns raised.

The Program website clearly describes CCMH and its role and approach, as well as fee and insurance information. The Director, staff, clinicians, and supervisors are listed by title, though only general contact information for the unit is provided. To improve Program maturity, consider adding additional contact information for personnel to both the Handbooks and TEAMS folders accessible by everyone working at the Center, and consider adding language and contact information for reporting concerns. As noted above, consider also making a more detailed FAQ on the website for the public.

CCMH uses the secure Titanium electronic medical records system to store treatment records, and requires that all clinicians and students sign a Confidentiality Agreement with respect to secure and appropriate treatment of records. A current and complete Notice of Privacy Practices is provided to all who utilize the center, and Release of Information (ROI) Forms are used to obtain authorization to release information.

All Program staff complete required institutional Information Technology Services Security and FERPA training, which are clear and current. Institutional training is tracked, and access to the electronic medical records system is denied or suspended if both modules are not completed. Staff and student trainees also complete initial and annual refresher training that addresses HIPAA and Protected Health Information (PHI), as well as confidentiality requirements. Training is tailored to the particular audience (i.e., clinicians, student trainees, staff), is tracked, and student trainees are not permitted to see clients until training is completed. During annual and refresher training staff and students are provided with the *Center Training Book* or the *Supervisor Handbook*, as applicable. The initial and refresher modules are reviewed annually and revised as necessary to include new and revised requirements and resources, which are also communicated on an ongoing basis. These are program strengths.

The Program uses an ongoing, risk-based approach to assessing HIPAA compliance. Several layers of supervision for student trainees are in place so that such trainees always have an avenue for support and client safety. This approach is incorporated into ongoing in-person communication and supervision of trainees, through targeted reviews of trainee cohort performance, and into annual training revisions. Root causes analyses of trends are conducted, and modifications and improvements to the Program are made in real time as part of the culture of continuous assessment, a Program strength.



## SCHEDULE OF COMPLETED COMPLIANCE ASSESSMENTS SINCE 2021

This Appendix provides a schedule of regulatory risk assessments and program maturity guided self-assessments completed since the Program’s inception in 2021.

Summary of Assessment Activity	Date Completed
<b><i>Regulatory Risk Assessments:</i></b>	
Equal Opportunity and Title IX (DEI)	12/8/2021
Equal Opportunity (HR)	3/30/2022
Human Resources Benefits	3/30/2022
Human Resources Hiring and Administration	3/30/2022
Office of the Registrar	10/12/2022
Laboratory Safety	5/1/2023
Institutional Privacy	3/5/2024
Health, Safety, and Emergency Planning and Response	2/27/2024
Research Award Management and Costing	3/14/2024
<b><i>Program Maturity Guided Self-Assessments:</i></b>	
Equal Opportunity and Title IX (DEI)	8/12/2022
Research: Export Control	12/9/2022
Office of the Registrar	10/10/2023
Student Health Services Privacy	12/7/2023
Laboratory Safety	1/29/2024
Health, Safety, and Emergency Planning and Response	7/8/2024
Mason and Partners Clinics and Population Health Center Privacy	8/26/2024
Counseling and Psychological Services Privacy Program	10/1/2024
Center for Community Mental Health Privacy Program	10/1/2024
Records Management Program	10/3/2024



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

October 2024

Prepared by

Dr. Charmaine Madison, Vice President and Chief  
Information Officer

Charlie Spann, Assistant Vice President, Enterprise Service  
Delivery and Deputy CIO

Noor Aarohi, Director - IT Risk and Compliance

Curtis McNay, Director - IT Security Office

## Executive Summary

The following update provides a report of activities and accomplishments for September and October of Fiscal Year (FY) 25. This summarizes activities for maturing technical capabilities and controls focusing on specific program areas.

Since December 2021, with the input of the Office of University Audit (OUA), Information Technology Services (ITS) has established a multi-year program to strengthen the risk and control infrastructure at George Mason University and improve the quality of technology services delivered. The purpose of this report is to update the Audit, Risk, and Compliance Committee on the status of these efforts.

The program is comprised of six areas of focus designed to guide the adoption and implementation of a set of controls derived from the National Institute of Standards and Technology (NIST) Special Publication (SP) 800-53 moderate baseline, scoped and tailored to the context of institutions of higher education as well as to help support the academic and research efforts while maintaining a strong information security posture. This will strengthen policies, standards, processes, and procedures related to George Mason's quality management and Information Security Management programs to improve IT service quality, reliability, and security. The overall program includes the following focus areas:

- [George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework](#)
- [Portfolio and Project Management](#)
- [Information Security Program Management](#)
- [Risk Assessment and Remediation](#)
- [Change and Configuration Management](#)
- [Identity Management and Access Control](#)

Each area is comprised of activities tied to projects and assigned priority and ownership. This report outlines the status in each of the areas. Please note that these projects are only a subset of the technology investments currently being made at the university. All ITS-managed and administered information technology projects (including those related to these focus areas) are available for review at <https://its.gmu.edu/working-with-its/ppmo/projects-dashboard/>.

Since the prior report submitted covered activities through August 31, 2024, this report is pertinent to activities that occurred from September (partial FY25 Q1) through October 31, 2024 (partial FY25 Q2).

### **October 2024: George Mason's [Cyber Security Strategy](#) Published**

Key Pillars:

- Data Protection & Privacy
- Security Awareness & Training
- Cutting-edge Cybersecurity Research
- Technology & Infrastructure
- Collaboration & Partnerships

## FY25 Q1 (September) & Q2 (October) Accomplishments, and FY25 Q2 (Nov-Dec) Planned Activities

### George Mason Scoped and Tailored NIST 800-53-Based Security Compliance Framework

Adoption of a NIST 800-53 controls set that has been scoped and tailored to the context of institutions of higher education and to help support the academic and research efforts while maintaining a strong information security posture. Supporting policy and standards underpin our internal quality management for central ITS and our distributed partners.

#### FY25 September-October Accomplishments:

- Project #853: George Mason Scoped and Tailored NIST 800-53 Security Baselines Rollout - Project closeout activities have been initiated. Processes and documentation that have been put in place will continue to be socialized through the [System Administrator Leadership Team \(SALT\)](#) monthly meetings and training sessions.
- Security configurations based on Center for Internet Security (CIS) Level 1 recommendations for Windows 11 and Mac OS were reviewed and formalized, and consensus baselines have been deployed to all centrally managed macOS and Windows 11 endpoint machines. CIS benchmarks are configuration baselines and best practices for securely configuring a system. They are developed by the CIS and provide guidelines to enhance an organization's ability to prevent, detect, and respond to cyber threats.
- After Action Report (AAR) from the annual Disaster Recovery (DR) exercise was published to the stakeholders including the Risk, Safety, and Resilience team.

#### FY25 Q2 (November-December) Planned Activities:

- Initiate security consensus baselines based on the Center for Internet Security's (CIS) or equivalent benchmarks for at least one additional technology i.e., a server or network component.
- Continue work to update the Continuity of Operations (COOP) plans and create a new disaster recovery (DR) plan template that can be used across various applications and systems that are hosted on-premises within the George Mason primary data center.

### Portfolio and Project Management

Enhancements to the Portfolio and Project Management processes to align with the investment lifecycle and towards better program/project artifact management.

#### FY25 September-October Accomplishments:

- The Enterprise and the Provost Administration Domain Councils have been scheduled to launch in November. The Domain Councils govern phase transitions and establish the portfolio structure aligned with client area domains. Each council is accountable for project activation approval, prioritization, and progress monitoring for their area and jurisdiction. The Domain Councils fall under a new Executive Administration Committee (EAC) created by the Senior Vice President to provide senior leadership insight into Facilities, Space, and IT project requests.
- Work is underway to establish the support structure for the Executive Administration Committee.

- Additional data fields have been configured in TeamDynamix and Power Business Intelligence (BI) dashboard such as Lifecycle Documents have been updated to report Domain Council status.

#### **FY25 Q2 (November-December) Planned Activities:**

- Work towards operationalizing Enterprise and the Provost Administration Domain Councils by FY25 Q3.
- Prepare to launch the Schools & Colleges Domain Council (SCDC) by FY25 Q3.
- Align processes of Facilities, Space, and IT project requests to support Executive Administration Committee (EAC)
- Roll out TeamDynamix automation to support DC1 and DC2 of the Domain Council process to streamline intake and review of requests

### **Information Security Program Management**

Program enhancements for maturing the information security program at George Mason University, including protecting the confidentiality, integrity, and availability of data and systems while balancing access and productivity for the George Mason community.

#### **FY25 September-October Accomplishments:**

- Project #854: Enforcing Mandatory Trainings Compliance Through NetID Password Reset Page – This project has been closed out. Enforcement through the automated process is now operational.
- Project #861: Microsoft 365 (M365) Security, Optimization, Assessment, and Remediation (SOAR) – The team continued to work through the planned tasks list to bolster the control enhancements in the M365 environment, completing 18 remediation tasks out of 44, with 5 items currently in progress. Note that from the previous update, the total tasks decreased from 46 to 44. One item was an administrative correction from the deferred tasks list, and another was moved to Phase 4, which are items needing to be a large project on their own.
- Project #758: Migrate MESA M: drive data to Microsoft 365 services – As part of the migration the project team implemented data labels and tags in Teams SharePoint libraries for inventorying Protected categories of data and monitoring. The data from M: Drive was successfully migrated to newer secure repositories.
- The ITS Support Center services were moved to Anthology (vendor) who will now provide 24/7 support to the George Mason community. System accesses, data, and support processes were reviewed for security context and workflows were designed to manage potential risks associated with outsourcing.
- Cybersecurity Awareness Month activities: Multiple activities were organized, and articles were published to raise awareness around cybersecurity-related topics. Additionally, an “Ask Me Anything” [Reddit thread](#) was hosted by the IT Security Office to answer questions from the George Mason community.
- George Mason is a founding member and a member of the Virginia Alliance for Secure Computing and Networking ([VASCAN](#)) steering committee. The VASCAN annual conference was hosted by William & Mary this year and George Mason conducted sessions on ‘Securing the Future: Navigating Microsoft Purview for Information Protection’ and on ‘Linux Forensics’.

### **FY25 Q2 (November-December) Planned Activities:**

- Finalize the scope and the statement of work for the penetration test. This is to help George Mason align with industry best practices in this area, augment existing continuous monitoring as well as risk reduction efforts, and meet specific regulatory requirements.

## **Risk Assessment and Remediation**

Program enhancements to mature the risk assessment and remediation processes at George Mason, including a Governance, Risk, and Compliance (GRC) program.

### **FY25 September-October Accomplishments:**

- ITS has begun conducting risk assessments using the workflows now available in the Archer Integrated Risk Management (IRM) tool.
- The cybersecurity review by the Office of State Inspector General has concluded. George Mason was able to close out 80% of the findings and has action plans to address the rest by FY26 Q1.
- George Mason commissioned and completed a Gramm–Leach–Bliley Act (GLBA) and Federal Tax Information (FTI) assessment. Periodic assessments for compliance and associated reporting to the Board are required under GLBA.

### **FY25 Q2 (November-December) Planned Activities:**

- Continue to configure and operationalize the issues, action plans, and exceptions management functionality in the Archer IRM application.
- Publish and socialize the new Risk Assessment procedure.
- MPO1 remediation activities for the finding issued by the Virginia Auditor of Accounts (APA), continue to be prioritized with help from contract personnel in addition to ITS staff supporting the remediation tasks. These activities include conducting system risk assessments, creating System Security Plans (SSPs), and documenting Recovery Point Objectives (RPOs) for systems that meet the categorization criteria.

## **Change and Configuration Management**

Establish a Quality Management Program to improve the delivery of IT services at George Mason, with a first area of focus on asset management and change/configuration management across the service portfolio.

### **FY25 September-October Accomplishments:**

- Project #617: Implement TeamDynamix Asset and Change Management (Phase 2) – The project was closed out in March 2024. As part of maturing the operational process, the operations team is finishing moving IT asset listings into TeamDynamix and by December 2024 plans to have the process fully operationalized.
- Project #864: DevOps practice implementation and technology acquisition & operationalization - This project remains in the approval pipeline pending funding and resource prioritization decisions.
- The effort to update the Service Catalog by incorporating TeamDynamix is underway and should be complete by December 2024. The Service Catalog will then be able to search ITS.gmu.edu across TeamDynamix and WordPress catalogs providing better results and user experience.

**FY25 Q2 Planned Activities:**

- Continue work to improve the search options within the new TeamDynamix Service Catalog for a better user experience and functionality.

**Identity Management and Access Control**

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

**FY25 September-October Accomplishments:**

- Project #867: Selection and implementation of an Identity Access Governance tool – No change in status. The project is on hold for funding and resource prioritization approvals.
- Project #866: Establish an IAM program as recommended by the Identity Access Management current state review and maturity consulting engagements. The proposed scope for this project includes staffing for support personnel, engaging functional partners, and establishing governance. This project is currently also on hold pending funding and prioritization decisions.

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

**FY25 Q2 Planned Activities:**

- There are no specific activities planned for this program area for the FY25 Q2. Both projects associated with this program area are currently on hold for funding and resource prioritization approvals.

All ITS-managed/administered information technology projects (including those related to these focus areas) are available for review online at <https://its.gmu.edu/working-with-its/ppmo/projects-dashboard/>. Questions regarding projects in the portfolio can be addressed to Charmaine Madison (cmadiso@gmu.edu).

GEORGE MASON UNIVERSITY

BOARD OF VISITORS

Academic Programs, Diversity, and University Community Committee Meeting

Tuesday, November 19, 2024, 10:00 a.m.

AGENDA

**I. Call to Order**

**II. Approval of Academic Programs, Diversity and University Community Committee Minutes from September 17, 2024 (Action Item)**

**III. New Business**

A. Provost's Report (J. Antony)

B. The Use of Standardized Tests in Undergraduate Admissions (D. Burge)

C. Institutional Neutrality Discussion Updates (L. Burke, J. Antony)

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

1. New Degree Programs

a. MEd in Elementary Education (CEHD)

b. MEd in Secondary Education (CEHD)

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

1. Conferral of Emeritus/Emerita Status

F. Announcements

1. Appointment of Faculty

2. Appointment of Administrative and Professional Faculty

3. Appointment & Reappointment of Deans, Department Chairs and School Directors

4. Renewals and Reappointments

5. Separations

6. Other Announcements

7. Summary Sheet- December 2024

**IV. Adjournment**

*The November 19, 2024 meeting of the Academic Programs, Diversity, and University Community Committee will be held in person. Gallery seating will be available in Merten Hall 1201 (Hazel Conference Room).*

*Written comments will be accepted until the full board meeting adjourns on December 5, 2024. To submit a written public comment, please complete the form at the following link: <https://forms.office.com/r/9AcSrVQwiz>. Written comments will be entered into the public record of this meeting. **No oral public comment will be taken at this meeting.***



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

**MINUTES**

Tuesday, September 17, 2024

**COMMITTEE MEMBERS PRESENT:** Chair: Lindsey Burke; Visitors: Ken Marcus, Mike Meese, Nina Rees; Staff Representatives: Provost Jim Antony, Sharnnia Artis, Faculty Senate President: Solon Simmons; Staff Senate Chair: William Gautney; Faculty Representatives: Cameron Harris, Melissa Broeckelman-Post; Student Representatives: Maria Cuesta, Carolyn Faith Hoffman

**ABSENT:** Visitors: Nancy Prowitt, Jeff Rosen, Marc Short

**ALSO PRESENT:** Rector Stimson, President Washington; Visitors:

**I. The meeting was called to order by Chair Lindsey Burke at 12:02 p.m.**

**II. Approval of Minutes (Action Item)**

It was **MOVED** by Chairperson Burke to approve the minutes from the May 2, 2024 APDUC Committee Meeting. Approval of the meeting minutes was unanimously approved with no changes or discussion.

**III. New Business**

**A. Provost's Update**

***James Antony – Provost and Executive Vice President***

Dr. James Antony, the new provost and executive vice president, began by highlighting his reasons for joining George Mason University, emphasizing its mission to broaden access to education and its rapid growth as a research institution. He shared insights from his first two months, where he has been actively listening and learning about the university's operations, programs, and budget. Key emerging priorities include streamlining faculty hiring, improving communication, and refining graduate education. Provost Antony welcomed Dr. Joshua Park as the new dean of the Mason Korea Campus and provided an update on the search for the next dean of the College of Science, with recruitment of candidates taking place now and in person interviews anticipated in the spring. Next Provost Antony provided an update on Just Societies and communicated his commitment to follow through with the plan that his predecessor began, which was outlined in a campus-wide note detailing the university's pause of any implementation of a requirement. Through this pause, the campus will engage in an assessment of the learning outcomes of all courses that are being offered that meet the intended Just Societies learning outcomes. He also offered an overview of one of the reports included in the materials on degrees awarded in the last academic year. He concluded his report with highlights of accomplishments by some of our students and faculty members.

**B. Enrollment Update**

***David Burge – Vice President for Enrollment Management***

***Alan Byrd – Dean of Admissions***

David Burge, vice president for enrollment management, and Alan Byrd, dean of Admissions, reported on admissions and enrollment for the fall 2024 semester. The enrollment report emphasized George Mason's growth trajectory, especially within Northern Virginia. The university is experiencing significant enrollment growth, with fall 2024 marking the largest first-year class in its history—over 4,500 students. The university now has over 29,000 undergraduates, 10,500 graduate students, and 650 law students, including those students enrolled at Mason Korea. He noted that while there is a nationwide decline in out-of-state master's students due to decreased international enrollment, in-state master's enrollment has slightly increased. George Mason is one of five Virginia universities experiencing growth, driven by Northern Virginia. Enrollment targets are aligned with state obligations, with instances given where the university has increased enrollment for these reasons. Despite the national "enrollment cliff" challenge, George Mason's leadership remains optimistic due to projected increases in high school graduates in Northern Virginia, and continued growth is supported by SCHEV-approved plans.

Alan Byrd provided an overview of the Mason Ambassador programs and student tour information, highlighting the ongoing training and meetings that they receive and how the program is unique from other institutions.

#### **C. Program Actions and Faculty Actions**

Provost Antony provided an overview of both the Program Actions and Faculty Actions.

Chairperson Burke called for a **MOTION** to approve the Program Actions and Faculty Actions en bloc; Visitor Meese **MOVED**; Visitor Rees **SECONDED** the following program actions:

1. New Degree Programs
  - a. MS Behavior Analysis
  - b. PhD in Cyber Security Engineering
2. Conferral of Emeritus/Emerita Status

**MOTION CARRIED BY VOICE VOTE.**

Yes – 4

Absent – Visitors: Nancy Prowitt, Jeff Rosen, Marc Short

#### **D. Announcements and Reports**

Announcements and reports were acknowledged for the Committee's benefit. It was noted that the Admissions & Student Profile Report will be added to the board materials in the post-committee meeting update to the materials. No further discussion was held.

#### **IV. Adjournment**

The meeting was adjourned at 1:09 p.m.

Respectfully submitted,

Sarah Parnell  
Secretary Pro Tem



# Academic Programs, Diversity, and University Community Committee

## Board of Visitors



*Office of the Provost  
November 19, 2024*

# Agenda

- I. Call to Order
- II. Approval of Minutes (**Action Item**)
- III. New Business
  - A. Provost's Report
  - B. The Use of Standardized Tests in Undergraduate Admissions
  - C. Institutional Neutrality Discussion Updates
  - D. Program Actions (**Action Item**)
  - E. Faculty Actions (**Action Item**)
  - F. Announcements
- IV. Adjournment

# Action Item

**Approval of Minutes**

**September 17, 2024**

# Provost's Update

James Antony, PhD  
*Provost and Executive Vice President*



# Enrollment Overview

## Fall 2024

**40,449  
Students**



Undergraduate Enrollment: **29,009**

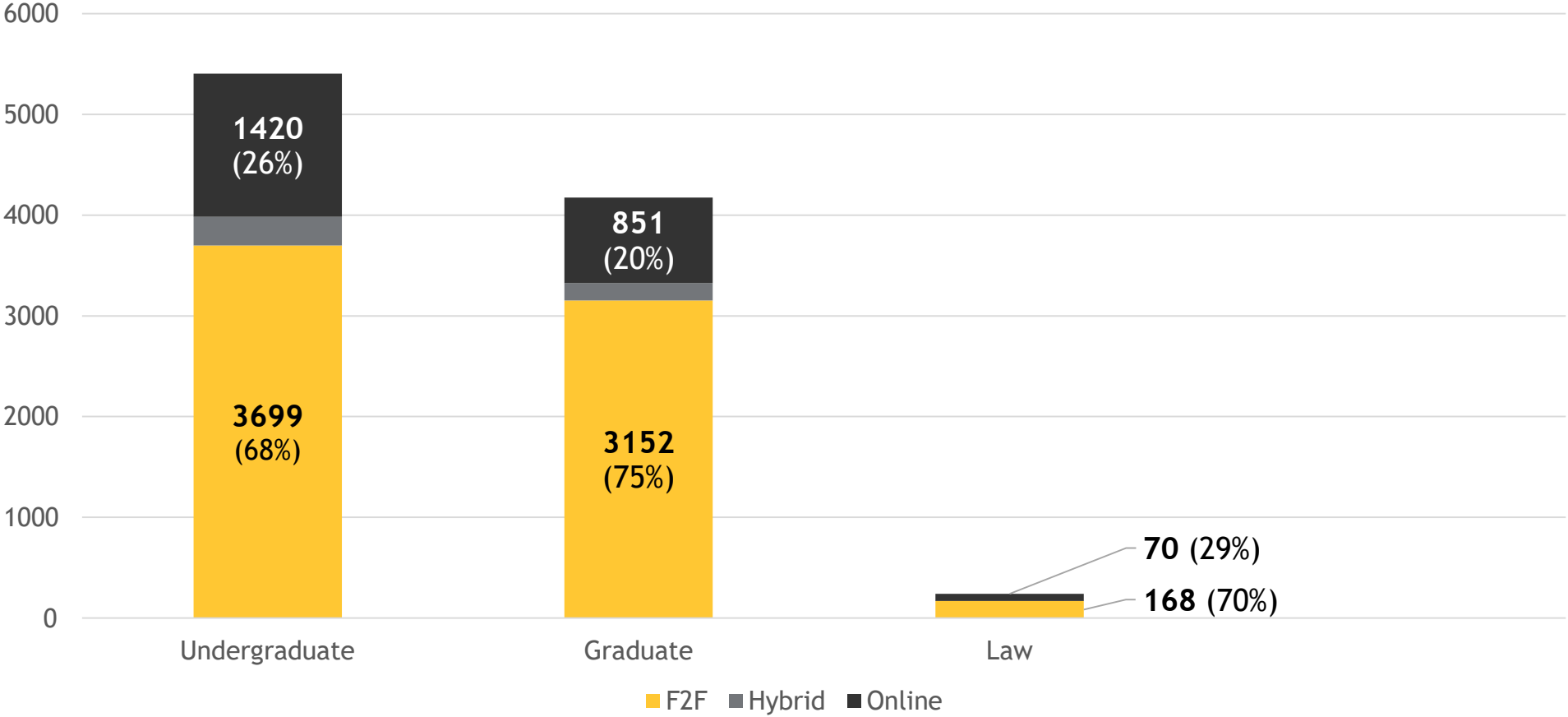
Graduate Enrollment: **10,772**

Law Enrollment: **668**

### New Student Numbers:

- 4,551 *New Freshmen*
- 2,774 *New Transfer*
  
- 2,472 *New Masters*
- 363 *New Doctorates*
- 346 *New Graduate Certificates*
- 227 *New JD*

# Sections by Modality: Fall 2024





# Winter Graduation



## Commencement Ceremony

- Thursday, December 19
- 9:30 a.m. EagleBank Arena
- Formal faculty procession, music, keynote speaker, etc.
- Doctoral student recognition



## Degree Celebrations

- December 18, 4:30 p.m.
  - CEHD / CVPA / SCHAR / CARTER
- December 19:
  - 2:00 p.m. COS / CPH / CHSS
  - 6:30 p.m. CCB / CEC



## Winter Graduates\*

- 106 Doctoral Students
- 1,230 Graduate Students
- 1,921 Undergraduate Students
- 71 Law Students

*\*Applied to graduate as of 11/06/24*

# Spring Academic Calendar



**Spring  
Semester**

Tuesday, January 21 -  
Monday, May 5



**Spring  
Recess**

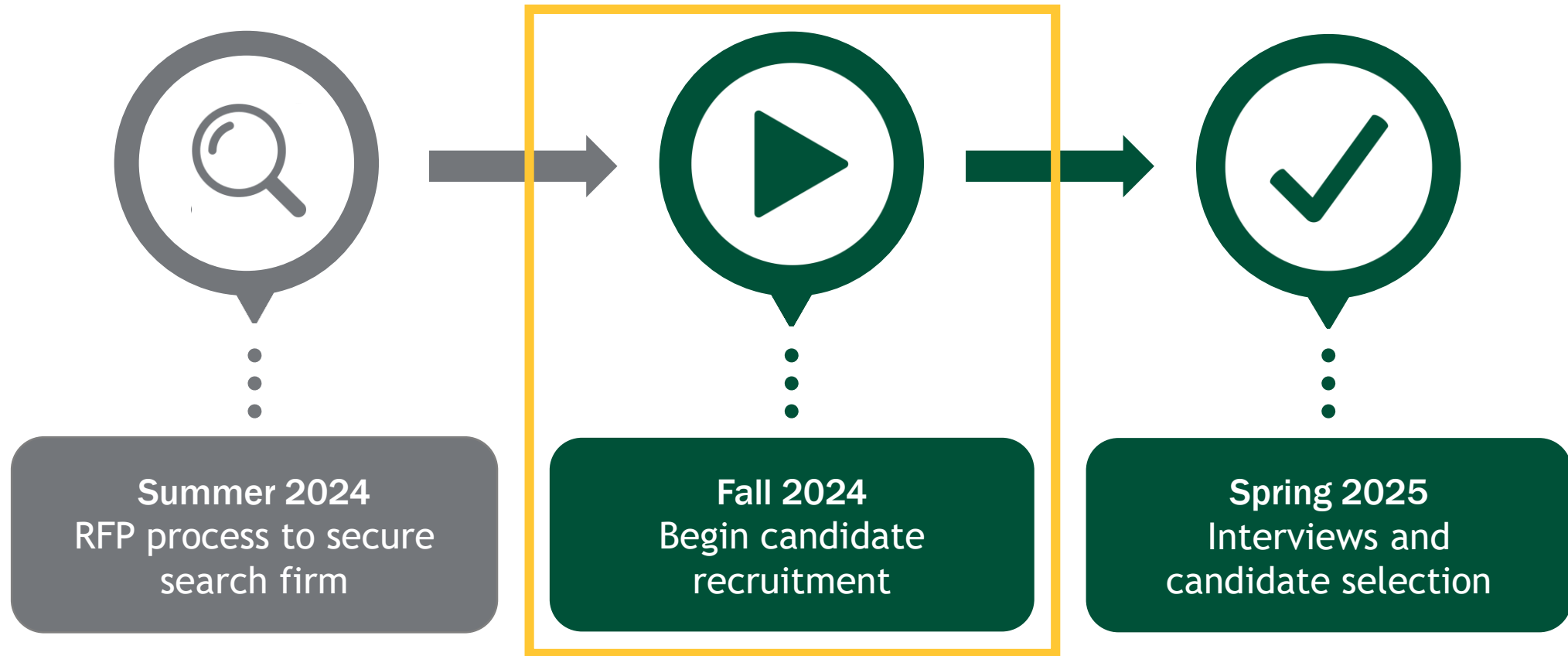
Monday, March 10 -  
Sunday, March 16



**Spring  
Commencement**

Thursday, May 15

# COS Dean Search Update



# Artificial Intelligence (AI)



**Amarda Shehu, Vice President  
and Chief AI Officer**

Create a collaborative path forward

Form an inclusive AI Visioning Task Force

Perform a comprehensive landscape analysis

# Provost Priorities



Communication



Research



Budget Model Redesign

# Budget Model Redesign: Engagement

The Budget Model Redesign is a university-wide effort to improve alignment of resource allocation and incentivize progress toward key strategic goals.

Committees	Website	Inquiry Form	Feedback Forums
<ul style="list-style-type: none"><li>• Executive Committee</li><li>• Cost of Space Workgroup</li><li>• Indirect Cost (IDC) Workgroup</li></ul>	<ul style="list-style-type: none"><li>• Overview</li><li>• Timeline</li><li>• Governance and Committees</li><li>• FAQs</li><li>• Engagement Opportunities</li></ul> <p data-bbox="766 1082 1709 1168"><a href="https://fiscal.gmu.edu/budget-model-redesign/">https://fiscal.gmu.edu/budget-model-redesign/</a></p>	<p>Submit questions, comments, and feedback</p>	<ul style="list-style-type: none"><li>• Faculty Senate</li><li>• Staff Senate</li><li>• Deans' Council</li><li>• Executive Committee</li><li>• Way and Means</li><li>• University Information Network</li><li>• Department Chairs' Meeting</li></ul>

# Provost's Critical Vacancies Review Prioritization

- Accelerated review (if budgeted):
  - Faculty and student-facing positions
  - Existing fully-funded and budgeted vacancies
  - Grant-funded direct charge positions
  - Philanthropic-funded positions
- Anything that requires new money is reviewed more carefully, with analysis of proposed funding sources and long-term sustainability of funding.
- Administrative positions that are similar across units will be examined for strategic priorities and alignment potential.

# Student Highlights



**Jasmine Haskins**  
First recipient of the Bill Miller BFA Scholarship  
in Creative Writing



**Samuel Best, Noah Korzak, and Tommy Chin**  
Won first place in the Naval Surface Warfare  
Center Dahlgren Division (NSWCDD) Cyber  
Resiliency and Measurement Challenge



# Faculty Highlights

Schar School of Policy and  
Government



**David Hart**

Senior Fellow for  
Climate and Energy at  
the Council on Foreign  
Relations

College of Humanities and  
Social Sciences



**Yasemin Irvin-Erickson**

ASC Division of  
Victimology Faculty  
Teacher of the Year  
Award

Schar School of Policy and  
Government



**Jennifer Victor**

2024 NCAPSA Pi Sigma  
Alpha Award for  
Undergraduate  
Mentoring

# SCHEV Outstanding Faculty Award Nominations



**Antonios  
Anastasopoulos**

Computer Science,  
*College of Engineering  
and Computing*



**Christianne  
Esposito-Smythers**

Psychology, *College of  
Humanities and Social  
Sciences*



**Anna  
Evmenova**

Special Education  
and disAbility Research,  
*College of Education  
and Human  
Development*



**Allison  
Redlich**

Criminology, Law, and  
Society, *College of  
Humanities and Social  
Sciences*

# Staff Highlights



**Amir Hasan**  
Office Manager

*Department of  
Statistics*



**Isela Caballero**  
Communications Coordinator

*Department of Health  
Administration and Policy*



**Katie Richards**  
Senior Graduate Program  
Coordinator

*Higher Education Program*

# The Use of Standardized Tests in Undergraduate Admissions

David Burge  
*Vice President for Enrollment Management*



# Since Going Test Optional in 2007, George Mason Has...



## Increased Our Market

Every year, more Virginia high school graduates submit applications

*18.4% of fall 2024 seniors*



## Stronger Freshmen Profile

Standardized test scores **AND** high school GPA median scores have increased



## Improved Retention

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

*Up from 83.5%*

# How is the SAT Playing Out in Virginia?



CollegeBoard Suite of Assessments Annual Reports

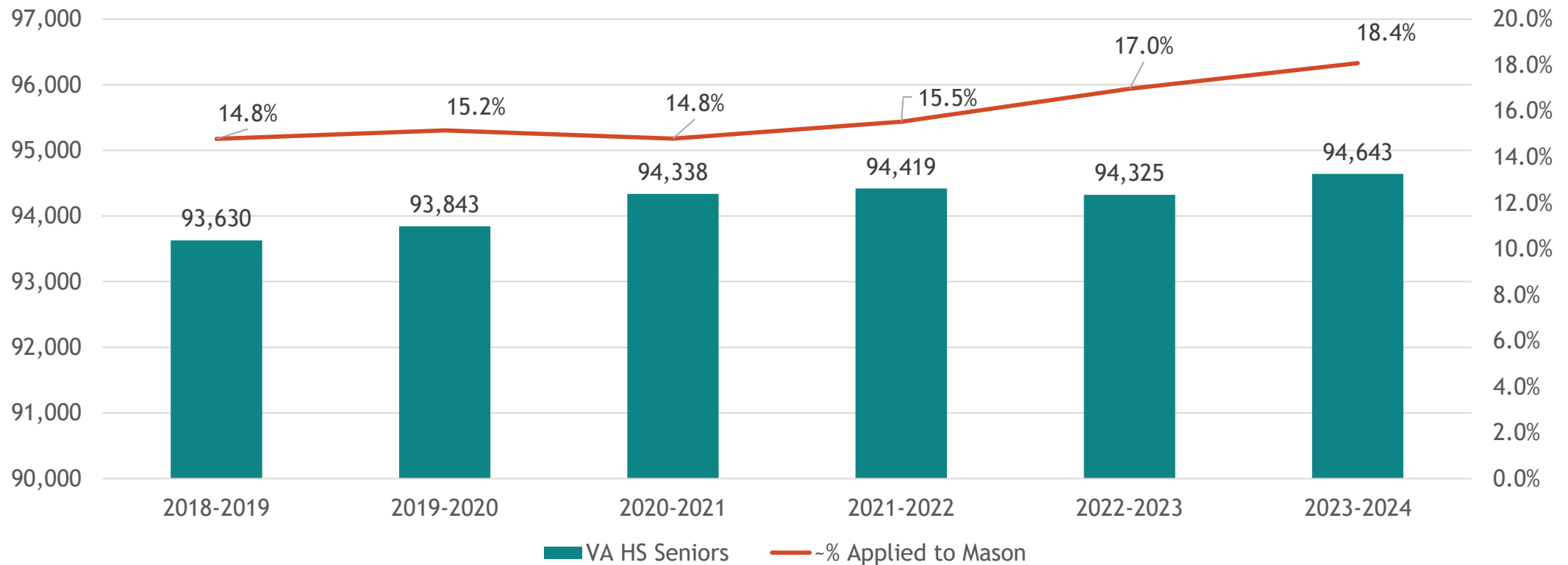
**18.9% Decrease in the number of Virginia SAT test takers**



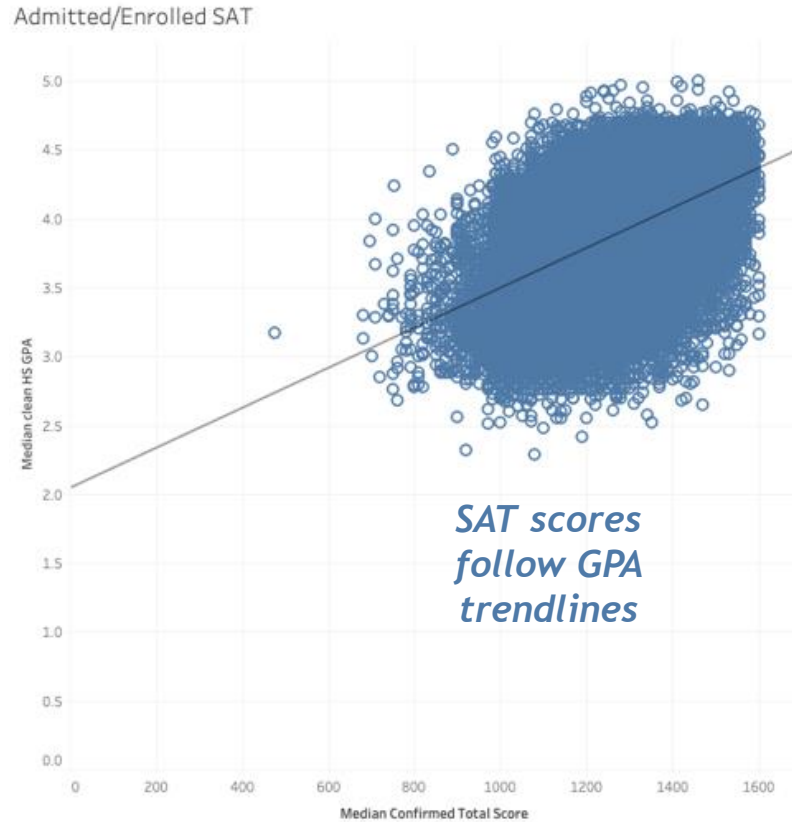
Institution Name	Current Testing Policy	Temporary?
Christopher Newport University	Test Optional	No
George Mason University	Test Optional	No
James Madison University	Test Optional	No
Longwood University	Test Optional	No
Old Dominion University	Test Optional	No
Radford University	Test Optional	No
University of Mary Washington	Test Optional	No
Virginia Commonwealth University	Test Optional	No
Virginia State University	Test Optional	Unannounced
William & Mary	Test Optional	No
Norfolk State University	Test Optional	Yes
University of Virginia-Main Campus	Test Optional	Yes
Virginia Military Institute	Test Optional	Yes
Virginia Tech	Test Optional	Yes

# George Mason Market Share of VA High School Graduates

## Public High School Seniors' Application Ratio



# George Mason SAT Test Scores and GPA



Median of Confirmed Total Score vs. median of clean HS GPA. Details are shown for App G Number. The data is filtered on Valid High Total SAT, App Admit and App Enroll App. The Valid High Total SAT filter keeps Valid SAT. The App Admit filter keeps Y. The App Enroll App filter keeps N and Y.

# George Mason Freshman Profile

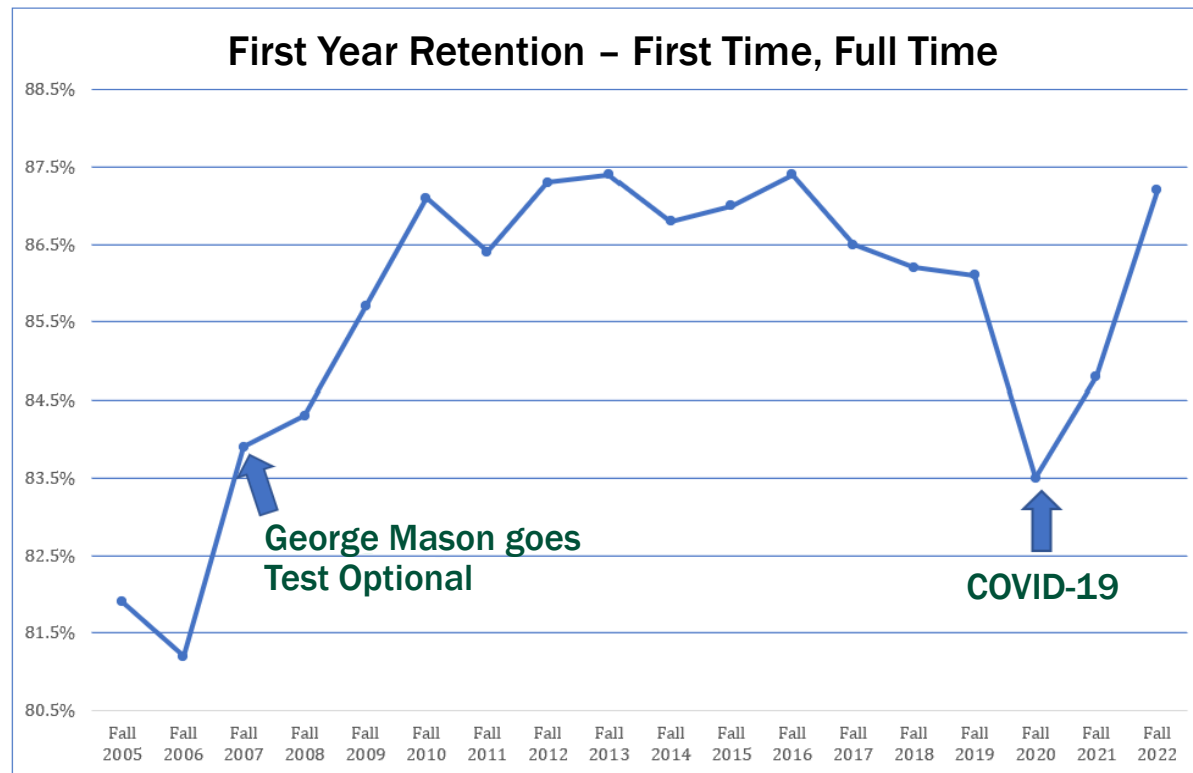
	Total # of Entering Freshmen	Total # w/ SAT	% w/ SAT	Median SAT	Median HS GPA
2006-07	2,435	2,356	96.8%	1100	3.36
2007-08	2,229	2,000	89.7%	1110	3.4
2008-09	2,549	2,101	82.4%	1110	3.4
2009-10	2,656	2,068	77.9%	1130	3.5
2010-11	2,601	2,089	80.3%	1140	3.56
2011-12	2,659	2,050	77.1%	1150	3.6
2012-13	2,696	2,058	76.3%	1150	3.6
2013-14	3,011	2,245	74.6%	1140	3.6
2014-15	3,091	2,236	72.3%	1140	3.64
2015-16	3,227	2,178	67.5%	1140	3.65
2016-17	3,219	2,114	65.7%	1150	3.64
2017-18	3,497	2,465	70.5%	1190	3.67
2018-19	3,720	2,627	70.6%	1210	3.47
2019-20	3,779	2,726	72.1%	1210	3.7
2020-21	3,577	2,438	68.2%	1190	3.7
2021-22	4,016	1,484	37.0%	1230	3.75
2022-23	4,156	1,565	37.7%	1240	3.76
2023-24	4,462	1,558	34.9%	1240	3.75
2024-25	4,498	838	18.6%	1260	3.75

SCHEV B10: Admissions First Time Freshman Profile



# Retention Since Moving to Test Optional in Freshmen Admissions

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



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

# The Freshmen Application Process



## Most George Mason Majors

- Official high school transcript
- Standardized test scores (*optional*)
- Essay (*optional*)
- Letters of recommendation (*optional*)



## Honors College

- Required essay
- Resume or activity section of application
- Letters of recommendation encouraged



## Engineering and Computing

Pursue four years of math in high school and receive a B or higher in each course

**OR**

550 SAT or 24 ACT (math section)

# Institutional Neutrality Discussion Updates



# ACTION ITEMS

## Program Actions

### New Degree Programs

#### MEd in Elementary Education



*College of Education and  
Human Development*

#### MEd in Secondary Education



*College of Education and  
Human Development*

# Faculty Actions

## Conferral of Emeritus/Emerita Status



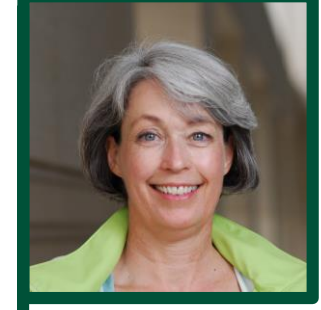
**Deborah Goodings**  
CEC, 15 years of  
service



**David Hart**  
SCHAR, 20 years of service



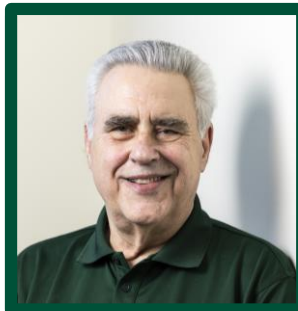
**Anthony Maiello**  
CVPA, 38 years of service



**Elizabeth Price**  
CVPA, 30 years of service



**Louise Shelley**  
SCHAR, 17 years of service



**Glenn Smith**  
CVPA, 46 years of service



**Valeriu Soltan**  
COS, 25 years of service

# Action Items

## MOTION

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

- New Degree Programs
  - a. MEd in Elementary Education
  - b. MEd in Secondary Education
- Conferral of Emeritus/Emerita Status

# Announcements

- Appointment of Faculty
- Appointment of Administrative and Professional Faculty
- Appointment and Reappointment of Deans, Department Chairs, and School Directors
- Renewals and Reappointments
- Separations
- Other Announcements
- Summary Sheet, December 2024





# Adjournment

[PROVOST.GMU.EDU](http://PROVOST.GMU.EDU)



**Subject:** Institutional Neutrality Discussion Invitation

Dear Faculty Senate Leaders/Deans/Student Leaders/Executive Council,

At its most recent meeting, the Board of Visitors raised the question of whether George Mason University should adopt the principles of the University of Chicago's *Report on the University's Role in Political and Social Action*, widely known as the [Kalven Report](#). The BOV agreed this topic was worthy of robust discussion, and directed its committee on Academic Programs, Diversity, and University Community (APDUC) to lead an inclusive conversation, with the goal of helping guide the BOV's consideration of the question. APDUC Chair, Visitor Lindsey Burke, and I would therefore like to host a series of conversations that allow us to hear from others, and to gather input.

Specifically, we would like to discuss the implications of institutional neutrality, as outlined in the Kalven Report, and hear what others believe might be the benefits and drawbacks of adopting such a stance. Perhaps others have ideas about alternative approaches or frameworks that also can be brought to bear on the question, and we would welcome hearing those, as well.

As a start, Visitor Burke and I would like to have a discussions with Deans, the Executive Committee of Faculty Senate, and with Student Government Leaders. In preparation for these discussions we are attaching several items to stimulate discussion:

- 1) A link to the Kalven Report
- 2) Mason's "When the University Speaks" document, shared by Paul Allvin (attached)
- 3) Faculty Senate's correspondence to President Washington on October 2, 2024 (attached)
- 4) President Washington's response to Faculty Senate on October 8, 2024 (attached)
- 5) Link(s) to articles

My office will reach out soon to schedule these discussions.

Jim

## When the university speaks

When should George Mason University deploy its institutional voice, particularly via its president? Outside of pedestrian administrative announcements, there are times when university leaders may be called upon, or feel the need, to speak out on issues impacting the university. At all times, it strives to maintain strict impartiality.

### When to consider a presidential message

Consideration begins with demand signals either from members of the community, or when events or dialogue on campus call for a message of clarification or de-escalation. When a leader – administrative, faculty, staff, or student – alerts the Office of the President, consideration begins, which starts with engaging the Office of University Branding, but usually widens to include representatives from other, relevant offices.

### Four reasons to speak

Throughout the administration of President Gregory Washington, leadership has spoken out when events have arisen that impact the university community enough to merit a presidential voice to:

- **Instruct** – At times, the university community must act in unison to respond to events in a particular way, such as the many COVID messages that President Washington issued to guide the campus through an uncertain and often frightening unknown. The voice of a leader was instructive in holding the shaken community together. [Here is an example from August 10, 2020.](#)
- **Explain** – Sense-making from the top leader can help to maintain productivity and a sense of normalcy in times of duress. When the US Supreme Court decision ending Affirmative Action in college admissions was issued, it was important to correct an inaccurate narrative spreading on campus, that the decision would deeply impact George Mason diversity. The inaccurate narrative could have deeply discouraged student applications. This [June 29, 2023 message](#) explained how the landmark decision would (and would not) impact the university.
- **Console** – The community can come together around events that are devastating, and a message from leadership may be very helpful to move the community along with offers of solace and help for those in crisis. This [January 30, 2023 message](#) acknowledged a string of violent episodes around the nation that were taking a collective toll on the well-being of campus community members, particularly students.
- **De-escalate** – Volatile social conditions elsewhere may give way to volatile campus conditions that threaten campus safety and the ability to deliver on our mission without disruption. Heading off unrest and even violence was the goal of [this May 1, 2024 message](#) about campus safety measures used, as well as rules of engagement that must be observed, in light of the Israel-Hamas fighting.

In fact, most presidential messages address more than one of these conditions, but any one of them may be present to consider issuing such a message. Vetting of message drafts to determine if and what to issue occurs in collaboration with the Office of University Branding, the Office of the President, and whatever additional offices are relevant to the subject matter being addressed.



**President Gregory Washington**

Office of the President  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
United States

October 2, 2024

Dear President Washington:

At the Board of Visitors meeting on September 26<sup>th</sup> 2024, we discussed the issue of adopting the principles of the 1967 Kalven Committee of the University of Chicago. There were a number of questions raised about what the adoption would mean for the university and the faculty were specifically invited to share our views on the matter.

The Executive Committee of Faculty Senate met on October 2 to discuss the issue and decided to initiate a process to develop what we would call “the Mason Way” to approach the issue of institutional neutrality. We are in agreement that a document produced over fifty years ago and under very different circumstances should be examined carefully before being adopted. We also plan to hold a formal debate on the issue in our October Faculty Senate meeting.

In preparation for the Senate debate on the issue, we request that you share your view on what adoption of the Kalven Committee principles would mean for the university.

Sincerely,

A handwritten signature in black ink that reads 'Solon J. Simmons'. The signature is written in a cursive style with a large, prominent 'S'.

Solon Simmons  
President of the Faculty Senate  
George Mason University

October 8, 2024

Professor Solon Simmons  
President of the Faculty Senate  
George Mason University

Dear Professor Simmons:

This is a direct response to your request for me to provide formal feedback on the concept of **Institutional Neutrality**. Towards that end, I will outline the arguments for and against our university adopting such an endeavor. I will also offer a final assessment of the direction we should consider as we move forward.

**The definition:**

It is important to define what we mean by "institutional neutrality," as each word in the phrase can be misconstrued:

"Institutional" – In question is not whether faculty or students should be free to speak out, but rather university leadership.

"Neutrality" – This word is being equated with silence, but the meaning – and I believe the true benefit of neutrality – is to refrain from taking sides on events outside of university business. Neutrality does not mean silence. In fact, in times of urgency or distress, university leadership must be able to speak to the impact of outside events that affect significant university populations or operations, while remaining neutral, in order to effectively lead what equates to a small city of students, faculty, staff, contractors, and campus visitors.

**Arguments for institutional neutrality:**

1. *Greater University Focus:* The chance of the university being distracted by external political pressures will be reduced. This provides the institution with more time to focus on the pursuit of knowledge. Students from 114 countries attend George Mason University. If the leadership spends a significant amount of time addressing the challenges of just a fraction, it can be a huge distraction.
2. *Simpler Management Environment:* The world in which we live is incredibly polarized from a political standpoint and as such any stance the institution takes, whether neutral or not, will be upsetting to some group complicating the management environment of the leadership team.
3. *Support of Individual Freedom and Responsibility:* Neutrality encourages students, faculty and staff to exercise their freedoms independent of university influence. This encourages personal responsibility for one's actions.

**Arguments against institutional neutrality:**

1. *Limitations on addressing institutional values:* While the original version of the Kalven report expressly allows for an institution to engage when its core institutional values or academic freedom is threatened, adaptations of the report remove or underemphasize this exception. Should an institution be silent even when its core tenets, ideals and values are threatened?

2. *The current process is occurring within a politically polarized moment:* Institutional neutrality since its inception has been politically divisive. Early adoption of neutrality by many institutions followed pressure from faculty, staff and students at those institutions to officially support the Civil Rights movement or not support the Vietnam War. Most institutions who have adopted neutrality over the last few years have done so via pressure or outright requirements from state leaders who have politicized the issue. Any acceptance of a process that is itself political for the express purpose of avoiding politics should invoke a heavy amount of skepticism.
3. *Perceived Indifference:* When institutional neutrality becomes silence on issues of social or political import, it can make the university project indifference to those in need of its help, support, and sense of belonging in an environment they find suddenly threatening. This projection of indifference, whether perceived or actual, can be perceived as a lack of support to the students, faculty, and staff who are affected by them. For those from marginalized groups this can lead to feelings of institutional abandonment, or even hostility, which in turn can do lasting damage to employee and student recruitment and retention, alumni engagement, and private donor support.
4. *Missed Opportunities for Responsibility and Leadership:* In today's environment, institutions are expected to have significant social and cultural influence, and many argue that they have the responsibility to take a leadership role in addressing societal challenges in times of moral urgency.

#### **My Assessment:**

The original Kalven Committee report's principle of neutrality was developed for a specific type of institution at a specific time in our nation's development. George Mason University is simply a different institution. For example, private institutions don't have to abide by the First Amendment and some other parts of the Constitution in the way public universities must. Thus, they may need an additional set of principles that protect their faculty and students relative to free inquiry and expression. Private Institutions are often beholden to their trustees and benefactors. Large Public Institutions are beholden to the citizens of the states that support them and that's a broader more complex responsibility. I can't imagine this institution with its focus on upward mobility and inclusivity not addressing the institutional impact of atrocities surrounding the Israel-Gaza war or the death of George Floyd. Both had profound effects on campus life and operations. Students sought out our support services. They sought out guidance on how they can express themselves within the guardrails of laws and university policies. They sought out a greater understanding of what is unfolding, and a stronger support system than what was available to them when they left home to join our community. As an educational family, we have collectively accepted and embraced these responsibilities not from a platform of indoctrination, but from a platform of neutrality and its paying huge dividends for our students.

Thus, my assessment is that we should adhere to – *and have adhered to* – neutrality for social and political issues that affect our campus without being silent about their impacts on university life. Our core values describe a standard that can be utilized to determine when university leadership should speak and when it should not. I also agree with the original assertion of the Kalven Committee that an institution can't be silent when our core institutional values or academic freedom are threatened. Towards that end, we need a modified philosophy that incorporates who we are: A large, diverse and inclusive institution dedicated to both free inquiry and inclusivity. We thus need a set of "Mason Principles" as you have so eloquently described it. I

believe that we (the faculty, staff, students, administration and the board of visitors) can develop such a framework and that it can be a model for similar institutions nationally.

Sincerely

A handwritten signature in black ink, appearing to read 'Gregory Washington', with a long horizontal flourish extending to the right.

Gregory Washington  
GW/sg

**ITEM NUMBER:**

Master of Education (MEd) in Elementary Education Degree Program Proposal

**PURPOSE OF ITEM:**

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

**APPROPRIATE COMMITTEE:**

Academic Programs, Diversity and University Community Committee

**BRIEF NARRATIVE:**

The MEd in Elementary Education degree program proposal has been prepared according to specialized SCHEV guidance to promote the development of new licensure-qualifying degree programs by Virginia public higher education institutions that will contribute to alleviating shortages of licensed personnel in Virginia's school districts.

The proposed degree program will prepare educators who are responsive to the needs of PK-6 learners. Through course and field-based experiences, students will acquire the professional and pedagogical knowledge and skills necessary for creating developmentally appropriate classroom communities that support all learners in grades PK-6. Students will learn to plan and implement engaging, differentiated instruction that meets the diverse social-emotional, cognitive, linguistic, and physical needs of elementary learners.

Through the proposed MEd, students will acquire an understanding of critical concepts and principles of elementary education. Students will learn to create safe and equitable learning environments. Students will develop a robust understanding of learners as a foundation for planning, instruction, and management. Students will learn how educators collaborate with families, students, and colleagues. Students will enact the ethical and professional responsibilities required of PK-6 teachers.

The curriculum for the proposed degree program has been designed to meet Virginia Department of Education (VDOE) licensure standards for Elementary Education. The proposed program fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP).

**REVENUE IMPLICATIONS:**

The MEd in Elementary Education program will be revenue neutral. All courses required for the degree currently exist as part of the MEd in Curriculum and Instruction, concentration in Elementary Education.

**STAFF RECOMMENDATION:**

Staff recommends Board approval.



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## Description of Proposed Program

### **Program Background**

George Mason University seeks approval for a Master of Education (MEd) degree program in Elementary Education. The proposed degree program will be administered by the College of Education and Human Development, School of Education. The anticipated initiation date is Fall 2025.

First opening in 1957 as the Northern Virginia branch of the University of Virginia, George Mason University was established as an independent four-year, degree-granting institution in 1972. Since its inception the University has offered teacher preparation degree programs. Currently, the College of Education and Human Development's School of Education has more than 2,500 students enrolled. Degree offerings in teacher preparation include undergraduate and graduate pathways to more than 30 different licensure and endorsement areas in Virginia.

To identify the proposed MEd degree program as appropriate for submission, the College of Education and Human Development examined degree programs that would address critical shortages in teaching endorsement areas in Virginia as identified by the Virginia Department of Education (VDOE).<sup>1</sup> Data from market studies, professional organizations, and considerations of legislative changes were also used to determine new degree programs. The proposed MEd degree program in Elementary Education provides pathways for Virginia licensure in Elementary Education, PreK-6. The proposed degree program will address the 2024-2025 top critical shortage teaching endorsement area identified by the Virginia Department of Education: Elementary Education, PreK-6.<sup>2</sup> Critical shortages have consistently been identified for this teaching endorsement area since the 2005-2006 school year.

Elementary education is key to a child's intellectual and social development. There is a critical demand for the preparation of individuals to assume teaching elementary aged students. Currently, George Mason University offers two pathways to licensure for Elementary Education. Students can earn a Master of Education (MEd) degree in Curriculum and Instruction with a concentration in Elementary Education, or students can earn a Bachelor of Science in Education (BSEd) degree in Elementary Education. The proposed degree program will expand the existing concentration from the MEd in Curriculum and Instruction degree program into a stand-alone MEd degree program in order to address the demand for licensed educators in grades PK-6.

### **Accreditation**

The proposed MEd in Elementary Education will be accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a professional accreditor for education

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<sup>1</sup> Virginia Department of Education. (n.d.) *Commonwealth of Virginia critical shortage teaching endorsement areas for 2023-2024 school year*. <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports>. [www.doe.virginia.gov.docx](http://www.doe.virginia.gov.docx) (live.com)

<sup>2</sup> Virginia Department of Education. (n.d.) *Critical Teaching Shortage Areas in Virginia, 2024-2025 Critical Teaching Shortage Areas*. Accessed at: <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports>

preparation providers. The CAEP accreditation process ensures educator preparation providers whose programs lead to certification, licensure, or endorsement meet demanding standards for the preparation of educators and other professional school personnel. Through standards that focus on systematic assessment of candidate learning, CAEP encourages accredited institutions to engage in continuous improvement based on accurate and consistent data.

George Mason University's existing Master of Education (MEd) in Curriculum and Instruction degree program with a concentration in Elementary Education is presently accredited by CAEP through Spring 2026. George Mason University will comply with the following re-accreditation timeline:

February 2025	Submit self-study document
October 2025	Site visit by accreditation team
April 2026	Decision rendered about accreditation status

**State Licensing Agency  
Virginia Department of Education**

The proposed MEd degree program in Elementary Education is required to meet the biennial measures prescribed by the Virginia State Board of Education. The Virginia Department of Education provides detailed and specific information for meeting the standards and competencies expected of Virginia's educators in their respective disciplines. The requirements are extensive, and all educator preparation programs must meet all the licensure regulations, professional studies, and endorsement requirements for each discipline/teaching area to be approved to offer Educator Preparation Programs.

The existing Master of Education (MEd) in Curriculum and Instruction, concentration in Elementary Education is designed to meet the Virginia Department of Education standards and regulations. In 2021, George Mason University submitted its biennial report for 2019-2021, which evaluates all educator preparation programs offered by the University. The Virginia Department of Education approved the existing concentration in Elementary Education in this report. The biennial report for 2021-2023 was submitted in fall 2023. The next report to address 2023-2025 will be submitted to the Virginia Department of Education in fall 2025.

**Admission Criteria**

All students will be required to fulfill the graduate admission requirements of the University. Applicants must:

- Complete an online Application for Graduate Study.
- Pay a nonrefundable application fee or receive a fee waiver.
- Have earned a baccalaureate from an institution of higher education accredited by a Mason-recognized U.S. institutional accrediting agency, or international equivalent, with verified official transcripts.
- Have a minimum 3.00 GPA on a 4.00 scale in baccalaureate study.
- Submit official transcripts from all institutions attended for each program applied to unless the programs are in the same college or school.

- Submit a goals statement.
- Submit two letters of recommendation as required by the program.
- Submit an application for Virginia In-State Tuition Rates, if claiming entitlement to these rates.

The College of Education and Human Development will require applicants to the proposed degree program to satisfy additional requirements. Applicants must:

- Submit a resume.

Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:

- Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:
- Official English translations of all diplomas, certificates, and transcripts that are not already in English. Also, documents from foreign institutions must meet the university's guidelines for international transcript submission.
- Documents required to receive the Form I-20 can be submitted with the application and fee or after an admission decision has been received. Those required documents are:
  - A Certificate of Financial Responsibility (CFR)
  - Financial support documents
  - Copy of passport identification page
  - For those present in the United States, copies of immigration documents verifying current nonimmigrant status
- Proof of English proficiency: either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) academic exam, or the Pearson Tests of English (PTE) meeting the minimum requirements:
  - TOEFL: 88 points total and a minimum of 20 points in each section
  - IELTS: 7.0 and 6.5 each subsection
  - PTE: 67 overall score
  - Duolingo English Test: 120 (accepted through 2024)
  - INTO Mason Academic English Test: 7

### **Curriculum**

The proposed MEd degree program in Elementary Education will require 39 credit hours. An internship course is required.

The curriculum of the proposed degree program focuses on preparing and enhancing elementary educators' professional and pedagogical knowledge and skill in creating engaging and differentiated classroom communities. The core coursework integrates evidence-based recommended practices to support all learners in grades PK-6. Students will learn to engage diverse learners in developmentally appropriate and disciplinary specific ways to support children's social-emotional, cognitive, linguistic, and physical development. Students will develop pedagogical and assessment knowledge and skills to provide differentiated and equitable learning experiences for children in grades PK-6. The curriculum emphasizes the students' responsibility to provide effective, differentiated instructional experiences for ability-diverse and culturally diverse students.

The core curriculum has been designed to meet Virginia Department of Education (VDOE) licensure standards for Elementary Educators (PK-6). The proposed program also fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP). Coursework meets the professional standards articulated by the Interstate Teacher Assessment and Support Consortium (InTASC).

No new courses were developed for the proposed degree program.

### **Program Requirements**

#### **Core Courses: 36 credits**

- ELED 542: Foundations of Elementary Education (3 credits)
- ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 credits)
- ELED 544: Introduction to Elementary Methods and Management (3 credits)
- ELED 545: Differentiating Elementary Methods and Management (3 credits)
- ELED 552: Mathematics Methods for the Elementary Classroom (3 credits)
- ELED 553: Science Methods for the Elementary Classroom (3 credits)
- ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 credits)
- ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 credits)
- ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 credits)
- ELED 559: Research and Assessment in Elementary Education (3 credits)
- ELED 790: Internship in Elementary Education (1-6 credits)

#### **Elective Courses: 3 credits**

Students select from a list of courses.

- EDSE 501: Introduction to Special Education (3 credits)
- EDUC 537: Introduction to Culturally and Linguistically Diverse Learners (3 credits)
- ELED 558: Cambridge Schools Experience (3 credits)
- ELED 790: Internship in Elementary Education (1-6 credits)

#### **Total credit hours: 39**

#### **Internship Requirement**

Students in programs leading to licensure are required to take a supervised internship course in which they will complete a minimum of 10 weeks supervised experience. In the MEd in Elementary Education, students will complete ELED 790 per VDOE requirements. Students must document a minimum of 300 clock hours of direct teaching experience with students in endorsement area. Six (6) credits of ELED 790 are required for licensure. Year-long internship students must register for three (3) credits in the fall semester and six (6) credits in the spring semester. Semester-long internship students must register for six (6) credits during their internship and complete three (3) credits of elective coursework. Throughout the internship, the student will be evaluated based on observations of instruction and assignments using standardized rubrics. Students will be required to maintain a log to track their instructional hours. Students will be assessed on completion of online modules, maintaining a reflection journal, formal internship meetings, and observations by the University Supervisor. If students do not

successfully complete all hours or assignments, they may be required to repeat the internship. If a student fails the internship course, students will be given an opportunity to retake the course at an alternative location.

See Appendix A for Sample Plans of Study.

See Appendix B for Course Descriptions.

### **Transfer Virginia Common Curriculum**

The agreements framed under the Virginia Common Curriculum and Transfer VA are not applicable to students entering master's-level, education specialist (EdS), or doctoral (PhD) degree programs at George Mason University.

### **Faculty Resources**

The College of Education and Human Development's School of Education includes six (6) full time and six (6) part time faculty members teaching elementary education coursework. Three (3) of these faculty have expertise in literacy, four (4) in general methods, and four (4) in elementary content areas (math, science, social studies, and technology). These faculty will teach required courses for the proposed MEd in Elementary Education degree program. Faculty hold doctoral degrees in Education, Elementary Education, Curriculum and Instruction, and Literacy.

Faculty teaching elementary education coursework collectively have more than 100 years of higher education teaching experience and are active in their professional organizations including Virginia Association of Colleges and Teacher Educators, American Educational Research Association, Association of Literacy Educators and Researchers, Association of Teacher Educators, Literacy Research Association, National Science Teachers Association, National Council for Teachers of Mathematics, International Society for Technology in Education, and the National Council for the Social Studies. They share their knowledge through presentations at conferences, maintain ongoing research programs, pursue grant funding, and publish in top-tier peer-reviewed journals such as *Action in Teacher Education*, *Reading Psychology*, *Educational Researcher*, *The New Educator*, *Teaching and Teacher Education*, *Reading Research Quarterly*, *Journal of Research in Science Teaching*, and *Journal of Mathematics Teacher Education*.

Faculty members have extensive experience working with diverse children and school partners in grades PK-6. Faculty members have worked in elementary settings as classroom teachers (PK-grade 8), instructional coaches, resource teachers, and reading specialists. The Elementary Education faculty possesses the proper academic training, teaching experience, experience with school partners, and professional expertise to provide competent instruction, supervision, and mentoring in elementary education courses.

The proposed MEd degree program in Elementary Education will also be supported by eight (8) adjunct faculty members who have earned doctoral degrees in Elementary Education, Teacher Education, Literacy, and/or related fields and graduate lecturers (i.e., doctoral candidates), working in collaboration with full-time faculty, who provide course instruction and field

supervision. The credentials of all instructors in the program are evaluated by the College to ensure they have the required experience to teach each course they are assigned.

### **Student Learning Assessment**

Students who complete the proposed MEd in Elementary Education degree program will possess the required expertise to work in elementary classrooms serving diverse learners. Assessment of student learning in the proposed degree program will be conducted through analysis of systematic metrics specifically designed to measure student performance. Student assessment outcomes are aligned with InTASC Teaching Standards and Learning Progressions for Teachers.<sup>3</sup>

Student learning will be assessed throughout the program through a variety of evaluative assessment experiences. Assessment measures will include but not be limited to course assignments, activities and an array of applied projects designed to facilitate the achievement of learning outcomes in field-based settings. The capstone course options are completed at or near the end of a student's program of study. Capstone course opportunities are designed to meet students' individual professional goals through the completion of an internship experience, as well as a classroom, school, or community-based action research project or proposal.

#### Learning Outcomes

Grounded in InTASC standards, graduates will demonstrate knowledge and skill in four general categories (1) The Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. These outcomes align with licensure requirements articulated by the VDOE for Elementary Educators (PK-6).

The Learner and Learning: Demonstrate knowledge of developmentally appropriate pedagogies and recommended instructional practices to create inclusive learning environments and experiences that honor diverse cultures and individual learning differences to meet high standards and promote learners' cognitive, linguistic, social, emotional, and physical development. Students will be able to:

- Standard #1/Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2/Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3/Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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<sup>3</sup> Council of Chief State School Officers. 2013. InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

Content: Demonstrate an ability to apply deep and flexible content area knowledge in real world secondary education contexts to assure learners achieve mastery of targeted developmentally appropriate content knowledge and skills. Students will be able to:

- Standard #4/Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5/Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice: Design, implement, and refine instructional practices (including assessment practices, and the integration of diverse instructional strategies) to maximize and individualize learning. Students will be able to:

- Standard #6/Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility: Model practices demonstrating professional responsibility to include engaging in cycles of continuous self-improvement, collaborative professional environments with colleagues, learners, families, school professionals, and community members, and ethical behavior to enact change in practice.

- Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### Curriculum map for MEd in Elementary Education

InTASC Standards/Learning Outcomes	Courses	Assessment Measures
<b>Standard #1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the	ELED 543: Children, Family, Culture, and Schools (ages 4-12)	Formative: class discussions, application activities (lesson planning, field observation reflective assignments)



<p>cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p> <p>ELED 790: Internship in Elementary Education</p>	<p>Summative: Internship experiences (formal observations), final projects</p>
<p><b>Standard #2: Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>ELED 543: Children, Family, Culture, and Schools (ages 4-12)</p> <p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p> <p>ELED 790: Internship in Elementary Education</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments)</p> <p>Summative: Internship experiences (formal observations), final projects</p>
<p><b>Standard #3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>ELED 543: Children, Family, Culture, and Schools (ages 4-12)</p> <p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments)</p> <p>Summative: Internship experiences (formal observations), final projects</p>

	ELED 790: Internship in Elementary Education	
<p><b>Standard #4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>ELED 552: Mathematics Methods in Elementary Classrooms</p> <p>ELED 553: Science Methods for the Elementary Classroom</p> <p>ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts</p> <p>ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I</p> <p>ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II</p> <p>ELED 790: Internship in Elementary Education</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, mini units</p> <p>Summative: Internship experiences (formal observations); content area review documentation; passing Praxis II scores; final projects</p>
<p><b>Standard #5: Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>ELED 552: Mathematics Methods in Elementary Classrooms</p> <p>ELED 553: Science Methods for the Elementary Classroom</p> <p>ELED 554: Methods of Teaching Social</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, mini units</p> <p>Summative: Internship experiences (formal observations); final projects</p>

	<p>Studies and Integrating Fine Arts</p> <p>ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I</p> <p>ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II</p> <p>ELED 790: Internship in Elementary Education</p>	
<p><b>Standard #6: Assessment</b></p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities</p> <p>Summative: Internship experiences (formal observations); final projects</p>
<p><b>Standard #7: Planning for Instruction</b></p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities</p> <p>Summative: Internship experiences (formal observations); final projects</p>
<p><b>Standard #8: Instructional Strategies</b></p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and</p>	<p>ELED 544: Introduction to Elementary Methods and Management</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities</p>

<p>their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>ELED 545: Differentiating Elementary Methods and Management</p>	<p>Summative: Internship experiences (formal observations); final projects</p>
<p><b>Standard #9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>ELED 542: Foundations of Elementary Education  ELED 544: Introduction to Elementary Methods and Management  ELED 545: Differentiating Elementary Methods and Management  ELED 790: Internship in Elementary Education</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities  Summative: Internship experiences (formal observations); final projects</p>
<p><b>Standard #10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>ELED 542: Foundations of Elementary Education  ELED 544: Introduction to Elementary Methods and Management  ELED 545: Differentiating Elementary Methods and Management  ELED 790: Internship in Elementary Education</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities  Summative: Internship experiences (formal observations); final projects</p>

During the teaching internship experiences, students are expected to demonstrate the principles and practices of educators working in grades PK-6 in accordance with the InTASC Teaching

Standards and Learning Progressions for Teachers. Students will be mentored during the internship experiences and demonstrate their abilities to meet the learning outcomes outlined above by designing learning assignments, constructing methods for assessing, integrating instructional strategies for teaching culturally, linguistically, and ability diverse students, demonstrating effective classroom management techniques, and communicating/collaborating with stakeholders.

### **Relation to Existing George Mason University Degree Programs**

George Mason University's College of Education and Human Development offers a Master of Education (MEd) degree program in Curriculum and Instruction with a concentration in Elementary Education (PK-6) and a Bachelor of Science in Education (BSEd) degree program in Elementary Education (PK-6). Currently, all students seeking licensure as an elementary (PK-6) educator complete one of these two degree programs. If the proposed MEd in Elementary Education is approved, prospective students seeking licensure at the graduate level as an elementary educator or seeking to develop expertise in the field will be admitted directly into the proposed MEd in Elementary Education. The current Elementary Education concentration in the MEd in Curriculum and Instruction will be discontinued.

Because the proposed degree program will draw from the same pool of prospective students as the current degree programs, there is no anticipated overall negative impact on student enrollment. Resources currently used to support the operation of the MEd in Curriculum and Instruction, concentration in Elementary Education will be reallocated to support the initiation and operation of the proposed MEd in Elementary Education.

### **Justification for the Proposed Program**

#### **Response to Current Needs (Specific Demand)**

The Commonwealth of Virginia and the nation as a whole is experiencing a severe and growing shortage of qualified teachers. The shortage is at a crisis level especially in high-poverty and diverse school divisions. In Virginia, 4.5% of teaching positions were vacant at the start of the 2023-24 school year—an increase from 3.9% in the 2022-23 school year.<sup>4</sup> In response to the growing teaching shortage, Governor Glenn Youngkin signed Executive Directive 3, charging the field to: 1) Reduce barriers for qualified individuals to enter the profession, 2) Increase the number of candidates eligible to fill public school divisions' hard-to-staff positions, and, 3) Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce.<sup>5</sup>

The Virginia Department of Education has also identified 10 critical shortage areas (i.e., those disciplinary areas for which school divisions face the largest difficulty filling positions with

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<sup>4</sup> Joint Legislative Audit and Review Commission (JLARC). (2023). Virginia's K-12 Pipeline. Retrieved from: [https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic\)%3B%20and](https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic)%3B%20and)

<sup>5</sup> Commonwealth of Virginia Executive Department (2022). Executive Directive Number Three. Retrieved from: <https://www.governor.virginia.gov/media/governorviriniagov/governor-of-virginia/pdf/ed/ED-3---Addressing-Teacher-Shortages-in-Virginia-Schools.pdf>

qualified educators). Elementary PreK-6 has been in the top ten areas on the list since 2005, and is currently ranked second in terms of difficulty filling positions behind Special Education. As a result of instituting the proposed stand-alone degree program, George Mason University anticipates producing a total of 70 Elementary PreK-6 teachers annually by program maturity in 2029-2030. This is an annual net increase of 10 elementary teachers over the current degree program.

The proposed degree program will enable the increased production of teachers with elementary expertise by providing expanded access and clarity for marketing to prospective students. A stand-alone degree program in "Elementary Education," as opposed to a concentration buried within a "Curriculum and Instruction" degree program, will clearly identify for students the specific degree they wish to pursue. The proposed degree program will also provide expanded access by offering students the opportunity to begin study in either the fall or spring semesters and providing options to complete some coursework through online delivery.

### **Duplication**

Ten (10) four-year, public universities in Virginia offer degree programs similar to the proposed degree program. Christopher Newport University, the College of William & Mary in Virginia, Norfolk State University, Old Dominion University, Radford University, the University of Mary Washington, the University of Virginia, Virginia Commonwealth University, Virginia State University, and the Virginia Polytechnic Institute and State University offer degree programs similar to the proposed degree program.

#### **Christopher Newport University (CNU)**

CNU offers a Master of Arts in Teaching (MAT) with Licensure. The degree program is offered face to face.

#### **College of William & Mary in Virginia (William & Mary)**

William & Mary offers a Master of Arts in Education (MAEd) in Curriculum and Instruction with a concentration in Elementary Education. The degree program is offered face to face.

#### **Norfolk State University (NSU)**

NSU offers a Masters of Arts in Teaching (MAT) in Elementary Education (PreK-6). The degree program is offered online.

#### **Old Dominion University (ODU)**

ODU offers a Master of Science in Education (MSEd) degree in Elementary Education, concentration in Initial Licensure-PreK-6. The degree program is offered online and fully face to face.

#### **Radford University (Radford)**

Radford offers a Master of Science (MS) in Education with a concentration in Curriculum and Instruction with licensure. The degree program is offered face to face.

**University of Mary Washington (UMW)**

UMW offers a Master of Education (MEd) in Elementary Education. The degree program is offered face to face and online.

**University of Virginia (UVA)**

UVA offers a Masters of Teaching (MT), concentration in Elementary Education. The degree program is offered face to face.

**Virginia Commonwealth University (VCU)**

VCU offers a Masters of Teaching (MT), concentration in Elementary Education. The degree program is offered face to face.

**Virginia Polytechnic Institute and State University (Virginia Tech)**

Virginia Tech offers a Masters of Arts in Education (MAEd) in Curriculum and Instruction, with professional licensure in PK-6. The degree program is offered face to face.

**Virginia State University (VSU)**

Virginia State University offers a Masters of Education (MEd) with a concentration in Elementary Education, with professional licensure in PK-6. The degree program is offered face to face.

**State Council of Higher Education for Virginia  
Summary of Projected Enrollments in Proposed Program**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2025 - 2026		2026 - 2027		2027 - 2028		2028 - 2029			2029 - 2030		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>75</u>	<u>45</u>	<u>144</u>	<u>86</u>	<u>217</u>	<u>130</u>	<u>289</u>	<u>173</u>	—	<u>298</u>	<u>179</u>	<u>70</u>

**Assumptions:**

85% Retention

40 % Full-time students 60% part-time students

Full-time students graduate in 2 years

Part-time students graduate in 3 years

Full-time students: 9 credit hours per semester

Part-time students: 6 credit hours per semester

## Projected Resource Needs for the Proposed Program

### **Resource Needs**

George Mason University and the College of Education and Human Development have the resources needed to transition and sustain the proposed MEd in Elementary Education. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Fall 2025 semester through the target year 2029-2030. Assessments of need for full-time faculty and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 10 FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 4.50 FTE to initiate increasing to 17.9 FTE by the target year of 2029-2030.

#### **Full-time Faculty**

A faculty member currently teaching in the School of Education will serve as program coordinator for the proposed program. The program coordinator will be responsible for curriculum oversight, scheduling, marketing and recruitment strategy, and student satisfaction. The program coordinator will devote 0.50 FTE to teach core and required courses in the proposed program from the initiation year through the target enrollment year.

Five (5) faculty members currently teaching in the School of Education will devote .50 FTE each to teach required courses in the proposed program in the initiation year, rising to 1.00 FTE each by the target enrollment year.

The proposed program will require 3.00 FTE of full-time faculty effort to initiate, rising to 5.50 FTE by the target enrollment year.

#### **Part-time Faculty**

Six (6) existing faculty members in the School of Education will devote .25 FTE each to teach required courses beginning in the initiation year of the program's operation, rising to .75 by the target enrollment year.

The proposed program will require 1.50 FTE of part-time faculty effort to initiate, rising to 4.50 FTE by the target enrollment year.

#### **Adjunct Faculty**

Eight (8) adjunct faculty members teaching in the School of Education will devote 1.00 FTE each to teach required courses beginning in the second year of the program's operation through the target enrollment year. Adjunct faculty teaching graduate courses in the College of Education and Human Development are paid approximately \$5,313 per course with no fringe benefits. The cost for adjunct faculty teaching in the proposed degree program is expected to be \$127,512 by the target enrollment year.

The proposed program will require 0.0 FTE of adjunct faculty effort to initiate, rising to approximately 8.00 FTE by the target enrollment year.



**Graduate Assistants**

No graduate assistants will be utilized to initiate or sustain the proposed program.

**Classified Positions**

No additional classified support will be utilized to initiate or sustain the proposed program.

**Equipment (including computers)**

No additional equipment will be utilized to initiate or sustain the proposed program.

**Library**

George Mason University Libraries has an extensive collection of journals and publications to support the proposed degree program. As a member of the Virtual Library of Virginia (VIVA), online access to journals is available.

**Telecommunications**

No new telecommunications will be required to initiate or sustain the proposed program.

**Space**

No additional space will be required to initiate or sustain the proposed program.

**Targeted Financial Aid**

No targeted financial aid is required or designated to initiate and sustain the proposed degree program.

**Special Tuition or Fee Charges**

No special tuition or fee charges will be utilized or instituted to initiate and sustain the proposed degree program.

**Other Resources**

No additional College of Education and Human Development resources will be utilized to initiate or sustain the proposed program.

### Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

**Note:** Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year</b>	<b>Program Target Year</b>
		<b>20 <u>25</u> - 20 <u>26</u></b>	<b>20 <u>29</u> - 20 <u>30</u></b>
1.	Projected Enrollment (Headcount)	75	298
2.	Projected Enrollment (FTES)	45	179
3.	Projected Enrollment Headcount of In-State Students	71	283
4.	Projected Enrollment Headcount of Out-of-State Students	4	15
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$17,954	\$17,954
6.	<b>Revenue</b> from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$1,274,734	\$5,080,982
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$22,764	\$22,764
8.	<b>Revenue</b> from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$91,056	\$341,460
9.	<b>Projected Revenue Total from Tuition and E&amp;G Fees Due to the Proposed Program</b>	<b>\$1,365,790</b>	<b>\$5,422,442</b>
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)	\$0	\$0
11.	<b>Total Funding</b>	<b>\$1,365,790</b>	<b>\$5,422,442</b>

**Part V: Certification Statements**

- 1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes   
No

If “Yes” is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

- 2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes   
No

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

- 3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes   
No

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

George Mason University's Board of Visitors' approval is anticipated at the December 5, 2024 meeting.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

James Antony, PhD  
Name (Printed)

\_\_\_\_\_  
Signature October 14, 2024  
Date

## Appendices

**Appendix A - Sample Plan of Study  
Full-Time Students**

Yr	Fall Semester	Spring Semester	Summer Semester
1	<p>ELED 542: Foundations of Elementary Education (3 cr)</p> <p>ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 cr)</p> <p>ELED 544: Introduction to Elementary Methods and Management (3 cr)</p>	<p>ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 cr)</p> <p>ELED 545: Differentiating Elementary Methods and Management (3 cr)</p> <p>ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 cr)</p>	Elective (3 cr)
2	<p>ELED 552: Mathematics Methods for the Elementary Classroom (3 cr)</p> <p>ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 cr)</p> <p>ELED 553: Science Methods for Elementary Classroom (3 cr)</p>	<p>ELED 790: Internship in Elementary Education (6 cr)</p> <p>ELED 559: Research and Assessment in Elementary Education (3 cr)</p> <p>Elective (3 cr)</p>	

Credit Hours – First Year – Fall Term	9
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	3
<b>Year 1 Subtotal:</b>	<b>21 credits</b>
Credit Hours – Second Year – Fall Term	9
Credit Hours – Second Year – Spring Term	9
<b>Year 2 Subtotal:</b>	<b>18 credits</b>
<b>Total Credit Hours</b>	<b>39 credits</b>

**Sample Plan of Study  
Part time Students**

<b>Yr</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
1	ELED 542: Foundations of Elementary Education (3 cr)  ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 cr)	ELED 544: Introduction to Elementary Methods and Management (3 cr)  ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 cr)	ELED 545: Differentiating Elementary Methods and Management (3 cr)  ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 cr)
2	ELED 552: Mathematics Methods for the Elementary Classroom (3 cr)  ELED 553: Science Methods for Elementary Classroom (3 cr)	ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 cr)  ELED 790: Internship in Elementary Education (6 cr)	ELED 559: Research and Assessment in Elementary Education (3 cr)  Elective (3 cr)
3			

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
<b>Year 1 Subtotal:</b>	<b>18 credits</b>
Credit Hours – Second Year – Fall Term	6
Credit Hours – Second Year – Spring Term	6
Credit Hours – Second Year – Summer Term	6
<b>Year 2 Subtotal:</b>	<b>18 credits</b>
<b>Total Credit Hours</b>	<b>39 credits</b>

## Appendix B – Course Descriptions

### Core Courses

ELED 542: Foundations of Elementary Education (3 credits)

Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education.

ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 credits)

Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

ELED 544: Introduction to Elementary Methods and Management (3 credits)

Introduces general methods of teaching and management in elementary schools with an emphasis on using the foundational principles of curriculum, instruction, assessment, and management to plan instruction for diverse learners.

ELED 545: Differentiating Elementary Methods and Management (3 credits)

Provides an introduction to differentiated instruction and management for children in grades PK-6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners.

ELED 552: Mathematics Methods for the Elementary Classroom (3 credits)

Introduces methods for teaching topics in arithmetic, geometry, algebra, probability, and statistics in elementary grades. Focuses on using manipulatives and technologies to explore mathematics and solve problems.

ELED 553: Science Methods for the Elementary Classroom (3 credits)

Develops skills and abilities in science teaching methods, applications of technology, safety practices, and creation of integrated science curricula. Examines science teaching based on contemporary theory, practice, and standards.

ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 credits)

Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning.

ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 credits)

Provides research-based introduction to literacy teaching and learning for ages 4-12 years. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

**ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 credits)**  
Provides research-based introduction to literacy teaching and learning for PK-6 learners. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum.

**ELED 559: Research and Assessment in Elementary Education (3 credits)**  
Provides an understanding of research paradigms utilizing systematic evidence to improve practice and further skills in assessment of learning outcomes. Emphasizes the linkage of research and practice and making instructional decisions based on systematically collected data.

**ELED 790: Internship in Elementary Education (6-9 credits) (semester-long interns complete 6 credits; year-long interns complete 9 credits)**  
Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Provides supervision for teacher candidates in a school placement setting that includes observations and seminar experiences.

### **Elective Courses**

**EDSE 501: Introduction to Special Education (3 credits)**  
Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals having needs for intervention ranging from mild to severe. Includes the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

**EDUC 537: Introduction to Culturally & Linguistically Diverse Learners (3 credits)**  
Examines the ways intersections of race, ethnicity, language, socioeconomic status, gender, sexual orientation, and ability affect equity for PK-12 culturally and linguistically diverse (CLD) learners. Invites educators to interrogate ways that personal cultural identity and biases influence instructional and assessment practices with CLD learners and relationships with families.

**ELED 558: Cambridge Schools Experience (3 credits)**  
Provides intensive supervised clinical experience in a primary school in Cambridge, England.



**ITEM NUMBER:**

Master of Education (MEd) in Secondary Education Degree Program Proposal

**PURPOSE OF ITEM:**

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

**APPROPRIATE COMMITTEE:**

Academic Programs, Diversity and University Community Committee

**BRIEF NARRATIVE:**

The MEd in Secondary Education degree program proposal has been prepared according to specialized SCHEV guidance to promote the development of new licensure-qualifying degree programs by Virginia public higher education institutions that will contribute to alleviating shortages of licensed personnel in Virginia's school districts.

The proposed degree program will develop the requisite knowledge and skills needed by secondary teachers. The MEd in Secondary Education will prepare students to advocate for adolescents' academic success and well-being, develop respectful relationships with young people, inquire into and reflect on professional practices, and engage as partners with colleagues and students' families. Students will learn to teach a wide diversity of learners in developmentally appropriate and content-specific ways.

Through the proposed MEd, students will develop an understanding of essential concepts and principles of their respective disciplines (history/social science, English, biology, chemistry, Earth science, physics, math, and computer science). The proposed program will develop prospective teachers' skills to collaborate and co-teach with other professionals.

The curriculum for the degree program is designed to meet the Virginia Department of Education (VDOE) licensure standards for secondary education learners (grades 6-12) in all eight of the program's proposed content area tracks. The proposed program fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP). Coursework addresses the professional standards articulated by the National Council for the Social Studies, the National Council of Teachers of English, the National Science Teachers Association, the National Council of Teachers of Mathematics, and the Computer Science Teachers Association.

**REVENUE IMPLICATIONS:**

The MEd in Secondary Education will be revenue neutral. All courses required for the degree currently exist as part of the MEd in Curriculum and Instruction, Secondary Education Concentration and the Graduate Certificate in Secondary Education.

**STAFF RECOMMENDATION:**

Staff recommends Board approval.

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## Description of Proposed Program

### **Program Background**

George Mason University seeks approval for a Master of Education (MEd) degree program in Secondary Education. The proposed degree program will be administered by the College of Education and Human Development, School of Education. The anticipated initiation date is Fall 2025.

First opening in 1957 as the Northern Virginia branch of the University of Virginia, George Mason University was established as an independent four-year, degree-granting institution in 1972. Since its inception the University has offered teacher preparation degree programs. Currently, the College of Education and Human Development's School of Education has more than 2,500 students enrolled. Degree offerings in teacher preparation include undergraduate and graduate pathways to more than 30 different licensure and endorsement areas in Virginia.

To identify the proposed MEd degree program as appropriate for submission, the College of Education and Human Development examined degree programs that would address critical shortages in teaching endorsement areas in Virginia as identified by the Virginia Department of Education (VDOE).<sup>1</sup> Data from market studies, professional organizations, and considerations of legislative changes were also used to determine new degree programs. The proposed MEd degree program in Secondary Education provides pathways for licensure in biology, chemistry, computer science, Earth science, English, history/social science, math, and physics in grades 6-12. All of these endorsement areas are currently identified as high need by the Virginia Department of Education (VDOE). Virginia is expected to have an annual average of approximately 6,700 secondary teacher openings between 2022 and 2032.<sup>2</sup>

Secondary teacher education is critical to the development and increase of teachers to the middle and high schools of the northern Virginia region and the Commonwealth. Secondary teachers are responsible for educating their students in the core content of the Virginia Standards of Learning. Secondary teachers also prepare students to be informed and engaged citizens, and to be career- and college-ready citizens.

Currently, George Mason University offers four pathways to licensure for Secondary Education: 1) an MEd in Curriculum and Instruction with a concentration in Secondary Education, 2) a BSEd in Secondary Education, 3) seven (7) undergraduate certificates in content area licensure, and 4) a post-baccalaureate certificate in secondary education. The proposed degree program will replace the concentration in Secondary Education in the MEd in Curriculum and Instruction. The proposed degree program will expand the existing concentration from the MEd in Curriculum and Instruction degree program into a stand-alone MEd degree program in order to address the demand for licensed educators in secondary education settings. The post-baccalaureate certificate

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<sup>1</sup> Virginia Department of Education. (n.d.) *Commonwealth of Virginia critical shortage teaching endorsement areas for 2023-2024 school year*. <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports>. [www.doe.virginia.gov/docx](http://www.doe.virginia.gov/docx) (live.com)

<sup>2</sup> US Department of Labor (2024). Retrieved from <https://www.onetonline.org/link/details/25-2031.00>

in secondary education will remain active for students who already have earned a master's degree or who do not elect to pursue a full graduate degree.

### **Delivery Format**

The proposed MEd degree program in Secondary Education will be offered in a hybrid delivery format. The proposed degree program will be offered in a face-to-face delivery format, with two core courses, EDRD 619 and SEED 540, available only as online courses. The online courses are supported by a personal support center through the university's primary learning management system, Canvas. Canvas is centrally supported by the university's Information Technology Services (ITS), which provides technical assistance, training, and system administration 24 hours a day every day. ITS also supports a portfolio of academic technology applications for use in online courses. The ITS Learning Support Center and the Stearns Center for Teaching and Learning provide training to faculty in both the use of the Canvas software and in the design of courses.

All students will have access to online resources through security-protected access credentials. Support services for students will include access to online systems such as electronic mail, online library resources, PatriotWeb (a self-service site for students to manage their administrative records and accounts), financial aid, academic services, career services, disability services, and the University Bookstore. Computer support is available 24 hours a day every day. Phone support is available every day at hours posted on the ITS Support Center website. For the traditional, face-to-face delivery of the two-day residency, George Mason University has adequate classroom space and associated equipment to successfully deliver the proposed degree program.

### **Accreditation**

The proposed MEd in Secondary Education will be accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a professional accreditor for education preparation providers. The CAEP accreditation process ensures educator preparation providers whose programs lead to certification, licensure, or endorsement meet demanding standards for the preparation of educators and other professional school personnel. Through standards that focus on systematic assessment of candidate learning, CAEP encourages accredited institutions to engage in continuous improvement based on accurate and consistent data.

George Mason University's existing Master of Education (MEd) in Curriculum and Instruction degree program with a concentration in Secondary Education is presently accredited by CAEP through Spring 2026. George Mason University will comply with the following re-accreditation timeline:

February 2025:	Submit self-study document
October 2025:	Site visit by accreditation team
April 2026:	Decision rendered about accreditation status

## **State Licensing Agency Virginia Department of Education**

The proposed MEd degree program in Secondary Education is required to meet the biennial measures prescribed by the Virginia State Board of Education. The Virginia Department of Education provides detailed and specific information for meeting the standards and competencies expected of Virginia's educators in their respective disciplines. The requirements are extensive, and all educator preparation programs must meet all the licensure regulations, professional studies, and endorsement requirements for each discipline/teaching area to be approved to offer Educator Preparation Programs.

The existing Master of Education (MEd) in Curriculum and Instruction, concentration in Secondary Education is designed to meet the Virginia Department of Education standards and regulations. In 2021, George Mason University submitted its biennial report for 2019-2021, which evaluates all educator preparation programs offered by the University. The Virginia Department of Education approved the existing concentrations in Secondary Education (biology, chemistry, computer science, Earth science, English, history/social science, math, and physics) in this report. The biennial report for 2021-2023 was submitted in fall 2023. The next report to address 2023-2025 will be submitted to the Virginia Department of Education in fall 2025.

### **Admission Criteria**

All students will be required to fulfill the graduate admission requirements of the University. Applicants must:

- Graduate application and fee
- 750- to 1,000-word written statement of applicant's goals and interest in the program
- Two letters of recommendation
- Transcripts from all previous institutions attended in the United States.
- Applicants with transcripts from institutions outside of the United States could have additional requirements.

The College of Education and Human Development will require applicants to the proposed degree program to satisfy additional requirements. Applicants must:

- Submit a resume.
- Complete an admissions interview.

Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:

- Official English translations of all diplomas, certificates, and transcripts that are not already in English. Also, documents from foreign institutions must meet the university's guidelines for international transcript submission.
- Documents required to receive the Form I-20 can be submitted with the application and fee or after an admission decision has been received. Those required documents are:
  - A Certificate of Financial Responsibility (CFR)
  - Financial support documents
  - Copy of passport identification page

- For those present in the United States, copies of immigration documents verifying current nonimmigrant status
- Proof of English proficiency: either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) academic exam, or the Pearson Tests of English (PTE) meeting the minimum requirements:
  - TOEFL: 88 points total and a minimum of 20 points in each section
  - IELTS: 7.0 and 6.5 each subsection
  - PTE: 67 overall score
  - Duolingo English Test: 120 (accepted through 2024)
  - INTO Mason Academic English Test: 7

## **Curriculum**

The proposed MEd degree program in Secondary Education will require 30 credit hours. An internship course is required.

Through the proposed program, students will develop an understanding of essential concepts and principles of their respective disciplines (history/social science, English, biology, chemistry, Earth science, physics, math, and computer science). Through a field-based approach to teacher education, students will be guided by university- and school-based teacher educators to provide inclusive learning experiences for adolescents in both high school and middle school contexts. The proposed program will develop prospective teachers' skills to collaborate with other professionals, young people, and their families. The program ensures all students exit the program with essential knowledge, skills, abilities, and dispositions for teaching and learning in grades 6-12 in terms of learner development, learner differences, classroom environments, content knowledge, content application, planning, assessment, management, professional learning/ethical practice, and leadership/collaboration.

The curriculum incorporates all licensure requirements into courses completed by all students in the Secondary Education program. In addition, the course content addresses each of the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards.

All students select one of five concentration areas: 1) Computer Science, 2) English, 3) History and Social Science, 4) Mathematics, or 5) Science. The concentration area coursework is designed to meet the Virginia Department of Education (VDOE) licensure standards for secondary education learners (grades 6-12) in eight (8) content areas: biology, chemistry, computer science, Earth science, English, history/social science, mathematics and physics. Coursework addresses the professional standards articulated by the National Council for the Social Studies, the National Council of Teachers of English, the National Science Teachers Association, the National Council of Teachers of Mathematics, and the Computer Science Teachers Association.

New courses are indicated with an asterisk.

## **Program Requirements**

### **Core Courses: 12 credits**

SEED 522: Foundations of Secondary Education (3 credits)

SEED 540: Human Development, Learning, and Teaching (3 credits)

EDRD 619: Disciplinary Literacy (3 credits)

SEED 677: Studying Teaching Impact on Student Learning (1 credits)

SEED 678: Implementing Teacher Impact on Student Learning (2 credits)

### **Concentration Areas: 18 credits**

#### **Computer Science**

Students take coursework that leads to licensure in Computer Science (grades 6-12).

#### Required Courses (12 credits)

SEED 566: Teaching Computer Science in the Secondary School (3 credits)

SEED 676: Advanced Teaching of Computer Science in the Secondary School (3 credits)

SEED 796: Internship: Secondary Education Computer Science (1-6 credits) (Students take 6 credits.)

#### Elective Courses (6 credits)

Students work with their advisor to select six (6) credits of education or computer science coursework at the 500-level or above.

#### **English**

Students take coursework that leads to licensure in English (grades 6-12).

#### Required Courses (15 credits)

SEED 569: Teaching English in the Secondary School (3 credits)

SEED 669: Advanced Teaching of English in the Secondary School (3 credits)

SEED 502: Young Adult Literature in Multicultural Settings (3 credits)

SEED 792: Internship: Secondary Education English (1-6 credits) (Students take 6 credits.)

#### Elective Course (3 credits)

Students work with their advisor to select an education or English course at the 500-level or above.

#### **History and Social Science**

Students take coursework that leads to licensure in History/Social Science (grades 6-12).

#### Required Courses (15 credits)

SEED 567: Teaching Social Studies in the Secondary School (3 credits)

SEED 667: Advanced Teaching of Social Sciences in the Secondary School (3 credits)

SEED 505: Teaching and Learning Difficult Histories (3 credits)

SEED 795: Internship: Secondary Education Social Studies (1-6 credits) (Students take 6 credits)

Elective Course (3 credits)

Students work with their advisors to select an education or history/social science course at the 500-level or above.

### Mathematics

Students take coursework that leads to licensure in Math (grades 6-12).

Required Courses (12 credits)

SEED 572: Teaching Math in the Secondary School (3 credits)

SEED 672: Advanced Teaching of Math in the Secondary School (3 credits)

SEED 793: Internship: Secondary Education Math (1-6 credits) (Students take 6 credits)

Elective Courses (6 credits)

Students work with their advisors to select six (6) credits of education or mathematics coursework at the 500-level or above.

### Science

Students in the Science concentration take coursework that leads to licensure in Biology (grades 6-12), Chemistry (grades 6-12), Earth Science (grades 6-12), or Physics (grades 6-12).

Required Courses (15 credits)

SEED 573: Teaching Science in the Secondary School (3 credits)

SEED 583: Advanced Teaching of Science in the Secondary School (3 credits)

EDUC 545: Teaching Science and Engineering Practices (3 credits)\*

SEED 794: Internship: Secondary Education Science (1-6 credits) (Students take 6 credits)

Elective Course (3 credits)

Students work with their advisors to select an education or science course at the 500-level or above.

**Total credit hours: 30**

### Internship Requirement

Students in the MEd concentrations leading to licensure are required to take a supervised internship course in which they will complete a minimum of 10 weeks supervised experience. Based on concentration area students will complete an internship, per VDOE requirements. Students must document a minimum of 300 clock hours of direct and indirect teaching experience with students in their respective endorsement area (biology, chemistry, computer science, Earth science, English, history/social science, mathematics and physics). Throughout the internship, the student will be evaluated based on observations of instruction and assignments using standardized rubrics. Students will be required to maintain a log to track their instructional hours. Students will be assessed on completion of weekly reflections, formal internship meetings, and observations by the University Supervisor. If students do not successfully complete all hours or assignments, they may be required to repeat the internship. If a student fails the internship course, students will be given an opportunity to retake the course at an alternative location.



See Appendix A for a Sample Plan of Study.  
See Appendix B for Course Descriptions.

### **Transfer Virginia Common Curriculum**

The agreements framed under the Virginia Common Curriculum and Transfer VA are not applicable to students entering master's-level, education specialist (EdS), or doctoral (PhD) degree programs at George Mason University.

### **Faculty Resources**

The College of Education and Human Development's School of Education includes five (5) full-time and three (3) part-time faculty members teaching in the secondary education program. All of these faculty members have expertise in general instructional methods and teacher research. Each of the full-time faculty members has an expertise in their respective content area (English/literacy, science, math, computer science, history/social science), and the three part-time faculty members collectively have expertise in teacher research, literacy, educational psychology, foundations of education, and history/social science. Full- and part-time also have expertise in educational psychology, educational foundations, and assessment. These faculty will teach the required courses for the proposed MEd in Secondary Education. Faculty hold doctoral degrees in Education, Curriculum and Instruction, Teacher Education, and Literacy.

Secondary education faculty collectively have more than 80 years of higher education teaching experience and are active in their professional organizations including Virginia Association of Colleges and Teacher Educators, American Educational Research Association, Association of Teacher Educators, Literacy Research Association, National Science Teachers Association, National Council for Teachers of Mathematics, International Society for Technology in Education, the National Council for the Social Studies, Computer Science Teachers Association, National Council for the Teaching of English, and the American Association of Colleges for Teacher Education. They share their knowledge through presentations at conferences, maintain ongoing research programs, pursue grant funding, and publish in top-tier peer-reviewed journals such as *Action in Teacher Education*, *Educational Researcher*, *The New Educator*, *Teaching and Teacher Education*, *Journal of Research in Science Teaching*.

Faculty members have extensive experience working with diverse young adults and school partners in grades 6-12. Faculty members have worked in secondary settings as classroom teachers, instructional coaches, and resource teachers. The Secondary Education faculty members possess the proper academic training, teaching experience, experience with school partners, and professional expertise to provide competent instruction, supervision, and mentoring in secondary education courses.

The proposed MEd degree program in Secondary Education will also be supported by seven (7) adjunct faculty members who have earned doctoral degrees in Curriculum and Instruction, Educational Psychology, Literacy, Teacher Education, Literacy, and/or related fields and graduate lecturers (i.e., doctoral candidates), working in collaboration with full-time faculty, who provide course instruction and field supervision. The credentials of all instructors in the program

are evaluated by the College to ensure they have the required experience to teach each course they are assigned.

### **Student Learning Assessment**

Students who complete the proposed MEd in Secondary Education degree program will possess the required expertise to work in a variety of secondary education contexts serving diverse adolescent learners and families. Assessment of student learning in the proposed degree program will be conducted through analysis of systematic metrics specifically designed to measure student performance. Student assessment outcomes are aligned with InTASC Teaching Standards and Learning Progressions for Teachers<sup>3</sup>.

Student learning will be assessed throughout the program through a variety of evaluative assessment experiences. Assessment measures will include but not be limited to course assignments, activities, and an array of applied projects designed to facilitate the achievement of learning outcomes. The capstone course options are completed at or near the end of a student's program of study. Capstone course opportunities are designed to meet students' individual professional goals through the completion of an internship experience and a classroom action research project.

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

#### Learning Outcomes

Grounded in InTASC standards graduates will demonstrate knowledge and skill in four general categories: (1) The Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. Each of these categories includes specific outcomes, articulated below. These outcomes align with licensure requirements articulated by the VDOE for Secondary Educator (grades 6-12).

The Learner and Learning: Demonstrate knowledge of developmentally appropriate pedagogies and recommended instructional practices to create inclusive learning environments and experiences that honor diverse cultures and individual learning differences to meet high standards and promote learners' cognitive, linguistic, social, emotional, and physical development. Students will be able to:

- Standard #1/Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2/Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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<sup>3</sup> Council of Chief State School Officers. 2013. InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

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

Content: Demonstrate an ability to apply deep and flexible content area knowledge in real world secondary education contexts to assure learners achieve mastery of targeted developmentally appropriate content knowledge and skills. Students will be able to:

- Standard #4/Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5/Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice: Design, implement, and refine instructional practices (including assessment practices, and the integration of diverse instructional strategies) to maximize and individualize learning. Students will be able to:

- Standard #6/Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility: Model practices demonstrating professional responsibility to include engaging in cycles of continuous self-improvement, collaborative professional environments with colleagues, learners, families, school professionals, and community members, and ethical behavior to enact change in practice.

- Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Curriculum map for MEd in Secondary Education

<b>Learning Outcomes</b>	<b>Core or Required Courses</b>	<b>Assessment Measures</b>
<p>Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p><u>Foundations course</u> SEED 522: Foundations of Secondary Education</p> <p><u>Human Development and Learning course</u> SEED 540: Human Development &amp; Learning</p> <p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u> SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School</p>	<p><u>Foundations course</u> Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Human Development and Learning course</u> Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application</p> <p>Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application</p> <p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u> Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p>

	<p><u>Internship courses</u>  SEED 792: Internship: Secondary English  SEED 793: Internship: Secondary Math  SEED 794: Internship: Secondary Science  SEED 795: Internship: Secondary Education Social Studies  SEED 796: Internship: Secondary Computer Science</p>	<p><u>Internship courses</u>  Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom   Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p><u>Foundations course</u>  SEED 522: Foundations of Secondary Education</p> <p><u>Human Development and Learning course</u>  SEED 540: Human Development &amp; Learning</p> <p><u>Methods I courses</u>  SEED 566: Teaching Computer Science in the Secondary School  SEED 567: Teaching Social Studies in the Secondary School  SEED 569: Teaching English in the Secondary School  SEED 572: Teaching Math in the Secondary School  SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u>  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School  SEED 669: Advanced Methods of Teaching English in the Secondary School</p>	<p><u>Foundations course</u>  Formative: Multiple rounds of iterative feedback on Clinical Experience Project   Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Human Development and Learning course</u>  Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application   Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application</p> <p><u>Methods I courses</u>  Formative: Multiple rounds of iterative feedback on lesson plan drafts   Summative: Final summative feedback on and</p>

	<p>SEED 672: Advanced Methods of Teaching Math in the Secondary School  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School  SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u>  SEED 792: Internship: Secondary English  SEED 793: Internship: Secondary Math  SEED 794: Internship: Secondary Science  SEED 795: Internship: Secondary Education Social Studies  SEED 796: Internship: Secondary Computer Science</p>	<p>assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u>  Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u>  Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p><u>Foundations course</u>  SEED 522: Foundations of Secondary Education</p> <p><u>Methods I courses</u>  SEED 566: Teaching Computer Science in the Secondary School  SEED 567: Teaching Social Studies in the Secondary School  SEED 569: Teaching English in the Secondary School  SEED 572: Teaching Math in the Secondary School  SEED 573: Teaching Science in the Secondary School</p>	<p><u>Foundations course</u>  Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Methods I courses</u>  Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and</p>

	<p><u>Methods II courses</u>  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School  SEED 669: Advanced Methods of Teaching English in the Secondary School  SEED 672: Advanced Methods of Teaching Math in the Secondary School  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School  SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u>  SEED 792: Internship: Secondary English  SEED 793: Internship: Secondary Math  SEED 794: Internship: Secondary Science  SEED 795: Internship: Secondary Education Social Studies  SEED 796: Internship: Secondary Computer Science</p>	<p>assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u>  Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u>  Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><u>Methods I courses</u>  SEED 566: Teaching Computer Science in the Secondary School  SEED 567: Teaching Social Studies in the Secondary School  SEED 569: Teaching English in the Secondary School  SEED 572: Teaching Math in the Secondary School  SEED 573: Teaching Science in the Secondary School</p>	<p><u>Methods I courses</u>  Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u>  Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and</p>

	<p><u>Methods II courses</u>  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School  SEED 669: Advanced Methods of Teaching English in the Secondary School  SEED 672: Advanced Methods of Teaching Math in the Secondary School  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School  SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u>  SEED 792: Internship: Secondary English  SEED 793: Internship: Secondary Math  SEED 794: Internship: Secondary Science  SEED 795: Internship: Secondary Education Social Studies  SEED 796: Internship: Secondary Computer Science</p>	<p>assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u>  Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p><u>Foundations course</u>  SEED 522: Foundations of Secondary Education</p> <p><u>Methods I courses</u>  SEED 566: Teaching Computer Science in the Secondary School  SEED 567: Teaching Social Studies in the Secondary School  SEED 569: Teaching English in the Secondary School  SEED 572: Teaching Math in the Secondary School  SEED 573: Teaching Science in the Secondary School</p>	<p><u>Foundations course</u>  Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Methods I courses</u>  Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and</p>



	<p><u>Methods II courses</u>  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School  SEED 669: Advanced Methods of Teaching English in the Secondary School  SEED 672: Advanced Methods of Teaching Math in the Secondary School  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School  SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u>  SEED 792: Internship: Secondary English  SEED 793: Internship: Secondary Math  SEED 794: Internship: Secondary Science  SEED 795: Internship: Secondary Education Social Studies  SEED 796: Internship: Secondary Computer Science</p>	<p>assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u>  Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u>  Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><u>Foundations course</u>  SEED 522: Foundations of Secondary Education</p> <p><u>Methods I courses</u>  SEED 566: Teaching Computer Science in the Secondary School  SEED 567: Teaching Social Studies in the Secondary School  SEED 569: Teaching English in the Secondary School  SEED 572: Teaching Math in the Secondary School  SEED 573: Teaching Science in the Secondary School</p>	<p><u>Foundations course</u>  Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Methods I courses</u>  Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and</p>

	<p><u>Methods II courses</u>  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School  SEED 669: Advanced Methods of Teaching English in the Secondary School  SEED 672: Advanced Methods of Teaching Math in the Secondary School  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School  SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u>  SEED 792: Internship: Secondary English  SEED 793: Internship: Secondary Math  SEED 794: Internship: Secondary Science  SEED 795: Internship: Secondary Education Social Studies  SEED 796: Internship: Secondary Computer Science</p>	<p>assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u>  Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u>  Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><u>Foundations course</u>  SEED 522: Foundations of Secondary Education</p> <p><u>Human Development and Learning course</u>  SEED 540: Human Development &amp; Learning</p> <p><u>Methods I courses</u>  SEED 566: Teaching Computer Science in the Secondary School  SEED 567: Teaching Social Studies in the Secondary School</p>	<p><u>Foundations course</u>  Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Human Development and Learning course</u>  Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application</p>

	<p>SEED 569: Teaching English in the Secondary School  SEED 572: Teaching Math in the Secondary School  SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods I courses</u>  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School  SEED 669: Advanced Methods of Teaching English in the Secondary School  SEED 672: Advanced Methods of Teaching Math in the Secondary School  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School  SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u>  SEED 792: Internship: Secondary English  SEED 793: Internship: Secondary Math  SEED 794: Internship: Secondary Science  SEED 795: Internship: Secondary Education Social Studies  SEED 796: Internship: Secondary Computer Science</p>	<p>Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application</p> <p><u>Methods I courses</u>  Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u>  Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u>  Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage</p>	<p><u>Foundations course</u>  SEED 522: Foundations of Secondary Education</p>	<p><u>Foundations course</u>  Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p>

<p>learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><u>Human Development and Learning course</u> SEED 540: Human Development &amp; Learning</p> <p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u> SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u> SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies</p>	<p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Human Development and Learning course</u> Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application</p> <p>Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application</p> <p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u> Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u> Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p>
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	<p>SEED 796: Internship: Secondary Computer Science</p>	<p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p><u>Methods I courses</u>  SEED 566: Teaching Computer Science in the Secondary School  SEED 567: Teaching Social Studies in the Secondary School  SEED 569: Teaching English in the Secondary School  SEED 572: Teaching Math in the Secondary School  SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u>  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School  SEED 669: Advanced Methods of Teaching English in the Secondary School  SEED 672: Advanced Methods of Teaching Math in the Secondary School  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School  SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u>  SEED 792: Internship: Secondary English  SEED 793: Internship: Secondary Math  SEED 794: Internship: Secondary Science</p>	<p><u>Methods I courses</u>  Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u>  Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u>  Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>

	<p>SEED 795: Internship: Secondary Education Social Studies</p> <p>SEED 796: Internship: Secondary Computer Science</p>	
<p>Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p><u>Methods I courses</u></p> <p>SEED 566: Teaching Computer Science in the Secondary School</p> <p>SEED 567: Teaching Social Studies in the Secondary School</p> <p>SEED 569: Teaching English in the Secondary School</p> <p>SEED 572: Teaching Math in the Secondary School</p> <p>SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u></p> <p>SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School</p> <p>SEED 669: Advanced Methods of Teaching English in the Secondary School</p> <p>SEED 672: Advanced Methods of Teaching Math in the Secondary School</p> <p>SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School</p> <p>SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u></p> <p>SEED 792: Internship: Secondary English</p> <p>SEED 793: Internship: Secondary Math</p> <p>SEED 794: Internship: Secondary Science</p> <p>SEED 795: Internship: Secondary Education Social Studies</p>	<p><u>Methods I courses</u></p> <p>Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u></p> <p>Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u></p> <p>Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>

	SEED 796: Internship: Secondary Computer Science	
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### **Effect on Existing George Mason University Degree Programs**

George Mason University’s College of Education and Human Development offers a Master of Education (MEd) degree program in Curriculum and Instruction with a concentration in Secondary Education (grades 6-12), a Bachelor of Education in Secondary Education (grades 6-12), seven post-baccalaureate certificates in licensure content areas, and a post-baccalaureate certificate in secondary education. Currently, all students seeking licensure as a secondary (grades 6-12) educator complete one of these four pathways. If the proposed MEd in Secondary Education is approved, prospective graduate students seeking licensure as a secondary educator or seeking to develop expertise in the field will be admitted directly into the proposed MEd in Secondary Education. The Secondary Education concentration in the MEd in Curriculum and Instruction will be discontinued.

Because the proposed degree program will draw from the same pool of prospective students as the current degree programs, there is no anticipated overall negative impact on student enrollment. Resources currently used to support the operation of the MEd in Curriculum and Instruction, concentration in Secondary Education will be reallocated to support the initiation and operation of the proposed MEd in Secondary Education degree program.

#### Justification for the Proposed Program

##### **Response to Current Needs (Specific Demand)**

The Commonwealth of Virginia and the nation as a whole are experiencing a severe and growing shortage of qualified teachers. The shortage is at a crisis level especially in high-poverty and diverse school divisions. In Virginia, 4.5% of teaching positions were vacant at the start of the school year—an increase from 3.9% in the 2022-23 school year.<sup>4</sup> In response to the growing teaching shortage, Governor Glenn Youngkin signed Executive Directive 3, charging the field to: 1) Reduce barriers for qualified individuals to enter the profession, 2) Increase the number of candidates eligible to fill public school divisions’ hard-to-staff positions, and, 3) Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce.<sup>5</sup>

The proposed MEd degree program in Secondary Education provides pathways for licensure in biology, chemistry, computer science, Earth science, English, history/social science, math, and physics (all in grades 6-12). All of these endorsement areas are currently identified as high need

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<sup>4</sup> Joint Legislative Audit and Review Commission (JLARC). (2023). Virginia's K-12 Pipeline. Retrieved from: [https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic\)%3B%20and](https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic)%3B%20and)

<sup>5</sup> Commonwealth of Virginia Executive Department (2022). Executive Directive Number Three. Retrieved from: <https://www.governor.virginia.gov/media/governorviriniagov/governor-of-virginia/pdf/ed/ED-3---Addressing-Teacher-Shortages-in-Virginia-Schools.pdf>

by the Virginia Department of Education (VDOE). Virginia is expected to have an annual average of approximately 6,700 secondary teacher openings between 2022 and 2032.<sup>6</sup>

The proposed MEd in Secondary Education program is responsive to current trends in secondary education. The proposed degree program will support an efficient transition from pre-service to in-service teacher. The curriculum emphasizes development of knowledge, skills, and dispositions for creating instruction and classroom environments that meet the diverse needs of grade 6-12 learners across all core subject areas through coursework and field experiences. The degree program's design includes a core of courses that are completed in cross-subject area groups to enhance collaboration amongst future teachers. To specialize in a licensure content area, students take content-specific courses to hone their disciplinary teaching expertise.

Approximately 50 students graduate each year from the existing Secondary Education concentrations embedded in the existing MEd degree programs in Curriculum and Instruction. As a result of instituting the proposed stand-alone degree program, George Mason University anticipates producing a total of 61 Secondary Education graduates yearly by the target enrollment year 2029-2030. This is a net increase of 11 graduates over the existing production of graduates in these areas.

The proposed degree program will be able to fulfill the asserted increased production of teachers by providing expanded access to prospective students, as well as clarity for marketing. George Mason University's current graduate-level secondary education licensure program is delivered by a concentration embedded within a degree in Curriculum and Instruction. By clearly identifying the specialized knowledge and skill that students will obtain (i.e., "MEd in Secondary Education"), the proposed degree program will have increased visible relevance for prospective students. Offering program pathways that can be completed with varied semester start options and with hybrid course offerings will also increase access. Expanding the existing concentration into a stand-alone degree program will increase visibility and therefore access to the licensure degree program.

### **Duplication**

Seven (7) public institutions in Virginia offer degree programs similar to the proposed degree program. The College of William & Mary in Virginia, James Madison University, Old Dominion University, Radford University, the University of Mary Washington, Virginia Commonwealth University, and the University of Virginia offer degree programs similar to the proposed degree program.

#### **College of William & Mary in Virginia (William & Mary)**

William & Mary offers a Master of Arts in Education (MAEd) in Curriculum and Instruction, with a concentration in Secondary Education. The degree program is offered face to face.

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<sup>6</sup> US Department of Labor (2024). Retrieved from <https://www.onetonline.org/link/details/25-2031.00>



**James Madison University (JMU)**

JMU offers a Master of Arts in Teaching (MAT) degree program in Education with a concentration in Initial Licensure in Secondary Education. The degree program is offered face to face.

**Old Dominion University (ODU)**

ODU offers a Master of Science in Education (MSEd) with a concentration in Secondary Education 6-12. The degree program is offered face to face and online.

**Radford University (Radford)**

Radford offers a Master of Science (MS) in Curriculum and Instruction with a Licensure concentration. The degree program is offered face to face.

**University of Mary Washington (UMW)**

The University of Mary Washington offers a Master of Education (MEd) in Secondary Education. The degree program is offered online and face to face.

**Virginia Commonwealth University (VCU)**

VCU offers a Master of Teaching (MT) degree with concentrations in English, History/Social Studies, and Math. The degree program is offered face to face.

**University of Virginia (UVA)**

UVA offers a Master of Teaching (MT) degree in Education with concentrations in Science Education, English Education, Mathematics Education, and Social Studies Education. The degree program is offered face to face.

**State Council of Higher Education for Virginia**  
**Summary of Projected Enrollments in Proposed Program**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2025 - 2026		2026 - 2027		2027 - 2028		2028 - 2029			2029 - 2030		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>65</u>	<u>37</u>	<u>125</u>	<u>72</u>	<u>190</u>	<u>109</u>	<u>254</u>	<u>146</u>	_____	<u>262</u>	<u>151</u>	<u>61</u>

**Assumptions:**

- 85 % Retention
- 30 % Full-time students 70 % part-time students
- Full-time students: 9 credit hours per semester
- Full-time students: 6 credit hours per semester
- Full-time students graduate in 2 years
- Part-time students graduate in 3 years

Projected Resource Needs for the Proposed Program

**Resource Needs**

George Mason University and the College of Education and Human Development have the resources needed to transition and sustain the proposed MEd in Secondary Education. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Fall 2025 semester through the target year 2029-2030. Assessments of need for full-time faculty and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 10 FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 3.7 FTE to launch increasing to 15.1 FTE by the target year of 2029-2030.

**Full-time Faculty**

A faculty member currently teaching in the School of Education will serve as program coordinator for the proposed program. The program coordinator will be responsible for curriculum oversight, scheduling, marketing and recruitment strategies, and student satisfaction assessments. The program coordinator will devote .50 FTE to teach core and required courses in the proposed program from the initiation year rising to .80 through the target enrollment year.

Five (5) faculty members currently teaching in the School of Education will devote .50 FTE each to teach required courses in the proposed program in the initiation year, rising to 1.0 FTE each by the target enrollment year.

The proposed program will require 3.0 FTE of full-time faculty effort to initiate, rising to 5.80 FTE by the target enrollment year.

### **Part-time Faculty**

Three (3) existing faculty members in the School of Education will devote .25 FTE each to teach required courses beginning in the initiation year of the program's operation rising to .75 by the target enrollment year.

The proposed program will require .75 FTE of part-time faculty effort to initiate, rising to 2.25 FTE by the target enrollment year.

### **Adjunct Faculty**

Seven (7) adjunct faculty members teaching in the School of Education will devote 1.0 FTE each to teach required courses beginning in the second year of the program's operation through the target enrollment year. Adjunct faculty teaching graduate courses in the College of Education and Human Development are paid approximately \$5,313 per course with no fringe benefits. The cost for adjunct faculty teaching in the proposed degree program is expected to be \$111,573 by the target enrollment year.

The proposed program will require 0.0 FTE of adjunct faculty effort to initiate, rising to 7.0 FTE by the target enrollment year.

### **Graduate Assistants**

No graduate assistants will be utilized to initiate or sustain the proposed program.

### **Classified Positions**

No additional classified support will be utilized to initiate or sustain the proposed program.

### **Equipment (including computers)**

No additional equipment will be utilized to initiate or sustain the proposed program.

### **Library**

George Mason University Libraries has an extensive collection of journals and publications to support the proposed degree program. As a member of the Virtual Library of Virginia (VIVA), online access to journals is available.

### **Telecommunications**

No new telecommunications will be required to initiate or sustain the proposed program. Telecommunications are available and will be utilized for the new hires.

### **Space**

No additional space will be required to initiate or sustain the proposed program.

### **Targeted Financial Aid**

No targeted financial aid is required or designated to initiate and sustain the proposed degree program.

**Special Tuition or Fee Charges**

No special tuition or fee charges will be utilized or instituted to initiate and sustain the proposed degree program.

**Other Resources**

No additional College of Education and Human Development resources will be utilized to initiate or sustain the proposed program.

## Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

**Note:** Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year</b>	<b>Program Target Year</b>
		<b>20 <u>25</u> - 20 <u>26</u></b>	<b>20 <u>29</u> - 20 <u>30</u></b>
1.	Projected Enrollment (Headcount)	65	262
2.	Projected Enrollment (FTES)	37	151
3.	Projected Enrollment Headcount of In-State Students	59	236
4.	Projected Enrollment Headcount of Out-of-State Students	6	26
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$17,954	\$17,954
6.	<b>Revenue</b> from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$1,059,286	\$4,237,144
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$22,764	\$22,764
8.	<b>Revenue</b> from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$136,584	\$591,864
9.	<b>Projected Revenue Total from Tuition and E&amp;G Fees Due to the Proposed Program</b>	<b>\$1,195,870</b>	<b>\$4,829,008</b>
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)	\$0	\$0
11.	<b>Total Funding</b>	<b>\$1,195,870</b>	<b>\$4,829,008</b>

**Part V: Certification Statements**

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes   
No

If “Yes” is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes   
No

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes   
No

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

George Mason University's Board of Visitors' approval is anticipated at the December 5, 2024 meeting.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

James Antony, PhD  
Name (Printed)

October 14, 2024  
Signature Date

## Appendices

**Appendix A – Sample Plan of Study  
Full-Time Students**

Computer Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 566: Teaching Computer Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  Elective (3 cr)  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 cr)	Elective (3 cr)  SEED 540: Human Development and Learning (3 cr)  SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 796: Internship in Secondary Education Computer Science (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
<b>Year 1 Subtotal:</b>	<b>22 credits</b>
Credit Hours – Second Year – Fall Term	8
<b>Year 2 Subtotal:</b>	<b>8 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>



**Sample Plan of Study  
Part-Time Students**

Computer Science concentration

<b>YR</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 566: Teaching Computer Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr)  Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr)  Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 796: Internship in Secondary Education Computer Science (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
<b>Year 1 Subtotal:</b>	<b>18 credits</b>
Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Spring Term	8
<b>Year 2 Subtotal:</b>	<b>12 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>

**Sample Plan of Study  
Full-Time Students**

English concentration

<b>YR</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 569: Teaching English in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  Elective (3 cr)  SEED 669: Advanced Methods of Teaching English in the Secondary School (3 cr)	Elective (3 cr)  SEED 540: Human Development and Learning (3 cr)  SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 792: Internship in Secondary Education English (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
<b>Year 1 Subtotal:</b>	<b>22 credits</b>
Credit Hours – Second Year – Fall Term	8
<b>Year 2 Subtotal:</b>	<b>8 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>

**Sample Plan of Study  
Part-Time Students**

English concentration

<b>YR</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 569: Teaching English in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  SEED 669: Advanced Methods of Teaching English in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr)  Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr)  Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 792: Internship in Secondary Education English (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
<b>Year 1 Subtotal:</b>	<b>18 credits</b>
Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Spring Term	8
<b>Year 2 Subtotal:</b>	<b>12 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>

**Sample Plan of Study  
Full-Time Students**

History/Social Science concentration

<b>YR</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 567: Teaching Social Studies in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  Elective (3 cr)  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 cr)	Elective (3 cr)  SEED 540: Human Development and Learning (3 cr)  SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 795: Internship in Secondary Education Social Studies (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
<b>Year 1 Subtotal:</b>	<b>22 credits</b>
Credit Hours – Second Year – Fall Term	8
<b>Year 2 Subtotal:</b>	<b>8 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>

**Sample Plan of Study  
Part-Time Students**

History/Social Science concentration

<b>YR</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 567: Teaching Social Studies in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr)  Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr)  Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 795: Internship in Secondary Education Social Studies (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
<b>Year 1 Subtotal:</b>	<b>18 credits</b>
Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Spring Term	8
<b>Year 2 Subtotal:</b>	<b>12 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>

**Sample Plan of Study  
Full-Time Students**

Math concentration

<b>YR</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 572: Teaching Math in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  Elective (3 cr)  SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 cr)	Elective (3 cr)  SEED 540: Human Development and Learning (3 cr)  SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 793: Internship in Secondary Education Math (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
<b>Year 1 Subtotal:</b>	<b>22 credits</b>
Credit Hours – Second Year – Fall Term	8
<b>Year 2 Subtotal:</b>	<b>8 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>

**Sample Plan of Study  
Part-Time Students**

Math concentration

<b>YR</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 572: Teaching Math in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr)  Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr)  Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 793: Internship in Secondary Education Math (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
<b>Year 1 Subtotal:</b>	<b>18 credits</b>
Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Spring Term	8
<b>Year 2 Subtotal:</b>	<b>12 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>

**Sample Plan of Study  
Full-Time Students**

Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 573: Teaching Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  Elective (3 cr)  SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 cr)	EDUC 545: Teaching Science and Engineering Practices (3 cr)  SEED 540: Human Development and Learning (3 cr)  SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr)  SEED 794: Internship in Secondary Education Science (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
<b>Year 1 Subtotal:</b>	<b>22 credits</b>
Credit Hours – Second Year – Fall Term	8
<b>Year 2 Subtotal:</b>	<b>8 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>



## Sample Plan of Study Part-Time Students

Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr)  SEED 573: Teaching Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr)  SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr)  EDUC 545: Teaching Science and Engineering Practices (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr)  SEED 678: Action Research Seminar in Secondary Education (2 cr)  Elective (3 cr)	SEED 794: Internship in Secondary Education Science (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
<b>Year 1 Subtotal:</b>	<b>18 credits</b>
Credit Hours – Second Year – Fall Term	6
Credit Hours – Second Year – Spring Term	6
<b>Year 2 Subtotal:</b>	<b>12 credits</b>
<b>Total Credit Hours</b>	<b>30 credits</b>



## Appendix B – Course Descriptions

New course are indicated with an asterisk.

### Core Courses

SEED 522: Foundations of Secondary Education (3 credits)

Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required.

SEED 540: Human Development, Learning, and Teaching (3 credits)

Explores developmental issues associated with middle and high school students, and theories that provide basis for understanding learning process. Addresses implications for designing instruction and curriculum.

EDRD 619: Disciplinary Literacy (3 credits)

Examines language and literacy processes of adolescent learners. Builds understanding of reading, writing, listening, speaking, viewing, and visually representing in content areas. Evaluates disciplinary instructional strategies to support students' development of academic language and comprehension, including adaptations for diverse learners' needs. Fosters an awareness of the role of multiple texts and independent reading in adolescent learners' literacy practices.

SEED 677: Studying Teaching Impact on Student Learning (1 credits)

Links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms and reviewing literature, to plan for systematically collecting and interpreting evidence to improve practice.

SEED 678: Implementing Teacher Impact on Student Learning (2 credits)

Focuses on critical reflection regarding the effects of teacher actions on others; develops skills as a reflective practitioner. Links evidence of student learning collected in instructional setting to make informed instructional decisions. Engages students in systematic collection and interpretation of evidence to improve practice. Presents research-based rationales for instructional decision-making. Serves as a follow-up for SEED 677. Note: Requires students to be working daily in or have access to a classroom setting to implement the classroom-based teacher research project designed in SEED 677.

### Concentration Areas

#### Computer Science

SEED 566: Teaching Computer Science in the Secondary School (3 credits)

Emphasizes developing different styles of teaching and covers curricula, current issues, and research literature in secondary school computer science. Note: School-based field experience required.

SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 credits)

Emphasizes learning processes for computer science (CS). Introduces national and state standards regarding content and methodologies for teaching CS. Examines instructional methods and materials in relation to secondary CS content, curriculum, and assessment. Note: School-based field experience required.

SEED 796: Internship: Secondary Education Computer Science (1-6 credits)

Provides an intensive, supervised clinical experience in a computer science grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

### English

SEED 569: Teaching English in the Secondary School (3 credits)

Provides study of methods, materials, content, and organization of English programs in secondary school. Notes: 15 hours school-based field experience required.

SEED 669: Advanced Methods of Teaching English in the Secondary School (3 credits)

Guides students in working effectively with national and local standards for teaching secondary English. Note: School-based clinical experience required.

SEED 502: Young Adult Literature in Multicultural Settings

Examines the historical development of literary works written for and about young adults. Considers critical issues surrounding the use and teaching of young adult literature in today's culturally diverse public schools. Requires the reading and review of young adult literature in a variety of genres.

SEED 792: Internship: Secondary Education English (1-6 credits)

Examines the historical development of literary works written for and about young adults. Considers critical issues surrounding the use and teaching of young adult literature in today's culturally diverse public schools. Requires the reading and review of young adult literature in a variety of genres.

### History and Social Science

SEED 567: Teaching Social Studies in the Secondary School (3 credits)

Provides teacher candidates an introduction to methods, frameworks, and practices of teaching social studies in secondary schools. Notes: Requires 15 hours of school-based field experience.

SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 credits)

Emphasizes interdisciplinary curriculum and instruction and implementing national state standards, authentic assessment, and adaptations for diverse populations. Notes: School-based clinical experience required.

### SEED 505: Teaching and Learning Difficult Histories

Provides study of the issues, concepts, and problems of secondary education practice related to difficult history, including traumatic historical events and moments. Enables students to create culturally responsive, student-centered secondary education lesson plans focused on difficult history topics.

### SEED 795: Internship: Secondary Education Social Studies (1-6 credits)

Provides an intensive, supervised clinical experience in a social studies grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

### Mathematics

#### SEED 572: Teaching Math in the Secondary School (3 credits)

Emphasizes developing different styles of teaching and covers curricula, current issues, and research literature in secondary school mathematics. Notes: 15 hours of school-based field experience required.

#### SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 credits)

Focuses on learning processes for mathematics. Introduces national and state standards regarding content and methodologies for teaching mathematics. Examines instructional methods and materials in relation to secondary mathematical content, curriculum, and assessment. Note: School-based field experience required.

#### SEED 793: Internship: Secondary Education Math (1-6 credits)

Provides an intensive, supervised clinical experience in a math grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

### Science

#### SEED 573: Teaching Science in the Secondary School (3 credits)

Provides advanced study of teaching and curriculum development based on research and current issues. Emphasizes integrating science and technology, and adapting instruction to the needs of diverse learners. School-based field experience required.

#### SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 credits)

Provides advanced study of teaching and curriculum development based on research and current issues. Emphasizes integrating science and technology, and adapting instruction to the needs of diverse learners. School-based field experience required.

#### EDUC 545: Teaching Science and Engineering Practices (3 credits)\*

Incorporates understanding about teaching science and engineering practices in K-12 classrooms. Builds fundamental knowledge of science and engineering disciplinary practices and skills to

weave this knowledge explicitly in curriculum. Focuses on developing researched-based lessons for students to investigate science phenomenon and engineering problems.

SEED 794: Internship: Secondary Education Science (1-6 credits)

Provides an intensive, supervised clinical experience in a math grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

## ACTION ITEMS

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
<b>Baker</b>	<b>Robert E.</b>	2/2/2025

**Title:** Professor Emeritus of Sport, Recreation, and Tourism Management

**Local Academic Unit:** College of Education and Human Development

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<b>Goodings</b>	<b>Deborah J.</b>	2/2/2025
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**Title:** Dewberry Professor Emerita of Civil, Infrastructure and Environmental Engineering

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

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<b>Hart</b>	<b>David M.</b>	2/2/2025
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**Title:** Professor Emeritus of Policy and Government

**Local Academic Unit:** Schar School of Policy and Government

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<b>Maiello</b>	<b>Anthony J.</b>	12/5/2024
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**Title:** Distinguished University Professor Emeritus

**Local Academic Unit:** Music (CVPA)

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<b>Price</b>	<b>Elizabeth C.</b>	12/5/2024
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**Title:** Associate Professor Emerita

**Local Academic Unit:** Dance (CVPA)

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<b>Shelley</b>	<b>Louise I.</b>	2/2/2025
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**Title:** Distinguished University Professor Emerita of Policy and Government

**Local Academic Unit:** Schar School of Policy and Government

**ACTION ITEMS**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**CONFERRAL OF EMERITUS/EMERITA STATUS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
<b>Smith</b>	<b>Glenn E.</b>	12/5/2024

**Title:** Professor Emeritus

**Local Academic Unit:** Music (CVPA)

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<b>Soltan</b>	<b>Valeriu</b>	12/5/2024
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**Title:** Professor Emeritus

**Local Academic Unit:** Mathematical Science (COS)



To: James Soto Antony, PhD, Provost and Executive Vice President  
Gregory Washington, PhD, President

From: Ingrid Guerra-López, PhD, Dean  
College of Education and Human Development (CEHD)



Subject: Emeritus Designation for Dr. Robert E. Baker

Date: October 17, 2024

I am writing to request that Dr. Robert E. Baker be awarded the title Professor Emeritus of Sport, Recreation, and Tourism Management, effective February 2, 2025.

Dr. Baker began at Mason in 2005 as an associate professor and earned promotion to the rank of professor in 2014. His numerous leadership positions include serving as Interim Dean; School Director of the School of Sport, Recreation, and Tourism Management; Interim School Director of the School of Kinesiology; and Director of the Center for Sport Management.


Dr. Baker’s research has had a major impact in advancing the field, including in the areas of sport diplomacy and sport analytics. His output includes six books; 18 book chapters; 28 journal articles, including in top journals in the field; and 29 other publications. He has delivered 14 keynote presentations and scholarly workshops, and 86 refereed state/national/international presentations. His numerous grant awards include continuous funding from such organizations as the U.S. Department of State’s prestigious Bureau of Education and Cultural Affairs Sport Visitors Program, totaling over \$7M.

During his time at Mason, Dr. Baker taught multiple sections of 19 distinct courses, made significant contributions to curriculum development and transitioning courses to online formats, and developed a Research Mentoring program. He received the Distinguished Sport Management Educator Award by the North American Society for Sport Management and was the finalist for the GMU Teaching Excellence Award and GMU Career Connection Award for his student mentoring.

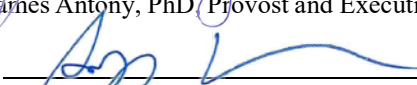
Dr. Baker’s service has been outstanding at all levels. He has served on multiple college and university committees, served as President of the North American Society for Sport Management, and was a founding Board Member of the World Association for Sport Management. He received the Sport Management Outstanding Achievement Award by the National Association for Sport and Physical Education for his lifetime achievements in scholarship, teaching, and service in sport management.

Dr. Baker is a highly respected and an outstanding member of the Mason community who has made extraordinary across-the-board contributions. I highly recommend him for emeritus status.

Approved  Not Approved

  
James Antony, PhD, Provost and Executive Vice President

Approved  Not Approved

  
Gregory Washington, PhD, President

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



College of Engineering and Computing

Nguyen Engineering Building, Suite 5100
4400 University Drive, MS 4A3, Fairfax, Virginia 22030
Phone: 703-993-1497; Fax: 703-993-1734
Web: cec.gmu.edu

To: James Anthony, Provost and Executive Vice President
Gregory N. Washington, President
From: Kenneth S. Ball, P.E., Dean
College of Engineering and Computing
Subject: Emeritus Designation for Dr. Deborah J. Goodings
Date: 17 October 2024

I am writing to request that Dr. Deborah J. Goodings be awarded the title Dewberry Professor Emerita of Civil, Infrastructure and Environmental Engineering (CEIE) effective February 2, 2025. Dr. Goodings received her Ph.D. in Geotechnical Engineering from Cambridge University. She joined Mason in 2009 as Chair of the Sid and Reva Dewberry Department of Civil, Environmental, and Infrastructure Engineering and to hold the endowed Dewberry Chair in Civil Engineering. Prior to that she had served as a Professor in the Department of Civil and Environmental Engineering at the University of Maryland. Between 2015 to 2018 she joined the National Science Foundation (NSF) through an IPA, to serve as a member of the Senior Management Team for the Engineering Directorate as Director of the Civil, Mechanical, and Manufacturing Innovation (CMMI) Directorate. Since 2018 she has served as Associate Dean of Graduate Affairs for the College of Engineering and Computing (CEC).

Dr. Goodings has made significant contributions to education within CEC. As Department Chair of CEIE, she grew the faculty by 50%, updated the undergraduate and graduate curricula, raised funds for a new undergraduate teaching laboratory, an endowed chair and student fellowships, and strengthened engagement with the Department's board of industry advisors, which today is a marked strength of the department. As Associate Dean, she oversaw graduate education during a period of tremendous growth in the CEC graduate student population, and provided proactive leadership, supervision, guidance, and accountability for CEC graduate education, including its intersection with research and administration. She was also very involved in graduate education initiatives across the university, working with other colleges and central university administrative offices to advance the university's broader goals in research, education, and administrative vitality.

In her role as a Director at NSF, she was an advocate for U.S. university research and education in engineering through both direct awards and support of shared national facilities, with broader impacts leading to breakthroughs that advanced the nation's health, economy, and sustainability and resilience. That experience exposed her to the national landscape of academic research and led her to create a seminar series for incoming CEC faculty on research portfolio development when she completed her NSF detail. Her experience and expertise led to her current appointment to the White House National Infrastructure Advisory Council (NIAC) workforce development sub-committee and to a parallel committee of the American Society of Civil Engineers. Her past appointments include service to the U.S. National Academies/National Research Council, as well as to institutional visiting and review committees both in the United States and Canada. She is a Fellow of the American Society of Civil Engineers and a registered professional engineer.

In summary, Dr. Goodings has over 15 years of exemplary service to Mason with significant contributions in education, research and advancing our reputation. In recognition of her many contributions, I recommend that Dr. Deborah Goodings be granted the status of Dewberry Professor Emerita of Civil, Infrastructure, and Environmental Engineering.,

Approval [checked] Disapproval [ ] James Anthony, PhD, 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: James Antony, PhD, Provost and Executive Vice President  
Gregory Washington, President

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

Subject: Emeritus Designation for Distinguished Professor David Hart

Date: October 1, 2024

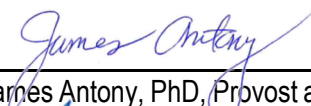
This memo nominates Dr. David Hart as Professor Emeritus of Policy and Government. Dr. Hart first joined Mason as Associate Professor in 2004 after ten years as a professor at Harvard University’s Kennedy School of Government. He served our school as Senior Associate Dean from 2013 to 2015.

Dr. Hart is a senior fellow for climate and energy at the Council on Foreign Relations (CFR), and previously was assistant director for innovation policy at the White House Office of Science and Technology Policy, and director of the Center for Clean Energy Innovation at the Information Technology and Innovation. Dr. Hart was named a lifetime Fellow of the American Association for the Advancement of Science, the world's largest multidisciplinary scientific society, in 2023.

Dr. Hart’s work contributed to the expansion of the federal energy R&D budget, the establishment of the U.S. Department of Energy’s Office of Clean Energy Demonstrations and the creation of the Foundation for Energy Security and Innovation. Dr. Hart co-authored the books *Energizing America* (Columbia University Center for Global Energy Policy, 2020) and *Unlocking Energy Innovation* (MIT Press, 2012).

Dr. Hart earned a BA in the Science in Society Program at Wesleyan University, and a PhD from the Department of Political Science at the Massachusetts Institute of Technology.

It gives me great honor to nominate Dr. David Hart for consideration as Professor Emeritus of Policy and Government, effective February 2, 2025.

Approval  Disapproval    
James Antony, PhD, Provost and Executive Vice President


Approval  Disapproval    
Gregory Washington, President

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



College of Visual and Performing Arts  
Office of the Dean

To: James Antony, Provost and Executive Vice President  
Gregory Washington, President

From: Rick Davis, Dean, CVPA   
Re: Emeritus designation for Anthony Maiello  
Date: October 15, 2024

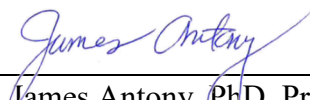
It is my honor to recommend Distinguished University Professor Anthony (Tony) Maiello (ret.) of the Dewberry School of Music for appointment to the rank of Distinguished University Professor Emeritus, effective December 5, 2024. Tony retired in June, 2024 having served George Mason University for 38 years with distinction, generosity, and (a word I use very seldom) zeal. His work as a teacher and conductor was one of the most important factors in the growth of the Music program at George Mason, and he created a foundation on which the current Dewberry School of Music is still building.

As Director Linda Monson’s letter details, Tony Maiello combined a passion for teaching with an internationally-acclaimed career as a conductor, clinician, author, and arranger. His laurels include serving as a cover conductor for Leonard Slatkin and the National Symphony Orchestra; numerous recordings in the band/wind ensemble area; conductor for the Gold Medal Ceremonies at the Lake Placid Winter Olympics; Honorary Conductor, U.S. Navy Band; and many others.


Closer to home, Prof. Maiello founded the American Festival Pops Orchestra under the auspices of our Center for the Arts and Hylton Performing Arts Center’s professional presenting series, and built it into one of the premier attractions at both venues. His twelve years of service to AFPO (he retired from that podium in 2022) have created a legacy of top-level music-making that continues to delight audiences in Northern Virginia, and offers professional performance opportunities for select Mason faculty and students (and the occasional Dean).

I endorse this Emeritus appointment with wholehearted enthusiasm.

approved       not approved

  
James Antony, PhD, Provost


approved       not approved

  
Gregory Washington, PhD, President

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



College of Visual and Performing Arts  
Office of the Dean

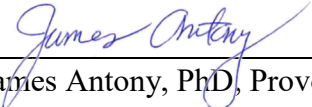
To: James Antony, Provost and Executive Vice President  
Gregory Washington, President  
From: Rick Davis, Dean, CVPA   
Re: Emeritus designation for Elizabeth Price  
Date: October 15, 2024

It is my honor to recommend Associate Professor Elizabeth (Buffy) Price (ret.) of the School of Dance for appointment to the rank of Associate Professor Emerita, effective December 5, 2024. Buffy retired in May, 2021 having served George Mason University for 30 years, in a series of increasingly consequential positions culminating in her brilliant service as Chair/Director of the Department/School of Dance from 2003 to 2013. As Director Susan Shields's letter details, she shaped many aspects of the School, both curricular and production-based, that helped create the nationally-competitive program that we have today.

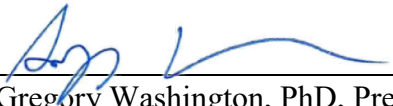
Buffy's career in New York and D.C. as a dancer, artistic director, and choreographer prepared her well for her innovative and effective approach to integrating professional artists into the School of Dance, both as faculty and guests, another continuing factor in our School's high reputation. Her teaching was always highly regarded, so much so that she won the university's highest teaching honor, the David King Award. And she has continued to support the School as a member of the Dance Partnership Council.

I endorse this Emerita appointment with wholehearted enthusiasm.

approved       not approved

  
James Antony, PhD, Provost

approved       not approved

  
Gregory Washington, PhD, President

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



To: James Antony, PhD, Provost and Executive Vice President  
Gregory Washington, President

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

Subject: Emerita Designation for Distinguished University Professor Louise Shelley

Date: October 1, 2024

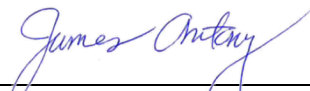
This memo nominates Dr. Louise Shelley as Distinguished University Professor Emerita of Policy and Government. Dr. Shelley first joined Mason as Professor in 2007, bringing with her the Transnational Crime and Corruption Center (TraCCC), first founded in 1997. She was designated Distinguished University Professor in 2011.

Dr. Shelley, among other grants and awards, has held fellowships from the Carnegie Corporation, the Guggenheim, NEH, IREX, Kennan Institute, and Fulbright, and is the recipient of a MacArthur grant. She has testified before numerous U.S. House and Senate committees on issues concerning organized crime, corruption, and trafficking, on which she is an internationally recognized expert. Shelley served on the Global Agenda Council on Illicit Trade and Organized Crime of the World Economic Forum (WEF) and was the first cochair of its Council on Organized Crime. She is a life member of the Council on Foreign Relations.

Dr. Shelley is the author of books *Dirty Entanglements: Corruption, Crime and Terrorism* (Cambridge University Press), *Human Trafficking: A Global Perspective* (Cambridge University Press), *Dark Commerce: How a New Illicit Economy is Threatening our Future* (Princeton University Press), among other books, book chapters, and articles.

Dr. Shelley earned a BA in penology and Russian literature from the Cornell University, and a MA in criminology and PhD in sociology from the University of Pennsylvania.

It gives me great honor to nominate Dr. Louise Shelley for consideration as Distinguished University Professor Emerita of Policy and Government, effective February 2, 2025.


Approval  Disapproval \_\_\_\_\_  
  
James Antony, PhD, Provost and Executive Vice President

Approval  Disapproval \_\_\_\_\_  
  
Gregory Washington, President

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



College of Visual and Performing Arts  
Office of the Dean

To: James Antony, Provost and Executive Vice President  
Gregory Washington, President  
From: Rick Davis, Dean, CVPA   
Re: Emeritus designation for Glenn Smith  
Date: October 15, 2024

It is my honor to recommend Professor Glenn Smith (ret.) of the Dewberry School of Music for appointment to the rank of Emeritus Professor, effective December 5, 2024. Glenn retired in June, 2023 having served George Mason University for 46 years, helping to build the music and arts profile of the young university with his artistry as a composer, his dedication and passion as a teacher, and his commitment to innovation in matters of curriculum.

As Director Linda Monson’s letter details, Glenn Smith’s work as a composer achieved wide acclaim, with performances at venues such as Carnegie Recital hall, Wolf Trap Farm Park, National Gallery of Art, Library of Congress, CBC Television, and National Public Radio. He has been repeatedly lauded by ASCAP, the professional society for composers and arrangers.

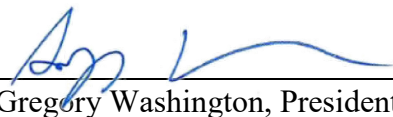
Glenn’s compositional and pedagogical interests have broadened to include music as a healing art, and his creation of an undergraduate minor and a graduate certificate program in this area leaves a lasting legacy of his commitment to the power of music as a positive force in the world beyond its purely aesthetic qualities. In addition, Glenn has been a generous mentor to students, colleagues, and alumni working in this emerging area.

I endorse this Emeritus appointment with wholehearted enthusiasm.

approved       not approved

  
James Antony, Provost

approved       not approved

  
Gregory Washington, President

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

To: James Antony, Provost and Executive Vice President  
Gregory Washington, President

From: Cody W. Edwards, Interim Dean, College of Science




Subject: Emeritus Designation for Dr. Valeriu Soltan

Date: October 14, 2024


Dr. Valeriu Soltan joined George Mason on January 25, 1999 and began work in the Department of Mathematics as an Associate Professor on August 25, 2001. He retired in May 2024 with an exemplary record of teaching and research, and service as a Professor in the College of Science and to the George Mason community. Dr. Soltan also forged relationships and mentored students and junior colleagues and has garnered international recognition in his field. Post retirement, Dr. Soltan is continuing to focus on his research and continues to maintain a relationship with the College of Science.

I am pleased to support the nomination of Dr. Soltan for the rank of Emeritus Professor, as recommended by Dr. Maria Emelianenko, Chair of his former department, Mathematical Sciences. Given Dr. Soltan’s contributions and impact at George Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approval  Disapproval

  
\_\_\_\_\_  
James Antony, PhD  
Provost and Executive Vice President

Approval  Disapproval

  
\_\_\_\_\_  
Gregory Washington, PhD  
President

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



## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Cohen	Martin	1/10/2025	1.5 years

**Title:** Instructional Associate Professor

**Rank:** Instructional Associate Professor

**Classification:** Term - Instructional

**Local Academic Unit:** Health Administration and Policy (CPH)

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Das	Sanchari	12/1/2024	3 years
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**Title:** Assistant Professor

**Rank:** Assistant Professor

**Classification:** Tenure Track - Instructional

**Local Academic Unit:** Information Sciences and Technology (CEC)

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Gomez	Patricia	9/10/2024	1 year
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**Title:** Term Instructor of Spanish

**Rank:** Instructor

**Classification:** Term - Instructional

**Local Academic Unit:** Modern and Classical Languages (CHSS)

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Johnston	Craig D.	8/25/2024	1 year
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**Title:** Research Assistant Professor

**Rank:** Research Assistant Professor

**Classification:** Term - Research

**Local Academic Unit:** Physics and Astronomy (COS)

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Kwon	Suyoung	1/10/2025	3 years
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**Title:** Assistant Professor

**Rank:** Assistant Professor

**Classification:** Tenure Track - Instructional

**Local Academic Unit:** Nursing (CPH)

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**APPOINTMENT OF FACULTY**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
<b>Mehta</b>	<b>Kumar</b>	1/10/2025	3.5 years

**Title:** Instructional Associate Professor

**Rank:** Instructional Associate Professor

**Classification:** Term - Instructional

**Local Academic Unit:** Costello College of Business

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<b>Mobahi</b>	<b>Hedyeh</b>	1/10/2025	1.5 years
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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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## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

#### APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
<b>Bergene</b>	<b>Karissa</b>	9/10/2024

**Title:** Assistant Director of Research Operations (CISPDS Lab)

**Classification:** At will - Admin/Professional

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

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<b>Billups</b>	<b>Kesha A.</b>	9/23/2024
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**Title:** Health Promotion Nurse Practitioner

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Student Health Services (UL)

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<b>Butler</b>	<b>Derek</b>	9/9/2024
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**Title:** Deputy University Auditor

**Classification:** At will - Admin/Professional

**Local Academic Unit:** University Audit

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<b>Caputy</b>	<b>Kiersten J.</b>	10/21/2024
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**Title:** Associate Director of Constituent Engagement, CEHD

**Classification:** At will - Admin/Professional

**Local Academic Unit:** College of Education and Human Development

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<b>Crickenberger</b>	<b>Taylor</b>	9/25/2024
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**Title:** Assistant Director for Financial Well-Being

**Classification:** At will - Admin/Professional

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

## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

#### APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
<b>Edney</b>	<b>Marshell N.</b>	9/16/2024

**Title:** Assistant Director for Orientation

**Classification:** At will - Admin/Professional

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

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<b>Estell</b>	<b>Janard A.</b>	10/25/2024
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**Title:** Associate Director of Development (Major Gift Officer)

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Intercollegiate Athletics

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<b>Foley</b>	<b>Hannah S.</b>	9/9/2024
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**Title:** Assistant Director, Athletic Communications

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Intercollegiate Athletics

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<b>Gandolfo-Muller</b>	<b>Marissa L.</b>	10/7/2024
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**Title:** Assistant Director for Sexual and Interpersonal Violence and Student Support Services

**Classification:** At will - Admin/Professional

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

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<b>Gibson</b>	<b>Kristin</b>	10/7/2024
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**Title:** Associate Director

**Classification:** At will - Admin/Professional

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

## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

#### APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
<b>Harvey</b>	<b>Korrin</b>	9/25/2024

**Title:** Associate Director of Graduate Recruitment and Admissions

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Schar School of Policy and Government

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<b>Marin Ciro</b>	<b>Nicolas</b>	10/7/2024
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**Title:** User Experience Manager

**Classification:** At will - Admin/Professional

**Local Academic Unit:** University Life Process and Project Management (UL)

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<b>Murin</b>	<b>Max M.</b>	9/27/2024
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**Title:** Head Assistant Coach, Wrestling

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Intercollegiate Athletics

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<b>Podesta</b>	<b>Kristina</b>	9/16/2024
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**Title:** Senior Research Associate

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Institutional Effectiveness and Planning (Provost)

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<b>Romail</b>	<b>Hoorab</b>	9/9/2024
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**Title:** Coordinator of Residence Life for Residential Academic Engagement

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Housing and Residence Life (UL)

## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

#### APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
<b>Rothstein</b>	<b>Emily C.</b>	9/16/2024

**Title:** International Advisor

**Classification:** At will - Admin/Professional

**Local Academic Unit:** International Programs and Services (UL)

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<b>Ryan</b>	<b>Alexis</b>	10/28/2024
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**Title:** Assistant Director for First-Gen+ Center

**Classification:** At will - Admin/Professional

**Local Academic Unit:** First Gen+ Center (UL)

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<b>Sarro</b>	<b>Victoria L.</b>	9/10/2024
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**Title:** Business Analyst for Operations and Continuity

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Office of the Registrar

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<b>Severo</b>	<b>Kelly M.</b>	11/10/2024
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**Title:** Director of Student Success Coaching

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Student Success Coaching (UL)

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<b>Sinagra</b>	<b>Samantha L.</b>	8/25/2024
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**Title:** Assistant Director of Film and Video Studies Program

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Film & Video Studies (CVPA)

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
<b>Smith</b>	<b>David R.</b>	9/23/2024

**Title:** Director of Professional Standards and Internal Affairs

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Police and Public Safety

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<b>Zia</b>	<b>Hilah</b>	10/14/2024
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**Title:** Director of Research Administration

**Classification:** At will - Admin/Professional

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

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 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>
<b>Chen</b>	<b>Pushih D.</b>	8/25/2024	1 year

**Title:** Interim Executive Director

**Local Academic Unit:** Integrative Studies (CHSS)

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<b>Fuchs</b>	<b>Cynthia J.</b>	8/25/2024	1 year
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**Title:** Interim Director

**Local Academic Unit:** Film & Video Studies (CVPA)

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<b>Mark</b>	<b>Brian L.</b>	8/25/2024	1 year
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**Title:** Interim Chair, Department of Electrical and Computer Engineering

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

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## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
<b>Alishetty</b>	<b>Suman</b>	9/10/2024	1 year

**Title:** Research Assistant Professor

**Rank:** Research Assistant Professor

**Classification:** Term - Research

**Local Academic Unit:** Bioengineering (CEC)

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<b>Birerdinc</b>	<b>Aybike</b>	10/10/2024	< 1 year
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**Title:** Research Assistant Professor

**Rank:** Research Assistant Professor

**Classification:** Term - Research

**Local Academic Unit:** Systems Biology (COS)

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<b>Brown</b>	<b>Daniel L.</b>	8/25/2024	1 year
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**Title:** Research Associate (Instructor)

**Rank:** Research Associate (Instructor)

**Classification:** Term - Research

**Local Academic Unit:** Collision Safety and Analysis (COS)

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<b>Casserly</b>	<b>Charles J.</b>	8/25/2024	1 year
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**Title:** Executive in Residence/Instructor of Sport Management

**Rank:** Instructor

**Classification:** Term - Instructional

**Local Academic Unit:** College of Education and Human Development

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<b>Frederick</b>	<b>Joanne J.</b>	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

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**RENEWALS AND REAPPOINTMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
<b>Geiger</b>	<b>Erin K.</b>	8/25/2024	1 year

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

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<b>Gonzalez Samudio</b>	<b>David Ignacio</b>	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)

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<b>Helsing</b>	<b>Jeffrey W.</b>	10/1/2024	1 year
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**Title:** Research Associate Professor  
**Rank:** Research Associate Professor  
**Classification:** Term - Research  
**Local Academic Unit:** Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

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

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<b>Horak</b>	<b>Anne K.</b>	8/25/2024	1 year
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**Title:** Project Director  
**Rank:** Research Assistant Professor  
**Classification:** Term - Research  
**Local Academic Unit:** College of Education and Human Development

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<b>Krout</b>	<b>Linda M.</b>	8/25/2024	1 year
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**Title:** Instructor of Physical Education and Health  
**Rank:** Instructor  
**Classification:** Term - Instructional  
**Local Academic Unit:** College of Education and Human Development

## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
<b>Lockhart</b>	<b>Christopher B.</b>	5/10/2024	1 year

**Title:** Research Assistant Professor

**Rank:** Research Assistant Professor

**Classification:** Term - Research

**Local Academic Unit:** Systems Biology (COS)

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<b>Maloney</b>	<b>Brenna</b>	8/25/2024	1 year
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**Title:** Instructor of Journalism

**Rank:** Instructor

**Classification:** Term - Instructional

**Local Academic Unit:** Communication (CHSS)

**Note(s):** Additional Title: Journalism Coordinator

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<b>Mitsui</b>	<b>Ayaka</b>	8/25/2024	1 year
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**Title:** Instructor of Japanese

**Rank:** Instructor

**Classification:** Term - Instructional

**Local Academic Unit:** Modern and Classical Languages (CHSS)

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<b>Odstrcil</b>	<b>Dusan</b>	1/10/2025	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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<b>Raines</b>	<b>Alexandra R.</b>	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

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**RENEWALS AND REAPPOINTMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
<b>Schnur</b>	<b>Joel M.</b>	1/10/2025	< 1 year

**Title:** Research Professor  
**Rank:** Research Professor  
**Classification:** Term - Research  
**Local Academic Unit:** College of Science

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<b>Sleeter</b>	<b>Nathan M.</b>	8/25/2024	1 year
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**Title:** Research Assistant Professor  
**Rank:** Research Assistant Professor  
**Classification:** Term - Research  
**Local Academic Unit:** History and Art History (CHSS)

**Note(s):** Additional Title: Director of Educational Projects

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<b>Terrell</b>	<b>Anthony S.</b>	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

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<b>Tomasovic</b>	<b>Susan K.</b>	8/25/2024	1 year
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**Title:** Instructor  
**Rank:** Instructor  
**Classification:** Term - Instructional  
**Local Academic Unit:** Communication (CHSS)

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<b>Yu</b>	<b>Bo</b>	8/10/2024	1 year
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**Title:** Research Assistant Professor  
**Rank:** Research Assistant Professor  
**Classification:** Term - Research  
**Local Academic Unit:** Center for Excellence in Command, Control, Communications, Computing, Intelligence and Cyber (CEC)

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**RENEWALS AND REAPPOINTMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
<b>Zhou</b>	<b>Weidong</b>	9/25/2024	1 year

**Title:** Research Associate Professor

**Rank:** Research Associate Professor

**Classification:** Term - Research

**Local Academic Unit:** Center for Applied Proteomics and Molecular Medicine (COS)

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**SEPARATIONS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
<b>Andalibi</b>	<b>Ali</b>	Retirement	08/24/2024

**Title:** Associate Dean Research COS  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** College of Science

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<b>Anthes</b>	<b>Daniel W.</b>	Resignation	08/16/2024
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**Title:** Director, Technology Services  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** University Life

**Note(s):** Mr. Anthes has accepted a position with University of Virginia.

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<b>Baker</b>	<b>Robert E.</b>	Retirement	01/24/2025
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**Title:** Professor without Term  
**Classification:** Tenured (without term) - Instructional  
**Local Academic Unit:** College of Education and Human Development

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<b>Baldelli</b>	<b>Elisa</b>	Resignation	10/09/2024
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**Title:** Research Associate (Instructor)  
**Classification:** Term - Research  
**Local Academic Unit:** Center for Applied Proteomics and Molecular Medicine (COS)

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<b>Barnes</b>	<b>James S.</b>	Resignation	09/24/2024
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**Title:** Instructional Assistant Professor  
**Classification:** Term - Instructional  
**Local Academic Unit:** Mathematical Science (COS)

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**SEPARATIONS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
<b>Blackbourn</b>	<b>Anne</b>	Contract expiration	10/04/2024

**Title:** Higher Ed Law Fellow  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** University Counsel

**Note(s):** Ms. Blackbourn has accepted a position with Department of Education.

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<b>Buchy</b>	<b>Jaclyn K.</b>	Resignation	10/18/2024
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**Title:** Senior Director, Specialized Master's Programs  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** Costello College of Business

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<b>Callahan</b>	<b>Deniz</b>	Resignation	10/04/2024
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**Title:** Engineering Planner  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** Facilities

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<b>Cox</b>	<b>Harold</b>	Retirement	09/30/2024
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**Title:** Project Director  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** College of Education and Human Development

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<b>Freeman</b>	<b>Daniel</b>	Resignation	09/20/2024
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**Title:** Director of Development  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** Advancement and Alumni Relations

**Note(s):** Mr. Freeman has accepted a position with Gaston College.

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**SEPARATIONS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
<b>Goodings</b>	<b>Deborah J.</b>	Retirement	01/09/2025

**Title:** Professor without Term

**Classification:** Tenured (without term) - Instructional

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

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<b>Hart</b>	<b>David M.</b>	Resignation	01/09/2025
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**Title:** Professor without Term

**Classification:** Tenured (without term) - Instructional

**Local Academic Unit:** Schar School of Policy and Government

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<b>Hutchens</b>	<b>Leslie</b>	Resignation	09/03/2024
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**Title:** Director of Parent and Family Philanthropy

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Advancement and Alumni Relations

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<b>Kennedy</b>	<b>Eileen</b>	Resignation	10/04/2024
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**Title:** Associate Vice President of Development

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Advancement and Alumni Relations

**Note(s):** Ms. Kennedy has accepted a position with Harvard University.

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<b>Ledesma</b>	<b>Danielle I.</b>	Contract expiration	07/24/2024
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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**

December 5, 2024

**SEPARATIONS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
<b>Lewis</b>	<b>Jocelyn A.</b>	Resignation	08/30/2024

**Title:** Head, Resource Acquisition  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** University Libraries

---

<b>Lucal</b>	<b>Mary</b>	Resignation	08/11/2024
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**Title:** Vice President of Human Resources and Chief Human Resource Officer  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** Human Resources

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<b>Martin</b>	<b>Ansonia</b>	Resignation	09/04/2024
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**Title:** Financial Aid Counselor  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** Student Financial Aid (Provost)

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<b>Morehouse</b>	<b>Stephen G.</b>	Retirement	10/24/2024
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**Title:** Executive Director of Student Centers, Event Services, and EagleBank Arena  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** Auxiliary Services and Operations (SVP)

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<b>Myers</b>	<b>Daniel</b>	Contract expiration	11/29/2024
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**Title:** Technology Mentor  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** Office of the Provost

## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

## SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
<b>Oluseyi</b>	<b>Hakeem M.</b>	Contract expiration	05/24/2024

**Title:** Research Professor

**Classification:** Term - Research

**Local Academic Unit:** Physics and Astronomy (COS)

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<b>Osborne</b>	<b>Brittani G.</b>	Resignation	10/18/2024
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**Title:** Employer Engagement Consultant

**Classification:** At will - Admin/Professional

**Local Academic Unit:** University Career Services (UL)

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<b>Rollins</b>	<b>Christine</b>	Resignation	10/25/2024
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**Title:** Coordinator of Care and Outreach

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Housing and Residence Life (UL)

**Note(s):** Mrs. Rollins has accepted a position with University of South Carolina.

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<b>Sachedina</b>	<b>Abdulaziz A.</b>	Resignation	10/23/2024
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**Title:** Professor without Term

**Classification:** Tenured (without term) - Instructional

**Local Academic Unit:** Religious Studies (CHSS)

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<b>Sanders</b>	<b>Tatiyanna</b>	Resignation	09/06/2024
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**Title:** Academic Coordinator

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Intercollegiate Athletics

## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Shelley	Louise I.	Retirement	01/09/2025

**Title:** Distinguished University Professor

**Classification:** Tenured (without term) - Instructional

**Local Academic Unit:** Schar School of Policy and Government

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Sommer	Philippe	Resignation	08/15/2024
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**Title:** Life Science Business Mentor

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Office of the Provost

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Stafford	Heather	Resignation	09/18/2024
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**Title:** Assistant Coach, Women's Rowing

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Intercollegiate Athletics

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Thees	Windy	Resignation	08/15/2024
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**Title:** Assistant Coach, Softbal

**Classification:** At will - Admin/Professional

**Local Academic Unit:** Intercollegiate Athletics

**Note(s):** Mrs. Thees has accepted a position with Indiana State University.

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Watkins	Wendy V.	Retirement	09/24/2024
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**Title:** Associate University Auditor

**Classification:** At will - Admin/Professional

**Local Academic Unit:** University Audit

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**SEPARATIONS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
<b>Wheeler</b>	<b>Diek W.</b>	Contract expiration	08/24/2024

**Title:** Research Associate Professor  
**Classification:** Term - Research  
**Local Academic Unit:** Bioengineering (CEC)

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<b>Winstead</b>	<b>Leigh M.</b>	Resignation	08/16/2024
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**Title:** Deputy Director, M-VETS  
**Classification:** At will - Admin/Professional  
**Local Academic Unit:** Antonin Scalia Law School

**Note(s):** Mrs. Winstead has accepted a position with Marymount University.

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<b>Yaroslavtsev</b>	<b>Grigory</b>	Resignation	05/24/2024
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**Title:** Assistant Professor  
**Classification:** Tenure track - Instructional  
**Local Academic Unit:** Computer Science (CEC)

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## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Akhtari</b>	<b>Humaira</b>	Title Change
<b>Title:</b> Assistant Chair for Undergraduate, Graduate and Online Studies <b>Local Academic Unit:</b> Information Sciences and Technology (CEC)		
<b>Note(s):</b> Retained Title-Instructor		
<b>Albanese</b>	<b>Massimilano</b>	Title Change
<b>Title:</b> Associate Director for the Center for Secure Information Systems <b>Local Academic Unit:</b> Information Sciences and Technology (CEC)		
<b>Note(s):</b> Retained Title-Associate Professor without Term		
<b>Albanese</b>	<b>Massimilano</b>	Title Change
<b>Title:</b> Associate Chair for Research, Information Sciences and Technology Department <b>Local Academic Unit:</b> Information Sciences and Technology (CEC)		
<b>Note(s):</b> Retained Title-Associate Professor without Term		
<b>Altug</b>	<b>Mehmet S.</b>	Title Change
<b>Title:</b> Director, Center for Retail Transformation <b>Local Academic Unit:</b> Costello College of Business		
<b>Note(s):</b> Retained Title-Associate Professor without Term		
<b>Altug</b>	<b>Mehmet S.</b>	Title Change
<b>Title:</b> Academic Director, MS in Business Analytics <b>Local Academic Unit:</b> Costello College of Business		
<b>Note(s):</b> Retained Title-Associate Professor without Term		

## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

**Antil**

**Harbir**

Title Change

**Title:** Director of the Center for Mathematics and Artificial Intelligence

**Local Academic Unit:** Mathematical Science (COS)

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

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**Baldimtsi**

**Foteini**

Leave with Partial Pay

**Title:** Associate Professor

**Local Academic Unit:** Computer Science (CEC)

**Note(s):** Professor Baldimtsi has been awarded a Faculty Study Leave for AY 2024-2025.

---

**Baldo**

**James**

Title Change

**Title:** Director of the Master of Science in Data Analytics Engineering Program

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

**Note(s):** Retained Title-Associate Professor

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**Barnes**

**Steven A.**

Title Change

**Title:** Director, Russian and Eurasian Studies Program

**Local Academic Unit:** History and Art History (CHSS)

**Note(s):** Retained Title-Associate Professor

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**Bellos**

**Ioannis**

Title Change

**Title:** Director, Master of Business Administration (MBA)

**Local Academic Unit:**

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

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Berg**

**Colleen F.**

Title Change

**Title:** Associate Chair, Department of Mechanical Engineering

**Local Academic Unit:** Mechanical Engineering (CEC)

**Note(s):** Retained Title-Instructor

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**Billingham**

**Lisa A.**

Leave with Pay

**Title:** Professor

**Local Academic Unit:** Music (CVPA)

**Note(s):** Professor Billingham has been awarded a Faculty Study Leave for Fall Semester 2024.

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**Britt**

**Thomas**

Leave with Pay

**Title:** Professor

**Local Academic Unit:** Film and Video Studies Program

**Note(s):** Professor Britt has been awarded a Faculty Study Leave for Spring Semester 2025.

---

**Brouse**

**Peggy S.**

Title Change

**Title:** Associate Chair for Undergraduate Studies, CYSE

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

**Note(s):** Retained Title-Professor

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**Brown**

**Jacquelyn D.**

Title Change

**Title:** Instructional Assistant Professor

**Local Academic Unit:** Costello College of Business

**Note(s):** Previous Title:Senior Instructor

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Burt</b>	<b>Jo-Marie</b>	Leave with Partial Pay

**Title:** Associate Professor without Term  
**Local Academic Unit:** Schar School of Policy and Government

**Note(s):** Professor Burt has been awarded a Faculty Study Leave for AY 2024-2025.

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<b>Chang</b>	<b>Kuo-Chu</b>	Leave with Pay
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**Title:** Professor without Term  
**Local Academic Unit:** Systems Engineering and Operations Research (CEC)

**Note(s):** Professor Chang has been awarded a Faculty Study Leave for Spring 2025.

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<b>Chitnis</b>	<b>Parag</b>	Title Change
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**Title:** Associate Chair, Graduate Program, Bioengineering Department  
**Local Academic Unit:** Bioengineering (CEC)

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

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<b>Correa-Cabrera</b>	<b>Guadalupe</b>	Leave without Pay
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**Title:** Professor without Term  
**Local Academic Unit:** Schar School of Policy and Government

**Note(s):**  
Professor Correa-Cabrera will be on Educational Leave without pay for Academic Year 2024-2025.

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<b>Dakake</b>	<b>Maria M.</b>	Leave with Pay
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**Title:** Associate Professor without Term  
**Local Academic Unit:** Religious Studies (CHSS)

**Note(s):** Professor Dakake has been awarded a Faculty Study Leave for Fall Semester 2024.

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## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

**Danquah-Brobby**

**Paula**

Title Change

**Title:** Associate Dean of Access, Belonging and Community Engagement (ABCE)

**Local Academic Unit:** College of Science

**Note(s):** Previous Title: Director of Diversity, Equity and Inclusion

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**Dhokai**

**Niyati S.**

Title Change

**Title:** Faculty Fellow for Curriculum

**Local Academic Unit:** College of Visual and Performing Arts

**Note(s):** Retained Title-Research Associate Professor

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**Dunne**

**Kelly B.**

Title Change

**Title:** Interim Senior Director of the School of Integrative Studies

**Local Academic Unit:** Integrative Studies (CHSS)

**Note(s):** Retained Title-Term Instructor

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**Dwyer**

**Leslie K.**

Title Change

**Title:** Diversity Equity & Inclusion Committee Chair

**Local Academic Unit:** School for Conflict Analysis and Resolution

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

---

**Eshete**

**Zelalem**

Title Change

**Title:** KEEN Faculty Learning Community

**Local Academic Unit:** Mechanical Engineering (CEC)

**Note(s):** Retained Title-Assistant Professor

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Evans Cuellar**

**Alison**

Title Change

**Title:** Associate Dean for Research

**Local Academic Unit:** College of Public Health

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

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**Eyman**

**Douglas**

Leave with Pay

**Title:** Associate Professor

**Local Academic Unit:** English (CHSS)

**Note(s):** Professor Eyman has been awarded a Faculty Study Leave for Fall Semester 2024.

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**Gaj**

**Krzysztof M.**

Title Change

**Title:** Associate Chair for Graduate Programs, ECE

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

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

---

**Garcia**

**Toni C.**

Title Change

**Title:** Concentration Director, Business Analytics

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Senior Instructor

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**Garrison**

**Daniel J.**

Title Change

**Title:** Director of Cardinal Education (formerly CGEP)

**Local Academic Unit:** Information Sciences and Technology (CEC)

**Note(s):** Retained Title-Assistant Professor

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Garrison</b>	<b>Daniel J.</b>	Title Change

**Title:** Director of Online Programs

**Local Academic Unit:** Information Sciences and Technology (CEC)

**Note(s):** Retained Title-Assistant Professor

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<b>Gatling</b>	<b>Benjamin C.</b>	Title Change
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**Title:** Interim Director of MAIS in the School of Integrative Studies

**Local Academic Unit:** English (CHSS)

**Note(s):** Retained Title-Associate Professor

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<b>Genaro Motti</b>	<b>Vivian</b>	Leave with Partial Pay
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**Title:** Associate Professor

**Local Academic Unit:** Information Sciences and Technology (CEC)

**Note(s):**

Professor Genaro Motti has been awarded a Faculty Study Leave for the academic year 2024-2025.

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<b>Gest</b>	<b>Justin D.</b>	Leave with Pay
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**Title:** Professor without Term

**Local Academic Unit:** Schar School of Policy and Government

**Note(s):** Professor Gest has been awarded a Faculty Study Leave for Fall Semester 2024.

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<b>Gilman</b>	<b>Lisa M.</b>	Leave with Pay
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**Title:** Professor without Term

**Local Academic Unit:** English (CHSS)

**Note(s):**

Professor Gilman will be on Educational Leave with pay for Academic Year 2024-2025.

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Gonzalez Samudio</b>	<b>David Ignacio</b>	Title Change

**Title:** Instructional Assistant Professor  
**Local Academic Unit:** Computer Science (CEC)

**Note(s):** Previous Title:Instructor

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<b>Gopin</b>	<b>Marc</b>	Title Change
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**Title:** Faculty Board Chair  
**Local Academic Unit:** Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

**Note(s):** Retained Title-Professor

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<b>Grady</b>	<b>Victoria M.</b>	Title Change
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**Title:** Academic Director, Master of Science in Management (MSM)  
**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Associate Professor

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<b>Green</b>	<b>Emily H.</b>	Title Change
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**Title:** Faculty Fellow for Curriculum  
**Local Academic Unit:** Music (CVPA)

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

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<b>Haddad</b>	<b>Bassam S.</b>	Leave with Pay
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**Title:** Associate Professor without Term  
**Local Academic Unit:** Schar School of Policy and Government

**Note(s):** Professor Haddad has been awarded a Faculty Study Leave for Fall Semester 2024.

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## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

**Horstmeyer**

**Derek M.**

Title Change

**Title:** Director, Student Managed Investment Fund

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Professor

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**Hull**

**David I.**

Title Change

**Title:** Senior Associate Dean

**Local Academic Unit:** Antonin Scalia Law School

**Note(s):** Retained Title-Assistant Dean, Academic Administration

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**Hunter**

**Brett D.**

Title Change

**Title:** Associate Chair of Education, Department of Statistics

**Local Academic Unit:** Statistics (CEC)

**Note(s):** Retained Title-Associate Professor

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**Irvin-Erickson**

**Douglas S.**

Title Change

**Title:** Scheidt Fellow Directorship

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

**Note(s):** Retained Title-Assistant Professor

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**Islam**

**Khondkar R.**

Title Change

**Title:** Associate Chair for Undergraduate Education

**Local Academic Unit:** Information Sciences and Technology (CEC)

**Note(s):** Retained Title-Professor

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Johnson**

**Bret A.**

Title Change

**Title:** Academic Director, MS in Accounting

**Local Academic Unit:** Costello College of Business

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

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**Jones**

**Rochelle R.**

Title Change

**Title:** KEEN Faculty Learning Community

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

**Note(s):** Retained Title-Associate Professor

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**Jones**

**Rebecca M.**

Title Change

**Title:** Interim STEM Accelerator Director

**Local Academic Unit:** Chemistry and Biochemistry (COS)

**Note(s):** Retained Title-Professor

---

**Kathir**

**Nathan**

Title Change

**Title:** KEEN Faculty Learning Community

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

**Note(s):** Retained Title-Professor

---

**Kathir**

**Nathan**

Title Change

**Title:** Director Senior Projects, Department of Mechanical Engineering

**Local Academic Unit:** Mechanical Engineering (CEC)

**Note(s):** Retained Title-Professor

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## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

**Kelly**

**Anthony E.**

Leave with Pay

**Title:** Professor

**Local Academic Unit:** College of Education and Human Development

**Note(s):** Professor Kelly has been awarded a Faculty Study Leave for Fall Semester 2024.

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**Khasawneh**

**Khaled**

Title Change

**Title:** Associate Director, C-TASC

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

**Note(s):** Retained Title-Assistant Professor

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**Kochan**

**Donald J.**

Title Change

**Title:** Executive Director, Law and Economics Center

**Local Academic Unit:** Antonin Scalia Law School

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

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**Korostelina**

**Karina V.**

Title Change

**Title:** Research Committee Chair

**Local Academic Unit:** School for Conflict Analysis and Resolution

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

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**Kosoglu**

**Laura**

Title Change

**Title:** Associate Chair and Graduate Program Director, Sid and Reva Dewberry, CEIE

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

**Note(s):** Retained Title-Term Associate Professor

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Kugler</b>	<b>Maurice D.</b>	Leave with Pay

**Title:** Professor without Term

**Local Academic Unit:** Schar School of Policy and Government

**Note(s):** Professor Kugler has been awarded a Faculty Study Leave for Fall Semester 2024.

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<b>Kurtay</b>	<b>Pelin A.</b>	Title Change
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**Title:** Senior Associate Chair, Department of Electrical and Computer Engineering

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

**Note(s):** Retained Title-Professor

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<b>Kurtay</b>	<b>Pelin A.</b>	Title Change
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**Title:** KEEN Faculty Learning Community

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

**Note(s):** Retained Title-Professor

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<b>Laporte</b>	<b>Todd M.</b>	Leave with Pay
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**Title:** Associate Professor

**Local Academic Unit:** Schar School of Policy and Government

**Note(s):** Professor Laporte has been awarded a Faculty Study Leave for Fall Semester 2024.

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<b>Lee</b>	<b>Karen T.</b>	Title Change
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**Title:** Associate Director, Office of Student Creative Activities and Research (OSCAR)

**Local Academic Unit:** Undergraduate Education (Provost)

**Note(s):** Previous Title:Assistant Director, OSCAR

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Lockwood</b>	<b>Jennifer S.</b>	Leave with Pay

**Title:** Associate Professor without Term

**Local Academic Unit:** English (CHSS)

**Note(s):** Professor Lockwood has been awarded a Faculty Study Leave for Spring 2025.

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<b>Lopez Bunyasi</b>	<b>Tehama M.</b>	Title Change
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**Title:** Curriculum Chair

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

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

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<b>Maggioni</b>	<b>Viviana</b>	Title Change
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**Title:** Undergraduate Program Director, Sid and Reva Dewberry Department of Civil, Environmental, and Infrastructure Engineering

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

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

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<b>Mainkar</b>	<b>Avinash V.</b>	Title Change
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**Title:** BUS 498 Case Competition Coordinator

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Instructional Associate Professor

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<b>Mandaville</b>	<b>Peter</b>	Leave without Pay
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**Title:** Professor without Term

**Local Academic Unit:** Schar School of Policy and Government

**Note(s):** Professor Mandaville will be on Educational Leave without pay for Fall 2024.

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Mason**

**Linda H.**

Title Change

**Title:** Endowed Director of the Helen A. Kellar Institute for Human DisAbilities

**Local Academic Unit:** College of Education and Human Development

**Note(s):** Retained Title-Professor of Education

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**McDermott**

**Michael W.**

Tenure Track Contract  
Extension

**Title:** Assistant Professor

**Local Academic Unit:** Art (CVPA)

**Note(s):** Retained Title-Assistant Professor

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**McDonald**

**Heather R.**

Title Change

**Title:** Writer-in-Residence

**Local Academic Unit:** Theater (CVPA)

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

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**Miller**

**Toyah L.**

Title Change

**Title:** Director, Research (CIE)

**Local Academic Unit:** Costello College of Business

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

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**Novak**

**Andrew**

Leave with Pay

**Title:** Instructional Associate Professor

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

**Note(s):** Professor Novak has been awarded a Faculty Study leave for Spring 2025.

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## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Nykyforovych	Maria	Tenure Track Contract Extension

**Title:** Assistant Professor

**Local Academic Unit:** Costello College of Business

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<b>Oh</b>	<b>Kyeung M.</b>	Title Change
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**Title:** PhD Program Director

**Local Academic Unit:** Nursing (CPH)

**Note(s):** Retained Title-Associate Professor Without Term

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<b>Osgood</b>	<b>Robert</b>	Title Change
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**Title:** Interim Director, MS Program in Telecommunications

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

**Note(s):** Retained Title-Professor

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<b>Osgood</b>	<b>Robert</b>	Title Change
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**Title:** Director, MS in Digital Forensics (DFOR), Department of Electrical and Computer Engineering

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

**Note(s):** Retained Title-Professor

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<b>Owens</b>	<b>Thomas C.</b>	Title Change
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**Title:** Associate Director, School of Music

**Local Academic Unit:** College of Visual and Performing Arts

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

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Park**

**Hayon**

Conversion

**Title:** Assistant Professor

**Local Academic Unit:** Art Education (CVPA)

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**Pathak**

**Parth**

Leave with Pay

**Title:** Associate Professor

**Local Academic Unit:** Computer Science (CEC)

**Note(s):** Professor Pathak has been awarded a Faculty Study Leave for Spring 2025.

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**Peters-Burton**

**Erin E.**

Title Change

**Title:** Donna R & David E Sterling Endowed Professor in Science Education

**Local Academic Unit:** College of Education and Human Development

**Note(s):** Retained Title-Professor

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**Pettit**

**Robert**

Title Change

**Title:** Associate Chair for Graduate Studies and Director of New Graduate Programs,  
Department of Computer Science

**Local Academic Unit:** Computer Science (CEC)

**Note(s):** Retained Title-Professor of Practice

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**Pham**

**Anh T.**

Leave with Pay

**Title:** Associate Professor

**Local Academic Unit:** Schar School of Policy and Government

**Note(s):** Professor Pham has been awarded a Faculty Study Leave for Spring Semester 2025.

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Plotnick**

**Jeremy E.**

Title Change

**Title:** FPWM Advisory Board Program Fellow

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Instructional Assistant Professor

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**Plotnick**

**Jeremy E.**

Title Change

**Title:** Concentration Director, FPWM

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Instructional Assistant Professor

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**Plotnick**

**Jeremy E.**

Title Change

**Title:** Director of Minor Programs

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Instructional Assistant Professor

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**Raffegeau**

**Tiphonie E.**

Tenure Track Contract  
Extension

**Title:** Assistant Professor of Kinesiology

**Local Academic Unit:** College of Education and Human Development

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**Rebhuhn-Glanz**

**Rebecca**

Leave with Pay

**Title:** Associate Professor without Term

**Local Academic Unit:** Mathematical Science (COS)

**Note(s):** Professor Rebhuhn-Glanz has been awarded a Faculty Study Leave for Spring Semester 2025.

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Requeijo**

**Tiago C.**

Title Change

**Title:** Academic Director, MS FNAN

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Assistant Professor, Finance

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**Robinson**

**Gregory J.**

Title Change

**Title:** Director of Graduate Studies

**Local Academic Unit:** Music (CVPA)

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

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**Ross**

**Shani E.**

Title Change

**Title:** Associate Chair, Undergraduate Program

**Local Academic Unit:** Bioengineering (CEC)

**Note(s):** Retained Title-Instructional Associate Professor

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**Rothbart**

**Daniel**

Title Change

**Title:** Promotion & Tenure Committee Chair

**Local Academic Unit:** Philosophy

**Note(s):** Retained Title-Professor of Conflict Analysis and Resolution

---

**Rytikova**

**Ioulia**

Title Change

**Title:** MS AIT Risepoint Online Program Director

**Local Academic Unit:** Information Sciences and Technology (CEC)

**Note(s):** Retained Title-Professor

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Sanders</b>	<b>Quentin</b>	Tenure Track Contract Extension

**Title:** Assistant Professor  
**Local Academic Unit:** Bioengineering (CEC)

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<b>Saunders</b>	<b>Catherine E.</b>	Leave with Pay
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**Title:** Instructional Professor  
**Local Academic Unit:** English (CHSS)

**Note(s):** Professor Saunders has been awarded a Faculty Study Leave for Spring Semester 2025.

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<b>Schmidt</b>	<b>Bernard</b>	Title Change
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**Title:** Assistant Program Director, MS in Data Analytics Engineering Program  
**Local Academic Unit:** MS Data Analytics Engineering Program (CEC)

**Note(s):** Retained Title-Instructor

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<b>Schrump</b>	<b>Kelly R.</b>	Title Change
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**Title:** Interim Director for Graduate Programs and the Higher Education Program  
**Local Academic Unit:** Higher Education Program (CHSS)

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

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<b>Shehu</b>	<b>Amarda</b>	Title Change
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**Title:** Vice President and Chief AI Officer  
**Local Academic Unit:** Office of Research, Innovation and Economic Impact

**Note(s):** Previous Title: Associate Vice President of Research for IDIA & Associate Dean for AII for CEC

**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Sherry**

**Lance C.**

Title Change

**Title:** Associate Chair Research, SEOR

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

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

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**Sincere**

**Shakiyla**

Leave with Partial Pay

**Title:** Community Director for Beacon Hall

**Local Academic Unit:** Housing and Residence Life (UL)

**Note(s):** Professor Sincere will be on Educational Leave with partial pay for Fall 2024.

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**Smith**

**Cassandra D.**

Title Change

**Title:** Associate Director of Student Success Technology

**Local Academic Unit:** University Life Technology Services (UL)

**Note(s):** Previous Title:Assistant Director Off Campus Student Services

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**Snyder**

**Mark H.**

Title Change

**Title:** Associate Chair for Undergraduate Studies, Department of Computer Science

**Local Academic Unit:** Computer Science (CEC)

**Note(s):** Retained Title-Instructional Professor

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**Sokolov**

**Vadim**

Leave with Pay

**Title:** Associate Professor without Term

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

**Note(s):** Professor Sokolov has been awarded a Faculty Study Leave for Fall Semester 2024.

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Soundararajan</b>	<b>Shvetha</b>	Title Change

**Title:** Associate Chair, Department of Computer Science

**Local Academic Unit:** Computer Science (CEC)

**Note(s):** Retained Title-Instructional Associate Professor

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<b>Soyata</b>	<b>Tolga</b>	Title Change
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**Title:** BS/MS Computer Engineering Coordinator

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

**Note(s):** Retained Title-Associate Professor

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<b>Stafford</b>	<b>Richard T.</b>	Title Change
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**Title:** Director of Communications

**Local Academic Unit:** Honors College

**Note(s):** Administrative Faculty promoted to the rank of Assistant Professor.

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<b>Stufken</b>	<b>John</b>	Title Change
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**Title:** MS Program Coordinator & Associate Chair of Research, STATS

**Local Academic Unit:** Statistics (CEC)

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

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<b>Sun</b>	<b>Kun</b>	Title Change
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**Title:** Associate Director for the Center for Secure Information Systems

**Local Academic Unit:** Information Sciences and Technology (CEC)

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

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
<b>Tanyu</b>	<b>Burak</b>	Leave with Pay

**Title:** Professor without Term

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

**Note(s):** Professor Tanyu has been awarded a Faculty Study Leave for Spring 2025.

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<b>Taxman</b>	<b>Faye S.</b>	Leave with Pay
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**Title:** Distinguished University Professor

**Local Academic Unit:** Schar School of Policy and Government

**Note(s):**

Professor Taxman has been awarded a Faculty Study Leave with pay for AY 2024-2025.

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<b>Therrien</b>	<b>Gail D.</b>	Title Change
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**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

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<b>Tsirigotis</b>	<b>Eugenia P.</b>	Title Change
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**Title:** Assistant Area Chair of Accounting

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Instructor

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<b>Vlastara</b>	<b>Niki Maria</b>	Title Change
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**Title:** Associate Director, Center for Retail Transformation

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Instructional Assistant Professor

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## ANNOUNCEMENT

### Academic Programs, Diversity, and University Community Committee

December 5, 2024

### OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

**Vough**

**Heather C.**

Title Change

**Title:** Program Director, PhD

**Local Academic Unit:** Costello College of Business

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

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**Waters**

**Nakia**

Title Change

**Title:** Interim Director

**Local Academic Unit:** First Gen+ Center (UL)

**Note(s):** Retained Title-Assistant Director for First-Generation Student Support

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**Yoho**

**Rachel**

Title Change

**Title:** Assistant Director

**Local Academic Unit:** Stearns Center for Teaching and Learning (Provost)

**Note(s):** Previous Title: Educational Developer, Stearns Center for Teaching and Learning

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**Yuckenberg**

**Ashley K.**

Title Change

**Title:** Writing Intensive Coordinator

**Local Academic Unit:** Costello College of Business

**Note(s):** Retained Title-Instructional Assistant Professor

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**Zeng**

**Kai**

Title Change

**Title:** Director, Wireless Cyber Center

**Local Academic Unit:** Electrical and Computer Engineering (CEC)

**Note(s):** Retained Title-Professor

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**ANNOUNCEMENT**

**Academic Programs, Diversity, and University Community Committee**

December 5, 2024

**OTHER ANNOUNCEMENTS**

LAST NAME

FIRST NAME

TYPE

**Zhang**

**Xijin**

Title Change

**Title:** KEEN Faculty Learning Community

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

**Note(s):** Retained Title-Assistant Professor

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**Zolnik**

**Edmund J.**

Leave with Pay

**Title:** Associate Professor without Term

**Local Academic Unit:** Schar School of Policy and Government

**Note(s):** Professor Zolnik has been awarded a Faculty Study Leave for Fall Semester 2024.

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Faculty and Academic Standards Committee						
December 5, 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	1	0	0	0	0	0
Senior Instructor	0	0	0	0	0	0
Master Instructor	0	0	0	0	0	0
Professor of Practice	0	0	0	0	0	0
Assistant Professor	1	1	1	1	1	1
Associate Professor	1	1	0	0	0	0
Professor	0	0	0	0	0	0
Administrative/Professional	0	22	0	0	0	1
<b>Totals</b>	<b>3</b>	<b>24</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track		Total	
	9-month	12-month	9-month	12-month		
Instructor	4	2	0	0	6	
Senior Instructor	0	0	0	0	0	
Master Instructor	0	0	0	0	0	
Professor of Practice	0	0	0	0	0	
Assistant Professor	3	7	0	0	10	
Associate Professor	1	2	0	0	3	
Professor	0	2	0	0	2	
Administrative/Professional	0	0	0	0	0	
<b>Totals</b>	<b>8</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>21</b>	
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased	Total	
	21	7	5	0	33	
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	25	2	85	1	4	117

\*Summary Excludes Postdoctoral Research Fellows and Research Staff

**GEORGE MASON UNIVERSITY  
BOARD OF VISITORS**

**September 26, 2024 BOV Meeting and September 17 Committee Meetings  
Executive Summary**

**Development Committee**

Highlights:

**George Mason University Foundation Chair – Sumeet Shrivastava**

- Effective July 1, 2024, the foundation warmly welcomed a new slate of officers and three new Trustees to the Board.
- Chair Shrivastava highlighted board operations and shared that the Investment Committee met last week and reviewed the fiscal year 2024 investment results. He was happy to report that the endowment returned a positive 15.45%, and the market value at June 30 was \$222 million. The endowment paid out \$6 million in support for university students, faculty, and programs.
- In the upcoming year, engagement plans are being developed for all trustees to leverage expertise and opportunities in support of the campaign.
  - Trustee Delbert Parks, Vice President and Site Executive at Micron, is a model of strong engagement with the university. Micron provides opportunities to students, engages alumni, and supports the university philanthropically.

**Ms. Trishana Bowden, Vice President of Advancement and Alumni Relations and President of the George Mason University Foundation:**

- Ms. Bowden provided a brief update to the board and referenced the Development Committee Report that was submitted in advance of the meeting.

**Dr. Keith Renshaw- Senior Associate Provost for Undergraduate Education: The Military, Veterans, and Families Initiative (MVFI)**

- Dr. Renshaw explained that MVFI was established to connect and highlight the various initiatives at George Mason aimed at supporting military service members, veterans, and their families within the student body and the wider community.
- George Mason offers support to service members, veterans, and their families through scholarships, student resources, and specialized curriculum pathways and programs.
- MVFI is introducing several new initiatives and exploring opportunities to formalize its role as a university center, focusing on key areas such as:
  - Student Success
  - Regional Workforce
  - Community Engagement
  - Research
- Dr. Renshaw discussed the goal of creating a National Model through philanthropy, aiming to develop a comprehensive strategy to engage the community in building a transformative center for service members, veterans, and their families while enhancing philanthropic support.

Motions for Board:

- None.

**Academic Programs, Diversity and University Community Committee (September 17)**

Highlights:

- Dr. James Antony, provost and executive vice president, began by highlighting his reasons for joining George Mason University, emphasizing its mission to broaden access to education and its rapid growth

as a research institution. He shared insights from his first two months, where he has been actively listening and learning about the university's operations, programs, and budget. Provost Antony welcomed Dr. Joshua Park as the new dean of the Mason Korea Campus and provided an update on the search for the next dean of the College of Science, with recruitment of candidates taking place now and in person interviews anticipated in the spring. Next Provost Antony provided an update on Just Societies and communicated his commitment to follow through with the plan that his predecessor began, which was outlined in a campus-wide note detailing the university's pause of any implementation of a requirement. Through this pause, the campus will engage in an assessment of the learning outcomes of all courses that are being offered that meet the intended Just Societies learning outcomes. He also offered an overview of one of the reports included in the materials on degrees awarded in the last academic year. He concluded his report with highlights of accomplishments by some of our students and faculty members.

- David Burge, vice president for enrollment management, and Alan Byrd, dean of Admissions, reported on admissions and enrollment for the fall 2024 semester. The enrollment report emphasized George Mason's growth trajectory, especially within Northern Virginia. The university is experiencing significant enrollment growth, with fall 2024 marking the largest first-year class in its history—over 4,500 students. He noted that while there is a nationwide decline in out-of-state master's students due to decreased international enrollment, in-state master's enrollment has slightly increased. George Mason is one of five Virginia universities experiencing growth, driven by Northern Virginia. Enrollment targets are aligned with state obligations, with instances given where the university has increased enrollment for these reasons. Despite the national "enrollment cliff" challenge, George Mason's leadership remains optimistic due to projected increases in high school graduates in Northern Virginia, and continued growth is supported by SCHEV-approved plans.
- Alan Byrd provided an overview of the Mason Ambassador programs and student tour information, highlighting the ongoing training and meetings that they receive and how the program is unique from other institutions.

The following action items were approved to be brought to the full board:

- New Degree Program: MS Behavior Analysis
- New Degree Program: PhD in Cyber Security Engineering
- Faculty Action: Conferral of Emeritus/Emerita Status

### **Audit, Risk, and Compliance Committee**

Highlights:

- Enterprise Risk Management Program Update: The Committee reviewed the status of the enterprise risk management program with Chief Risk Officer Julie Zobel. Funding resources, competition, and cybersecurity remain the high-priority risks for the university. We discussed with management the competitive environment for students and for high-performing faculty.
- Reports: The Committee reviewed the University Audit, Institutional Compliance, and Information Technology Program Summary Reports. University Audit has recruited Derek Butler as Deputy University Auditor succeeding Wendy Watkins who retired recently. Mr. Butler has more than 30 years of private sector internal audit leadership experience and holds professional certifications as a Certified Internal Auditor and Certified Information Systems Auditor.

Follow-Up:

- None.

Motions for Board:

- None.

### **Finance and Land Use Committee (September 17)**

Highlights:

- The Finance and Land Use Committee was provided with a financial update and had discussions regarding student fees, where additional information was provided on how fees are determined, what they support, and how they are communicated. Management agreed to find ways to be more proactive and transparent with students about fees, including course and program fees. The Committee approved FOUR action items:
- The Committee approved revisions to the university's Debt Policy #2111 which applies to all debt financing activities of the University. The revisions include:
  - language from George Mason's Management Agreement to notify the State Treasurer prior to the issuance of bonds; and
  - language to comply with GASB accounting changes related to leases and subscription-based information technology arrangements.
- The Committee approved revisions to the university's Investment Policy #2116 which applies to the investment and management of all university funds not held by the State Treasury. The revisions incorporate language from George Mason's Management Agreement to ensure investment of public funds in a manner that will provide the highest investment return with the maximum security while meeting the daily cash flow demands.
- The Committee voted to affirm the State Six-Year Operating Plan, which is an update to the of Six-Year Plan approved in 2023 and has been submitted to SCHEV (*State Council for Higher Education in Virginia*). The plan supports the Governor's Higher Education Agenda by providing resources towards continued academic excellence and service for our students and community.
- The Committee voted to revoke any and all authorization granted to the university on December 14, 2023, regarding a ground lease or any other documents, instruments, or certificates in furtherance of a shared temporary cricket/baseball stadium.

The following action items were approved to be brought to the full board:

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

### **Research Committee**

- Vice President for Research, Innovation, and Economic Impact Andre Marshall identified major faculty research gains, shared details about a new partnership with Naval Sea Systems Command, and provided data from the recent, and very successful, Accelerate Investor Conference. He also shared an overview of the infrastructure available on the Science and Technology campus and gave an update of the Research Administration Management Portal implementation and the services it provides.
- Biology professor Aarthi Narayanan outlined her efforts on addressing critical knowledge gaps around how viral infections impact human and animal health, and on delivering robust platform technologies that can enable rapid response to current and future challenges. Following her remarks, Forensic Science Program director Mary Ellen O'Toole described the training and research occurring at Mason's Forensic Science Research and Training Laboratory which is designed to study human decomposition and identify human remains.



## **Full Board**

### Highlights:

- Secretary Alacbay and Visitor Oberoi led an initial conversation about the possibility of the university officially adopting the principles outlined in the Kalven Report on the University's Role in Political and Social Action. The rector referred the matter to the APDUC committee to facilitate further exploration and engagement with the appropriate university constituencies.
- President Washington presented and the board approved revisions to his Presidential Goals for FY2025.
- The board received a tour of campus facilities and discussed the future of Mason's campus as it relates to housing, athletic facilities, and west campus.
- The board received updates on the Just Societies program, enrollment, and student fees.

### Action Items:

- Planning Conference Minutes for July 25, 2024
- Annual Meeting Minutes for July 26, 2024
- FY2025 Presidential Goals
- Emergency Operations Plan
- New Degree Program: MS Behavior Analysis (CEHD)
- New Degree Program: PhD in Cyber Security Engineering (CEC)
- Faculty Actions: Conferral of Emeritus/Emerita Status
- Affirmation of State Six Year Operating Plan
- University Debt Policy Update
- University Investment Policy Update
- Revocation of Prior Cricket Authorization
- Approval of Honorary Degrees